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अधिकार

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स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन,

नई दिल्ली - 110 115

GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

SHASTRI BHAWAN,
NEW DELHI - 110 115

D.O. 2-16/2017-EE.3

22nd January, 2018

Respected Ma'am/Sir,

As you are aware, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE) are the three major flagship school education development programmes of the Ministry of Human Resource development (MHRD), Government of India being implemented in partnership with the States and UTs. These Schemes have been in operation since more than 15 years now except for RMSA. They have helped in making considerable progress in achieving near universal access at elementary level, enhancing the access at secondary level and strengthening the Teacher Education Institutions in States. However, the major challenge is provision of quality education. The focus of the Government needs to be now on taking steps for improvement in quality of education.

2. It has, therefore, been decided to institute an integrated scheme for School Education as an overarching programme with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It is in this context, that a concept note has been prepared envisaging the Scheme as a sector-wide development programme for addressing the needs of the entire school education sector upto senior secondary level. This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging a comprehensive strategic plan for development of school education. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes. The emphasis of the combined Scheme would be to incentivize States towards improving quality of education.

3. A national workshop to consult the States on the design of the Scheme has been scheduled for **30th January, 2018**. You are requested to provide your feedback/suggestions on the concept note to the undersigned (maneesh.garg@nic.in) and to Ms. Surbhi Jain, Director (surbhi.jain@nic.in) urgently.

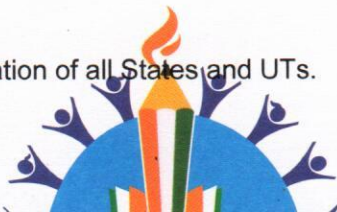
With regards,

Yours sincerely,

Encl. as above

Maneesh
22/1/18
(Maneesh Garg)

To,
Secretary, Education of all States and UTs.



CONCEPT PAPER

Integrated Scheme for School Education: Merging the Centrally Sponsored Schemes of SSA, RMSA & TE

1. Background

1.1 Education is the most important tool for social, economic and political transformation and a key instrument for building an equitable society. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity¹. Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976 included education in the Concurrent List. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standards including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

1.2 With the formulation of National Policy on Education, 1986 India initiated a wide range of programmes for achieving the goal of Universalisation of Elementary Education (UEE). These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P. Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), District Primary Education Programme (DPEP) and the Sarva Shiksha Abhiyan (SSA) – the flagship Centrally Sponsored Scheme in partnership with State Governments for UEE across the country. This was further strengthened with the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which gave a legal mandate to provide free and compulsory elementary education to every child in the age group of 6-14 years.

1.3 States and UTs are supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA. The norms of the Scheme have been aligned with the provisions of the Act vide approval of the Cabinet dated 9th September, 2010. The estimate of funds required by all States and UTs under the SSA

¹India, Planning Commission, Draft Twelfth Five Year Plan (2012-2017) Volume-III, p. 48

for implementation of the RTE Act, 2009 is determined in the Annual Plans which are prepared as per the programmatic and financial norms of the Scheme. These signify the fund requirements for implementation of the norms and entitlements under the RTE Act, 2009.

1.4 A successful programme of UEE is the precondition for taking the first reliable step towards Universal Secondary Education. The NPE emphasised improving equitable access to secondary education and the enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams (Para 5.13 of the NPE, 1986). The NPE and the Programme of Action (POA), 1992 while recognising secondary education as a critical instrument for social change, called for its planned expansion. The NPE, (as modified in 1992) specifically laid emphasis again on *increasing access to secondary education with particular focus on participation of girls, SCs and STs; increased autonomy of Boards of Secondary Education to enhance their ability to improve quality; introduction of ICT in school curriculum for coping with globalisation; renewed emphasis on work ethos and values of a humane and composite culture in the curricula; and vocationalisation through specialised institutions or through the refashioning of secondary education to meet the manpower requirements of the growing Indian economy* (Para 5.13 to 5.15). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme initiated in 2009, demonstrated the government's ambition for a secondary education system that can support India's growth and development. In the year 2013-14, four other Centrally-sponsored Schemes for secondary education viz., ICT in Schools, Girls' Hostel, Vocationalisation of Secondary and Higher Secondary Education and Inclusive Education for Disabled at Secondary stage were subsumed under RMSA. This was done to provide for convergence based implementation of different programmes for secondary education with inclusion of aided schools for quality related interventions and higher secondary segment for certain components.

1.5 The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education (CSSTE) was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE, 1986). The NPE stated that improvement in the status and professional competence of teachers is the corner stone of educational reconstruction and envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. District Institute of Teacher Education (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs) were, therefore, established. Thus, the

CSSTE Scheme aims to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs).

2. Functionality, objectives, scope, coverage, funding and implementation structure of SSA, RMSA and TE

2.1 The Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE) are the three major flagship school education development programmes of the Ministry of Human Resource development (MHRD), Government of India being implemented in partnership with State/UTs. While the SSA covers the elementary level (grades I-VIII), the RMSA covers grades IX-X (IX-XII for certain components). SSA has been designated as the vehicle for implementation of the RTE Act, 2009. CSSTE aims to provide infrastructural and institutional support to Government TEIs to enhance the quality of teachers across classes I-X.

2.2 The common objectives of all the Schemes are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education for all. Interventions in SSA and RMSA are directed towards ensuring minimum standards in schooling provisions; creating equal opportunities for schooling by removing gender, social, disability and other barriers; strengthening school based management for school improvement; increasing the internal efficiency of schools by improving grade progression and completion of students through demand-side financing strategies and increasing the level of engagement of primary stakeholders at the school level; building competencies of school heads, teachers, teacher educators and administrators; and enhancing student outcomes. CSSTE is providing teachers' education through proper institutional setup for both pre-service and in-service training. Further, with the role of SCERT as an academic authority u/s 29(1) of the RTE Act, the focus will be on strengthening of SCERTs and DIETs. This will also create more opportunities for teachers as well as teacher educators through opening of new avenues for in-service as well as pre-service teacher education. With the persistent efforts of the Central and the State Governments, these schemes have significantly addressed several major gaps in the school education system.

2.3 The Government has, till now, tried to adopt an integrated approach in the implementation of the various Centrally Sponsored Schemes. A comparative statement of objectives, scope, coverage, funding and implementation structure of SSA, RMSA and CSSTE has been attempted at *Annexure -I*. However, overtime,

parallel institutional arrangements at national, state, district and sub-district levels with little convergence with mainstream school education administration have been created for the planning and management of these Schemes.

2.4 Although, the Centrally Sponsored Schemes of SSA, RMSA and TE have significantly contributed towards the government's efforts to put in place an equitable quality school education system in the country, their scope and coverage remain segmented. The Schemes were often more concerned about providing requisite inputs and delivering intermediate results/outputs rather than raising schooling outcomes. These schemes seem to have little clarity on the learning outcomes to be ensured in the school education sector. Recognising these limitations, recently, the MHRD, with support from the NCERT, has gone for defining the grade specific expected learning outcomes at the elementary level. In this regard, Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have been developed. These are the basic levels of learning that children should arrive at the end of each class.

2.5 Independent evaluations of the Schemes have suggested increased convergence and integration between the Schemes through a single school education development programme covering grades I-X/XII. This would help in instilling allocative efficiency and optimal utilization of budgetary and human resources. Many States (18) have already strived to attain convergence between the two Schemes by making one State Project Director in-charge of the implementation of SSA and RMSA. Recognising the potential gains from convergence, **an advisory on integrating the administrative structures at various levels created for SSA and RMSA in the States to achieve productive synergies, better co-ordination and economies of administrative costs has already been sent to all States and UTs on 16th November, 2017 (Annexure –II).**

2.6 These Schemes have been in operation since more than 15 years now except for RMSA. They have helped in making considerable progress in achieving near universal access at elementary level and enhancing the access at secondary level. However, the major challenge is provision of quality of education. The focus of the Central Government needs to be now on encouraging States to take steps for improvement in quality of education.

2.7 It is in this context, that this concept note makes an attempt to create a single scheme for School Education by merging the different Centrally Sponsored Schemes

like the SSA, RMSA and CSSTE into an overarching programme with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. A comparative mapping of the interventions under SSA, RMSA and CSSTE has been done to design a new programme/scheme for development of school education, which would be a **common sector-wide development programme** for addressing the needs of the entire school education sector rather than that of any programme or scheme like the SSA, RMSA or CSSTE. This mapping is attached at *Annexure-III*. This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level.

