SAMAGRA SHIKSHA

An Integrated Scheme for School Education

FRAMEWORK FOR IMPLEMENTATION

सत्यमेव जयते

Ministry of Human Resource Development
Department of School Education and Literacy

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CHAPTER 1 – INTRODUCTION

1.1 Background

1.1.1 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 identity[1]. 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.

1.1.2 With the formulation of National Policy on Education (NPE), 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.States and UTs were supported in the implementation of the RTE Act, 2009 through the Centrally Sponsored Scheme of SSA. The norms of the Scheme were aligned with the provisions of the Act with effect from September, 2010.

1.1.3 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

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

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 Senior Secondary Education and Inclusive Education for Disabled at Secondary Stage (IEDSS) 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 Senior Secondary segment for certain components.

1.1.4 The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education (CSSTE) was initiated in 1987 pursuant to the formulation of the 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 aimed to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs).

1.1.5 It is, therefore, evident that the Centrally Sponsored Schemes of SSA, RMSA and TE were the three major school education development programmes of the Ministry of Human Resource development (MHRD), Government of India being implemented in partnership with State/UTs. 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. While the SSA covered the elementary level (grades I-VIII) and was the vehicle for implementation of the RTE Act, 2009, the RMSA covered grades IX-X (IX-XII for certain components. CSSTE provided for teachers' education through an institutional setup for both pre-service and in-service training across classes I-X. Further, with the role of SCERT as an academic authority u/s 29(1) of the RTE Act, the focus was on strengthening of SCERTs and DIETs. With the persistent efforts of the Central and the State Governments, these schemes have significantly addressed several major gaps in the school education system and have significantly contributed towards laying a strong foundation for an equitable quality school education system in the country. However, the major challenge is provision of quality education. The focus of the Central Government is now on encouraging States to take steps for improvement in quality of education.

1.2 Towards Samagra Shiksha – An Integrated Scheme for School Education

1.2.1 The Government has, till now, tried to adopt an integrated approach in the implementation of the various Centrally Sponsored Schemes. 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. This may have led to a duplication of efforts and personnel towards implementing similar interventions and achieving similar objectives. 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 have already

strived to attain convergence between the two Schemes by making one State Project Director (SPD) in-charge of the implementation of SSA and RMSA. Recognising the potential gains from convergence, an advisory dated 16th November, 2017 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 was sent to all States and UTs. The creation of a single administrative structure would also assist in developing a school sector-wide strategy stressing on improvement in quality of education.

1.2.2 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)[2], a 'paradigm shift' is envisaged in the approach to central sector spending on school education. The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-school to Class 12. An overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. 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. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivizing States towards improving quality of education.

1.2.3 The Samagra Shiksha – An Integrated Scheme on School Education envisages the 'school' as a continuum from pre-school[3], primary, upper primary, secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education[4].

*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".*

[2] Available at http://niti.gov.in/writereaddata/files/coop/IndiaActionPlan.pdf
[3] Pre-schools referred to by all nomenclatures such as Balwadi, pre-nursery, nursery, preschool, preparatory, pre-primary, LKG, UKG, pre-nurseries, play centres, crèches, BalVatikas etc.
[4] https://sustainabledevelopment.un.org/sdg4

1.2.4 **The major objectives of the Scheme** are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of State Councils of Educational Research and Training (SCERTs)/State Institutes of Education (SIE) and DIET as a nodal agencies for teacher training. **The main outcomes of the Scheme** are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).

1.2.5 The Scheme will be implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State/UT level. At the National level, there would be a Governing Council (GC) headed by Minister of Human Resource Development and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The GC will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The Department will be assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education by merging the TSGs of the Schemes of SSA, RMSA and TE. States would be expected to bring a single Plan for the entire school education sector.

1.2.6 The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and 3 Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015[5].

1.2.7 The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.;(viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiii) National Component. It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs), Border areas and the 115 Aspirational districts. The programmatic and financial norms under the Scheme are detailed at **Appendix.**

1.2.8 The main emphasis of the Scheme is on improving quality of school education by focussing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme

[5] Available at http://niti.gov.in/writereaddata/files/Final%20Report%20of%20the%20Sub-Group%20submitter%20to%20PM.pdf

would be to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

1.2.9 The Scheme will help improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single Scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. 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.

1.3 RTE Roadmap under the integrated scheme

1.3.1 In a historic move, the Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The RTE Act, 2009[6], which represents the consequential legislation envisaged under Article 21-A, has become effective on 1st April 2010. This act provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

1.3.2 The Integrated Scheme would support States and UTs in implementation of the RTE Act, 2009. The Scheme envisages providing an equitable and inclusive quality education which would be guided by the following principles[7]:

(i) ***Holistic (SAMAGRA) view of education***, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

(ii) ***Equity***, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.

(iii) ***Access***, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of

[6] http://mhrd.gov.in/rte_rules

[7] The guiding principles are based on the report for which in September 2009, the Government had set up a Committee under the chairpersonship of Shri Anil Bordia, former Union Education Secretary, to suggest follow up action on SSA vis-à-vis the RTE Act. The Committee submitted a report in April 2010, entitled "Implementation of RTE Act and Resultant Revamp of SSA".

the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

(iv) ***Gender concerns***, implying not only an effort to enable girls to keep pace with boys but to use education as a decisive intervention to bring about a basic change in the status of women.

(v) ***Centrality of teacher***, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

(vi) ***Moral compulsion*** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

(vii) ***Convergent and integrated system of educational management*** is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

The Framework for Implementation of the Scheme provides a broad outline of approaches and implementation strategies, within which the States can frame detailed guidelines keeping in view their specific social, economic, institutional contexts and legal commitments under the RTE Act, 2009.

CHAPTER 2 – SCHOOL ACCESS, INFRASTRUCTURE DEVELOPMENT AND RETENTION

2.1 Scope

2.1.1 The Scheme covers all children from the age of 4 to 18 years and has a scope across all levels of school education from Pre-school to Senior Secondary. Provision of schools on a universal basis is the pre-requisite to ensure the education of all children. Along with universal access, ensuring retention of children till completion of schooling is one of the major objectives of the Scheme.

Access

2.2 Introduction

2.2.1 As the aim of the scheme is to universalise quality school education, expansion of schooling facilities in the uncovered areas would be the first priority. The Integrated Scheme envisages 'education' in a holistic perspective and as a continuum from Pre-school, Primary, Upper Primary, Secondary to Senior Secondary levels. The Scheme would, therefore, attempt to provide, as far as possible, **an integrated/composite school system from pre- school to Senior Secondary level.** This will facilitate the transition of children across various levels of school education and will aid in promoting children to complete school education. Another important aspect of approach that would guide the entire gamut of activities and interventions under the scheme and particularly with regard to provisioning of schooling facilities is **focus on Disadvantaged Groups of Children**.

2.2.2 **Ensure Equity:** Equity is a critical and cross-cutting theme which will guide all interventions for universal access under the scheme. Equity will mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. can avail the opportunity. School access demands addressing all exclusionary practices in the school, especially those based on caste, religion, gender and special needs etc. **Access** will not, therefore, be confined to ensuring that a school becomes accessible to all children within specified distances but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs. **Access** will also mean to address the needs and requirement of other disadvantaged categories of children such as children affected with migration, urban deprived children, children whose families are involved in stigmatised professions, homeless children, children without adult protection, children affected with Left Wing Extremism (LWE), internal strife, transgender, children affected with violence and all other categories who would require additional support for access to schools and participation therein.

2.2.3 **Ensure Availability of Adequate Infrastructure: -** Access to school will not be confined to mere availability of school but it will contain all the provisions that are required to attract and retain children in school till their completion of education. Provisions such as proper classrooms,

adequate & functional toilets, Drinking water facility, ramps etc. are necessary part of any school building and need to be provided mandatorily. All school buildings that will be constructed under the Scheme will have provision of rain water harvesting system and solar panel in the building plan itself and the school buildings will be designed so as to make them disabled friendly.

2.2.4 **Composite/ Integrated School: -** The scheme attempts to support the States/UTs in Universalizing Access to School Education across the country and builds on the gains the country has already made under the two previous schemes of SSA and RMSA. With a view to facilitate States/UTs to move towards composite/ integrated schools, the new upper primary schools/sections will be opened in the campuses of existing primary schools **through upgradation of the existing primary school, so** that the upgraded school becomes an integrated elementary school from classes I to VIII. Similarly, secondary schools shall be opened through upgradation of existing upper primary schools and senior secondary school through upgradation of secondary school. Hence, while opening new schools, the priority shall be given to those schools which have adequate space and other infrastructure to be upgraded to next level of education, besides location in uncovered areas and having adequate enrolment.

2.2.5 **Child tracking through SDMIS: -**The Scheme aims to achieve the goal of 100% retention from pre-school to senior secondary school. It will require tracking of all children. The State/UT may track these students through the Student Data Management Information System (SDMIS). The SDMIS is a longitudinal database, envisaged to track the schooling status of around 260 million students throughout the school education stage and provide critical evidence for policy and programme planning. This system will collect student wise data from Grade 1 to 12 and develop an independent student database which can grow as a Child Tracking System in the coming years.

2.2.6 **Mapping for Universal Access: -** The scheme aims to reach out to all children in the age group of 4-18 years and has planned provision of schooling facilities as its first objective. States /UTs would need to arrive at a clear picture of current availability of schools, identify the gaps i.e., areas or habitations which are un-served and plan to provide access to school to the identified un-served areas/ habitations according to possible solutions. This will require mapping of all existing schools and all habitations/ wards etc. Appropriate location provides access to large number of children and is, therefore, sustainable over the years. The appropriate location can be best identified in consultation with children and community. Therefore, **a comprehensive mapping exercise will help identify gaps, un-served areas/ habitations and appropriate location where new schools need to be opened.** This School mapping exercise should preferably be carried out using satellite imagery with the help of Geographical Information System (GIS) technology followed by Community Based Mapping**.**

2.2.7 **GIS based Mapping** is important in order to assess the demand-supply situation as well as mapping of unreached or under-served areas. It provides basic spatial information such as longitude and latitude of an existing school, location of nearby school, distance between two schools and distance from school to habitation etc. It may help the planners in many ways specially identifying current availability of schooling facility within defined area and map the habitations by linking them to specific elementary, secondary and senior secondary schools. It will help in mapping of catchment area of school along with information of the feeder schools. It will also help to ensure

the efficient and equitable distribution of resources within and between school systems and help in planning a development strategy by sustainable plan for future growth. It is useful not only in developing of distance matrices but will provide important inputs with respect to courses available at secondary level and various streams available at senior secondary level. This will also include assessment of the availability of the facilities for different subjects/ streams such as Science, Commerce, Vocational, Humanities courses etc; in all the schools located in rural and urban areas.

2.2.8 **Community based mapping** is a powerful means of mobilising the community to ensure that all children attend schools and complete all levels of school education from pre-school to class XII. Hence, The Scheme would also work towards enhancing participation of the community, parents, teachers and children by involving them in key decisions affecting the education of children. This will include identification of gaps or un-served areas/ habitations and planning for providing schooling facilities. This will require a manual mapping involving community and all other stakeholders. Under the manual mapping exercise, the database of schools and habitations is created using standard Data Capturing Formats. These formats helps in measuring the correct distances (walking/ cycling distance by road), which overcome the constraint of the Geo Informatics System based survey and provides actual distances in place of aerial distances, which further help to identify the appropriate location for new school.

2.2.9 **It is important to note that GIS based mapping and Community based mapping are not substitute of each other and, therefore, one can not be replaced by the other. Both have their own benefits and supplement each other**. If the results of both forms of mapping are used collaboratively, it will help determine the changes necessary in schools, and build a dynamic vision of the education services, including infrastructure, teachers, and equipment, required.

2.3 Pre-School Level

2.3.1 The scheme will support the efforts of State Government/UTs in setting up pre-school classes in schools. To ensure smooth transition of children from Anganwadi Centre to the formal school, States and UTs will take steps to locate the Integrated Child Development Services (ICDS) centres within the primary school complex**.** Infrastructure available under Anganwadi/ ICDS will be utilized for Pre-school. Broad norms with detailed mechanism for expansion of pre-school education will be finalised in consultation with MoWCD.

2.3.2 The Scheme will support States/ UTs in training of Anganwadi workers for pre-school education in line with the National Council of Educational Research and Training (NCERT) Framework, co-location of Anganwadis in Primary Schools and curriculum development in convergence with Ministry/Department of Women and Child Development (MoWCD) and support to States/ UTs in their efforts to provide pre-school education. Detailed guidelines for pre-school education are given in the Chapter on Pre-School Education.

2.4 Elementary Level

2.4.1 The RTE Act, 2009 provides a rights-based perspective to the education of children at elementary level. It provides a **justiciable legal framework** that entitles all children between the

ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. The RTE Act, 2009 also lays down the responsibilities of teachers.

2.4.2 **The Salient Features of RTE Act 2009:-**

(i) Right of children to free and compulsory education till *completion* of elementary education in a neighbourhood school.

(ii) 'Compulsory Education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

(iii) Section 6 makes provision for establishment of school for all children within the defined area or limits of Neighbourhood as defined by the States/UTs.

(iv) It makes provision for a non-admitted or drop out child to be admitted to an age appropriate class with provision of Special Training in order to be at par with other children.

(v) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the Central and State Governments.

(vi) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc.

(vii) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(viii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

(ix) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

(x) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

(xi) It provides penalties: (a) For charging capitation fee: fine upto 10 times the capitation fee charged; (b) For resorting to screening during admission: Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention; and (c) For running a school without recognition: fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues.

(xii) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by constitutionally created independent bodies of the National and State Commissions for Protection of Child Rights.

(xiii) The Act under Section 19 (1) also stipulates that all schools will fulfil the norms and standards pertaining to teachers, building, working and instructional hours and resources as specified in the Schedule of the Act. The Act under Sections 8 & 9 makes it obligatory for the appropriate Government and Local Authority to ensure Neighbourhood schools as prescribed under Section 6. Further, the Act places a compulsion on the State to ensure that no child from the weaker sections or disadvantaged groups is discriminated against in any manner or prevented from pursuing and completing elementary education.

2.4.3 Access to elementary school shall continue to be as per Section 6 and 38 (2)(b) of the RTE Act, which provides:-.

> ***Section 6*****:** '*The appropriate governments and local authorities shall establish, within the area or limits of a neighbourhood, a school, where it is not already established, within a period of three years from the commencement of the Act*'.
>
> ***Section 38***: *(1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this act.*
> *(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:-*
> *b) the area or limits for establishment of a neighbourhood school under section 6;*

2.4.4 **Accordingly, the State/UTs as the 'appropriate Government' have the power to notify the neighbourhood norms in their State/UT RTE Rules as per their specific requirements. The new primary and upper primary schools will be provided as per the defined area or limits of the neighbourhood notified by the State/UT Government under the State/UT RTE Rules.**

2.4.5 **In pursuance to Section 6** of the RTE Act, 2009, the **Central Government** has notified the area or limits of neighbourhood, **applicable only for UTs without Legislature**, within which a school has to be established by the appropriate Government or the local authority. Central Rules provide

- **Primary schools: -** In respect of children in classes I to V, a school shall be established within a walking distance of one kilometre of the neighbourhood.
- **Upper Primary schools:** - In respect of children in classes VI to VIII a school shall be established within a walking distance of three kilometer of the neighbourhood.

2.4.6 The central RTE Rules also make provision for relaxation of norms in places with difficult terrain where there may be risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school. In the case of children with disabilities, the Central RTE Rules provide for appropriate and safe transportation arrangements to enable them to attend school and complete elementary education.

2.4.7 Provision of access to schools, complying with Norms and Standards as provided in the Schedule, on universal basis at elementary level will be priority of the Scheme. In order to ensure access to school of all children at elementary level within walk-able distance, SSA has provided large number of schools during 17 years of its implementation**.** Preference for opening of school was given to tribal/ difficult areas and areas with high concentration of SC and ST population. Consequently, there has been a huge expansion of schooling facilities at elementary level across the country and the country has achieved near universal access. States and UTs have also started consolidating/ merging of schools with very low enrolment. **It is underlined that consolidation/merger of school will not in any case violate the right of access to school of a single child as per neighbourhood norms**. The detailed guideline on rationalization of small schools has already been shared with the States/UTs[8].

2.4.8 With a view to facilitating States/UTs to move towards a composite structure of schools, as far as possible, the scheme provides that new upper primary sections shall be provided, wherever required preferably through upgradation of existing primary schools so that school becomes an integrated elementary school from classes I to VIII.

2.4.9 Assistance for Recurring Expenditure including manpower deployment in New Upper Primary Schools would be as prescribed in norms subject to provision of teachers, infrastructure, TLE and facilities as mandated under the RTE Act, 2009 including, a) 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. Additional teachers need to be provided as per the enrolment in each school; b) Building as per infrastructure norms prescribed under the RTE Act, preferably in the campuses of existing primary schools.

2.4.10 **Section 12 of RTE Act 2009 mandates** that (a) all Government and local body schools shall provide free and compulsory education to all children enrolled therein, (b) all aided schools receiving aid or grants to meet whole or part of its expenses shall provide free and compulsory education to such proportion of children as its annual recurring aid or grants, subject to a minimum of 25%, and (c) all unaided and 'specified category' schools, namely Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik schools or any other school having a distinct character as specified by notification by the State Government/UT, shall provide free and compulsory education to at least 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood.[9]

2.4.11 While determining the need for access of children to neighbourhood schools, the mapping exercise should factor in the availability of seats for children from disadvantaged groups and weaker sections not only in government and local body schools, but also in aided, unaided and special category schools as provided under the RTE Act.

2.4.12 Section 12(2) of RTE Act also provides for reimbursement to the Private Unaided Schools for admitting children under Section 12(1)(c). The reimbursement will be based on the per-child

[8] Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/Guidelines%20for%20Rationalization.pdf

[9] Guidelines regarding procedure for 25% admission of children belonging to weaker section and disadvantaged groups from the neighborhood under section 12 (1) (c) and 13 (1) of the RTE act issued vide notification dated 23rd November 2010 may be seen at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_2.pdf.

expenditure incurred by the State or the actual amount charged by the school from other children, whichever is less. The reimbursement towards expenditure incurred for 25% admissions in private unaided schools under Section 12(1) (c) of the RTE Act would be supported under the Scheme. The reimbursement under the Scheme will be based on per child norms notified by the States / UT concerned for classes I to VIII, subject to a maximum ceiling of 20% of the total Annual Work Plan and Budget approved by the Government of India for a State/UT under the Scheme.

2.4.13 The reimbursement for this purpose would be provided based on the proof of actual payment made to schools by the States. Further, a robust monitoring mechanism needs to be developed by the States to monitor the admission of eligible children from class I to VIII and the reimbursement process in a transparent manner. In this context, appraisal will be carried out based on the data provided by the State for such children under SDMIS.

2.4.14 The Scheme also provides for children's access to elementary schools through **Transport and Escort facility to children in Classes I-VIII** and for Children with Special Needs (CWSN). Children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or CWSN may not find access to schools. Such children may be provided support for transportation or escort facilities. This may be provided based on receipt/appraisal of district/block specific proposals from the State, justifying the need for providing transportation / escort facility to children in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where non-availability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the State. The Provision for transport/escort facility will be made as an 'exception' measure only which will be provided in exceptional circumstances as per proposals presented by the State justifying the need and reasons for not opening a regular school. This will also be linked to the rationalization of small schools by the state. To avail this facility, State must notify the area/limits of neighbourhood in which transport/escort facility is to be provided to the specified categories of the children**.**

2.4.15 Transport facility to children in classes I-VIII from sparsely populated areas and urban areas where schools is not available or Urban Deprived Children may be provided up to the given norms based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.

2.4.16 There are certain areas in the country where it may not be viable to set up schools. The Scheme would support the provision of **residential facilities for boys and girls** to serve children in sparsely populated areas of tribal, desert or hilly and densely forested districts, where it may not be viable to set up separate full-fledged schools. There are also densely populated urban areas, where it is difficult to get land for establishing schools. Also, in urban areas, there are a number of deprived children: homeless and street children in difficult circumstances, without adult protection, who require not merely day-schooling facilities, but also lodging and boarding facilities. Residential facilities may be provided for these children under the Scheme. However, there may be an inherent difficulty in locating such schools all over the country; the establishment of residential schools should therefore be restricted, as an 'exception' to sparsely populated, hilly/forested terrains and for urban deprived children such as street children and children without adult protection etc.

2.4.17 The Scheme would support the provision of residential facilities which may be in the form of (1) Establishing Hostel in the premises of an existing primary/upper primary school, or (2) Opening a residential school where primary/upper primary school does not exist. Approval under the Scheme for such facilities is, however, contingent on States conducting a school mapping to ensure that there is no school in the area and transportation facility to and fro from the school nearest to the neighbourhood is not practical and identification of all children who would benefit from such intervention.

2.4.18 Children on the streets may suffer from many denials and vulnerabilities: these include deprivation of responsible adult protection, coercion to work to eat each day, work in unhealthy occupations like rag-picking, begging and sex work, abysmally poor sanitary conditions, inadequate nutrition, a range of psycho-social stresses, physical & sexual exploitation, and exposure to substance abuse. **For urban deprived and children without adult protection, Scheme will provide support for residential facilities as per the following interventions:**

2.4.18.1 ***Redeploying public buildings and infrastructure*****: -**Lack of buildings because of the high cost of real estate in cities is the severest bottle-neck to providing facilities for urban deprived, vulnerable children. The Government can at best fund a few 'model' hostels, but this would not cover the thousands of street children in every city. Most State and local governments have large unused and under-utilised buildings and infrastructure, which need to be redeployed and shared with street children. The best and most economical approach, and one that has the potential to reach *every street child,* is to share spaces in existing schools that are vacant. Such buildings may need only small additions for toilets, bathing places and a kitchen. Such an approach also has the potential to lead to integration, dignity and the learning hands-on of egalitarian compassion and pluralism.

A case study of Andhra Pradesh
In Andhra Pradesh, some residential schools for children without adult protection have been set up as part of existing schools in Hyderabad. This has been found to have many advantages: not only low costs, but the integration of children with families and homes with those who have been deprived, to the great pedagogic advantage of both. Many government schools also welcomed this, because it has pushed up the enrolment in the schools, and made them more viable.

2.4.18.2 ***Refurbishing unused old buildings***: The sharing of existing schools should be the preferred model. But it is also possible to secondarily rely on refurbishing unused old buildings, with additions and alterations. The State and municipal governments have many buildings that are unused and under-used which can be allotted and upgraded as residential homes. These can be old school buildings, or other municipal or other departmental buildings. Ideally these residential schools should also be developed as regular primary/ upper primary schools, so they approximate the first model over a period of time.

2.4.18.3 ***New residential building:*** The last option would be the construction of new residential facilities for children without adult protection and other vulnerable groups, in which case the norms pertaining to Kasturba Gandhi Balika Vidyalayas (KGBVs) would apply. Detailed financial norms

are given in Chapter on Gender and Equity in School Education.

2.4.18.4 Thus, the Scheme will provide support for (i) addition of spaces such as toilets, bathing spaces, kitchens in existing schools proposed to be used as residential facilities for street children without adult protection, (ii) refurbishing of unused buildings for use as residential facilities for street children without adult protection, and (iii) construction of residential facilities to serve children in remote, sparsely populated areas, including tribal, desert and hilly areas and street children without adult protection in urban areas. The design of all the three types of buildings should be inclusive to serve children with disabilities as well. Addition of spaces in under-utilised existing schools or refurbishing of unused existing schools would be examined on a case to case basis.

2.4.19 For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost based on KGBVs/Girls Hostel norms has been provisioned. For detailed financial norm refer the chapter on 'Gender and Equity'.

2.4.20 There are 942 residential schools/hostels in the country, which were sanctioned under SSA. The scheme will continue to support these existing 942 residential schools as well as strengthen its facilities to safely accommodate and to promote access and retention. The assessment for strengthening of these residential facilities will be based on the progress of the existing facility along with the need established through micro planning, community consultation etc. The gap assessment of infrastructure for strengthening of all existing residential schools/ hostels may be carried out through UDISE and School Development Plan (SDP).

2.5 Secondary & Senior Secondary Level

2.5.1 The scheme is committed to provide universal access to quality education at secondary and senior secondary stage. With a view to facilitating States/UTs, the Scheme provides support to establishment of new schools by up-gradation of upper primary school to secondary schools and up-gradation of Secondary Schools to Senior Secondary Schools and thus for establishment of composite schools. The scheme also supports for strengthening existing schools. The first priority would be strengthening of existing schools, then, provision of additional sections in the existing schools and then upgradation of existing upper primary to secondary as well as secondary to senior secondary school. Opening of new standalone schools should be the last priority which should be done as an exceptional measure only in un-served areas.

2.5.2 For providing universal access to quality secondary education, the neighbourhood norms notified by the state/UT would be applicable for opening of new secondary and senior secondary schools. In the case of the States and Union Territories, which have not notified the neighbourhood norms for secondary and senior secondary Schools, the scheme will provide support for access to secondary school within a distance of 5 Km and Senior Secondary school within 7-10 Km of a habitation while ensuring their viability (i.e. ensuring adequate numbers of students' enrolment) and cost effectiveness. It is also imperative that broad norms are indicated at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. The States/UTs will identify requirement of new secondary and senior secondary schools

through upgradation on the basis of school level micro planning. Every district plan should be based on school and habitation mapping through micro planning exercise. Evidence of the micro planning and school mapping exercise should also be available in the District Plans which will be consolidated into State Plans.

2.5.3 The new/upgraded secondary and senior secondary schools will be opened on the basis of the Perspective Plan and demand worked out through micro planning by the State Governments for opening of new and viable schools, especially in deficient or un-served areas. In the secondary level, preferably two sections each for classes IX to X would be provided.

2.5.4 For a Senior Secondary 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 be160. 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.

2.5.5 Opening of new Senior Secondary and Secondary sections/ schools, or up gradation of upper primary schools to secondary /Senior Secondary level would include provision of additional class rooms with furniture, library, laboratories, vocational lab, computer room, Head Master room, Art and Craft room, drinking water facility, separate toilets with water facility for boys, girls and CWSN. All these schools will have provision for rain harvesting system, solar panel etc; in the building plan itself. All school buildings will be so designed as to make them disabled friendly.

2.5.6 The Scheme also provides for, 4 class rooms for 2 section school / 2 class rooms for 1 section school for Secondary level & 4 class rooms for 02 section school/ 2 class rooms for 01 section school for Senior Secondary level for each stream i.e. Science, Arts and Commerce. The scheme also provides 1 integrated Science Laboratory for Secondary School and 4 laboratories for Physics, Chemistry, Biology and Mathematics for Senior Secondary Schools having science streams.

2.5.7 For the new/upgraded secondary/senior secondary schools, which are set up under this scheme, a lump sum recurring assistance has been provisioned up to the limits given in the norms given in **Appendix**. The recurring assistance will include manpower deployment in new secondary/senior secondary schools. All upgraded/new secondary/secondary schools should be provided subject wise teachers for all the core subjects, support for arts & crafts, sports & physical education and co-curricular activities.

2.5.8 The scheme would also support **strengthening of existing secondary and senior secondary** schools. While planning for strengthening of existing secondary and Senior Secondary schools, the gap assessment exercise for all the schools may be carried out through UDISE data and school mapping exercise followed by School Development plan. Since the gap would be huge

which cannot be addressed in a single year, it is necessary that long term perspective plan be prepared keeping in view the expected enrolment. The additional sections/streams in the schools may also be opened on the basis of demand and requirements. In this regard, the district/ state teams will have to work out a staggered plan on certain defined prioritization criteria.

2.5.9 The scheme would also support **residential facilities to serve children (boys and girls)** from sparsely populated areas, where it may not be viable to set up a full-fledged school. The provision of residential facilities would be supported in the form of hostel in the premises of an existing secondary and Senior Secondary school or a residential school where secondary and Senior Secondary school does not exist. Approval under the Scheme for such facilities is however contingent on States conducting a school mapping to ensure that there is no school in the area and transportation facility to and fro the school nearest to the neighbourhood is not practical, and identification of all children who would benefit from such intervention.

2.5.10 For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost would be based on KGBVs/Girls Hostel norms.

[B] INFRASTRUCTURE DEVELOPMENT

2.6 The Integrated Scheme on School Education aims to achieve universal access of children in schools from Pre-School to Senior Secondary in an inclusive and equitable manner, focusing on quality of education with improved infrastructure in the schools. The States and UTs are required to bring a single plan for entire school education sector integrating the existing Centrally Sponsored Schemes of SSA, RMSA and TE for interventions relating to infrastructure development.

2.7 The Scheme will be governed and regulated by the provision of the RTE Act, 2009 for elementary schools. The Schedule to RTE Act lays down the norms and standards for a school and provides that a school with an all weather building should consist of the following:

i) At least one class-room for every teacher;
ii) An office-cum-store-cum-HM room;
iii) Barrier-free-access;
iv) Separate toilets for boys and girls;
v) Safe and adequate drinking water facility to all children;
vi) A kitchen where mid-day meal is cooked in the school;
vii) Playground;
viii) Arrangements for securing the school building by boundary wall or green fencing
ix) Library: A library in each school providing newspapers, magazines and books on all subjects, including story books.
x) Play material, games and sports equipment.

2.8 The RTE Act also lays down that the appropriate government and local authority defined in the Act shall ensure availability of a neighborhood school and shall have the duty to provide infrastructure including school building and ensure good quality elementary education conforming to the standards and norms specified in the schedule. The support for creation of school

infrastructure under the scheme will be through direct programme funding and also in convergence with other schemes of the Central and State Governments.

2.9 Preference for various interventions will be given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs) and the 115 Aspirational Districts. Further, 50% of the proposed physical targets including new schools, Strengthening, ICT in Schools & Vocational Education will be focused for North Eastern States, LWE affected Districts, Island territories and other backward areas.

2.10 The school infrastructure under the scheme has been conceptualized 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 Scheme envisages the 'school' as a continuum from primary, upper primary, secondary to Senior 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. Also, it will aid in optimum utilisation and sharing of school infrastructure and other resources.

2.11 The major school infrastructure components under the scheme are:

2.11.1 Opening of new schools which would include new primary schools, upgradation of primary school to upper primary schools, up-gradation of upper primary school to secondary schools and up-gradation of secondary schools to Senior Secondary schools. The upgradation /strengthening includes provision for construction of additional class rooms, library, laboratory, computer room, art/craft/ culture room, Laboratory / Workshop for vocational education, separate toilets for boys , girls and CWSN, safe drinking water, electrification, kitchen shed, ramps, furniture, laboratory equipments, Head Master room, office/ common room, Building as Learning Aid (BALA), playground, boundary wall / fencing, etc, as per requirement based on availability, adequacy and functionality of existing infrastructure.

2.11.2 Major and minor repair of existing school infrastructure. Schools constructed within the past 10 years will not be considered for major repairs. Also, the cost of repairs to be undertaken should not exceed 60% of the cost of a new construction. Repairs to dysfunctional toilets and drinking water facilities will form a part of this component. Pre-repair and post repair photograph need to be maintained and also uploaded online

2.11.3 Residential quarters for teachers, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where a new primary or upper primary and secondary/Senior Secondary schools may not be viable. Preference will be given to EBBs, LWE affected districts, SFDs and the 115 inspirational districts.

2.11.4 Construction of new DIETs/Block Resource Centre (BRC)/Cluster Resource Centre (CRC) buildings & strengthening of existing DIET/BRC/CRC buildings as per norms.

2.11.5 Construction / upgradation of Kasturba Gandhi Balika Vidyalaya (KGBV) buildings.

2.12 Construction Standards for School Buildings

2.12.1 The National Building Code (NBC) 2016[10], developed by the Bureau of Indian Standards (BIS) provides guidelines for regulating building construction activities across the country. It serves as a model code for adoption by all agencies involved in building construction works. The code should serve as a reference for all States and UTs, for design, planning, preparation and execution of school infrastructure components. This requirement does not preclude the use of local construction design, materials and practices. The relevant BIS codes as amended from time to time are given below.

S.No	Code	Functional area
1	IS 1893 (part-1-2002)	Criteria for earthquake resistant design of structure
2	IS 4326-1993	Practice for earthquake resistant design and construction building
3	IS 13828-1993	Guidelines for improving earthquake resistant of low strength masonry buildings
4	IS 13920-1993	Ductile detailing of reinforced concrete structure subject to seismic forces.
5	IS-456-2000	Structural design of buildings.
6	IS-14435-1997	Code of practice of fire safety is educational institutions.
7	IS-2440-1975	Guide for day lighting of building
8	IS 4963 -1987	Recommendation of building and facilities for physically handicapped.
9	IS 7662 (part 1) 1974	Recommendation of orientation of buildings
10	IS 4837-1990	School furniture, classroom chair and tables recommendation
11	IS 4838-1990	Anthropometrics dimensions for school children age group 5-17 years.
12	IS 8827- 1978	Recommendation for basic requirements of school buildings
13	Energy Conservation Building Code (ECBC) 2007	For energy conservation in buildings

2.12.2 While executing infrastructure components, States and UTs shall comply with statutory orders for implementing the **Guidelines on School Safety Policy, February 2016 prepared by National Disaster Management Authority (NDMA)[11]**. The school building has to ensure easy access to all children and teachers by providing facilities such as gender segregated toilets, CWSN toilets, safe drinking water, ramps, handrails, etc. The classroom design must ensure natural light, ventilation, seating, display, storage and environment friendly features. Girls' toilets should include environmentally safe incinerators. For providing barrier free access, it has to be ensured that the provisions contained in the "Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons" February, 2016[12] issued by Ministry of Urban Development, Governmentt. of India are complied with.

[10] http://bis.org.in/sf/nbc.asp
[11] Available at http://www.ndma.gov.in/images/guidelines/School-Safety-Policy.pdf
[12] Available at http://cpwd.gov.in/Publication/Harmonisedguidelinesdreleasedon23rdMarch2016.pdf

2.12.3 The electrification components under new construction / upgradation of schools, residential schools, hostels etc. includes Renewable energy like Wind Energy, Solar Energy etc. based on the proposal of the State after seeing the viability. For installation of on-grid and off-grid roof top solar installations, the area norms and financial norms as prescribed by Ministry of New & Renewable Energy (MNRE) is to be followed. The same shall be implemented in convergence with MNRE. The indicative technical specification and design are as below.

Types of Solar PV Systems:-

1- OFF Grid / Stand alone/ Battery backup
2- On Grid
3- Hybrid – SPV+ (wind/ biomass/ hydrogen/ DG)

Types of Solar Panels:-

1- Mono crystalline
2- Polycrystalline/ Multi crystalline
3- Thin films (HIT)

Indicative Area (Space) required for setting up solar PV system in the school is given below: -

Size	**ON grid/ OFF grid (sqm)**
1 kWp	10 - 12
5 kWp	50 – 60

2.12.4 Development of school infrastructure is a holistic exercise of developing the school building along with its indoor and outdoor spaces to promote universal access, retention, equity and quality in education. School infrastructure will have to be well thought-out physical learning environments and seen as integrated systems. The design will need to address various aspects of the educational vision of the school. A master plan and base document for school educational and infrastructure work along with its development in phases needs to be developed. Its planning is seen as an evolving process rather than one time activity.

2.12.5 In planning and design of schools and also in construction, it should be ensured that measures to strengthen the environment, health and safety practices are included in accordance with the guidelines contained in 'Environmental Management Framework for Secondary Schools' issued by MHRD and School Safety Policy Guidelines, February, 2016 issued by NDMA.

2.13 Preparation of Proposal and Specifications

The scheme provides for preparation of estimates of Civil Works on the basis of State Schedule of Rates (SSOR) or CPWD rates whichever is lower. While preparing the plan and estimates, element of pooling in of resources through convergence, community participation, CSR funding etc. should be factored in to the maximum extent possible.

2.14 **Execution of Civil Works**

Construction activities are to be undertaken with community involvement. Planning and implementation by the community through School Management Committee (SMC)/ School Management and Development Committee (SMDC) in all infrastructure development activities will be mandatory. All works costing up to Rs.30 lakh will be executed preferably by SMC/SMDC.

2.15 External services such as approach road, sewerage, external electrical connections, external water supply connection, drainage etc. shall be provided by the States /UTs.

2.16 Civil Work costs shall include:

i. Construction of school building conforming to RTE Norms.
ii. Eco-friendly construction for all school buildings
iii. The buildings will be designed as per NBC, 2016 and structure shall be earthquake resilient and will be fitted with basic fire safety equipments and in compliance with NDMA guidelines on school safety.
iv. Adaptation of existing building environment to conform to RTE norms.
v. Retro-fitting of existing building toward hazard resistance.
vi. Construction of building-less schools.
vii. Reconstruction of dilapidated school buildings which are beyond major repairs and declared unsafe by the competent engineers.
viii. Reconstruction of dysfunctional toilets and safe drinking water facilities.
ix. Infrastructural interventions required to be undertaken under Swachh Vidyalaya .
x. Spill over of civil works sanctioned in erstwhile subsumed schemes.

2.17 **Composite School Grant**

2.17.1 The Scheme envisages an annual recurring school composite grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. It also provides for annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The grant is also to be used for promoting Swachh Bharat Campaign.

2.17.1.1 The scheme prescribes that the composite school grant must involve elements of community contribution.

2.17.1.2 The amount of grant varies from Rs. 25,000 to Rs. 1,00,000 per annum depending upon the number of students in the school. Further, for very small schools with enrolment of less than 30 students, these will be accordingly scaled down.

2.17.1.3 A minimum of 10% of the grant should be used for activities related to Swachhta Action Plan (SAP) namely, undertaking maintenance of school facilities including toilets, safe drinking water and for improvement in Water, Sanitation and Hygiene (WASH) infrastructure, Hand washing with Soap, Operations and Maintenance, Behavior Change Activities and Capacity

Building etc. As per directions of the Ministry of Finance, a separate budget head is maintained in MHRD for release of funds under SAP.

2.17.1.4 SAP should be based on credible analysis of existing situation, gap assessment and prioritization of intervention for better outcomes. Swachh Vidyalaya Puraskar (SVP) programme could form the basis for developing SAP. Based on the gap assessment through SVP scores, priority interventions shall be identified and resources shall be deployed to bridge the gap with the objective of every school participating in the SVP and progressing towards achieving the five star ratings as per the SVP indicators.

2.17.1.5 MHRD has instituted SVP in 2016 to recognize and celebrate excellence in water, sanitation and hygiene in schools. The main objective is to help schools to identify the areas of improvement in WASH infrastructure and processes categorized under five sub categories: Water, Sanitation, Hand washing with Soap, Operations and Maintenance, Behavior Change Activities and Capacity Building. The explicit purpose of the award is to honour schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign. SVP intends to identify and award schools in rural and urban areas for excellence in the areas of water, toilet, hand washing with soap, operation and maintenance, and behaviour change and capacity building. There is a specified methodology for selection of schools for the SVP awards. As per the SVP guidelines awards are given to schools at District, State and National Level. This aims to promote schools in achieving a Swacchata Scale and standard for which a Standard Operating Procedure (SOP) has also been released by MHRD. The detailed SVP guidelines and the SOP are available at www.swachhvidyalya.com.

2.18 Framework Norms

2.18.1 Framework norms for interventions for infrastructure development and maintenance for schools under Samagra Shiksha are appended as **Annexure-I**. The requirements of infrastructure for SCERTs and DIETs may be referred in chapter VI on Teacher Education. The following construction norms and standards are available in public domain;

(i) BIS code 8827-1978, *(Reaffirmed in 2006)* Recommendations for basic requirements of school buildings,
(ii) NCERT specifications for Integrated labs for secondary schools,
(iii) NCERT prescribed subject wise lab kits for Senior Secondary schools,
(iv) School Safety Policy Guidelines issued by NDMA February, 2016.
(v) Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons" February, 2016 issued by Ministry of Urban Development, Govt. of India.
(vi) Environmental Management Framework for Secondary School in India, by MHRD

[C] Retention.

2.19 The scheme recognizes the need for special efforts for the retention of children. It also ensures students participation and completion of schooling cycle. The retention of children assumes

greater significance in the wake of RTE Act which stipulates elementary education as a fundamental right of all children. In stating thus, the RTE Act opens up the whole sphere of circumstances which come in the way of a child's enrolment and participation in school, and his/her completion of the elementary stage. Similarly, there is a need for special efforts to retain the children, especially girls and children from disadvantaged sections, to school upto secondary level. This necessitates an attempt at listing of categories of children who might be at risk of completing their education and provisions available to ensure their participation and completion.

2.20 Provision of schooling facilities on universal basis essentially demands participation and retention of children. School access is not merely physical access within a notified distance, but also participation and retention of children. However, mere provision of schooling facility is insufficient to ensure that all children attend school and participate in the learning process. The school may be there, but children may not attend; they may drop out after a few months; or may be absent too many days and cannot cope with the learning load. Hence, the scheme recognizes the need for special efforts to bring these children to school, especially girls and children from disadvantaged sections. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, SC/ST, OBC and Minorities through participatory processes in the effective management of schools. Special interventions should be designed to address learning needs of children from these communities and relating education to their life. The State Governments are expected to design specific interventions to bring them in the Educational Process.

2.21 ***Special Training for out-of-school children at elementary level***

2.21.1 The RTE Act, 2009 stipulates age appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children.

> **Section-4 of the Act stipulates** *"Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age;*
>
> *Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed;*
>
> *Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years."*

2.21.2 The Act, under Section 4 makes a specific provision for special training for age appropriate admission of out of school children. A majority of out-of-school children belong to disadvantaged communities: Scheduled Castes, Scheduled Tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc need Special Training. The Special Training will also focus on education of children affected by migration, Urban Deprived Children, Children in areas affected by civil strife, homeless children,

children without adult protection etc. Special Training can be imparted in both residential and non residential mode.

2.21.3 Special Training for never enrolled children or those who dropped out before completing elementary education would require identification of children who must be enrolled in neighbourhood schools. For this the State Government, Local Authority and SMC will need to undertake a community level school mapping exercise. The neighbourhood and school mapping exercise will be followed by (i) immediate enrolment in school (ii) organisation of Special Training of flexible duration to enable the child to be at par with other children, (iii) actual admission of the child in the age-appropriate class on completion of Special Training, and his/her participation in all class activities, (iv) continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

2.21.4 Special Training may be in the form of residential or non-residential courses organised, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed. For example, if a 10-year old child was admitted to Class IV, and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in Class V or VI in the formal school, and the child appropriately placed. Even after a child is appropriately placed in the formal school she may continue to receive special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally. The scheme will provide support for Special Training as envisaged under the RTE Act for out-of-school children who have been admitted to regular schools to ensure that they are integrated into the school system. Such support will be in the form of residential or non-residential courses, as needed and such children will continue even beyond 14 years of age to complete elementary education.

2.21.5 Special Training shall be based on especially designed, age appropriate learning material, approved by the academic authority as per the RTE Act, 2009. It shall be provided by a teacher working in the school, or a specially engaged teacher. These teachers will be provided additional training in order to conduct Special Training for out-of-school children. Special Training shall be provided in classes held on the premises of the school, or through classes organized in safe residential facilities as specified in the RTE Act, 2009. The duration of Special Training shall be for a minimum period of three months which may be extended, based on a periodical evaluation of learning progress, for a maximum period not exceeding two years. Considering the enormity and complexities of the work involved in Special Training all agencies which have the willingness and the ability to undertake this work must be encouraged to do so.

