

**MINUTES OF 6TH EXECUTIVE COMMITTEE MEETING OF THE NATIONAL
MISSION OF SARVA SHIKSHA ABHIYAN
HELD ON 22ND JANUARY, 2010**

1. The 6th meeting of the Executive Committee of Sarva Shiksha Abhiyan (SSA) was held under the chairpersonship of Shri Kapil Sibal, Minister of Human Resource Development 22nd January 2010. The meeting was attended by Smt. D. Purandeshwari, Minister of State for Human Resource Development, Smt. Anshu Vaish, Secretary, School Education and Literacy, Shri Anil Bordia, former Education Secretary, Prof. Krishna Kumar, Director, NCERT, Prof. R. Govinda, VC, NUEPA, Prof. Siddiqui, Chairperson, NCTE, Shri Arun Kapoor, Vasant Valley School, Smt Simantini Dhuru, Avehi Abacus, Smt. Poonam Nataraj, Chairperson, National Trust. Education Secretaries from the States of Chhattisgarh, Rajasthan and Jharkhand also participated in the meeting. A complete list of participants is at **Annexure 1**.

2. Minister of Human Resource Development extended a warm welcome to the participants. Prof. R. Govinda VC, NUEPA and Prof. Arun Mehta, NUEPA, presented the publication *Flash Statistics on Elementary Education in India 2008-09* for release by the Minister.

3. JS (EE-II) reported that consequent to the passage of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in Parliament, MHRD had appointed a Committee under the Chairpersonship of Shri Anil Bordia, former Education Secretary, MHRD to consider harmonization of SSA vision, strategies and norms with the RTE provisions. The Committee has prepared a draft Report. She requested Shri Anil Bordia, Chairman of Committee to make an opening statement on the draft Report.

4. Shri Anil Bordia stated that the membership of RTE vis-à-vis SSA Committee included representatives from all parts of the country, and in its deliberations had ensured consultations with practically all State Governments and representatives of a large number of civil society organisations and NGOs. He stated that the most unique characteristic of the RTE Act is that it casts a moral obligation on the Central and State Governments, teachers, parents to insist that education of good quality is provided within the shortest possible time. It lays down a clear time schedule for achieving certain goals. The underlying objective of the discussions with State Governments was also to build consensus on the implementability of the Act. States Governments have given clear indications that they will adhere to the time schedule laid down in the Act, including the challenging task of teacher recruitment. He stated that the Act is indeed ambitious, and that it is not enough to initiate administrative action only, but there is need to work towards a veritable upsurge of masses for creating a demand for elementary education of good quality. Apart from PRIs, civil society organisations and child rights activists would play a significant role in achieving the objectives of the RTE Act. NCPCR and SCPCR have an important role, and it is important that we work with them to ensure that the aggrieved are provided a forum for redressal.

5. JS (EE-II) made a brief presentation on salient features of the Report, encompassing issues relating to (i) school access, (ii) age appropriate admission, (iii) gender and girls' education, (iv) inclusion of disadvantaged groups, (v) curriculum and evaluation, (vi) teachers and teacher education, (vii) role of civil society organisations, (viii) infrastructure,

(ix) governance, (x) financial mechanism. A copy of the presentation is attached at Annexure 2. She requested members for their suggestions.

6. In the discussion that followed Smt. D. Purandeshwari, MOS (HRD) stated that there is need for deeper introspection in the area of teacher education, teacher development and teacher support systems. Shri Kapil Sibal, HRM, endorsed this view and stated that teacher recruitment, qualifications and upgradation of teacher skills is at the heart of good quality education.

7. The following additional points were made during the course of the discussion:

- i. Shri Lalit Panwar Principal Secretary, Education, Rajasthan, observed that in-service training is generally not taken seriously by teachers. He suggested that training should have a motivational component. He also referred to the urgent need for rejuvenating DIETs, CTEs and IASEs.
- ii. Smt. Mridula Sinha, Principal Secretary, Education Jharkhand stated that serious efforts are being made in Jharkhand to amplify the scope of teaching methodology and pedagogy, and teachers are responding well to the new initiatives.
- iii. Smt Simantini Dhuru referred to the need for including pre-primary and early childhood care and education under the RTE law.
- iv. Shri Arun Kapoor, Vasant Valley School stated that there is need to provide appropriate curricular content for addressing out-of-school-children, and designing suitable bridging programmes to enable them to cope with the schooling system.
- v. Shri Nand Kumar, Secretary, Education, Chhattisgarh suggested that there is need to re-design the teacher education system. He stated that one year B.Ed programme is not sufficient. There is also need to re-vamp the D.Ed. Syllabus.
- vi. Shri Anant Kumar Singh, JS (EE-I) stated that Elementary Education is largely in the State domain, and States should provide solutions for implementation of RTE at the ground level. He suggested that elementary education be brought under the PRI functions, and PRI institutions be strengthened. He also stated that there is an urgent need to improve teacher accountability.
- vii. Prof. R. Govinda, VC, NUEPA, stated that the report given by the RTE vis-à-vis SSA Committee is a template on the further journey of RTE. He emphasized that schools should function regularly
- viii. Prof. Krishna Kumar, Director, NCERT, referred to the need for institutionalizing innovations. He stated that every State is sailing in different boat. SSA has been a unique programme; it should create realization that States should look deeply within, prepare its own Action Plan for achieving the objectives of RTE. No picture at the national level, whether in curriculum or in teacher education, can accurately capture the diversities prevalent in the field. He expressed concern that in some States like Maharashtra, West Bengal & J&K NCF_2005 related curriculum reform has not taken place. He stated that NCERT would be willing to associate with educational institutions to facilitate the States develop their Action