3. Achieving Synergy Between the Schemes

3.1 Given the shift in the approach to development of school education from input-based to outcome based central sector interventions as envisaged in the document entitled, India: Three-Year Action Agenda, 2017/18 to 2019/20 (NITI Aayog, 2017), a ‘paradigm shift’ is envisaged in the approach to central sector spending on school education. A flagship programme in school education has been conceptualized (designed and implemented jointly by the State and Central Governments) with the overall developmental goal of raising the performance of the school education sector following a strategy of supporting interventions for school effectiveness and sustainable institutional capacity. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes. The emphasis of the combined Scheme would be to incentivize States towards improving quality of education.

3.2 Unified Administrative Structure and increased Programme Effectiveness:

It has been observed that separate schemes have created an artificial divide of levels i.e., elementary and secondary within the “School Education Sector”. The Schemes operate through separate State Implementation Societies with separate bank accounts, separate project offices and separate project personnel usually under the administrative control of Secretary, Education of a State. The institutional arrangements including for planning, budgeting, training and monitoring and evaluation are separate for both the schemes. This may have led to a duplication of efforts and personnel towards implementing similar interventions and achieving similar objectives. **A single programme will lead to an optimal utilization of budgetary allocations and effective use of human resources and institutional**

structures. Approaches to improve access, participation, student flow/internal efficiency, equity and learning outcomes can be synergized as far as possible. A school education sector-wide programme would not only minimise transaction costs by making the programme to contribute towards system performance but also by creating sustainable institutional capacity and accountability framework at all levels.

3.3 The Scheme for school education envisages the ‘school’ as a continuum from primary, upper primary, secondary to higher secondary levels. This will smoothen the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. Moreover, the integration of Teacher Education with the elementary and secondary schooling system would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, Innovations, Mentoring and Monitoring, etc.

3.4 **Institutional capacity building:** Improvement in quality requires a sustainable support system of national state & district level institutes. Convergence of the programmes will encourage major capacity building role for national, state and district level institutions like NIEPA/NCERT/NCERT/SCERT/SIEMAT/DIET etc. This single Scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes leading to emphasize the integration of in-service training structures in States through SCERTs to make it need-focused and dynamic.

3.5 A combined approach to school education would enable exploration of new digital initiatives for strengthening in-service and pre-service teacher training and education with a focus on Creation of Digital Learning Material, Innovative Pedagogy and Capacity Building, etc. This would strengthen the quality of teaching in schools across levels. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

4. Proposed Strategy for Implementation

4.1 The budget for all the three schemes will be merged into a single budget provision. This will be the Central share to be provided to the States and UTs with the existing fund sharing pattern of 60:40; 90:10 for North-Eastern states and 3 Himalayan States and 100% for Union Territories without Legislature. This will be allocated amongst the States and UTs based on an index of requirements/ performance

to be developed by the Department. The use of funds would be governed by approved interventions within the ceilings decided by the empowered committee of the department i.e., the Project Approval Board headed by Secretary, Department of School Education & Literacy. A single Utilisation Certificate would be required from the State streamlining the merged Schemes, along with component wise physical and financial expenditure statement.

4.2 Under RMSA, the budgetary provision is being allocated among States and UTs based on an objective and transparent criteria since last two years. It has an in-built incentive for focussing on various policy interventions like Aadhar coverage in SDMIS, rural transfer policy for teachers, school evaluation, separate cadre for headmasters and outcomes such as performance on National Achievement Survey. It adopts a gradual approach to fulfil the commitments towards teachers' salary and other committed liabilities. It is proposed to adopt this approach for the sector-wide programme.

4.3 Keeping in view of the role of SCERT as an academic authority u/s 29(1) of the RTE Act, 2009, the merger of the Teacher Education scheme with SSA and RMSA will further facilitate the efforts being made by the Central Government to meet the exceptional challenges for the Teacher Education System arising from the massive spatial and numerical expansion of schooling facilities at the elementary and secondary levels and corresponding increase in the demand for teachers. The Right of Children to Free and Compulsory Education Act, 2009 and its subsequent amendments, reinforced the importance of teacher training to ensure quality of education. Thus, the integration of the three schemes would also emphasize the integration of training structures in States and reiterate the academic position of SCERTs/SIEs, as the nodal agency for conduct of Teacher Training.

4.4 The approach suggested for inter-state allocation of funds is as follows:

1. The total outlay will be estimated to be twice the total budget allocation for the year, in view of the sharing pattern and phased releases in respect of non-recurring works.
2. Committed recurring liabilities including teacher salary, recurring costs of KGBVs, Girls Hostels, entitlements under RTE Act, 2009 of text books, uniforms and reimbursement under Section 12(1)(c), Programme Management, Monitoring Evaluation and Research (MMER) will be estimated based on the actual requirements of the

States and UTs, and allocated proportionately upto a maximum of 60% of the total budget.

3. Budget for Non recurring expenditure will be distributed among States and UTs on the basis of data of enrolment and Aadhar coverage of students submitted in Student Database Management Information System (SDMIS), upto a maximum of 20% of the total budget.
4. 20% of the total budget would be focused on interventions related to improvement in quality of education. This will be allocated on 2 criteria i.e. (a) committed quality interventions like teacher training, school grants, student assessments, leadership training, ICT, vocational education etc. and (b) flexible funds for innovative quality interventions which in-turn will be decided on the basis of performance (example as evident from NAS result) and advocated policy interventions such as rural transport policy, separate cadre for Head Masters, restructuring of Teacher Education Institutions (TEIs) etc.
5. After working out the State allocations on the above formula, States will be given flexibility to prioritise the components. Within this fund allocation, States would have to prepare an Annual Plan under the broad interventions. These will be appraised and approved by the Project Approval Board of the Department.
6. The States would need to keep in mind the legal requirements of the RTE Act, 2009, and the committed liabilities under the existing schemes, before taking up new interventions.

4.4 The States would have to clearly articulate the outcomes and related key performance indicators and set the annual mile stones. A common Framework for this would be developed. A robust monitoring MIS system would be developed for capturing physical and financial progress under various interventions. The financial norms and the medium & long term monitorable targets/outcomes of the Schemes would be harmonized to develop uniform interventions for schools.

5. Proposed Design of the Scheme

5.1 States would be expected to bring a single Plan for the entire school education sector. The Central assistance would be provided at all levels uniformly treating a school as a continuum. The thrust of the Scheme would be to support States to improve the quality of school education. The Scheme would be in accordance with the Sustainable Development Goal for Education (SDG-4) that is to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all. The

Goal SDG-4.1 states that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. Further the SDG 4.5 states that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

5.2 The aim of the Scheme, accordingly, would be to universalize quality school education. It would endeavour to support States and UTs in effective implementation of the RTE Act, 2009. The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality including Vocational Education and strengthening of SCERTs and TEIs. The major interventions proposed are:

I. Universal Access

- (i) Sanction of new schools which would include new primary schools, up-gradation of primary school to upper primary schools, up-gradation of upper primary school to secondary schools and up-gradation of secondary schools to higher secondary schools. This would also include sanction of new composite schools i.e. from Classes-I to XII and buildings for building less schools.
- (ii) Residential Schools and Hostels in inaccessible areas ranging from Classes I-XII.
- (iii) Strengthening of existing residential schools and facilities for classes I-XII.
- (iv) Transport and Escort facility to children in Classes I-XII in remote habitations and for Children with Special Needs (CWSN).
- (v) Strengthening of existing infrastructure and major & minor repair of schools from classes I-XII.
- (vi) Residential quarters for teachers, especially female teachers in remote/difficult areas.
- (vii) Support for out of school children
- (viii) Open schooling system

II. Gender and Equity

- (i) The existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at upper primary level and Girls Hostels at secondary level would be extended to provide residential and schooling facilities upto Class-XII, so as to have

at-least one residential school for girls upto class XII in every educationally backward block.

- (ii) Physical/Self Defence Training for girls
- (iii) Other interventions like Environment Building Programme, Inspiration/Motivation Camp for SC/ST children, enrolment/retention drives etc. at all levels in classes I-XII

III. Inclusive Education

- (i) Supporting Children with Special Needs (CWSN) in schools at all levels in Classes-I to XII.
- (ii) Supporting home based education for CWSN who are unable to go to schools. This will be for education in Classes-I to XII.