2.21.6 For Special Training to never enrolled children or those who dropped out before completing elementary education assistance for Recurring Expenditure has been provisioned under the Scheme. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for

the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling.

2.21.7 The assistance for special training under the Scheme will be linked to assessment of the success achieved in mainstreaming children who have undergone special training, based on SDMIS data.

2.22 School Uniforms

2.22.1 The RTE Act mandates free and compulsory education for all children in Government schools. Uniforms constitute an expense which poor families are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education. The Scheme will provide two sets of uniform to all girls, SC, ST children and Below Poverty Line (BPL) children at an average cost of Rs. 600/- per child per annum, wherever State Governments have incorporated provision of school uniforms as a child entitlement in their State RTE Rules. These will be appraised based on the data provided by the State for such children under SDMIS.

2.22.2 The purpose of school uniforms is to inspire a sense of belonging and ownership of the school for the children using its services. It is not to instil a sense of regimented, homogenized order. Therefore, decisions on design of uniforms and their procurement should be local rather than centralized. For this purpose the option of Cash transfer will be allowed as per the existing guidelines of DBT to Aadhaar linked bank accounts. Further, to monitor the timely distribution of uniforms in a transparent manner to the eligible children, a robust monitoring mechanism need to be developed by the States. In this context, States/UTs must ensure timely distribution of uniforms and proper utilisation of funds provided for this purpose.

2.23 Swachh Vidyalaya Initiative

2.23.1 The provision of water, sanitation and hygiene facilities in school secures a healthy school environment. Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are private, not safe or simply not available/ functional. The Government of India, therefore, launched the Swachh Vidyalaya Initiative in collaboration with State/UT governments, public sector undertakings and private corporate for provision of separate toilets for girls and boys in all government schools. Under this initiative, 4.17 lakh toilets including 1.91 lakh girls' toilets were constructed/made functional in 2.61 lakh government schools in one year period upto 15th August, 2015. One of the most unique features of the Swachh Vidyalaya was the role of the public sector undertakings and private corporates under the PPP model and online monitoring of progress. The PSUs have been requested to maintain the toilets constructed by them for at least five years.

2.23.2 Under the Swachh Vidyalaya initiative, State and UT governments have been requested to keep the toilets functional and take steps to create awareness about the benefits of hand washing, sanitation and hygiene among school children. State and UT governments have been requested to take mass Swachhta Pledge and undertake cleanliness activities in schools through various activities

like forming child cabinets, drawing/painting competitions etc. and to inculcate behavioural changes. During Swachhta Pakhwadas the focus was on sanitation and hygiene in schools.

2.23.3 The Ministry of Panchayati Raj has advised the Panchayati Raj Departments of all States to include the provision for construction of toilets and drinking water supply systems, filling of gaps in provision of toilets, rehabilitation and regular repair of existing toilets and drinking water systems in schools in the Gram Panchayat Development Plans to be prepared converging resources under the 14th Finance Commission grants, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and Swachh Bharat Mission. A joint letter from the Ministry of Drinking Water & Sanitation, Ministry of Panchayati Raj and Ministry of Human Resource Development, Department of School Education and Literacy has been addressed to all States and UTs regarding inclusion of school infrastructure components in the Gram Panchayat Development Plan. Ministry of PRI has also issued advisory in this regards. The States and UTs also should avail of supplementary funding through CSR contribution

[D] Convergence

2.24 This Scheme would dovetail and attempt convergence with schemes of other Ministries and State Governments. Such convergence would be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlapping in coverage. The PAB for approval of AWP&B would have representatives of the relevant Ministries and States to strengthen convergent action. Other schemes which would supplement/contribute to the objective of Universal Access and Retention of the integrated Scheme are as below:

A. Pre-School education through the Anganwadi centres under the Umbrella Integrated Child Development Scheme (ICDS).
B. National Child Labour Project (NCLP) of the Ministry of Labour to promote successful mainstreaming into regular schools of all children who have been withdrawn from child labour and rehabilitated.
C. Residential facilities for SC and ST children by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.
D. Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementation of Persons with Disabilities Act, 1995 (SIPDA) by Ministry of Social Justice and Empowerment.
E. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) of Ministry of Skill Development and Entrepreneurship (MOSDE)
F. Mapping of other available incentives to induce access and retention of children: Books, Uniform, bags, awards, scholarships, and other benefits, etc
G. National Rural Drinking Water Programme and Swachh Bharat Mission for providing Toilets and Drinking Water facilities
H. MGNREGA guidelines provides for construction of play fields and compound walls for Government run schools in the villages (Reference:-Gazette of India No. REGD. No.D.L.33004/99 dated 28th March 2017 issued by Ministry of Rural Development Notification), resources will be mobilized for meeting the labor component of construction of school infrastructure in rural areas.

I. Multi Sector Development Program (MSDP) of the Ministry of Minority Affairs may be used for infrastructural development in minority dominated areas.
J. Khelo India of Ministry of Youth Affairs and Sports may be tapped for a significant portion of the Sport and Physical Education component.
K. Joint mapping of facilities established under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) and Central University Scheme of MHRD (DoHE and DoSE&L).

2.27 The State Plans should clearly indicate the areas of convergence with other schemes including details of infrastructure development & funds to be availed under these schemes.

ANNEXURE I

FRAMEWORK NORMS FOR INTERVENTION FOR INFRASTRUCTURE DEVELOPMENT AND MAINTENANCE UNDER SAMAGRA SHIKSHA

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
1.	New/Upgraded Schools from Pre-school to XII	a) Pre-Primary School: Infrastructure available under Integrated Child Development Scheme through, co-location of Anganwadis of Ministry of Women and Child Development (MWCD) will be utilized for Pre-school. A detailed mechanism for expansion of pre-school will be finalized in consultation with MWCD. (b) Elementary level : As per RTE norms and standards under the Schedule to Sections 19 and 25 of the RTE Act 2009, the school building has to be an all-weather building consisting of: i) At least one class room for every teacher and an office-cum- store-cum-Head teacher's room; ii) Barrier-free access; iii) Separate toilets for boys and girls; iv) Safe and adequate drinking water facilities to all children; v) A kitchen where Mid Day Meal is cooked in the school; vi) Playground; vii) Arrangement for securing the school building by boundary wall or fencing; viii) Library in each school providing newspaper, magazines and books on all subjects including story books; ix) Play material, games and sports equipments as required (c) Secondary and Senior Secondary schools: For New/Upgraded Secondary and Senior Secondary schools infrastructure support will be provided for the following: i) The facilities would include class rooms with furniture, library, laboratory (stream-wise for Senior Secondary and integrated for secondary level),vocational lab, computer room, room for guidance and counseling services cum medical room, Head Master room, staff room, Art and Craft room, toilet blocks, safe drinking water, separate toilets with water facility for boys, girls and CWSN. ii) Norms for classrooms : • 4 class rooms for 2 section school / 2 class rooms for 1 section school for Secondary Schools.	(a) No expenditure on construction of office buildings.

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		• 4 class rooms for 2 section school / 2 class rooms for 1 section school for Senior Secondary Schools for each stream i.e. Science, Arts and Commerce. • 1 integrated Science Laboratory for Secondary School. • 4 laboratory for physics, chemistry, Biology & Maths for Senior Secondary (d) For proposal of new schools State would confirm land availability certified by the Revenue authority. The need for new school should also be supported by Geographic Information System (GIS) and community based mapping. (e) For school buildings the norms as per BIS code (IS: 8827–1978, Reaffirmed in 2006) are to be adopted as may be applicable. Plot area other than playfields to be two to three times the built up area (on all floors) depending on the number of storeys.	
2.	Residential Schools /Hostels	a)Residential schools/hostels may be supported for reaching out to children in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where new primary or upper primary and secondary/senior Secondary schools may not be viable. Preference will be given to EBBs, LWE affected districts, SFDs and the 115 aspirational districts identified by NITI Aayog. (b) Girls hostel sanctioned under erstwhile RMSA scheme for EBBs to be integrated with KGBV which is to be extended up to class XII. (c) Provision for separate boys' and girls' hostel in case of Co-educational residential school. Area norms for Boys' hostel are the same as that of KGBV hostel (d) Residential Schools/Hostel norms include provision of open space for physical activities like sports etc.	(a) As per norms for KGBV/ Girls' hostel. (b) Norms for schools as prescribed under New/ Upgradation of Schools as above. (c) Construction cost for redeploying public buildings and refurbishing unused old buildings will be on a case to case basis.
3.	Strengthening of physical infrastructure and Establishment of New DIETs/ SCERTs	(a) Strengthening of SCERTs including maintenance. Norms as per **Annexures-V(a)** and **Annexure-V(b)** in Chapter 6. (b) Norms for new DIETs /Renovation of DIETs buildings are indicated at **Annexure-VI** in Chapter 6. (c)Establishment of special Cells for SCERT: Laboratories for Science, Mathematics, Social Studies, Education Technology, Computer & Language, English Education.	(a) Establishment of special Cells for SCERT (One time grant) up to Rs. 50 lakh per SCERT /SIE (10 lakhs per special cell) (Non-recurring).

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
4.	BRC /CRC	(a)There would ordinarily be one BRC in each community development (CD) block. (b)BRC/URC should be located in school campuses as far possible. (c) CRC may be used as an additional class room on days when CRC meetings are not held.	(a) Provision of Rs. 5 lakh for furniture, computer, TLE / TLM, recurring expenditure, meetings, contingencies etc. (b) CRC construction cost will be as per schedule of Rates notified by the state for Additional Class room. (c) Provision for CRCs upto Rs.2.00 lakh for furniture, computer, TLE, TLM, recurring expenditure, meetings, contingencies etc.
5.	Residential Quarters	(a)Schools situated in remote and difficult areas including sparsely populated or hilly and densely forested areas and border areas. (b)As far as possible Quarters may be built as residential clusters and also nearer to the schools. (c) Type II quarters as per CPWD Plinth area norms	
Strengthening of Existing Schools (only for Government owned School building)			
6.	Additional Classroom	(a) ACR will be sanctioned based on enrollment. (b)The indicative Student Class Room Ratio would be 30:1 (for Primary), 35:1 (for Upper Primary) and 40:1(for Secondary to Senior Secondary) or as per State RTE rules or local requirement. (c)For class rooms, the norms as per BIS code (IS: 8827 – 1978, *Reaffirmed in 2006)* are to be followed.	(a) Cost of construction of ACR in Secondary and Senior Secondary schools will include furniture.
7.	Library	(a)In order to complement the activities under Padhe Bharat Badhe Bharat and inculcate the reading habit among students of all ages, strengthening of school libraries including purchase of books will be provided. (b)It must involve elements of community contribution. (c)Library will be established and run in a room of adequate size. For physical space, the norms are as per BIS code (IS: 8827 – 1978, *Reaffirmed in 2006).*	(a) Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc.
8.	Toilets	(a) Adequate number of toilets with water facilities in each school separately for boys, girls, staff and	

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		teachers and differently abled children. (b) Girls' toilets to be provided with environmentally safe incinerators (c) Relevant norms as per BIS Code.	
9.	Separate Toilets for CWSN	a) Every school will ascertain the number of CWSN gender-wise and accordingly provide separate toilet facilities for them. (b) Girls' CWSN toilet should have a provision for environmentally safe incinerator. (c) Existing toilet can be converted to CWSN friendly toilet. (d) Relevant norms as per BIS Codes and 'Harmonized Guidelines and Space Standards for Barrier Free Built Environment For Persons with Disability and Elderly Persons' February, 2016 issued by Ministry of Urban Development, Govt. of India.	
10.	Safe Drinking water facilities	(a) Adequate safe drinking water facilities in every school. (b) Relevant norms as per BIS Codes.	
11.	Barrier free access-Ramp with Railing	(a)The school premises including all the rooms to have barrier free access to CWSN. (b)Relevant norms as per BIS Codes and 'Harmonized Guidelines and Space Standards for Barrier Free Built Environment For Persons with Disability and Elderly Persons' February, 2016 issued by Ministry of Urban Development, Govt. of India.	
12.	Internal Electrification	(a)Electrification will include Renewable energy like Wind Energy, Solar Energy etc. based on the proposal of the State after seeing the viability. (b)For installation of on-grid and off-grid roof top solar installations the norms are as prescribed by Ministry of New and Renewable Energy (MNRE) (c)Relevant norms as per BIS Codes.	(a) Proposal to conform the financial norms of MNRE.
13.	Furniture	Furniture may be provided to existing Government upper primary schools, which do not already have furniture.	(a) Financial norms to be on the basis of per child one time grant in Government Upper Primary School. (b) For construction of new schools and up gradation of existing schools, cost estimate will include furniture, as applicable.
14.	Major Repair to	(a) The scheme will support expenditure on Major	

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
	school buildings	repairs in order to ensure safety and better functionality of Schools. The budget allotted will be proportionately distributed among the States as per the number of schools. (b) Schools constructed within the past 10 years will not be considered for major repairs. Also the cost of repairs to be undertaken should not exceed 60% of the cost of a new construction. (c) Repairs to dysfunctional toilets and drinking water facilities will form a part of this component. (d) Pre-repair and post repair photograph need to be maintained and also uploaded online.	
15.	Composite School Grant	(a)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. (b)To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. (c)To promote Swachh Bharat campaign and undertake activities under Swachhta Action Plan. (d)Must involve elements of community contribution.	(a) There must be transparency in utilization and provision for social Audit. (b) To be spent preferably by VEC/ SMC /SMDC.
16.	Laboratory	(a) Provision for laboratory will be Subject-wise for Senior Secondary and integrated for secondary level. (b) In case of composite school subject-wise lab would be utilized for secondary level also. (c)The vocational subjects are to be introduced as an additional subject at the secondary level and as compulsory (elective) at the Senior Secondary level. (d)For physical space, the norms as per BIS code (IS: 8827 – 1978, *Reaffirmed in 2006)* are to be followed.	(a) Up to Rs. 5 lakh per school per job role for Tools & Equipment including Furniture, Computers etc.
17.	Science Lab Equipment	(a) For Integrated Labs for Secondary Schools equipment shall be provided as per NCERT guidelines for establishment of Integrated Science and Mathematics Lab. for Secondary Schools. (b) For Senior Secondary Schools Lab Equipment shall be provided as per NCERT subject-wise Lab Kits for Physics, Chemistry Biology and Mathematics as below:	(a) As per NCERT guidelines. (b) Norms for Subject wise labs equipment as per NCERT subject-wise lab kits.

<table>
<tr><th>Sl. No.</th><th>Component / Activity</th><th>Programmatic Norms</th><th>Norms / Guidelines for implementation</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Type of Educational School Kit</th><th>Cost</th></tr>
<tr><td>Senior Secondary Physics Lab Kit (SSPLK)</td><td rowspan="5">As prescribed by NCERT Guidelines and revised from time to time.</td></tr>
<tr><td>Senior Secondary Chemistry Lab Kit (SSCLK)</td></tr>
<tr><td>Senior Secondary Biology Lab kit with Microscope (SSBL-M)</td></tr>
<tr><td>Senior Secondary Biology lab kit without Microscope (SSBL-WM)</td></tr>
<tr><td>Senior Secondary Mathematics Lab Kit (SSML)</td></tr>
</table>
Details of items are available at :

http://www.ncert.nic.in/departments/nie/niew/school_kits/sr_sec_level/How%20to%20get%20kits.pdf
</td><td></td></tr>
<tr><td>18.</td><td>Head Master /Principal Room</td><td>One HM room for schools where there is no HM room available provided number of students is more than 150.</td><td></td></tr>
<tr><td>19.</td><td>Office Room</td><td>One office room in Secondary/ Senior Secondary schools where there is no existing office room.</td><td></td></tr>
<tr><td>20.</td><td>Computer Room</td><td>(a) One Computer room as per requirement in the schools where there is no such room available.

(b) For physical space, the norms as per BIS code (IS: 8827 – 1978, Reaffirmed in 2006) are to be followed.</td><td></td></tr>
<tr><td>21.</td><td>Art/Craft/Culture laboratory</td><td>(a)One Art/Craft/Culture laboratory as per requirement in Secondary/Senior Secondary Schools where there is no such facility.

(b)For physical space, the norms as per BIS code (IS: 8827 – 1978, Reaffirmed in 2006) are to be followed.</td><td></td></tr>
<tr><td>22.</td><td>Playground</td><td>Playground facilities for the school will be provided through MGNREGA (Reference: - Gazette of India No.REGD.No.D.L.33004/99 dated 28th March 2017 issued by Ministry of Rural Development Notification), / under convergence with other Govt. departments and with community participation.</td><td></td></tr>
<tr><td>23.</td><td>Sports Equipment</td><td>Expenditure for meeting expenses on procuring sports equipment for indoor and outdoor games in convergence with Department of Sports.</td><td></td></tr>
<tr><td>24.</td><td>Boundary Wall</td><td>Boundary wall will be provided in convergence with Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) (Reference: - Gazette of India No.REGD.No. D.L. 33004/99 dated 28th March 2017 issued by Ministry of Rural Development Notification) and other schemes.</td><td></td></tr>
<tr><td>25.</td><td>Child Friendly Elements/ BALA</td><td>Child friendly elements can be sanctioned in order to enhance interest of students in the learning process as per the proposal by the state.</td><td></td></tr>
<tr><td>26.</td><td>KGBV</td><td>(a) KGBVs to be extended up to class XII for smooth transition of girls from elementary to Senior</td><td></td></tr>
</table>

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		Secondary. (b) Priority will be given for upgradation of KGBV where the Girls' hostel has been established in the same campus and there is no secondary/Sr. Secondary school in the vicinity, as per neighbourhood norms. (c) Norms for Hostel: The total area for 50 girls' hostel, 100 girls' hostels and 200 girls' hostel will be approximately 7000 sqft, 11300 sqft and 20790 sqft respectively as per the details worked at **Annexure-II**. (d) Cost of electrification and PHE installation shall be part of main estimate. (e) The buildings will be designed as per National Building Code (NBC) 2016 and structure shall be earthquake resilient and will be fitted with basic fire safety equipments and in compliance with NDMA guidelines on school safety. (f) Norms for schools as prescribed under New/Upgradation of Schools as above.	
27.	Procurement of Goods	Procurement of goods should preferably be done from Government e-Marketplace (GeM) portal.	
28.	Norms for preparation of estimates	Preparation of estimates for the scheme will be on the basis of State Schedule of Rates (SSOR) or CPWD rates whichever is lower.	

ANNEXURE-II

GIRLS HOSTEL (AS PER NORMS FOR KGBV / GIRLS HOSTEL)

a) For 100 bedded Girls Hostel

Sl. No.	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 100 children	--------	----------	6000
2	(a) Bath rooms with W/C for general students	16	30	480
	(b)Bath rooms with WC for differently abled students	1	45	45
3	Kitchen with store	1	300	300
4	Dining Hall	1	400	400
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	200	200
7	Recreation room	1	200	200
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			8375
	Adding for 20% circulation area and 15% wall thickness		@35 %	2931.25
	Total			**11306.25**
	Say Total			**11300**

b) For 50 bedded Girls Hostel

Sl. No	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 50 children	--------	---------- -	3000
2	(a) Bath rooms with W/C for general students	8	30	240
	(b)Bath rooms with WC for differently abled students	1	45	45
3	Kitchen with store	1	300	300
4	Dining Hall	1	400	400
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	200	200
7	Recreation room	1	200	200
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			5135
	Adding for 20% circulation area and 15% wall thickness		@35 %	1797.25
	Total			**6932.25**
	Say Total			**7000**

(c) For 200 bedded Girls Hostel

Sl. No	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 200 children	--------	----------	12000
2	(a) Bath rooms with W/C for general students	32	30	960
	(b)Bath rooms with WC for differently abled students	2	45	90
3	Kitchen with store	1	400	400
4	Dining Hall	1	500	500
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	300	300
7	Recreation room	1	400	400
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			15400
	Adding for 20% circulation area and 15% wall thickness		@35 %	5390
	Total			**20790**
	Say Total			**20790**

*****

CHAPTER 3 – ADDRESSING GENDER AND EQUITY ISSUES IN SCHOOL EDUCATION

3.1 Context

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Integrated Scheme. Consequently, the Integrated Scheme attempts to reach out to girls, and children belonging to SC, ST, Minority communities and transgender. The scheme also gives attention to urban deprived children, children affected by periodic migration, and children living in remote and scattered habitations. The Integrated Scheme also focuses on the identified SFDs on the basis of adverse performance on various indicators of enrolment, retention, and gender parity, as well as based on higher concentration of SC, ST and minority communities.

3.1.1 Although various centrally sponsored schemes have contributed significantly in addressing the gender and equity issues at different levels of school education, there is a need to build on these gains by further synergizing our efforts in accordance with the SDGs to ensure inclusive and equitable quality education and the objectives envisaged in the Integrated Scheme.

3.2 RTE, equity and social inclusion

The enactment of the RTE Act, 2009 requires addressing gender and social equity within a framework that is holistic and systemic. The Act has defined children belonging to disadvantaged groups and children belonging to weaker sections as follows:

> *Disadvantaged Group are defined as those that belonged to the "children with disability, SC, ST, socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factors as may be specified by the appropriate Government by notification".*
>
> *Weaker Sections are defined as those "belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification".*

3.2.2 The Act requires the appropriate government and every local authority to "*ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds*". In stating thus, the RTE Act opens up the whole sphere of circumstances which come in the way of a child's enrolment and participation in school, and his/her completion of the elementary stage. This necessitates an attempt at listing categories of children who might be covered under section 2(d) and (e) and spelling out possible strategies to prevent explicit and implicit discrimination in pursuing and completing elementary education.

3.2.3 Gender cuts across the categories of disadvantaged groups as well as weaker sections. The RTE Act in different sections makes reference to gender and girls' education both explicitly and implicitly. Some of the relevant provisions are: no discrimination against children from 'disadvantaged groups and 'weaker sections' on any grounds (including gender); inclusion of women in school monitoring committees; provision of good quality education that includes equity

issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriate classes (which will largely apply to girls, especially from disadvantaged communities).

3.3 Approach in the Integrated Scheme

It is envisaged to improve quality of education, ensuring equity and inclusion at all levels of school education. The key parameters of the approach will be informed by the following perspectives:

I. **Equity** will mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, transgender children etc. can avail of the opportunity in an inclusive environment free from discrimination.

II. **Gender** will be a critical cross-cutting equity issue and will imply not only making efforts to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education i.e. a decisive intervention to bring about a basic change in the status of women. As the issues of gender, equity and quality are interlinked, efforts which are aimed at one must also include the other.

III. **Access** will not be confined to merely ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, transgender children and children with special needs.

IV. **Quality with Equity:** Equity will be seen as an integral part of the agenda on improving quality and will therefore encompass issues pertaining to teacher training and education, curriculum, language, educational planning and management.

3.3.1 The equity agenda of the Integrated Scheme would work towards:

(i) Moving from an incentives and provisions-based approach to outcome based approach;

(ii) Developing a deeper understanding on issues contributing to exclusion and disadvantage and challenges faced by children from disadvantaged communities including within the school space;

(iii) Assessing and addressing the needs of different excluded and marginalised groups and communities through contextualized strategies;

(iv) Encouraging innovative thinking and dialogue to identify holistic, multi-pronged and viable strategies to address issues of gender, equity and exclusion.

(v) Up-scaling and institutionalisation of interventions and strategies found effective, viable and sustainable with a view to strengthening the mainstream education system.

3.3.2 Equity would therefore, mean focus on addressing exclusion of girls and children belonging to SCs, STs, Marginalized communities and of the other deprived affected and vulnerable groups[13] who constitute the bulk of excluded children in the country. It will also mean including gender and other equity issues within the quality goal.

Major Interventions emphasised for girls under the new scheme are:

i) *Opening of schools in the neighbourhood as defined by the State.*
ii) *Provision of free text-books to Girls up to Class VIII*
iii) *Uniforms to all girls up to Class VIII*
iv) *Provision of gender segregated toilets in all schools*
v) *Teachers' sensitization programmes to promote girls' participation.*
vi) *Provision for Self-Defence training for the girls from classes VI to XII*
vii) *Stipend to CWSN girls from class I to Class XII*
viii) *Upgradation of KGBVs for Girls from classes VI - VIII to classes VI - XII.*
ix) *Construction of residential quarters for teachers in remote/hilly areas/in areas with difficult terrain.*
x) *Gender audit of text books and pedagogical practices.*
xi) *Interventions focused on enhancing safety and security of girls in schools including hostels.*

3.4 Gender and Girls' Education

3.4.1 ***The Perspective:*** The Integrated Scheme acknowledges that reaching out to the girl child is the central focus of gender parity which is emphasized in the NPE and the POA (1986/92). More importantly, it linked education of women and girls to their empowerment. NPE states that education should be a transformative force, build women's self-confidence, and improve their position in society and challenge inequalities.

3.4.2 The approach to gender and girls' education has pointed out that although gender has become an accepted category in policy and programme formulation, it continues to be understood in limited ways. It is largely seen as a biological category (concerning only girls and women); as a stand-alone category (not related to other issues or other forms of discrimination); and in terms of provision of opportunities so that girls can 'catch up' with boys and 'close the gap'. Thus, achieving gender parity has been an overarching concern of the education system. While this is of critical importance and has led to some impressive improvements in girls' enrolment, retention and completion, it has also led to gender being understood primarily in quantitative terms.

3.4.3 Addressing gender and social disadvantages will be an integral part for the concerns of quality and equity. Girls are not a homogenous or singular category and gender does not operate in isolation but in conjunction with other social categories resulting in girls' having to experience

[13]This also refers to those living in areas affected by left wing extremist including children affected from migration, urban deprived children, homeless children, children in remote and sparsely populated habitations, other groups and categories of excluded children and CWSN.

multiple forms of disadvantage. The dimensions of location (rural-urban), caste, class, religion, ethnicity, disabilities etc. intersect with gender to create a complex reality. Curriculum, textbooks, pedagogy need to capture the entire web of practices, social and economic relations that determine an individual's location in the social reality and shapes her lived experiences. Developing such an understanding is necessary for improving classroom practices, curriculum, training and strategies for reaching the remaining out-of-school children.

3.4.4 There has been significant improvement and innovation in the area of gender and girls education. As a result, several women have been empowered and a space has been created to raise gender concerns and develop a better understanding of the structural and social barriers to girls' education. However, since the long-term objective is to transform unequal gender relations and bring about systemic change, therefore, it would be equally important to build on these gains and include boys and men more significantly in this process. In order to address gender, it is therefore necessary to go beyond specific schemes and provisions and to treat it as a systemic issue.

3.5 Access and Retention for Girls:

3.5.1 Despite significant improvement in the enrolment of girls, girls from disadvantaged communities continue to form the bulk of out-of school children. Therefore both access and retention are considered to be an equity issue, as SC, ST, Muslim girls are vulnerable, and most likely to dropout. In the Integrated Scheme, with regard to access and retention, the focus would be on older girls, where the need is the greatest. Support measures that address economic, academic and social dimensions that lead to dropout would need to be planned as a more cohesive intervention. Measures would include transport, escort, counselling, helping them negotiate domestic work burdens, community support mechanisms and academic support depending on the nature of the problem.

3.5.2 Moreover, as adolescence is a crucial and complex stage of life where young people discover issues related to sexuality and develop a sense of self, innovative measures to bolster girls' self-esteem and confidence (in addition to imparting the regular curricula content) would be included. Attention would be paid to addressing the particular needs of girls from other disadvantaged groups or those living in difficult circumstances (street children, migrant children, and girls in conflict situations), who are particularly vulnerable and face several security concerns.

3.6 Gender, Equity and Quality

3.6.1 Issues of quality and equity are interlinked. It is important to understand that poor quality impacts on equity and poor equity reinforces poor quality. Therefore, efforts which are aimed at one must also include the other. Quality concerns are being increasingly highlighted and the approach to quality improvement is undergoing a major shift to become integrated, comprehensive and overarching. In the context of implementing the Scheme, the approach in shifting to quality would be enriched whereby the curriculum, textbooks, teaching-learning materials, the use of space in the classroom, infrastructure, assessment and teacher trainings are looked at holistically and mutually reinforce each other. Each of these issues would need to be addressed from a gender equality perspective.

3.6.2 ***Gender and Violence***: Gender equality and parity can never be achieved at the cost of

devaluation of the other gender. Violence against girls and women mirrors the socialization practices, which perpetuates gender stereotypes, discrimination and devaluation of girls and women. These incidents cut across caste, class, religion and location and can only be reduced through attitudinal transformation, questioning socialization processes, cultural practices that can also be addressed through education as one of the significant agencies of social change.

3.6.2.1 Thus, it is important to initiate transformative changes for making gender an integral part of the schooling process. There is also a need to make schooling spaces address needs of both boys and girls from all contexts, especially during adolescence. Changes have to take into account sexual behavior of both boys and girls and evolve a mechanism to address harmful practices related to sexual abuse, violence, exploitation and discrimination.

3.7 Special Provisions for equitable School Education with focus on Girls

3.7.1 Kasturba Gandhi BalikaVidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) was launched by the Government of India for setting up residential schools at the upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities in difficult areas. KGBVs are set up in educationally backward blocks (EBBs).

Components of the earlier scheme under SSA: Setting up of residential schools where there were a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. There were three types of KGBV models setup under the Scheme of SSA:

(i) Model I: School with hostels facility for 100-150 girls
(ii) Model II: School with hostel facility for 50 girls
(iii) Model III: Hostels in existing schools for 50-150 girls

Educationally Backward Blocks (EBBs)

Initially the Educationally Backward Blocks (EBBs) were defined as blocks where rural female literacy rate is below the national average (46.13%) as per Census 2001 and Gender Gap in Literacy being above the national average of 21.59%. Both these criteria had been earmarked by the Registrar General of India (RGI).

Further, the definition of EBBs has been revised in 2010 to include all blocks where rural female literacy rate is below the national average (46.13%) as per Census 2001.

3.7.1.1 Reports highlighting about expansion of KGBVs

The importance of the KGBV Scheme in addressing the educational needs of girls from marginalised communities has been highlighted in various reviews.

Major recommendations for extending KGBVs

- **National level Evaluation of KGBVs was undertaken in 2007-2008 and in December, 2013.**
- **In 2013 the evaluation team made the following important suggestion:**
  - ✓ "While the idea of extending the KGBV to class 10 and 12 is laudable and desirable, it should be done in a planned manner ensuring sufficient funds for upgraded infrastructure and staffing. It has been suggested that a new programme may be devised by providing an additional amount for the hostel and school to the KGBV along with a budget for building hostel."
- ***The CABE Sub-Committee constituted on 23rd January, 2017 to look into the issues related to 'Girls' Education' has also recommended 'to encourage Residential Schooling facility for girls and upgradation of the existing KGBVs up to class XII'.***

MenakaKaipeng

KGBV, Ampinagar R. D Block, Tripura

Menaka was identified during VidyalayaChaloAbhiyan and got enrolled in a KGBV in the year 2006-07 attached to Haripur High School under Ampinagar R. D Block. She faced multiple challenges as a first generation learner. In 2014, Menaka passed her Senior Secondary Exams and is currently pursuing Bachelor of Arts from Women's College, Agartala. Menaka is an inspiration for the other girls of KGBV in Tripura.

Sarita

KGBV, Pahariya, District Janjgir, Chhattisgarh

Sarita was admitted in class VI in the Pahariya KGBV in 2006-07. With the support of the warden and teaching staff she completed her schooling following which, she pursued her degree in Medical Sciences from Medical College SIMS Bilaspur, Chhattisgarh. At present, Sarita is preparing for Public Service Examination.

Pushpa Kumari

Kasturba Gandhi Balika Vidyalaya, Bundu, District, Ranchi, Jharkhand

Pushpa attended school till class V but had to drop out due to familial circumstances and socio-economic issues. However, in 2012-13, she got enrolled in class VI in the KGBV. While studying, Pushpa developed a low cost baby food product with the guidance of her teacher. This baby food-BalAmrit is prepared from 15 local ingredients (jaggery, basil and mint leaves, and soya beans etc). The BalAmrit was the center of attraction at the state level 43rd Jawaharlal Nehru Science, Mathematics and Environment exhibition (February, 2016). Pushpa was selected to participate in Exchange programme of Science and Technology Agency SAKURA, Japan (May, 2016). Currently, the baby food sample has been sent for copyright purposes to the Ministry of AYUSH.

L. Kamatchi

KGBV Tharisukkadu, Villupuram District, Tamil Nadu

Kamatchi, belongs to the ST community and hailed from a very poor family. Due to her family condition, she discontinued her studies at standard 4th and was pushed to grazing goats. KGBV teachers identified her during their survey and got enrolled in the KGBV during 2005 at Sankarapuram.

After completing her study, she underwent placement training at Polytechnic College in Sankarapuram. Presently she is working in a Private company at Chennai and also preparing for the Tamil Nadu Public Service Commission Group Exams.

Nilam Dashrath bhai Rathva

KGBV Bilvan, Tamarpada, Dist. Surat, Gujarat

Nilam comes from a very poor family living in the most backward area of ChotaUdepur district. Her parents work as laborer in a farm to fulfill her family needs. After her admission in 2011, she got training in Karate from class 6th and won 3 gold medals and one silver medal at national level tournaments in 2012 & 2013.

Her biggest and important achievement is she has received Instructor license and 1st DAN Black-belt certificate from WADO-RYU KARATE DO FEDERATION OF INDIA (WKFI),which will help her get employed as a coach in any training academy. In 2014-15, she got second rank in national archery tournament. Presently, she is *studying in Std. 10 in block Umarpada, KGBV Bilvan, District Surat.*

3.7.2 Girls' Hostel for students of secondary and Senior Secondary schools:

Gender disparities still persist in rural areas of the country, particularly among the disadvantaged communities like SCs, STs, OBCs and Minorities and gaps in enrolment of girls at the elementary and secondary levels as compared to boys are also visible. To establish a conducive environment, to reduce the dropouts and promote the enrolment of Girl Child belonging to SC/ST/ OBC/Minority Communities and BPL girls and to make secondary education of good quality accessible and affordable residential facilities to Girl's in the age group of 14-18 years studying in class IX–XII, the Girls Hostel Scheme was launched in 2009-10.

3.7.2.2 The scheme envisaged setting up of hostels with lodging and boarding facilities in the EBBs and areas nearing concentration of above target groups so that the girl students are not denied the opportunity to continue their study due to societal factors.

3.7.2.3 Girls belonging to SC, ST, OBC, Minority communities and BPL families and studying in classes IX-XII in a recognized school in the EBB (run by any authority, State, District or NGO) with a valid certificate from school Head Master are eligible to stay in the hostels. At least 50% of the girls admitted to the hostels belong to SCs, STs, OBCs and Minority communities.

3.7.2.4 Strategy for Construction of Hostels/Schools

Wherever space was available in the KGBV compound, the Hostel was preferably constructed and the hostels are under the administrative control of the concerned KGBV. Students passing out from the KGBV are given preference for admission in the hostel. In case, there is no spare space in the KGBV compound or in the blocks where no KGBV has been established, the hostel was constructed in the compound of a secondary/Senior Secondary school selected by the State/UT

Government. However, students of the neighbouring schools are also eligible for staying in the hostel.

3.7.2.5 Implementation of the Scheme

(i) While preparing an annual plan for Hostel, State has to indicate the name of the block to be covered, name of the school to which the hostel is proposed to be attached, names of secondary/Senior Secondary schools in the neighbourhood of the hostel, availability of the land for construction of the hostel, especially if the hostel is not to be located in a KGBV.

(ii) A teacher from the KGBV or a lady teacher from the school to which the hostel was attached may be appointed as warden of the hostel. She was paid an honorarium as per the norms of the scheme in addition to her salary and was entitled to free family accommodation in the hostel.

(iii) Each inmate may be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the card, grievances redressal mechanism and contact numbers and addresses of responsible persons were provided in the local language. State Governments were also encouraged to set up free help lines for redressal of grievances.

(iv) Panchayats were involved in the implementation of any residential scheme for girls' schooling. They were required to have an updated list of girls who have completed primary schooling and are in need of hostel facilities.

(v) State Governments were required to ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.

(vii) One of the walls of the hostel has to be painted with the exact details of what the scheme entails and what each beneficiary was entitled to under the scheme for the information to be readily accessible. Details of grants received and the facilities provided/ assets acquired by the hostel authorities were also required to be displayed at each hostel.

3.8 KGBVs and Girls Hostels under the Integrated Scheme:

Under the Integrated Scheme, the existing KGBVs at upper primary level and Girls Hostels at secondary level would be extended/converged to provide residential and schooling facilities upto Class-XII. The objective would be to provide access and quality education to girls from disadvantaged groups by setting up residential schools from upper primary to senior secondary level and to ensure smooth transition of girls from elementary to secondary and upto class XII wherever possible. The scheme will support the following interventions:

1. To upgrade schools to secondary/ Senior Secondary in KGBVs (as per norms for new schools) wherever the secondary schools are not located in the vicinity.
2. To provide hostel for secondary/ Senior Secondary girls in the KGBVs as per the models being followed in each state, wherever the girls hostels are not located within the KGBV campus and secondary school is located in the vicinity.

3. To provide both schooling and hostel facilities upto Class-XII in KGBVs where neither facility is available in the vicinity.

3.8.1 This would also provide the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government. This shall be ensured by the District Level Authority of the State at the time of actual district level planning for extending such initiatives by coordinating with the other Departments/Ministries.

3.8.2 ***Target Group:***

Girls in the age group of 10-18 years aspiring to study in classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families.

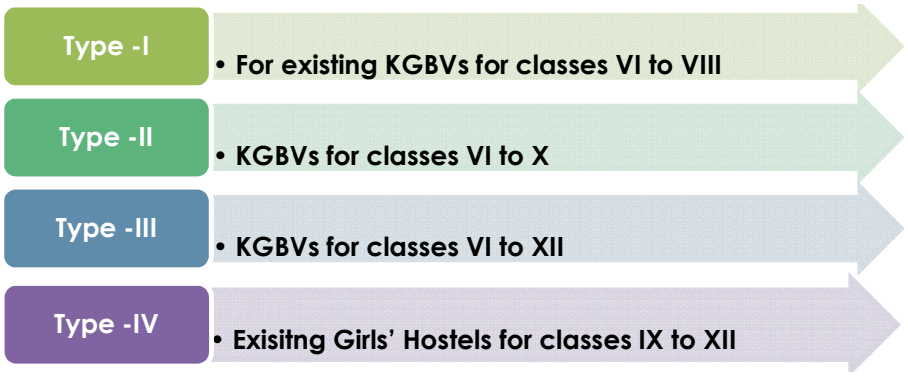
i) At the primary level, the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted;
ii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools'
iii) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and thereafter upto 25% girls from BPL families

3.8.3 **Special provision and components** of these schools will be:

i) To prepare and procure necessary teaching learning material and aids for the schools;
ii) Girls studying in classes IX-XII in a recognised school in the EBB (run by any authority, State, District or NGO) with a valid certificate from school Head Master will be eligible to stay in the hostels.
iii) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring;
iv) To motivate and prepare the girls and their families to send them to residential school;
v) Established NGOs and other non-profit making bodies may be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

3.8.4 Different Models:

Four possible models for such schools have been identified for which funding will be provided under the scheme as per the prescribed programmatic and financial norms.



3.8.5 Up-gradation of KGBVs

Up gradation of KGBVs from upper primary to secondary and would as per following:

- The up gradation of upper primary schools to the secondary stage would include provision of class rooms with furniture, library, Integrated Laboratory, Computer room, Head Master room, Art and Craft room, Toilet blocks, Drinking water etc.
- The up gradation of KGBVs from upper primary to senior secondary will include provision for upto three streams for classes – 11th& 12th.

3.8.6 States and UTs need to follow these minimum requirements in KGBVs for which item-wise details are given below:

1. Construction of building
   (As per norms given in Chapter on Infrastructure)
2. Boundary wall
3. Drinking Water & sanitation.
4. Electric installation
5. Furniture/Equipment including kitchen equipment
6. Teaching Learning Material and equipment including library books
7. Bedding (replacement of Bedding after 3 years)
8. Food and lodging
9. Stipend for girl students
10. Supplementary TLM, stationery and other educational material
11. Examination fee
12. Salaries **for existing KGBVs VI to VIII** (1Warden, 4-5 Full time teachers as per RTE norms ,1 head teacher in case the enrolment exceeds 100, 2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas), if required, 3 part time teachers, Accountant/Assistant, Peon, Cooks.
    For teachers of secondary and Senior Secondary classes, State norms for such classes may be followed to ensure availability of subject-wise teachers for all core subjects.
13. Vocational training/specific skill training
14. Electricity/ water charges
15. Medical care/Contingencies

16. Maintenance
17. Miscellaneous
18. Preparatory camps
19. Self-defence training
20. PTAs/ school functions
21. Provision of Rent (8 months)
22. Capacity building

3.8.7 The States and UTs need to develop appropriate curriculum framework in collaboration with state nodal agencies/institutes in school education such as SCERTs/SIEs etc., to strengthen the scheme which would include empowerment issues, adolescent and growing up concerns, self-defence, teaching-learning material, teacher training programmes and monitoring and assessment mechanisms keeping in mind the contexts, and age of the learners and the residential nature of the scheme which could be taken up with the involvement of experienced organizations, especially with a strong gender orientation.

3.8.8 Training for teachers and staff at the residential schools will be coordinated by the DIETs, BRCs etc.

3.8.9 Monitoring and Evaluation

Under the Integrated Scheme, there will be a continuing evaluation by State Government agencies through a regular and well-structured system of field visits.

3.8.9.1 Panchayati Raj Institutions will also be involved in monitoring of the scheme. The beneficiary lists of students eligible for hostel facilities will be verified against the household registers maintained by the Gram Panchayats and data available with other tiers to identify any gaps, missing names in the lists.

3.8.9.2 Methodology

Based on the number of girls and the type of residential school to be provided, the selection of the model of the school would be done by State Level Committee. The proposal shall be forwarded to the National level as part of their AWP&B proposal which will be appraised with the help of external agencies/consultants, where necessary. Finally, the Project Approval Board of the Integrated Scheme will approve these plans.

3.8.10 Funding Pattern or release of funds for KGBVs/Girls' Hostels

- The States and UTs shall ensure convergence of KGBV/Girls Hostel with line departments and also ensure that funds allocated are appropriately utilized and there is no duplication of activities.
- The State Society should open a separate Savings Bank Account for operating the funds of KGBV/Girls Hostel. State Government should also release its matching share to the

State Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

3.8.11 Publicity of the programme

(i) State Governments will ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.

(ii) Achievements of the scheme along with location of KGBVs/Girls Hostel will also be published in leading regional newspapers at least once in a year.

(iii) One of the walls of the KGBVs/Girls Hostel will be painted with the exact details of what the scheme entails and what each beneficiary is entitled to under the scheme for the information to be readily accessible. Details of grants received and the facilities provided/ assets acquired by the KGBV authorities will also be displayed at each hostel.

(iv) Guidelines regarding selection of KGBVs/Girls Hostels, locations selected and details of the scheme will be put on the websites of the respective State Governments.

(v) State Governments will develop publicity material for the scheme in the form of brochure, which will be made available to the Panchayati Raj Institutions and disseminated through them.

