

Norms For Interventions

Sl. No.	Activity	Programmatic Norms	Financial Norms
ACCESS AND RETENTION			
1.	School and social mapping	<p>The RTE Act provides children access to elementary schools within the “defined area or limits of neighbourhood”.</p> <p>School access demands not merely physical access to a neighborhood school within a notified distance, but also social access by way of addressing all exclusionary practices in the school, especially those based on caste, class, gender and special needs.</p> <p>States/UTs would need to arrive at a clear picture of current availability of schools within defined area or limits of neighbourhoods. This will require mapping of neighbourhoods/ habitations and linking them to specific schools. It is possible that</p>	<p>All interventions for access may be preceded by comprehensive school and social mapping exercise as detailed in the chapter on universal access. Funding for school and social mapping may be sourced from SSA's Management Costs and/or costs provided under REMS.</p>

		<p>a neighbourhood may be linked to more than one school. Similarly, a school may be linked to more than one neighbourhood. This exercise can help identify gaps, where new schools need to be opened.</p> <p>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.</p>	
2.	Opening new primary schools	<p>a) A neighbourhood school is a school located within the defined limits or area of neighbourhood, which has been notified by the State Government under the State RTE Rules.</p>	<p>a) All new primary schools will be provided teachers, infrastructure and TLE facilities as mandated under the RTE Act, 2009, including:</p> <p>(i) At least two primary school teachers; additional teachers as per the enrolment in each school.</p> <p>(ii) A new primary school building as per infrastructure norms prescribed under the RTE Act.</p>

3.	Opening upper primary schools/ sections	<p>a) Opening of new upper primary schools within the area of the limits of the neighbourhood as notified by the State Government under the State RTE Rules.</p> <p>b) With a view to facilitating States to move towards composite elementary schools, the revised SSA norms provide that new upper primary schools/sections will be opened in the campuses of existing primary schools. Upper primary schools shall be provided through upgradation of existing primary schools so that school becomes an integrated elementary school from classes I to VIII. The building and infrastructure will therefore, be constructed in existing primary school campuses.</p>	<p>(iii) TLE @ ₹ 20,000/- per new school</p> <p>(iii) All new upper primary schools will be provided teachers, infrastructure and facilities as mandated under the RTE Act, 2009 as under:</p> <p>(i) 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 will be provided as per the enrolment in each school.</p> <p>(ii) An upper primary school building as per infrastructure norms prescribed under the RTE Act, preferably in the campuses of existing primary schools. State Government to ensure availability of land.</p> <p>(iii) TLE @ ₹ 50,000/- per new school</p>	State Governments/UTs to ensure availability of land.
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<p>4. Conversion of EGS centres into schools</p>	<p>a) All existing EGS centers which have been functioning under SSA for two years shall be converted to regular schools, or closed down when children are mainstreamed into neighbourhood schools. The process of upgradation of EGS centres to regular schools must be completed within two years from the date of commencement of the RTE Act. No new EGS centers will be sanctioned from 2010-11 onwards.</p>	<p>For conversion of EGS centres to school:</p> <p>a) All EGS upgraded primary schools will be provided teachers infrastructure and facilities as mandated under RTE Act, 2009 as under:</p> <p>(i) At least two teachers; additional teachers will be provided as per the enrolment in each converted school.</p> <p>(ii) A new primary school building as per infrastructure norms prescribed under the RTE Act. State Government to ensure availability of land.</p> <p>(iii) TLE @ ₹ 20,000/- per converted school</p> <p>b) For continuation of EGS centre upto a maximum period of two years from the date of implementation of the RTE Act:</p> <p>(i) The cost of individual centre would depend on the number of learners enrolled. However, the cost for the</p>
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			district as a whole would be maintained within the norm of ₹ 1535 per child, per annum for primary level centres and ₹ 2960/- per child, per annum for upper primary level centres.
		(ii)	The honorarium for the Education Volunteer (EV) in an EGS centre should be reasonable, not exceeding ₹ 2500/- per month.
		(iii)	Item-wise costs for EGS centres should be placed before the State SSA Executive Committee for approval.
5.	Residential Schools	a) Support for reaching out to: <ul style="list-style-type: none"> i. Children in sparsely populated, or hilly and densely forested areas with difficult geographical terrain where opening a new primary or upper primary school may not be viable, and ii. Urban deprived children, homeless and street children in difficult 	<p>a) Recurring and non-recurring grants for Residential Schools shall be the same as KGBVs.</p> <p>b) Construction costs for new residential schools will be as per KGBV norms.</p> <p>c) Construction costs for redeploying public buildings and refurbishing unused old buildings will be on a case-to-case basis.</p>

6.	Special Training for age appropriate admission of out-of-school children	<p>circumstances and without adult protection, who require not merely day schooling, but also lodging and boarding facilities.</p> <p>a) Special Training facility for out-of-school children to enable a child, admitted to an age appropriate class, to integrate academically and emotionally with the rest of the class.</p> <p>b) Special Training shall be:</p> <p>i. Based on especially designed, age appropriate learning material, approved by the academic authority as per the RTE Act, 2009.</p> <p>ii. 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. Several NGOs have experience and /or ability to work in this area and they would be the natural partners</p>	<p>d) The civil works costs for the construction of residential schools will be within the existing ceiling for civil works per district.</p>
			<p>a) ₹ 6000/- per child per annum for non residential courses.</p> <p>b) ₹ 20,000/- per child per annum for residential courses.</p> <p>c) 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 SSA within the overall ceiling.</p>

	<p>in implementation of this aspect of the RTE Act.</p> <p>iii. AIE centres run by voluntary agencies which are proposed to be re-organised to function as centres for Special Training shall use learning material approved by the academic authority as per the RTE Act, 2009.</p> <p>iv. 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.</p> <p>v. Special Training shall be provided by a teacher working in the school, or a specially engaged teacher. These teachers will be provided special training in order to conduct Special Training for out-of-school children.</p>	
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	<p>vi The duration of Special Training shall be for a minimum period of three months which may be extended, based on periodical evaluation of learning progress, for a maximum period not exceeding two years.</p> <p>vii Support under Special Training may be in the form of residential or non-residential courses as needed.</p> <p>viii Children who have enrolled in age appropriate class after Special Training shall be entitled to free and compulsory elementary education even after completion of 14 years of age.</p>	
<p>7. Transport/Escort Facility</p>	<p>a) Provision for transport /escort facility will be made as an 'exception' measure. This provision will be available at the National level for support in exceptional circumstances as per proposals presented by the States to the PAB for:</p>	<p>a) The Project Approval Board of SSA will take decision on each proposal; proposal for each district would be limited within the financial equivalent of ₹ 3,000/- per child per annum.</p>

	<p>(i) Children in remote habitations with sparse population where opening of schools is unviable, and</p> <p>(ii) Urban deprived children/ children without adult protection in urban areas where schools are not opened because availability of land is a problem.</p> <p>b) State RTE Rules must notify the area/limits of neighbourhood in which transport/escorts facility is to be provided to the specified categories of the children and categories it as an entitlement.</p> <p>c) Appraisal of district specific proposals from the State, justifying the need for transportation /escort facility</p>	
QUALITY		
8.	Additional teachers	<p>a) Additional teachers will be provided as per the RTE norms to all Government and Local Body schools; however SSA assistance will not be available for filling up State sector vacancies that have arisen on account of attrition and retirement vacancies.</p> <p>For Classes I to V</p> <p>i Two teachers for up to sixty children</p> <p>ii Three teachers for 61-90 children</p>