IV. Quality

- (i) Teacher Training and professional development including in-service, pre-service, induction and refresher training to be provided under the aegis of SCERTs and DIETs etc.
- (ii) Academic support of Block Resource Centres (BRC) and Cluster Resource Centres (CRC) to schools at all levels.
- (iii) Conduct student assessments at National or State level
- (iv) Research studies on factors effecting access, equity and quality.
- (v) Composite school grants including maintenance grant, school grant, and library grant etc.
- (vi) Project based proposals for quality improvement
- (vii) Guidance and counselling
- (viii) Learning Enhancement Programmes/remedial teaching programmes.
- (ix) Leadership Training for Principals/Head Teachers
- (x) Bridge courses for Out of School Children.
- (xi) Support for Science, Technology, and Engineering and Mathematics (STEM) education such as Rashtriya Avishkar Abhiyan.
- (xii) Support for early reading initiative like Padhe Bharat Badhe Bharat.

V. Financial support for Teacher Salary

- (i) Support for newly recruited teachers in newly upgraded schools.
- (ii) Support for additional teachers to fulfil the norms of PTR at all levels
- (iii) Support of special teachers in schools/clusters of schools.
- (iv) Support for salary of Teacher Educators/ Academic Faculty working in SCERTs, DIETs, BITEs, CTEs and IASEs

VI. Innovation

- (i) Innovation for promoting access, equity, quality and gender equality.

VII. Digital initiatives

- (i) Sanction of new ICT projects in schools which would include hardware/software support.
- (ii) ICT in schools-strengthening of existing school in terms of hardware and software support.
- (iii) Development of E-content and teaching learning software.
- (iv) Central initiatives to promote use of digital technology such as Shala Kosh, Diksha etc.
- (v) Creation of digital learning material, innovative pedagogy and capacity building, etc.
- (vi) Technology support to DIETs.

VIII. RTE Entitlements

- (i) Free Uniforms.
- (ii) Free Textbooks.
- (iii) Re-imbusement towards expenditure incurred for 25% of admissions under Section 12(1)(c) of the RTE Act, 2009.
- (iv) Special training for age appropriate admission of out of school children.
- (v) Community Mobilisation
 - (a) Section 21 of the RTE Act, 2009, provides for a School Management Committee (SMC) in every school and envisages dynamic role of the community in effective monitoring of schools. As per the existing guidelines of RMSA every secondary school has a School Development Management Committee (SDMC). States and UTs have been advised to have a single SMC in a composite school. This intervention will support training of SDMC, SMC and PRI members for carrying out the roles and responsibilities envisaged in the RTE Act, 2009.
 - (b) In addition activities for creating awareness about RTE Act, 2009 and strengthening the role of community and monitoring the schools at all levels will also be supported.

IX. Strengthening of Teacher Education Institutions (TEIs)

- (i) Strengthening of State Councils of Educational Research and Training (SCERTs); District Institutes of Education and Training (DIETs); Block Institutes of Teacher Education (BITEs); Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs)

- (ii) Support for Salary of Teacher Educators/ Academic Faculty working in TEIs.
- (iii) Support for Infrastructure Development
- (iv) Faculty Development of Teacher Educators
- (v) Programme and activities in Teacher Education Institutions (TEIs)
- (vi) Establishment of Special Cells
- (vii) Establishment of New DIETs in new districts as 31.03.2017.
- (viii) Residential Training Programmes of Teacher Educators, DIET Principals, Head Masters and Master Trainers
- (ix) Orientation and Induction Training of Teacher Educators

X. Vocational Education

- (i) Vocational Education as an integral part of general education at Secondary and Higher Secondary level to enhance the employability of youth.
- (ii) Introduction of Vocational subjects at secondary level which would include Tools, Equipment and manpower costs.

XI. Sports and Physical Education

- (i) Increased convergence with Department of Sports.
- (ii) Provision of sports and physical education facilities in schools.

XII. National Component (0.5% of total budget)

- (i) Support to National Institutions like NIEPA, NCERT, NCPCR, NCTE etc. for National level programmes related to quality of education, assessments, data management, digital education.
- (ii) Technical Support Group for monitoring of the Scheme

XIII. Infrastructure Development

- (i) Construction of schools, additional classrooms, strengthening of BRCs and CRCs, toilets and drinking water facilities, Science and Math labs, major repairs to school buildings, etc.

XIV. Programme Management

5.3 The list of interventions proposed above is an indicative list and not an exhaustive list. Any other interventions to promote the objectives of the Scheme and improving learning outcomes can be taken-up.

5.4 The draft programmatic and financial norms are attached at Annexure IV.

Annexure-I

Table 1:Comparative statement of objectives, scope, coverage, funding and implementation structure of SSA, RMSA and CSSTE

Areas	SSA	RMSA	Teacher Education	Opportunities and benefits of Convergence
Overall Objective	To provide quality elementary education for all	To quality secondary education available, accessible and affordable for all	To provide infrastructural and institutional support to Govt. Teacher Education institutions (TEIs)	<ul style="list-style-type: none"> • Formulating an overarching school education development programme with an overall objective of making quality school education available, accessible and affordable for all children in the age group 6-18. • To provide infrastructural and institutional support to Govt. TEIs
Target Group	Children in 6-14 age group	Children in 14-18 age group	Teacher Education Institutions, Teacher Educators, Teachers and Student Teachers	<ul style="list-style-type: none"> • Children in age group 6-18, Teachers and Educators can be covered together.
Coverage of schools/Teacher Education Institutions	All government, government aided and private unaided	All government secondary/higher secondary schools with secondary sections, and partially government aided schools	All SCERTs, DIETs/DRCs, IASEs, CTEs, BITEs	<ul style="list-style-type: none"> • Expanded coverage including all government and government aided primary upper primary, secondary and higher secondary schools. • All SCERTs, DIETs and BITEs for stronger linkages with the Block/Cluster level resource centres
Mode of implementation	Through Society formed by State Government	Through Society formed by State Government	From State treasury to SCERT	<ul style="list-style-type: none"> • A single implementation Society for harmonization and reduced transaction costs
School Based Management	School Management Committee (SMC) involved in the implementation and monitoring interventions	School Management and Development Committee (SMDC) involved in implementation and monitoring interventions	-	<ul style="list-style-type: none"> • SingleSMC/SMDC for all types of schools to strengthen school based management of development interventions. The school becomes the unit for planning and management and not the SSA and RMSA.

310563/2017/Secretary (SE&L) Office

अनिल स्वरूप

सचिव

Anil Swarup

Secretary

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सत्यमेव जयते

भारत सरकार

Government of India

मानव संसाधन विकास मंत्रालय

Ministry of Human Resource Development

स्कूल शिक्षा और साक्षरता विभाग

Department of School Education & Literacy

124 'सी' विंग, शास्त्री भवन, नई दिल्ली-110 001

124 'C' Wing, Shastri Bhawan, New Delhi-110 001

16th November, 2017

Dear Secretary,

You are aware that Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are the two flagship programmes of the Government of India for universalization of education and are being implemented in partnership with all States and UTs. While SSA aims at universalizing elementary education (classes I-VIII) for all children of the age group 6-14 years since 2000-01, RMSA aspires to provide good quality secondary education (classes IX-X) to all young persons in the age group 14-16 years since 2009-10. The programmes have significantly contributed towards laying a strong foundation for an equitable quality school education system in the country.

2. However, it has been observed that the two schemes have created an artificial divide of levels i.e. elementary and secondary within the "School Education Sector". Both the Schemes operate through separate State Implementation Societies with separate bank accounts, separate project offices and separate project personnel usually under the administrative control of Secretary, Education of a State. The institutional arrangements including for planning, budgeting, training and monitoring and evaluation are separate for both the schemes. This may have led to a duplication of efforts and personnel towards implementing similar interventions and achieving similar objectives. Many States have strived to attain convergence between the two Schemes by making one State Project Director in-charge of the implementation of both the Schemes.

4. It has, therefore, **been decided that the administrative structures at various levels created for SSA and RMSA in the States may be integrated** to achieve productive synergies, better co-ordination and economies of administrative costs. This would entail a single State Project Office managing both the schemes at the State level and one single implementation unit at district and sub-district levels. This will lead to an optimal utilization of budgetary allocations and effective use of human resources and institutional structures. This, in turn, will enable effective implementation of the Schemes in the schools and orient the system towards outcome-based monitoring. A creation of a single administrative structure would also assist in developing a school sector-wide strategy stressing on improvement in quality of education.

5. You are, therefore, requested to initiate necessary action at your end. I am sure that we can improve the effectiveness of our school system with your consistent support.

With regards,

Yours sincerely,

o/c


(Anil Swarup)

Secretary/Principal Secretary (Education) of all States and UTs

Annexure-III

Mapping of components under SSA, RMSA and TE

Civil Works: Civil work constructions under both the schemes are followed as per the State Schedule of Rates (SSoR). The scheme has a provision of ceiling up-to 33% in SSA programme funds and up-to 60% in RMSA programme.

