

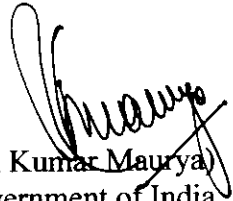
F.No. 15-6/2019-IS-5
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
IS-5 Section

Dated the 25th July, 2019

Subject: Samgra Shiksha Abhiyan-The Meeting of the Project Approval Board (PAB) held on 15th May, 2019- Circulation of Minutes for the State of Karnataka.

The meeting of the Project Approval Board of Samgra Shiksha Abhiyan was held on 15th May, 2019 under the Chairmanship of Secretary (SE&L) in Conference Room No. 112, C-Wing, Shastri Bhawan, New Delhi to consider the Annual Work Plan & Budget (AWP&B) 2019-20 of Karnataka.

2. A copy of the PAB minutes duly approved by the Secretary (SE&L) for the State of Karnataka is enclosed.


(Rajesh Kumar Maurya)
Under Secretary to the Government of India
Tel. 23384501

To

1. Shri Rabindra Panwar,
Secretary, Ministry of W & C.D
2. Shri Heeralal Samariya,
Secretary, Ministry of Labour & Employment.
3. Ms. Nilam Sawhney,
Secretary, Ministry of Social Justice & Empowerment
4. Shri Deepak Khandekar
Secretary, Ministry of Tribal Affairs
5. Shri Parameswaran Iyer,
Secretary, Ministry of Drinking Water & Sanitation, 4th, Floor, Paryavaran Bhavan, CGO Complex, Lodhi Road, New Delhi-110003.
6. Shri Sailesh
Secretary, Ministry of Minority Affairs,
11th Floor, Paryavaran Bhavan, CGO Complex, Lodhi Road, New Delhi-110003
7. Ms. Shakuntala D. Gamlin,
Secretary, Department of Empowerment of Persons With Disabilities,
Ministry of Social Justice & Empowerment
8. Dr. Punam Srivastava,
Dy. Adviser (Education), NITI Aayog
9. Prof. Hrushikesh Senapaty
Director, NCERT
10. Prof. Suniti Sanwal NCERT
11. Prof. N.V. Varghese,
Vice Chancellor, NIEPA
12. Ms. Anita Karwal, Chairperson, NCTE, Hans Bhawan, Wing II, 1 Bahadur Shah Zafar Marg, New Delhi – 110002.
13. Dr S.K. Chauhan NCTE
14. Prof. Nageshwar Rao, Vice Chancellor,
IGNOU, Maidan Garhi, New Delhi

15. Ms. Geeta Narayan, Member secretary, NCPCR, 5th Floor, Chanderlok Building'
Janpath, New Delhi
16. Shri Sanjay Kumar, Joint Secretary (SE-II Bureau)
17. Shri V. Shashank Shekhar, Joint Secretary (EE-I)
18. Ms. Darshana M Dabral, JS & FA, MHRD
19. Shri Sachin Sinha, Joint Secretary (AE & Coord)
20. Shri. S.R. Umashankar Principal Secretary, Primary & Secondary Education,
Karnataka, Department of Primary & Sec. Education, Govt. of Karnataka, Gate No.-2,
MS Building, Room No.-641, 6th Floor, Bangalore – 560001
21. Shri. Reju M.T. State Project Director, SSA, K.R. Circle, Nrupathunga Road,
Bangalore – Karnataka -560001
22. Shri. K. Raju Mogavillna Additional Director, Karnataka
23. Shri S. Nagendra Madhyastha Director, Karnataka
24. MS. Sreelatha PO- Karnataka
25. PramuthaAdom JPO – Karnataka
26. Shri Purushothama PO, Karnataka
27. T.V. Chandashekar NCERT Karnataka

Copy to:

1. All Director/DS in ISE Bureau
2. Shri G. Vijay Bhaskar, Director (MDM)
3. All Under Secretaries in ISE Bureau
4. NIC(for request to upload the PAB Minutes on Shagun Portal)
5. TSG Consultants

Copy for information to:-

1. PPS to Secy (SE&L)
2. PPS to JS (SS.I)
3. PPS to JS(SS.II)

(Rajesh Kumar Maurya)
Under Secretary to the Government of India
Tel. 23384501

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Minutes of the meeting of the Project Approval Board held on 15th May 2019 to consider the Annual Work Plan & Budget (AWP&B) 2019-20 of Samagra Shiksha for the State of Karnataka

1. Introduction

The meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2019-20 for SAMAGRA SHIKSHA for the State of Karnataka was held on 15th May 2019. The list of participants who attended the meeting is attached at **Annexure- I**.

