

**F. No. 23-2/2019-IS-8**  
**Ministry of Human Resource Department**  
**Department of School Education & Literacy**  
**IS-8 Section**

Shastri Bhawan, New Delhi  
Date: 05 July, 2019

**Subject: Samagra Shiksha - Meeting of the Project Approval Board (PAB) held on 6th May, 2019 to consider the Annual Work Plan and Budget (AWP&B) for the year 2019-20 for the State of Andaman & Nicobar Islands - Circulation of Minutes.**

The Meeting of Project Approval Board (PAB) of Samagra Shiksha was held on 06.05.2019 under the chairpersonship of Secretary (SE&L) in New Delhi to consider the Annual Work Plan & Budget (AWP&B), 2019-20 of UT of Andaman & Nicobar Islands.

2. The undersigned is directed to forward herewith the approved PAB minutes in respect of Samgra Shiksha, UT of Andaman & Nicobar Islands for 2019-20 for further necessary action.

  
**(Dalbir Singh)**

Under Secretary to the Government of India

Tel : 011-23385585

Email : dalbir.singh@nic.in

Encl: As above.

To,

1. Shri Rabindra Panwar, Secretary, Ministry of W&CD.
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
6. Shri Sailesh, Secretary, Ministry of Minority Affairs.
7. Ms. Shakuntala D. Gamlin, Secretary, Department of Disability Affairs, Ministry of Social Justice & Empowerment.
8. Shri Alok Kumar, Dy. Adviser (Education), Niti Aayog.
9. Prof. Hrushikesh Senapaty, Director, NCERT.
10. Prof N. V. Varghese, Vice Chancellor, NIEPA.
11. Ms. Anita Karwal, Chairperson, NCTE
12. Prof. Nageshwar Rao, Vice Chancellor, IGNOU
13. Ms. Rupali Banerjee Singh, Member Secretary, NCPCR
14. Shri Sanjay Kumar, Joint Secretary (Inst.), MHRD, New Delhi
15. Shri Ram Chandra Meena, JS (MDM), MHRD, New Delhi
16. Ms. Darshana M. Dabral. JS & FA, MHRD, New Delhi
17. Shri Rajib Kumar Sen, Joint Secretary and Economic Advisor, SE&L, MHRD
18. Ms. Lamchonghoi Sweetey Changsan, Joint Secretary (SS-1), SE&L, MHRD

19. Ms. R. Savithri, DDG(Stats.), SE&L, MHRD
20. Shri Sanjeev Kumar Mittal, Secretary (Education), UT of Andaman & Nicobar Islands
21. Shri Kamlesh Kumar, State Project Director, UT of Andaman & Nicobar Islands
22. Shri R K Singh, State Project Officer, UT of Andaman & Nicobar Islands

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2. All Under Secretaries of ISSE Bureau
3. All TSG Consultants
3. NIC-with request to upload minutes on the portal

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2. PPS to JS (SS-II)



**(Dalbir Singh)**

Under Secretary to the Government of India

**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 6<sup>th</sup> May 2019 to consider the Annual Work Plan & Budget (AWP&B) 2019-20 of Samagra Shiksha for the UT of Andaman & Nicobar Islands**

**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 UT of A&N Islands was held on 6<sup>th</sup> 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 A&N Islands to give a presentation on school education in the UT. Sh. Sanjeev Kumar Mittal, Secretary (A & N Islands), gave a presentation which included the following major points:

- a) To address the issue of geographical isolation, the department has used ISRO designed network (DIGITAL INDIA MISSION FROM DISTANCE) of CIC (Community Information Centre) Vidya Vahini under freedom from distance concept connecting 41 schools through satellite mode for conducting special coaching classes for preparing students for NEET & JEE. Altogether nearly 500 students are being benefitted.
- b) UT has already completed the GIS mapping for all Govt. schools through Forest Department during 2016-17.
- c) SIE has developed a "School Observation Form" for School Review and Monitoring
- d) MoU signed on 06/12/2018 in between TNSCERT (Tamil Nadu SCERT) and SIE, A & N Islands on major interventions (teachers training)
- e) All Primary and Upper Primary Schools are having separate Boys and Girls toilets.