Item	SSA	RMSA	Remarks
New Elementary and Secondary School	School and social mapping which costs under MMER	School mapping Cost under MMER	Benefits: Need based planning for schools may be done and plan composite schools which will be cost effective in terms of teacher Salary etc.
	Provides new Primary school within habitations	Provides Secondary school within 5 km radius, New School includes Classroom, Science laboratory including lab equipment, Library, office room, HM room, Art and Craft room, Girls Activity room, computer room, toilet and drinking water facility	
	Up gradation of PS to @ As Per SSOR UPS (upper primary schools) within 3 km radius @ As Per SSOR.		
	Composite Elementary School @ As Per SSOR.		
	Additional classrooms At least one class room for every teacher in Primary & upper Primary, @ as per SSOR	Additional classrooms as per higher enrolment @ as per SSOR	
Residential School	Residential schools for specific category of children recurring and non-recurring grant shall be same as KGBVs	Residential porta cabin in Special case has been sanctioned	Benefits: Need based composite Residential schools may be established.
Girls Hostels and KGBVs	KGBVs, Construction of Building including boundary wall, Water and sanitation facilities, electric installation, Bedding , TLM and equipment including library books, Furniture/ Equipment (including kitchen)	Residential Girls Hostels' as per SSOR	Benefits: Smooth transition of girls from elementary to secondary. These may further be extended upto Class XII wherever possible.

Item	SSA	RMSA	Remarks
Transport/Escort Facility	Children in remote habitation or Urban deprived children/children without adult protection @ Rs.3000/ per child per annum	Not being supported	Benefits: Transport facility may be extended up to secondary Girls.
Introduction of Vocational Education	No provision	<p>Vocational education stream as an integrated part of general education at secondary and higher secondary level in composite schools for Tools, Equipment & Furniture @Rs 10 Lakhs, Recurring Costs @Rs 22.20 lakh as</p> <ul style="list-style-type: none"> • Flexible pool for engaging resource persons including teachers/skill trainers, Skill Knowledge Providers, Coordinators, guest faculty etc. – Rs. 14.50 lakhs • Raw Materials, maintenance of tools and equipment’s purchase of books, software, e-learning material etc – Rs. 2.80 lakhs • Cost of providing hands on skill training to students in industrial and commercial establishments – Rs. 1.50 lakhs • Cost of Assessment and Certification @ Rs 600 for Class IX and X and Rs 800 for Class XI and XII – Rs. 1.40 lakhs • Office Expenses/ Contingencies (including expenditure on awareness & publicity, guidance and counseling, transport, field visits, stationery, electricity, water office expenses etc.) – Rs. 2.00 lakhs 	To increase the employability of students and to prepare educated, employable and competitive human resource for various sectors of the economy and the global market.

Item	SSA	RMSA	Remarks
School Grant/ Maintenance grant	Maintenance Grant for Primary School@5000/school/year (for less than 3 cr. expenditure) or 10000/school/year (for more than 3 cr expenditure)and for Upper Primary Schools @7000/school/year	School Grant @ Rs.50,000/school/ annum	Benefits: Planning for school development would be need based and better due to get high budget provision
Recurring support under KGBVs/Hostels	Food/Lodging Expenditure per girl child@ Rs. 1500 per month per child, Electricity/Water per year, Rs. 60000 only, Maintenance per year , Medical care@ Rs. 750 per child per annum, Toiletries and sanitation @ Rs 100 per month for each girl , Rs. 1.20 lakh, Newspaper/magazines and sports @ Rs.2,000 per month, Miscellaneous @Rs. 40000	Food/Lodging Expenditure per girl child@Rs.1500 per child per month, Stipend for girl student@ Rs.100 per month per student, Medical care @Rs. 1250 per girl per annum, Maintenance per year @ Rs. 75000 Electricity/Water per year, Rs.1 lakh Supplementary TLM, stationery and other educational material, Rs. 1000 per girl per annum, Miscellaneous @ Rs. 75000	Benefits: Planning for hostel development would be need based and better due to get high budget provision and Hostels would be self-reliant.

Item/Activity	SSA	RMSA	TE	Remarks
Strengthening of existing school and TEIs in terms of civil works	Additional Class Room, Boys Toilet, Separate Girls Toilet, CWSN Friendly Toilets, Drinking Water Facility, Boundary Wall, Electrification, Office-cum-store-cum-Head, Teacher's room (Primary and Upper Primary) @ as per SSOR Augmentation of training facility in BRC (one time), Ramps with	2 Class room, 1 Science laboratory including lab equipment, 1 Library, 1 Art and Craft room, 1 Girls Activity room, 1 Computer room, toilet and drinking water facility as per SSOR (approx.70 lakh) .	TEIs: Strengthening of physical infrastructure like lecture halls, seminar rooms, hostel facilities, repairs and renovations, etc as per State SOR and Equipment (Rs30.00 lakh for SCERT; Rs. 20.00 lakh for DIETs;	Benefits: Planning and appraisal would be easy. Chance of Duplication in sanctioning resources will be less. Planning for

Item/Activity	SSA	RMSA	TE	Remarks
	Handrails , Handrails in existing ramps, Furniture for Govt., UPS (per child), Major Repairs for Primary School and Upper Primary School @ as per state schedule of rates (SSOR) notified by the state government.		Rs. 20.00 lakh for IASE; Rs. 20.00 lakh for CTEs and Rs. 10.00 lakh for BITEs)	school development would be better due to high budget provision
Building for building less schools &	Provision @ as per SSOR	Provision @ as per SSOR		
NEW DIETs :Expenditure on infrastructure and equipment of new DIET as on new districts as on 31/03/2011			Civil work as per State SORs and Equipment grant of Rs 40 lakh for new DIET, Rs 30 lakh for up-graded DIET and Rs 10 lakh for upgraded DRC Program & Activity: Rs.30 lakhs per DIET Recurring /year Contingency : Rs.15 lakhs per DIET Recurring /year (including Rs 3 lakh for vehicle if not already provided) Faculty Development : Rs.5 lakhs per DIET Salary : Posts sanctioned and filled up after up-gradation	

Item/Activity	SSA	RMSA	TE	Remarks
<p>NEW IASEs The criterion for setting up an IASE in a State: (a) State with <20 Districts – 1 IASE; (b) State with 21-40 Districts – 2 IASE; (c) State with more than 40 Districts – 3 IASE The Departments of Education in State/ Central Universities would be upgraded as IASEs. Expenditure on infrastructure and equipment of new IASE</p>			<p>As per State SORs plus Equipment :Rs.30 lakh per IASE Programmes and ActivitiesRs.25 lakh per IASE per year Contingency Rs 15 lakh per IASE per year (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of posts sanctioned and filled up after up-gradation</p>	
<p>NEW CTEs The norm for a new CTE is one per three contiguous districts; however this could be relaxed in exceptional cases. A CTE Expenditure on infrastructure and equipment of new CTE including Computer Labs</p>			<p>Civil work as per State SOR plus Equipment :Rs.30 lakhs per CTE Programmes and activities @ Rs.25 lakh Per CTE per year), Contingency Rs. 15 per CTE per year (includes Rs 3 lakh for vehicle if not already provided) Salary in respect of</p>	

Item/Activity	SSA	RMSA	TE	Remarks
			posts sanctioned and filled up after up-gradation	
Establishment of Special Cells in SCERT			Laboratories for Science, Mathematics, Social Studies, Educational Technology, Computer & Language, English education. (@ Rs.50.00 lakh per SCERT/SIE and Rs. 10 lakhs per Special Cell)	
Technology Support to DIETs			One-time assistance upto Rs 5 lakh per DIET for hardware support ; Development of 50 teacher modules @ Rs 10 lakh per module (to be developed by the Central Government); Upto Rs 70,000 for hub/switch ; One-time training/orientation of teacher educators upto Rs 1 lakh per DIET; Cost of additional support , including maintenance upto Rs 2 lakh per DIET per year.	