2. Initiatives of the State

Ms. Rina Ray, Secretary (SE&L) invited Karnataka to give a presentation on school education in the State. Sh. S.R. Umashankar, Principal Secretary (Karnataka), gave a presentation which included the following major points:

- a) The State established 176 integrated schools from pre-primary to senior secondary. A total of 67,234 Children from Std I to XII are studying in these schools. Hence the financial and pedagogical support that is given to these schools will reach larger target and will lead to provision of quality education to these large number of students.
- b) Disseminated details of LIs through text books and posters. 2nd round of State Achievement Survey covering 40 lakh children – child specific and school specific reports.
- c) “Technology Assisted Learning Programme” (TALP) Curriculum has been developed in association with CIET & NCERT. 13,000 teachers trained from 2000 secondary & senior secondary schools.
- d) Choice based training under ‘Guruchethana’ covering 40,000 teachers with modules is available in all subjects and many languages. English teaching in primary grades in Nali Kali method is being provided.
- e) State has developed training modules for all 21 categories of disabilities in association with Azim Premji University & NGOs
- f) 3900 co-located anganwadi centres have been supported.
- g) State has scaled up the programmes of GKA, Prerana & Odu karnataka to cover all districts
- h) State has created e- content repository under Creative Commons from various sources, in Kannada & in Urdu.

A soft copy of the State’s presentation is available at ‘www.samagra.mhrd.gov.in’.

3. Review of Commitments and Expected Outcomes & Action Taken during 2018-19

The progress made in implementing the commitments and expected outcomes given by the State in 2018-19 was reviewed and the status in respect of pending items is as under:

Sl. No.	Commitment and Expected Outcomes	Action Taken	Comments of PAB 2019-20
1	The State will rationalize teacher deployment so that there is no single teacher and all schools have PTR as per norms under the RTE Act, 2009. At the Upper primary and Secondary level, special emphasis should be laid on maintaining the subject PTR.	As per UDISE, the PTR of elementary schools is 21.99. However, PTR is not calculated for High Schools as there are subject teachers. Department of primary and secondary education completed one round of recruitment in 2018-19, under which 3900 subject teachers were recruited, trained and deployed in various schools. Similarly notification for recruiting another 10,000 subject teachers is issued already and the same will be completed and deployed in 2019-20. With redeployment of excess teachers to more needy schools and with the regular recruitment of new teachers, the shortage of teachers will be addressed effectively. Where-ever the teachers are not available; permissions are given to appoint 3389 guest teachers with same set of educational qualifications as that of regular teachers. Thus the issue of subject teacher availability is addressed in a systematic manner.	State was requested to redeploy the subject teachers as per RTE.
2	State will recruit headmasters in primary and upper primary schools as per the RTE norms. Given the significant role of a headmaster in school management, direct recruitment (including through limited department exam) of 50% of all headmasters may be considered.	The State is following the C&R Rules where there is no provision of direct recruitment of Head Teachers. However, every school has a Head Teacher by virtue of their promotion. They are being trained by SISLEP which is SIEMAT of Karnataka. This requires policy level intervention and change of C&R Rules at the Government Level. For the year 2018-19, 16 days of training each has been given to 1484 High School HMs and 1540 Primary School HMs. The total expenditure incurred on the same is Rs. 107.68Lakhs.	State should explore the options for direct recruitment (including through limited department exam) of 50% of all headmasters.
3	The guidelines for expenditure on school grant, procurement of sports equipment and library books need to be followed. These need to be kept in mind while utilization of these grants.	For the year 2018-19, a total of Rs.135.33Cr and Rs. 29.54Cr. has been approved for 43345 primary and 5725 high schools. Circular has been issued for spending the same under various sub-activities. The School Grant is approved based on five categories and enrolment of children in schools.	State was requested to procure the library books as per MHRD guideline. Also to ensure distribution of all grants at beginning of the academic session.