3.9 Vocationalization of Secondary Education:

The scheme provides for choice of courses by the girls in such a manner that gender stereotyping is avoided. Special guidance and counselling session would be organized for girls as per need. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving the girls employment or loans. 17 trades including Agriculture, Apparel Made-ups and Home Furnishings, Automobile, Beauty & Wellness, Banking, Financial services and Insurance (BFSI), Construction, Electronics, Healthcare, Information Technology and Information Technology Enabled Services (IT & ITeS), Logistics, Media/Entertainment, Multi Skill, Physical Education & Sports, Retail, Security, Telecom & Travel & Tourism and Physical Education and Sports have been approved for schools under the scheme. Course in Gems and Jewellery designing has also been approved for few schools keeping in view the interest of girl students.

3.10 Self-defence training for Girls:

It is important to provide self-defence training for girls in the school to ensure their safety and security so that they can complete their schooling. Self-defence training will be provided for three months for inculcating self-defence skills including life skill for self - protection and self-development among the girls from class VI to XII. Martial Arts and Self-defence training is already given in the Govt. schools and KGBVs. The states may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under MoWCD, Government of India or with other state government schemes.

3.11 Special projects for equity:

Special state specific projects for varied interventions under equity will be emphasized for enhancing access, retention and quality by promoting enrolment drives, retention and motivation camps, gender sensitization modules etc. Financial Support will also be provided under State Specific projects as per the allocation of flexi fund under quality to the state subject to viable proposal received from the respective States and UTs.

3.12 Inclusion of Children from Marginalised Communities

3.12.1 Exclusionary practices

Exclusionary practices often begin even before a child reaches the school premises. An in-depth understanding of the realities of the situation faced by marginalised children at the community and school level, including an identification of all the points of exclusion from the level of the household up to education system will be required. Safety of children subjected to derogatory name calling, rebuking, even physical harassment is a significant factor determining participation of children from such backgrounds in school. Children from SC, ST and Muslim communities have both common as well as unique needs and challenges impeding attempts to their inclusion.

3.12.2 Exclusion of SC children:

Exclusion of SC children may happen in several ways. This could happen through teachers by segregating the seating arrangements in the classroom with SC children made to sit separately and typically at the back of the classroom. There is undue harshness in reprimanding SC children. Time and attention is not given to SC children in the classroom. They are excluded in the public functions; made to do menial jobs and sometimes denied the use of school facilities including water resources and making derogatory remarks about their supposed inability to keep up with academic work. Teachers are also not sensitized towards the needs of SC children. The system also excludes them by not implementing the incentive schemes meant for them. The Integrated Scheme recognizes that the problems of exclusion often take highly local and context specific forms and the above mentioned issues that have emerged from the studies conducted so far, needs to be addressed urgently.

3.12.2.1 Interventions

The interventions for children belonging to SC communities have to be based on an intensive micro-planning, addressing the needs of every child. The following suggested list of interventions for inclusion of SC children can help in addressing discrimination and exclusion.

There should be timely detection of all forms of discrimination against SC children by teachers and other students. A reporting system maybe developed to monitor the discriminatory practices happening in the school, timely redressal of such cases and norms of behaviour within the school for both teachers and students. Curricular activities including sports, music and drama should be encouraged as they help to break social barriers.

The role of teacher is very much important for bringing about changes in the society. Teachers need be sensitized towards the needs of SC students from the pre-service training period as well as in the in-service training to deal with the specific problems of inclusion. Special modules should be developed by specialized experts for use in teacher education and training programmes. Teachers' should be provided support to develop pedagogical tools and classroom practices that help in breaking social barriers. Norms for teacher behavior, related to corporal punishment and abuse have been included in the RTE Act and strict monitoring and adherence to these norms would help obliterate some of the malpractices mentioned above. The monitoring of attendance and retention of children should be done regularly and provided with context specific interventions like residential schools or transport as required.

3.12.3 Exclusion of ST Children:

ST children, besides facing some of the exclusionary practices mentioned above for SC children may also face problems peculiar to their situation. Tribal populations tend to be concentrated in remote, hilly or heavily forested areas with dispersed populations where even physical access to schools is difficult. The Tribal Welfare Department has tried to address this problem by establishing residential or 'Ashram' schools for tribal children; however, there is a need not just for many more residential schools but also for improved quality in these schools.

The biggest problem faced by tribal children is that of language. Teaching materials and textbooks tend to be in a language the students do not understand; content of books and syllabi ignore the students' own knowledge and experience and focus only on the dominant language and culture. Not understanding the school language and therefore the course content, the children are unable to cope, end up repeating grades and eventually dropping out.

Providing multilingual education is not a simple task. Even mother tongue education is challenged by problems like – not having a script, language not recognized, shortage of education material in the language, lack of appropriately trained teachers, resistance to schooling in the mother tongue by students, parents and teachers and when several mother tongues are represented in one class, it compounds the problem even further.

3.12.3.1 Interventions

The ST children can be assisted for learning in local language by native speakers. Educational material should be developed in local languages using resources available within the community. Resource centres should be used in tribal dominated states for providing training, academic and other technical support for development of pedagogic tools and education materials catering to multi lingual situations. Teacher should be sensitized to tribal culture and practices and trained to teach in multilingual education. They can incorporate local knowledge in the curriculum and textbooks. Community members can be involved in school activities to reduce social distance between the school and the community. Special training should be given for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect.

3.12.4 Exclusion of Muslim Children:

From the scattered bits of evidence that exist, it can be said that children from Muslim families also face various socio-cultural and economic constraints. There is early withdrawal of male children to enable them to apprentice with artisans, mechanics etc. Even earlier withdrawal of female children is there due to social and religious reasons. A large part of exclusion results from social distance caused by lack of knowledge and understanding about minority communities. Finding spaces to break these information barriers would go a long way in reducing the hostilities and insecurities that exist.

3.12.4.1 Interventions

There is a need for opening of schools in Muslim concentrated neighborhoods. For sensitizing on the issues of cultural and religious diversity especially in relation to Muslims, teachers should be provided with context specific special training. There should be adequate representation of Muslim parents in the SMC.

3.12.5 Children belonging to most under-privileged groups:

The Integrated Scheme recognises the hierarchies among the poor. There are the groups which not only the most deprived and exploited, but also quite neglected for which they deserve a special priority and focused action. Under the integrated scheme, all functionaries will have to carefully assess their needs and then plan context specific, innovative integrated interventions to make tangible progress in eliminating exclusion of children belonging to these groups. The groups which have been classified among the most disadvantaged groups are-urban deprived children, child labour, particularly bonded child labour, domestic workers including children in ecologically deprived area where they are required to fetch fuel, water, fodder and do other household chores, children in very poor slum communities and uprooted urban habitations, children of families of scavengers and other such stigmatised professions, children of itinerant or seasonal labour who have mobile and transient lifestyle like construction workers, road workers and workers on large construction sites, children of landless agriculture labourer, nomadic communities and pastoralists, forests dwellers and tribals in the remote areas and children residing in remote desert hamlets, children in areas affected by left wing extremism, children of sex workers, children/Parents of AIDS affected, and transgender children etc.

A major issue concerning children in extremely difficult circumstances is sheer lack of their voice due to their alienation from community and little representation in agencies and forums like the SMC, Parent Teacher Association (PTA) or Village Education Committee (VEC). The Integrated Scheme would make efforts to address these issues by creating advocacy for children's right to participation, by supporting the formation of support groups for children's collectives, and, by encouraging efforts to accommodate their voices in planning, implementation and monitoring of interventions and strategies.

Situation analysis and interventions for some of the largest among the aforesaid groups of most underprivileged children i.e. children affected from migration, the urban deprived children, children

in areas affected by left wing extremism, and, children termed as "excluded among the excluded", have been discussed in the following paragraphs.

3.12.6 Education of children affected by migration:

To address the issue of seasonal migration for varying periods for work in brick kilns, agriculture, sugarcane harvesting, construction, stone quarrying, salt pans etc. and its adverse effect on education of children who migrate with or without other members of the family, the Integrated Scheme on School Education encourages identification of districts, blocks and villages/cities or towns from where or to which there is a high incidence of migration.

Special Training strategies for these children would require very meticulous planning. Some strategies can be developed on the following ideas: (a) seasonal hostels or residential camps to retain children in the sending villages/urban habitat during the period of migration, (b) transportation facility to and from the school in the vicinity of the worksite, and if it is not practical then work-site schools should be provided at the location where migrant families are engaged in work, and, (c) strategies for tracking of children through migration cards / other records to enable continuity in their education before, during and after the migration.

Since migration takes place across districts and states, it would be necessary for sending and receiving districts and States to collaborate with each other to ensure continuity of education of such children and by other means such as providing appropriate textbooks, teachers who can teach in the language in which children have been receiving education.

The areas of high incidence of migration need to be identified and strategies for education of seasonally migrating children may be included in State plans.

3.12.7 Urban Deprived Children:

The Integrated Scheme will focus on the problem of schooling of disadvantaged children in urban areas like the street children, the education of children who are rag pickers, homeless children, children whose parents are engaged in professions that makes children's education difficult, education of children living in urban working class slums, children who are working in industry, children working in households, children at tea shops, garages etc.

The Integrated Scheme would adopt a more holistic and systemic approach which would necessitate coordination and convergence of interventions across Departments, local bodies, civil society organisations and the private sector. The scheme would encourage a diversity of interventions planned and executed through collaborative and cohesive manner to tackle the unique challenges in urban areas. This would also require planning distinctively for the urban areas. In either case, this would require partnership with NGOs, Municipal bodies, etc.

3.12.8 Children in LWE affected areas:

The Integrated Scheme recognises the situation of these children as an alarming and significant problem and advocates for concrete steps to ameliorate the situation as early as possible. Some

measures to insulate children and their education from the impact of such situation can be taken up by prohibiting the use of school and other educational facilities for housing police, military or para-military forces. The school should be made safe zones by providing adequate security and emotional support to enable children to come to school and continue with their education undisturbed. In case security cannot be provided, then making alternative arrangements for all affected children to enable them to continue their education without a break. These arrangements could include providing residential schooling facilities or transportation to safer schools to children from these affected areas.

3.12.9 Transgender children:

There is an urgent need to address the education of transgender children as they face stigma and discrimination. They face conflicting pressures to conform to gender normative behavior and the expectations of the society which they are unable to do so. There is a need to create and develop a reliable national database on transgender children. The schools should create safe supportive school environment which does not violate their constitutional rights. In this context, the Schools need develop a plan with transgender students and their parents regarding the use of their names, access to rest rooms and other spaces corresponding to their gender identity. The curriculum and textbooks must address the transgender issues and concerns as well as the teachers need to be sensitized about their issues through continuous teacher training programmes.

3.13 There are many active civil society groups that have gained substantial experience and knowledge of working with these children. Active involvement of these groups may be sought to enable their inclusion in the education process. More active engagement of the education department as well as NCPCR/SCPCR or REPA will be necessary to ensure that these children do not remain excluded.

3.14 Innovative activities for supplementing mainstream interventions to promote inclusion:

3.14.1 As a first step in the exercise of bringing children from marginalised backgrounds into school, a careful mapping of these children – who they are and where they live – will have to be undertaken systematically. Already identified (SFDs) [14] with concentration of SC, ST and Muslim communities, a further unpacking of the layers of exclusion that exist within these districts will be required by the local authorities who have been given the role of identifying out-of-school children and ensuring that they are brought into school.

3.14. 2 The SMCs envisaged in the RTE Act will play a key role in the mapping exercise as well as in ensuring inclusive strategies in the SDP, the preparation of which has also been entrusted to them.

[14] *The Special Focus Districts (SFDs) have been identified on the basis of population i.e. 25% and above domination of SC and ST population, Muslim concentrated districts of 20% Muslim population and above. Besides this, focus would be given to Left Wing Extremism (LWE) districts identified by Ministry of Home Affairs, including 35 Worst Affected Districts, Minority concentration districts identified by Ministry of Minority Affairs and districts identified by Niti Aayog. Priority will be accorded while planning, sanctioning and monitoring interventions to these Districts.*

3.14.3 The State/UT may develop context specific interventions to address the problem of exclusion of girls and children belonging to the marginalised communities and disadvantaged groups. This will include specific interventions for girls, children of SC, ST and Muslim communities, urban deprived children, transgender children and other groups of children in difficult circumstances, such as child labourers, children affected from migration, children without adult protection, children in conflict with law, etc. All successful interventions so far will serve as exemplars for preparing such interventions. In addition, need specific innovative interventions will be articulated and formulated in terms of their objectives, rationale, methodology, timeframe, expected outcomes and monitoring etc.

3.14.4 The Integrated Scheme would encourage a wide variety of need based, local specific innovations, context specific innovative intervention for marginalised communities and disadvantaged groups such as (i) awareness building on child rights and entitlements as per the RTE Act at the grass-root level (ii) providing avenues and creating forums for encouraging the voice of children as key stakeholders in the education system (iii) viable interventions to promote enrolment and retention (iv) innovative strategies for special training for most disadvantaged children (v) forming support groups and safety nets for children without adult protection, homeless children, children working as domestic help, child beggars and other groups of children in extremely difficult circumstances (vi) strengthening of pre-school centres and support in capacity building of Anganwadi workers (vii) community mobilisation and capacity building to facilitate preparation of school development plan (viii) community based monitoring of teacher and student attendance, child participation and protection of their rights and (ix) building a congenial learning environment inside and outside the school.

3.15 Interventions for Gender and Social Equity:

In order to implement the gender and equity dimensions of School Education, the new Integrated Scheme will focus on the following issues:

3.15.1 Training and academic support:

(i) As the clear aim of the Integrated Scheme is to have a gender sensitive, non-discriminatory classroom that is free of corporal punishment and mental harassment, there is a need to bring about substantial improvement in the curricular design and quality of teacher training. Gender and social inclusion concerns, as an integral part of pre-service, in-service and induction training by all providers, should form a core aspect of the training curriculum of DIETs and other Teacher Education Institutions. Gender and social equity, should also be integral to the subject-specific content. In-service training programmes and modules developed by the states may be revised and redeveloped, if needed. Mechanisms to monitor the effectiveness of such training in leading to a more egalitarian classroom would need to be put in place.

(ii) In order to take what one has learnt during training into the classroom, there is need for providing ongoing support and monitoring. DIETs, BRCs and CRCs are playing this role. However, the quality of support provided by these institutions needs to improve. Thus, capacity building of DIETs, BRCs and CRCs will be a prime focus

in the context of gender and social equity as well. The support of experienced organisations would come in handy in this effort.

3.15.2 Curriculum and classroom practices

(i) National Curriculum Framework (NCF) 2005 provides a framework for revising the syllabi, textbooks, teacher-training and assessment, especially in relation to classroom experience of children belonging to SC, ST and minorities, girls in all social categories, and children with special needs. Efforts should be made by all States/UTs to undertake reform processes based on the NCF-2005.

(ii) It is equally important to see how inequalities operate at the level of everyday classroom practices (referred to as the 'hidden curriculum'). Some crucial aspects of the 'hidden curriculum' in schools would be: classroom arrangement (who sits where), differential task assignment (reinforcing that SC girls undertake the 'domestic' tasks (sweeping, cleaning extra-curricular activities and types of play etc., subject choice (often girls or children from SC families are discouraged from taking Mathematics and Science subjects), language used by teachers and peers in the school environment etc. It is, therefore, important to make explicit different aspects of the 'hidden curriculum' and then undertake sensitisation measures to work on these issues. Sexual violence and abuse in and around school needs to be addressed in a holistic manner, which involves sensitization of all teachers administrative staff and support staff. Boys need to be confronted with patriarchy and masculinity.

Sensitisation may not be enough and classroom practices would need to be monitored, and for this protocols and grievance redressal mechanisms should be established at the school and other levels. School auditing from gender perspective should be done on regular basis. Bringing about change in these realms is extremely difficult as they are based on deeply entrenched beliefs and attitudes, and therefore need to be worked on a sustained basis.

(iii) With regard to Special Training to support age-appropriate enrolment, appropriate curriculum would have to be developed. As a majority of the children who would be availing this would be girls, and children belonging to disadvantaged groups and weaker sections, the pedagogy used should be gender sensitive and flexible. The mainstreamed children would require continued support to keep pace with other children and to hold their own in the face of subtle discrimination.

(iv) Non-government and other organisations and individuals with relevant experience may be involved to play the role of resource organisations/persons for mainstreaming gender issues and for developing appropriate curricula, teaching learning materials, gender informed pedagogies and teacher training for KGBV and training of BRC, CRC etc.

3.16 Monitoring Gender and social inclusion provisions:

Issues of gender and social exclusion require careful monitoring. Under the Integrated Scheme, monitoring and accountability mechanisms would be evolved and strengthened at different levels. Gender auditing of learning institutions should be carried out periodically.

The RTE Act stipulates that 50% of the parents in the SMC will be women. However, for these women to function effectively and for them to be able to address and monitor gender issues and to include them in school development plans, capacity building inputs being provided to them should include a strong element of gender sensitization. Raising issues of discrimination in a community context where social, gender and caste hierarchies operate at many levels is a difficult task and persons entrusted to do so will have to be empowered and supported in this process. Similar training programmes can be thought of for Panchayati Raj Institutions (PRIs).

Social audits should also report on the practices inside the school and classrooms, and detection of gender based discrimination should become an integral part of social audit processes in schools under different management systems.

Strategy for safety and security of Girls

There are several issues pertaining to safety & security of Girls residing in KGBVs. Most of the States have developed guidelines /instructions about the non-negotiable operational aspects of the KGBVs to provide safe environment for girls so that they may pursue and complete their education in a fearless environment. Some of the aspects of safety & security of Girls are as follows**:**

- The KGBV staff should collaborate with local health authorities and should have contact numbers of the local doctors in case of need and also empanel the Doctor to regularly visit the KGBVs.
- In case of any emergency, they must have a plan ready. Mock drills should be conducted to train them. If possible disaster management people be involved in this process.
- No male family member or any other visitor is allowed to enter the dormitories of the girls.
- Sensitive and trained woman wardens, teachers and staff should be deputed in the KGBVs.
- Appoint only female warden, teachers and staff in the KGBVs
- Self defence mechanism should be given due focus - Karate training is providing to KGBV students to boost their moral and self-confidence.
- Watchman is to be provided in all KGBVs for 24 hours.
- Awareness programme for adolescent girls needs to be conducted.
- School Development and Monitoring Committee's/local Communities needs to be involved in providing Safety and Security to KGBV's Girls.
- Incinerators should be set up in KGBVs for the disposal of organic waste
- Guest register to be maintained in every KGBV wherein the detail of each visitor is recorded.
- The school authorities should get the name/s along with the photos of the family members of the girl child authorized to visit the girl in hostel and paste their particulars in a register.
- Develop counselling programs wherein girls should be taken in confidence so that they can report their problems if any whether it is related to health, personal matters or anything relating to KGBV.
- Provision of safe drinking water and sanitation facilities. Strict punishment to be given for anyone found guilty in case of sexual harassment and matter may be reported immediately to higher authorities.

CHAPTER 4 – INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN EDUCATION

4.1 Background and Rationale

4.1.1 The NPE, 1986 and POA, 1992 gives the basic policy framework for education, emphasizing on correcting the existing inequalities, it stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence.

4.1.2 India has also been signatory to international declarations like the Salamanca Statement and framework for action on special needs education (1994) and Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities, 2006 that emphasize the need for fundamental educational policy shifts to enable general schools to include children with disabilities. The NCF-2005 recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disabilities in both cognitive and non-cognitive areas.

4.1.3 The Centrally Sponsored Scheme of Integrated Education for the Disabled Children was introduced in 1992 with a view to providing educational opportunities for children with disabilities in general schools, to facilitate their retention in the schools system. It provided for facilities to students with disabilities including expenses on books and stationery, expenses on uniforms, transport allowance, reader allowance, escort allowance, hostel accommodation and actual cost for equipments. The scheme also supported the appointment of special teachers, provision for resource rooms and removal of architectural barriers in schools.

4.1.4 The Centrally Sponsored Scheme of SSA of 2001 had set time-bound targets for the achievements of UEE. With “zero rejection’ as its cornerstone, the programme provided support for the inclusion of children with disabilities in general schools at the elementary level. The SSA norms were further strengthened by the RTE Act, 2009 which talks about free and compulsory elementary education to children without any discrimination on the basis of caste, gender, disability etc.

4.1.5 While the RTE Act mandates inclusion of CWSN, some may be unable to attend school despite specific interventions designed for their education. The amendment of RTE Act (in August 2012) has included CWSN in the definition of disadvantaged groups. It includes children with severe - multiple disabilities with the right to opt for Home Based Education (HBE), thus creating an enabling environment for all children.

4.1.7 As SSA supported inclusion of children with special needs at the elementary education level, a need was felt for a scheme for the disabled children at secondary stage. The IEDSS scheme was, therefore implemented to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school was proposed to be made disabled-friendly. The

Centrally Sponsored IEDSS Scheme aimed at enabling all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment and provided educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

4.1.8 Samagra Shiksha aims to look at education of all children including CWSN in a continuum from pre-school to class XII. The scheme will cover all children with special needs with one or more disabilities as mentioned in the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016[15] studying in Government, Government-aided and local body schools.

4.1.9 The scheme stresses on working in convergence with all the line Departments/ Ministries and intends to provide relevant holistic support for effective and appropriate services for education of CWSN.

4.1.10 The objectives of the scheme are:

- To enable all children and young persons with disabilities to have access to inclusive education and improve their enrolment, retention and achievement in the general education system.
- Identification of children with disabilities at the school level and assessment of her/his educational needs.
- Provision of aids and appliance and assistive devices, to the children with special needs as per requirement.
- Removal of architectural barriers in schools so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counselling services and therapeutic services to children with special needs as per their requirement in convergence with line departments.
- General school teachers will be sensitized and trained to teach and involve children with special needs in the general classroom. For existing special educators, capacity building programmes will be undertaken.
- CWSN will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services and counselling.

[15] http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

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THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016
CHAPTER III
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16. The appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognised by them provide inclusive education to the children with disabilities and towards that end shall—

(*i*) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;

(*ii*) make building, campus and various facilities accessible;

(*iii*) provide reasonable accommodation according to the individual's requirements;

(*iv*) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;

(*v*) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;

(*vi*) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;

(*vii*) monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability;

(*viii*) provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

17. The appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely:—

(*a*) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act;

(*b*) to establish adequate number of teacher training institutions;

(*c*) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability;

(*d*) to train professionals and staff to support inclusive education at all levels of school education.

(e) to establish adequate number of resource centres to support educational institutions at all levels of school education;

(f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society;

(g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;

(h) to provide scholarships in appropriate cases to students with benchmark disability;

(i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses;

(j) to promote research to improve learning; and

(*k*) any other measures, as may be required.

4.2 Target Group

4.2.1 The scheme will cover all children from pre-school to senior secondary stage studying in Government, local body and Government-aided schools, with one or more disabilities as defined under the Rights of Persons with Disabilities Act (2016) namely:

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf blindness
20. Acid Attack victim
21. Parkinson's disease

4.2.2 Girls with disabilities will receive special focus and efforts would be made under the scheme to help them gain access to schools, as also to provide motivation and guidance for developing their potential.

4.2.3 All the enrolled CWSN will be covered through UDISE/SDMIS and will eventually be linked with Aadhaar, ultimately facilitating the State/UT to track CWSN of both systems i.e. those that are in school and those with Home based. The UDISE will have the relevant details of children. Further an extensive database will be developed which will cover all the particulars of children including the type of disability, degree of severity, medical needs, emergency contacts and all other relevant details that will help the School management to cater to the needs of the CWSN.

4.3 Components of the Scheme

The Scheme will include assistance for two kinds of components:

4.3.1 Student oriented component

The student oriented component may be utilized for specified items like:-

(i) Identification and assessment of children with disabilities.

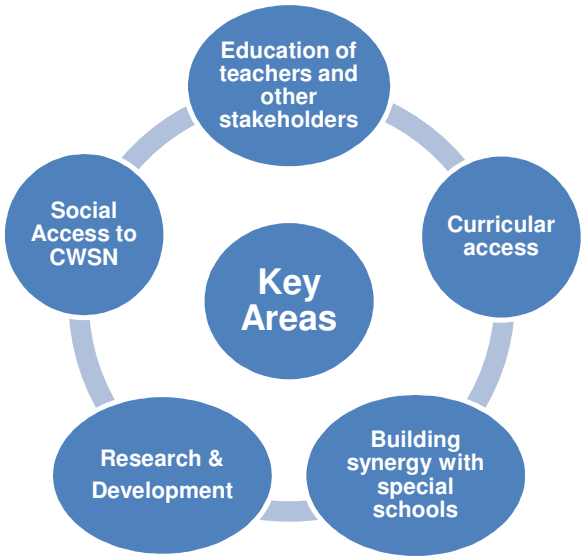
(ii) Provision of aids and appliances, medical services, diagnostic services etc.
(iii) Access to and development of teaching learning material as per requirement etc.
(iv) Provision of facilities like transport/escort facilities for children with severe disabilities, hostel facilities, scholarship, assistive devices, support staff (readers, amanuensis) etc.
(v) Provision of large print text book, Braille books and uniform allowance.
(vi) Stipend for Girl Students @ Rs. 200 per month for 10 months to encourage their participation in the school system for all girls with disabilities studying in Classes-I to XII.
(vii) The use of ICT to increase access to a vast amount of information not otherwise available.
(viii) Awareness and motivation camps for increasing enrolment and retention.
(ix) Provision of Home Based Education for children with severe multiple disabilities with a view to mainstream them in the general education system.

4.3.2 Resource support

For providing resource support to CWSN, the existing human resource appointed under SSA and RMSA will be rationalized and the remaining vacancies may be filled through fresh appointment as per the norms provided at **Annexure-III**. All special educators should be registered with Rehabilitation Council of India (RCI). These educators should mandatorily be available for all CWSN including the children with high support needs as well. The educators may be posted at the block or cluster level or as per the requirement and can operate in an itinerant mode, covering a group of schools where children with special needs are enrolled so that each child with special need is adequately covered.

4.4 Key areas of the Inclusive Education Component

Education for CWSN involves multiple aspects above and beyond the financial support. Many areas have to be looked upon manifestly that will ensure proper implementation and effective inclusion. The highlights of the components are discussed below.



4.5 **Education of teachers and other stakeholders**

Intensive teacher education programme will be undertaken to sensitize and build capacity of the regular teachers and resource teachers on meeting learning needs of all teachers to provide quality education to CWSN and improve their learning outcomes. This teacher education programme will be recurrent at block/cluster levels and integrated with the on-going in-service teacher education/training schedules in DIETs and other Institutions. Teacher education modules at SCERT, DIET and BRC level should include suitable components on education of children with special needs. Training of educational administrators including headmasters, all other staff & relevant personnel of school education should be regularly organized. Special focus should be given on mechanisms for safety and security of children with special needs.

4.6 **Curricular access**

The curriculum must be inclusive as envisioned in NCF-2005. It should ensure that the same curriculum be followed for children with and without special needs, but with adaptations/modifications if required in learning content, teaching learning processes, teaching learning materials/aids and in evaluation, etc. Provision will be made to provide text books and curriculum in accessible formats to CWSN.

Exam reforms need to be made by Central and State Boards for conducting exams of CWSN. Guidelines issued in this regard by the Department of Disability Affairs are enclosed at **Annexure-IV**. The modifications may be made disability specific, (for example, oral exam for children with specific learning disability, extra time for children with visual impairment, low vision and cerebral palsy etc). A regular audit of existing textbooks from CWSN lens will be a priority for an apt curriculum.

4.7 **Individualized Educational Plan** (IEP)

IEP will be undertaken in context of the RPwD Act, as "Individualized Support" (as mentioned in Chapter 3 of RPwD Act, 2016). Its implementation will be monitored from time to time. The Individualized Support should review the effectiveness of various strategies and support services used by children with special needs periodically, after developing indicators.

4.8 **Building synergy with special schools**

4.8.1 In case of non-availability of resources required for education of children with special needs and training of teachers teaching CWSN, assistance from special schools may be taken. These special schools can work as resource centers for providing resources like development of curricular materials and TLMs, providing support services to CWSN and training of teachers etc.

4.8.2 In some cases, special schools can also impart special training to CWSN for facilitating age appropriate placement in the classroom for a specified period of time. NGOs working on education of children with chronic health impairments like leukemia, heart diseases and cancer etc, may also provide resource support for pertinent care and health related needs and capacity building of teachers.

4.9 Research and Development

The Integrated Scheme will encourage research and development activities in all areas of education of children with special needs including action research, researches to improve learning of CWSN, especially focusing on children with high support needs (Thalassemia, Hemophilia, Sickle Cell disease and Chronic neurological conditions etc), eventually leading to concrete learning outcomes. For this, convergence with different Ministries like Ministry of Health and Family Welfare, MoWCD, Ministry of Social Justice and Empowerment, Ministry of Sports and Youth Affairs, private organizations with Corporate Social Responsibility (CSR) funds etc.

4.10 Social Access to CWSN

Ensuring social access to CWSN is a greater challenge as compared to providing physical access as it requires an in-depth understanding of the various educational needs of CWSN. A very important dimension of social access is discrimination. CWSN are subjected to many forms of discrimination. Teachers and peers have a very important role to play in this context. Social access could include the following:

i. Parental training
ii. Peer sensitization
iii. Awareness building of different stakeholders across all levels
iv. Special emphasis will be given to education of girls with disability

4.11 Monitoring & Evaluation:

On-going monitoring and evaluation should be carried out to refine the programme from time to time. For this, appropriate monitoring mechanisms and tools are to be devised at every level and field tested at regular intervals.

ANNEXURE-III

GUIDELINES FOR APPOINTMENT OF SPECIAL EDUCATORS

1. Minimum Educational Qualifications for becoming an Educator for Classes preschool-V (Pre School to Primary Stage)

(a) Classes I-V: Senior Secondary (or its equivalent) with at least 50% marks and 2-year Diploma in Education (Special Education).

(b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

2. Minimum Qualifications for becoming an Educator for Classes VI-VIII (Elementary stage)

(a) Graduation with at least 50% marks and 1-year B.Ed. (Special Education)[16]

Or

Graduation with at least 50% marks and 2- year B. Ed. (Special Education)[17]

(b) Pass in Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

3. Minimum Qualifications for becoming an Educator for Classes IX-XII: (Secondary stage)

- All Special Educators must be registered with the Rehabilitation Council of India (RCI).
- Educators with Qualifications in single disability area will be encouraged to specialize in other disability areas to take care of a wide range of diversities in a general school.
- Relaxation up to 5% in the qualifying marks in the minimum Educational Qualification for eligibility shall be allowed to the candidates belonging to reserved categories, such as SC/ST/OBC/Differently abled.
- Training to be undergone: A person with D. Ed. (Special Education) or B. Ed. (Special Education) qualification shall undergo, after appointment an NCTE recognized 6-month Special Programme in Elementary Education.

[16] For candidates who have graduated in B. Ed. (Special Education) in/before 2015-16 i.e. the 1 year course.
[17] For candidates who have graduated in B. Ed. (Special Education) after 2015-16 i.e. the 2 years course (in regular or distance mode).

ANNEXURE-IV

GUIDELINES FOR CONDUCTING WRITTEN EXAMINATION FOR PERSONS WITH DISABILITIES

F.No. 16-110/2003-DD.III
Government of India
Ministry of Social Justice & Empowerment
Department of Disability Affairs
***

Shastri Bhawan, New Delhi
Dated: 26th February, 2013

Office Memorandum

Subject: Guidelines for conducting written examination for Persons with Disabilities.

The undersigned is directed to say that Chief Commissioner of Persons with Disabilities (CCPD) in its order dated 23.11.2012 in case No. 3929/2007 (in the matter of Shri Gopal Sisodia, Indian Association of the Blind Vs. State Bank of India & Others) and in case No.65/1011/12-13 (in the matter of Score Foundation Vs. Department of Disability Affairs) had directed this Ministry to circulate guidelines for the purpose of conducting written examination for persons with disabilities for compliance by all concerned. In compliance of the above order, this Ministry hereby lays down the following uniform and comprehensive guidelines for conducting examination for the persons with disabilities as recommended by CCPD:-

I. There should be a uniform and comprehensive policy across the country for persons with disabilities for written examination taking into account improvement in technology and new avenues opened to the persons with disabilities providing a level playing field. Policy should also have flexibility to accommodate the specific needs on case-to-case basis.

II. There is no need for fixing separate criteria for regular and competitive examinations.

III. The facility of Scribe/Reader/Lab Assistant should be allowed to any person who has disability of 40% or more if so desired by the person.

IV. The candidate should have the discretion of opting for his own scribe/reader/lab assistant or request the Examination Body for the same. The examining body may also identify the scribe/ reader/lab assistant to make panels at the District/Division/ State level as per the requirements of the examination. In such instances the candidates should be allowed to meet the scribe a day before the examination so that the candidates get a chance to check and verify whether the scribe is suitable or not.

V. Criteria like educational qualification, marks scored, age or other such restrictions for the scribe/reader/lab assistant should not be fixed. Instead, the invigilation system should be strengthened, so that the candidates using scribe/reader/lab assistant do not indulge in mal-practices like copying and cheating during the examination.

VI. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for languages.

VII. Persons with disabilities should be given the option of choosing the mode for taking the examinations i.e. in Braille or in the computer or in large print or even by recording the answers as the examining bodies can easily make use of technology to convert question paper in large prints, e-text, or Braille and can also convert Braille text in English or regional languages.

VIII. The candidates should be allowed to check the computer system one day in advance so that the problems, if any in the software/system could be rectified.

IX. The procedure of availing the facility of scribe should be simplified and the necessary details should be recorded at the time of filling up of the forms. Thereafter, the examining body should ensure availability of question papers in the format opted by the candidate as well as suitable seating arrangement for giving examination.

X. The disability certificate issued by the competent medical authority at any place should be accepted across the country.

XI. The word "extra time or additional time" that is being currently used should be changed to "compensatory time" and the same should not be less than 20 minutes per hour of examination for persons who are making use of scribe/reader/lab assistant. All the candidates with disability not availing the facility of scribe may be allowed additional time of minimum of one hour for examination of 3 hours duration which could further be increased on case to case basis.

XII. The candidates should be allowed to use assistive devices like talking calculator (in cases where calculators are allowed for giving exams), tailor frame, Braille slate, abacus, geometry kit, Braille measuring tape and augmentative communication devices like communication chart and electronic devices.

XIII. Proper seating arrangement (preferably on the ground floor) should be made prior to the commencement of examination to avoid confusion or

distraction during the day of the exam. The time of giving the question papers should be marked accurately and timely supply of supplementary papers should be ensured.

XIV. The examining body should also provide reading material in Braille or E-Text or on computers having suitable screen reading softwares for open book examination. Similarly online examination should be in accessible format i.e. websites, question papers and all other study material should be accessible as per the international standards laid down in this regard.

XV. Alternative objective questions in lieu of descriptive questions should be provided for Hearing-Impaired persons, in addition to the existing policy of giving alternative questions in lieu of questions requiring visual inputs, for persons with Visual Impairment.

2. It is requested to ensure that the above guidelines are scrupulously followed while conducting examination for persons with disabilities. All the recruitment agencies, Academics/Examination Bodies etc. under your administrative control may be advised appropriately to ensure compliance of implementing these guidelines. Action taken in this regard may be intimated to this office.

3. The above guidelines are issued with the approval of Hon'ble Minister (Social Justice & Empowerment).

Yours faithfully,

Sd/-
(Jagdish Kumar)
Deputy Secretary to the Govt. of India

To

1. Secretary of all Ministries/Department.
2. Secretary, UPSC, Shahjahan Road, New Delhi.
3. Chairman, SSC, Block No.12, CGO Complex, Lodhi Road, New Delhi-110003.
4. Chairman, University Grants Commission with a request to issue necessary instructions to all universities including Deemed Universities for compliance.
5. All National Institutes and RCI under administrative control of Department of Disability Affairs, Ministry of SJ&E, New Delhi

Copy to : CCPD, Sarojini Bhawan, Bhagwan Dass Road,New Delhi with reference to order dated 23.11.2012 in case No. 3929/2007 and in case No.65/1041/12-13.

CHAPTER 5 – QUALITY INTERVENTIONS

5.1 The Context

School Education is envisaged as a holistic and convergent programme aimed at providing quality education across the wide spectrum of schools, spanning from pre-school to senior secondary classes. NPE 1968 and 1986 (modified in 1992) and POA 1992 have emphasised upon the strengthening of National System of Education for providing education of comparable quality to all. In consonance with the mandate of education policies and demands from the society, NCF is brought out from time to time to further improve quality of school education in our country. Till now, four curriculum frameworks i.e., NCF 1975, 1986, 2000 and 2005 have been brought out by the NCERT.

The NCF-2005 suggests following guiding principles for the holistic development of a learner through school education:

- Connecting knowledge to life outside the school;
- Ensuring that learning is shifted away from rote methods;
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric;
- Making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

Section 29 of the RTE Act, 2009 provides for:

(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government by notification.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following:

a. conformity with the values enshrined in the Constitution;
b. all round development of the child;
c. building up child's knowledge, potentiality and talent;
d. development of physical and mental abilities to the fullest extent;
e. learning through activities, discovery and exploration in a child friendly and child-centred manner;
f. medium of instructions shall, as far as practicable, be in child's mother-tongue;
g. making the child free of fear, trauma and anxiety and helping the child to express views freely;
h. comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.'

NCF-2005 has been adopted as the curriculum for the purposes of the RTE Act, 2009.

Over the years, due to the efforts made through the Schemes of SSA, RMSA and TE, there has been significant spatial and numerical expansion of elementary and secondary schools and

improvement in teacher education institutions in the country, however, the quality of learning achievement still remains a major challenge. Reasons may be attributed to stage-specific interventions, missing linkages with pre-school as well as senior secondary, lack of defined learning outcomes, etc. The quest for quality has acquired a new urgency in the present day.

NCERT has been periodically conducting the large-scale surveys of learning achievement i.e. National Achievement Survey (NAS) in government and government aided schools at grade III, V and VIII in different curricular areas since 2001 with an interval of three years. For class X, the first cycle was conducted in 2015. NCERT has been implementing these surveys on sample basis at the State/UT level to provide evidence on health of education system and learning levels of children in key curricular areas in these classes. Though the NAS results were shared with the States/UTs through different modes of communication, the findings of these learning achievement surveys were not optimized in planning, remedial measures, teacher training and other related activities. These factors necessitated the need for drafting Learning Outcomes.

Grade-wise and Subject-wise Learning Outcomes (LOs) for elementary stage have been defined at the national level, with inputs from stake-holders at state and district levels, as well as members of the public. The Central RTE Rules have been amended on 20th February, 2017 to include reference to grade wise and subject wise Learning Outcomes. The Learning Outcomes for each class will not only help teachers to focus on teaching-learning process, but also facilitate parents/ guardians, community members and state functionaries in their role towards ensuring quality education in schools throughout the nation.

The NAS (2017) was administered for classes III, V and VIII on 13th November, 2017 on nearly 2.2 million children from 110,000 schools across all States and UTs in the country. The test instruments of NAS (2017) were competency based and linked to Learning Outcomes recently developed by NCERT. The second cycle for class X was held on 5th February 2018 covering nearly 1.6 million children from 45000 schools that included private schools also.

5.2 Defining Quality in Education

Quality is more a systemic trait rather than only a feature of instruction or attainment. As an overarching attribute, quality expresses the system's capacity to reform itself for enhancing its ability to address its own weakness and to develop new capabilities. Quality is not merely a measure of efficiency; it also has a value dimension. Attempt to improve quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. In the context of education, two principles characterize most attempts to define quality: firstly learners' cognitive development as the major explicit objective and secondly education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. Keeping this in view, the new scheme focuses on holistic development of learners in a system of schools in continuum. These two principles of quality in education clearly direct us towards reducing gap between the intended, transacted and achieved curriculum. Inverse relationship exists between this gap and quality of education. Our efforts for reducing the gap requires provision of adequate inputs which include, quality curriculum, effective teachers, realistic assessment in terms of learning progress and adequate career guidance and counselling provisions for adolescents. It is also

essential to gear up processes with in-built monitoring and research components viz; curriculum reform, reform in teacher education, examination and ensuring participation of all stakeholders. Quality will essentially carry an overarching approach of equity. This will require schools to be sufficiently equipped and prepared to address to the diverse learning needs of all children with special focus on children belonging to SC, ST and Minorities, CWSN as well as girls.

Another dimension of quality is to address the rural-urban divide and regional disparities. Specific quality intervention in isolation with others will not make much impact on the system. Planning for quality needs to reflect on the following aspects and accordingly decisions need to be taken as to which aspect needs more attention:

5.2.1 Learning and Assessment

Learning operates in a continuum and cannot be divided into pieces or seen as 'complete' if one unit/concept/chapter is taught. Therefore, perspectives of examination/test results as indicator of quality need to be revisited in the light of Learning Outcomes. Assessment need to be seen as an integral part of pedagogy which has the primary role of facilitating the teacher and learner to devise more effective learning strategies. Also every teacher needs to be made aware of learners' indication of continuous learning i.e., learning outcomes and modify her/his pedagogic processes as per learners' needs.

5.2.2 Curricular Material

The quality dimension also needs to be examined from the point of view of the experience designed for the child in terms of knowledge and skills. Assumptions about the nature of knowledge and the child's own nature shape the school ethos and the approaches used by those who prepare curricular material and by teachers as well. Therefore, the representation of knowledge in curricular material needs to be viewed from the larger perspective of challenges facing humanity and the nation today.

Linkages between pre-school, primary, upper primary, secondary and senior secondary levels in the processes of designing and preparing curricular material are vital. Also, setting up of structures that enable school teachers and subject experts drawn from institutions of higher learning to work together for revision of curriculum and development of learning material would help in designing relevant curriculum. The system also needs adequate advocacy and dissemination mechanisms for curricular perspectives, which need to be put in place for ensuring quality.

5.2.3 Systemic Coordination and Synergies

Different agencies such as SCERT, Boards, DIETs, CTEs, IASEs and Universities have been working in isolation from one another. Examination boards are not informed on the change in the perspectives of state curricular material, therefore, they believe in the old/rigid information seeking questions, which is detrimental to the constructivist pedagogy. Therefore, systemic coordination and synergies among all the concerned agencies would make the assessment system more efficient. Further creation of spaces where local-level representative institutions to work closely with teachers to contribute to the enhancement of efficiency may be considered.

5.2.4 Capacity Building and Teacher Training

Although capacity building of various concerned stakeholders and teacher training have always been seen as an important factor for improving quality, yet due to lack of resource pool, quality perspectives do not get implemented in true spirit. Creating a resource pool to address different aspect of quality and disseminating its perspective, mentoring for quality across the state is needed.