Item/Activity	SSA	RMSA	TE	Remarks
Strengthening of existing school	Computer Aided Education (CAL) in Upper Primary Schools (Physical target = No. of schools per district) under innovation fund for CAL of Rs 50 lakh per district per year.	Provision @6.4 lakh per schools for implementation of ICT @ school scheme. Project based proposal may prepared and accordingly financial approval may be accorded forSetting up of SIT, ROT, language lab etc.		
Major repairs	Major repair are also provisioned as per SSOR.	Major repair are provisioned as per SSOR		
Residential Quarters for teachers	No provisions	Residential quarters for teachers in remote and hilly areas with difficult terrain @ as per SSOR		

Ensuring Equity: Most interventions under both SSA and RMSA schemes are designed to ensure equitable participation of all categories of children including girls, marginalised groups and also differently abled children. Both these schemes individually have provided sufficient support for the marginalised sections of the society, which is categorised under Equity related activities, Provision for children with special need, Physical/ Self-Defence Training and Community mobilization

Item/Activity	SSA	RMSA	Remarks
Equity related activities	Innovation fund for equity of Rs 50 lakh per district per year will be available for innovation projects for Intervention for SC/ST children, Minority and Urban Deprived children	Activity for Maa-Beti Mela, SC/ST Oriented activities traditional game meet, traditional art/craft/dance competition, Interaction with stakeholders and chain agents in SC/ST/Minority/Tea-Tribe dominated areas, and (e) Retention derive for tea-tribes and minority girls' student and Interventions for CWSN	Benefits: Through combined efforts activities can be implemented efficiently

Item/Activity	SSA	RMSA	Remarks
		Retention drive for special focus area, adolescent education, interaction with community leader etc. as proposed by the state. <i>Budget for the activities based on the need of the interventions.</i>	
Provision for children with special need (CWSN)	Provision of Rs. 3000 per child per year for children with special needs	Support under student oriented component of Rs. 3000 per child per year	
Physical/ Self Defence Training	Supported under the Innovation Fund	Physical/Self Defence Training @ Rs.300/- per child per annum	
Community mobilization	Upto 0.5% of district outlay may be utilized for community mobilization which does not exceed 4% of the total outlay	Environment Building Programme under IEDSS @ Rs 10,000 per block	

Enabling Quality: A wide spectrum of interventions is being approved under quality to improve the teaching-learning process in the schools. To improve the learning levels of students, project based initiatives have been under taken under RMSA. However, in SSA and TE, funds are prioritized to release under component listed under quality.

Item/Activity	SSA	RMSA	TE	Remarks
Project based proposal for quality improvement	A norm based interventions are being approved under quality to improve the teaching-learning process in the elementary schools.	Project based proposal may prepared and accordingly financial approval may be accorded for improvement of quality of education example exposure to art and culture, onsite support to teachers, workshops for teachers, craft mela, handbook for teachers, art	Specific Project for academic activities @ Rs. 20.00 lakh per SCERT/SIE per year Capacity Building programme for SCERT/SIE @ Rs. 10.00 lakh per SCERT/SIE per year	Benefits: Through combined efforts activities can be implemented efficiently.

Item/Activity	SSA	RMSA	TE	Remarks
		and craft mela, capacity building of teachers, radio programme for teachers, teachers exchange programme, Rastriya Avishkar Abhiyan (RAA) and teachers as budget proposed by the state under project head as per Project need.	Programmes and activities for DIETs (Rs. 30.00 lakh per DIET per year) Faculty Development for capacity building of teacher educators (Rs. 5.00 lakh per DIET per year) Programmes and activities for IASEs (Rs. 25.00 lakh per IASE per year) Programmes and activities for CTEs (Rs. 25.00 lakh per CTE per year)	
Learning Enhancement Programme (LEP)	Learning Enhancement Programme (LEP) only for Large Scale Integrated Programmes for Quality Improvement (up to 2% of Management cost)	Learning Enhancement Programme (LEP) Remedial teaching for 20% of class 9th student @Rs 500 per child PA.		
Textbooks	Textbooks are supported within Rs 150 per child at primary level and 250 per child at Upper primary level.	No provision		

Item/Activity	SSA	RMSA	TE	Remarks
Free Text Books	Free Text Books (UP), Braille Books (UP), Large Print Books (UP) To all girls/SC/ST children at primary & upper primary level within an upper ceiling of Rs. 150/- per child	No provision		
Provision of 2 sets of Uniform	for All Girls, SC Boys, ST Boys, and BPL Boys within ceiling of Rs 400 per child per annum	No provision		
Teaching Learning Equipment (TLE)	New Primary school @Rs 20000 in all states	Science kit@ Rs 12000 per school. Maths kit@ Rs 15000 per school.		
	New Upper Primary schools @ Rs 50000 in all states			
Libraries	Rs. 3000 for primary school and Rs. 10000 for UPS as one time grant. In case of composite elementary school Rs 13000 will be provided for school libraries.	No provision		
Teacher grant	Rs 500 per teacher per year in primary and upper primary	No provision		

Item/Activity	SSA	RMSA	TE	Remarks
Book fair and science fair	No provision	Book fair @Rs 1 lakh per district, Science fair@ Rs 1 lakh per district, like Stem project by Tamil Nadu, etc.		
Excursion trip		Excursion trip for student within the state @ Rs 200 per child pa Study tour outside the state @Rs 2000 per child		

Recruitment: Availability of Teachers, Head Masters and Teacher Educators in every school and TEIs to bring quality improvement in teaching-learning processes has been prioritised under these schemes. Hence, Financial Support to Teachers, Headmaster and Teacher Educators are being funded under these schemes by recruitment of teachers, teacher Educators and Headmasters, Recruitment of additional teachers is also provisioned to fill the gaps other than teachers, headmasters and teacher educators. Recruitment of other staff in schools as well as in hostels is also being funded in these schemes.

Item/Activity	SSA	RMSA	TE	Remarks
Recruitment of additional teachers in schools/Teacher Educators in TEIs	For class I to V:- 2 teachers (upto 60), 3 teachers (61-90), 4 teachers (91-200), 5 teachers (121-200), 1 HM (exceeds 150),	1 head master and 5 subject teachers, and (1 lab attendant and 1 duftary Provisioned but not being approved due to paucity of fund)	25 Academic posts per DIET	Benefits: subject wise teacher will be available in the school. Availability of HM/Teacher/Teacher Educators will be increased. Teacher vacancy will be reduced.
Recruitment of additional teachers	For classes VI to VIII :- 1 subject wise teacher for each class, 1 teacher for every 35, If children is above 100 (1 HM, 1 art teacher, Health and education, work education	Appointment of additional teacher as per the gap worked out at the school level (for 160 enrollment minimum 1 headmaster and 5 teachers, for every additional 30 students 1	45 Academic posts per SCERT	
			17 Academic posts per CTE 26 Academic posts per IASE	

Item/Activity	SSA	RMSA	TE	Remarks
	teacher)	additional subject teacher is being approved)	7 Academic posts per BITE Salary is provided in respect of posts sanctioned and filled up after the upgradation of the CSSTE scheme (2012)	
Recruitment of special teacher		Appointment of special teacher against the sanctioned post, their financial support is provisioned under IEDSS and extra Rs 400 for general teacher teaching as special teacher.		
Recruitment of other staff in schools	Full time Accountant @ Rs. 10,000/- per month, 2 Support staff - (Accountant/Assistant, Peon, Chowkidar) @ Rs. 5,000/- per month per staff, 1 Head Cook @ Rs. 6,000/- per month and upto 2 Asstt. Cooks @ Rs. 4,500/- per month per cook	Appointment of 1 lab attendant @ Rs. 3000, 1 dufitary @ Rs 3000, but not being funded due to financial crunch		
Recruitment in hostels	1 warden, 2 teachers, 3 part time teachers, I full time accountant 2 support staff. 1 head cook and 1 Head Cook @ Rs. 6,000/- per month and 1or 2 assistant cook @ Rs. 4,500/-	1 Warden, 1 chowkidar, 1 head cook and 1 cook@ wage norm less than Rs. 3000.		

Item/Activity	SSA	RMSA	TE	Remarks
	per month per cook			
Vocational Trainers and Resource persons		Flexi pool for hiring Vocational Trainers, Resource persons and Guest lecturers @ Rs 14.50 Lakhs per annum		

Teacher Training: Under teacher training programme in these schemes several trainings are being approved like *induction training, in-service training, refresher training, training for resource persons, management training, vocational training*. These trainings may be organised more effectively by converging each other programme and keeping objectives of the programme in mind.