Sl. No.	Commitment and Expected Outcomes	Action Taken	Comments of PAB 2019-20
		50% of the School grant has been released which in turn was released to districts. An amount of Rs. 68.37Cr was released to 43261 primary schools and Rs. 10.96Cr to 4696 High Schools. Circular / Guidelines has been issued for spending the amount on various sub-activities (11) which is inclusive of purchase of sports equipment and TLM.	
4	State will complete all the pending civil works in 2018-19	The spillover for 2018-19 was 193 works. Out of 193 works, 49 are completed, 75 works are in the finishing stage and remaining 69 works are in various stages. 99 works that were approved during the year 2016-17 and 2017-18 have not been taken up for non-release of grants from MHRD. For the year 2018-19, 24 new works and Major Repairs to 523 primary schools were approved in AWP&B. Since the funds were not released from GoI, no civil works has been taken up.	State was requested to take up the pending civil work on priority and complete the same within this financial year.

4. Review of Performance during 2018-19

State has secured a score of 706 in Performance Grading Index (PGI) and was placed in Grade III (actually Category VI as no States are in the levels of 850 and above which form the first three levels). The Domain-wise Gaps are shown below:

Category 1				Category 2	Total
Domain 1 (180)	Domain 2 (80)	Domain 3 (150)	Domain 4 (230)	Domain 1 (360)	All Domains (1000)
20	11	50	18	195	294

State was requested to examine its score in each domain and take measures to improve its overall PGI.

- a) **Learning Outcomes & Quality (C-1, D-1):** As per National Achievement Survey (NAS) score, there is need to lay more focus on Learning Outcomes of classes 5 and 8.

State was requested to analyse NAS results and provide interventions to improve learning outcomes of the students.

b) Access Outcomes (C-1, D-2): The State has achieved maximum grade in Transition but 100% transition has not been achieved. Mainstreaming of OoSC is an area of concern.

State was requested to take steps to ensure 100% transition rate and mainstream all the identified OoSC

c) Infrastructure & Facilities (C-1, D-3): State needs to focus on provision of Computer Aided Learning (CAL) facilities in Upper Primary Schools. Lab facilities in Secondary Schools and Providing free text books to students within a month of the start of the academic session. State also needs to focus on providing free uniform within three months of the start of academic session and Vocational Education at Secondary and Senior Secondary level.

State was advised to set-up CAL facilities and Science Lab facilities in upper-primary and secondary schools respectively and ensure timely delivery of text books, uniform before the start of academic session.

d) Equity Outcomes (C-1, D-4): State needs to focus on provision of Ramps for Children with Special Needs (CWSN), Functional CWSN friendly toilets in schools and provision of Aids and appliances for CWSN.

State was requested to focus on accessibility for CWSN in all schools.

e) Governance Process (C-2, D-1) Indicators requiring more focus are: Teachers' ID (2.1.2), Student Attendance (2.1.3), Teacher attendance (2.1.4), Twinning of schools (2.1.5), Single teacher primary schools (2.1.7) and Availability of teachers and principals (2.1.8, and 2.1.9).

State was requested to examine all these indicators and take necessary actions for improving them.

5. Appraisal issues

- a) In 12 districts the dropout rate is more than 8% at secondary level.
- b) The low retention districts where the retention rate is less than 70% at elementary level like Bidar (59%), Yadgiri (59%) and Raichur (70%) need special attention.
- c) There are only 15% upper primary schools where all the subject teachers are available as per RTE.
- d) As per the scheme 750(@ 25 per DIET x 30 DIETs) academic posts need to be sanctioned. The State Govt. has sanctioned 694 Academic posts, out of which only 563 have been filled up. State was asked to fill-up the vacant post at the earliest.
- e) As per the scheme 45 academic posts need to be sanctioned and filled up in SCERT. The State Govt. has sanctioned 23 Academic posts, out of which only 22 have been filled up, i.e. 51 % vacancy. State was asked to fill-up vacant posts at the earliest.

- f) 190 seats are lying vacant in KGBVs (Type I) and 2543 seats are lying vacant in 70 functional KGBVs (Type IV), which is an area of concern, leading to under utilization of the created capacity.
- g) 01 KGBV building (Sindhanur KGBV of Raichur district sanctioned in 2008-09) is still in- progress.