Plans. In view of his recent experience in the Joint Review Mission for SSA, he felt a strong push is needed for taking RTE further. He emphasized the need for special attention to children in the four metros of Delhi, Mumbai, Chennai and Kolkata as the Metros have a large floating population, with large numbers of people coming from the hinterland. The children, who are part of this population, are vulnerable. He suggested a more flexible system to take care of such children.

8. Smt Anshu Vaish, Secretary (SE&L) suggested that in the initial years SSA should be the vehicle for implementation of RTE. She added however, that RTE implementation will have to be different from SSA in its involvement of CSOs and NGOs, which areas of partnership have hitherto been generally weak. The partnership with CSOs and NGOs will have to be systemic, not merely project driven. She also drew attention to the provisions for barrier free access in many schools, and stated that these should be appropriate to the needs of differently-abled children, and as per specifications. She suggested that special audit be made towards appropriateness of elements provided for free access.

9. Shri Anil Bordia thanked Chairman and members of the Executive Committee for their valuable suggestions, and stated that the Committee would take serious note of the suggestions and suitably incorporate them in its final report.

10. Concluding the discussion on the RTE vis-à-vis SSA Committee, Chairman observed that given the diversity and plurality of the country, it is critical that State Governments provide solutions. He stated that as soon as the RTE Act is notified a meeting of the CABE would be convened to carry the RTE agenda forward. With this Chairman took up the agenda items for discussion:

Agenda 1: Confirmation of the minutes of the EC meeting held on 3.12.2008

The minutes were confirmed.

Agenda 2: Action taken on the decisions of the EC meeting held on 3.12.2008

The action taken report was noted.

Agenda 3: Progress in the implementation of SSA, key educational indicators and quality initiatives by the States

The report attached at Annexure II to the agenda notes was noted.

Agenda 4: Modifications to SSA norms to align them with the provisions of the Right of Children to Free and Compulsory Act, 2009

Item 4.1: Proposal for amending Teacher Norms

1 The existing norms for SSA provide for one teacher for every 40 children in primary and upper primary school, with the provision that there are at least two teachers in a primary school and one teacher for every class at the upper primary level. The SSA norms also provide that of three teachers recruited at upper primary level, two will be subject specific for science and mathematics.

- 2 Under Schedule to Section 19 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the teacher norms are specified as follows:

For classes I to V					
Admitted Children	Upto 60	61-90	91-120	121-200	Above 200
No. of Teachers	02	03	04	05 For schools with over 150 children, one head teacher in addition	PTR (excluding Head Teacher) shall not exceed 40
For Classes VI to VIII					
(i) At least one teacher per Class, so that there is at least one teacher each for Science & Mathematics, Social Studies, and Languages					
(ii) At least one teacher for every 35 children					
(iii) Where admission of children is above 100: * One full time Head Teacher; * Part Time Instructors for Art Education, Health and Physical Education, and Work Education.					

3. In addition, Section 23 of the RTE Act provides that qualifications for appointment of teachers will be laid down by an academic authority authorised by the Central Government. The RTE Act also provides that in case, the State does not have adequate trained persons for appointment as teachers it shall seek relaxation from the Central Government for a maximum period of five years, and that teachers, who do not have the requisite qualifications, will have to acquire the prescribed minimum qualifications within a period of five years. This means that, once the academic authority prescribes the qualifications for teachers, the State cannot appoint teachers who do not have these qualifications without seeking explicit relaxation from the Central Government. Therefore, while seeking additional posts in future, States will need to indicate how many teachers with requisite qualifications will be appointed, seek relaxation in case such persons are not available in adequate numbers, and propose a time bound action plan for the untrained teachers to acquire the prescribed qualifications.
4. It was noted that imbalances in teacher deployment persist. At the national level there is an overall PTR of 34:1 at elementary stage, but there are 10% single teacher schools, and 12.96 % schools have an adverse PTR in excess of the current SSA norm of 40:1 PTR. There is therefore need to institute a rigorous and transparent system of teacher deployment. This assumes greater priority in the light of Section 25 of the RTE Act, which stipulates that school wise PTR should be maintained within six months from the date of enforcement of the Act. Section 26 further stipulates that not more than 10% teacher positions should remain vacant. This would imply that all small schools would need to be provided the full complement of teachers.