	<p>b) The practice of recruiting 50% female teachers under SSA will continue.</p> <p>c) The States shall rationalize the deployment of existing teachers to ensure that there is no urban-rural imbalance in teacher deployment.</p> <p>d) The States shall maintain the prescribed PTR for each School</p> <p>e) Vacancy of teachers in a school shall not exceed 10% of the total sanctioned strength</p> <p>f) States shall appoint teachers with minimum qualifications as notified by NCTE under section 23 of RTE Act.</p> <p>g) In case the State does not have trained persons in adequate numbers, it will seek relaxation from the Central Government under the relevant provisions of the RTE Act. While seeking such relaxation the State shall make a commitment with a detailed time bound programme for training of untrained teachers within the time frame prescribed under the RTE Act.</p>	<p>iii Four Teachers for 91-120 children</p> <p>iv Five teachers for 121-200 children</p> <p>v One Head Teacher, other than the five teachers, if the number of children exceeds 150</p> <p>vi If the number of children exceeds two hundred the PTR (excluding Head Teacher) shall not exceed forty</p> <p>(b) For Classes VI to VIII</p> <p>1) At least one teacher per class so that there shall be at least one teacher each for (i) Science and Mathematics; (ii) Social Studies, (iii) Languages.</p> <p>2) At least one teacher for every thirty-five children.</p> <p>3) Where admission of children is above one hundred, there will be:</p>
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9.	Uniforms	<p>a) 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 pursue and complete elementary education.</p> <p>b) The purpose of school uniforms is to inspire a sense of belonging to the school, not to instill a sense of regimented, homogenized order. Thus, decisions on design and style of uniforms should be local, rather than centralized.</p>	<p>i) A full time Head Teacher, ii) Part time instructors for a. Art Education, b. Health and Physical Education; and c. Work Education</p> <p>(c) Teachers will be recruited as per the terms and conditions of the respective States/UTs.</p>
			<p>a) Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families in Government schools within a ceiling of ₹ 400/- per child per annum.</p> <p>b) Wherever States are providing uniforms as per their 2009-10 budgets, they shall continue to do so from their State budgets.</p> <p>c) In case any State is partially subsidizing the cost of uniforms provided to children in elementary classes, assistance under SSA would be restricted to the remaining portion of the unit cost.</p>

10.	Curriculum & Textbooks	<p>a) States should institute curriculum and textbooks reform based on child-centric assumptions elaborated in NPE-1986/92, NCF-2005, and RTE Act, 2009</p>	<p>d) To access GoI funds, the State RTE Rules must declare uniform as a child entitlement.</p> <p>e) Procurement of uniforms will be decentralized to the school level. There will be no centralized procurements at the State, district or block level.</p> <p>f) In places where school authorities are not in a position to provide uniforms in kind, cash transfer will be allowed provided that prior approval of the PAB at National level has been obtained. The cash transfer will be made to the joint savings bank account of the child and mother or other parent / guardian in case the mother is not available, opened with any Nationalized/ Scheduled/ Gramin Bank/ Post Office. Cash receipt and utilization certificate shall be obtained from the parents in such cases.</p>
		<p>a) SSA will support provisions for textbooks to all children in Government/Local Body and Government aided schools, including Madarasas desirous of introducing the State curriculum, within an upper ceiling of ₹ 150/-</p>	

	<p>b) Textbook production reform, encompassing the layout and design, text and cover paper size and specifications, ink, printing, binding, etc., have significant implications for quality. These aspects have so far been left to the State Textbook Boards or SCERTs. SSA may provide support for ensuring reform in the textbook production process.</p>	<p>per child at primary level and ₹ 250/- per child at upper primary level.</p> <p>b) States that have been providing textbooks to children under State sector schemes and budgets since 2007-08 will continue to fund textbooks being provided from the State Plans.</p> <p>c) Wherever States have undertaken curricular reform in consonance with NCF-2005 and have taken steps to improve the development, production and printing quality of textbooks, support under SSA will be available as 'top-up' grants for textbooks for children who are supported under State sector schemes and budgets within the per child ceilings referred to in (a) above, provided that States show actual evidence of contents and production reform.</p> <p>d) 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 ₹ 150/- per child.</p>
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			<p>e) Within the ceiling of prescribed unit cost per child per year at primary and upper primary level, States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade.</p> <p>f) In case a State is partially subsidizing the cost of textbooks being supplied to children in the elementary classes, then the assistance under SSA would be restricted to that portion of the cost of the books which is being borne by the children, subject to the overall ceiling stipulated under (a) above.</p>
11.	Learning Enhancement Programme	<p>a) SSA will provide support under Learning Enhancement Programme (LEP) for States to initiate and institute curricular reform, including development of syllabi, textbooks and supplementary reading material in keeping with the child centric assumptions in NPE-1986/92, NCF- 2005 and section 29 of the RTE Act based on NCF – 2005.</p> <p>b) LEP funds may also be utilized for developing modules and exemplar material for teaching-</p>	<p>a) Funds for LEP may be accessed by using to a maximum of 2% of district outlay, provided that the overall ceiling on LEP and management costs will remain within the 6% ceiling (for small districts up to ₹ 40 lakh per year).</p>

	<p>learning, teacher training and continuous and comprehensive evaluation.</p> <p>c) LEP should seamlessly integrate with normal classroom processes during school hours without adding to the additional learning load on children.</p> <p>d) States/UTs may also execute District/ State specific LEPs for Language, Science, Mathematics, Environment Studies and Social Science. In doing so, States/UTs may ensure that:</p> <p>(i) The guiding principles of child centred pedagogy enunciated in NCF – 2005 are followed.</p> <p>(ii) Outcomes to be achieved through the LEP are clearly articulated.</p> <p>(iii) The total number of children to be covered, number of schools to be covered, block wise are indicated.</p> <p>(iv) Type of teaching learning material proposed to be used for children/</p>	
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12.	Training	<p>teachers / trainers, etc. is specified.</p> <p>(v) Role of key players like teachers, CRCs, BRCs, DIETs, community etc. in the implementation of the programme is defined.</p> <p>(vi) External evaluation for the intervention is included, and</p> <p>(vii) There is no duplication of costs with any other component, including textbooks.</p>	
		<p>For Teachers</p> <p>a) In-service training of teachers in Government, Local Body and aided schools, including teachers in Madarasas desirous of introducing the State Curriculum, to enable them to see pedagogical practices from the child's perspective and continuously upgrade their knowledge and teaching skills. In-service training of teachers will also include training for conducting Special Training for out-of-school children.</p>	<p>(i) SSA will support training support as per the following norms:-</p> <p>For Teachers:</p> <p>a) Refresher residential in-service training of 10 days for all teachers each year at BRC level and above @ ₹ 200/- per teacher per day.</p> <p>b) One-day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year @ ₹ 100/- per teacher per day at CRC level.</p>