6. **New Approaches 2019-20**

During the year 2019-20, certain new approaches have been introduced for enhancing the effectiveness of the Samagra Shiksha scheme and making it more outcome oriented. These new approaches aim to engage all administrators, schools, teachers and children in activities which would enable to improve the learning outcomes and also measure the impact and outcome of various components under the scheme. A presentation on the New Approaches was given and after discussions, these details have been incorporated in the **activity wise details mentioned in Para 10**. These are given below:

i) **PISA (Programme for International Student Assessment)**

PISA is conducted by '**Organization for Economic Co-operation and Development**' every three years. It is a **competency based assessment** which unlike content-based assessment, measures the extent to which students have acquired key competencies. The assessment tests the children in Reading, Mathematics and Science. Learning from participation in PISA will help to introduce competency based examination reforms in the school system and move away from rote learning. Schools run by **Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Chandigarh all of which are affiliated to CBSE will participate in PISA, 2020-21**. Although no specific activity or funding has been given for PISA to the States, MHRD will involve all States and UTs in orientation and capacity building programme for PISA.

ii) **Shagunotsav**

This is a Census based audit to be carried out in September, 2019 of all 11.85 lakh government and government aided schools in all States and UTs including nearly 7 lakh standalone primary schools. Data on various school based parameters is presently collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school level. However, the same is not corroborated through field visits. Feedback received from Central Prabhari Officers of aspirational districts has shown that many schools are not visited at all or the frequency of visit is very less. Therefore, a need was felt to take up the exercise of school based census to cover each and every school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation.

The parameters for the school census are to be based on the indicators monitored through UDISE+, PGI and Shagun. **Assessment of Learning Outcome will not be part of this evaluation as it will be conducted through the next round of NAS/School Based Assessments**. The feedback will help in facilitating the system to be responsive to school specific needs and initiate appropriate policy interventions. **The guidelines for the programme have been issued on 25th April, 2019.**

iii) Integrated Teacher Training Programme (Elementary level)

In-service teacher and teacher educators training have been an integral part of erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE). As per the framework of Samagra Shiksha, various kind of trainings such as training for Principals/HMs (Refresher and Residential), Teachers (Refresher and Induction), Teacher Educators (Residential, Training of Master Trainers and Programme and Activities), Training of Educational Administrators (Residential) and Training for School Management and Development Committee (SMDC) Members are provided in different components. This kind of segmentation has adversely affected the efficacy of training. Therefore, an integrated approach by subsuming abovementioned trainings into a standardised comprehensive training package has been envisaged in order to ensure effectiveness of school eco-system and improvement in learning outcomes. This is first time when the Department through its academic bodies such as National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) is taking a lead role and will conduct face to face training for around 32000 Key Resource Persons (KRPs) across all the States and UTs.

Earlier in-service teacher trainings were conducted by the concerned States and UTs through State Councils of Educational Research and Training (SCERTs) or any other agency as selected by them. Even after providing teachers training for last so many years, the efficacy of the training and its impact on improvement of learning outcome remain a big question. Cascade method with multiple layers has resulted in high percentage of communication loss when it reached grass root level. Requests have been received from many States and UTs to provide support in this regard. Recently, NCERT conducted a pilot in Tripura and trained 31000 teachers directly through Key Resource Persons (KRPs) trained by NCERT. After successful implementation of integrated teacher training in Tripura, it has been decided to scale up this model at national level and implement in all States and UTs. NCERT and NIEPA have been identified to lead this training in a mission mode in defined time period.

- The training programme would address concerns such as learner-centred pedagogy, learning outcomes, creating safe and secure environment in schools, role of community in improving school education, school based assessment, etc., which are required to reach the grass root level (i.e., to the teacher). For this, an integrated teacher training programme will be conducted in the months of June – November 2019 to directly train all 41 lakh teachers, school heads, BRCs and CRCs at the elementary level.
- This training will prepare teachers for School Based Assessment to be conducted in December, 2019 in all the schools.
- NCERT will formulate 8 National Resource Groups (NRGs) having 15 Resource Persons each, including experts from NIEPA. NRG from NCERT and NIEPA will include experts in different subject areas and generic issues.
- NRGs will conduct face to face training for the Key Resource Persons (KRPs) identified at the State and UT level, which shall include faculty members of DIETs, SCERTs, IASEs, CTEs, Senior Secondary Schools, BRCs, etc.