Item/Activity	SSA	RMSA	TE	Remarks
Induction Training	Induction Training for Newly Recruited Teachers 30 days orientation for freshly trained recruits @ Rs. 100/- per day, which is indicative; would be higher in residential training programmes Includes all training cost.	Newly recruited teachers @ Rs. 300 per teacher per day for 10 days- one time	14 days Orientation/Induction Training of Teacher Educators@ Rs. 200 per participant per day for 14 days Training program of 5 days duration for training of educational administrators, including head teachers@ Rs. 40,000 per cycle per DIET per year	Benefits: - Convergence in training programme will increase efficiency of the programme.
In service/refresher trainings	Provision of 20 days In-service course for all teachers each year and Refresher In-service Teachers'	All Govt. and Govt. aided teachers @ Rs. 300 per teacher per day for 10 days		

Item/Activity	SSA	RMSA	TE	Remarks
	Training at BRC level@ Rs. 100/- per day	every year		
Training for Resource Persons	Training for Resource Persons & Master Trainers (this may include BRCCs, BRPs, CRCCs, DIET faculties and any other persons designated as Resource Persons) @ Rs. 200/- per day	Training for state resource Group (SRG), Resource Person (RP), and Master trainers as proposed by the state @ 300/Resource Person.		
Training for education Administrators	Training for implementation of RTE will be sourced from the management costs and approved by the executive committee.	Training for education administrators as proposed by the state @ 300/ Person.		
Management training for Principals/Head teacher	Head Teacher Training under school leadership development programme (SLDP) @ Rs. 12000/person.	Head Teacher Training under school leadership development programme (SLDP) @ Rs. 12000/person. Management training and leadership training as proposed by the state @ 30000/Head master per year for 14 days through IIM/SIEMET.		
Special Training for mainstreaming of out of school children	Rs. 6,000 per child per annum for non-residential courses and Rs. 20,000 per child per annum for residential courses.	Rs 50 crore had been made for assistance to state government but not been implemented due to financial crunch		
Training of vocational		Induction Training		

Item/Activity	SSA	RMSA	TE	Remarks
Trainers		Vocational training/specific skill training is supported @ Rs. 11,000 per trainee for 20 days In-service Training: Cost per trainee for 5 days training is Rs.3000/- .		
Community Training	SMC/PRI Training Residential @Rs.200 per person per day for 3 days (not in action) Non-residential @Rs 200 per person per day for 3 days (in action)	SMDC Training Residential @ Rs 300 per person per day for 2 days for all members		

Financial Management: *Under SSA and RMSA, similar financial activity is being followed whereas the CSSTE is coming under the purview of Public Finance Management System (PFMS) with effect from March, 2018.*

Item/Activity	SSA	RMSA	Remarks
Annual report	Annual report is being prepared every financial year and laid before parliament and state legislature by central government and state government respectively	Same	Benefits: Combined effort may increase efficiency of financial management. Similar financial pattern is being followed in both the programme
Financial Audit	Audit is mandatory and audit report of the Chartered accountants and utilization certificate for the previous year must be submitted in the Ministry	Same	

Programme Management: Under these programmes, committed staffs are in place for implementation of activity. However the BRC and CRC level staff is working more intensively under SSA programme, which is unavailable under RMSA programme. NGO participation and public partnership is also more intensive under SSA rather than RMSA. Programme management has been compared under the heads of Management Cost, Research, Evaluation, Supervision and Monitoring (REMS), Support at other level of the programme like BRC level, and CRC level, follow up meetings, assistance to NGOs, Assistance to Pvt Schools for innovative programme under PPP mode.

Item/Activity	SSA	RMSA	TE	Remarks
Management cost/ MMER	Not to exceed 6% of the budget of a district plan, of which 2% may be utilized for learning enhancement programme and 0.5% on community mobilization. It includes salary of staffs, hiring of vehicle, engagement of Auditors, audit, expenditure on MIS, TA/DA/ office expenses, equipment, stationery, telephone, photocopy, workshops, contingent costs, miscellaneous costs, training of education administrators and resource team.	Not to exceeds 5% of total outlay as per States outlay of the current year. It includes financial support of staffs, hiring of vehicle, engagement of Auditors, audit, expenditure on MIS, TA/DA/ office expenses,	Overall 2% of the approved Annual Work Plan and Budget of the State. It includes hiring of vehicle, expenditure on MIS, TA/DA/ office expenses etc.	Benefits: Committed Staff can be provisioned for both the scheme which will be economic viable for both the scheme. At elementary level REMS covers private unaided schools which may be extended upto secondary level.
Research, Evaluation, Supervision and Monitoring (REMS)	REMS @ upto Rs.2000/school/year			
Support at other level of the programme like BRC/CRC level	Non-recurring:- At BRC level: - BRC buildings costs will be as per state schedule of rates notified by the state government. Recurring: At BRC level: 6 RPs at BRC for subject specific training, in position, 2	Not supported		

Item/Activity	SSA	RMSA	TE	Remarks
	RPs for CWSN in position, 1 MIS Coordinator in position, 1 Data Entry Operator in position, 1 Accountant-cum-support staff for every 50 schools in position, financial support for BRC, one time grant @Rs. 5 lakh for augmentation of training infrastructure, Furniture Grant @ Rs. 100000, Replacement of Furniture Grant @100000 (Once in 5 years), Contingency Grant Rs. 50000, Meeting TA (@ Rs. 2500 P.M.), TLM Grant@ Rs 10000, Maintenance Grant @ Rs 10000,			
Reimbursement of fees against 12(1)(c)	Reimbursement of Fee against 25% admission under Section 12(1)(c) of RTE Act 2009 subject to upper limit of 20% of AWP&B	Not supported		
Contingency Grant for TEIs			Contingency Grant DIET, CTE, IASE @ 15 lakh per TEI per year. BITE @ 5 lakh per BITE per year	

DRAFT 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
I) ACCESS AND RETENTION			
1	Opening of New/Upgraded Schools	<ul style="list-style-type: none"> • New/Upgraded schools from class 1 to 12th [New Primary/Upper Primary Schools as per the defined RTE neighbourhood norms; Secondary Schools within 5 km radius & Higher Secondary within the radius of 7 to 10 Km. of every habitation]. • Preference may be given to composite schools 	<ul style="list-style-type: none"> • As per specified standards and State Schedule of Rates (SSOR) or CPWD Rates • No expenditure under the Programme shall be incurred on construction of office buildings.
2	Residential Schools/Hostels	<ul style="list-style-type: none"> • 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/Higher Secondary schools may not be viable • Urban deprived children, homeless and street children in difficult circumstances and without adult protection, who require not merely day schooling, but also lodging and boarding facilities. 	<ul style="list-style-type: none"> • As per SSOR/CPWD Rates • Rest as per KGBV/Girls Hostel Norms
3	Strengthening of Existing Schools	Provision for : <ul style="list-style-type: none"> • Science and maths Lab, Computer Room, Art Cultural Room, Library, ACR, Water 	<ul style="list-style-type: none"> • As per SSOR/CPWD Rates • Electrification will also include Renewable Energy (like Wind Energy, Hydro Electric energy, Solar Energy etc.)

Sl. No.	Activities	Programmatic Norms	Financial Norms
		<p>& Toilet, essential classroom furniture</p> <ul style="list-style-type: none"> • Major Repair, Minor Repair • Electrification • Residential Quarters for teachers in remote and difficult areas • Addition of new stream in existing senior secondary schools • For a higher 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) 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. 	<p>based on the proposal received from the state after seeing the viability.</p> <ul style="list-style-type: none"> • Assistance for Recurring Expenditure including manpower deployment in new Higher Secondary Schools of up to (1) Rs. 50 lakh for one stream; (2) Rs. 65 lakh for 2 streams and (3) Rs. 80 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.