	<p>b) Training of untrained teachers to enable them to acquire professional qualifications.</p> <p>c) Pre-service Training for Teachers as provided by DIETs and Teacher Education Institutions.</p> <p>For Head Teachers</p> <p>d) To instill new skills and broadened perspective to ensure school functioning from the point of view of children's rights which need to be protected every day.</p> <p>For Resource Persons</p> <p>e) To understand child centric pedagogy and active classroom processes.</p> <p>For Education Administrators</p> <p>f) To move away from an inspectorial approach to that of a mentor.</p>	<p>c) Residential Induction training for newly recruited teachers for 30 days @ ₹ 200/- per day.</p> <p>d) Grant towards training of untrained teachers to enable them to acquire professional qualifications @ ₹ 6000/- per teacher per year for two years.</p> <p>For Head Teachers:</p> <p>a) Refresher residential in-service training of 10 days for all teachers each year at BRC level and above @ ₹ 200/- per teacher per day.</p> <p>For Resource Persons:</p> <p>a) Refresher residential training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for 10 days each year @ ₹ 200/- per person per day.</p> <p>For Education Administrators:</p> <p>a) Training for implementation of RTE. Funds to be sourced from the Management costs and rate to be approved by the State Executive Committee.</p>
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			<p>(ii) The average batch for any training should not exceed 30 per group.</p> <p>(iii) The ceiling of unit cost would not be automatically allowed as a default costing norm. Actual unit costs need to be budgeted. The number of days of training would be decided by the State / UT. The unit costs for training inputs, including training material, resource persons/master trainers and other training norms would be based on the inter se norms for training as approved by the State SSA's Executive Committee.</p> <p>(iv) Support for SCERT/DIET is provided under the existing Teacher Education Scheme.</p>
13.	Academic support through BRC/URC/CRC	<p>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 SSA, will strengthen faculty and infrastructure support to BRC/URC and CRCs.</p> <p>b) States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their</p>	<p>SSA will provide support for BRC/URC and CRC as per the following norms:</p> <p>For BRC/URC:</p> <p>a) There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district 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-</p>

	<p>experience, qualifications and aptitude for training and research.</p> <p>c) States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty.</p> <p>d) Functional linkage between BRCs/URCs and CRCs with DIETs and district level resource groups should be strengthened.</p>	<p>district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRC per CD Block been opened.</p> <p>b) In urban areas, academic resource centers would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs.</p> <p>c) The following resource support should be provided for BRC/URC:</p> <ul style="list-style-type: none"> i. Six Resource persons for subject specific teaching. ii. Two Resource Persons for Inclusive Education for children with special needs. iii. One MIS Coordinator and one Data Entry Operator. iv. One Accountant-cum-support staff per 50 schools to be appointed on
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<p>contract basis. These accountants will be mobile and provide support to schools and block to help them maintain their record properly.</p>		
<p>d) BRC/URC Coordinator and faculty should be professionally qualified, and have at least five years teaching experience.</p>		
<p>e) BRC/URC may be located in school campuses as far as possible. Construction will be as per the Schedule of Rates (SoR) applicable in the area in question.</p>		
<p>f) One time grant @ ₹ 5 lakh for augmenting BRC/URC training infrastructure will be available, wherever necessary within the overall ceiling of civil works.</p>		
<p>g) Provisions for BRCs/URCs.</p> <p>i. ₹ 1,00,000/- towards furniture, computers, TLE for a new BRC/URC</p> <p>ii. Replacement of furniture, computer, TLE @ ₹ 1,00,000/- per BRC/URC once in five years.</p>		

<ul style="list-style-type: none"> iii. Contingency grant of ₹ 50,000/- per BRC/ URC. iv. Meeting, Travel allowance ₹ 2500/- per month per BRC/URC,. v. TLM grant ₹10,000/- per year per BRC/ URC. vi. Maintenance Grant of ₹ 10,000/- per year per BRC/URC. 		
<p style="text-align: center;">CRC</p> <ul style="list-style-type: none"> a) On an average, one CRC Coordinator may be placed in charge of 18 schools in a block. b) 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. c) Provisions for CRCs <ul style="list-style-type: none"> i. Procurement of furniture, computer, TLE for new CRC @ ₹ 10,000/- 		

			<ul style="list-style-type: none"> ii. Replacement of furniture, computer, TLE @ ₹ 10,000/- per CRC once in five years. iii. Contingency grant of ₹ 10,000/- per year per CRC. iv. Meeting, travel allowance @ ₹ 1000/- per month per CRC. v. TLM grant ₹ 3000/- per year per CRC. vi. Maintenance Grant of ₹ 2,000/- per year per CRC.
<p>14. Teaching Learning Equipment (TLE) for new primary and upper primary schools</p>	<ul style="list-style-type: none"> a) Section 19 of the RTE Act stipulates that TLE shall be provided to each class as required. b) TLE will be as per local specific context and requirement/need to be determined by the teachers and/or School Management Committees. States may disseminate an indicative list of basic school requirements, with scope for local contextualization after approval of State SSA Executive Committee. c) Teachers and parents should be involved in the selection and procurement of TLE. 	<ul style="list-style-type: none"> a) Provision for TLE for: <ul style="list-style-type: none"> i. New primary schools @ ₹ 20,000/- in all States. ii. New upper primary schools @ ₹ 50,000/- in all States. iii. Integration of class V in primary schools @ ₹ 5000/- and class VIII in upper primary @ ₹ 15,000/- to facilitate States following a seven year elementary education cycle to move towards an eight year elementary education cycle 	

		d) VEC/SMC, school-village level appropriate body to decide on the best mode of procurement.	b) TLE funds cannot be pooled at cluster/block/district/state level for centralized purchase.
15.	Teacher grant	a) Teacher grant will be provided to all teachers on annual basis to facilitate child centred, joyful classroom processes by using self developed, low cost, locally available teaching learning material. This facility will also continue to be available to Madarsas affiliated to the State Boards of Secondary Education/ State Madarsa Boards	a) Teacher Grant @ ₹ 500/- per teacher per year in primary and upper primary stage b) Transparency in utilization for low cost teaching aids.
16.	School grant	a) School grant will be provided to all Government and Government aided schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring cost, such as consumables, play material, games, sports equipment etc. The amount for Upper Primary schools will include items for science laboratories and computer education requirements. This facility will also continue to be available to Madarsas affiliated to the State Boards of Secondary Education/ State Madarsa Boards	SSA will provide School Grants as per the following norms: a) ₹ 5000/- per year per primary school and ₹ 7000/- per year per upper primary schools. b) Primary and upper primary schools will be treated as separate schools for the purpose of School Grant even if they are functioning from the same premises. c) There must be transparency in utilization d) To be spent only by VEC/SMC .