- Key Resource Persons will form a group called State Resource Group (SRGs), which will have 6 Resource Persons (5 KRPs + 1 School head trained under School leadership Programme of NIEPA). These SRGs will directly conduct training for teachers, Head Teachers/Head Masters, BRCCs and CRCCs at block level. One SRG will train about 125-150 participants at a time.
- A Learning Management System (LMS) Portal and a Mobile App will be developed by NCERT for registration of Resource Persons and Teachers, dissemination of resources, training gap analysis, monitoring, mentoring and measuring the progress online. Guidelines for the training of KRPs, SRPs and Teachers will be prepared along with the modules and shared with the States and UTs.

This training envisages to achieve both tangible and intangible benefits in terms of 100% coverage of elementary stage teachers, Head Masters/Head Teachers, Principals, faculty of SCERT and DIETs, Block Resource Centre Coordinator (BRCC), Cluster Resource Centre Coordinator (CRCC), who are trained through an integrated teacher training package. This will be helpful in making classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social-personal qualities such as cooperation, team work etc.

iv) School Based Assessment (SBA)

Preparations for NAS 2020 (Pre NAS 2020) interventions have been initiated to reach out to all the districts of different States and UTs. In this context, a School Based Assessment (SBA) is proposed to be conducted throughout the country to assess the Learning Outcomes of all the children at the Elementary level. The purpose of the SBA is to empower the teachers to improve the learning levels of the students.

A framework to improve the quality of learning through SBA in the schools is being prepared which would focus on bringing in its ambit school leaders, teachers and the whole network of officials at blocks, DIETs, SCERT and the Directorates of Education in different States and UTs. The key features of the School Based Assessment are:

- It is proposed to be a decentralised test where the preparation of the test papers will be done at District level for which training will be given by NCERT and administration of the test will be at the school level.
- Non standardized assessment would be used to link to individual learning styles of each child. Emphasis will be on portfolio, self and peer assessment used in conjunction with teacher assessment. Assessment of personal social qualities along with cognitive competencies will be encouraged. A strong and relevant feedback mechanism will be inbuilt allowing the teacher to give immediate and constructive feedback to students.
- SBA would have an online reporting system of both school and teacher level performance which can be monitored at the District, State and National level.
- Guidelines, handbook, videos, e-books and e-learning materials will be developed for conduct of SBA and shared with the States and UTs.
- SBA would involve in its framework 'a whole school approach' which involves the participation of the community in the learning process. Students' progress would be discussed with the parents and shared with the SMCs and suggestions would be

sought.

- In implementing the SBA, emphasis will be on on-site mentoring by the Cluster Resource Center Coordinator (CRCC). The CRCCs would nurture and support the teachers on a regular basis. Teachers would be encouraged to participate in quality circles within the clusters.
- Sample checking by an external agency will be done to validate the data from the schools.

v) Strengthening of CRCs - Mobility support to CRCs

The Cluster Resource Centres are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school performance. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools and provide onsite academic support under his/her jurisdiction at least once in 2 months and send reports on a common platform to be shared by MHRD.

vi) School Management Committee (SMC) Training

Training of SMC members is required to be conducted by the Cluster Resource Coordinator (CRC). Four Quarterly meetings of SMC would be held in a year on dates to be notified by the State government for all the schools. Support for holding the meetings and uploading quarterly reports on a Mobile App on the meeting held as well as on the status/activities of the schools will be provided.

vii) Display of LOGO of SamagraShiksha

A Logo is the symbol of the vision and spirit of the Scheme. A logo also helps in fostering the spirit and building a bond between the schools, the student and the community at large. Earlier, SSA logo was painted on school walls which was very well received by the community and helped in identifying the schools.