Quality education is a comprehensive term that includes learners, teachers, teaching-learning process, learning environment, curriculum, pedagogy, learning outcomes, assessment, etc. For ensuring quality, it is required that everyone concerned with various dimensions of enhancing quality have to take cognizance of the following:

- Learners are active participants rather than passive recipients. They are ready to learn and participate actively in the learning process and construct their own knowledge;
- Teachers are facilitators rather than instructors. They are motivated to guide their children at every step. They identify the learning needs of children and use a variety of pedagogical practices that are appropriate for the content and steer the children's learning towards their goals;
- The environment in a classroom is healthy, safe and have proper infrastructure facilities conducive for learning;
- Curriculum is class specific, stage specific, socially relevant, unbiased, gender sensitive, and has content that upholds the principles enshrined in the Constitution and one that resonates with our values and ethos. It is to maintain the coherence as per the systemic continuum;
- The pedagogical processes or the methodology adapted reflect the paradigm shift from teacher centric to child centric. A variety of methods are adopted suitable for the topic and also to the contextual needs;
- The teaching learning process is dynamic, with active participation of students, use of ICT and other digital resources that transform the classroom learning to move beyond the classroom walls, and
- The outcomes are aligned with the aims and objectives of education and not just limited to acquisition of knowledge. Apart from theoretical knowledge, the acquisition of basic skills of literacy, numeracy, life skills, values like peace, tolerance, knowledge in such areas as gender, health, nutrition, disease prevention are taken into consideration.

Careful consideration of above elements before planning school activities will help visualising a quality classroom.

5.3 Vision of a Quality Classroom

A quality classroom is an interactive place buzzing with activity that facilitates quality learning. It is a place where children do their work spontaneously and confidently without inhibition and where they construct their own knowledge. Here, children have the freedom to explore, experiment, invent and innovate, reflect and react. The teacher assumes a multi-dimensional role that of a facilitator, classroom manager, a guide, a counselor and above all a co-partner in knowledge construction. It provides scope for the use of a variety of strategies for achieving the Learning Outcomes. The classroom comes alive when children are engaged in debates, discussions

and other activities. They work individually as well as in group. In a quality classroom, there is no bias on the grounds of class, gender, caste or community and where all children learn confidently through healthy inter-personal relationships between learners and teachers. It also permits the parents and community members share and discuss problems of learners with the teacher and thereby devise remedial measures.

For ensuring quality in classrooms, education is to be understood as a complex system that needs a multi-pronged approach for its improvement. These dimensions are not mutually exclusive; rather they are intertwined and are completing and complementing one another.

5.4 Quality Integration Mechanisms

An integrated and holistic school development plan may be developed which will facilitate a comprehensive strategy for quality improvement from pre-school to senior secondary level. In order to enable quality, a wide spectrum of interventions is being provided to improve the teaching-learning process in schools. The scheme is committed to supporting and empowering individual students and enabling lifelong learning, vocational efficiency and employability. This calls for a shift in approach from 'stage specific' to a 'whole school' based planning and implementation. The attempt is to ensure optimal synergies in implementation and efficient use of available and better resources including human resource capacities. States and UTs are expected to bring a single plan for the entire school education (from Pre-school to Senior Secondary) by treating school as a continuum and education as per the SDG-4 that is to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all.

The approach here is to put together implementation strategies that can be adopted by the States and UTs with focus on defining outcomes / deliverables and mapping it to the impact that is tangible with reference to educational outcomes (indicators).The State/UT should explore convergence and dovetailing with various departments as well as institutions for more efficient planning and implementation of the quality interventions.

5.5 Financial Support for Major Quality Interventions

Under the Integrated Scheme for School Education, support is provided for various interventions related to improvement in quality of Education. This will be allocated among States/UTs on the basis of performance (example NAS results, Gender parity Index (GPI), Gross Enrolment Ration (GER) for ST children etc.) and undertaking of advocated policy interventions such as rural tenure policy, separate cadre for Head Masters, implementation of Shaala Siddhi etc.

Support would be available for improvement in quality of education through strengthening of Teacher Education Institutions including SCERTs and DIETs and teacher training, in-service and pre- service, professional development of teachers, support for the National Teacher Platform – DIKSHA, school leadership training and academic support through BRCs and CRCs.

After working out the allocations on the above formula, States/UTs will be given flexibility to prioritize the components, while preparing an Annual Plan under the broad interventions.

Since our objective of holistic development of child demands our focussed interventions across cognitive, psycho-motor and affective aspects of education in a balanced way, the guidelines include major quality interventions under the following heads.

5.5.1 **Core Quality Interventions**

5.5.1.1 **Teacher Training**

The Integrated scheme visualises teacher as a capable facilitator, who motivates children to construct their own knowledge. The teacher should be aware of progressive pedagogy and the nature and experiences of children from various social and cultural backgrounds. Moreover, teachers should be committed to equity and social justice, aware about child entitlements and convinced that all children can learn well if provided education of equitable quality.

The new scheme will provide support to both induction and in-service teacher training through SCERTs as per the specified norms. SCERT as the academic authority will develop a consolidated calendar of annual in-service training for elementary, secondary and senior secondary school teachers and also for teacher educators in SCERTs, DIETs and other Teacher Education Institutions. The comprehensive training calendar will include training of teachers, head teachers/principals, induction training for the newly recruited teachers, school leadership training with support from National Institute on Educational Planning and Administration (NIEPA), training of educational administrators, training of Resource Persons, subject- specific and theme-specific training, etc., with the support of NCERT. The calendar will include details about the dates, duration, venue and number of participants for the training programmes.

SCERTs will take the inputs from all the DIETs in the State/UT for formulating this annual calendar. All the DIETs may be informed about taking inputs and needs from the BRCs and CRCs with respect to training programmes and communicate the same to the SCERTs. Annual calendar for training will avoid duplicity and repetition in the programmes and will also help in developing and updating Management Information System of training in the State/UT which can also be utilized by DIKSHA.

Along with the academic calendar, SCERT will prepare modules for teacher training, orient the Resource Persons for teacher training, conduct training programmes in collaboration with SPO, DIETs, BRCs and other related agencies and facilitate specialised courses for school teachers for their professional development and improvement of the levels of learning. The CTEs and IASEs are to be linked to the system to provide in-service training to school teachers at different levels as per the modified role and responsibility of SCERT under the integrated scheme.

5.5.1.2 **Learning Outcomes (LOs)**

The RTE Act 2009 and the SDGs have indicated that for getting meaningful benchmark for progress on education in the country, rigorous and credible standardized assessment of student learning is required. In pursuance to, LOs for classes I-VIII along with pedagogic processes have been developed class wise in subjects such as Environmental Studies, Science, Mathematics, Social

Sciences, Hindi, English and Urdu. The reference to LOs has been included in the Central Rules of the RTE Act, 2009 on 20th February, 2017 as:.

> *"(c) prepare class-wise, subject-wise learning outcomes for all elementary classes; and (d) prepare guidelines for putting into practice continuous and comprehensive evaluation to achieve the defined learning outcomes".*

All States and UTs have also included reference to Learning Outcomes in their respective State RTE Rules. They are required to translate Learning Outcomes document in their regional languages and circulate the same to all the schools. The State/UTs will be using the explicitly defined Learning Outcomes to guide and ensure the responsibility and accountability of different stakeholders including administrators, school heads, teachers and parents for their accomplishment. Though these Learning Outcomes have been prepared keeping in view the developmental perspective of desired competencies in the child at the particular stage and age and hence are not textbook based, these are not prescriptive and may be contextualised as per the local-specific requirements without incorporating much deviation from the learning outcomes developed at the National level. In view of popularising and disseminating these Learning Outcomes to the teachers at the grass root level, the required training programmes for Key Resources Persons and teachers need to be organised at the state, district and block levels. It also calls for developing a continuous support mechanism for providing on-site support to teachers to use multiple pedagogies for students to achieve their learning outcomes.

5.5.1.3 **Achievement Survey at National and State Level**

The basic objective of NAS is to study the achievement level of students in different subjects at different grade levels and also with respect to location/area, gender and social groups. NAS takes a representative sample of all districts of the country. The NAS provides reliable data about students' achievement as it administers standardized tests to students of different classes. NAS collects information about relevant background factors related to the school environment, instructional practices, the home backgrounds of students, teachers' qualification, etc. NAS data gives policy makers, curriculum specialists, researchers and other stake holders a 'snapshot' of what students know and can do in key subjects at a particular point in time. Findings from the NAS will be used as inputs in policy, planning and pedagogical interventions to improve student learning outcomes.

The NAS (2017) was administered for classes III, V and VIII on 13th November, 2017 on nearly 2.2 million children from 110,000 schools across all States and UTs in the country. The test instruments of NAS (2017) were competency based and linked to Learning Outcomes recently developed by NCERT. The second cycle for class X was held on 5th February 2018 covering nearly 1.6 million children from 45000 schools that included private schools also.

The NAS 2017 will generate detailed report at the district level on the percentage of students achieving learning outcomes. This will help the districts to develop evidence based programmes for improving the quality of education. Factors/reasons behind low learning levels will be identified after interaction with different stakeholders. Accordingly, detailed pedagogical support/training for

teachers on teaching methods and learning strategies will be worked out to improve the learning outcomes. It is expected that a framework of intervention developed would help to improve the quality of teaching and learning in schools. The designing and implementation of these interventions is envisaged to include in its ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the Directorate of Education at different levels in the States/UTs.

For improving overall learning levels of school education in the country, Item Bank will be developed for all subjects and classes covered under NAS and will be supported by ICT based learning resources.The learning outcome oriented assessment will not only help to make the shift in the focus of student learning from content to competencies, it will also help the teachers to divert their teaching-learning in the desired manner and make other stakeholders especially the parents/guardians, SMC members, community and the state functionaries responsible for ensuring quality education.. The Learning Outcomes defined explicitly will help to guide and ensure the responsibility and accountability of different stakeholders.

NAS will be conducted by NCERT under the guidance of MHRD periodically. State/UTs would be providing logistical and manpower support to conduct NAS. State/UTs may also conduct their own achievement survey (State Achievement Survey) to get the micro level picture of the learning level of students in a particular district or a block to go further deeper if required.

5.5.1.4 **Composite School Grant**

As a support for quality improvement, composite school grant is sanctioned on an annual basis to all Government Schools. The objective is to utilize this support to provide conducive learning environment in schools. School grant is primarily meant for the replacement of non-functional school equipment and for other recurring costs, such as consumables, play material, newspapers, electricity charges, internet, water, teaching aids etc. The grant may also be used to provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The same may be utilized for promoting Swachh Bharat Campaign and also for involving elements of community contribution.

5.5.1.5 **Library**

Library is an essential component of the school, providing not only resource for learning, but also for strengthening the idea of reading for pleasure, recreation and further deepening of knowledge and imagination. Accordingly, it will have books, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopaedias, audio-visual material, etc. as well as access to information technology and digital resources. Training of teachers in library management and its usage will be integrated within the teacher training programmes. Efforts will be made for involving SMC and community for enriching the libraries.

The library resources are also to be utilised for facilitating reading as the process of reading with comprehension in the light of Padhe Bharat Badhe Bharat (PBBB). Process of reading from early grade to Senior Secondary levels, requires continuous practice, development and refinement for which Library is required to be updated with addition of books, journals, magazines and other reading material from time to time along with increased access to e-resources.

Further, Library facilities are to be linked with the understanding of Early Grade Reading and Writing and early grade pedagogy. It is to consider the books and other progressive reading material taking into account the diversity of the learners, covered under the Integrated Scheme. Facilities available in the Library will strengthen reading with comprehension, oral and written language connection, use of literacy in everyday life and using children experience as resources in literary learning.

There will be Reading Corners with Children's Literature for which States and UTs will ensure selection of appropriate literature for children and usage in facilitating the reading-writing processes. Graded Reading Series (e.g. Barkha Series by NCERT) for self reading of children and developing reading skills as whole and children's magazines are to be made available in the library for facilitating reading for joy and creativity.

The child-friendly components in the light of PBBB, such as Reading and Activity Corner, Poem Corner, Message Boards, Folk Stories, etc are to be taken into account while including books and other reading material for the library. Besides, books (textbooks as well as reference books and supplementary reading material based on Learning Outcomes) on all subjects from early grade to Senior Secondary are to be provided to children through library for meeting their reading curiosity and improving their learning outcomes. Care must be taken in adding books and other material as per the competencies of all classes covered under the integrated scheme. Tribal Primers, Tribal Textbooks, supplementary material and dictionaries of tribal languages as per the local specific requirements may be considered while adding reading material for the library.

5.5.1.6 **Rashtriya Avishkar Abhiyan (RAA)**

With the focus on connecting school-based knowledge to life outside the school, making learning of Science and Mathematics a joyful and meaningful activity and to bring focus on innovation and use of technology, Rashtriya Avishkar Abhiyan (RAA) has been initiated as a convergent framework that aims at nurturing a spirit of inquiry and creativity, love for Science and Mathematics and effective use of technology amongst children of the age group of 6 to 18 years. The execution of RAA will span across various interventions of the integrated scheme to encourage learning of Science, Mathematics and Technology. The major objectives of the programme are:

- To enable children to become motivated and engaged in Science, Mathematics and Technology (STEM) through observation, experimentation, drawing inferences, model building, rational reasoning and testability.
- To create curiosity, excitement and exploration among school children in Science, Mathematics and Technology.
- To create a culture of thinking, inventing and doing; to promote enquiry-based learning in schools.
- To achieve learning levels appropriate to the class of study in Science and Mathematics.
- To encourage and nurture schools to be incubators of Innovation.

As per these objectives, States and UTs have to plan specific RAA initiatives for innovation and excellence in Science, Mathematics and Technology including Community

Sensitisation and engagement, Improving School Science Facilities, Teacher Support Systems, Effective Classroom Transaction & Assessment and Nurturing Student Clubs and Competitions.

Support for imitative under Rashtriya Avishkar Abhiyan will be provided as per the State/UT specific proposals. The States and UTs may plan activities such as Science and Mathematics Kits, strengthening Science and Mathematics Laboratories, Science Exhibitions and Mathematics Melas, capacity building of Science and Mathematics teachers, exposure visits, Science, Mathematics and Technology Clubs for Children, mentoring by Higher Education Institutions, documentation and sharing of best practices, etc. Initiatives under ICT will also be utilised for supporting objectives of RAA wherever required.

5.5.1.7 **ICT and Digital Initiatives**

Today, technology has increasingly become a vital element in the enhancement of quality in education. The use of ICT would help transform the process of teaching and learning from the traditional instructional teacher-centred endeavour to a learner-centred approach. Therefore, teachers need to equip and acquaint themselves to the use of technology for pedagogical practices which would lead to improved efficiency. Training in ICT is provided through in-service training programmes. Teaching-learning processes could be enhanced through computer aided learning
Some of the objectives of ICT in schools are:

- To provide a variety of educational experiences
- To implement the principle of life-long learning / education
- To promote equal opportunities to obtain education and information
- To promote self-paced learning
- To develop a system of collecting and disseminating educational information
- To develop distance education with national contents.
- To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
- To support schools in sharing experience and information with others (Best Practices)
- To foster Computer Aided Learning
- To facilitate tracking of teachers and student attendance through Biometric system.

For teachers too ICT would help in effective delivery of content, evaluation, in providing feedback, record keeping and also for self-appraisal, professional development etc.

5.5.1.8 **School Leadership Development Programme**

The role of Head of a School is vital for the quality of education imparted in the school. Realizing the pivotal role of school heads, *School Leadership Development Programme* (SLDP) has been initiated across all the levels of school education to build and enhance the capacity of school heads on a long term and continuous basis. It helps in training the heads of schools to initiate proactive practices for school transformation, rather than merely discharging administrative and managerial responsibilities. The capacity building of school heads is not through conventional

models of training that are one-time but through mechanisms of long-term developmental trajectories which help school heads address real life challenges in schools. The National Centre for School Leadership (NCSL) has established State Resource Group teams in respective States/UTs to build leadership capacities of school heads. In order to reach out to each and every head of school more efficiently the use of technology has been harnessed. Now this programme has been designed and made available to all school heads through the Modular Object Oriented Dynamic Learning Environment (MOODLE) platform in the form of Online Programme on School Leadership and Management (PSLM). In the context of the SLDP, guidelines developed by NIEPA may be followed for training of both Resource Persons and Head Masters/Principals up to the Senior Secondary level.

5.5.1.9 **Shaala Siddhi**

The need for improving whole school performance and providing quality education for all children is increasingly felt in our education system. One of the major quality initiatives in school education sector is comprehensive school evaluation which focuses on school, its performance and improvement. Towards this, National Programme on School Standards and Evaluation (NPSSE) has been initiated by NIEPA, under Ministry of Human Resource Development. NPSSE visualizes 'School Evaluation' as the means and 'School Improvement' as the goal and is tailored to suit the diversity of Indian schools.

NPSSE will enable the school to evaluate its performance against the well-defined criteria in a focused and strategic manner. The School Standards and Evaluation Framework (SSEF) comprises seven 'Key Domains' as the significant criteria for evaluating performance of schools. As part of the SSEF, a 'School Evaluation Dashboard has been developed to facilitate each school to provide consolidated evaluation report, including areas prioritized for improvement. The School Evaluation Dashboard is developed both in print and digitized format. The School Evaluation Dashboard, obtained from each school, is consolidated at cluster, block, district, state and national level for identifying school- specific needs and common areas of intervention to improve school performance. A web-portal on School Standards and Evaluation has been developed. The Key features of NPSSE are:

- A comprehensive instrument for school evaluation leading to school improvement.
- Enable schools to evaluate their performance in a more focused and strategic manner
- Facilitate to make professional judgments for improvement.
- Establish an agreed set of standards and benchmarks for each school,
- Focus on key performance domains and their core standards.
- Engage all schools in self-evaluation

Eventually, data pertaining to the self evaluation will be collected through ShaalaKosh. Extended U-DISE (ShaalaKosh) is a unique initiative of MHRD which aims to create a single platform to meet the data requirements of all stakeholders in school education ecosystem. The platform will cater to entire value chain requirements of the three key stakeholders - student, teacher and school management and enable data collection in a streamlined manner.

5.5.1.10 **Textbooks**

Appropriate use of text books is a major indicator of quality education imparted in schools. Therefore Textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications. Textbooks are covered under RTE entitlements. There is support for provisions for textbooks to all children in Government/Local Body and Government Aided schools, including Madarsas desirous of introducing the State curriculum, at primary level and at upper primary level. The textbooks should keep the principle of equity and inclusion at the forefront, proactively break extant stereotypes and reflect sensitivity to gender, caste and class parity, peace, health and needs of differently abled children. National agencies like NCERT would play a major role in enhancing the capacity of State agencies to undertake this task, and help sustain academic consultations for a critical review of curricular initiatives.

While undertaking revision of textbooks it will be important to rationalise the number of books both at the primary and upper primary levels such that there is no additional curriculum load on children. There is also need to integrate the various learning materials like textbooks, workbooks, worksheets, LEP materials etc. with the purpose of reducing an unnecessary additional burden on the teacher and child, as well as bringing in cohesiveness and reducing overlaps. The textbooks should be designed to nurture an aesthetic sensibility in children. There should be adequate focus on good quality printing and visual design of books alongside improvement in content. Attention has to be paid for preparation of handbooks for teachers on new textbooks and the new approach to curriculum. States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade.

It is important that states 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 which can appraised based on the data provided by the State/UT for such children under SDMIS.

Reuse of textbooks: Every child in the school must receive textbooks on time i.e. at the beginning of the academic year. For every academic session, thousands of new textbooks are printed, bought and used. On the other hand, almost the same number of textbooks and course material are discarded after use. Usually these textbooks are not reused or recycled generating huge quantities of paper waste. Reuse of textbooks will conserve resources, finances and will generate less paper waste besides educating the children to reuse and recycle and taking care of the environment. There is a greater need that text books are shared and re-utilized while establishing a culture of environmental responsibility. Text book collections could be kept and maintained at school level by the school authorities or by the parent teachers association or any NGO. In addition, students need to be made responsible and aware towards protecting the environmental resources. States need to encourage schools for creating book banks so that the initiative of reuse of textbooks could be encouraged. Special incentives would be provided to the better performing States. The money thus saved from the budget for procurement of new books may be utilized under flexi- fund for other student oriented activities like purchase of tablets, smart boards, Printing better quality text books, encyclopaedias, audio video aids, etc.

Energised Text books: Supply of free textbooks at the elementary level is covered under RTE entitlements. However, the new scheme also supports the process of revising the syllabus and improving the quality and rigour of textbooks by introducing energised textbooks. Energised Textbooks are text books which are equipped with QR codes and have e-learning content linked to them. The digital content will be mapped to the respective learning outcomes and make the content universally available to the students. Such digital content is intended to give greater scope to enhance the learning levels of the children and ensure better learning. The process requires professional resources to create high quality digital content that can be accessed by students and teachers seamlessly and is also dynamic in nature.

5.5.1.11 **Community Mobilization**

Community mobilisation and close involvement of community members in school education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the government programmes by the community. Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of the school.

In the context of community participation, it is important to underline the significance of the teacher as a key partner in planning and implementing community participation strategies. In fact participation for RTE implies a mutually supportive and collaborative partnership among teachers, pupils, parents, community and civil society. It is an established fact that teachers perform better and with enthusiasm if they get wholehearted parental and community support. The integrated scheme assigns special importance to decentralised planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of school education through establishment of multi-member SMDCs. Every school may constitute a SMC/SMDC at the school level which will include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/ guardians of student.

The SMCs/SMDCs are expected to co- exist with and leverage on the Parents Teachers Association. Meetings should be planned and conducted on a regular basis.

Training of SMC/SMDC Members: Proper training and capacity building of SMC/SMDC members about their roles and responsibilities is extremely critical towards ensuring their active and effective participation in planning, monitoring and supervision of the school activities. States/UTs should endeavour to adopt and adapt the training modules already developed appropriately. In case of requirement, suitable Agency, and areas in which training module is to be prepared should be identified and included in the Plan proposal with clear timelines. Themes of modules may differ from State to State as per need identification done at the school level. To ensure maximum participation of community members, the trainings should be conducted at the village/school level.

Akshay Petika
Akshay Petika is an innovative project started in Dholpur District of Rajasthan. It is a unique way to mobilize funds for school expenses. A box named Akshay Petika is placed in the school in which whoever wants to donate to school can put their contribution. *Students contribute on important days like Birthdays festivals and other important days. Teachers too contribute on their Birthdays, Marriage Anniversary and other special occasion. The box is opened in front of the members during the SMDC meetings. The money collected in the box is transferred to school account and the same is used as per the needs of the school. Seeing the success of the project, Rajasthan Government has circulated a memorandum to all the schools to have Akshay Petika in their respective schools.*

5.5.2 Other Quality Interventions

The vision of the Integrated Scheme is to make education of good quality accessible, available and affordable to all. The scheme supports need-based funding and flexibility in expenditure to States. The objective is to have sector-wide development programme/scheme to harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district, sub-district level system and resources, besides envisaging a comprehensive strategic plan for development of school education. Therefore, States & UTs will have the flexibility in proposing their local, specific quality contexts along with well-defined parameters which would lead to healthy teaching-learning processes and improved learning outcomes. Some of such components are Learning Enhancement Programmes, Curriculum Reform, Guidance and Counselling, Aptitude Tests, Exposure to Vocational Skills, Performance Indicators for teachers (PINDICS), etc. Details of interventions are given below:

5.5.2.1 **Learning Enhancement Programme (LEP)/Remedial Teaching**

Each individual is unique in terms of cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Innate variations in intelligence, social and economic background, past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum are also factors underlying student differences. Catering to individual differences, therefore, assumes paramount importance. To achieve this, students are provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the maximum extent.

Approaches such as remedial teaching and bridge courses have been used at the elementary level and more progressive approaches such as Learning Enhancement Programme are implemented to address the challenges at secondary level, with the main objective of identifying the learning gaps and equipping students with the core learning pre-requisites appropriate for the particular grade.

The support will be for developing teacher support material, supplementary reading material, etc. for Classes I-XII taking into account the child centric assumptions in NCF- 2005 and the RTE Act, 2009. Such learning support would help students who lag far behind their counterparts in school performance.

Schools need to be encouraged to conduct base line assessment to find out the strengths and weaknesses of students before deciding on the appropriate curriculum, and learning and teaching strategies. The assessment would also help to get a clear idea of the learning gaps and identification of the learners who need extra learning support. It is imperative that the assessment tool meets the criteria of validity, reliability and is suitable to adequately evaluate academic performance relevant to the desired outcome and reflect what students have learned and what they can do. LEP should be integrated with normal classroom processes. The strategy must include total number of children to be covered, block wise and Class-wise Learning Outcomes to be achieved through the LEP. Also details of learner-related, teacher-related and process-related interventions of LEP have to be reflected and well defined in the plan.

Schools should ensure that they are equipped with sufficient material like work books, worksheets, etc. for supporting quality of learning and providing remediation. There can be flexibility in conducting LEP. The States/UTs may decide the schedule and the programme as per the local and contextual needs. Involvement of key players like teachers, Resource Persons, CRCs, BRCs, DIETs, SMC, community, etc. in the implementation of the programme is vital. Liaisoning with parents would also help in understanding children better so as to provide appropriate guidance. The progress record of each child is to be maintained. It should be a collective responsibility of the Head Teacher, Subject Teachers, SMC members and parents for the smooth conduct of activities under LEP and remedial classes. By timely checking the progress through continuous feedback, the process of learning can be strengthened. The implementation needs to be followed up with assessment to measure the impact of the programme.

5.5.2.2 **Padhe Bharat Badhe Bharat (PBBB)**

PBBB is a nationwide programme on early grade pedagogy. The two tracks of PBBB are Early Reading and Writing with Comprehension (ERWC) and Early Mathematics (EM). The focus of the programme is to create classroom and school environment conducive and vibrant to early reading and writing experiences and early mathematics. Accordingly, support will be provided to States and UTs for implementing activities under PBBB for early grades as well as extending the same to other classes as per the requirements.

Proposals under PBBB may include components related to Early Reading and Writing with Comprehension and Early Mathematics, such as:

- Curriculum design and material development
- Teacher training and capacity building
- Development of Bridge material
- Print-rich environment
- Enabling classroom transaction
- Connecting classroom with community
- Assessment of learning
- Reading corners
- Home to school language transition
- Understanding and improving CCE

- Relating learning with ICT initiatives etc.

PBBB may be extended to other classes as per the needs and linkage of the programme with Learning Outcomes.

5.5.2.3 **Curriculum Reforms**

School curriculum and pedagogy must provide opportunities for every child's learning and his/her free, creative and multidimensional development. The culture and experiences each child brings to the school must be integrated to an egalitarian teaching-learning process in fulfilment of the goal of a meaningful education to all children. When children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos. Social justice has many implications. One obvious implication is that special efforts will be required to ensure that education promotes an inclusive identity. Children belonging to religious and linguistic minorities need special provisions and care in accordance with the perspective reflected in the Constitution. Flexibility and plurality must be at the core of the vision of school education.

Presently, the serious challenge lies in the curriculum being too loaded with information. in addition to cognitive and analytical skills, adequate attention on activities like life skills, experiential learning, health and physical education, sports, visual and performing arts, literary and creative skills, and work based education are indispensable. Though the existing curriculum does incorporate these skills, however, the load of curriculum in cognitive and analytical area seems to be so heavy that students practically do not get much time to develop skills in other areas.

Therefore there is an urgent need to rationalise the school curriculum so as to prepare a good human being. Also there is a need to develop a system where students get time for each of these and can progress in the areas which he or she likes most. Rationalisation of the syllabus may help reduce the burden of curriculum and make the content more balanced in various subjects offered from class I to class XII. It is the need of the hour to inculcate value education, life skills, vocational skills, experiential learning and physical fitness in our daily life through systemic curricular reforms. Unless we bring comprehensive and serious reform in curriculum incorporating the concerns related to pedagogy of science, mathematics, language, ICT, health, arts, etc. generating the need for the use and sharing of resources, the resource challenge will continue to be a constrain for improving quality.

Benchmarking (outcomes) is a way of thinking about national performance, about local and regional effectiveness and performance at the level of individual schools. Benchmarks can be used diagnostically and formatively to inform policy and practice. The challenge of comparability is to create an open and positive climate for dialogue. The obvious place to start with learning outcomes attained by children is at school, their acquisition of basic skills at key stages of development, etc. There is a need to evolve a mechanism at state level to bring curriculum reform in tune with the emerging curricular vision as suggested in NCFs and National Education Policies and also infusing learning outcomes in the curriculum. Evolving a mechanism to provide all the children an opportunity for meaningful learning and successful completion of school education by creating enabling school

environment and inclusive curriculum requires to have continuous dialogue with teachers and state functionaries.

The curriculum reforms should also cater to the bridging needs of out of school children till they are mainstreamed into regular schools.

At present, the system is concerned about reducing load of curriculum. In view of this, States/UTs need to develop and design books such that they focus on the construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to conduct activities in groups, with continuous self and peer assessment.

5.5.2.4 **Multi-Lingual Education and Bridge Courses for Tribal Children**

Providing multi-lingual education is not a simple task. Even mother tongue education is challenged by a host of problems. Educational research has shown that the mother tongue is the best medium of instruction, and inclusion of tribal children hinges crucially on the language issue. With the RTE Act adding immediacy to their inclusion, this issue must be addressed fully, rather than ignored due to the complexities involved. For this, support will be needed from all quarters interested in and accountable to a pluralistic social order that will ensure enhanced participation of the tribal people. For a start the Tribal Welfare and Education Departments, responsible for implementation, will need to communicate with each other and interact with NGOs and scholars who could support the processes. The states that have shown some initiative in this regard will also need to be supported.

The following suggested list of interventions may be implemented for encouraging Multi-Lingual Education and Bridge Courses for tribal children.

- Teaching in the local language by native speakers
- .Development of educational material in local languages using resources available within the community.
- Establishing resource centres in tribal dominated States for providing training, academic and other technical support for development of pedagogic tools and education material catering to multi-lingual situations.
- Training of teachers in multilingual education.
- Sensitisation of teachers to tribal cultures and practices.
- Incorporation of local knowledge in the curriculum and textbooks.
- Creating spaces for cultural mingling within schools so as to recognise tribal cultures and practices and obliterate feelings of inferiority and alienation among tribal children.
- Involvement of community members in school activities to reduce social distance between the school and the community.
- Textbooks in mother tongue for children at the beginning of Primary education where they do not understand regional language.
- Special training for non-tribal teachers to work in tribal areas, including knowledge of the tribal dialect.

- Special plan for nomadic and migrant workers.

5.5.2.5 **Guidance and Counselling**

Guidance and counselling is an important aspect of school education that aims at providing educational, personal and vocational guidance and counselling service to children. States and UTs may consider framing a special strategy for guidance and counselling in schools. It would be desirable to have teachers qualified on guidance and counselling services and thereby capable of conducting varied guidance and counselling programmes in schools. Moreover, the existing teachers should also be trained for this purpose, besides arranging Guest Lectures by prominent people in different fields.

Standardized tests may be used for identifying the needs, interests, strengths and weakness of the learners and accordingly provide the required guidance and counselling services. Linkage of guidance services with vocational education, etc. as per requirements may be considered.

5.5.2.6 **Aptitude Tests**

As per the NPE, it is necessary to have effective career guidance and counselling at the level of secondary school education. In alignment with the policy guidelines, NCERT has developed aptitude tests for class IX students to assess their interests so that they can choose and pursue the right course. The idea is to introduce a system for scientific assessment of students' inherent skills and potentials so that they have a clear understanding of their merits, demerits and capabilities. This will not only help students plan their career at an early age, but also come as a guide to their parents when they plan their career. The results of the aptitude test would help parents plan a "realistic" career path for their children, instead of forcing them to choose a career of their choice. The aptitude of the children will be identified through psychometric tests comprising questions on numerical reasoning, verbal reasoning and diagrammatic reasoning.

5.5.2.7 **Continuous and Comprehensive Evaluation (CCE)**

CCE should be used as a strategy for assessment and bring improvements in child's learning. By continuous evaluation, teacher's work can be continuously guided by the child response and participation in classroom activities. Comprehensive evaluation would help to view the child from a holistic perspective rather than merely in terms of a learner of different subjects. CCE focuses on formative assessment comprising of the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Besides CCE, Summative Assessment can be in the form of tests or examinations.

5.5.2.8 **Exposure to Vocational Skills**

The education sector is growing at fast speed and its dimensions and coverage are increasing day by day. In order to keep our students update about the changes occurring in the global perspectives, it is very essential to plan for their exposure visits to industrial establishments, service

industries, progressive farms etc. Such exposure would acquaint the students with various vocations. This will also reduce the boundaries between the bookish knowledge and application of knowledge and expose children to the skill requirements in the work areas. Further exposure to vocational skills may be introduced as part of the curriculum for children of upper primary classes, as they can make informed choices while selecting vocational subjects at the secondary level. Vocational education may be added as one of the measures to reduce dropout and improve retention.

5.5.2.9 **Kala Utsav**

Kala Utsav is an initiative of MHRD to promote Arts (Music, Theatre, Dance, Visual Arts and Crafts) in education by nurturing and showcasing the artistic talent of school students at secondary stage in the country, and it is also a platform to bring arts to the centre stage in an inclusive environment. As part of Kala Utsav, competitions in various Art forms at various levels are held.

5.5.2.10 **Excursion**

To provide scope to the students to gather experiences by visiting the historical sites, monuments, areas etc. where they will learn through practical way and interact and share with fellow students, excursion trips are arranged. Also visit to higher education institutions are arranged which provides wide exposure and motivation to students and help them gain in depth understanding of matters related to career and higher education.

5.5.2.11 **Performance Indicators for Teachers (PINDICS)**

Performance Indicators for teachers (PINDICS) is to be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the expected level. It can also be used for teacher appraisal by the supervisory staff/mentor to assess performance and to provide constructive feedback for further improvement. PINDICS includes the performance standards, such as, Designing Learning Experiences for Children, Knowledge and Understanding of Subject-matter, Strategies for Facilitating Learning, Interpersonal Relationship, Professional Development, School Development, Teacher Attendance, etc.

PINDICS has also been made online. Mobile App is also available for the same. States and UTs may encourage all teachers to assess their performance. This will lead to need assessment for training of teachers.

5.5.2.12 **Sports and Yoga**

Realizing the need for holistic development of children, Yoga and physical activities are encouraged. Physical education instructors are recruited in schools. Under this, Yoga Olympiad may be conducted at school district, state and National levels. Also, regular support is provided for provision of sports equipment in schools.

5.5.2.13 **Laboratories**

To provide hands on experience for students, the Scheme has the provision of setting up laboratories in various disciplines like Science, Mathematics, Language, Social Science and Computers in schools at different levels.

Tinkering Lab: The objective of setting up of this Lab is to foster curiosity, creativity and imagination in young minds and inculcate skills such as design mind-set, computational thinking, adaptive learning, physical computing, rapid calculations, measurements etc. Young children will get a chance to work with tools and equipment to understand what, how and why aspects of STEM (Science, Technology, Engineering and Math). An integrated approach to Science and Math shall inculcate real understanding and bring out innovation. Detailed Strategy for implementation of the Project is to be made as per established norms.

5.5.2.14 **Twinning of Schools**

Twinning of schools is known as 'Partnership among schools' under which well-functioning Private or Government Schools in urban or semi-urban areas may be linked with schools located in rural areas for interaction and exchange of experience. Under the exchange programme, the students from rural schools may be brought to schools in urban areas for one week and vice-versa for greater exposure.

The rationale behind this innovative programme is that it offers a powerful alternative to four walled classroom chalk and talk method. It aims to explore new dimensions of learning which will provide and enable the students to understand and respect cultural differences and help in creating committed, disciplined and productive individuals. The major objectives of the programme are:

- To bring all students on one common platform;
- Enable the partner schools to adopt best practices from each other;
- Share experiences and learn jointly
- Develop the spirit of Comradeship
- Get an exposure to the strength and weakness of self and others;
- Provide opportunities to the teaching fraternity to adopt better and more effective practices;
- Develop a sense of interdependence and understanding towards each other;
- Recognize the gaps and make efforts to bridge them;
- Instil a spirit of sharing, caring and togetherness, etc.

Various types of schools, viz, rural-urban schools, government-private schools, elementary-secondary schools, residential- non-residential schools may be covered under this programme taking into account the aforesaid objectives.

5.5.2.15 **Student Exchange Programme**

One-to-One linkage for Students/ Student Exchange Programme is to connect one school to a sister school in another part in the country. The chief objective is to provide an opportunity to the children to visit other states and interact with their counter parts which in turn will promote exchange of ideas, cultural integration and avenues for career paths for students. This will enable them to enrich their knowledge about our country. It would also help showcase their talents and learn from one other.

5.5.2.16 **Research**

Research plays an important role in assessing and monitoring the progress in education. Research and evaluation studies are undertaken at national, state, district level and may also be conducted at the block, cluster and school level in the form of Action Research for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels. The findings of research studies would help in more systematic planning of the inputs and strategies for further improvement. Apart from evaluation of the inputs and how the programme is being implemented, research would also include evaluation of outcomes and impact of interventions provided for specific purposes under the integrated scheme. States should give priority to developing and implementing, research projects concerned with quality related issues, such as estimating out-of-school children; status and effectiveness of Special training centres; Completion rate/Dropout rate and Transition Rate; assessing state's curriculum in the light of NCF; students' learning outcomes; student's and teachers' attendance rates: effectiveness of teacher training: efficacy of textbooks and other Teaching-Learning Material (TLM), quality of academic supervision and guidance provided by BRCs/CRCs/DIETs; discriminatory practices in schools, teaching-learning in classrooms; implementation of CCE in schools; role of SMCs in school management, etc. The priority areas of research at the state level and district level should be decided by the Resource Groups or Research Advisory Committees at those levels.

5.6 Innovation

Innovation is central to improve the quality of education. The present scheme seeks to capture innovations in education sector from each State /UT which significantly contribute to the improvement of learning outcomes or overall condition and quality of education. The overarching objective is to give schools a new or creative alternative to the existing instructional and administrative practices, that is intended to improve academic performance and learning for all students and to promote, nurture and advance the culture of design and innovation in the country leading to significant contributions and breakthroughs impacting quality of human life. This can be realized only by fostering conducive conditions for innovation in the educational system.

In the light of the above, State/UTs may initiate Innovation projects to bring qualitative improvement in school education. It can also be technological, non-technological, organizational or those based on societal contexts including modern as well as conventional practices in a new geographical or environmental context. Some broad areas like access, equity, quality, learner centred pedagogy, learning enhancement, creative use of technology for learner autonomy, Integrated learning,

Co scholastic Activities, Life skills, Values Attitudes, Work Education, Health, Hygiene, Inclusive practices, etc may be considered. Activities like Ek Bharat Shrestha Bharat (EBSB), Talent Search, Transport and Escort Facility etc. are some of the projects under this intervention.

The innovations will be

- Targeted to improve learning outcomes with visible impact on the quality;
- Relevant to the need of the community and national development
- Projects that can be scaled up with potential for diffusion on a large scale
- Replicable and sustainable over the longer term
- Cost effective

There will be flexible funds for innovation for State/UT specific proposals for improvement of access, equity, quality and governance of education. An example of innovation project is Transport and Escort facility to children in Classes IX-XII for which details are given under:

Transport and Escort facility to children in Classes IX-XII
In view of academic flexibility for establishing a new secondary school, providing for transport in form of bus passes, cycles etc can prove to be a better option. Many of the States/UTs have implemented this option as an incentive to increase enrolment especially for girls. Hence, at secondary level, this provision will be available only for girls enrolled in classes IX-XII as an exceptional measure, subject to the proposal of State/ UT, justifying the need for transportation/escort facility. *In addition to this, state government may also look into options for providing transport facility, in place of construction of schools, Some of these options could be as follows:* • *Student travelling a distance of more than 5 km to reach the secondary schools and 7 km to reach Senior Secondary schools may be provided with free bus passes. Convergence with state transportation department needs to be explored in this regard.* • *Transport arrangements for students can be outsourced. Auto Rikshaw/ sumo/ boats may be outsourced to provide services for particular schools where the sufficient students are available for travelling.* • *A child admitted in IX class in rural areas may be given a bicycle/wheelcha (for disabled student)/ ladies bicycle (for Girls). He/ She will use it while studying in subsequent classes also.*

5.7 **Support to Pre-School Level**

Support to States/UTs will be provided for co-locating Aganwadis in primary schools, training of anganwadi workers for pre primary education in line with NCERT framework, and curriculum development in convergence with the MoWCD. Details are available in the chapter on Pre-school Education.

5.8 Teacher Recruitment, Placement, Promotion and Transfer

5.8.1 Teacher Recruitment

Quality education demands quality teachers. Quality teachers are those who are qualified as per norms and device appropriate pedagogical practices as per the requirements of the learners, learning processes and learning situations. The scheme visualizes teacher as an innovator as well as a capable facilitator, who motivates children at different levels to construct their own knowledge. The teacher should be well aware of progressive pedagogy and know the nature and experience of children from various social and cultural backgrounds. Moreover, RTE Act, 2009 requires that teachers should be committed to equity and social justice, aware of child entitlements and convinced that all children can learn well if provided education of equitable quality.

As per the Section 24 (*1*) of RTE Act, a teacher appointed under sub-section (*1*) of section 23 shall perform the following duties namely:

a. maintain regularity and punctuality in attending school;
b. conduct and complete the curriculum in accordance with the provisions of sub-section (*2*) of section 29;
c. complete entire curriculum within the specified time;
d. assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
e. hold regular meeting with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
f. perform such other duties as may be prescribed.

Thus, the RTE Act, 2009 recognizes the importance of providing adequate number of teachers and lays down that the prescribed PTR is to be maintained for each school. It also recognizes the need for subject specific teachers, head teachers and part time instructors for art, health and work education in upper primary schools. In addition, it stipulates that no school shall have a teacher vacancy of more than 10 per cent.

The recruitment and other service matters of teachers are under the domain of State/UT Governments and the Central Government is only to provide financial support as per the Scheme norms. However, such support would be based on certain desirable guiding principles and required to be followed by the State/UTs. Teachers for classes covered under the integrated scheme will be recruited as per the norms prescribed by NCTE/appropriate authority and the terms and conditions of the respective States and UTs. While recruiting teachers and Head Teachers/Principals, States and UTs should fill the vacancies preferably on an annual basis. Provisions have to be made for subject specific teacher recruitment for Upper Primary, Secondary and Senior Secondary classes. Salary structure will be determined by the State/UT norms. ***There will be no separate teachers as sanctioned by the Centre. Rather, all teachers are ultimately the responsibility of the State/UT Government.*** State/UT may prioritize recruitment of Headmasters/Principals in government

secondary/Senior Secondary schools as a separate cadre with provision of 50% direct recruitment including limited direct recruitment based on merit.

5.8.2 **Teacher Deployment and Re-deployment**

Deployment and re-deployment of teachers is required to ensure that schools at all levels comply with the PTR norms. States and UTs have to device immediate interventions for re-deployment of surplus teachers to schools where the PTRs exceed the RTE stipulations or prescribed norms. It is suggested that States/UTs undertake a rational re-deployment of teachers to ensure that the RTE stipulations are adhered to and all classes from class I to XII meet PTR norms.

There is clearly a need to evolve a more online transparent system of transfers and re-deployment of teachers-a system which is both child-centred and teacher friendly. The implementation of the online system for fresh postings, transfers and re-deployment would help the States/UTs in maintaining school-wise PTR as stipulated under RTE / provisions mandated in a transparent manner. A systematic online data base is required to:

- Generate a list of under-served and over-served schools.
- Create a vacancy database.
- Generate a list of vacancies subject-wise and school wise.
- Be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritized by the State/UT.
- Correct existing imbalances in teacher deployment.
- Be customized to State/UT needs etc.