A soft copy of the State's presentation is available at '[www.samagra.mhrd.gov.in](http://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 UT in 2018-19 was reviewed and the status in respect of pending items is as under:

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| Sl. No. | Commitment and Expected Outcomes   | Action Taken   | Comments of PAB 2019-20  |
|---------|--|--|--|
| 1       | The UT would use SDMIS software (developed by NIEPA) for child tracking.   | Complied   | The UT would compile Island-wise data on child tracking  |
| 2       | Teachers recruitment would be completed by August 2018   | On the basis of seventh pay commission the RR is revised and recruitment under process.    | The recruitment needs to be completed before August 2019   |
| 3       | The UT would finalize the modalities of teachers training; and the UT would also conduct teachers training workshop in July  | Complied by Jan 2019 because MoU signed with TNSCERT and UT in the month of December 2018. | Subject-wise Resource Persons (RPs) need to be invited from TNSCERT for teachers' training                         |
| 4       | The UT agreed to conduct teachers' exam in view of quality improvement   | Not conducted.   | In the PAB-2018-19 it was directed to the UT that the exams needs to be conducted on priority basis                |
| 5       | The UT should ensure that children with less than grade level learning competencies are identified and provided learning support and in-school re-enforcement. Efforts would be made so that all children reach the desired grade-appropriate competency level.  | Complied   | Remedial teaching beyond school hour and also supplementary learning material needs to be provided to the students |
| 6       | The UT would assess its grading under the Performance Grading Index (PGI) developed by the Department and carry out the required governance reforms to improve the same  | Under process  | Island-wise PGI development would be more helpful to the UT  |
| 7       | The UT will display a gallery of the grade-wise photos of teachers on the school notice board in all schools. The photos would be in a size that is visible and identifiable. This would help in honouring the teachers who are the fulcrum of the education system. In addition, photo ID cards may be issued to all teachers to be worn during school hours. | Complied   | The UT was requested to ensure 100% coverage of photo IDs of teachers  |

#### 4. Review of Performance during 2018-19

UT has secured a score of 647 in Performance Grading Index (PGI) and was placed in Grade V (actually Category 8 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<br>(180) | Domain 2<br>(80) | Domain 3<br>(150) | Domain 4<br>(230) | Domain 1<br>(360) | All Domains<br>(1000) |
| 50                | 15               | 63                | 153               | 202               | 355                   |

UT 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 3, 5 and 8.

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

- b) **Access Outcomes (C-1, D-2):** UT has achieved maximum grade in Transition but 100% transition has not been achieved.

UT was requested to take steps to ensure 100% transition rate.

- c) **Infrastructure & Facilities (C-1, D-3):** UT needs to focus on provision of Computer Aided Learning (CAL) facilities in Upper Primary Schools and Lab facilities in Secondary Schools and Providing free text books to students within a month of the start of the academic session.

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 before the start of academic session.

- d) **Equity Outcomes (C-1, D-4):** UT 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' attendance (2.1.4), Availability of teachers and principals (2.1.9, 2.1.10 and 2.1.11). Occupancy rates of officers (2.1.13, 2.1.14), Visits to elementary schools (2.1.15), Online recruitment and transfer of teachers (2.1.21, 2.1.22) and School Improvement Plans (2.1.19).

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

## 5. Appraisal issues

- a) **ICT:** 40 schools were approved in 2018-19 under ICT but are not functional as yet.
- b) There are 140 (16.75%) untrained teachers in Government Secondary schools.

## 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

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to school specific needs and initiate appropriate policy interventions. **The guidelines for the programme have been issued on 25<sup>th</sup> 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 above mentioned 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.

- This 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 Samagra Shiksha**

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 'Samagra Shiksha' along with facilities under the scheme such as free text books, free uniforms etc. at prominent

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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 Samagra Shiksha.

#### **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.

Eco clubs will also carry out activities related to water conservation and creating awareness on water conservation, specially during the period of Jal Shakti Abhiyan campaign starting from 1<sup>st</sup> July, 2019.

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.

**xvii) Inspection:**

Secretary (Education), UT should nominate a nodal officer who would be giving an island-wise monthly report on the progress of the Samagra Shiksha. This reporting is a must as this is monitored by the PMO and the Cabinet Secretariat very closely. Secretary (Education), UT may also nominate the senior-most official in an island to give an assessment report. Thus, there will be two reports one by Education Department Official and the other by the senior most official who could also be principal of the school.

**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        | 211.14        | 0                     | 2423.41            | 2634.55        |
| Secondary         | 622.65        | 18                    | 1585.82            | 2226.47        |
| Teacher Education | 12.8          | 0                     | 58.86              | 71.66          |
| <b>Total</b>      | <b>846.59</b> | <b>18</b>             | <b>4068.09</b>     | <b>4932.68</b> |

\*Includes Programme Management (MMER)

**8. Actual Releases by GOI during 2019-20**

Against the above estimates, Central Government shall provide to the UT Government, Rs. 49.32 crore as its share (Rs. 26.34 crore for elementary, Rs. 22.26 crore for secondary & senior secondary and Rs. 0.72 crore for Teacher Education).