Thus, it becomes important for all schools to display the logo prominently on the premises. All schools will be required to display the logo of 'SamagraShiksha' along with facilities under the scheme such as free text books, free uniforms etc. at prominent place through wall paintings or display board. The design of the logo will be shared by MHRD.

viii) Shagun Repository

This has been designed to change the narrative on school education by showcasing the multitude of innovative & successful models being implemented by all States and UTs in diverse circumstances. It enables the successful initiatives to be replicated & taken to scale. It encourages all States and UTs to positively compete with each other to carry out and upload best practices. This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images for which support is being provided under SamagraShiksha.

ix) Constitution of Youth Club and Eco Club

Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear.

Eco clubs in schools will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighbourhood communities to promote sound environmental behaviour. It will empower students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum.

In view of the above, all schools will constitute Youth and Eco clubs for students where they can participate in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation. These would help in utilising the ideal school infrastructure particularly playing fields, sports equipment and libraries which will help the students to develop hobbies, skills and interests they might not otherwise be able to explore.

x) Issue of Identity card to teachers

In order to ensure quality of education, it is essential that duly appointed teachers are present in schools. Hence, the States and UTs is required to issue identity cards to all their regular and contractual teachers of elementary and secondary/higher secondary schools having the details such as photograph & name of the teacher along with name of the School with U-DISE Code, Full Address of the school with Block, Village, District, and Designation etc. PGI indicator 2.1.6 will be amended to replace teachers' photos with ID cards for teachers.

xi) Rangotsav

For the promotion of experiential learning and joyful learning, various activities are organized for both students and teachers. Some of the major activities under taken are Kala Utsav; Role Play Competition; Band Competition; Music Teacher Competition and Folk dance competition. While competitions will be organized at the secondary level, focus may be on joyful learning at elementary level.

xii) School Safety & Security

The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual, psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have been reports of violence and tragic incidents in schools including murder, assault and rape. This is a key cause of worry, demanding a school safety and security framework and plan of action.

The scheme of Samagra Shiksha endeavours to provide every child access to education in an environment that is safe, protective and conducive to growth & development. The teachers need to function as first step counsellor within the school. Also, every school is required to display a board on safety with helpline and emergency numbers and contact persons.

xiii) Performance Grading Index

The Performance Grading Index (PGI) has been designed to cater to the transformational change in the field of school education, where the focus has now

shifted to the quality of education. The index comprising of 70 indicators would propel States and UTs towards undertaking multipronged interventions that will bring about the much desired educational outcomes.

xiv) UDISE +

This is an improved and updated version of UDISE. The entire system will be online and gradually move towards collecting real time data. Some of the expected outcomes of UDISE+ are: Evidence based planning and decision making; data analytics to identify factors affecting school performance; time series data to study the trend over years and monitor improvement and growth; track key performance indicators and rationalization of schools and teachers based on evidence.

xv) Reporting by the Head Masters/Principals

In order to monitor the expenditure under Samagra Shiksha and ensure that all the services and facilities reach the schools, a detailed system of obtaining reports every two months from every Head Master & Principal in a government school will be put in place. The reporting will be done through a Mobile App, which will be compiled at a central server where the software will generate discrepancy reports, which will then be followed up for correction/necessary action.

xvi) Reporting by the BRCs

The potential of BRCs as academic resource centers is yet to be realized and their role and functions are to be academically channelized. BRCs/URCs need to function as resource centres to study the problems and to design strategies to address the academic issues in schools.

The Block Resource persons will be adequately trained and utilized more effectively. Under the Integrated Teacher Training Programme all the target groups, namely, teachers, principals, block and cluster resource persons, etc., will be brought on the same platform and oriented on similar content focusing on their specific roles and responsibility. There will be regular visits by the BRPs to schools for continuous monitoring, follow-ups and to ensure that learnings from training are translated in classroom transactions. The reporting will be done through the Mobile App which will be compiled at a central server where the software will generate discrepancy reports which will then be followed up for necessary action.