<p>17. Research, Evaluation, Supervision and Monitoring</p>	<p>a) Keeping in view the provisions of the RTE Act, the ambit of REMS has been extended to cover private unaided schools.</p> <p>b) REMS will be utilized for:</p> <ul style="list-style-type: none"> i. Supporting NCPDR/ SCPCR/ REPA to monitor the rights of the child under the RTE Act. ii. Instituting regular monitoring systems under SSA. iii. Providing technical resource support to States for promoting innovation, research, case studies and documentation, and capacity building for planning. iv. Instituting a comprehensive child tracking system v. Conducting social mapping <p>c) National level: Provisions under the REMS will be used for:</p> <ol style="list-style-type: none"> 1. Holding six monthly JRM 	<p>SSA support for REMS will be based on the following norms</p> <ul style="list-style-type: none"> a) Upto ₹ 2000/- per school per year, of which ₹ 500/- per school per year to be spent at national level. b) From the National level ₹ 50/- per school per year will be available for monitoring child rights under the RTE Act, 2009 by NCPDR. c) From the State level ₹ 50/- per school per year will be available for monitoring by SCPCR or REPA, as the case may be. d) For the purpose of REMS, primary and upper primary schools would be treated as separate schools, even if they are functioning from the same premises. e) Funds to be spent at National, State, District, Sub-district, School level out of the overall per school allocation. f) Norms for State/district/BRC/CRC/ level expenditure on research, evaluation, supervision and monitoring will be decided by the State's SSA Executive Committee.
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	<ol style="list-style-type: none"> 2. Conducting research and evaluation studies and national sample surveys, cohort studies, third party evaluations, etc. 3. MIS development, publication and dissemination of DISE data. 4. Documentation and dissemination of good practices. 5. Quarterly review meetings of programme components. 6. Independent field review and monitoring through national level monitoring institutes. 7. Concurrent financial review through independent agency. 8. Creating pool of resource persons at national, State, district, sub-district level for effective field based monitoring. 9. Capacity building of states and districts..
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	<p>10. Assessment and appraisal teams and their field activities.</p> <p>11. Providing travel grant and a very modest honorarium (as per State norms) to resource persons for monitoring.</p> <p>12. Contingent expenditure like charts, posters, sketch pen, OHP pens etc. for visual monitoring systems.</p> <p>13. States should give priority to:</p> <p>a. Developing School Monitoring Systems.</p> <p>b. Initiating research, surveys on:</p> <ul style="list-style-type: none"> i. Learning outcomes, ii. Teacher performance iii. Student and teacher attendance iv. Measuring changes in classroom practices v. Impact of teacher training 	
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		<p>vi. Efficacy of textbooks and reading materials</p> <p>vii. Quality of academic supervision provided by BRCs/CRCs/ DIETs etc.</p> <p>d) Each State/UT will set up a Research Approval Committee for processing and approving all research and evaluation projects/studies. Appropriate mechanisms should also be set up for district level.</p> <p>e) State and district provisioning will include support for EMIS, allocations for school mapping/ micro planning, updating household survey data, etc.</p>	
18.	Innovation Fund for CAL	<p>a) Innovation Fund for Computer Aided Education (CAL) to maximize coverage in upper primary schools with special emphasis on Science and Mathematics. Hardware, software, training, maintenance and resource support, if required, may be included in this component.</p>	<p>a) Innovation Fund for CAL of ₹ 50 lakh per district per year.</p>

19	Libraries	<p>a) Infrastructure may be provided for setting up school libraries including books</p> <p>(i) Provision will be available only for existing Government Schools, which do not already have a library.</p> <p>(ii) These funds will not be accessible for new primary and upper primary schools as they can utilize TLE Grants for this purpose.</p> <p>(iii) Procurement of furniture and books for setting up library will be done in a decentralized manner by the VEC/SDMC/ SMC or equivalent school body for rural/urban areas.</p> <p>(iv) The State will provide the broad guidelines for selecting appropriate books. The broad guidelines will be enabling, and not restrictive.</p>	<p>a) @ ₹ 3,000/- for primary school and ₹ 10,000/- for upper primary school as a one-time grant.</p> <p>b) In the case of composite elementary schools, a one-time grant of ₹ 13,000/- will be provided for school libraries.</p>
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		<p>(v) The guidelines developed by the State will also include the procedure for maintenance of record and stock/asset register with due verification as per prescribed procedures.</p> <p>(vi) The guidelines will also prescribe that time should be provided during teacher training and school timetables for reading in school and develop appropriate mechanism for effective monitoring of Library.</p>	
20.	SIEMAT	<p>a) SIEMAT will play a key role in providing capacity building and support for revamping and strengthening education planning and management structures and systems, necessitated by RTE Act. SIEMAT will also develop training modules and conduct training for Education Administrators.</p>	<p>SSA support for SIEMAT will be in the form of:</p> <p>a) One time assistance up to ₹ 3 crore only</p> <p>b) States have to agree to sustain SIEMAT</p> <p>c) Selection criteria for faculty to be rigorous</p>

GENDER	
21. NPEGEL	<p>a) NPEGEL for “Hardest to Reach” girls, especially those not in school, in Educationally Backward Blocks (EBB).</p> <p>b) Provides additional support for enhancing girls’ education over and above the investments for girls’ education through normal SSA interventions.</p> <p>c) All strategies and interventions must target both ‘in’ and ‘out’ of schools girls within the block.</p> <p>d) Focus of interventions should be on retention of girls and improvement in the quality of learning. Detailed action plans for the target group of girls and the specific strategies to be adopted in the block are spelt out, with defined and measurable outcomes.</p> <p>e) The activities under the recurring NPEGEL grant would be need based for each block including the following:</p>
	<p>SSA support for NPEGEL:</p> <p>a) The SSA-AWPB of districts should reflect NPEGEL block specific projects for girls at risk/ difficult circumstances with clearly defined outcomes subject to the following conditions:</p> <p style="text-align: center;">Non-Recurring Grant</p> <p>(i) A one-time non recurring grant of ₹ 30,000/- for teaching learning equipment, library, sports, vocational training etc. for new MCS.</p> <p>(ii) ₹ 2.00 lakh would be available as recurring grant for skill building activities (in lieu of additional classroom) for girls to be utilized upto a period of 3 years for new MCS.</p> <p style="text-align: center;">Recurring Grant</p> <p>(a) Funds per block would be the sum total of the sub-components to the extent of ₹ 60,000/- per cluster per annum for recurring grant.</p>