Sl. No.	Activities	Programmatic Norms	Financial Norms
		<i>(Admissibility for Govt. Schools)</i>	
4	Transport/Escort Facility	<p>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</p> <p>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.</p>	<ul style="list-style-type: none"> Transport facility may be provided to children in remote habitations or urban deprived children/children without adult protection up to @ Rs. 6000/ per child per annum up to Class XII 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.
II) RTE ENTITLEMENTS			
5	Free Uniforms	<p>a) To access GoI funds, the State RTE Rules must declare uniform as a child entitlement up to class VIII</p> <p>b) These will be appraised based on the data provided by the State for such children under SDMIS.</p> <p><i>(Admissibility for Government Schools)</i></p>	<p>a) Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families' in Government schools up to class VIII within a ceiling of Rs. 600/- per child per annum.</p> <p>b) Wherever States are providing uniforms as per their 2009-10 budgets, they shall continue to do so from their State budgets.</p> <p>c) The option of Cash transfer will be allowed in the form of DBT to Aadhaar linked bank accounts.</p>
6	Free Textbooks	<ul style="list-style-type: none"> 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 	<p>a) Provision for textbooks to all children in Government/Local Body and Government aided schools, including Madarsas desirous of introducing the State curriculum, within an upper ceiling of Rs.250/- per child at primary level and Rs.400/- per child at upper primary level.</p> <p>b) States that have been providing textbooks to children under State sector schemes and budgets prior to 2009-10 will continue to fund textbooks being provided from the State Plans.</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms
		<i>(Admissibility for Government and Government-aided Schools)</i>	<p>c) 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.</p> <p>d) The option of Cash transfer will be allowed in the form of DBT to Aadhar linked bank accounts.</p> <p>e) Provision may be made for energized textbooks.</p>
7	Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act.	<p>As per Section 12(1)(c), reimbursement needs to be provided for admission of EWS students in neighbourhood private unaided schools.</p> <p>This reimbursement would be done based on proof of actual payment to schools by the States.</p> <p>There should be a transparent monitoring system for such admissions.</p> <p>These will be appraised based on the data provided by the State for such children under SDNIS.</p>	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.
8	Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level	<p>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.</p> <p>This assistance will be in the form of reimbursement 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</p>	<p>a) Up to Rs 6,000/- per child per annum for non-residential courses.</p> <p>b) Up to Rs20,000/- per child per annum for residential courses.</p> <p>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.</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms
		component to incentivize better performing States.	
9	Open Schooling System for Out of School Children	At Secondary level, students enrolled in skill courses and open schools need to be mapped	
10	Media and Community Mobilization	<ul style="list-style-type: none"> Capacity building and Support to SMCs/SDMCs Activities to enhance Community participation and monitoring for universal access, equity and quality Programmes for creating Awareness on RTE Act, Learning Outcomes etc. <p><i>(Admissibility for Government Schools)</i></p>	Up to @Rs 1500 per school subject to specific plan
III) QUALITY INTERVENTIONS			
11	Learning Enhancement Programme (LEP)/Remedial teaching	<p>LEP funds may be utilized for developing modules and exemplar material for teaching-learning, teacher training and continuous and comprehensive evaluation.</p> <p>Activities under Padhe Bharat Badhe Bharat (PBBB) for early grades.</p> <p>Remedial teaching after identifying students based on an assessment and post assessment to be conducted to see outcomes.</p>	<p>a) Financial Support will be provided under State Specific project as per the allocation of flexi fund under quality subject to viable proposal received from the State/UTs.</p> <p>b) Remedial teaching programmes/LEP may be provided for weaker students at a unit cost of upto Rs. 500 per student after proper identification based on an assessment.</p>
12	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	<p>Project will provide support for BRC/URC and CRC as per the following norms:</p> <p>For BRC/URC:</p> <p>a) There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms
		<p>CRCs.</p> <p>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 faculty should be professionally qualified, and have at least five years teaching experience</p> <p>c) States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty</p> <p>d) Functional linkage between BRC/URCs and CRCs with DIETs and district level resource groups should be strengthened.</p> <p>e) BRCs and CRCs will support the entire schooling system i.e., classes 1-12</p> <p>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.</p> <p>g) On an average, one CRC Coordinator may be placed in charge of upto 18 schools in a block.</p>	<p>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.</p> <p>b) The following resource support may be provided for BRC/URC:</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>d) Provision for BRCs/URCs up to Rs 5 lakh for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.</p> <p>e) CRC construction cost will be as per schedule of Rates</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms
			<p>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.</p> <p>f) Provisions for CRCs up to Rs 2 lakh for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.</p>
13	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 12 th periodically.	Rs. 10 to 20 lakhs per district depending upon the size of the districts and states.
14	Additional teachers	<p>(a) Additional teachers will be provided as per the RTE norms to all Government and Local Body schools; however Programme assistance will not be available for filling up State sector vacancies that have arisen on account of attrition and retirement vacancies.</p> <p>(b) The States shall rationalize the deployment of existing teachers to ensure that there is no urban-rural imbalance in teacher deployment.</p> <p>(c) The States shall maintain the prescribed PTR for each School</p> <p>(d) States shall appoint teachers with minimum qualifications as notified by NCTE.</p> <p>(e) Teachers will be recruited as per the terms and conditions of the respective States/UTs</p> <p>(f) 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</p>	<p>(a) For Classes I to V</p> <p>(i) Two teachers for up to sixty children</p> <p>(ii) Three teachers for 61-90 children</p> <p>(iii) Four Teachers for 91-120 children</p> <p>(iv) Five teachers for 121-200 children</p> <p>(v) One Head Teacher, other than the five teachers, if the number of children exceeds 150</p> <p>(vi) If the number of children exceeds two hundred the PTR (excluding Head Teacher) shall not exceed forty</p> <p>(b) For Classes VI to VIII</p> <p>1) At least one teacher per class so that there shall be at least one teacher each for (i) Science and Mathematics; (ii) Social Studies, (iii) Languages.</p> <p>2) At least one teacher for every thirty-five children.</p> <p>3) Where admission of children is above one hundred, there will be:</p> <p>i) A full time Head Teacher,</p> <p>ii) Part time instructors for</p> <p>a. Art Education,</p> <p>b. Health and Physical Education; and</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms	
		UDISE/Shala Kosh and DIKSHA.	c. Work Education (b) For class IX to X: One headmaster and five subject teachers for new upgraded Secondary Schools and Additional Teachers to maintain PTR norms.	
15	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, 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. Must involve elements of community contribution.	Composite Grant (for Government schools) <ul style="list-style-type: none"> There must be transparency in utilization and provision for social Audit. To be spent only by VEC/SMC/SMDC 	
			Number of students in School	School Grant *
			≤ 100	Rs. 25000/- (including at-least Rs 2500 for swachhta action plan).
			>100 to ≤ 250	Rs. 50,000/- (including at-least Rs. 5000 for swachhta action plan).
			> 250 to ≤ 1000	Rs. 75,000/- (including at-least Rs 7500 for swachhta action plan).
> 1000	Rs. 100,000/- (including at-least Rs. 10000 for swachhta action plan).			
16	Libraries	a) Strengthening of school libraries including books b) Must involve elements of community contribution.	a) Up to @ Rs. 3,000/- 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. d) Up to @ Rs. 15,000/- for composite Secondary Schools (class 1 to 10 th) e) Up to @ Rs. Rs.10,000/- higher Secondary school only	

Sl. No.	Activities	Programmatic Norms	Financial Norms
			(class 11 to 12 th). f) Up to @ Rs. 18,000/- for composite higher Secondary school (class 1 to 12 th). g) These grants will be available on an annual basis.
17	Rastriya Avishkar Abhiyan (RAA)	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.
18	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 smart classrooms, virtual classrooms, digital boards and DTH channels on pro-rata basis for number of schools approved.	As per guidelines of ICT @ schools scheme for schools having classes 6 to 12, which provides for 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.
19	Innovation/Other Quality Initiatives	Flexible funds for innovation State Specific Projects for improvement of Quality and access of Education. Cultural activities like kalautsav, Yoga Olympiad, Band competitions etc. Guidance and counselling services for schools having secondary/senior secondary sections. Exposure to Vocational Skills at Upper Primary Level	<ul style="list-style-type: none"> 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
		At pre-primary level support for training, co-location of Anganwadis in Primary Schools and curriculum development in convergence with Ministry/Department of Women and Child Development can be provided.	
20	Training for In-service Teacher, Head Teachers and Teacher Educators	<p>To emphasize the integration of training structures in States, teachers' training would be implemented through SCERTs who will be the nodal agency in the State to conduct in-service teachers' training.</p> <p>Training should be need based and in-service teachers should have flexibility to choose from a bouquet of training options for an in –service training once in every two years.</p>	<p><u>Training for In-service Teacher</u></p> <p>For Teachers:</p> <p>a) Refresher in-service training of up to 10 days for teachers up to @ Rs. 300-500/- per teacher per day.</p> <p>b) Residential Induction training for newly recruited teachers for 30 days up to @ Rs300-500/- per day.</p> <p>For Head Teachers:</p> <p>a) Refresher in-service training of up to 10 days up to @ Rs. 300-500 per teacher per day.</p> <p>b) Head Master/Principal for Leadership Training through NIEPA/State Leadership Academy up to @ Rs.4800/- per Head Master/Principal per year.</p> <p>For Resource Persons:</p> <p>Refresher training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for up to 10 days up to @ Rs. 300-500/- per person per day.</p> <p><u>Training for Teacher Educators</u></p> <p>Residential Orientation/ Induction Training of Teacher Educators of up to 10 days (SCERTs) @ Rs. 300-500/- per person per day</p> <p>Training of DIET Faculty (SCERTs) @ Rs.4800/- per person per year</p>