States/UTs may also evolve a sub policy for deployment of teachers and school heads where teacher transfer is governed by legislation. Suitable guidelines may be developed to ensure that school teachers spend adequate time serving in rural areas for which a policy of transfer of teachers to rural areas after serving continuously for a given number of years in urban areas, may be put in place.

5.8.3 **Teacher Qualifications**

It is important that qualified teachers are recruited by advertising the posts and filling them on regular basis. According to the RTE Act, 2009, Section 23

1. *Any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher.*
2. *Where a State does not have adequate institutions offering courses or training in teacher education, or teacher possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:*

   Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum

qualifications within a period of five years. Amendment of Section 23, sub-section (2) makes the proviso, "provided further that every teacher appointed or in position as on the 31st March, 2015, who does not possess minimum qualifications as laid down under sub-section (1) shall acquire such minimum qualifications within a period of four years from the date of commencement of the Right of Children to Free and Compulsory Education (Amendment) Act, 2017."

3. *The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.*

Thus, States and UTs should follow the qualifications as prescribed by NCTE for recruiting teachers and Head Masters/Principals for classes up to Senior Secondary with emphasis of Teacher Eligibility Test (TET) for recruitment (as applicable) and updating of teachers' profile in UDISE/ShaalaKosh and DIKSHA related to it.

5.9 Conclusion

Enhancing quality of school education requires systemic reform for translating the vision of quality in this Scheme into the lived experience of all children in the schools. However, making significant improvements to system-wide educational outcomes is a complex task that requires a multi-faceted approach. No single element may be sufficient for progress, but most are necessary. At the core are policies and guidelines that focus on improving teaching and learning, including curriculum, teaching skills, leadership and assessment. However, at the time of implementation, plans by the States/UTs must take into account the context and possibilities for implementation by referring the guidelines on quality parameters. These may be followed up with appropriate executive instructions and training to all stakeholders.

CHAPTER 6 – TEACHER EDUCATION AND TEACHER TRAINING

Historical Perspective

The earliest policy formulations emphasized the need for teacher education to be "*brought into the mainstream of the academic life of the Universities on the one hand and of school life and educational developments on the other" (Kothari Commission, 1964-66). It is indeed a matter of concern that teacher education institutes continue to exist as insular organizations even within the University system where many are located. Recognising 'quality' as the essence of a programme of teacher education, the Commission recommended the introduction of "integrated courses of general and professional education in Universities…with greater scope for self-study and discussion and a comprehensive programme of internship*."

Subsequently, while observing that "…*what obtains in the majority of our Teaching Colleges and Training Institutes is woefully inadequate*…" the Chattopadhyaya Committee Report (1983-85), reiterated the need "…*to enable general and professional education to be pursued concurrently…*" and emphasized that "…*an integrated four year programme should be developed carefully…(while also making it) possible for some of the existing colleges of Science and Arts to introduce an Education Department along with their other programmes allowing for a section of their students to opt for teacher education*."

NPE, 1986 recognized the need for enhancing the status of teachers. It emphasized the need for substantial improvement in their working conditions and the quality of teacher education. The Policy called for overhauling the teacher education system and as a first step recommended the following:

- Teacher education is a continuum and its pre-service and in-service components are inseparable.
- DIETs be established with the capability to organize pre-service and in-service courses for elementary school teachers and the personnel working in non-formal adult education sectors.
- At the national level, the National council of Teacher Education (NCTE) be established which will have the power to accredit institution of teacher education, phase out the sub-standard institutions, provide guidance regarding curricula and methods.
- Networking arrangements are created between institutions of teacher education and university department of education.

Background

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987 pursuant to the formulation of the NPE, 1986. It emphasized the significance and need for a decentralised system for the professional preparation of teachers and it was in this context that the DIETs, CTEs, and IASEs were established.

The Scheme was revised for the XII Plan in order 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 level and corresponding increase in the demand for

teachers. Modification of the Scheme was also critical in the context of the policy decision for universalisation of secondary education. The revised Scheme was formulated in pursuance of the RTE Rules (2010) under Section 38 of the RTE Act, notified on 8th April 2010. Subsequently, the revised Guideline for Restructuring and Reorganizing of the CSSTE was developed and issued in June 2012.

The Scheme was again evaluated with the completion of the 12th Five Year Plan in 2017 by Tata Institute of Social Sciences (TISS). The evaluation study was carried out covering each of the five zones in the country i.e., 90 institutions across 11 states (Assam, Bihar, Chhattisgarh, Himachal Pradesh, Karnataka, Maharashtra, Mizoram, Madhya Pradesh, Rajasthan, Telangana and Uttar Pradesh) and 2 union territories (Delhi & Puducherry). Also analysed during the course of the study were documentary evidence of fund flow, vacancies, TEAB minutes, JRM reports of states, syllabi, textbooks and curricular materials gathered from the sampled institutions.

The Integrated Scheme for School Education treats education holistically without segmenting from Pre-school to Senior Secondary Level. However, since the concerns for quality and pedagogical perspectives of different stages of School Education are different, the scheme takes into account those concerns and provisions have been made accordingly. Thus, the integrated scheme also focuses on strengthening and expanding the role of SCERTs and DIETs to cater to the diverse needs of the teachers at different levels.

6.1 State Councils for Educational Research and Training (SCERTs)

6.1.1 Introduction

State Institutes of Education (SIEs) were established in mid-60s for qualitative improvement of elementary education. Subsequently, in course of time, State Institutes/agencies were also set up in some States to provide academic support to school education in areas of growing importance like science education, educational technology, English language teaching, etc. and specific areas of concern like examination reform, evaluation, educational and vocational guidance, etc.

At present, there are 30 SCERTs in the country. In addition, there are 3 SIEs located in Jammu & Kashmir (Jammu & Srinagar) and A&N Islands (Port Blair). The Union Territories of Puducherry, Daman & Diu, Dadra & Nagar Haveli and Lakshadweep do not have either an SCERT or SIE. The functions related to quality improvement of school education in these union territories are performed by State Departments of Education.

6.1.2 Institutional Vision

The SCERTs were originally visualized to become centres of excellence in the field of elementary education. Their functions envisaged organisation of in-service training programmes for teachers and supervisory personnel, conduct of conferences and seminars for senior officers (district level and above) of Education Department. Over the years, the role of SCERTs as a state resource institution, has expanded to provide academic support at all stages of education, undertake co-ordination of all academic matters relating to school education, maintain appropriate linkages with other educational organizations and provide supervision/support to the district and sub-district level institutions. Other major functions of the SCERTs include development of curriculum,

instructional material, textbooks, conduct research programmes, provide guidance and support to state department of education and provide supplementary materials to address to the need of all children including Children with Special Needs and teachers. Further, SCERTs are also expected to perform a variety of roles for the national level institutions such as NCERT, NIEPA and NCTE, in the conduct of state level studies and surveys, as well as take the lead in some major national Initiatives such as Digital India, Skill India and Swachh Bharat, in collaboration with other state level institutions working in the area.

6.1.3 Role & Function of SCERT

The vision of SCERT demands that its role be viewed at multiple levels. Major roles and core functions of the SCERT can be classified under the following broad heads:

1) **Academic Authority u/s 29 of the RTE Act:** Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level. Given their existing mandate, most of the States have notified the SCERTs as the academic authority to perform this function. This involves not only laying down the curriculum and evaluation procedure but also to develop a system for assessment and evaluation of the learning achievements on a continuous basis.
2) **Policy matters:** The SCERTs are expected to undertake policy research and to advise state governments on policy formulation relating to school education and elementary teacher education. This inter alia involves preparation of State Curricular Framework for School Education, preparation of curriculum for the elementary teacher education course, preparation of state perspective plan for teacher education, etc. SCERTs are also expected to collate and disseminate available researches from universities, research agencies and NGOs in order to make use of these researches for improving quality of the education.
3) **Curriculum and Material Development:** Preparing textbooks for all the stages of school education across subject areas is one of the core activities of the SCERTs. The scope of its functioning encompasses curriculum development, preparation of prototype teaching learning material and text books for all levels of school education and teacher education. The SCERT needs to be the focus of curriculum and pedagogical transformation for teachers in all aspects. This includes not just cognitive and procedural aspects but their attitude to children and education as well as their self-confidence, ownership and feeling of responsibility.
4) **Training and related activities:** Organizing in-service teacher education annually for all teacher educators, administrators, secondary level teachers and ECCE practitioners are important functions of the SCERTs. Along with its in-service responsibilities, the SCERT should attempt at evolving meaningful, short term and long term teacher education programs on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators. Designing and implementing such programs would also help them in visualizing the relevant inputs for in-service teacher education. As nodal agency for teachers training, SCERTs will prepare an Annual Training Calendar in synergy with DIETs, BITEs, BRCs and CRCs.

5) **Community and Children's outreach:** Community and Children's outreach program and network keeps the SCERTs rooted to the experience and issues at the ground level. The Talimi Mela of Jamia Millia Islamia and the recent initiative of NCERT, to start a children's corner are some good examples of such initiatives. SCERTs (and DIETs) may need to have a more frequent system for interacting with children.
6) **Inter- disciplinary Coordination:** The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Department of Education. The SCERT as the academic authority has the responsibility of developing learning outcomes, appropriate teaching-learning materials, and modules for teacher preparation, etc. These components are presently addressed in a piece-meal manner with different groups working, separately. There is a need for a comprehensive understanding in each discipline. These groups should be constituted by involving faculty from SCERT, CTEs, IASEs and DIETs. It is not possible to have separate groups in all these subjects but each SCERT must have at least a few groups working and developing new understanding.
7) **Annual and Perspective Plan:** The SCERT is expected to prepare a 5-year perspective plan as well as annual work plans including physical and financial estimates of the proposals. States which have a SIE would also be eligible for this provision. However, they would need to upgrade the SIE into a full-fledged SCERT as per the MHRD guidelines on strengthening of SCERTs (2018).

6.1.4 Strengthening& Restructuring of SCERTs

Given the expansion of school education in last decade after the implementation of the RTE Act 2009 and the increasing demands for inclusive education in all the schools, appraisal of SCERTs was important to strengthen SCERTs through analysis of its strengths and weaknesses to address the gaps within the institution and its linkages with other institutions. Keeping this in view, MHRD has developed guidelines for the strengthening of SCERTs in wider consultations with the states/UTs. The guidelines prepared after wider consultation with the states/UTs, are as follows:

1) Restructuring: In view of the emergence of SCERT as a crucial Resource Organisation for the entire School and Teacher Education, its restructuring is to be taken up on a priority basis. SCERT needs to make a proposal for its own restructuring consulting different stakeholders and present before state Government. Under this restructuring, there is also a need to create teacher education cadre, if it is not in place. This is in view of the aspirational mandate of the restructured SCERTs. There are large variations in states today in the number of sanctioned positions, number and nature of departments, as well as nomenclatures and pay grades across various states. The mandate of SCERTs/SIEs also differs across states and UTs – some SCERTs are responsible for school education covering class 1 to 12, while other states cover only up to class 8 or class 10.

Keeping these variations in mind as well as the expanded mandate of SCERTs covering pre-school to senior secondary levels, most SCERTs across India need to be strengthened to cater to the needs of inclusive school curriculum, assessment, teacher education curriculum as well as research. Given the wider role of SCERTs, models for restructuring are proposed including relevant and adequate divisions, departments and faculty positions. However, due to variation in the size of the population in different states and their requirement accordingly, two models for restructuring have

been suggested for the States and UTs. Model-I is for those States which have population above 1 Crore and Model-II is for those States and UTs which have population of 1 Crore or below, as per Census 2011. These two models vary in terms of number of faculty members proposed for different Divisions and physical infrastructure. Both the models include organisation structure with five major divisions including departments within the division and faculty positions are proposed. Broad functions of each of these divisions are detailed in the tables below

Table-1 (a): The Proposed Organisational Structure Model-1 (Population above One Crore as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	3 Associate Professors 4 Assistant Professors	**7**	**2 Faculty** (1 for Environmental Studies 1 for Maths)	**5 Faculty** (3 for Physics, Chemistry, Biology 1 for Maths)
Social Sciences	1 Associate Professor 3 Assistant Professors	**4**	**4 Faculty** (1 each for History, Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 4 Assistant Professors	**6**	**2 Faculty** (1 for Hindi 1 for English)	**4 Faculty** (1 each for Hindi, English, 2 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		**1 Faculty** (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor 1 Assistant Professors	**2**	**2 Faculty** (1 for Visual Arts & 1 for Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor 1 Assistant Professor	**2**	**2 Faculty** (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	**1**	**1 Faculty** (1 for Health and Physical Education/Population Education)	
Dept. of Inclusive and Special Education	1 Associate Professor 1 Assistant Professor	**2**	**1 Faculty** (Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities **1 Faculty** (Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-school	2 Assistant Professors	**2**	**2 Faculty** (Each specialising in ECCE/ Pre-school curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 HoD (Professor) 1 Associate Professor 1 Assistant Professor	**3**	**2 Faculty** (1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 HoD (Professor) 2 Associate Professors	**5**	**4 Faculty** (3 for Pre-service education - Philosophy, Sociology, Psychology & 1 for In-	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
	2 Assistant Professors		service education)	
Department of Leadership and Management	1 Associate Professor 1 Assistant Professor	**2**	**2 Faculty (**Each with specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 HoD (Professor) 1 Associate Professor 1 Assistant Professors	**3**	**2 Faculty** (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & 1 for ICT Initiatives (NTP, Prashikshak)	
Division of Programme and Monitoring	1 HoD (Professor) 1 Associate Professor	**2**	**1 Faculty** (Secialised in educational planning)	
Academic posts		**45**		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	**3**	1 Librarian 1 Assistant Librarian 1 Professional Assistants	
Administrative Division	7	7	3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	2 - Professional Assistant for Library and Documentation Division 3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Project Fellows and/or Consultants on contractual basis	

**States and UTs have the flexibility to adopt the academic posts suggested as per need, with prior approval of MHRD.*

- Total 21 States/UTs have population above 1 crore as per the Census 2011. These are Uttar Pradesh, Maharashtra, Bihar, West Bengal, Madhya Pradesh, Tamil Nadu, Rajasthan, Karnataka, Gujarat, Odisha, Kerala, Jharkhand, Andhra Pradesh, Telangana, Assam, Punjab, Chhattisgarh, Haryana, Delhi, Jammu & Kashmir and Uttarakhand.
- Qualification of all the academic posts needs to be in consonance with NCTE norms.

Table-1 (b): The Proposed Organisational Structure Model-II (Population One Crore or below as per Census 2011)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Director, SCERT	1 Professor	1		
Jt. Director	1 Joint Director (Academic) - Professor	1		
Division of Curriculum Research and Development	1 HoD (Professor)	1		
Maths and Science	2 Associate Professors 3 Assistant Professors	**5**	**2 Faculty** (1 for Environmental Studies 1 for Maths)	**3 Faculty** (Physics/Chemistry/Biology and Maths)

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
Social Sciences	1 Associate Professor 1 Assistant Professors	**2**	**2 Faculty** (History/Political Science, Geography, Economics)	
Dept. of Language	2 Associate Professors 3 Assistant Professors	**5**	**2 Faculty** (1 for Hindi 1 for English)	**3 Faculty** (1 each for Hindi, English, 1 for Regional languages)
Dept. of Commerce Studies	1 Assistant Professor	1		**1 Faculty** (1 for Accountancy and Business Studies)
Dept. of Art Education	1 Associate Professor	**1**	**1 Faculty** (Visual Arts & Performing Arts)	
Dept. of Work Experience and Vocational Education	1 Associate Professor	**1**	**1 Faculty** (For priority trades based on state context and also for Work Experience)	
Dept. of Health and Physical Education	1 Associate Professor	**1**	**1 Faculty** (1 for Health and Physical Education)/ Population Education	
Dept. of Inclusive and Special Education	1 Associate Professor	**1**	**1 Faculty** (Each with specialisation in curriculum development and inclusive pedagogy for children with learning and physical disabilities &Specialisation in addressing intersectional issues across caste/gender/religious inequities)	
Dept. of Pre-school	1 Assistant Professors	**1**	**1 Faculty** (Specialising in ECCE/ Pre-school curriculum and pedagogy)	
Division of Educational Research, Survey & Assessment	1 Professor (HoD) 1 Associate Professor	**2**	**2 Faculty** (1 specialising in quantitative research and learning assessments & 1 specialising in qualitative research)	
Division of Teacher Education	1 Professor (HoD) 2 Associate Professors 1 Assistant Professors	**4**	**4 Faculty** (Pre-service education - Philosophy, Sociology, Psychology & In-service education)	
Department of Leadership and Management	1 Associate Professor	**1**	**1 Faculty** (Specialisation in school leadership, management and community engagement/School Management Committees)	
Division of ICT	1 Professor (HoD)	**1**	**1 Faculty** (1 for CAL/ICT for student learning - integration of ICT in Teaching learning & ICT Initiatives (NTP, Prashikshak)	
Division of Programme and Monitoring	1 Professor (HoD)	**1**	**1 Faculty** (Specialised in educational planning)	
Academic post		**30**		
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistants	**3**	1 Librarian 1 Assistant Librarian 1 Professional Assistant	
Administrative Division	7	7	3 Administrative Officers 1 Deputy Comptroller of Accounts (DCA) 1 Publications Officer 2 Editor/Assistant Editor	
Technical Staff	5	5	2 - Professional Assistant for Library and Documentation Division	

Name of Division/Department	Faculty Designation	Total Faculty Number	Details of Faculty (Pre-school and Primary)	Details of Faculty (Upper Primary, Secondary and Sr. Secondary)
			3 - Technical staff for different departments (computer assistant, semi-professional assistant, laboratory assistant)	
Project Staff	6	6	Project Fellows and/or Consultants on contractual basis	

*States and UTs have the flexibility to adopt the departments suggested as per need.

- Total 15 States/UTs have population 1 crore and below as per the Census 2011. These are Himachal Pradesh, Tripura, Meghalaya, Manipur, Nagaland, Goa, Arunachal Pradesh, Puducherry, Mizoram, Chandigarh, Sikkim, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman and Diu and Lakshadweep
- Qualification of all the academic posts needs to be in consonance with NCTE norms.

2) **SCERTs need to work under the Department of School Education:** SCERT is the apex body of academic support responsible for providing highest standards of student and teacher education from pre-school to senior secondary stages. It is therefore important that all SCERTs operate preferably under the Department of School Education of the State/UT Government. SCERT is ultimately responsible for ensuring that quality at all levels of school education is provided in an equitable and inclusive manner. Given the linkages among all the stages of school education, covering all the levels of education by one organisation in collaboration with other relevant agencies/institutions, will have a catalytic effect on the quality of school education. In order to ensure this, SCERT should be responsible for setting up the benchmarks for quality educational outcomes across all levels, based on the findings of national and international research study on quality improvement. They should also be equipped and alert in making changes in these benchmarks from time to time as required.

In order to set and achieve the requisite benchmarks, the SCERTs need to conduct the following activities:

i. **Curriculum & Material Development**

- Develop contextualised student curriculum aligned to national frameworks and international best practices for pre-school, elementary, secondary and senior secondary levels.
- Develop textbooks and other forms of learning material for students

ii. **Teacher Education & Capacity Building**

- Develop curriculum for pre-service teacher education for pre-school and elementary teachers whilst also monitoring the quality of education imparted in DIETs and other TEIs
- Develop and implement rigorous, need based programs for academic & leadership capacity for teachers, heads of schools, teacher educators and education administrators supporting pre-school, elementary, secondary and senior secondary levels with the support of DIETs and other State Allied Institutions, if any.

iii. Research, Monitoring & Evaluation

- Define clear, coherent and effective student learning indicators/outcomes in order to establish clarity at all levels of State administrative and academic machinery
- Develop effective evaluation processes to empower the state education department to assess educational outcomes in various forms, including but not limited to student achievement, teacher performance and teacher educator performance.
- While students' academic performance shall remain the ultimate yardstick to determine whether the SCERTs have succeeded in their mission, indicators can be developed for students, teachers, clusters, blocks and districts to continuously monitor and evaluate the success of the initiatives of the SCERT. This will help the SCERT determine its performance, alter its strategies and continuously work towards meeting its ultimate objective.
- Undertake contextual and academically rigorous research projects which will inform the policy making process of the state education department

3) SCERTs need to have a common nomenclature: It is observed that different states follow different nomenclature for the SCERT, e.g., SIE, SCERT, DSERT, Academic Authorities, etc. It is recommended that all States follow a uniform nomenclature going forward i.e., the ***State Council for Educational Research & Training (SCERT).***

4) SCERTs need to function as Autonomous Institutions: To act as autonomous bodies, SCERTs could get registered under the Societies Act 1960 for generating funds to support their academic and technical requirements and for having financial autonomy. In consonance with providing autonomy, an accountability framework for SCERTs may be put in place by the State Government.

5) SCERTs need to be the vigilant of their role under RTE Act: Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level. Given SCERT's existing mandate, the SCERTs are notified as the academic authority to perform this function. SCERTs should also be responsible for monitoring the learning outcomes of the students on a regular basis. Besides, the SCERT needs to work with State Commission of Protection of Child Right guiding them academically on the concerns of protection of child's rights, children from corporal punishment and other kinds of harassment, inclusion of third gender in schools, etc. The SCERTs need to come out with a framework of Classroom Pedagogy contextualised to the needs of their states, so as to ensure an inclusive and stress free classroom.

6) SCERTs need to be recognized as nodal agency for In-service Teacher Education: SCERTs need to prepare an annual teacher in-service training calendar for pre-school, elementary, secondary and senior secondary teachers with active participation of all Stakeholders and other TEIs. SCERT has to play an active role in terms of developing training modules and strict compliance of the annual training calendar. The recommended number of days of teacher training (per year) will be regarded by SCERT only as suggestive,

so that they do not interfere with institutional autonomies of SCERT or worse lead to a compromise on quality to meet quantity targets.

7) **SCERT to develop a Training Management System (TMS):** TMS and Professional Development Record for teachers is required in every district to be able to consolidate and track various professional development activities across the cluster, block and district and even at the state and national levels, provided by different agencies, all directed at teachers. Currently the information on training is either kept in hard copy form or is unavailable more so capturing data for financial accounting rather than training management. The TMS could be built on the information available in the State Education MIS to address planning issues pertaining to in- service teacher training. This system should manage and track the trainings for every teacher i.e. the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received. In the future, efforts could be made to align this to the effectiveness of teacher trainings on students' learning outcomes.

A few state education departments have developed different Management Information System (MIS) for capturing teacher database and teacher educators. These MIS systems are housed under different departments which are not necessarily, directly aligned to interventions on academic development or teacher development. The National Teacher Platform portal DIKSHA and PRASHIKSHAK Portal from MHRD/NCTE are available for state integration and adoption, to further improve the effectiveness of teacher education data systems across the States. SCERT should be designated as the nodal body for integrating the monitoring, adoption and outreach of all related portals effectively across the State. As the academic authority, it is envisioned that Technology in teacher education could be adopted in a more effective way by all the SCERTs.

8) **SCERTs need to lead major Quality Academic Initiatives:** It is proposed that the entire fund flow for in-service training, administrators training, Curriculum Development and Research up to senior secondary level would be routed through the SCERT either directly or in such a manner that entire budgeting, accounting and utilization of such funds will become the responsibility of SCERT. The planning, design & implementation of the quality initiatives should be led by SCERT and the State may allocate additional funds and source funds from CSR/PPP models.

9) **SCERTs need to be the Nodal Academic Authority for Pre-school Education:** All State departments providing pre-school education (like WCD-ICDS department etc.) need to work in close collaboration with SCERT to develop pre-school curriculum and training support. SCERT need to develop a monitoring system for school readiness of children entering into the primary level.

10) **SCERTs need to actively drive Social Equity through Education:** The SCERTs need to drive equity interventions in the state working towards building social equity across all facets of education - specifically in textbooks, training design and implementation, and implicit educational practices within the classroom and school in more focussed way.

Faculty and staff across all departments should be empowered to reflect and work on understanding, analysing and addressing intersectional issues arising due to caste, gender, and religious inequities, addressing the needs of children with special needs, eliminating the spate of dropouts from schools by undertaking relevant programs.

11) **SCERTs need to have a Regulatory Mechanism for NGO's Interventions:** Each state has several NGOs working to improve various aspects in education. Understandably, these NGOs have their own vision, agenda and capacities based on their priorities and interest areas. In order to best use the expertise, and additional aid provided by NGOs, the SCERTs must be empowered to develop a sound strategy for partnerships and set the areas of interventions for collaboration with these NGOs. They should also have processes in place to measure their impact.

12) **Structured Support for Academic Capacity Building of SCERTs to be set up:** NCERT needs to provide a structured support by actively increasing the rigor and consistency of capacity building programmes for SCERT faculty through their institutions (such as NIE, RIEs, PSS Central Institute of Vocational Education and CIET) and also by creating opportunities for faculties of SCERT to work with international experts. NCERT needs to design variety of programmes and courses- short term and long term as per the needs of the SCERTs. NCERT need to closely work with the SCERTs in framing and executing regional conferences for best practice sharing and exchanges between different SCERTs across the country. NCTE and NCERT needs to support the SCERTs for developing and revising the teacher education curriculum and other teaching learning material.

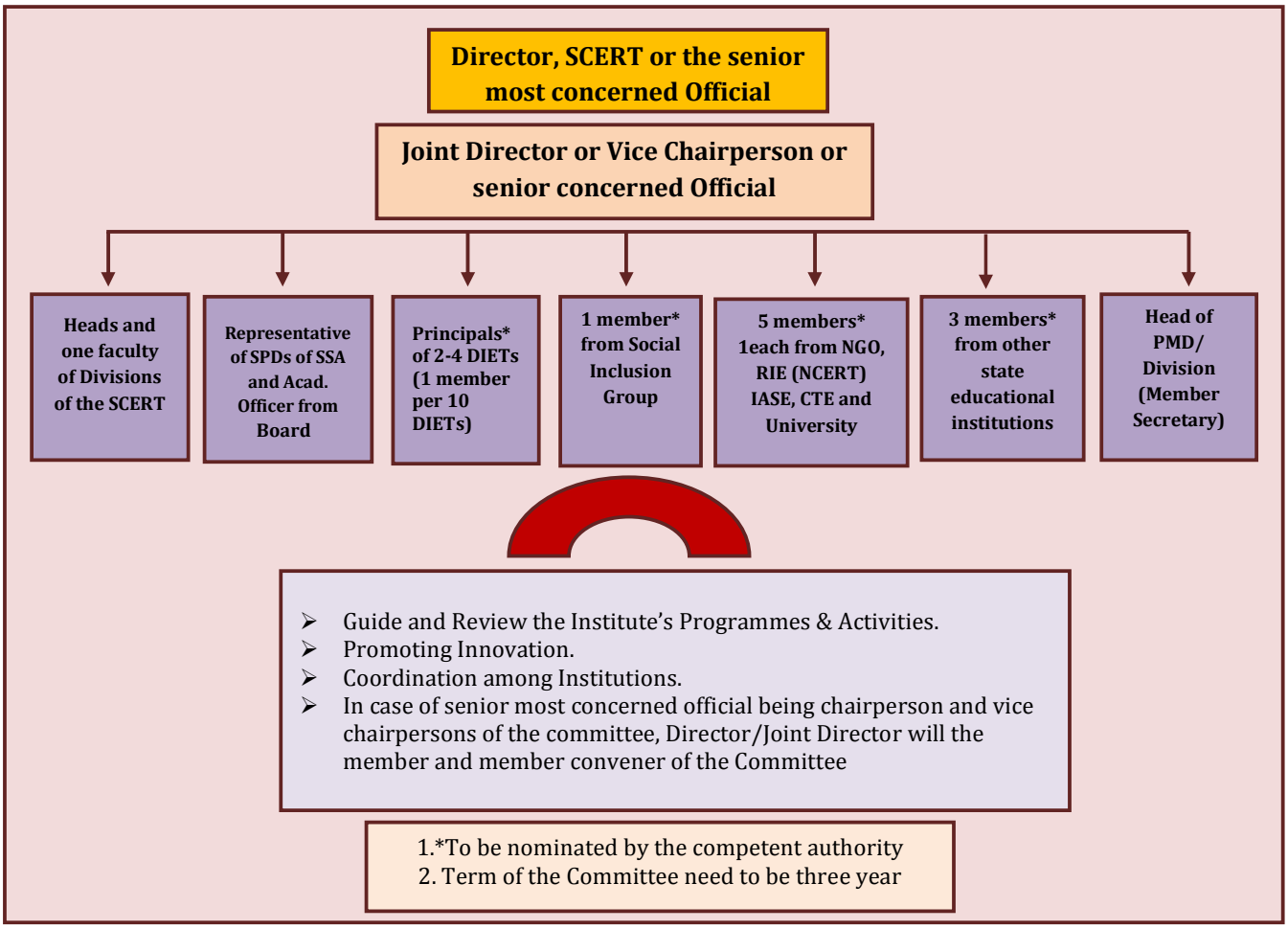
13) **Benchmarking Framework for SCERTs**: NCTE/NCERT/NIEPA need to build a benchmarking framework for quality assurance in all SCERTs and support mechanisms based on the benchmarking results.

14) **SCERT/SIE as nodal agency for DIKSHA:** To ensure effective implementation and usage of DIKSHA, national teacher platform, the SCERT/SIE would be the nodal agency, for its implementation in the States and UTs.

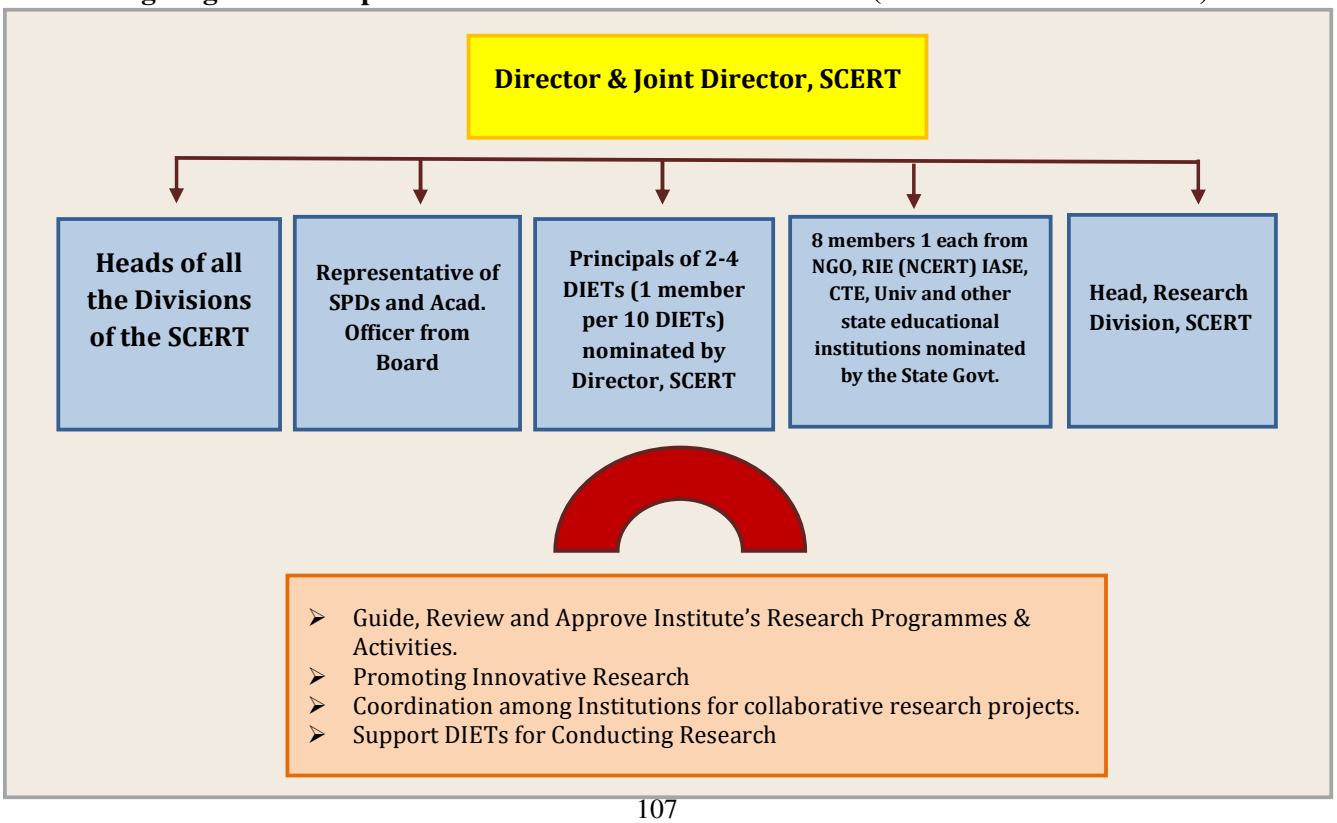
15) **Recruitment:** High quality personnel need to be recruited for the SCERTs under Teacher Education Cadre. As already mentioned in the CSSTE Guidelines 2012, the salary and pay scales of UGC need to be followed for the academic positions. However, state can have their own pay scale as per their state norms. Career Advancement Scheme should be provided for internal upward mobility. State Government needs to work to words having a separate teacher education cadre for SCERTs/DIETs.

16) **Restructuring of Programme Advisory Committee (PAC) and Research committee:** The PAC and Research Committees may be re-constituted to make them more effective. At least two meetings of these committees may be held in a year to discuss about all programmes of the SCERTs. In addition, considering the importance of research, every Council needs to set up Educational Research and Innovation Committee.

Organogram-1: Proposed Revised Structure of Programme Advisory Committee (PAC)



Organogram-2: Proposed Research Committee for SCERT (Based on NCERT Model)



6.1.5 Programmatic Interventions of SCERTs/SIE

1) **Strengthening of physical infrastructure:** Suggested Infrastructural requirements for the SCERT are given in (**Annexure-V(a)** and **V(b)**). Each State will have to assess its needs in terms of faculty and infrastructure depending upon actual demand for various facilities and their current availability. Once the State Government takes a decision to restructure the SCERT, it shall issue a Notification to that effect, specifying the new structure, staffing pattern and strength. Strengthening of physical infrastructure will also include establishment of Special Cells in SCERTs and Equipment for this purpose.

2) **Salary for Academic Posts:** Salaries of faculty and staff of SCERT in respect of additional posts sanctioned and filled up after the introduction of the revised scheme (2012). A strategy to ensure that SCERTs have relevant academic expertise and are able to retain them, is required on four fronts:

   a) Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.
   b) Capacity building of faculty must be provided so that over time faculty acquires appropriate expertise in subject areas of relevance to teacher professional development/teacher education and to do research in education.
   c) Opening up a few visiting positions to enable teachers and others to spend short period of time in the SCERT and work with student teachers or teachers and teacher educators.
   d) Creating a cadre of teacher educators in the State to serve the academic resource institutions or direct recruitment could be considered.

3) **Teacher Training:** SCERTs should be designated as the Nodal Agency for all teacher trainings. For this purpose, the role of the SCERT has been re-envisioned:

   - ***SCERT to prepare a combined annual teacher in-service training calendar for elementary as well as secondary teachers*** with active participation of various state agencies and international agency (if any) to provide quality training programmes while avoiding duplicity and repetitions of the similar nature of programme conducted by different concerned agencies. SCERT to play an active role in terms of development of training modules.
   - SCERTs to ensure strict compliance of its training calendar.
   - Active role of the SCERTs in terms of development of training modules.

4) **Program & Activities:** A strong programme of capacity building will need to be instituted in the State and made available to SCERT/SIE faculties. A range of professional growth and capacity building opportunities need to be conceptualized and made available to the faculty.

5) **Specific projects for Research activities:** Every member of faculty must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between TEIs and Universities/NGOs. Action Research Projects in which faculty collaborate with school teachers may also be given preference in funding. Faculty should be required to present their ongoing research at seminars and other forum. Faculty should be encouraged to publish their work and write in the journals, magazines and newspapers.

6) **Technology Support to SCERT:** The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced – and move away from mechanical text-based, chalk and talk methods. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.

7) **Annual Grant of SCERT:** Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.2 District Institute of Education and Training (DIETs)

6.2.1 Introduction

DIETs were envisioned in the NPE, 1986, and were created by the Government of India, MHRD in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the third addition- district level- tier to the support system, which would be closer to the field, and therefore more alive to its problems and needs.

The DIET is located at an important level of decentralization - the District. However, they have remained marginal to the key activities of the States in teacher professional development and school improvement; they are inadequately integrated into the State's systems. There is, therefore, a need to reformulate the vision of this institution so that DIETs can contribute to fulfilling the mandate under the RTE Act in matters relating to continuous teacher professional development, school support and improvement.

6.2.2 Institutional Vision

The Scheme envisages a strong district institution that would support pre-service and in-service work with teachers. To support the universalisation of quality education, DIETs are visualized as a way to infuse the system with the following essential inputs:

1) Provision of Pre-service and In-service Teacher Education Programmes.
2) Organizing District level and State Level Educational Research on issues pertaining to enrolment, retention, achievement, gender parity, proficiency and Drop outs.

3) Facilitating Collaborative Action Research to enable practising teachers to address class room issues.
4) Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodic District Level Seminars and releasing News bulletins.
5) Providing Resource Support to Non-Formal Education Sector by extending expertise in developing curriculum and supplementary Learning Materials to adult learners.
6) Designing and developing trainer manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

6.2.3 Role & Functions of DIETs

DIETs need not remain insulated from key sites of education decision-making and activity at the district level, they must break their isolation and enter into active engagement and collaboration with institutions at the District, Sub-district, State, National and International levels. DIETs need to play complementary and coordinated roles so that the needs of schools and teachers are met without suboptimal, repetitive and overlapping functions. The role of DIETs is as under:

1) DIET would be nodal institution at the district level to transact pre-service and/or in-service training up to Senior Secondary level.
2) DIET would also be responsible for in-service training of school teachers (Classes 1 to 12), if there is no CTE for the district or the existing CTE is not able to fulfil the requirement due to inadequate capacity in relation to the total number of teachers to be trained.
3) DIET would also organise and support teacher professional development and leadership development programs for Head Masters, senior teachers, and School Management Committees.
4) DIET would serve as an Education Resource Centre for the district in conjunction with BITEs, BRCs and CRCs.
5) Addressing district specific material development, action research programs for special groups in the District.
6) Developing district academic plans and monitoring the quality of schools and teaching.
7) Designing interventions for direct support to schools and work with special groups in the district.
8) Training Management System (TMS) and Professional Development Record for teachers is required at every district to be able to consolidate and track various professional development activities undertaken by teachers at various levels. The data should preferably be available in the digital format.
9) DIET would design and implement direct work in schools serving special groups or schools which are facing difficulties. This would be a field action project and would involve continuous curriculum and pedagogic innovation, work with teachers and school heads, work with community as well as assessing and overseeing children's learning and all round development.
10) Monitoring the quality of schools particularly in the light of the RTE Act, 2009. School visits of faculty should be carried out within some academic framework and the data maintained so that over the year, various visits to schools contribute to the formation of a ground level understanding of schools to complement the statistics.

11) Carry out consolidation and analysis of information on status of schools and learning to provide feedback to BRCs and CRCs for school visits and institutional support. These could also be the basis for deciding on various training to be offered and specific schools to be supported.
12) Focus on regular documentation of special academic programmes for special groups, special forms of interventions, e.g. for tribal children, girl child, etc.
13) Create forums as key spaces for the strengthening of reflective practice throughout the education system.
    - Support the organization of school quality review meetings.
    - Subject forum meetings of teachers and/or teacher educators (from TEIs and MRPs as a group)
    - Seminars for teacher educators with opportunities for presentation of internal work and invited speakers.
14) DIET may prepare of a Perspective Plan for five years which would guide its activities. Further, it would prepare an Annual Work Plan (AWP) to guide all its activities in each forthcoming year. The AWP would be reviewed mid-term and at the end of each year while formulating programmes for the next year. The perspective plan would involve developing a vision and deciding on a direction for the next 5 years and it would be approved by the PAC.
15) Monitor and guide the conduct of teacher training in the BRCs and CRCs. Provision for lending of Master Trainers to BRCs and CRCs, if required.
16) Conduct specialized trainings such as leadership, evaluation & assessment, ICT, Inclusive Education, Gender Sensitization, etc.
17) Facilitate in resourcing material for subject specific training at BRC/CRC level (using available resources from online platforms such as E- Pathshala and SWAYAM).
18) DIET would coordinate between BRCs/CRCs and NGOs in the District who are contributing in the area of teacher training.

6.2.4 Restructuring and Strengthening of DIETs:

In the present context, the role of DIETs is critical in providing quality Pre-service and In-service teacher training to student trainees and in-service teachers. It is time that DIETs rise up to the challenge and emerge as a robust unit for professional development of teachers and models for the other private institutions in the districts as well. It was felt that there was a need to devise suggestive measures on how to strengthen the relationship between the DIETs, BRCs and CRCs.