	<p>(i) Recurring Grant for Model Cluster Schools in the Block for promotion of girls' education in that cluster, including maintenance of that school, and engagement of part time instructor for additional specified subjects.</p> <p>(ii) Awards to schools/teachers for achievement in enrolment, retention and learning outcomes of girl students</p> <p>(iii) Learning through Open Schools: waiver of fees of girls for courses under National and State Open Schools, setting up of specially designed open learning centres. The implementing agency will devise suitable system with NIOS, State Open Schools or other such organization for this purpose. The cluster school will form the venue of the residential upper primary school / NGO Centre. This will help bring girls who had dropped out into the educational system. Short term residential courses can also be organized.</p> <p>(iv) Child Care Centres: NPEGEL provides for opening of additional Early Childhood Care</p>	<p>(b) The activities under the recurring grant would be need based for each block including the following:</p> <p>(i) Recurring grant to Model Cluster Schools for expenditure on promotion of girls' education in that cluster, including maintenance of that school, and engagement of part time instructor for additional specified subjects, provided that no instructor would be hired for more than three months in an academic year and he/she would not receive remuneration exceeding ₹ 1,000/- per month.</p> <p>(ii) Awards to schools/ teacher: One award per year @ ₹ 5,000/- (in kind) will be provided to a school/teacher at cluster level.</p> <p>(iii) Learning through Open Schools: A maximum of ₹ 50,000/- per annum will be provided to each cluster towards</p>
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	<p>and Education (ECCE) Centres to meet the gap in the ICDS Scheme, and relieve girls from the burden of sibling care. Two ECCE centres per cluster run by community may be opened in the areas where there is no ICDS centre under any scheme of the Ministry of Women & Child Development and / or the State Government concerned. These funds can also be used for strengthening existing local ICDS centres especially for augmenting training for pre school component, play way kits, joint trainings with primary school teachers and pro-rata payment of honorarium of Anganwadi workers due to extension of Anganwadi timings to match school timings.</p> <p>(v). Additional items such as stationery, slates, work books, uniforms, providing escorts in difficult areas, etc</p>	<p>the payment of fees and provision of supplementary teaching to be taken up with the help of National Open School or State Open School. To the extent possible, the payment would be made by the State Societies directly to NIOS or State Open School as the case may be.</p> <p>(iv) Child Care Centres: Opening of additional Early Childhood Care and Education (ECCE) Centres: Each centre opened under the 'Girl Education Component' of the SSA will have a recurring grant of ₹ 5000/- and non-recurring grant of ₹ 1000/- per annum.</p> <p>(c) Additional incentives: SSA provides for free textbooks to all girl- children upto a limit of ₹ 150/- per child at primary level and ₹ 250/- per child at upper primary level. However, if there are any savings after providing for free</p>
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			<p>text books to the girls, the balance money out of this amount may be used for providing additional items such as stationery, slates, work books, uniforms (items not provided under SSA) providing escorts in difficult areas, etc.</p> <p>(d) Management Cost (including Community Mobilization): In addition to the provisions already available under SSA, 6% of the total district outlay on NPEGEL would be earmarked towards management cost.</p> <p>(e) Intensive community mobilization would be undertaken from the funds available under management cost, for creating an environment supportive of girls' education, and improving their enrolment, retention and learning levels.</p> <p>(f) Funds available under management cost could also be used, inter alia, for activities</p>
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22.	Kasturba Gandhi Balika Vidyalaya (KGBV)	(a) Kasturba Gandhi Balika Vidyalaya (KGBV) provides for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. KGBVs are set up in educationally backward blocks, where the female rural literacy is below the national average (i.e. below 46.13% as per Census 2001) and gender gap in literacy is above the national average of 21.67%. Further, the scope of the scheme was enlarged to cover the blocks that have rural female literacy below 30% and urban areas with female literacy more than the national female literacy (urban) of 53.67% as per Census 2001. This was again enlarged to cover all the educationally backward blocks with rural female literacy of 46.13%.	like MIS and documentation, honorarium and TA/DA to cluster coordinators, meetings at cluster level, etc SSA support for KGBV: (a) KGBVs will be opened in all educationally backward blocks with female literacy lower than the national average female literacy as per census 2001. (b) The construction cost of KGBVs will be in accordance with the Schedule of Rates notified by the concerned States. Carpet areas of the building should be approximately 80 square feet per child for hostels with 50 children and 60 square feet per child for hostels with 100 children. (c) The recurring and non-recurring grants, excluding construction cost, for KGBVs will be as follows : Model I Schools with hostels for 100 girls
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	<p>(b) Such residential schools are set up only in those educationally backward blocks which do not have residential schools at upper primary level for girls under any other scheme of the Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs or the State Government. This shall be ensured by the District Level Authority of SSA at the time of actual district level planning of KGBV initiatives by coordinating with the other Departments/Ministries.</p>	<p>Recurring Cost: ₹ 32.07 lakh per annum</p> <p>Recurring cost for in take of additional girls: To be worked out proportionality based on the number of intake of additional girls.</p> <p>(i) In case the enrollment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of ₹ 20000/- per month.</p> <p>(ii) An additional teacher with a salary of ₹ 15000/- per month will be provided when enrollment exceeds 105 children based on 1:35 ratio as per RTE Act.</p> <p>(iii) An additional assistant cook with a salary of ₹ 4500/- per month will be provided for every additional enrollment of 50 girls.</p> <p>Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) ₹ 7.25 lakh</p>
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<p>Model II</p>	<p>Schools with hostels for 50 girls</p> <p>Recurring Cost:</p> <p>₹ 23.95 lakh per annum</p> <p>Recurring cost for intake of additional girls:</p> <p>To be worked out proportionality based on the number of intake of additional girls.</p> <p>Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation)</p> <p>₹ 5.375 lakh</p> <p>Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls.</p> <p>To be worked out proportionality based on the number of intake of additional girls.</p>
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<p>Model III</p>	<p>Hostels in existing schools for 50 girls</p> <p>Recurring Cost:</p> <p>₹ 17.95 lakh per annum</p> <p>Recurring cost for in take of additional girls:</p> <p>To be worked out proportionality based on the number of intake of additional</p> <p>Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation)</p> <p>₹ 5.375 lakh</p> <p>Non-recurring (Other than building, boundary wall, drinking water & sanitation and electric installation) for intake of additional girls:</p> <p>To be worked out proportionality based on the number of intake of additional girls.</p> <p>Additional Salary @ ₹ 3 lakh per annum for additional enrollment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cook etc.</p>
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			<p>Note : Replacement of bedding (Once in three years @ ₹ 750/- per child)</p> <p>(d) The intake of girls could be increased from the existing level of 50 to 100 in blocks with a high number of out of school/dropout girls for which the recurring & non-recurring grants will be increased commensurate to additional enrollment of girls.</p> <p>(e) Item-wise details are given in Appendix A, B & C.</p>
EQUITY			
23.	Innovation Fund for Equity	<p>(a) For development of context specific interventions, over and above mainstream interventions to address the problem of exclusion of girls and children belonging to marginalized communities and disadvantaged groups. This will include interventions for:</p> <p>(i) Girls education</p> <p>(ii) Early childhood care and education interventions for supporting girls education that are not covered under other components of SSA e.g., NPEGEL and KGBV programmes.</p>	<p>(a) Innovation Fund for Equity of ₹ 50 lakhs per district per year.</p> <p>(b) Innovation Fund for Equity will be available for Innovative projects for girls' education, early childhood care and education, intervention for children belonging to SC/ST, Minority community, deprived children in urban areas.</p>

	<p>(iii) Children of SC and ST families for enhancing their retention and learning levels to facilitate completion of elementary education.</p> <p>(iv) Children of Muslim families for enhancing their enrolment, retention and completion of elementary education</p> <p>(v) Urban deprived children for creating facilities for street children, migrant children, rag pickers etc. to enable them to join the elementary education system.</p> <p>(vi) Other groups of children in difficult circumstances, such as child laborers, children affected from migration, children without adult protection, children in areas of civil strife, etc.</p> <p>(b) All successful interventions so far will serve as exemplars for preparing such interventions.</p>	
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	<p>(c) Need specific, innovative interventions will be articulated and formulated in terms of their objectives, rationale, methodology, timeframe, expected outcomes and monitoring etc.</p> <p>(d) No duplication with any other SSA component will be permissible. The innovation should not duplicate strategies allowed under other components of SSA or interventions of other schemes.</p> <p>(e) All components under the Innovation Fund will need to be designed and executed with clearly defined deliverable outcomes to be articulated in the Annual Work Plan of the district. The innovation should be area specific and focused on clearly defined target groups. It can be in the form of a package, including general SSA interventions, supplemented by interventions under Innovative Head.</p> <p>(f) Steps for its monitoring and evaluation should also be clearly brought out. The interventions will be in project mode having</p>	
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24.	Provision for children with special needs	no civil work components with clearly defined areas, target group, outcomes and monitoring and evaluation. The interventions will be broken in micro activities with indicative financial requirements.	
<p>(a) The key thrust of SSA will be on providing inclusive education to all children with special needs in general schools.</p> <p>(b) SSA will also support special training, education through open learning system, special schools and home schooling, wherever necessary, itinerant teaching, remedial teaching, community based rehabilitation (CBR) and vocational education.</p> <p>(c) The following activities will form components of the programme:</p> <ul style="list-style-type: none"> i. Identification of children with special needs. ii. Educational Placement iii. Aids and appliances vi. Support services 		<ul style="list-style-type: none"> i. Provision of ₹ 3000/- per child, per year for children with special needs, as per specific proposal, provided that at least ₹ 1000/- per child will be earmarked for engaging Resource Teachers ii. District Plan for children with special needs will be formulated within the financial limit of ₹ 3000/- per child norm. iii. Ceiling on expenditure per CWSN will apply at the district level. 	