7. Total Estimated Budget (2019-20)

The estimates for the AWP&B for 2019-20 under Elementary, Teacher Education and Secondary are as under: -

				(Rs. In lakh)
Head	Spill over	Non-Recurring (Fresh)	Recurring* (Fresh)	Total
Elementary	784.5	12474.2	147330.5	160589.2
Secondary	24848.04	0	14725	39573.04
Teacher Education	275.40	60	3732.6	32068
Total	25907.94	12534	165788	204230.24

*Includes Programme Management (MMER)

8. Actual Releases by GOI during 2019-20

Against the above estimates, **Central Government shall provide to the State Government, Rs.779.08 crore as its share (Rs. 697.29 crore for elementary, Rs. 63.52 crore for secondary & senior secondary and Rs. 18.27 crore for Teacher Education). The State would contribute Rs. 519.39 crore as its State share matching the above Central share as per the existing fund sharing pattern of SamagraShiksha.**

States will also be able to utilise the unspent balances as on 31st March, 2019 for the activities approved in 2019-20 including spill over.

The additional requirement of funds as proposed by Karnataka in the meeting has been examined and based on the norms & the criteria of the SamagraShiksha Scheme, the funds for the eligible activities has been considered and provided in the estimates.

There are likely to be savings under the scheme. Therefore, supplementary PAB meetings may be considered separately sometime in the month of October-November, 2019, to consider the additional requirements of the States and UTs.

Karnataka is advised to prioritise the following activities besides RTE entitlements which would help the States in improving the grades under PGI, and particularly learning outcomes (as brought out from the post NAS-2017 analysis).

Sl. No.	Priority activities
1	Composite School Grant
2	Integrated Teacher Training (EE) including Printing of Integrated Teacher Training package
3	CRC mentoring of Schools and Teachers
4	School Based Assessment (EE)
5	School Audit (Shagunotsav) (EE & SE)
6	Display Board on Safety Guidelines (EE & SE)
7	Library Grant
8	Sports & Physical Education
9	Constitution of Youth Club and Eco Club (for all classes)
10	Logo and Display Board –SamagraShiksha (for all schools)

As per Section 7(5) of the RTE Act, 2009, the State Government shall after taking into consideration the sum provided by the Central Government above and the mandatory matching State share, provide the balance funds necessary to fulfil the estimate for the implementation of the Act. It is recommended that the State should meet the balance amount from its own resources including the additional funds devolved under the 14th Finance Commission.

The interventions under the SamagraShiksha comprise of activities pertaining to Elementary, Secondary and Teacher Education respectively and there is a single Budget for SamagraShiksha in the Demand for Grants (BE) 2019-20.

The release of funds would be from a single Budget Head only. However, for purposes of ascertaining the quantum of funds going to each component, the Sub-Heads for Elementary (including Teacher Education) and Secondary Education has been classified separately.

The State should invariably provide Single Budget Head during 2019-20 and the nomenclature should be SamagraShiksha. Since SamagraShiksha would be catering to various activities relating to RTE entitlements and all other Elementary interventions as well as Teacher Training and activities for BRC and CRCS which forms the portion of Teacher Education activities as well as for Secondary Education, the States shall also provide a suitable Nomenclature with Sub-Heads to identify the disbursement of funds separately under all components of SamagraShiksha.

9. Release of Funds:

The release of funds under the scheme will be further guided by the following conditions:

- a) State should release/transfer the central share to State Implementing Society within 15 days of its receipt in the State Treasury.
- b) The State share should be released to the State Implementing Society within one month of the release of the central share.
- c) All releases by the Centre would be subject to fulfilment of provisions of GFR by the State. The procurement guidelines as prescribed in the FM&P Manual should be adhered to and all procurement activities by the States and UTs should be routed through GEM portal.
- d) All guidelines issued by MHRD regarding utilisation of funds under the scheme will be followed.
- e) The release of central share of funds to all the States and UTs is subject to fulfilling the submission of documents, reports, financial statements as prescribed in the SamagraShiksha FMP Manual.
- f) The ad-hoc amount of instalment has been released to the eligible States during April-May, 2019.