At the same time, the field realities revealed that large numbers of DIETs are not able to optimally utilize the actual intake capacity for D.El.Ed programmes due to lesser demand. In such cases, recruitment in DIETs also need to be restructured so that it is used more for in-service training. Keeping this need for reappraisal in perspective, MHRD has developed a Guideline on Strengthening of DIETs. This guideline is as follows:

1) **Reconceptualization of DIETs:** The following two Models have been devised through grouping of states and UTs on the basis of detailed analysis of available data on intake/enrolment in DIETs, intake/enrolment in Private Institutions running D.El.Ed. programmes, vacancies of academic positions in DIETs, teacher vacancies in Govt. and Aided Elementary Schools and number of sanctioned/functional BRCs and CRCs:

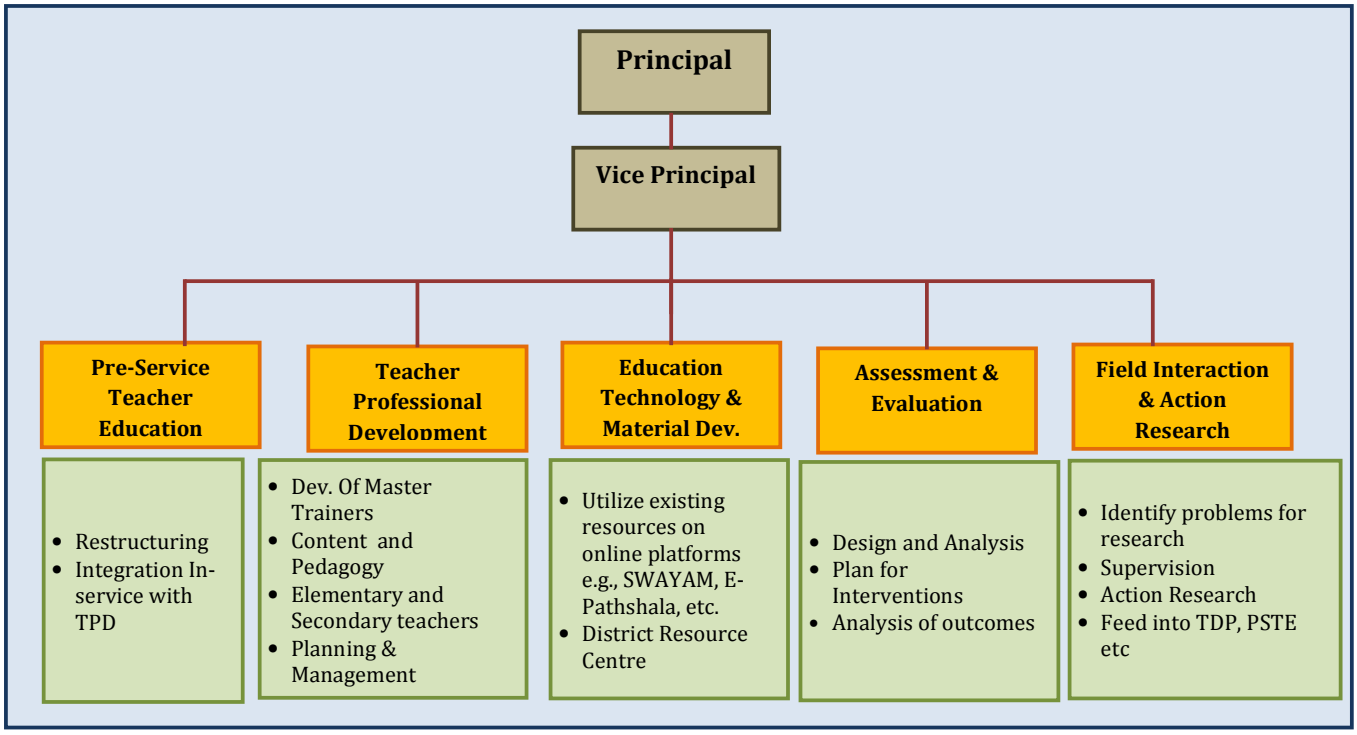
i) **Model-I: The States/UTs which have very few Private D.El.Ed. Institutions (below 5):** This model includes States and UTs having high % of enrolment in DIETs and very few (<5) Private Institutions running D.El.Ed. courses. DIETs in these States could continue with the existing model of imparting both Pre-service education and In-service training.

ii) **Model-II: Enrolment of DIETs between 41 to 100%, which have high number of vacancy in academic post and also high number of Intake in Pvt Institutions running D.El.Ed. Courses:** It comprises of States and UTs with good enrolment but with vacancy of academic posts in DIETs above 35% with high level of vacancies of elementary teachers in Govt. and Aided Schools and existing high number of intake in Private Institutions running D.El.Ed. courses. These could follow a model of exiting Pre-service education in 50% of the DIETs which could focus on conducting only in-service training programmes. Alternatively, they could also follow a hybrid model; by reducing intake of pre-service students and utilizing the physical and academic resources so freed for in-service training.

2) **Restructuring of DIETs:** In view of the existing challenges in ICT and need for expertise in subject areas such as Evaluation and Assessment, considering that learning outcomes are now to be formally evaluated, the following Academic Structure has been recommended for strengthening the existing DIETs:

a) Proposed Academic Structure: DIETs were originally envisioned as having seven academic branches, however in majority of the state's most branches are either defunct or do not exist. Keeping this in view and the existing challenges in terms of Education Technology, Secondary and Pre-school Education, a revised organogram on Academic Staff Structure is proposed.

Organogram-3: Revised Academic Structure of DIETs



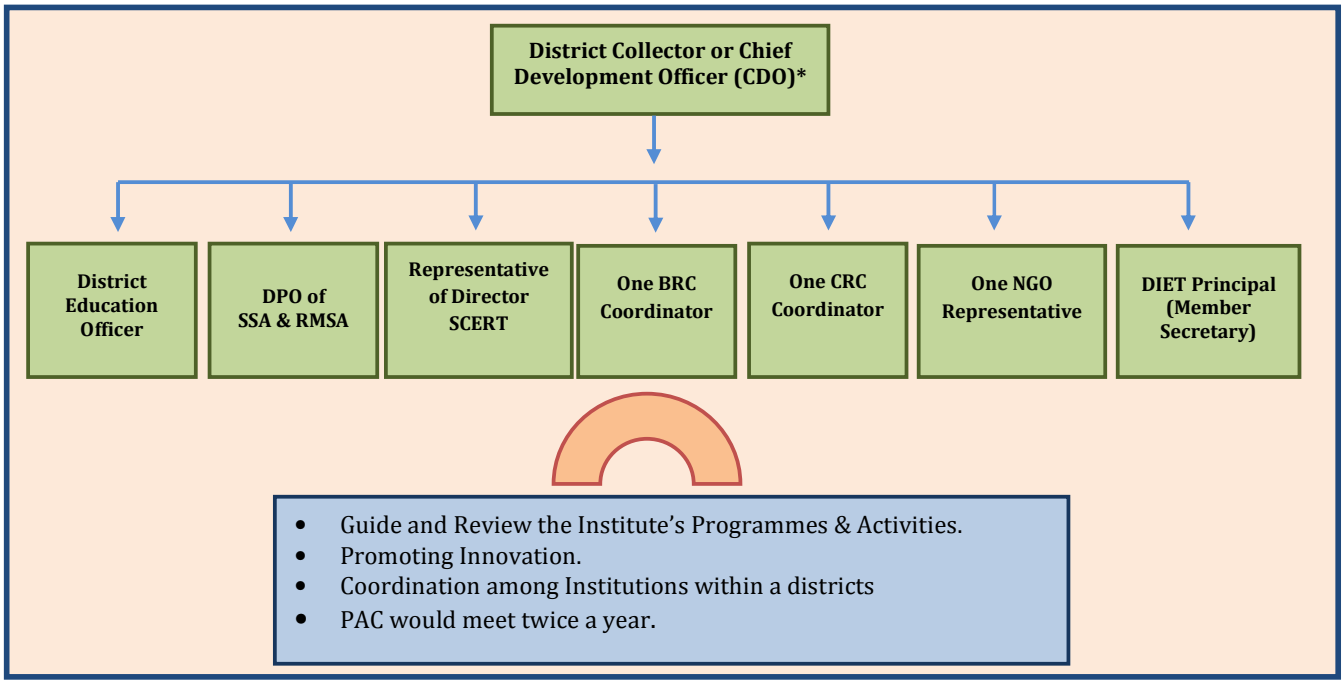
The staff strength of a DIET would be the same as recommended in the Guidelines for Implementation (CSSTE, 2012), which are as detailed in the table below:

Table-2: Academic & Non Academic Staff details of DIET

Posts	Number
Academic Posts	**25**
Principal	1
Vice Principal	1
Senior Lecturers	6
Lecturers	17
Non-Academic Posts	**24**
Work Experience/Work Education Teacher	1
Librarian	1
ICT Support Staff	1
Statistician	1
Office Superintendent	1
Lab. Assistant	1
P.A./Steno (to Principal)	1
Clerk (including one for hostel)	8
Steno Typist/Data Entry Operator	2
Accountant	1
Maintenance Support Staff/Group D	6

3) **Restructuring of Programme Advisory Committee (PAC) of DIETs:** Programme Advisory Committee (PAC) would serve to advice and guide and review the Institute's plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plan of a DIET and monitor its functioning. A revised organogram on PAC Structure **is** proposed.

Organogram-4: Revised Operating body of PAC of DIETs



* Joint Director in the case of Andhra Pradesh

Its objectives would be to ensure:

- District focuses on programmes and activities
- Coordination among institutions
- Promoting innovation
- Ensuring that the States Education Plans are adequately reflected within the district plans
- Efficient use of resources and personnel to address education quality and teacher requirements of the District.

The PAC may set up sub-Committees to monitor the progress of specific programmes and activities of the DIET.

4) **Establishing and strengthening linkages:** DIETs at the district level are envisioned to supervise the BRCs and CRCs for in-service training of teachers. Accordingly, a distinct organogram at the state level is recommended with the Secretary, Education at the top of the hierarchy and flowing down to the DIETs at the end. In addition, to strengthen linkages between the DIETs, BRCs, CRCs and SCERT, a revisiting of the formal communication structure between these 4 entities is recommended. In order to ensure strong linkage and better coordination, it would be apt that the role of these institutions and linkage between them is clearly brought out.

5) **DIETs as Autonomous Organisations:** Explore avenues for channelizing funds for in-service training of teachers through:
   - Explore avenues for additional funding in DIETs e.g. The Rajasthan State Government has made available some untied funds @ Rs. 10-12 lakh per DIET annually. This amount is collected through revenues generated from entrance examinations conducted in Government Teacher Education Institutions @ Rs.1 per child.
   - States and UTs could also encourage their DIETs to conduct training of teachers from Private Teacher Institutions in the districts. This would help in generating additional funding to the DIETs and at the same time provides avenues for training private school teachers.
   - DIET campus could also be made available for running classes under Open Schooling &IGNOU, which would also help in generating additional funding e.g., DIETs& CTEs in Assam are following this practice.

6) **Incentivizing DIET Faculty:** Some measures that can be adopted for incentivizing DIET faculty are:
   i. Identify National Institutions/Universities for mentoring of DIET faculty to develop expertise in subject areas of relevance to Teacher Professional Development.
   ii. Incentives in the form of an increase in salary to be given to those teacher educators who voluntarily come on deputation to DIETs on the lines of the current practice of central government where a 30% increase is given in basic pay of the salary of officers/officials coming on deputation to Government Training Institutes. A 5 to 10% incentive on the basic pay could be considered.
   iii. Exposure to international practices in Teacher Education through MoUs with established Teacher Education Universities such as: National Institute of Education (NIE), Singapore: Singapore has consistently been the gold standard for education and teacher education in the

world. NIE is the only teacher training institute in the country which trains and produces all types of teachers.

- Malaysia: Teacher Education in Malaysia occurs in two levels, at the university and college level (Teachers colleges) i.e., Institute of Teacher Education Model and University Model. A teacher with a bachelor's degree from IPG can teach at the primary level, university level bachelor's degree supplies teachers to secondary schools.

iv. Developing a culture of sharing of ideas and experiences through exposure visits for sharing of best practices between and within states.

6.2.5 Programmatic Interventions of DIETs:

1) **Strengthening of physical infrastructure:** The specifications for the strengthening of existing DIETs are mentioned in **Annexure-VI**.

2) **Establishment of New DIETs:** The New DIET can be sanctioned in districts created up to 31st March, 2017. The specifications for physical infrastructure and related facilities for a New DIET are mentioned in **Annexure-VI**.

3) **Salary for Academic Posts:** Salaries of faculty in DIETs, posts sanctioned and filled up after the introduction of the revised scheme (2012). A strategy to ensure that DIETs have relevant academic expertise and are able to retain them, is required on four fronts:
   a) Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.
   b) Opening up a few visiting positions to enable teachers and others to spend short period of time in the DIET and work with student teachers or teachers and teacher educators.
   c) Creating a cadre of teacher educators in the State to serve the academic resource institutions or direct recruitment could be considered.

4) **Program & Activities:** A strong programme of capacity building and professional growth will need to be instituted for DIET faculty.

5) **Specific projects for Research activities:** Every faculty member must be involved in carrying out a small or medium research study. Preference in terms of quantum of funding could be given to research studies that are carried out independently or collaboratively between TEIs and Universities/NGOs. Action Research Projects in which faculty collaborate with school teachers may also be given preference in funding. Faculty should be required to present their ongoing research at seminars and other forum. Faculty should be encouraged to publish their work and write in journals, magazines and newspapers.

6) **Technology Support to DIET:** The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced – and move away from mechanical text-based, chalk and talk methods. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.

7) **Annual Grant of DIET:** Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.3 Block Institutes of Teacher Education (BITEs)

6.3.1 Introduction

There are a large number of districts having high concentration of SC/ST and Minorities where there is an urgent requirement of setting up elementary pre-service teacher training institutions to ensure preparation of elementary school teachers from amongst persons from these communities. As per the Guideline for Implementation (CSSTE, 2012), it was decided to establish 196 BITEs - one such Institute in a block of each of the 90 Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. However, during the Teacher Education Approval Board (TEAB) meetings, request had come from different states and UTs for re-examine the requirement of establishing a BITE. It was decided that instead of establishing a BITE, the intake capacity of DIET in the neighboring area or district would be enhanced. Subsequently, as per the specific requirements of each state and UT, so far, 81 BITEs have been sanctioned to be established in the Minority Concentration Districts (MCDs) and the SC/ST dominated districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE shall be a pre-service elementary teacher education institution.

6.3.2 Programmatic Intervention of BITEs

1) Strengthening of physical infrastructure: The specifications for physical infrastructure and related facilities of a BITE are as per the norms and standards of the NCTE for D.El.Ed institutions. The same specifications would apply for strengthening of existing BITEs.
2) Salary for Academic Posts: Salaries of faculty BITE, posts sanctioned and filled up after the introduction of the revised scheme (2012). Appointment of faculty with NCTE laid qualifications and experience; this must include fresh appointments along with opportunities for promotion within the education cadre.
3) Technology Support to BITE: The core aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self-paced. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers by providing opportunities to effectively use technology to further educational objectives.
4) Annual Grant of BITE: Annual grant to meet day-to-day expenses, hiring of Resource persons/Experts for Teacher Training, purchase of library books/periodicals, small office/library equipment's, stationary, office expenses, etc. will be provided.

6.4 Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASEs)

6.4.1 Background

The Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) which aimed that about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good

reputation be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education.

6.4.2 Modified Vision

CTE and IASE comes under the jurisdiction of Department of Higher Education in the States. It is therefore proposed that these institutions will not be funded under this Scheme after the completion of 14th Finance Commission period. Department of Higher Education will be requested to take over complete funding of these institutions. However, programmatic support may continue on project mode.

6.4.3 Programmatic Intervention of CTEs & IASEs

6.4.3.1**Salary for Academic Posts**: Salaries of faculty CTEs & IASEs, posts sanctioned and filled up after the introduction of the revised scheme (2012), as per NCTE laid qualifications and experience.

6.5 Teacher Training

6.5.1 Background

The purpose of the training is to facilitate a shift in the understanding of teaching and learning as stipulated by the RTE Act, 2009 and NCF 2005 as reflected in the box below:

To Enact a Shift in Perspectives and Practices	
From	**To**
Teacher directed, fixed designs	Learner-centric, flexible processes
Learner receptivity	Learner agency, participation in learning
Knowledge as "given", fixed	Knowledge as constructed, evolving
Learning as an individual act	Learning as a collaborative, social process
Disciplinary focus	Multidisciplinary, educational focus
Assessment judgmental, mainly through competitive tests for ranking, through narrow measures of achievement, leading to trauma and anxiety	Assessment for Learning, self-assessment to enhance motivation, through continuous non-threatening processes, to record progress over time

6.5.2 Training of Untrained teachers

The RTE Act attaches immense significance to the role of teachers in improving elementary education by making available professionally trained teachers for the school system. It provided a time frame of five years for ensuring that all teachers in elementary schools are professionally trained. Within this period, all teachers would need to acquire the academic and professional qualifications prescribed by the academic authority under the RTE Act i.e., the NCTE. Accordingly, the Amendment to the Section 23(2) of the RTE Act to extend the period for training of untrained in-service elementary teachers to 31st March, 2019 has been passed by the Parliament on 1st August, 2017. The same was notified in Gazette of India on 10th August, 2017. As per the above amendment all untrained in-service elementary teachers working in Government, Government Aided, and Private Unaided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019.

6.5.3 In-service Teacher Training

For in-service training, the country has a large network of teacher training institutions (TTIs) including SCERTs and DIETs, which provide annual in-service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the NCERT, along with its 6 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the NIEPA.

At the state level, the SCERTs prepare modules for teacher training and conduct some specialized courses for teacher educators and school teachers. The CTEs and IASEs provide in-service training to secondary school teachers and teacher educators. At the district level, in-service training is provided by DIETs. The BRCs and CRCs form the grass root level of institutions in the vertical hierarchy for providing in-service training to school teachers. To emphasize the integration of training structures and also to reiterate the academic position of SCERTs/SIEs in the States, the SCERT would be the nodal agency in the state for conduct of Teacher's Training. For this purpose, the role of the SCERT has been re-envisioned to include:

- SCERT to prepare a combined annual teacher in-service training calendar for elementary as well as secondary teachers training with active participation of various state agencies and international agency (if any) to provide quality training programmes.
- Avoiding duplicacy and repetitions of the similar nature of programme conducted by different concerned agencies.
- SCERTs to ensure strict compliance of its training calendar.
- Active role of the SCERTs in terms of development of training modules

6.5.4 School Leadership Development Programme (SLDP)

An effective school leadership is seen as the most important means to improve quality in schools. To enhance leadership capability at the school level for institution building to deliver quality education, SLDP is provided to all states and UTs for (i) training of RPs with support from National Centre for School Leadership (NCSL) and (ii) HM training by State resource persons.

6.5.5 Training for administrative and academic support

1) **For Head Teachers:** As an educational professional, the Head Teacher needs training for providing academic support to teachers in the school. The Head Teacher must also be trained in leadership so that she/he can be a democratic and natural leader, not because of the position she/he holds, but because of her/ his ability to administer a school where there is no discrimination or bias on grounds of gender, caste or community. Thus, training for Head Teachers would include the following components:
   i. Orientation to the various sections of the RTE Act which directly relate to school functioning;
   ii. Orientation on emotional aspects to ensure that children who have been mainstreamed into age-appropriate classes are supported;
   iii. Keeping up-to-date records of teacher and student participation in various activities;
   iv. Dealing with children with special needs and with adolescent children;
   v. Academic and human resource management

2) **For Educational Administrators:** The RTE Act places new responsibilities on Educational Administrators to ensure that the provisions of the Act are implemented. A key reform in training would be to change the inspectorial role of the educational administrator to that of a mentor. Educational Administrators need training for (a) ensuring that financial, social, cultural, linguistic and procedural barriers do not come in the way of children accessing and completing school education, (b) undertaking periodic supervision of schools to observe the infrastructure, facilities, use of teaching learning material, and other administrative aspects,(c) operationalising the school syllabi, teaching learning process and learner assessment system, (d) developing a proper system of academic and curricular support to serve the purpose of continuing professional upgradation of teachers.

6.5.6 Training of Teacher Educators

1) **Residential training programme for Teacher Educators/DIET Principals and Faculty:** Training programmes for teacher educators need to be instituted in the state/UT including a range of professional growth and capacity building programmes, on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity subject to the norms of the Integrated Scheme.
2) **Orientation/Induction training of Teacher Educators:** The newly recruited teacher educators of DIETs and BITEs should have strong grounding in curriculum, pedagogy and research. For this purpose, an orientation/induction training programme for a period of 10 days by the SCERTs/SIEs by utilizing the expertise of academicians from the national/regional level institutions such as NCERT, NIEPA, RIEs, etc., is envisaged.

6.6 Academic support through Block Resource Centres (BRCs)/ Urban Resource Centres (URCs) and Cluster Resource Centres (CRCs)

6.6.1 Introduction

BRCs/ Urban Resource Centres (URCs) and CRCs have been conceptualised to function as academic resource centres. The RTE Act mandates provision of training facilities as well as good quality education. The coordinators in BRCs and CRCs provide in-service training and on-site support to schools for improvement of school quality. Given the significance of these structures, the Integrated Scheme for School Education will strengthen support to BRC/CRC.

To improve the effectiveness of the block/cluster coordinators, there will be a focus on improved selection criteria, which takes into consideration experience, qualifications and aptitude for training and research. There will also be focus on constant skill enhancement through appropriate training programmes that will help Resource Persons grow into teacher mentors-cum-educators. Functional linkages of BRCs and CRCs with DIETs and district level resource groups will also be strengthened. BRCs and CRCs will support the entire schooling system i.e., classes 1-12. 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. On an average, one CRC Coordinator may be placed in charge of upto 18 schools in a block.

6.6.2 Roles and Functions of BRCs

(a) Function as a repository of academic resources including ICT, science & math kits, teaching learning resource material indifferent curricular areas, including pre-school material, and material for children with special needs;
(b) Maintain and constantly update databases of education experts from nearby Teacher Education institutions, NGOs, Colleges/Universities who could participate in Resource Groups for different subject areas and themes;
(c) Ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development;
(d) Organise in-service teacher training based on teacher needs as observed during school visits;
(e) Participate in monthly teacher meetings organised at the CRCs to discuss academic issues and to design strategies for better school performance;
(f) Consult with school management committee, community members and local authority for formulating school development plans; and
(g) Design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

6.6.3 Role and Functions of CRCs

(a) Function as academic resource centers with adequate resource/reference materials for concerned teachers;
(b) Undertake regular school visits and provide onsite academic support to teachers;
(c) Organise monthly meetings to discuss academic issues and design strategies for better school performance.
(d) Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan.
(e) Ensure that the special training programmes are properly designed and implemented in the cluster for out-of- school children and securing their admission to age-appropriate classes.

6.6.4 Re-envisioned role of BRCs and CRCs as per the Guideline on Strengthening of DIETs

a) Work under the guidance of DIETs with regard to preparation and conduct of in-service programmes.
b) Involve DIETs in the development of School Development Plan and especially on matters relating to teacher professional development.
c) Organize subject specific training with the help of DIETs.
d) Monitoring of Schools in close coordination with DIETs.

6.6.5 Programmatic Intervention of BRCs/URCs and CRCs

BRC/URC: There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened.

a) The following resource support may be provided to BRCs/URCs:

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 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 for expanding the support to secondary level. This may include deployment of additional Resource Persons, and recurring expenditure for strengthening the BRC/URC.
vi) BRC/URC may be located in school campuses as far as possible.
vii) Provision for BRCs/URCs for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.

b) The following resource support may be provided to CRCs:

i) CRC construction cost will be as per norms for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held.
ii) Provisions for CRCs for furniture, computer, TLE/TLM, recurring expenditure, meetings, contingencies etc.

6.7 DIKSHA (Digital Infrastructure for Knowledge Sharing)

6.7.1 Introduction

DIKSHA, a National Platform for Teachers, was launched on 5th September, 2017 to accelerate and amplify solutions, experiments and innovations that are underway and/or being undertaken in the areas of teacher training and professional development. With an emphasis on technology, DIKSHA would be the biggest driver for quality intervention for school teachers, teacher educators and student teachers in Teacher Education Institutions.

DIKSHA offers resources for teaching, learning, and professional development. It provides open, modular and scalable technology that state governments and other organizations can seamlessly integrate with their respective teacher-centric initiatives. To ensure effective implementation and usage of DIKSHA (live at diksha.gov.in), the SCERTs/SIE would be the nodal agency.

DIKSHA comprises of six verticals, which are as follows:

i) Teacher Profile and Registry: Teacher Profile will be collected for in-service teachers and teacher educators by converging U-DISE, ShaalaKosh and any other existing data base. The profile field has been finalized and the software is being developed. The software will incorporate in-service Teacher Training details also.
ii) Teacher Professional Development: This will consist of modules contributed by the Centre, States and other partners authorized by DIKSHA.
iii) Teaching and Learning Content: This will consist of content contributed by the Centre, the States and by other authorised partners of DIKSHA.

iv) Common Platform for Teachers to create/upload their own material/content: This will be done by teachers and heads of Schools at State/UT level.
v) School Leadership Platform: This will be developed in discussion with NIEPA.
vi) Miscellaneous: This will include news and announcements featuring laws/ regulations/ circulars/ directions from the Centre and States, State Training Calendars, etc.

6.7.2 Programmatic Interventions of DIKSHA

1) **National level:** Funds will be provided for Development of Software, Project Management Unit, Workshops, Meeting, etc.
2) **State level:** Funds will be provided for maintenance and upgradation of DIKSHA portal, creation, curation and translation of digital content, capacity building, awareness and communication drive, maintenance of teacher database etc.

6.7.1 Programmatic & Financial Norms: Strengthening of Teacher Education

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. Further, the preference would be given to the states and UTs, in terms of fund provisions, who have restructured their SCERT and DIETs, as per MHRD 2018 Guidelines, for Programme and Activities and other related interventions.

Conditions for Central Assistance

1) Release of Central assistance to the State Governments in respect of the existing DIETs/DRCs would be linked to the conditionalities that;
   a) The State creates a cadre of teacher educators;
   b) Fills up all the vacancies by 31st March, 2020
   c) Thereafter, the vacancy should not be more than 5% of the sanctioned strength. In respect of new DIET, all the sanctioned posts should be filled up within one year of its establishment.
2) Non-recurring Central assistance to be provided for establishment of a New DIET in the newly created districts (upto 31st March, 2017) on the basis of a Plan prepared by the State Government in respect of the proposed DIET in accordance with the infrastructural norms for establishment of a DIET. The proposal would be considered only after the State Government has allotted land, along with necessary permissions, for its establishment.
3) New DIETs would be sanctioned only to those States/UTs where all previously sanctioned DIETs are functional.
4) Recurring assistance in respect of Program & Activities, Faculty development and Specific projects for Research activities. Proposal for central assistance should be based on an Annual Plan of activities which would be prepared by each DIET and SCERT on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity.

The activity wise programmatic and financial norms under Strengthening of Teacher Education are at **Appendix**.

ANNEXURE-V(A): INFRASTRUCTURAL REQUIREMENT FOR SCERT "MODEL 1"

Name of Division/Department	Faculty Designation	Total Faculty Number	Infrastructure Requirement
Director, SCERT	1 Professor	1	1 Room
Jt. Director	1 Joint Director (Academic) - Professor	1	1 Room
Division of Curriculum Research and Development	1 HoD (Professor)	1	1 Room
Maths and Science	3 Associate Professors 4 Assistant Professors	**7**	13 Rooms – Associate /Assistant Professors
Social Sciences	1 Associate Professor 3 Assistant Professors	**4**	
Dept. of Language	2 Associate Professors 4 Assistant Professors	**6**	
Dept. of Commerce Studies	1 Assistant Professor	1	
Dept. of Art Education	1 Associate Professor 1 Assistant Professors	**2**	
Dept. of Work Experience and Vocational Education	1 Associate Professor 1 Assistant Professor	**2**	
Dept. of Health and Physical Education	1 Associate Professor	**1**	
Dept. of Inclusive and Special Education	1 Associate Professor 1 Assistant Professor	**2**	
Dept. of Pre-school	2 Assistant Professors	**2**	
Division of Educational Research, Survey & Assessment	1 HoD (Professor) 1 Associate Professor 1 Assistant Professor	**3**	1 Room for HOD 1 Room forAssociate /Assistant Professor
Division of Teacher Education	1 HoD (Professor) 2 Associate Professors 2 Assistant Professors	**5**	1 Room for HOD 2 Rooms for Associate/Assistant Professor
Department of Leadership and Management	1 Associate Professor 1 Assistant Professor	**2**	1 Room for Associate/Assistant Professor
Division of ICT	1 HoD (Professor) 1 Associate Professor 1 Assistant Professors	**3**	1 Room for HOD 1 Room for Associate/Assistant Professor
Division of Programme and Monitoring	1 HoD (Professor) 1 Associate Professor	**2**	1 Room for HOD 1 Room for Associate/Assistant Professor
Academic post		**45**	
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistant	**3**	All to be a part of Library
Administrative Division	7	7	One Hall or Two Rooms
Technical Staff	5	5	To be placed in the concerned lab ET/CAL Lab
Project Staff	6	6	To be placed in concerned Division

Note: Infrastructural Requirement for SCERT "Model 1" also includes the following facilities

1 Seminar Room, 2 Class – Room's for B.Ed Class (wherever required), 1 Room for "State Research Support Group", 1 Big Room approximately the size of Hall for library, 1 Hall where 100 Teacher Educators or Teachers could be addressed, 1 Studio for recording video films, 1 CAL LAB, Provision of Labs/Special Cells (5 Halls/Rooms), Cafeteria to accommodate 30-35 persons (1 Room), Store – (1Room)

ANNEXURE-V(B):INFRASTRUCTURAL REQUIREMENT FOR SCERT "MODEL 2"

Name of Division/Department	Faculty Designation	Total Faculty Number	Infrastructural Requirement
Director, SCERT	1 Professor	1	1 Room
Jt. Director	1 Joint Director (Academic) - Professor	1	1 Room
Division of Curriculum Research and Development	1 HoD (Professor)	1	1 Room
i) Maths and Science	2 Associate Professors 3 Assistant Professors	**5**	9 Rooms – Associate/ Assistant Professor
ii) Social Sciences	1 Associate Professor 1 Assistant Professors	**2**	
iii) Dept. of Language	2 Associate Professors 3 Assistant Professors	**5**	
iv) Dept. of Commerce Studies	1 Assistant Professor	1	
v) Dept. of Art Education	1 Associate Professor	**1**	
vi) Dept. of Work Experience and Vocational Education	1 Associate Professor	**1**	
vii) Dept. of Health and Physical Education	1 Associate Professor	**1**	
viii) Dept. of Inclusive and Special Education	1 Associate Professor	**1**	
ix) Dept. of Pre-school	1 Assistant Professors	**1**	
Division of Educational Research, Survey & Assessment	1 Professor (HoD) 1 Associate Professor	**2**	1 Room for HoD 1 Room for Associate Professor
Division of Teacher Education	1 Professor (HoD) 2 Associate Professors 1 Assistant Professors	**4**	1 Room for HoD 1 Room for Associate/ Assistant Professor
Department of Leadership and Management	1 Associate Professor	**1**	1 Room for Associate Professor
Division of ICT	1 Professor (HoD)	**1**	1 Room for HoD
Division of Programme and Monitoring	1 Professor (HoD)	**1**	1 Room for HoD
Academic Posts		**30**	
Library and Documentation Cell	1 Librarian 1 Assistant Librarian 1 Professional Assistant	**3**	All to be a part of Library
Administrative Division	7	7	One Hall or Two Rooms
Technical Staff	5	5	To be placed in the concerned lab ET/CAL Lab
Project Staff	6	6	To be placed in the concerned Division

Note: Infrastructural Requirement for SCERT "Model II" also includes the following facilities
1 Seminar Room, 2 Class – Room's for B.Ed Class (wherever required), 1 Room for "State Research Support Group", 1 Big Room approximately the size of Hall for Library, 1 Hall where 100 Teacher Educators or Teachers could be addressed, 1 Studio for recording video films, 1 CAL LAB, Provision of Labs/Special Cells (5 Halls/Rooms), Cafeteria to accommodate 30-35 persons (1 Room), Store – (1Room)

ANNEXURE-VI: SUGGESTED PHYSICAL NORMS FOR THE BUILDINGS OF A DIET

Item	No.	Carpet Area		Remarks
		Per Unit Sq.Ft.	Total Sq.Ft.	
1	2	3	4	5
1. Classroom	4	500	2000	Two classrooms may have removable partition, and the other two to be of lecture theatre type (sloping floor). A smaller classroom size may do if class size is restricted to 40.
2.Seminar Room	1	400	400	
3.Special Room: (i) Science Methods Labs. (a) For Phy. Science including stores..	1	700	700	Labs to have built in Black Boards, sinks with water taps, built-in almirahs with glass planes. Etc. To be fitted with Flexi Glass Board (not Black Board) and Rubber linings for windows, for dust proofing. Adequate power sockets to be provided.
(b) For Life Sciences including Stores..	1	700	700	
(c) Cabin for one Faculty Member I/C..	1	100	100	
(ii) Computer Lab. And Cabin	1	300	300	
(iii) Resource Room for Education of the Handicapped (including space for Faculty Member I/C).	1	250	250	
(iv) E.T. – Display –cum-Store	1	250	250	
(v) Rooms for OAR Education (a) For Visual Arts & Crafts like paper & clay work	1	400	400	Room to have 3 water taps with sinks.
(b) For Performing Arts (including Store)	1	300	300	To be located in one corner of the building so as to cause minimum disturbance in other activities. This need not form part of the main building and may be constructed to more economical specifications e.g. with an A.C. sheet roof.
(vi) Shed-cum-store for WE Activities	1	600	600	
(vii) Store Room-cum- Cabin for Lecturer in Phy. Education	1	250	250	
TOTAL – (3)			**5350**	
4. Staff Rooms (i) Principal's Room (With PA's Cabin)	1	300	300	
(ii)Room for Vice-Principal/Sr. Lecturer I/C DRU	1	150	150	
(iii) Cabins for Academic Staff	9 (each for 2 members on an average)	125	1125	
(iv) Hall for Administrative staff to sent OS, Accountant and Clerks	1	500	500	
TOTAL – (4)			**2075**	
5. Library	1	1000	1000	

Item	No.	Carpet Area		Remarks
		Per Unit Sq.Ft.	Total Sq.Ft.	
1	2	3	4	5
(Including Reading Area Librarian's cabin)				
6. *Miscellaneous:* (i) Gen. store room	1	225	225	
(ii) Toilets	1 (One Unit each for ladies & Gents)	225	450	
Grand Total (1) – (6) Add 30% for circulation (Verandas, corridor, staircases, and other spaces) and wall thickness			**10000**	
Total Built-up Area			10000	
Total Built-up Area				
II. HOSTEL: (Illustrative Norms for master block		120	6000	
1. Double seats Room	50			
2. Toilets.	2 (with wash basin)	400	800	
3. Dining Hall, Kitchen & Store	1	1000	1000	
4. Common Room	1	500	500	
5. Hostel Office-cum-Dispensary	1	150	150	
6. Hostel Store	1	200	200	
TOTAL			**8650**	
Add 30% for circulation (Verandas, corridor, staircases, and other spaces) and wall thickness			**2600**	
Total Built-up Area			**11250** (or say, about 110 sq. feet per inmate)	
11. Staff Quarters 1. Principal	1	1200	1200	
2. For Faculty members (one of whom will also function as House Warden)	2	750	1500	
3. For Watchman and one other class IV staff	2	400	800	
4. For other Academic & supporting staff			As many	
TOTAL Built-up Area			**3500**	

Note: The proposal may include facilities such as Girls' common room, auditorium and canteen if possible under overall financial ceiling.

CHAPTER 7 – INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN SCHOOL EDUCATION

7.1 Introduction

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding of ICT and mastering the basic ICT skills (Communication, Collaboration, Creativity, Critical Thinking and Problem Solving) as part of the core of education, along with reading, writing and arithmetic.

The Government of India seeks to strengthen the use of ICT in almost every sphere. To promote the use of ICT in school education the Government of India had introduced ICT@ Schools scheme in the year 2004 {by merging the scheme of Educational Technology -1972 and Computer Literacy and Studies in Secondary Schools (CLASS)-1984}. The scheme was revised in the year 2010 and 2011 and a component to develop quality digital contents and incentives for teachers (National ICT Award for School Teachers) was introduced. Till date, 88993 (60.8%) secondary and senior secondary schools of both government and government aided have been covered under ICT@ Schools scheme out of total 146303 schools. Besides, Computer Aided Learning (CAL) program under SSA provided ICT infrastructure in Upper Primary schools, through provision of Rs.50 Lakh per annum per district. The CAL scheme had a coverage of 92,886 out of 4,20,221 schools (22%) approximately. Under the Teacher Education plan, ICT infrastructure are also being provided to the TEIs i.e. SCERTs/SIEs, DIETs, BITEs, etc.

Now the Digital India Campaign (2015) strives to transform India into a digitally empowered society and knowledge economy by focusing on the three vision areas: i. Digital Infrastructure as Core Utility to Every Citizen, ii. e-Governance and Services on Demand and iii. Digital literacy and empowerment of citizen. The three cardinal principles of access, equity and quality could be served well by harnessing the immense potential of ICT. Anytime anywhere delivery of quality education employing ICT is one such implication of Technology in Education. Development in India depends on the extent to which we are able to provide quality education and skill training to all our citizens. Relevant use of technology will help to effectively solve India's problem of providing quality education and development of skilled human resources. ICT needs to be used to provide high quality education, as well as, holistic education to each child including children and youth with special needs and marginalized sections of the society.

ICT in any system and situation includes ICT infrastructure, creation, storage and retrieval of digital resources, use of inter-operable software, technical support, networking using telecommunication and satellite-based communication to enhance learning. The schools and TEIs require a robust, reliable ICT infrastructure in order to effectively integrate ICT into all aspects of school life and that of TEIs including teaching, learning and evaluation.

Education system in any country aims at preparing youth to participate creatively in the establishment, sustenance and the growth of a knowledge society leading to all round Socio-Economic Development of the nation and the global competitiveness. Therefore, this integrated ICT guideline for schools and Teacher Education Institutions subsumes all previous guidelines to promote the following thrust areas:

- Universal equitable, open and free access to a state of art ICT and IT enabled learning environment, tools and digital resources to all students, teachers and teacher educators (BITEs, DIETs, SCERTs, etc.)
- Development of local, localised and vernacular quality digital contents in regional languages and to enable students, teachers and teacher educators to partner in the development and critical use of shared digital resources.
- Enable sharing of ICT infrastructure for skill development of youth and digital literacy of the community.
- ICT enabled assessment & evaluation of the learning outcomes of students in a cumulative manner, tracking of the performance of the teachers, teacher educators, managers etc.
- Development of professional networks of teachers, teacher educators, resource persons in schools and TEIs to catalyse and support resource sharing, up-gradation and continuing education of teachers and educators; guidance, counselling, academic support of students, resource sharing, management and networking of school managers/administrators etc., resulting in improved efficiencies in the schooling process and TEIs.
- Promote research, evaluation and experimentation using ICT tools and ICT enabled practices in order to inform, guide and utilise the potentials of ICT in school and teacher education.
- Appropriate ICT interventions will be adopted to bridge the digital divide with regard to education of girls, and other disadvantaged social groups, including SCs/STs, minorities, CWSN, and other marginalized communities.
- A critical understanding of ICT is core to its success, hence, its benefits, risks and limitations- safe, secure and ethical use of ICT needs to be infused in schools and teacher education curriculum.
- Sensitization of all the stakeholders on the disposal of e-waste and contribute in sustainable development.

7.2 Components

ICT implementation has essentially four components:

The **first** one is the partnership with State Governments and Union Territories Administrations for providing ICT enabled education to Government and Government aided schools and TEIs (SCERTs/ SIEs, DIETs and BITEs).

The **second** component is teacher related interventions, such as, provision for engagement of an ICT teacher in schools, continuous capacity enhancement of all teachers in the use of ICT, and recognition of teachers and teacher educators for innovative use of ICT in education and learning, as a means of motivation. Every teacher is expected to innovatively use ICTs in teaching learning process by selecting and integrating a wide variety of ICT tools and Free and open-source software (FOSS) (including subject specific tools i.e. GeoGebra for

Math; Stellarium, PhET simulations, Kalzium etc. for Science; Open street map and Marble for Geography; concept mapping tools like Free Mind etc.)

Third one relates to the development of digital contents, curation and deployment of existing digital contents mainly through Central Institute of Educational Technology (CIET), National Institute of Education (NIE), NCERT, State Institutes of Educational Technology (SIETs), SCERTs/SIEs and RIEs, and through outsourcing from different relevant agencies. A variety of digital learning resources including audios, videos, interactive, multi-media digital charts, maps, timelines, digital books, on-line labs activities, **virtual and augmented learning resources** need to be developed and will be used to enhance teaching learning process in schools and TEIs and learning outcomes among students, teachers, pupil-teachers and teacher educators. These resources need to be disseminated through multiple modes (transmission and non-transmission)- web-portal, mobile apps, **DTH TV** channels etc. Further offline solutions need to be designed and used for delivery of digital contents through Local Area Networking **(LAN)/** Satellite connectivity. To augment the teaching learning process, continuous professional development of teachers, skill training and promote lifelong learning among all stakeholders in schools and TEIs. **DTH TV** channels should be used through designing of **virtual learning materials** including lectures by best available teachers from the State.

Fourth component is related to creation of Management Information System (MIS) of the schools and TEIs ecosystem to enable cumulative assessments, evaluation, monitoring, regular feedbacks and enhanced learning at various levels

7.3 Expansion of coverage of schools and TEIs in partnership with States/UTs

It shall be the endeavour to bring all Government schools from classes VI to XII, TEIs under the ambit of the scheme in a phased manner.

7.3.1. Infrastructure

(A) Hardware and software: The scheme suggests that each school, TEIs as per their requirement may choose to opt for the following: Tablets/Laptops/Notebooks/PCs with Integrated Teaching Learning Devices, Digital Boards with Content Management Systems and solutions (CMS)/Learning Management Systems (LMS), FOSS, Operating System (OS) and/or Servers with minimum 16 GB RAM, 1 TB Hard Disk, 1 Projector/LCD/LED/Plasma Screen, 1 Printer, 1 Scanner, 1 Web Camera, 1 Modem, Broadband/DTH-TV Antenna/Router, Receive only Terminal (RoT), Satellite Interactive Terminal (SIT), Generator/ Solar Package, UPS, Video Camera, Charging Racks, etc.

(B) Connectivity: It is suggested that the school, TEIs should have a broadband internet connection of at least 2 MBPS bandwidth with a plan to upgrade in future. The school and TEIs should also explore the Wireless links option to

ensure sustainability. Efforts should be made to bring all the schools and TEIs under the ambit of **National Knowledge Network (NKN)** or any other partners. This may be done in convergence with BHARATNET.

(C) Power Supply: Wherever the power supply is unreliable it is suggested to procure solar power panels and wherever they are not feasible a generator may be used on a temporary basis. In such cases where the school and TEI is using a generator facility; a recurring cost subject to a maximum of Rs.3000 per month will be applicable. For reliable power supply, it is advised to take into consideration the guidelines of Ministry of Power & Ministry of Renewable Energy, Government of India for convergence of plans and services.

(D) ICT Infrastructure: The Tablets/ Laptops/ Notebooks would be installed in charging rack(s)(portable) which can be kept in any of the classrooms/ Principal/Head Teacher room/ office room as per the availability in the school and TEIs. If any school has existing ICT labs, the same may be used for keeping charging racks.

7.3.2 Mode of Implementation

It is suggested to the States, UTs and Autonomous bodies, that in-order to implement the program they may opt for any of the following models (uni/ multi model) as per their requirement which includes: Outright purchase through **Government e-Market (GeM)**/BOOT/BOO Model. For all the above-mentioned models, the Service Providers/Original Equipment Manufacturer (OEM) would make available the ICT infrastructure and learning services based on a signed agreement with the State, UTs and Autonomous bodies. The payments upfront and periodic to the service providers and OEMs will be subject to satisfactory deployment, maintenance and implementation of ICT Infrastructure & Services. The States/UTs Govt. and Autonomous bodies shall be free to partner with private organizations or integrate it with other similar schemes for implementation of the 'ICT in schools' scheme including a provision for annual maintenance. The Ministry of Human Resource Development shall consider the entry of the private sector in any of the above-mentioned models. The NCTE and NCERT shall be associated with the scheme in the context of teacher professional development through technology-enabled learning.

7.3.3 Inclusive Education

Assistive technologies such as JAWS and SAFTA, Audio Books etc. and other assistive technology-based solutions will be provided to students with special needs from classes VI to XII and to TEIs. The Rehabilitation Council of India (RCI) would play an important role in this area involving introduction and use of technology for the education of Divyang/ Children with Special Needs and addressing the concerns related to Universal Design of Learning (UDL).