	<p>v. Teacher Training</p> <p>vi. Resource support</p> <p>vii. Individualized educational plan</p> <p>viii. Parental training and community mobilization.</p> <p>ix. Curricular access</p> <p>x. Building synergy with special need.</p> <p>xi. Removal of Architectural Barriers</p> <p>xii. Research</p> <p>xiii. Peer sensitization.</p> <p>d) Involvement of Resource Institutions will be encouraged.</p>	
<p>25. Community Mobilization</p>	<p>a) The RTE mandates age appropriate admission of every out-of-school-child, special training for each child to enable her to cope in school, promoting child-friendly child centered activity based learning processes, which is free of anxiety, trauma and fear sets the agenda for proactive community participation.</p>	<p>a) Up to 0.5% of district outlay may be utilized for community mobilization and campaigns, provided that the management cost and community mobilization together does not exceed 4% of the total outlay, and subject to the following conditions:</p> <p>i. There will be a detailed activity plan for community mobilisation.</p>

		<p>b) Community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education. SSA would work towards enhancing participation of the community, parents, teachers and children by awareness generation, interventions for community mobilization.</p> <p>c) A major issue concerning children without adult protection is their lack of their voice due to their alienation from community and little representation in agencies and forums like the SMC, PTA or VEC. SSA would make efforts to address this issue by advocacy for children's right to participation, by supporting the formation of support groups children's collectives, and, by encouraging efforts to accommodate their voices in planning, implementation and monitoring of interventions and strategies.</p>	<p>ii. The State Executive Committee will approve the norms and unit cost for community mobilization activities.</p> <p>iii. Mobilization activities will be documented and its influence will be assessed periodically.</p> <p>iv. PRIs and Civil Society Organizations will be involved in all community mobilization efforts.</p> <p>v. Community Mobilization action will focus on:</p> <ul style="list-style-type: none"> a) Issues of social access. b) Regular attendance of children. c) Completion of elementary education by all children. d) Child entitlements under RTE Act and Rules.
26.	Training of SMC, VEC, PRI members	<p>a) The RTE Act clearly outlines the functions to be performed by SMC. Some of these functions, for example, preparation of school development plans, would require significant investments in capacity building. The role of civil society organizations would</p>	<p>For VEC/SMC</p> <p>(i) All members of the VEC/SMC should preferably attend training together. However, if all members are not able to attend training at the same time, at least groups of</p>

	<p>be critical in making the SMC an effective democratic space. It needs to be highlighted that the nature of such interventions cannot be one-time training but must necessarily be a long-term involvement.</p> <p>b) Besides capacity building of SMC, on-going support of the PRI (local authority) is also essential. PRIs will have to play a crucial role in provision of facilities mentioned in the Act.</p> <p>c) States should design training modules comprising a mix of residential and non-residential training for all participants. The State shall prepare exemplar material, which will be contextualized at district and block levels to local needs.</p> <p>d) The training must reach out to at least 50% women and proportionate members from disadvantaged sections</p> <p>e) Voluntary and civil society organisations should be involved in conducting community training.</p> <p>f) Training should be conducted in batches not exceeding 30 persons at a time.</p> <p>g) The State will periodically commission independent evaluation of the impact of training.</p>	<p>4-6 members from the same VEC/SMC should be enabled to participate at a time, so that all members receive one round of training every two years.</p> <p>(ii) Duration of training in a year; 3 days residential and 3 days non-residential</p> <p>b) For Local Authority</p> <p>(i) There should be adequate representation from the local authority in whose jurisdiction the said VEC/SMC falls, so that members of the local authority and VEC/SMC can also work together for school development. On an average 3-4 representatives from the local authority should participate along with VEC/SMC members.</p> <p>(ii) Duration of training in a year ; 3 days residential</p> <p>c) ₹ 200/- per day VEC/SMC/PRI member will be available for residential training and ₹ 100/- per day per person for non residential training.</p> <p>d) The activity wise costing of training shall be decided by the State SSA, EC.</p>
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INFRASTRUCTURE DEVELOPMENT		
27	New Schools	<p>Whole School Development</p> <p>a) Development of school infrastructure is a comprehensive exercise for developing the school building along with its indoor and outdoor spaces. School infrastructure development is not to be viewed narrowly as a building construction/ repair/ maintenance activity alone.</p> <p>b) The core principles governing infrastructure development under SSA:</p> <ul style="list-style-type: none"> i. They should be composite buildings ii. They must adhere to specified construction standards. iii. There must be barrier free access. iv. They must incorporate child friendly features. v. They must maximize pedagogic potential of indoor and outdoor school spaces.
		<p>a) School construction as per Schedule of Rates notified by the State Government.</p>

	<ul style="list-style-type: none"> vi. They must incorporate safety features for resistance against hazards . vii. There must be community participation in school infrastructure development. viii. There must be transparency and social accountability. c) All new schools constructed under SSA should conform to the norms prescribed under the RTE Act, including: <ul style="list-style-type: none"> a. All weather classrooms b. One classroom for every teacher c. Barrier free access d. Library e. Drinking water f. Separate toilets for girls and boys g. Green fencing/boundary walls h. Kitchen shed for mid day meal 	
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28.	Additional classrooms	<p>a) To improve the student classroom ratio and also to provide rooms to students and teachers according to enrolment.</p> <p>b) To provide better facilities for Head Teachers and to provide space for office and store.</p>	<p>a) At least one class-room for every teacher.</p> <p>b) An office cum-store-cum-Head Teacher's/ Head Master's room in primary and upper primary schools/sections where the enrolment exceeds 150 and 100 respectively.</p> <p>c) Classroom costs as per Schedule of Rates notified by the State Government.</p>
29	Block Resource Centres	a) To facilitate residential training for teachers.	a) BRC building costs as per Schedule of Rates notified by the State Government.
30	Cluster Resource Centres	<p>a) To facilitate monthly teacher meetings.</p> <p>b) CRC may be used as an additional classroom in schools on days when CRC meetings are not held.</p>	a) CRC buildings costs will be as per Schedule of rates notified by the State for additional classroom.
31	Residential Schools	a) To cover sparsely populated or hilly and densely forested areas with difficult geographical terrains and also to cover urban deprived children, homeless and street children in difficult circumstances without adult protection.	<p>a) Priority to redeploying unused public building and refurbishing underutilized school buildings through provision of adequate toilets, bathing spaces, kitchens, etc.</p> <p>b) If such facilities are not available in the vicinity then construction of residential schools as per KGBV norms will be supported</p>

32	Toilets and drinking water	<p>a) Separate toilets for boys and girls</p> <p>b) Incinerators in girls' toilet.</p> <p>c) Drinking water</p>	<p>a) All new school buildings, BRCs, CRCs to be provided separate and adequate toilets and drinking water facilities for boys and girls. Number of toilet set should be related to number of children.</p> <p>b) Existing school buildings to be provided toilets and drinking water from schemes of the Ministry of Rural Development, including Drinking Water Mission and Total Sanitation Campaign.</p>
33	Furniture	<p>a) Furniture may be provided to existing Government upper primary Schools, which do not already have furniture subject to the following conditions.</p> <p>i. These funds will not be utilised for new upper primary schools sanctioned under SSA since 2001, as they already have a provision of ₹ 50,000 for school equipment at starting stage.</p> <p>ii. Procurement of furniture to be done by SMC/VEC /equivalent bodies for rural/urban areas.</p>	<p>a) @ ₹ 500/- per child in Government Upper Primary School as a one time grant.</p>