As regards the balance of funds to be released towards 1stinstalment and 2ndinstalment, the conditions to be fulfilled are as under:

The 1stInstalment would be released only after proposal for release of first instalment is received from State Government along with:

- Approval of Annual Plans by PAB;
- Transfer of GOI share of previous year to SIS from State Treasury;
- Release of commensurate State share for previous year; and release of full GOI share of ad-hoc release of Central Government to SIS along with matching State share by State Government.
- Submission of provisional UC for previous year. The utilization certificate should be duly countersigned by the Administrative Secretary/ Finance Secretary
- Confirmation of state towards provisions of matching State share in the State Budget for the current financial year.
- Provisional Expenditure Statement of the current year

- Statement of Outstanding Advances Accrued, adjusted and pending till date.
- Physical Progress of Civil Works up to March 2019

The 2nd instalment would be released only after:

- Request letter is received from State/UT for release of 2nd instalment.
- Latest expenditure statement (Capital Head and General Head separately) of the State Implementation Society for 2019-20 for EE, SE and TE components. Expenditure statement should indicate the release of GoI share from previous installment to SIS from Treasury.
- Final Utilization Certification (Capital and General Head separately and on separate pages) for the year 2018-19 for EE, SE and TE components, along with consolidated Audited UCs separately for General Head and Capital Head, must contain General component, SC component and ST component-wise financial details. The audited UCs should be counter signed by Administrative Secretary of the Department/Finance Secretary.
- Statement showing cumulative status of state share since inception of SSA, RMSA and TE.
- Audit report of SamagraShiksha for the year 2018-19
- Statement showing details on outstanding advances accrued, adjusted and pending till date for EE, SE and TE components.
- Action taken report on the Pending Audit observations for SSA and RMSA.
- Documents relating to creation of combined State Implementing Society (SIS) for implementation of SamagraShiksha.
- Receipt of Central Share of balance of 1st instalment by SIS.
- Receipt of Central Share along with matching State share of 1st instalment by SIS.
- Physical progress report of Civil Works.
- Latest Annual Report.
- All procurement activities are to be carried out invariably through the GEM portal only.

These minutes have been designed as a working document to be implemented and monitored throughout the year. They include the focus areas and new approaches of MHRD which have been deliberated in detail in the PAB meetings. The objective of this is to have emphasis on quality of education and real time monitoring of activities under SamagraShiksha through UDISE+, PGI, Mobile Apps, and Field Inspections. Many activities are shown separately for elementary and secondary due to different budget sub-heads. State specific projects are shown separately for clarity and monitoring purposes. **State will provide details of the Districts, Blocks and Schools, along with UDISE code where the activities have been conducted.** The minutes also include expected outcomes and monitoring mechanism for each activity which will help States and UTs in assessing their performance.

10. Activity wise details and estimates approved:

1) Access & Retention

(Residential Schools/Hostels): An outlay of Rs. 283.85 lakh as per unit cost given below was estimated for Residential Schools/Hostels.

(Rs. In lakh)

Activity Master	Physical	Unit Cost	Financial
Residential Schools - Recurring (Previous Year) (Capacity 100)			
Maintenance per child per month	500	0.18	90
Stipend per child per month	500	0.01	6
Supplementary TLM, Stationery and other educational material	500	0.020	10
1 Warden	5	3.60	18
4 - 5 Fulltime teachers as per RTE Norms	20	2.50	50
3 Part time teachers	15	1.00	15
1 Full time Accountant	5	1.80	9
2 Support staff - (Accountant/Assistant, Peon, Chowkidar)	10	0.96	9.6
1 Head Cook	5	1.00	5
2 Assistant Cook	10	0.75	7.5
Specific Skill training	500	0.015	7.5
Electricity / water charges	500	0.064	32
Medical care/contingencies	500	0.0125	6.25
Maintenance	500	0.020	10
Miscellaneous	500	0.015	7.5
Physical / Self Defence Training	5	0.10	0.5
Total Residential Schools - Recurring (Previous Year) (Capacity 100)			283.85

Outcome: This would enable to mainstreaming of OoSC and their retention at Primary and Elementary level and is covered under PGI Indicators.

Monitoring- Census based audit of all government and government aided schools in all States and UTs in September, 2019 whereby physical inspection would be undertaken to check the status of Residential Schools/Hostels. Different reports to be uploaded in the portal from various levels i.e., Principal, Headmaster, CRC coordinator and District level Officials, will be checked to validate the progress.

2) Transport/Escort Facility

An outlay of Rs. 416.64 lakh as per unit cost given below was estimated for transport and escort facility for children in remote habitation.

Activity Master	Physical (Children)	Unit Cost	Financial
Transport and Escort facility	6944	0.0600	416.64
Total			416.64