7.3.4 Financial Parameters

The assistance of the Government of India would be for the following items and up to the limits indicated against each item:

a.	**Capital Expenditure (Non-recurring)**	**(Rs.in lakhs)**
1.	Tablets/ Laptops/Notebooks/PCs with Integrated Teaching Learning Devices, Digital Boards with Content Management Systems/solutions (CMS)/ Learning Management Systems (LMS), Free and Open Source Software (FOSS) and OS and/or Servers with minimum 16 GB RAM, 1 TB Hard Disk, 1 Projector/ LCD/ LED/ Plasma Screen, 1 Printer, 1 Scanner, 1 Web Camera, 1 Modem, Broadband/DTH-TV Antenna/ ROT/ SIT, Router, Generator/ Solar Package/Panel, UPS, Video Camera, Charging Racks, etc.	6.00
2.	Operating System & Application Software, Open Source Video Conferencing Software (FOSS may be preferred)	0.20
3.	Furniture	0.20
	Total	**6.40**

Note: The cost includes Annual Maintenance Contract for a minimum period of 5 years.

b.	**Recurring Expenditure**	**(Rs.in lakhs)**
1.	E Content and Digital Resources	0.24
2.	Charges for Electricity/Diesel/Kerosene @ Rs.2000/- p.m. The state may also use Solar Power-Hybrid solar instead, to ensure Sustainability in which case this amount may be utilised for providing additional e-resources.	0.24
3.	Internet connectivity (Tele communications/ satellite communication/ OFC) @ 1000 PM	0.12
4.	Financial Assistance for ICT Instructor @ upto Rs.15000/- p.m.	1.80
	Total	**2.40**

Note: *1. In order to enhance the learning capacities of the students, the schools, TEIs in states/ UTs and Autonomous bodies should optimise/maximise the numbers of Tablets/Laptops/PCs/Notebooks in the classroom situation. Content Access Management devices (Offline, Online, Satellite Based) should be used for effective classroom transaction.

2. The cost includes Annual Maintenance Contract (AMC) for a minimum period of 5 years. The state and UTs needs to commit to take ownership of the project after completion of five years.

3. The state and UTs are provided flexibility in procuring suitable hardware and software under the budget ceiling. However, all efforts should be made to procure and use Free and Open Source Software **(FOSS).**

4. The ICT teacher in schools and TEIs shall provide assistance in implementation of the scheme through hardware, software and ICT pedagogy integration in classroom transaction. **Prioritization of schools for ICT implementation will be given to schools providing greater coverage across grades and number or students.**

Keeping in view the current trends in technology and its usage various options such as Tablets/ Laptops/Notebooks have already been suggested which requires minimum/no civil infrastructure. However if any school and TEIs has any constraints towards such mobile

solutions they may opt for preparation of labs for computers including civil repairs and cabling, etc. depending upon their needs and resources. A combination of static & mobile options may also be deployed. The hardware, software and mode of implementation should be determined by the usage of ICT for teaching learning, digital resources availability, delivery mechanisms & strategy rather than the other way round. Thus the teaching methodology, e-resources for digital literacy an ICT based subject teaching should be decided first and thereafter the planning for hardware and mode of implementation should be done.

7.3.5 Interventions for Teacher

Under the scheme, all Government schools and TEIs (SCERTs, DIETs and BITEs) will have a minimum level of ICT infrastructure. It should be the endeavour to make all students, teachers and teacher educators of these schools and TEIs, ICT literate. This would involve formulation and transaction of curriculum and syllabus on ICT for each of the classes from VI to XII and for TEIs at pre-service and in-service level

All Examination Boards in the country would be encouraged to offer ICT related subjects in an integrated way up to class X and as electives at the Senior Secondary stage.

This scheme would encourage individual schools to offer such electives, so that a large number of human resources with ICT skills/competencies can be built up in the country. Similarly all the SCERTs/SIEs/DIETs/BITEs would design and integrate ICT in Education and Learning components in the Pre-Service and In-Service professional development courses.

7.3.6 Teachers' Training

A. Pre-Service Training:

It will be necessary for all the TEIs to integrate ICT in teaching-learning in the pre-service training courses meant for student teachers. The ICT curriculum prescribed by National Council for Teacher Education needs to be implemented (**NCTE Curriculum Guidelines are at Annexure-VII**).

B. In-Service Training: ICT in Education curriculum should be linked with induction course developed by NCERT. (http://ictcurriculum.gov.in).

(I). Details of Induction training: First time induction training in ICT should be provided to all teachers in the sanctioned schools for a period of 10 days (8 hours per day). The details of training, curriculum and duration (80 hours- 40 hours face to face and 40 hours online through MOOCs platform) to be provided are as follows:

Sl. No.	Topics of Induction training	Hours
1.	Introduction Session	0.30
2.	Introduction to ICT and ICT in Education Initiative taken up at National level	8.00
3.	Exploring Educational Resources through Internet	9.00
4.	Communicating and collaborating with ICT	12.00
5.	Safe, Secure and ethical use of ICT	6.00
6.	Creating Educational Resources with ICT	24.00
7.	Introduction to Assistive technology	4.00
8.	Assessment and Evaluation using ICT	6.00
9.	e-MIS	4.00
10.	ICT - Pedagogy - Content Integration	6.00
11.	Feedback	0.30
	Total hours	80.00

(II). Details of Refresher Training: Refresher trainings in use of ICT in teaching learning should be provided to all teachers of the sanctioned schools. Refresher training is proposed to be provided for 5 days (8 hours per day). The details of training and duration (40 hours- Face to Face/Online mode- through MOOCs platform) to be provided are as follows:-

S. No	Topics of Refresher Training
1.	Internet as a learning resource
2.	Development of Digital Contents
3.	ICT for Teaching, Learning and Evaluation
4.	Safe, Secure and Ethical use of ICTs
5.	Building Communities and Collectivising

The trainings (induction and refresher) would be organized by the respective State Governments/UTs in convenient batches at the SCERTs, SIEs, DIETs, BITEs, CTEs, IASEs, etc. or such other training institutions as the State Governments/UTs find suitable. CIET-NCERT would create a State Resource Group (SRG) in states and UTs selecting faculty from TEIs and schools on ICT in Education and Learning at least 2 to 5 Master Resource Persons/Key Resource Persons who will be providing their support for scaling the teacher training in the respective states/UTs as Mentors.

7.3.7 National Award for the Teachers using ICT in Education

In order to motivate teachers and teacher educators to use ICT in school and teacher education in a big way, National Awards for the Teachers using ICT would be given to 90 teachers every year. An amount of Rs. 1 crore would be kept aside for instituting National Award for the Teachers using ICT for innovations in education. A selection process will be followed by NCERT for short-listing and recommendation of required number of awardees to MHRD-GoI.

7.3.8 **Creation of Management Information System of the Schools and TEIs**

With the increase in the mandate and outreach of the scheme, an appropriate management structure is needed at the national, state and district levels. The States/UTs and Autonomous bodies are expected to develop an automated mechanism (eMIS), for the assets procured under Integrated ICT Scheme, which shall include: Tracking Inventory for hardware, software (including license compliance, vendors, POs, tenders etc.) to facilitate online redressal of issues related to routine operation and maintenance of the scheme and maintain transparency.

7.4. Digital Content Development

7.4.1 Development of appropriate digital content and its persistent and effective use constitutes the core of this scheme. This task would be shared by CIET, Regional Institutes of Education (RIEs), and Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) of the NCERT, State Institutes of Educational Technology (SIETs), ET units of SCERTs/SIEs, Institutes of repute having experience of education and development of digital content and other wings of central and State Governments as required. Outsourcing to private sector in a transparent manner may also be done.

Content creation/ acquisition being the critical factor for the success of the scheme, the CIET- NCERT shall work towards utilising the full range of capabilities of the Indian ICT sector. National level and State level committees should also be set up to assess the nature of digital contents to be developed to enhance the learning capabilities of the students, teachers, pupil teachers and teacher educators of schools and TEIs. Efforts should be made on development of digital contents and building of portal/repository/OER/Mobile apps for dissemination of best practices.

Digital contents developed by any of the stakeholders in the country are to be linked with the dissemination platforms. The digital content should be platform agnostic/neutral.

The content should cover the hard-spots for all the grades.

- The content should be essentially mapped to NCERT, SCERTs/SIEs and other state board curriculum. While development of digital contents, effort should be made to design these in local, localised and regional languages
- It should contain 3D/2D immersive Videos
- The modules are to be created in a way that it supports a Teacher-led delivery which requires continual teacher intervention to keep the focus on students learning.
- The modules are to be created in a way that the topics covered are creatively and pedagogically designed.

7.4.1.1. **Development of Infrastructure**

Existing course contents of various teacher training programmes and curriculum based digital contents offered across the country have little component of Educational Multimedia, virtual realities etc. It is proposed to fill this gap by developing and deploying the interactive multimedia, digital books, virtual labs etc. The content developed for various subjects should be translated into other languages and adapted to a regional context so as to avoid de novo efforts for each language. ICT based Science Lab, Math lab and Language Lab should be established with integration of hardware & software.

7.4.2 **Financial Parameters**

Financial assistance would be provided to CIET, SIETs, SCERTs/SIEs, RIEs, PSSCIVE and other institutes including outsourcing agencies for development of e-content, based on the project proposals submitted by them. The norms for development of digital contents shall be developed by CIET and disseminated among all the above mentioned institutes for its adherence.

A variety of digital learning resources including audios, videos, interactives, multi-media digital charts, maps, timelines, digital books, on-line labs activities, **virtual and augmented learning resources** need to be developed and will be used to enhance teaching learning process in schools and TEIs and learning outcomes among students, teachers, pupil-teachers and teacher educators. The content developed for various subjects at one laboratory/institute would be translated into other languages at other laboratories and adapted to a regional context so as to avoid de novo efforts for each language.

7.5 **Programme Management**

The proposal for using ICT should include the details of the infrastructure put in place in the previous year as well as utilization in imparting more effective classroom teaching. The states should share the POCs (Proof of Concepts) and Best practices and innovations for sharing with other States. Details of the provision made in the State budget, including that for the State share should be a mandatory requirement of ICT Plan. CIET, SIETs, RIEs and other institutes etc shall also have to submit their annual work plans for various components of the scheme for consideration by PAB.

The Recurring Grant will also be provided to the State/UTs for the period of 5 years only from the year of implementation. Once the implementation report/Status is received from the State, first instalment of the Recurring Grant will be released immediately on the basis of the implementation report/basis. However, the release of the second instalments recurring grant in the second and subsequent years would be based on receipt of utilization certificate along with the progress report and audited statement of accounts in respect of grants released till the end of the preceding year is furnished.

The recurring grant, for the schools that have already been approved and where implementation has been started, will be provided on the basis of the old ICT scheme. The recurring grant, for the schools have been approved but are yet to be implemented by the State, will be provided on the basis of the revised guidelines.

7.6 Management, Monitoring and Evaluation

The respective States would have an internal mechanism for overseeing the implementation of the programme through a monitoring committee constituted for the purpose. The main parameters for monitoring would include timely installation of requisite hardware, including power supply, suitable software, engagement of teaching and administrative staff, teacher training and extent of use of e-content developed at the multi-media labs by the teachers. The State Govt. shall undertake a monitoring mapping at each level i.e. school, district, and State level.

For effective monitoring and evaluation, a web portal will be developed to enable real time monitoring of the implementation of the project at various levels. The Management at State/National level could view the status of implementation and also provide timely mid-course interventions. Successful innovations, experiences shall also be uploaded on the portal so that all the stakeholders can make use of the best practices or innovations being carried out by various States and Schools.

The PAB at the Ministry of HRD would also function as the Monitoring Committee. In addition, the SIETs, CIET, RIEs and the State/UT Government submitting the proposal would be required to submit progress report every quarter.

ANNEXURE-VII

CURRICULUM FRAMEWORK: TWO-YEAR B.ED. PROGRAMME (BY NCTE)

Course EPC 3: Critical Understanding of ICT

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching learning, administrative and academic support systems, and broader implications for society. ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education.

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials (MHRD, 2012). The course will explore use of ICTs to simplify record keeping, information management in education administration.

Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres (Castells, 2011). The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'post industrial information society', where the production and consumption of information is both easier/ simpler as well as important (DSERT Karnataka, 2012). This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims. The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralisation and proprietization of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process (Benkler, 2006).

Curriculum Framework: D.Ed. Programme (by NCTE)
Course: Pedagogy across the Curriculum
Unit 4: Critical Study of ICTs and Developing Capacities

- Critical examination of the role of ICT in education and society
- Capacity development in the use of ICTs
- ICT – based teaching-learning approaches in schools and for teacher professional development.

CHAPTER 8 – VOCATIONALISATION OF SCHOOL EDUCATION

8.1 INTRODUCTION

8.1.1 Schools provide an environment for systematic teaching-learning to the learners for acquiring knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Vocationalisation of education refers to the inclusion of those practical subjects or courses, which shall generate among the students some basic knowledge, skills and disposition that prepare them to think of becoming skilled workers or entrepreneurs. It serves as an instrument to bring about the connectivity between general education and vocational education. It may be seen as an instrument for providing diversification of educational opportunities, enhancing individual's employability and enabling individual to pursue higher education.

8.1.2 The Vocationalisation of School Education has been aligned with the National Skill Qualification Framework (NSQF) notified by the Ministry of Finance. It has been developed in a way that it links the various elements of vocational education in schools with those of the general education, businesses and industry so that the vocational pass outs can exit with employment-related skills. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

8.2.1 AIMS ANDOBJECTIVES

8.2.1 The aim of introducing vocational education in schools is to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. The main objectives are to enhance the employability of youth through demand driven competency based, modular vocational courses, to bridge the divide between the academic and applied learning and reduce the dropout rate in schools.

8.3 SCOPE

8.3.1 The Vocationalisation of School Education component aims to introduce vocational courses along with general education subjects from Classes IX to XII. The vocational subjects are to be introduced as an additional or compulsory subject at the Secondary level and as compulsory (elective) at the Senior Secondary level. The scheme primarily covers Government schools. Government aided schools, in those States/UTs where Government schools have already been covered under the Scheme, may also be considered for financial assistance as per the norms. Exposure to Vocational Education would also be provided in Classes VI to VIII with an aim to provide opportunities to the students to orient themselves with the skills required for the various occupations in a sector and to equip them to make informed choices while selecting their subjects in higher classes.

8.3.2 The component would involve introduction of vocational education in schools, capacity building of vocational education teachers/skill trainers, development of competency based curriculum and teaching learning material, development of management information system for monitoring and evaluation, and taking up innovative programmes under vocational education.

8.4 IMPLEMENTING AGENCIES IN STATES/UTs

8.4.1 The scheme will be implemented in the schools by the State/UT Governments through the respective Departments of School Education and Boards of School Education.

8.5 IMPLEMENTATION MECHANISM

8.5.1 Selection of Vocational Courses

8.5.1.1 The selection of vocational courses by the States/UTs should be based on the assessment of skill needs conducted nationally and locally. The States/UTs may conduct a detailed mapping of the local job opportunities available or labour market requirements to identify schools for introduction of the vocational subject. Documents supporting the procedure adopted for selection of vocational courses may be annexed with the Annual Work Plan and Budget proposals of the State/UT. In addition, States in consultation with the local industry etc. will also identify the human resource needs at the local level. While selecting the courses for the schools, the State /UT should ensure that local skill needs are appropriately addressed and suitable opportunities of employment are available for the students passing out in neighbouring areas. Besides reflecting the needs of skills across sectors, courses that are introduced in schools may also be in tandem with the aspirations of parents and students. While selecting the course, care should be taken by the States and UTs to adequately map the diversity of skill needs. The NSQF compliant vocational courses to be selected for Classes IX-X and XI-XII may preferably be in the same sector having appropriate career progression in order to ensure optimum utilization of the infrastructure created. Opting a single course for large number of schools may adversely tilt the supply of skills vis-a-vis the demand. Over a period of time, in case the need so arises, the vocational courses offered by the school can be considered for change in accordance with the skill requirement.

8.5.1.2 The schools may offer two vocational courses in Classes IX-X and XI-XII, with 40 students in each section. Each course may be covered in the span of 2 years. NSQF compliant vocational courses which require longer duration of training may be covered in 4 years. If considered feasible, one vocational course may be offered in schools located in rural, thinly populated areas, SFDs and EBBs etc.

8.5.2 Inclusion of Vocational courses in Scheme of Subjects

The Central/ State school Education Boards may make necessary amendments to include the selected vocational courses in the scheme of studies both at secondary and Senior Secondary level.

8.5.3 Selection of Schools

8.5.3.1 The proximity between the schools and industry/employer would be a major consideration in the selection of schools for implementation of the scheme. Every school will be required to have linkage with some related enterprise/ industry/ farm/ organization, etc.,

for hands - on training, specialized quality assurance and other relevant aspects. With a view to effect convergence at the grass root level, the State Education Departments shall also map the spare capacity and infrastructure available in the Government and private run Industrial Training Institutes and seek to utilize the same for providing hands on skill training to the students through appropriate Memorandum of Understanding.

8.5.3.2 While selecting schools preference will be given to schools located in Special Focus districts, Educationally Backward Blocks, in left wing extremism affected districts aspirational districts and in districts with high dropout rates at the secondary level.

8.5.4 Classroom-Cum Lab/Workshop

8.5.4.1 State of the art classroom-cum-lab and workshop may be developed in the school to ensure effective practical training of the students. Lab equipment and resources may be based on the requirements of the subject and the financial limits. The state needs to ensure timely procurement of the lab equipment and raw materials so that the lab is set up before the start of the academic session.

8.5.4.2 An indicative list of tools, equipment and materials for setting up the lab/workshop will be provided by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) in consultation with the respective Sector Skill Councils.

8.5.5 Equipment and raw materials

8.5.5.1 Tools, equipment and machinery for the development of soft and basic technical skills would be provided to the schools. The list of the tools and equipment mentioned in the curriculum developed by PSSCIVE would form the basis for procurement.

8.5.5.2 If required, the States may constitute a committee for finalizing the list of equipment with the help of experts and the representatives from the respective Sector Skill Council. Proper inventory and upkeep of all items purchased under the scheme should be ensured. Procurement of tool and equipment through GeM Portal is recommended wherever course specific tools and equipment list is readily available.

8.5.6 Programme Management

8.5.6.1 Collaborations in management will address administration and organizational reforms in matters such as strategic planning and goal setting, increased autonomy to Principals and teachers in procurements, finance, accounting, monitoring of performance standards, etc. NGOs/voluntary organisations and Vocational Training Providers (VTPs) working with various skill development scheme of Government of India may also be involved by the States in order to utilize their experience and expertise in various domains, like project management, training, etc. to facilitate vocational education in schools. Besides this, it is advisable that states may have a dedicated cell for vocational education within the department of school education.

8.6 CURRICULUM AND COURSEWARE

8.6.1 The vocational curriculum should be learning outcome based. Besides curriculum, the training package should include student textbook, teachers/trainers handbook, training manual, teachers/skill trainers' qualifications, assessment guidelines, multimedia packages and e-learning materials. The curriculum would be referenced to the notified National Occupation Standards/Qualification Packs developed for various job roles by the respective Sector Skill Councils. Curriculum and courseware development including e-content, student handbook, practical manuals, activity worksheets, etc. will be undertaken by the PSSCIVE, National and State Education Boards and other reputed institutions having necessary expertise and experience in development of curriculum and courseware, with greater inputs from industry/ Sector Skills Councils in accordance with the National Occupation Standards mapped to the needs of the industry. In order to provide broad overview of various sectors for enhancing the competences of school students, PSSCIVE may develop courses suitable for school system in collaboration with States/ SSCs and obtain necessary approval for their NSQF compliance. The State/UT may also indicate the need of such courses to PSSCIVE keeping in view their skill needs.

8.6.2 Teacher and trainer guides, practical manuals/workbooks, charts, multi- media packages would also be made available to all the States/UTs for translation and implementation. The State/UT Governments may translate the curriculum and courseware in the language used as medium of instruction in their respective schools with the assistance of SCERTs, School Boards etc.

8.6.3 The curriculum shall comprise modules on vocational skills and employability skills including entrepreneurship skills. The employability skills modules will include communication skills, self-management skills, ICT skills, entrepreneurial skills, and green skills for enhancing the employability of the students. E-content on employability skills may be developed and disseminated by PSSCIVE. A component of internship shall be an integral part of the curriculum transaction. Students would be required to complete a minimum of 80 hours of workplace learning or on-the- job learning. Internship programme will help students in developing personalized training plans, acquiring first hand information related to the industry, exploring new and expanding opportunities in the labour market and developing skills attuned to the needs of the labour market.

8.6.4 Lifelong learning skills shall be developed among students so as to enable them to cope up with the rapid pace of economic and technological developments and at the same time become lifelong learners.

8.6.5 E-Learning materials

8.6.5.1 The PSSCIVE and other Institutes/agencies having requisite experience and expertise will develop e-learning materials for various vocational courses and would make them available to the States/UTs. The State/UT Government shall provide necessary infrastructure in schools for effective use of multimedia. Infrastructure and software, etc. established under the ICT scheme may also be appropriately leveraged in running the vocational courses.

Multimedia and e-learning materials suited to the needs of the learners, including children with special needs may be developed.

8.7 FACULTY AND STAFF

8.7.1 The Principal or the Headmaster of the concerned school shall act as the Chief Coordinator of the programme and will ensure seamless coordination and effective implementation of vocational courses. At a cluster level, for schools opting for a common trade, an industry coordinator can be engaged to assist the interface of schools with the local industry for training; assessment, etc.

8.7.2 The Principal/Head Master in consultation with industry representatives shall arrange for proper guidance and counselling of the students and sensitization of the parents. He/ She shall oversee the working of the faculty/ resource persons/ skill trainers and ensure effective linkages with the industry with the involvement of the District Education Officer, District Industry Officer and the Industry Coordinator.

8.7.3 Vocational courses will be conducted with the help of Teachers/Skill trainers as well as guest faculty on need basis. Schools shall be authorized to engage Teachers/Skill Trainers with such qualification and experience as laid down by the PSSCIVE. The qualification for the teachers/skill trainers will vary with reference to each cluster of vocational courses. Accordingly, PSSCIVE will work out the details of qualification for engaging teachers/ skill trainers and would circulate the guidelines for the selection and engagement of skill trainers to all the States/UTs. The States will have to ensure that teachers/skill trainers are selected well in advance before the commencement of the academic session. States/UTs may consider engaging with Vocational Training Providers (VTPs)/Vocational trainers for a minimum period of two years through appropriate Memorandum of Understanding (MoU) to ensure stability.

8.7.4 The Teachers/Skill Trainers will impart knowledge of both the theory and practical in their respective trades. The performance appraisal of Teachers/Skill trainers shall be conducted at the end of each academic session and their further retention shall be linked to delivery of quality output. Financial assistance will be linked to engagement of qualified trainers/teachers.

8.7.5 Industry would be an important partner in providing master trainers as well as resource persons for various vocational courses. The Principal in consultation with the industry to which the school is linked can invite resource persons for the concerned vocational courses within the specified norms and guidelines. In certain traditional skills and occupations like handicrafts and handloom etc., the resource persons for providing training for vocational courses can be obtained from amongst rural skilled/semi skilled persons in the concerned vocation as per the guidelines.

8.7.6 Specialized practical work and training would be arranged in commercial and industrial establishments, ITIs, Polytechnics, Community Colleges, hospitals, farms, etc.

depending on the vocation and the nature and level of practical training required for the course for which a funding provision has been made in the scheme. Training arrangements may also be made in the unorganized sector on half or full day basis. Structural flexibilities in the timetable should be made to arrange practical training according to the mutual convenience of students and the trainer/industry. For the above purpose, MOUs shall be signed between the school/institution and industries/user organizations. The Department of Education in the States/UTs will ensure that necessary instructions are issued to concerned officials to ensure full cooperation of industries, ITIs, Polytechnics, for imparting practical training to vocational students.

8.7.7 Detailed guidelines for practical training in industry will be prepared by the PSSCIVE, Bhopal. Wherever possible industry engagement may be converged with the concessions and benefits being granted to the Industry by the Central and State Government for their contribution in skill development e.g. tax benefits being given to the industries for training individuals under the Income Tax Act, etc.

8.8 TRAINING OF TEACHERS

8.8.1 Appropriate quality assurance, verification and validation procedures would need to be established for assuring the quality of the Vocational Teachers/Trainers. A Vocational Teacher/Trainer should possess (i) Content knowledge, (ii) Pedagogical knowledge and (iii) Pedagogical content knowledge. They should continuously strive for pursuing excellence through better performance and professional development.

8.8.2 PSSCIVE, a constituent of NCERT will act as the principal coordinating agency for organizing teacher training programmes. The training programmes may be reoriented to develop the professional Vocational Teachers/ Trainers as per the NOSs. Sector Skill Councils or Industry Associations will play a key role in supporting and improving the quality of Vocational Teachers and Trainers through interventions at various levels.

8.8.3 Effective implementation of induction and in service training of Vocational Teachers shall be imperative to bridge the current gap between demand and availability of qualified teachers/skill trainers and to keep the teachers/skill trainers abreast with industry requirements. An induction training of 10 days duration will also be organized by the respective States/UTs for all the selected teachers/skill trainers. If felt necessary the induction training can be staggered over two spells of training programme of 5 days each. Regular in-service training programmes of 5 days on pedagogy, subject content and other related aspects of vocational education may be organized by the PSSCIVE and State Education Departments for all teachers/skill trainers through established training institutes having necessary experiences and expertise. While conducting the training programmes, all efforts may be made by the States and UTs to involve the SCERTs and other Teacher Education Institutes to leverage their capacities. States and UTs, may consult PSSCIVE and seek necessary assistance, whenever required. The list of Vocational Teachers/Trainers trained through

induction and in-service training may be uploaded on the website of the State Department of School Education and PSSCIVE.

8.8.4 Training of Trainer programme for building a pool of resource persons for providing state-of-the-art training to teachers/skill trainers would be developed by PSSCIVE in consultation with NCTE and would be offered in institutions like PSSCIVE, Bhopal, Regional Institute of Education of NCERT, Teacher Training Colleges, National Institutes of Technical Teacher Training and Research, Universities, etc. for meeting the requirement of teachers/skill trainers. Re tooling programmes will be developed for promotion of vocational pedagogy and blended learning. PSSCIVE should organize training programmes for developing Master Trainers for induction and in-service training. Training modules and e-content for this purpose may be developed which could also be disseminated to States/UTs.

8.8.5 Orientation/sensitization programmes/workshops may be organized for various stakeholders including Central and State Boards of Education.

8.8.6 States/UTs may prepare a panel of vocational teachers/trainers with the help of NSDC/SSC for each of the sectors. While appointing these trainers, they may be oriented on educational pedagogy in order to enable them to understand the needs of the school system and equip them for classroom transactions.

8.8.7 Induction Training

8.8.7.1 The induction training programme should be organised for newly recruited vocational teachers by the State Implementing Agency in collaboration with PSSCIVE, Sector Skill Councils, RIEs, SCERT and other stakeholders. Training in Industry should be facilitated by the Sector Skill Councils (SSCs). The induction training programme should be conducted before the commencement of the course in the school so that trainers are familiar with the pedagogy, school environment and essential tenets of the programme beforehand.

8.8.7.2 The initial preparatory programmes for Vocational Teachers/Trainers may focus largely on the vocational pedagogy and less on industrial or specialized skills. It may comprise theoretical knowledge and practical competencies in the delivery of VET using the theories and principles of pedagogy.

8.8.7.3 Training programmes on classroom management, managing resources (including material and human resources), strategic planning, leadership techniques, production methods, etc. may be regularly organized by PSSCIVE, RIEs of NCERT and SCERTs. Reputed organizations having experience in this field may also be involved.

8.8.7.4 The vocational teachers engaged in the Senior Secondary schools offering vocational courses under the erstwhile scheme of vocationalisation of secondary education may be retrained to the new curriculum requirements and implementation strategies under the NSQF. This would require intensive skill based training programmes in collaboration with the local

Industry. The possibility of utilizing these vocational teachers as vocational coordinator may also be explored.

8.8.8 **In-service Training**

8.8.8.1 Special training programmes on communication skills, vocational pedagogy, ICT skills, Vocational guidance and counseling, etc. may be organized by the PSSCIVE, RIEs and SCERTs to develop the competencies of Vocational Teachers.

8.8.8.2 Training of Vocational Teachers on the use of advanced technology (including ICT) and innovative techniques may be regularly organized, especially to support training of children with special needs.

8.8.8.3 Vocational teachers may be trained in utilizing e-learning materials, instructional video-films and interactive computer aided programmes for supplementing teaching and providing a wide variety of learning experiences to the learners.

8.8.8.4 Subject Specific training programmes may be organized by PSSCIVE, RIEs and SCERTs with the help of industry experts for regular upgradation of competencies of in-service vocational teachers. Pre-test and Post-test needs to be made mandatory for all the training programmes for improving the quality of training.

8.8.8.5 In order to increase training capacity, interactive training programmes utilizing technology based systems like EDUSAT/SWAYAM may be encouraged. Self-learning online programmes, including Massive Open Online Courses (MOOCs) may be developed for the Vocational Teachers and students.

8.9 ENGAGEMENT WITH INDUSTRIES/ EMPLOYERS/USER ORGANIZATIONS

8.9.1 The industry shall provide support in terms of providing resource persons, qualified assessors, skill trainers and support for apprenticeship training. The Corporate Social Responsibility Initiatives of the industries may also be leveraged where ever feasible. In all such cases, funding for such components under the Scheme will be appropriately targeted to avoid overlap.

8.10 CURRICULUM TRANSACTION

8.10.1 Learning by doing is the most important aspect in vocational education. Therefore, the curriculum transaction should focus on activity based teaching-learning so that students learn by doing. Students should be made accountable for both their academic and on-the-job learning by providing continuous feedback through formative assessment and evaluation.

8.10.2 Field visit of students needs to be organized in industry, business and actual work situations to enable them to understand and appreciate the real time work requirements and make choices accordingly.

8.10.3 Special classes on entrepreneurship may be conducted for those students who opt for self-employment. Besides giving necessary guidance to the students for setting up their ventures, the teachers/skill trainer may continue to provide technical support to them for the transition period. Efforts may be made at appropriate levels to arrange soft loans and to devise marketing strategies for these young skilled entrepreneurs.
8.10.4 The vocational subjects should be allotted atleast 2-3 continuous periods at a stretch so that practical activities can be conducted seamlessly without any breaks.

8.11 ASSESSMENT AND CERTIFICATION

8.11.1 The competencies acquired at each level would be assessed and certified by the Awarding Bodies i.e. the concerned National and State Education Boards to which the schools are affiliated, with the involvement of Sector Skill Councils. If the SSCs are not in place, industry associations /employers shall be associated. The results and the credits received therein would be collated by the Awarding Body with the assessment and certification of the theoretical component of the syllabi assessed in the educational institution and the skill proficiency assessed in association with the industry/SSCs. The examination shall include both written and oral elements for assessment of vocational knowledge and practical tests for vocational skills. The certificate awarded should mention the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs/industry should be recognized and accepted by industry and prospective employers.

8.11.2 Guidelines for competency based assessment and certification of students will be provided by PSSCIVE, Bhopal, to be adapted by the concerned State Boards. While drawing the assessment and certification framework, PSSCIVE will consult the industry/Sector Skills Councils. The assessment and certification framework would provide for weightage of marks for skill and theory components, minimum qualifying benchmarks, duration and design of exams, modalities of internal and external assessment of theory and skills, qualification of assessors, etc. Internal assessment of the performance of students will be done by the school in a continuous comprehensive manner. The National or State Boards, as the case may be, would conduct external competency based assessment of skills of the students in collaboration with the concerned Sector Skill Council/industry/employer. The state /UT need to adhere to the Assessment and Certification time lines. Local capacity for assessment may be developed by working with state bodies (State Skill Development Mission).

8.11.3 The grades/marks obtained by the student in the vocational subject shall be necessarily factored in the final mark sheet. External assessment with the involvement of SSC may be taken up only at the end of Classes X and XII. The States/UTs need to follow the assessment timeline. In Classes IX and XI, the practical assessment may be done by the State/UT by interchanging the teachers/trainers amongst different schools for the purpose of assessment.

8.11.4 In case a student is not able to clear academic subject(s) but clears the vocational subject in class 10 and / or class 12 board exams, the student would be entitled to get a competency based certificate of vocational subject from the Sector Skill Council, certifying

the job role/level completed. This will help the student to continue to study the vocational education course at an ITI or gain employment based on the skill certification.

8.12 STUDENT SUPPORT SYSTEMS

8.12.1 A student support system will be crucial for the success of the vocational education programme.

8.12.2 Vertical Mobility

8.12.2.1 The vertical progression in vocational education would need to be strengthened so that the vocational pass out students of schools can gain entry into vocational courses offered by Polytechnics, Industrial Training Institutes and higher education, including Bachelor of Vocational Education (B. Voc).

8.12.2.2 The School Education Department in coordination with the Department of Higher and Technical Education of the State/UT may create more avenues for vertical mobility like introducing B. Voc courses in universities. They may assist and facilitate the students in pursuing higher education in vocational subjects. School vocational education qualifications should be recognized by higher education institutions at par with academic qualifications for admission to diploma and degree courses.

Few states have taken initiative for vertical mobility like:

- Haryana has made provision for direct admission of school vocational education students to 2nd year of the diploma courses.
- Maharashtra has provided 25% reservation for Class 10th vocational pass-outs in ITIs and 15% reservation in Polytechnics.
- Himachal Pradesh provides 10 % extra weightage to class 12 vocational pass outs for admission in the B.Voc courses being run in the state.

8.12.3 Career Information and Guidance

8.12.3.1 Vocational guidance, which is a process of assisting an individual to select an occupation, prepare for it, enter upon and progress in it, will be critical in ensuring requisite enrolment of students in various vocational courses and for assisting the students in making an informed choice of vocational courses. Specific counselling drives should be organized in the school involving suitable experts. It shall be the responsibility of the Principal of the school to invite / involve the Counsellors / resource persons/experts from the industry from time to time for providing necessary guidance to students and parents regarding market trends and suitable vocational choices. The Counselor would also inform students about the various job opportunities, possibilities of vertical and horizontal mobility and also opportunities for self-employment.

8.12.3.2 A review of recruitment rules and procedure are a pre-requisite. Central and State Governments and employers, including private, will need to amend the recruitment policies, rules and procedures for giving preference to persons with competencies compliant with the NSQF.

8.12.4 Organization of Career Melas

8.12.4.1The placement of students passing out with vocational subjects will be an important parameter for measuring the outcome and impact of the scheme. As an important stakeholder of the Scheme, the industry/ employers in the area, in close association with schools may endeavor to conduct /organize career/job fairs, campus interviews, recruitment drives, etc. for suitable placement of students. The services of the industry co coordinators can be utilized for this purpose.

8.12.5 Apprenticeship Training

8.12.5.1 The Apprentices Act 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry by utilizing the facilities available therein for imparting on-the-job training.

8.12.5.2 The apprenticeship training scheme is being implemented through the four Regional Boards of Apprenticeship Training (BOAT) at Mumbai, Kolkata, Chennai and Kanpur. The State Education Department, and District Education Office, State Skill Development Mission (SSDM) and Vocational Training Providers (VTP) may liaise with the BOATS for apprenticeship training of the students.

8.12.5.3 As per law, only persons above the age of 18 can be given a full time job and most students in schools who follow a vocational education course and who need a job, are not eligible. The MoU between the State/UT and the VTP should include a provision so that the VTP undertakes to provide apprenticeship to at least 70% of the interested students, who are below the age of 18, and thereafter a job. The undertaking should further provide for giving job to at least 70% of the interested students who are 18 years and above of age.

8.12.5.4 Effective implementation of the provisions of the Apprenticeship Act can be ensured through (i) Coverage of additional vocational courses under the Apprentices Act, (ii) More effective arrangements for accommodating vocational pass outs in the industry and organisations, and (iii) Effective coordination between the various stakeholders.

8.13 GIRLS' PARTICIPATION

8.13.1 Special guidance and counselling session may be organized for girls as per need. The Principal of the school should take necessary steps to remove gender bias, if any, in the minds of employers /financiers against giving the girls employment or loans. The implementation aspects in favour of girls mentioned in other appropriate sections of the scheme would be ensured. All the reporting, data generation shall be in gender segregated manner.

8.14 COVERAGE OF SPECIAL FOCUS GROUPS

8.14.1 Efforts will be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, minority, persons below poverty line and children with special needs, with special attention to the girls belonging to these groups. Special priority would be given for introduction of vocational education in schools in identified SC, ST and minority concentrated districts/ blocks. States/UTs will encourage and ensure the participation of students belonging to the special focus groups in vocational education through suitable measures. Enrolment drives, provision of special facilities, working in close collaboration with parents and community based organization etc. may be undertaken to ensure participation of special groups in vocational education. Monitoring attendance, organizing remedial classes and follow up of special groups will be done by the concerned schools.

8.14.2 Arrangements will also be made in schools for removing architectural barriers for providing easy access to learners with special needs. The curriculum and teaching methodologies must recognize and address the needs of all learners with special needs. For giving due care and attention to such students, necessary orientation and sensitization of teacher/skill trainer preparation will be ensured. While selecting the vocational courses, the diverse needs of the learners with special needs will also be factored in.

8.15 PROGRAMME MONITORING AND EVALUATION

8.15.1 Monitoring and Evaluation will be a built-in feature of the programme. Monitoring of programme implementation will be done at various levels, viz., National, State, District, Block and Institutional level. The feedback mechanism would ensure identification of deficiencies in instructions, administration, financial management, etc., so that the functionaries at each level are able to take timely decisions to fill in the gaps in policy-making, direction, budgeting, etc.

8.15.2 The data on vocational education is being captured through UDISE and SDMIS. It is the responsibility of State officials to ensure that the data related to vocational education is filled in by the concerned schools. The Online Monitoring mechanism through Project Management System (PMS) has been developed. The data on coverage, performance, placement may be regularly updated by states on the PMS portal. The Principal/ Headmasters may be made responsible for updating the data. SMC/ SMDCs, local bodies including PRIs may be closely involved in the monitoring of the Scheme. An Online app for monitoring and tracking, sharing stories and raising issues may be developed.

8.16 COORDINATION AND CONVERGENCE

8.16.1 Active coordination and convergence of all efforts of the Central and State governments towards skill building is essential for ensuring efficiency, effectiveness and

economy in delivery of outputs and outcomes. While implementing the scheme, the State and the UTs shall make all necessary efforts to secure convergence with ongoing Central/State government schemes. Inter-departmental Committee in close coordination with the State Skill Development Mission may be set up at the State level to guide and monitor the implementation of the Scheme.

8.16.2 Necessary efforts shall be made to utilize the existing infrastructure (classrooms workshops, labs, etc), resource persons, etc. available in schools and ITIs, Polytechnics, Community Colleges and Skill Development Centers for implementation of the scheme. Curriculum and courseware already prepared under skill development Schemes being implemented by various Departments and Ministries of Government of India and State Governments may be leveraged. Convergence may also be explored with ongoing schemes, skill initiatives, financial benefits, incentives, scholarships etc on skill development funded by National and State Governments through various Ministries, Departments, Institutions, Agencies etc.

8.17 INTRODUCTION OF VOCATIONALISATION OF SCHOOL EDUCATION FROM CLASSES VI TO VIII

8.17.1 Introduction of vocationalisation of school education from Classes 6 to 8 will help in connecting skill based activities with general academic subjects, like science, language, social science, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. The underlying idea behind such work based activities is to make them as an integral part of the teaching -learning process rather than as an add-on to the existing scheme of studies of education from Classes 6 to 8. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These multi-skill activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc. Students shall also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.

8.17.2 All the schools would introduce vocationalisation of education from Classes 6 to 8. The vocational modules on soft and hard skills will help children to explore the essential aspects of the world of work and prepare them for choosing a vocational subject or a career options. Through the soft skills, children will develop dispositions, attitude and social competencies to become functional at personal and social level. The soft skills modules will develop communication skills and ICT skills. For vocational skills components, activities based on the themes given in the syllabus for the general education subjects can be organized.

8.17.3 The general education teachers of languages, mathematics, science, social science, art, music, and work experience would be involved in the organisation of the skill-based activities related to the themes that they are teaching. The curriculum load and the time table will have

to rationalized to provide enough time to the children to participate actively in the activities. The teaching-learning methodology may be based on observation, manipulation and practice. Concerned subject teachers may be trained in the use of teaching techniques that support activity based learning, including hands-on learning, problem solving, cooperative or team-based projects, lessons requiring multiple forms of expressions, project work that draws on knowledge and skills from several domains. Students may also visit organizations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.

CHAPTER 9 – PRE-SCHOOL EDUCATION

The Integrated Scheme for School Education envisages the 'school' as a continuum from Pre-School to Senior Secondary levels. These would cover preschools referred to by all nomenclatures such as Anganwadi, Balwadi, nursery, preschool, preparatory, pre-school, LKG, UKG, play centres, crèches, Bal Vatikas etc.

9.1 Section 11 of the RTE Act, 2009 states that "with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangements for pre-school education for such children."

9.2 Research and experience have repeatedly demonstrated that Early Childhood Development and Education not only increases the progress and achievement of children in primary schools and lay the foundation for future growth, learning and development, but also develop positive attitudes and the desire to learn. Therefore, it becomes imperative to provide quality pre-school experiences to children.

9.3 The preschool programme may be of upto 2 years duration that is for children of the age group 4-6 years.

9.4 States and UTs have been asked to examine the possibility of shifting the Anganwadi Centres (AWCs) to the campus of the nearby primary schools located in the habitation of AWCs catchment with a view to improve child preparedness for going to school and to ensure smooth transition from preschool to formal schooling. **States and UTs have taken steps to locate the ICDS centers within the school complex (wherever feasible) to ensure smooth transition of children from Pre-school in the Anganwadi Centre to the formal school.** Nationally, 41.3 percent of government primary schools have a co-located Anganwadi Centre (UDISE-2015-16). **It is important to emphasize that co- location of Anganwadis run under ICDS programme should lead to greater convergence with the school. The school and the Anganwadi should work as part of each other so that co-location of anganwadies in schools does not only remain physical co location. The Principal of the Primary School should look after and help to develop the educational component of the anganwadi centre. S/he should ensure that the teachers of Primary school and the anganwadi workers work in a collaborative manner. The child centered pedagogies should also be extended to early grades i.e. classes 1 and 2. District education officers (DEO) and Child Development Project officers (CDPO) will organize joint meetings of the Principals/headmaster and anganwadi workers/supervisors and work out strategies to bring about convergence at the local level.**

The NPE gives importance to Early Childhood Care and Education (ECCE) as a crucial input for human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for early care and stimulation of children belonging to the vulnerable sector. The potential of ECCE is recognised as an intervention for lifelong education. It is widely acknowledged as an essential input for girls' education in freeing girls from sibling care responsibilities, leading to their regular attendance in school and in providing school readiness skills to pre-school children. With the RTE in place the preschool segment of education has become all the more important.

9.5 Wherever the State Government is desirous of providing pre-school education in the formal primary school, the scheme will provide support to enable the co-located Anganwadi centre to enrich and sustain its preschool and school preparedness component. Support may also be given for providing pre-school education in uncovered areas.

9.6 **Pre-School Campus:** The physical environment of the school campus aligned to the primary/elementary school will be such that children feel safe, secure, comfortable and at ease and can enjoy exploring and learning. The teachers and helpers and other support staff should be well trained to supervise and look after the young children. There must be adequate staff to maintain hygiene, sanitation, ensures safety, security of children in the school.