34	Civil works	<p>iii. Procedures to mark the furniture as school property and maintain its' record in a stock register with due verification as per procedures laid down by the State/UT Governments concerned, will be put in place.</p> <p>iv. The provision will be made within the 33% ceiling for the civil works in a district's outlay.</p>	<p>a) Funds on civil works shall not exceed the ceiling of 33% of the entire project cost</p> <p>b) This ceiling of 33% does not include the expenditure on maintenance and repair of buildings.</p> <p>c) However, in a particular year's Annual Plan, provision for civil works can be considered up to 50% of the District Annual Plan Outlay, subject to the proviso that during overall SSA project period civil works outlay shall be restricted to 33% of the project cost.</p> <p>d) Unit costs will be based on the State Schedule of Rates as notified by State Governments.</p> <p>e) Civil Works costs also include:</p> <ul style="list-style-type: none"> i. Adaptation of existing building at environment to conform with RTE norms. ii. Retro-fitting of existing building toward hazard resistance. iii. Construction of building-less schools iv. Reconstruction of dilapidated school buildings which are beyond major repairs and declared unsafe by the competent engineers. <p>f) No expenditure under SSA shall be incurred on construction of office buildings.</p>
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<p>35. Repairs to school buildings</p>	<p>a) There are a large number of schools that cannot be repaired under the available maintenance grant. Such schools will be repaired under this head.</p> <p>b) Funds for major repairs of school building subject to the following conditions:</p> <p>(i) Major repair would form part of the district AWP&B and would be appraised and approved by Government of India. Consequently, it would be within the prescribed ceiling of 33% on civil works.</p> <p>(ii) Schools constructed within the past 10 years will not be considered for major repairs out of the SSA repairs fund. Also the cost of repairs to be undertaken should not be more than 60% of the cost of a new construction.</p> <p>(iii) It will be mandatory for each district to provide the list of schools to be repaired under the</p>	<p>Funds for major repairs of school building subject to the following conditions:</p> <p>a) ₹ 150 crore will be available per year under SSA to be spent on major repairs. This amount will be proportionately distributed among the States as per the number of schools.</p> <p>b) States would need to ensure that the total amount spent by the districts on civil works including major repairs does not exceed the civil works ceiling of 33%.</p>
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	<p>“major repair” category along with the cost estimates as approved by the competent authority, as an Annexure in their AWP&B. This list will also be approved by the PAB of Sarva Shiksha Abhiyan.</p>	
	<p>(iv) States would first have to put in place a decentralized system of technical and financial assessment and approvals for the major repair tasks. Only cases of higher investment (> ₹ 75000/-) and technical complications (e.g. strengthening of foundation) should come up to the SPO for approval. Rest of the proposals should be assessed and approved at the district and sub district levels, appropriately.</p>	
	<p>(v) Onsite technical supervision by professionally qualified engineering personnel is to be ensured during the execution of</p>	

		<p>repairs. Additionally, the State would need to develop a 'repairs manual' in which it is explained to the community, how to carry out repair works and the accounts to be maintained.</p> <p>(iv) A pre repair and a post repair photograph of the building would also need to be maintained for records.</p>	
<p>36.</p>	<p>Maintenance Grants for schools</p>	<p>a) To provide annual maintenance and repair of existing school building and other facilities to up keep the infrastructure in good condition.</p> <p>b) Must involve elements of community contribution.</p>	<p>a) Maintenance Grants for schools will be utilized only through the SMC/VECs.</p> <p>b) Schools upto three classrooms will be eligible for Maintenance Grant upto a maximum of ₹ 5000/- per school per year.</p> <p>c) Schools with more than three classrooms will be eligible for a Maintenance Grant upto ₹ 10000/- per school per year, subject to the condition that the overall eligibility for the district would be ₹ 7500/- per school (Note: Headmaster room and Office room would not count as a classroom for this purpose).</p>

			<p>d) Primary and upper primary schools would be treated as separate schools for the purpose of maintenance grant even if they are functioning from the same premises.</p> <p>e) For composite schools with primary & upper primary schools in addition to secondary / higher secondary schools, this grant will be provided only for the classrooms used for primary & upper primary classes.</p> <p>f) Expenditure on maintenance and repair of building would not be included for calculating the 33% limit for civil works.</p> <p>g) Grant will be available only for those schools which have existing buildings of their own.</p> <p>h) Grant will be available also to those Government schools in Urban areas which are running in rented buildings.</p>
PROGRAMME MANAGEMENT			
37.	Management Cost	a)	<p>The RTE Act has created a circumstance in which the existing two-dimensional system must be reviewed and, while causing no detriment to the ongoing SSA project, within the shortest possible time, a system should</p> <p>a) The Management costs available under SSA shall not exceed 6% of the budget of a district plan, of which 2% may be utilized for Learning Enhancement Programme, and 0.5% on Community Mobilization.</p>

	<p>be created which would adequately respond to the demands of the new law.</p> <p>b) Staffing and strengthening of Management Structures at national, state, district, block and cluster levels would be a prerequisite in timely and efficient implementation of the programme.</p> <p>c) The project management structure and requirement of manpower, delegation and capacity building would have to be reviewed in light of the larger fund availability and considerable expansion of the activities of SSA in view of the RTE Act.</p> <p>d) It is imperative that the Annual Work Plan & Budgets (AWP&B) formulated under SSA should factor in investments from relevant central schemes such as Teacher Education, Drinking Water Mission, Total Sanitation Campaign, Mid Day Meal and also from State schemes. In this way, the AWP&B can enable holistic planning for elementary education for implementation of the RTE Act (2009). The AWP&B of each district should also reflect all the investments made from</p>	<p>b) In the districts of NE States and Union Territories where district plan size is very small, the management cost could be budgeted upto ₹ 40 Lakh per district subject to the overall ceiling of 6% being maintained at the national level over the project period.</p> <p>c) To provide management cost at State and district level including salary of staff, hiring of experts, engagement of auditors for statutory and internal audit, hiring of vehicles, POL, maintenance cost, expenditure on MIS/DISE, TA/DA, office expenses/ equipment, stationery, telephone, fax, photocopiers, postage, consumables, capacity building, workshops, recurring contingent cost, other miscellaneous costs etc.</p> <p>d) Management Costs should be used for training of Education Administrators at all levels and develop effective resource teams at State/ District/Block/Cluster levels</p>
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		<p>different sources for elementary education.</p> <p>e) The RTE Act requires several substantive reforms that are systemic in nature. States/UTs would need to issue appropriate rules and government orders for implementing the entire gamut of provisions pertaining to, inter alia, duties of teachers; non deployment of teachers in non teaching duties except as specified in the Act; removal of all barriers to school admission including financial and procedural ones; ban on physical punishment and mental harassment; CCE, non detention and non expulsion of the student in the elementary grades etc. Thus, planning in SSA needs to be enriched by indicating the trajectory of planned systemic reforms in elementary education with timelines in accordance with the provisions of the RTE Act (2009).</p>	
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Financial Norms for KGBV