States and UTs will also be able to utilise their unspent balances as on 31<sup>st</sup> March, 2019 for the activities approved in 2019-20 including spill over.

The additional requirement of funds as proposed by the States in the meeting has been examined and based on the norms & the criteria of the Samagra Shiksha 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.

A&N Islands is advised to prioritise the following activities besides RTE entitlements which would help ~~the State~~ 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 -Samagra Shiksha (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 Samagra Shiksha comprise of activities pertaining to Elementary, Secondary and Teacher Education respectively and there is a single Budget for Samagra Shiksha 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 UT should invariably provide Single Budget Head during 2019-20 and the nomenclature should be Samagra Shiksha. Since Samagra Shiksha 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 Samagra Shiksha.



## **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 Samagra Shiksha 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 1<sup>st</sup> instalment and 2<sup>nd</sup> instalment, the conditions to be fulfilled are as under:**

***The 1<sup>st</sup> Instalment 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 2<sup>nd</sup> instalment would be released only after:***

- Request letter is received from State/UT for release of 2<sup>nd</sup> 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 Samagra Shiksha 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 Samagra Shiksha.
- 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 Samagra Shiksha 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) Media and Community Mobilization (Elementary)

- a) **Display of Logo of Samagra Shiksha (SS):** A logo of Samagra Shiksha along with facilities available under Samagra Shiksha such as free text books, free uniforms should be displayed at prominent place in each school through wall paintings or display board. The logo and this information will be shared with the States and UTs. An amount of Rs. 2.39 Lakh was estimated for the above purpose @ Rs. 1000/- per school.



- b) An amount of Rs. 1.195 lakh was estimated for Community Mobilization activities @ Rs. 500 per school.

(Rs. in lakh)

| Activity Master  | Physical (Schools) | Unit Cost | Financial    |
|--|--------------------|-----------|--------------|
| <b>Media &amp; Community Mobilization (Elementary)</b> |                    |           |              |
| Display of Logo of Samagra Shiksha                     | 239                | 0.01      | 2.39         |
| Media & Community Mobilization                         | 239                | 0.005     | 1.195        |
| <b>Total</b>   |                    |           | <b>3.585</b> |

## 2) Training and meetings of SMC (Elementary)

An outlay of Rs. 7.17 lakh @ Rs 3000 per SMC per annum was estimated for training of 239 SMCs. This includes provision for conducting/convening of SMC meetings on a single notified date by the State once in every quarter, incentivising nominated parents for attending the SMC meeting regularly, uploading of quarterly reports with respect to meetings held and status of the school as per the Mobile App which is being developed in MHRD.

(Rs. in lakh)

| Activity Master       | Physical (SMC/SMDC) | Unit Cost | Financial |
|-----------------------|---------------------|-----------|-----------|
| Training of SMC/ SDMC | 239                 | 0.03      | 7.17      |

### **Outcome:**

The SMCs will hold quarterly meetings and upload reports on the portal to be set up for the purpose. Also help generate awareness about the scheme.

**Monitoring:** Through report to be uploaded on the common portal meant for the purpose and other reports.

## 3) Media & Community Mobilisation (Secondary):

- a) **Display of Logo of Samagra Shiksha (SS):** A logo of Samagra Shiksha along with facilities available under Samagra Shiksha should be displayed at prominent place in each school through wall paintings or display board. The logo and this information will be sent shared with the States and UTs an amount of Rs. 0.89 Lakh was estimated for the above purpose @ Rs. 1000/- per school.

- b) An amount of Rs. 0.445 lakh is meant for Community Mobilization activities @ Rs. 500 per school.

(Rs. in lakh)

| Activity Master                                       | Physical (Schools) | Unit Cost | Financial    |
|---|--------------------|-----------|--------------|
| <b>Media &amp; Community Mobilization (Secondary)</b> |                    |           |              |
| Display of Logo of Samagra Shiksha                    | 89                 | 0.01      | 0.89         |
| Media & Community Mobilization                        | 89                 | 0.005     | 0.445        |
| <b>Total</b>  |                    |           | <b>1.335</b> |

(2)



#### 4) Training and Meetings of SMDCs (Secondary)

A total amount of Rs. 2.67 Lakh @ Rs. 3000 per school per annum was estimated for training of 89 SMDCs. This includes provisions for conducting / convening of SMDC meetings on a single notified date by the State once in every quarter, incentivising nominated parents for attending the SMDC meeting regularly and Uploading quarterly reports with respect to meetings held and status of the school as per the Mobile App which is being developed in MHRD.