Sl. No.	Activities	Programmatic Norms	Financial Norms
21	Strengthening of Teacher Education Institutions (TEIs)		
A	Strengthening of physical infrastructure & Establishment of new DIETs	<p>For lecture halls, seminar rooms, hostel facilities, repairs and renovations, etc. including “renovation of buildings, expansion and modernisation”.</p> <p>Establishment of Special Cells: Laboratories for Science, Mathematics, Social Studies, Educational Technology, Computer & Language, English education.</p> <p>Establishment of New DIET: 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.</p> <p>DIETs will support the entire school system at district level from Class I to XII.</p>	<p>Civil Work:</p> <ul style="list-style-type: none"> ➤ As per State SOR or CPWD and Rs 20.00 lakh for Equipment (Non-recurring) ➤ Establishment of Special Cells for SCERT(One time Grant) : Upto Rs.50.00 lakh per SCERT/SIE (10 lakhs per Special Cell) (Non-recurring) ➤ Establishment of New DIET : As per State SOR or CPWD Rs 20.00 lakh for Equipment (Non-recurring)
D	Creation of Digital Learning Material, Innovative Pedagogy and Capacity Building (SCERTs)	(Preferably in Regional Language), Innovative Pedagogy and Capacity Building (Twining with Higher Education Institutions, etc)	Upto Rs. 50.00 lakh per SCERT/SIE (Recurring /year)
E	Program & Activities including Faculty Development of Teacher Educators and Specific projects for Research activities (DIETs)		<ul style="list-style-type: none"> ➤ 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)
F	Technology Support to	The component will cover all SCERT, DIET &	➤ Non-recurring cost of upto Rs. 6.40 lakh per

Sl. No.	Activities	Programmatic Norms	Financial Norms
	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.	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.
G	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, etc.	➤ SCERT: Upto Rs. 35.00 lakh per SCERT/SIE (Recurring /year) ➤ DIET: Upto Rs. 20.00 lakh per DIET (Recurring /year) ➤ BITE: Upto Rs 5.00 lakh BITE (Recurring /year)
22.	Monitoring Information Systems (MIS)	Support to States for various MIS of the Department like UDISE, Shala Kosh, DIKSHA, Shagun etc.	Assistance up to Rs. 2 per student as per the total enrolment reflected in SDMIS
IV. SALARY OF TEACHERS AND TEACHER EDUCATORS			
23	Teacher Salary (HMs/Teachers)	Determined by the State norms for salaries Programme will assist for the posts sanctioned under the earlier Centrally Sponsored Schemes and new teachers sanctioned under this programme 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/Shala Kosh and DIKSHA. Only the Additional Teachers over and above the	Financial support under the project/scheme for teachers' salary will be as per the State norm or up to the limits as under, whichever is 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 most level will be in-charge of the whole school.

Sl. No.	Activities	Programmatic Norms	Financial Norms																								
		<p>State vacancies will be funded</p> <p>There will be no separate cadre of teachers sanctioned by the Centre. All teachers are ultimately the responsibility of the State Government.</p> <p>Teachers will be adequately deployed to ensure that all schools follow the PTR norms.</p>																									
24	<p>Salaries* of Teacher Educators (TEIs)</p>	<p>*Salaries of faculty and staff of SCERT in respect of additional posts sanctioned and filled up after the introduction of the revised scheme by adoption/adaption of the suggested organizational structure of SCERT.</p> <p>*Posts sanctioned and filled up after up-gradation.</p> <p>**CTEs and IASEs come under the jurisdiction of Department of Higher Education in the States and It is proposed to phase-out the salary support to these institutions to the Department of Higher Education after the completion of 14th Finance Commission period.</p>	<p>Financial support under the project/scheme for Teacher Educator salary will be as per the State norm or up to the limits as under, whichever is below:</p> <p>Salaries* for TEIs: as per following or as per actuals whichever is less</p> <table border="1" data-bbox="1220 821 1766 1016"> <thead> <tr> <th colspan="2" data-bbox="1220 821 1766 862">SCERT</th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 862 1598 902">Professor</td> <td data-bbox="1598 862 1766 902">Upto 35000</td> </tr> <tr> <td data-bbox="1220 902 1598 943">Associate Prof.</td> <td data-bbox="1598 902 1766 943">Upto 30000</td> </tr> <tr> <td data-bbox="1220 943 1598 984">Asst. Prof.</td> <td data-bbox="1598 943 1766 984">Upto 28000</td> </tr> <tr> <td data-bbox="1220 984 1598 1016">Lecturer</td> <td data-bbox="1598 984 1766 1016">Upto 25000</td> </tr> </tbody> </table> <table border="1" data-bbox="1220 1049 1766 1284"> <thead> <tr> <th colspan="2" data-bbox="1220 1049 1766 1089">DIET, CTE & IASEs</th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 1089 1598 1130">Principal</td> <td data-bbox="1598 1089 1766 1130">Upto 30000</td> </tr> <tr> <td data-bbox="1220 1130 1598 1170">Vice-Principal/ Asst. Professor</td> <td data-bbox="1598 1130 1766 1170">Upto 28000</td> </tr> <tr> <td data-bbox="1220 1170 1598 1211">Sr. Lecturer</td> <td data-bbox="1598 1170 1766 1211">Upto 25000</td> </tr> <tr> <td data-bbox="1220 1211 1598 1252">Lecturer</td> <td data-bbox="1598 1211 1766 1252">Upto 20000</td> </tr> <tr> <td data-bbox="1220 1252 1598 1284">Para-Academic</td> <td data-bbox="1598 1252 1766 1284">Upto 15000</td> </tr> </tbody> </table> <table border="1" data-bbox="1220 1317 1766 1354"> <thead> <tr> <th colspan="2" data-bbox="1220 1317 1766 1354">BITE</th> </tr> </thead> <tbody> </tbody> </table>	SCERT		Professor	Upto 35000	Associate Prof.	Upto 30000	Asst. Prof.	Upto 28000	Lecturer	Upto 25000	DIET, CTE & IASEs		Principal	Upto 30000	Vice-Principal/ Asst. Professor	Upto 28000	Sr. Lecturer	Upto 25000	Lecturer	Upto 20000	Para-Academic	Upto 15000	BITE	
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Sl. No.	Activities	Programmatic Norms	Financial Norms	
			Principal	Upto 20000
			Vice-Principal / Sr. Lecturer	Upto 18000
			Lecturer	Upto 15000
			Para Academic	Upto 10000
V) GENDER AND EQUITY				
25	Kasturba Gandhi Balika Vidyalaya (KGBV)	KGBVs to be extended up to Class 12 th 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.	For building as per SSOR. The existing guidelines for KGBVs and Girls Hostels will continue.	
26	Self Defence training for Girls		Provision for upto Rs. 3000 per month for 3 months per school.	
26 A	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.	
IV) INCLUSIVE EDUCATION				
27	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. 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.	i. Provision of up to Rs. 3000 per child, per year for children with special needs, studying in government, government aided and local body schools as per specific 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 23 above.	

Sl. No.	Activities	Programmatic Norms	Financial Norms		
V) VOCATIONAL EDUCATION					
28	Introduction of Vocational Education at Secondary and higher Secondary	<ul style="list-style-type: none"> • Vocational Education to be introduced as an integral part of general education at Secondary and Higher 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 higher 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. • 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 	Non Recurring		
			<ul style="list-style-type: none"> • Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs • Upto Rs. 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
			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 upto Rs. 1000 per VT etc.	2.50	1.25

Sl. No.	Activities	Programmatic Norms	Financial Norms		
		<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Raw Materials, maintenance of tools and equipments purchase of books, software, e- learning material etc.</p>	4.50	2.25
			<p>Cost of providing hands on skill training/on the job training to students</p>	2.40	1.20
			<p>Cost of Assessment and Certification @ Rs. 600/- for Class X and XII</p>	0.96	0.48
			<p>Office Expenses/Contingencies (including expenditure on awareness & publicity, guidance and counselling, transport, field visits,</p>	2.00	2.00
			<ul style="list-style-type: none"> 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 		
VI) SPORTS AND PHYSICAL EDUCATION					
29	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.	<p>Up to Rs.5,000 for Primary school Up to Rs.10,000 for upper primary Up to Rs.25, 000 for Secondary and higher secondary</p>		
VII) NATIONAL COMPONENT					
30	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	Up to 0.5% of the Budget Outlay		

Sl. No.	Activities	Programmatic Norms	Financial Norms
		digital education etc. (ii) Technical Support Group for monitoring of the Scheme	
VIII) PROGRAMME MANAGEMENT			
31	Management Cost	Support States in implementing the Project	The Management costs available shall not exceed 3.5% of the State Outlay