Model-I-School with Hostel for 100 girls

Revised Norms			Financial norms for intake of additional Children
S. No.	Item of Expenditure	Financial norms (₹ In lakh)	
	Non-Recurring Cost		
1	Construction of building (Construction cost as per schedule of rates notified by the concerned State. Carpet area of the building should be approximately 60 sq. ft. per child for hostels with 100 children)		Additional construction cost as per schedule of rates notified by the concerned State for a carpet area of approximately 60 sq. ft. per child for hostels.
	Boundary wall		As per State SoR
	Provision of Drinking Water and Sanitation.		
	Electric installation		
2	Furniture/Equipment including kitchen equipment	3.00	
3	Teaching Learning Material and equipment including library books	3.50	₹ 3500/- per child
4	Bedding (replacement of Bedding after 3 years)	0.75	₹ 750/- per child
	TOTAL:	7.25	

Revised Norms		
	Recurring Cost	
1	Maintenance per girl student per month @ ₹ 900/-	10.80 ₹ 10800/- per child per annum
2	Stipend for girl student per month @ ₹ 50/-	0.60 ₹ 600/- per child per annum
3	Supplementary TLM, stationery and other educational material	0.60 ₹ 600/- per child per annum
4	Examination fee	0.02 ₹ 20/- per annum.
5	Salaries:	12.00 (i) In case the enrollment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of ₹ 20000/- per month. (ii) An additional teacher with a salary of ₹ 15000/- per month will be provided when enrollment exceeds 105 children based on 1:35 ratio as per RTE Act. (iii) An additional assistant cook with a salary of ₹ 4500/- per month will be provided for every additional enrollment of 50 girls.
	1 Warden	
	4 Full time teachers	
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas) , if required	
	3 Part time teachers	
	1 Full time accountant	
	2 Support staff – (Accountant/Assistant, Peon, Chowkidar)	
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls	
6	Vocational training/specific skill training	0.50 ₹ 500/- per child per annum
7	Electricity/ water charges	0.60 ₹ 600/- per child per annum
8	Medical care/Contingencies @ ₹ 750/- child	0.75 ₹ 750/- per child per annum.

Revised Norms			
9	Maintenance	0.40	₹ 400/- per child per annum
	Miscellaneous	0.40	₹ 400/- per child per annum
10	Preparatory camps	0.15	₹ 150/- per child per annum
11	PTAs/ school functions	0.15	₹ 150/- per child per annum
12	Provision of Rent (8 months)	4.80	₹ 4800/- per child per annum
13	Capacity building	0.30	₹ 300/- per child per annum
	TOTAL	32.07	
	Grand Total	39.32	

Financial Norms for KGBV

Model-II-School with Hostel for 50 girls

Revised Norms			
S. No.	Item of Expenditure	Financial norms (₹ In lakh)	Financial norms for in take of additional Children
	Non-Recurring Cost		
1	Construction of building (Construction cost as per schedule of rates notified by the concerned State. Carpet area of the building should be approximately 80 sq. ft. per child for hostels with 50 children)		Additional construction cost as per schedule of rates notified by the concerned State for a carpet area of approximately 80 sq. ft. per child for hostel upto 100 children.
	Boundary wall		As per State SoR
	Provision Drinking Water and Sanitation		
	Electric installation		
2	Furniture/Equipment including kitchen equipment	2.00	
3	Teaching Learning Material and equipment including library books	3.00	₹3000/- per child
4	Bedding (replacement of Bedding after 3 years)	0.375	₹ 750/- per child
	TOTAL:	5.375	

	Recurring Cost		
1	Maintenance per girl student per month @ ₹ 900/-	5.40	₹ 10800/- per child per annum
2	Stipend for girl student per month @ ₹ 50/-	0.30	₹ 600/- per child per annum
3	Supplementary TLM, stationery and other educational material	0.30	₹ 600/- per child per annum
4	Examination fee	0.01	₹ 20/- per annum.
5	Salaries:		
	1 Warden		
	4 Full time teachers		
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas), if required		
	3 Part time teachers	12.00	
	1 Full time accountant		
	2 Support staff – (Accountant/Assistant, Peon, Chowkidar)		
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls		
6	Vocational training/specific skill training	0.30	₹ 600/- per child per annum
7	Electricity/ water charges	0.36	₹ 720/- per child per annum
8	Medical care/Contingencies @ ₹ 750/- child	0.38	₹ 750/- per child per annum.
9	Maintenance	0.20	₹ 400/- per child per annum

	Miscellaneous		0.20	₹ 400/- per child per annum
10	Preparatory camps		0.10	₹ 200/- per child per annum
11	PTAs/ school functions		0.10	₹ 200/- per child per annum
12	Provision of Rent (8 months)		4.00	₹ 8000/- per child per annum
13	Capacity building		0.30	₹ 300/- per child per annum
	TOTAL		23.95	
	Grand Total		29.325	

Financial Norms for KGBV

Model-III-Only Hostel attached to existing school for 50 girls.

Revised Norms			
S. No.	Item of Expenditure	Financial norms (₹ In lakh)	Financial norms for in take of additional Children
	Non-Recurring Cost		
1	Construction of building (Construction cost as per schedule of rates notified by the concerned State. Carpet area of the building should be approximately 80 sq. ft per child for hostels with 50 children)		Additional construction cost as per schedule of rates notified by the concerned State for a carpet area of approximately 80 sq. ft. per child for hostel upto 100 children.
	Boundary wall		
	Provision for Drinking Water and Sanitation.		
	Electric installation		
			As per State SoR
2	Furniture/Equipment including kitchen equipment	2.00	₹ 2000/- per child
3	Teaching Learning Material and equipment including library books	3.00	₹ 3000/- per child
4	Bedding (replacement of Bedding after 3 years)	0.375	₹ 750/- per child
	TOTAL:	5.375	

	Recurring Cost		
1	Maintenance per girl student per month @ ₹ 900/-	5.40	₹ 10800/- per child per annum
2	Stipend for girl student per month @ ₹ 50/-	0.30	₹ 600/- per child per annum
3	Supplementary TLM, stationery and other educational material	0.30	₹ 600/- per child per annum
4	Examination fee	0.01	₹ 20/- per annum.
5	Salaries:		Additional Salary @ ₹ 3 lakh per annum for additional enrollment over and above 50 girls but up to 100 girls for providing part time teachers, Assistant cook etc.
	1 Warden		
	2 Urdu teachers (only for blocks with muslim population above 20% and select urban areas) , if required		
	3 Part time teachers	6.00	
	1 Full time accountant		
	2 Support staff – (Accountant/Assistant, Peon, Chowkidar)		
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls		
6	Vocational training/specific skill training	0.30	₹ 600/- per child per annum
7	Electricity/ water charges	0.36	₹ 720/- per child per annum
8	Medical care/Contingencies @ ₹750/- child	0.38	₹ 750/- per child per annum.
9	Maintenance	0.20	₹ 400/- per child per annum
	Miscellaneous	0.20	₹ 400/- per child per annum

10	Preparatory camps	0.10	₹ 200/- per child per annum
11	PTAs/ school functions	0.10	₹ 200/- per child per annum
12	Provision of Rent (8 months)	4.00	₹ 8000/- per child per annum
13	Capacity building	0.30	₹ 300/- per child per annum
	TOTAL	17.95	
	Grand Total	23.325	