(Rs. in lakh)

| Activity Master                                       | Physical (SMDC) | Unit Cost | Financial   |
|---|-----------------|-----------|-------------|
| <b>Media &amp; Community Mobilization (Secondary)</b> |                 |           |             |
| SMDC Training   | 89              | 0.03      | 2.67        |
| <b>Total</b>  |                 |           | <b>2.67</b> |

**Outcome:** The SMDCs will hold quarterly meeting and upload reports on the portal to be set up for the purpose. Also help generate awareness about the scheme.

**Monitoring:** Through report to be uploaded on the common portal meant for the purpose and other Reports.

#### 5) Quality Interventions:

a) **Learning Enhancement Programme/ Remedial teaching (Elementary):** An amount of Rs. 29.40 lakh as per the unit cost given below was estimated for covering 5880 students at elementary level for remedial material and teaching activities. The main objective of LEP is to identify the learning gaps and equip students with core learning prerequisites appropriate to the particular grade.

(Rs. in lakh)

| Activity Master                       | Physical (Children) | Unit Cost | Financial     |
|---------------------------------------|---------------------|-----------|---------------|
| <b>LEP (Class I - II)</b>             |                     |           |               |
| Remedial Teaching                     | 1261                | 0.005     | 6.305         |
| <b>Total</b>                          |                     |           | <b>6.305</b>  |
| <b>LEP (Class III - V)</b>            |                     |           |               |
| Remedial Teaching                     | 2170                | 0.005     | 10.85         |
| <b>Total</b>                          |                     |           | <b>10.85</b>  |
| <b>LEP (Class VI - VIII)</b>          |                     |           |               |
| Remedial Teaching                     | 2449                | 0.005     | 12.245        |
| <b>Total of LEP (Class VI - VIII)</b> |                     |           | <b>12.245</b> |
| <b>Total</b>                          | <b>5880</b>         |           | <b>29.40</b>  |

b) **Learning Enhancement Programme/ Remedial teaching (Secondary):** An amount of Rs 17.2 lakh @ Rs 500 per child was estimated for providing LEP/Remedial teaching for covering 3440 students at secondary level. The main objective of LEP is to identify

E

the learning gaps and equip students with core learning prerequisites appropriate to the particular grade.

(Rs. in lakh)

| Activity Master      | Physical (Children) | Unit Cost | Financial   |
|----------------------|---------------------|-----------|-------------|
| LEP (Class IX - XII) |                     |           |             |
| Remedial Teaching    | 3440                | 0.005     | 17.2        |
| <b>Total</b>         |                     |           | <b>17.2</b> |

**Outcome:** The interventions at (a) and (b) above will help in improving the learning outcomes of identified children and are covered under PGI Indicators 1.1.2 to 1.1.9, 1.3.4 and 1.3.6

**Monitoring:** On the basis of School Based Assessment (SBA) and other reports.

**c) School Based Assessment (Elementary):**

- A School Based Assessment (SBA) will be held in all the schools in December 2019 to assess the Learning Outcomes of all the children at the Elementary level. Prior to this, workshop will be held with all States and UTs to finalize the parameters.
- Module and guidelines will be prepared for SBA and shared with the States and UTs.
- Sessions on SBA will be included in the Capacity Building programme for all the KRPs and teachers.
- An amount of Rs. 30 lakh @ Rs. 10 lakh per district was estimated for carrying out School Based Assessment and related activities including amongst others collecting, examining and utilizing the information regarding achievements of learning outcomes by students.

(Rs. in lakh)

| Activity Master                            | Physical (Districts) | Unit Cost | Financial |
|--|----------------------|-----------|-----------|
| School Based Assessment (Elementary)       |                      |           |           |
| Assessment at State level in all districts | 3                    | 10        | 30        |
| <b>Total</b>                               |                      |           | <b>30</b> |

**Outcome:** This would enable the State to formulate appropriate strategies for improving the performance of students and is covered under PGI indicators 1.1.1 to 1.1.9.

**Monitoring:** Third party evaluation for at least 1% of the total schools and other reports.

- d) Composite School Grant (Elementary):** An outlay of Rs. 57.88 lakh as per unit costs given below for Composite School Grant, as per enrolment, was estimated for 239 schools including 10% for Swachhta Action Plan. These funds should be utilized for the replacement of non-functional school equipment and for incurring other recurring costs, etc., as per the guidelines laid down for utilization of school grant.

(3)