9.7 **Sanitary Facilities**: The preschool will be equipped with basic sanitation facilities such as healthy, safe and nutritious meals, safe drinking water facility, and cleanliness in and around the school. Toilets in the schools must have appropriate accessories and adaptations for children with special needs.

- Separate toilets for boys and girls, suitable for small children.
- Toilets should be safe and have regular water supply.
- Soap/hand wash and clean towel should be made available.
- Bathroom fixtures and sinks may be provided at the level children can reach easily.
- Garbage bin with a lid should be provided in each class and in outdoor area.

9.8 **Safety Precautions:** Keeping in view that the young children have recently learnt some motor skills like running; some additional safety precautions will have to be observed:

- The classroom should have adequate space for movement; the play space should ensure safety of children i.e. prevent children from running out and getting hurt from grievous injury.

- The furniture and toys need to be child –friendly and free from any sharp edges.
- Doors should be light in weight and should not be of self locking or swinging type.
- There should be mesh in all the windows to prevent mosquitoes coming in.
- No toxic paint should be used for play material/ equipment. The equipment should not have any sharp corners, jutting nails etc. and should be sturdy.
- Play material should not have any loose parts which children may swallow by mistake.
- Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injury.
- Electric outlets which are accessible to the children must have protective caps when outlets are not in use.
- Any arrangement made by the school for transporting children should be safe, comfortable and convenient.
- Items of potential danger or cleaners like: flammable liquids, toxic material, soaps and detergent etc. must be kept in original container with original label. These should be stored in an area not in use by the children and is away from the kitchen.
- During cleaning, daily inspection of indoor and outdoor area must be done to search for sharp objects (needle, pins, branches), poisonous foliage and mushrooms, bee or wasp nest and depth of area under swings.
- In a pre-school, it essential to provide some time for rest/ nap during the day's program. A clean mattress with sheet along with a comfortable pillow may be provided for this purpose.
- Every centre must have clearly written procedure to be followed in the event of emergency. Further emergency numbers (ambulance, fire safety, Police, doctor) should be kept handy.

EARLY CHILDHOOD EDUCATION of SIKKIM

Pre-primary education is an integral part of school education system in Sikkim. The Pre-Primary Education is provided by both the government departments like Human Resource Development Department, Social Justice, Empowerment and Welfare Department.

Pre-Primary Education managed by the Social Justice, Empowerment and Welfare Department

The Women and Child Division of Social Justice, Empowerment and Welfare Department, Government of Sikkim provides Early Childhood Education through ICDS centres. These centres provide both care and education to pre-school children. However, the education imparted by these centres was not considered as formal education i.e. qualifying for the admission in class I (first grade) in the Government Schools.

Pre-Primary Education managed by the Human Resource Development Department

The Human Resource Development Department is the largest agency catering to pre-primary education in the State. The pre-primary education is provided in the formal school and is under direct control of the Human Resource Development Department, which is a unique

feature in the school education system in Sikkim. All the government schools are provided with pre-primary teachers who were called school mothers prior to 2013. There was the system of enrolling children when they attain 5 years of age and they enter into class I at the age of 6 years after passing one year Pre-primary Class. However, after the enactment of RTE Act 2009 in the State in 2010, the State started giving admission to the children in age specific classes.

In 2015, the State government decided to introduce two years of Kindergarten system i.e. LKG and UKG in all government schools vide Notification No. 74/DIR/HRDD/PE dated 24/12/2015. The age of admission in LKG is 4 years and UKG is 5 years. As decided, the State identified 31 schools to initiate the project as pilot for 2016.

- Supply of uniform different from other classes of government schools
- Supply of TLMs (Picture reading books, games material, flash cards, zigzag puzzle, worksheets and other teaching aids to develop early reading and arithmetical skills, play corners, reading corners, etc.
- The curriculum of kindergarten has been framed by the State as per NCERT guidelines
- Two series called "Get Set Go" have been developed for development of early language skills and early arithmetical skills, writing letters and numbers, fine motor skills, etc.
- Games and activities have been developed to develop socio-emotional skills
- Pre-primary teachers of pilot schools have been trained on pedagogical approaches to be adopted in the kindergarten

After its one year of implementation, many parents have withdrawn their children from private school and sought admission in government schools.

9.9 **Facilities for CWSN**: To accommodate children with special needs following facilities have to be ensured:

- Construction of ramps with rails and stationary bridges. These will facilitate such children approach the indoor and outdoor area and access play equipments.
- Equipments, play learning material, furniture and other facilities have to be suitable and easily available for children with disabilities.
- Toilets should have appropriate accessories and adaptations for children with special needs.

9.10 **Child Abuse and Rights:** Special care will have to be taken that there is no child abuse:

- No physical, verbal or emotional abuse.
- No harsh discipline and No corporal punishment.
- Children should not be neglected.
- All boys and girls to be treated equally
- All teachers must be trained to identify, understand and respond appropriately in case they observe any signs of child abuse /neglect.

- Teachers should be trained in promotion of tolerance and unity and respect for diversity in line with the quality standards.
- All teachers to be trained in accommodating CWSN children with compassion.

9.11 **Location of Pre-school**:

Pre–school being co-located on the campus of primary or elementary school should be easily accessible to the children. Transportation facilities available in the area may also be utilised in case the distance is more than 1 KM. Following are the points for the location of the school

- Away from heavy traffic, ponds, well, ditches, *nallahs, pollution,* heaps of garbage, cattle shed/animal shelter, slush, stagnant water and uncovered drains.
- The building must be surrounded with boundary wall or a fence to mark the safe area.
- The pre-school may be located on the ground floor.

9.12 **Curriculum:** Based on the understanding of insights and philosophies of different practitioners and thinkers, the following basic principles of curriculum are visualised:

- Play as the basis for learning
- Art as the basis for education
- Blend of the textual (basic literacy and numeracy) and the cultural
- Mix of formal and informal interaction
- Experience of both familiarity and challenge in everyday routines
- Primacy of experience rather than expertise
- Developmentally appropriate practice and flexibility
- Use of local materials, arts, and knowledge
- Integration of health and well-being based on healthy habits.

9.13 **Duration of Pre-school**

- The duration of the school timings will be 4 hours. However, when children have to be accompanied by older sibling/children of the primary school the timings of the pre-school section should coincide with the timings of the primary classes.
- The program should provide for some rest period during the day. A program which is of longer durations should provide facilities for nap time also.
- The teacher should come 15 minutes earlier than the children and leave 30-45 minutes after them so that s/he can make preparations for the next day.

9.14 **Learning Activities:** The learning centres/learning corners will be created in the classrooms so that children get opportunities to engage in free play and the teacher is able to handle multi age groups for providing age appropriate activities thereby ensuring safety of children.

- **The library and literacy area:** This area should have a variety of age appropriate children's magazines, information books, picture books, story books, big books, local folk tales, thematic books and comics.

- **Doll's area/ dramatic play corner:** The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress- up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.
- **Discovery/ science area:** It should be equipped with materials like: ramps and wheels, magnifying glass, shells, plants, seeds, weighing scales and weights, measuring tapes, or any other locally available materials.
- **Block building/ manipulative area:** This area should have blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings/lacing cards; threading strings and beads; small toys such as cars, trucks, animals, people figures; and other objects from the environment.
- **Art Area/ creative corner:** The material in this area should include different types of papers, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.
- **Music area:** The music area may be equipped with a dhapali, bell, bowls, flutes, tambourines, string instruments, other local musical instruments, tape recorder and a variety of DVDs of songs and rhymes. This corner may have material such as ribbons or scarves for the children to use to promote creative movement.

9.15 **Content, Pedagogy, Practices and Assessment:** The pre-school program will be holistic in nature. It has to be child centered, developmentally appropriate and process oriented. Play-based early learning activities have to be planned in ways that would expose children to a variety of experiences. The content of the program will include activities for

- Physical Well-Being, Health, and Motor Development
- Personal, Social and Emotional Development
- Creative, and Aesthetic Development
- Language, Communication and Literacy Skills
- Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning.
- A record of the children's progress should be maintained. Assessment of children should be continuous and comprehensive. There should not be any formal tests or end term exams for children in Preschools.

9.16 **Well being of the Children**: The Pre-school program will provide for:

- Regular medical check-up of children and provide follow-up and referral services wherever necessary
- Growth monitoring through maintenance of height and weight records through monthly/bi-monthly records.
- Snack time; daily provision of supplementary nutrition in accordance with the nutritional status of children

9.17 **Outdoor activities**

- Commercially available or improvised equipments for providing experiences like climbing, jumping, balancing, swinging, swaying, cycling etc. will be provided.
- Large and small balls, old tyres and rings etc. will be provided for throwing rolling, catching and kicking experiences.
- Sandpit/sandbox, trays, plastic strainer, sievers, containers, plastic mugs, katoris etc. will be provided.
- A big tub, bucket, mugs and cups of different sizes, sieves and floating toys for water play will be provided
- Various outdoor games may be organised for children even without any equipment. It is important to provide experiences for both gross and fine motor development
- In schools where there is no provision for a playground for outdoor activities the teacher should plan for activities for gross motor development within the classroom.

9.18 **Age for Admission**: A child is ready to enter in an organized Pre-school program on completion of 4 years of age at the beginning of the session/academic year, when, s/he is able to tackle separation anxiety from family; has developed some verbal competence and can communicate basic needs and has become toilet trained.

9.19 **Professional Development of Teachers**: The professional preparation of teachers calls for thoughtful planning of training sequences relevant to the developmental needs of early childhood. Continuous training of teachers of the Pre-school program will be carried out by regular refresher courses, workshops, visit to other schools; self-evaluation techniques etc. for the teachers and helpers so that they can update their knowledge and enhance their efficiency.

9.20 **Community Awareness and Partnership**: There has to be partnership with parents, families and the community wherein children's interest and choices are taken care of.

- Teachers will involve parents/ guardian of children in the activities of the pre-school so that they are able to replicate the same or similar activities at home.
- S/he will involve them in the development of Teaching Learning Material (TLM) like *toys, puppets, story chart, story box, flash cards, doll's and masks etc.*
- Parents or guardians will also be involved in the preparation of food items and serving meal.
- Parents will be involved in organising cultural activities, field trips, excursions and visit to the fair etc.
- Parents or guardians will be continuously counselled regarding behavior problems of children.

9.21 **Action points for States and UTs**

- States may like to consider including/co-locating one or two years of pre-school education in primary/elementary school and implement a developmentally appropriate curriculum and focus on school readiness for children.
- There will be need for teachers specially trained in child development/Early childhood development for the pre-school classes for which the States will need to make provision for training and capacity building, etc.
- Various Universities are offering Early Childhood Education courses under Vocational Programmes. Indira Gandhi National Open University (IGNOU) offers one year diploma in Early Childhood Education. Home Science Colleges of various Universities are offering Diploma courses on ECCE. Many state SCERTs like Nagaland, Delhi are also offering Diploma courses in Preschool Education. The states will develop mechanisms for providing preschool training to a large number of candidates.
- States will need to develop appropriate curriculum and teaching learning material for preschool education. The curriculum must have a linkage to the curriculum for classes in primary level of schooling**.**

9.22 **Coordination and Convergence:** Effective implementation of Pre-school program requires coordination and convergence among different departments, and sections within departments, dealing with different components of health, care and early education.

a. Convergence with MoWCD: The Scheme emphasizes the strengthening of convergence with the ICDS programme of Ministry of Women & Child Development to promote pre-school education. The department would strive to achieve effective synergy with the ICDS through the following:

i. Instructions to be issued by State Education Departments in concurrence with ICDS Department.

ii. Regular inter departmental meetings to be held at the State, district and block level between School Education officials and the ICDS programme and coming out with action points to bring about convergence at the ground.

iii. Making the Principal/headmaster of Primary School responsible for education component of anganwadis. Designating one of the existing primary school teachers as incharge of Preschool to plan convergence with the co-located anganwadi centre.

iv. Representative of ICDS programme will be on the State Level Executive Committee of school education and District Implementation Committee.

v. Location of *Anganwadi* centers in or close proximity to primary school campus and synchronization of the timings of the Anganwadi centers with the primary schools.

vi. Joint efforts for curriculum renewal of Pre-school teacher training and conduct of trainings of *Anganwadi* workers, primary teachers and health workers for a convergent understanding of links between learning and development in pre-school and primary school.

vii. Use of infrastructure of DIETs, BRCs and CRCs for training of *Anganwadi* workers and other functionaries of ICDS.

viii. Strengthening of training of Anganwadi workers in pre-school activities in both existing and new projects/*Anganwadi* centers.

ix. Training Primary School teachers in the pedagogy of Early Childhood Education.

x. Augmentation of pre-school kits/ materials in *Anganwadis*, where such materials are required.

CHAPTER 10 – PROGRAMME MANAGEMENT

10.1 Programme Management Approach

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

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

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

state and district levels. The actual progress against the cumulative annual targets/results in the RFDs would serve as the basis for assessing the performance of the scheme as well as that of the states in delivering desired results. While developing the national as well as state specific RFDs, the status of the school education in 2016/17 would be taken as the benchmark.

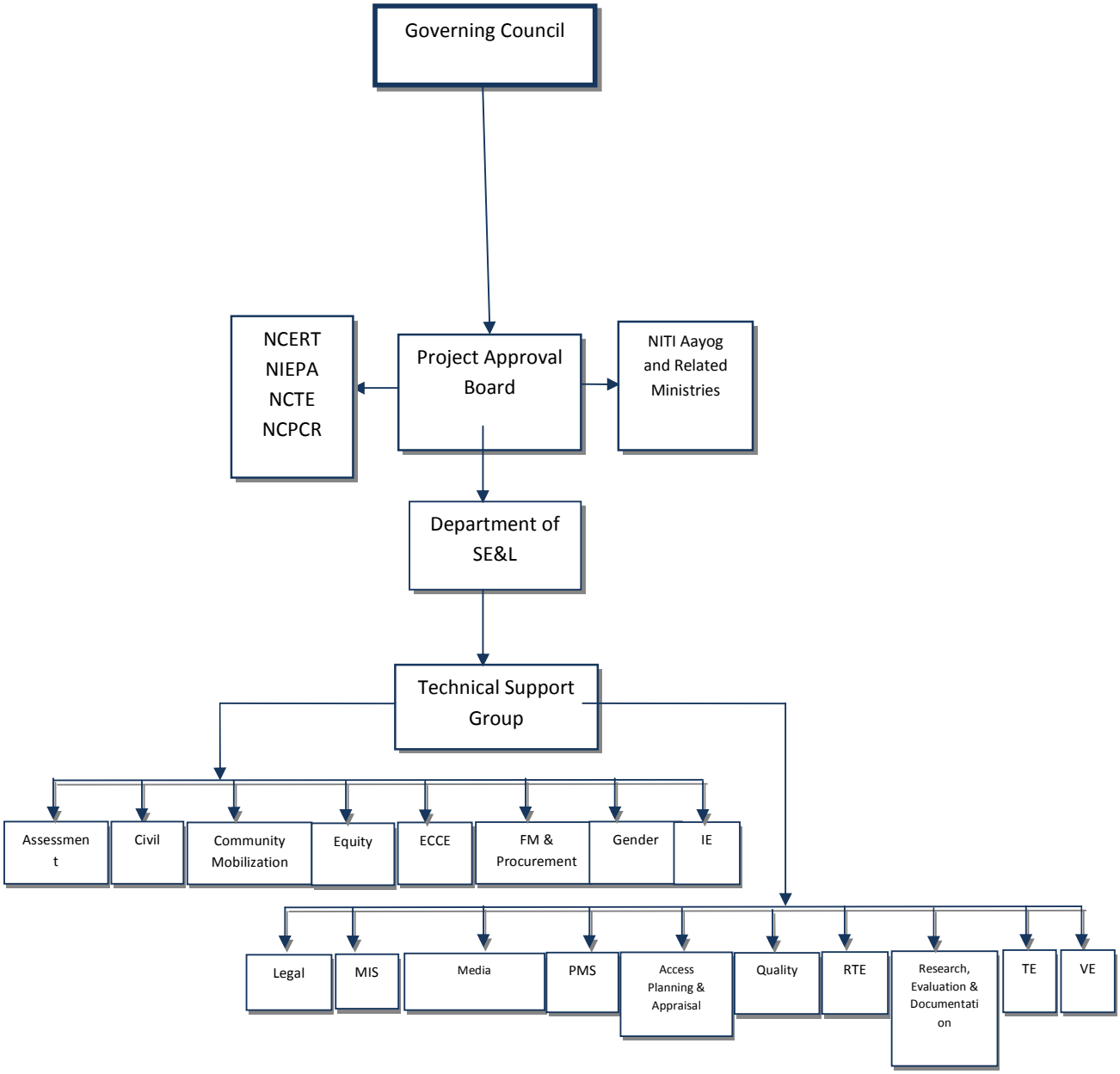
10.1.4 The launch of Samagra Shiksha has created an opportunity to reorganize the existing systems of administration of earlier programmes like the SSA, RMSA and TE to adequately respond to the demands of the entire school education system. Strengthening of management structures at the national, state, district, block, cluster and school levels would be a prerequisite for timely and efficient implementation of the programme. The project management structure and requirements of manpower, delegation of authority and capacity building, therefore, assume considerable importance, given the expanded activities of the Scheme. The administrative structure and the monitoring framework of the Scheme aim at promoting decentralized management of school education with focus on creating school networks at block level as a move towards creating Professional Learning Communities (PLCs) and deepening school level management practices.

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

10.2 Programme Management Structure

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

Figure 1: Management structure at the national level



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

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

10.3 National Level Administrative Structure:

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

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

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

10.3.1 ROLES AND RESPONSIBILITIES OF THE GOVERNING COUNCIL

More specifically, the Governing Council would:

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

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

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

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

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

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

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

10.3.2 POWERS AND FUNCTIONS OF THE PROJECT APPROVAL BOARD

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

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

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

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

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

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

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

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

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

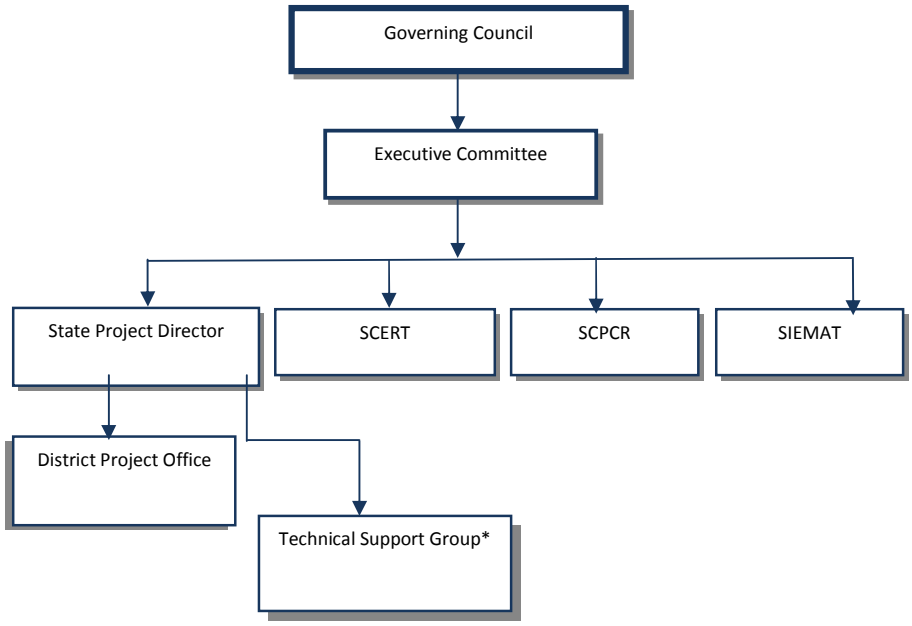
Functional Area	Responsibility
	integrated scheme and Swachh Vidyalaya
Quality (Pedagogy)	Curriculum, Pedagogy, CCE, Padhe Bharat Badhe Bharat, Rashtriya Aviskar Abhiyan, School Leadership, Academic support through BRC & CRC
Assessment	Learning outcomes & Assessment, National Achievement Survey, International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

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

10.4 STATE LEVEL ADMINISTRATIVE STRUCTURE

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

Figure 2: Management structure at the state level



SCPCR :State Commission for Protect of Children Rights

SIEMAT : State Institute of Educational Management and Training

SCERT : State Council of Educational Research and Training

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

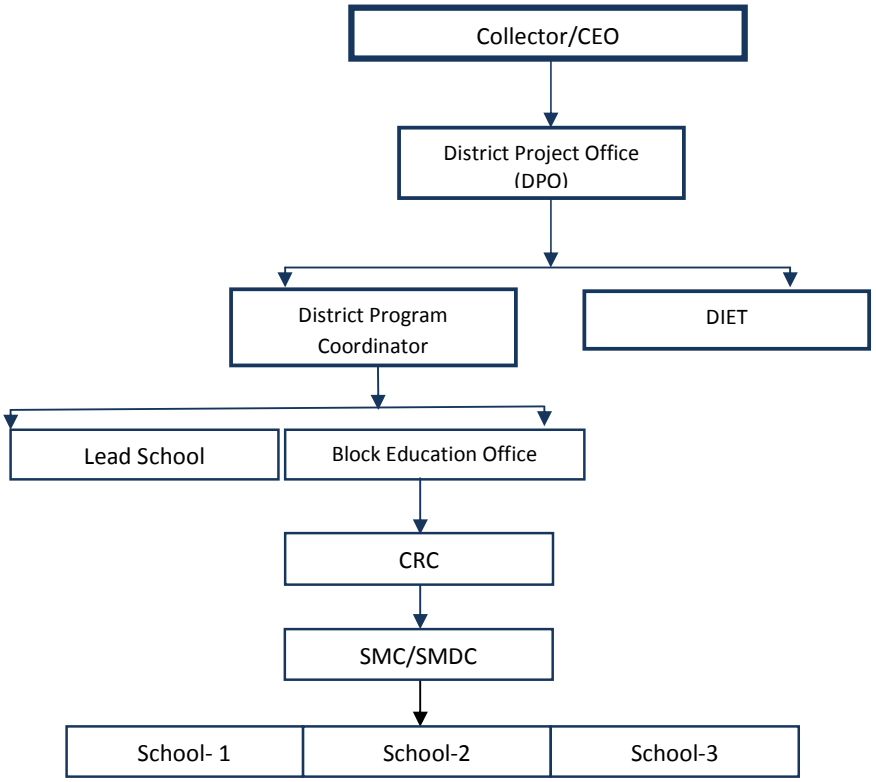
(xi) Programmes under the National Rural Health Mission must take up school health programmes, including de-worming and micro-nutrient supplementation, with special attention to vulnerable groups, especially girls approaching adolescence.

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

10.5 DISTRICT LEVEL ADMINISTRATIVE STRUCTURE

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

Figure 3: **Management structure at the district and sub-district levels**



CEO : Chief Education Officer
DIET : District Institute of Education and Training
BRC : Block Resource Center
CRC : Cluster Resource Center
SMC : School Management Committee
SMDC : School Management and Development Committee

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

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

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

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

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

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

(v) Monitor Progress and status of Project Implementation

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

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

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

10.6 BLOCK LEVEL ADMINISTRATIVE STRUCTURE

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

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

10.6.3 ***Roles & Responsibilities of Block Education Officer***

(i) Facilitate preparation of School Development Plan in coordination with Block/cluster resource persons, SMC/SMDC Head Masters, teachers etc.

(ii) Coordinate and Conduct workshops & trainings with subject teachers

(iii) Provide active coordination in teachers re-deployment and infrastructure utilisation

(iv) Monitor the work of BRPs and CRPs

(v) Ensure regular update of U-DISE and carrying out data analysis. Using technology for collection and analysis of data

(vi) Conduct review and performance meetings with BRCs, CRCs, SMC/SMDC and teachers regarding children academic performance and monitor children growth and special training needs of the children

10.7 Planning Process

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

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

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

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

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

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

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

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

10.7.7 Need identification process: It is to be started right from the community level in respect of equitable Access, Infrastructure gaps, Equity, Quality in terms of teachers, teachers training, Curriculum etc., Civil Works and other components including coverage of Special focus group should be identified by the community itself after intensive interaction with the headmasters/principals and teachers. The Proposals and issues related to the above components need to be streamlined and verified at the district level before these are finally consolidated at the state level. Analysis of the data and a write-up on the result outcomes of the plan is also an important planning strategy.

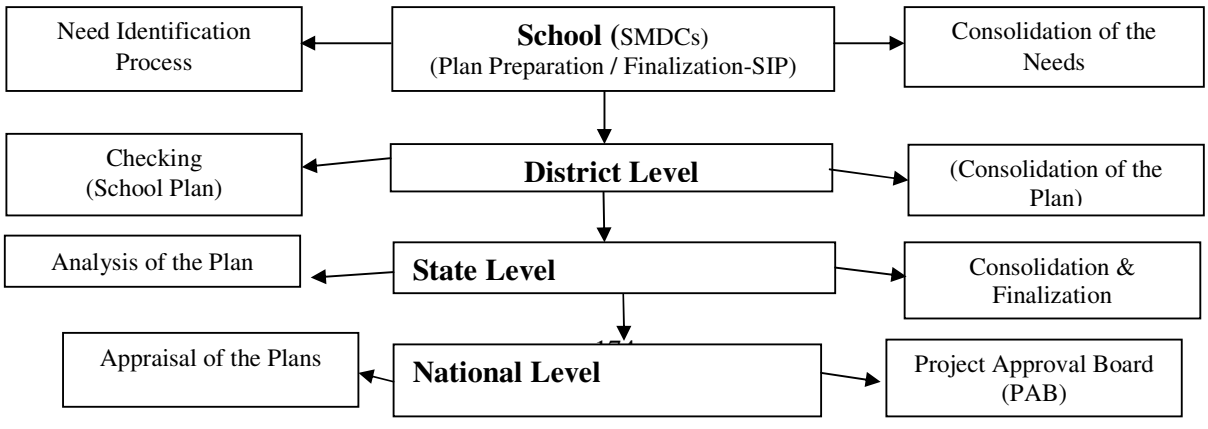
10.7.8 UDISE based planning: School Education database is of paramount importance for universalization of access to and improvement of quality right from the preparatory stage. Some of the urgent activities include identifying deficiencies in existing secondary schools/Senior Secondary schools, identifying upper primary schools for up-gradation, identifying underserved areas to establish new schools, streamlining for non-government schools, developing state specific norms for physical facilities etc. In order to initiate a comprehensive school mapping exercise at Secondary and Senior secondary level, it is necessary to develop a reliable data base, i.e. creation of databank under UDISE with disaggregated data at the State, District, Block and School Level is highly essential.

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

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

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

Decentralized Planning Process:



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

10.8 Monitoring Programme Implementation and Outcomes

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

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

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

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

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

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

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

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

10.9.4 The community participation will:

(i) ensure the enrolment and attendance of all the children and especially children belonging to disadvantaged groups and weaker sections in the school(s);

(ii) ensure that children belonging to disadvantaged groups and weaker sections are not discriminated against, and prevented from pursuing and completing school education.

(iii) monitor that all not-enrolled and drop out children are facilitated to join the mainstream (Section 4 of the RTE Act also mandates the provision).

(iv) monitor the identification, enrolment and participation of children with disability in school education, and ensure that facilities for their education are provided.

(v) ensure that child rights under the RTE Act, especially rights with respect to prohibition of physical and mental harassment, expulsion and detention, the provision of any-time admission are observed in letter and spirit, and that child entitlements, including uniforms, textbooks, scholarships as per norms, mid day meal safety and security, etc are provided in a timely manner. Deviations would be taken up with the Head Teacher/ Principal. The SMC/SMDC would bring instances of persistent disregard of child rights to the notice of the local authority.

(vi) Monitor the maintenance of the norms and standards specified in the Schedule to the RTE Act and other concerned policies.

(vii) Maintenance of hygiene and Toilets in keeping with Swachh Bharat Swachh Vidyalaya initiative.

(viii) Monitor that teachers are not burdened with non-academic duties other than those specified in Section 27 of the RTE Act. viz., *decennial population census,* and elections to Parliament, Legislature and Local Bodies;

(ix) ensure that teachers maintain regularity and punctuality in attendance, hold regular meetings with parents to apprise them about their child's progress, and do

not engage in private tuition

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

10.10 School Supervision by Block and Cluster/Lead School Functionaries

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

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

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

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

10.11 Monitoring at the District Level

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

(i) Independent and regular field visits to monitor performance by Social Science Monitoring Institutes.
(ii) Regular visit to field by Resource Persons and TSG Consultants
(iii) Visits by District Level Committee comprising local/public representatives to monitor the implementation of the programme
(iv) Unified District Information System for Education (U-DISE)
(v) DIET would monitor interventions for teacher education and professional development
(vi) Targeted outcomes and intermediate results stated in the District Level Results Framework, which would form an integral part of the District Education Plan

10.12 Monitoring at the State Level

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

(i) SCPCR or Right to Education Protection Authority
(ii) Periodic meetings of the State Executive Committee
(iii) State level quarterly review meetings with State Coordinators of important functional areas including financial management.
(iv) Internal audit by the States.
(v) State specific responsibilities to Research and Resource Institutions for supervision, monitoring, evaluation and research activities.
(vi) Unified District Information System for Education (U-DISE)
(vii) Online Monitoring System

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

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

(i) Availability of schooling facility at Elementary, Secondary and Senior Secondary levels in all the habitations to ensure physical and social access in the neighbourhood, as defined.
(ii) Addressing needs of children living in very small hamlets (in remote, desert/tribal areas) where opening of schools is not viable and ensuring access

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

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

(iv) Issues of gender and social inclusion.

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

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

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

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

10.13 Monitoring at the National Level

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

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

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

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

(iv) Issues of gender and social inclusion

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

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

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

10.13.2 The following monitoring mechanisms will be used:

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

(ii) National level half yearly review meetings and quarterly regional review meetings with State Education Secretaries and State Project Directors.
(iii) Joint Review Missions by Government of India, the State Governments and (any) external funding agencies.
(iv) Independent assessment/studies to be carried out for independent feedback on implementation of the programme.
(v) U-DISE giving annual school based data with school and district/State report cards.
(vi) SDMIS giving student-wise data on school progression and outcomes.
(vii) Statutory audit of accounts annually by Chartered Accountant Firms (from CAG approved panel)
(viii) Concurrent Financial Review of Accounts
(ix) Internal Audit by State /UT
(x) Periodical review of physical and financial progress of the programme by TSG
(xi) Field visits.

10.14 Other Interventions for Monitoring Implementation and Outcomes

In addition, the following monitoring mechanism will be included at National level:

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

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

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

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

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

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

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

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

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

10.14.3 **Shagun**

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

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

10.15 Project Monitoring System (PMS)

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

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

10.15.2 Core objective for implementation of Project Monitoring System is:

(i) To obviate the need for submitting hard copies, except where it is mandated otherwise.
(ii) To have transparency and accuracy in the System w.r.t Approvals, Releases, Financial Status.
(iii) To streamline the Financial Management System, to enable more accurate assessment of actual requirement of funds for implementation.
(iv) To ensure efficient decision- making.

10.15.3 The main functions are:

(i) Submission of Annual Work Plan & Budget
(ii) Appraisal and finalization of Annual Work Plan as per PAB approvals
(iii) Generation of Sanction Order for Central Releases:
(iv) Monthly Progress Reports Physical and Financial upto school level
(v) Utilization Certificates at State level

10.16 National Achievement Survey

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

10.17 Shaala Siddhi

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

10.18 Results Framework at National, State and District Levels

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

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

10.19 Surveys and Research studies

10.19.1 In order to assess Integrated Scheme's impact across the states on education indicators like enrolment, student/ teacher attendance and retention etc. Surveys and Research Studies will be conducted at the National/State levels. The findings of these surveys and studies help in ascertaining the degree of success on key indicators and assessment of needs and gaps for course correction and follow-up.

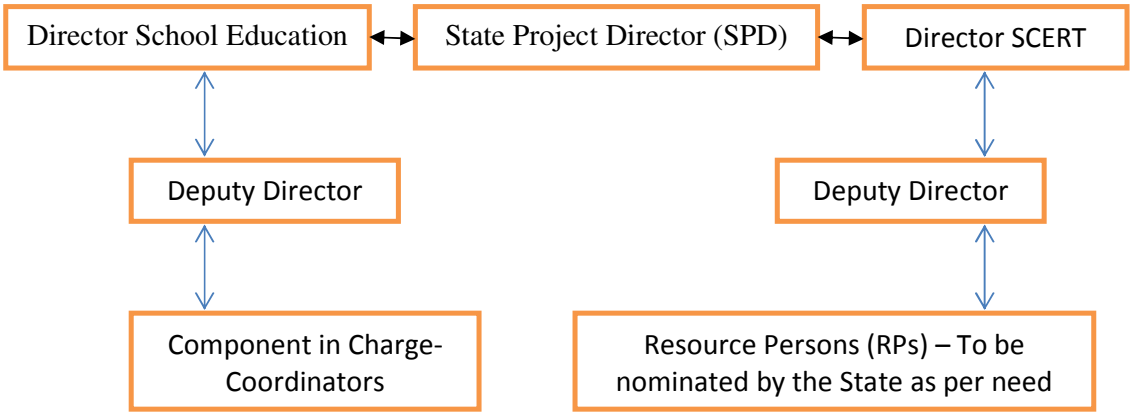
10.19.2 States would need to give priority to developing and implementing, monitoring systems to measure quality related outcomes, such as students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy of textbooks and textual materials, quality of academic supervision provided by BRCs/ CRCs/ DIETs etc.

10.19.3 The Scheme would encourage independent research and supervision by autonomous research institutions. Institutions of proven excellence have been requested to take up State specific responsibilities. The focus in partnership with institutions will also be on developing capacities through the interaction in SCERTs /SIEMATs/DIETs to carry out research and evaluation tasks. Faculty/Department of Education in Universities would also be requested to participate in such activities under the *New Scheme.* The RIE of NCERT will also be associated in these tasks.

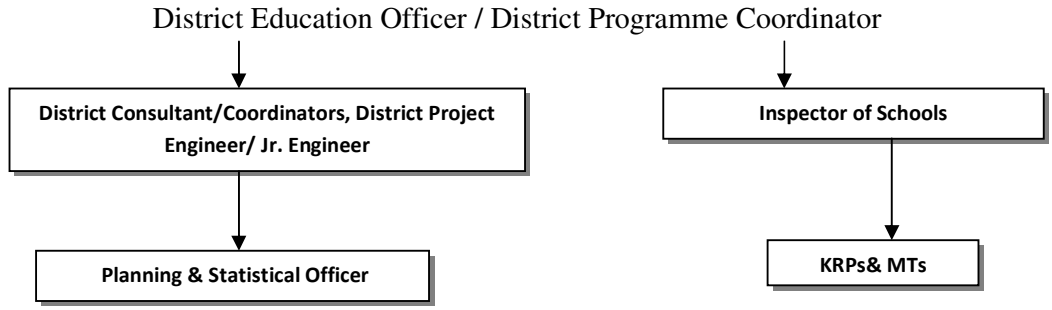
10.19.4 Each State/UT Mission will set up a Research Approval Committee for processing and approving all research and evaluation studies to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by the State. Involvement of other independent national and State level resource institutions in conducting research activities should be encouraged through appropriate MoUs/contracts. States need to upload the initiative concerning innovation and research, use of ICT in the area of teacher education on a repository/web portal.

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

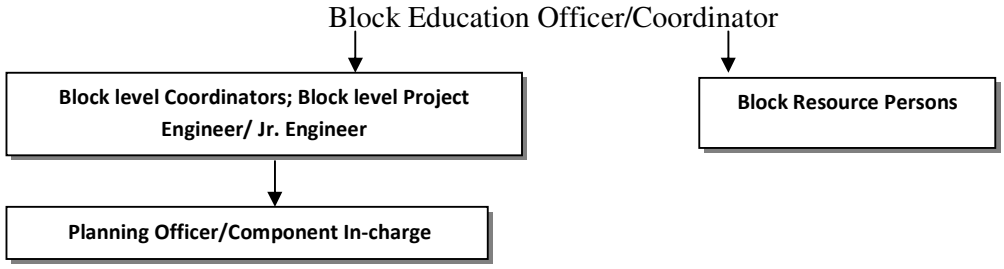
A. State Planning Team:



District Planning Team:



Block level Planning Team:



The above planning support group is mainly to look after:

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

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

Staffing at State, District & BRCs level:

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

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

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

Salary, Meetings& Consultancy fees:

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

Monitoring, Research& Administrative Expenses:

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

Advertising & Publicity:

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

Procurement of fixed Assets& Capacity Building:

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

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

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

ANNEXURE-VII

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

Project Development Objective (POD): To ensure eight years of inclusive quality education for all children in the age group of 6-14 years in the country through central sector support through Samagra Shiksha to school education in States									
Results/ Key Performance Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
Total Enrolment Grades I to V)	Number (in million)					Yearly	UDISE	NIEPA	
Total Enrolment (Grades I to VIII)	Number (in million)								
Net Enrolment Ratio (Grades I-V)	%					Yearly	Census projected population and UDISE	NIEPA	
Adjusted NER (Grades I-V)	%					Yearly	Census projected population and UDISE	NIEPA	
Net Enrolment Ratio (Grades I-VIII)									
Adjusted NER at Elementary Level (I-VIII)	%								
Gender Parity Index in Participation (I-VIII)	Ratio					Yearly	AWP&B	TSG	
Social Parity Index in Participation (I-VIII)	Ratio					yearly	UDISE	NIEPA	
Transition Rate from Grade V to Grade VI	%					Yearly	UDISE	NIEPA	
Performance in Grade III (NAS)	Percentile/mean score					Alternate Year	NAS	NCERT	
Reading									
Computing							Alternate Year Alternate Year		
Performance in Grade V (NAS)	Percentile/mean score								
Reading									
Computing									
Performance in Grade VIII (NAS)	Percentile/mean score								
Reading									
Computing									

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

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

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

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

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

ANNEXURE-VIII

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

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

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

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

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

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

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

Project Development Objective (PDO): To achieve increased and more equitable access to good quality education through support of the Government's ongoing program for Samagra Shiksha as delineated in its implementation framework.									
Results/Outcomes Indicators	**Unit of Measure**	**Base line 2016-17**	**Cumulative Target Values****			**Frequency**	**Data Source/ Methodology**	**Responsibility for Data**	**Description (indicator definition etc.)**
			2017-18	**2018-19**	**2019-20**				
schools/sections with at least the core subject teachers in position[23] as on 30th September									
Government						Yearly	UDISE	NIEPA	
Govt. Aided						Yearly	UDISE	NIEPA	

[23] This includes teachers for Mathematics (01), Science (01), Social Studies (01); Languages (02).
*, **, ***, **** Explained in Annexure-VII

Appendix

COMPONENTS UNDER NEW SCHEME

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

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

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

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

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

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		These will be appraised based on the data provided by the State for such children under SDMIS.	
8	**Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level**	Special Training facility for out-of-school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class. This assistance will be appraised based on an assessment of the success of the State/UT in mainstreaming children who have been provided special training facility. This will be an outcome based component to incentivize better performing States.	a) Up to Rs 6,000/- per child per annum for non-residential courses. b) Up to Rs20,000/- per child per annum for residential courses. Item-wise costs to be worked out to provide adequate flexibility for the needs of different kinds of children, and approved by the State Executive Committee of project within the overall ceiling.
9	**Media and Community Mobilization**	• Activities to enhance Community participation and monitoring for universal access, equity and quality • Workshops/Lectures/Programmes for creating Awareness on RTE Act, Learning Outcomes etc. • Execution of Media Plans for publicity of the objectives of the Scheme • Preparation of related audio-visual, print material etc.	Up to @Rs 1500 per school for Government Schools subject to specific plan
10	**Training of SMC/SMDC**	• Capacity building and Support to SMCs/SMDCs	Up to @ Rs 3000 per school for Government Schools subject to a specific plan
III) QUALITY INTERVENTIONS			
11	**Learning Enhancement**	Interventions for enhancement of Learning	a) Financial Support will be provided under State Specific

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

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

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

Sl. No.	Activities	Programmatic Norms	Financial Norms (The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)
		Level	
19.	**Support at Pre-school level**	At pre-school level support for training of Anganwadi workers for pre-school education in line with the NCERT Framework, co-location of Anganwadis in Primary Schools and curriculum development in convergence with Ministry/Department of Women and Child Development can be provided. Support the efforts of State Government in setting up pre-school schools *(Admissibility for Govt. Schools)*	Based on State-specific proposal Recurring Grant, including manpower deployment, of upto Rs 2 lakh per school and non-recurring grant of upto Rs 1 lakh per school.
IV)	**SALARY OF TEACHERS**		
20	**Teacher Salary (HMs/Teachers)**	Teachers will be recruited as per the terms and conditions of the respective States/UTs **Salary Structure will be determined by the State norms for salaries.** The entitlement would be determined after an assessment of the requirement of the posts and adequate deployment of teachers a per the PTR norms. This will be based on the data provided by the State for teachers under UDISE/ShaalaKosh and DIKSHA. **There will be no separate cadre of teachers sanctioned by the Centre. All teachers are ultimately the responsibility of the State**	**Salary Structure will be determined by the State norms for salaries. The Central share under the Scheme for teachers' salaries will be restricted as per the prevalent fund sharing pattern based on the financial norms given below:** a. Primary Teachers: up to Rs. 15000 per month b. Upper Primary teachers : up to Rs. 20000 per month c. For secondary teachers : upto Rs.25,000 per month d. Head Teachers: up to Rs. 25000 per month e. Head Master/Principal: up to Rs. 30000/- per month f. Part time teachers (for Arts, Physical & Health Education & Work education): up to Rs. 7000 per month In case of a composite school, the Head Teacher of the senior

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

<table>
<tr><th>Sl. No.</th><th>Activities</th><th>Programmatic Norms</th><th>Financial Norms
(The Central share under the Scheme will be restricted as per the prevalent fund sharing pattern based on the financial norms given herein)</th></tr>
<tr><td></td><td></td><td>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.</td><td>proposal. This will include aids and appliances, teaching material, stipend for CWSN girls @ Rs. 200 per month for 10 months.
ii. Provision of special educators at cluster/school level as per requirement and financial norms as per para 20 above.</td></tr>
<tr><td colspan="4">VII) VOCATIONAL EDUCATION</td></tr>
<tr><td>25</td><td>Introduction of Vocational Education at Secondary and Senior Secondary</td><td>• Vocational Education to be introduced as an integral part of general education at Secondary and Senior Secondary level as per guidelines of vocational education scheme. The vocational subjects are to be introduced as an additional subject at the secondary level and as compulsory (elective) at the Senior Secondary level.
• Under the program, there is a provision for arranging hands on training for students in industrial set up and guest lectures from industry. On-job training may be provided during vacations for at least 80 hours in a job role.
• One/Two job roles may be covered in the span of 4 years based on content and notional hours. First job role may be completed in classes 9-10 and the other in classes 11-12. Further, some job roles which require longer duration of training will be completed in 4 years.</td><td>Non Recurring
• Construction of Workshop/laboratory cum Class room @ State Schedule of Rate (SSOR) as per requirement of States/UTs
• UptoRs. 5.0 lakh per school per job role for Tools & Equipment including Furniture, Computers, etc.

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

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

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

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

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

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

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

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

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