5. EC took note of the fact that SSA's Project Approval Board (PAB) has recommended the following teachers norms under SSA for consideration of the EC, SSA.

Existing Norms for Teachers	Norms Recommended by PAB
<p>Primary level: (a) One teacher for every 40 children in primary and upper primary. (b) At least two teachers in a primary school.</p> <p>Upper Primary level: (c) One teacher for every class in the upper primary (d) Of the three teachers sanctioned under SSA for every new upper primary school, one each will need to be a teacher with mathematics and science specific educational background. The teacher recruitment norms will be as per State Governments norms. (e) Wherever there is a need for additional teachers at upper primary level, to maintain the pupil teacher ratio of 40:1, the additional teachers sanctioned under SSA will need to be provided / recruited from Science / Math educational background. (f) States will have to commit that they will re-deploy existing Science/ Maths qualified teachers to cover all Upper Primary School.</p>	<p>(a) For classes I to V (i) At least TWO teachers up to sixty children (ii) At least THREE teachers for children between 61 and 90 children (iii) At least FOUR teachers for children between 91 and 120 children (iv) At least FIVE teachers for children between 121 and 200 children (v) One Head Teacher other than the FIVE teachers for number of children exceeding 150. (vi) If the number of children exceeds two hundred, Pupil Teacher Ratio (excluding Head Teacher) shall not exceed forty.</p> <p>(b) For classes VI to VIII (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. (2) At least one teacher for every thirty-five children. (3) Where admission of children is above one hundred, there will be (i) A full time head-teacher; (ii) Part time instructors for - (A) Art Education; (B) Health and Physical Education; (C) Work Education.</p> <p>(c) States shall issue clear sanction orders for the posts provided under SSA. States shall also maintain PTR as given in (a) & (b) above for each school and aggregate school wise PTR for the block, district and State.</p> <p>(d) Wherever there is a need for additional teachers at upper primary level to maintain the pupil teacher ratio of 35:1, the additional teachers sanctioned under SSA will be recruited from Science / Math educational background in order to saturate the subject specific need of Science and Mathematics.</p>

Existing Norms for Teachers	Norms Recommended by PAB
	<p>(e) States shall undertake re-deployment of existing Science/ Math qualified teachers to cover all upper primary schools.</p> <p>(f) States shall appoint teachers with minimum qualifications as laid down by an academic authority, authorized by the Central Government for this purpose. In case the State does not have trained persons in adequate numbers, it will seek explicit relaxation from the Central Government, and provide a commitment with a detailed time bound programme for training such untrained teachers.</p> <p>(g) The teacher recruitment systems will be as per State Governments norms.</p>

6. EC also took note of the fact that the financial implications of the revised teacher norms would be high, and that the revised teacher norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. Therefore, EC approved the proposal to modify the teacher norms with effect from 1.4.2010, subject further to EFC/CCEA approval.

Item 4.2: Proposal for amending School/Alternative Schooling Facility norms

1. SSA norms provide for a School/Alternative Schooling facility (EGS centre) within one kilometer of every habitation. SSA norms also stipulate that the new school/ EGS centre should be as per State norms.
2. Section 6 of the RTE Act, 2009 provides that the appropriate Government and the local authority shall ‘establish within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of 3 years from the commencement of the Act’. Further, the Schedule under Section 19 lays down norms and standard for school, including inter alia norms for classrooms, toilets, drinking water, barrier free access, playground, library, play material, etc. The RTE Act, 2009 does not recognise alternative schooling facilities in the form of EGS centres as schools. Therefore, the present SSA norms for opening of school/alternative school facility require the following modification.

Intervention	Present Norms	Intervention recommended by PAB	Norms Recommended by PAB
School/ Alternative Schooling Facility	a. Within one km of every habitation b. Provision for	School	a. Primary school within the area of the limits of the neighbourhood as laid down by the State Government pursuant

Intervention	Present Norms	Intervention recommended by PAB	Norms Recommended by PAB
	opening of new schools as per State norms or for setting up EGS like schools in unserved habitation		to the RTE Act. b. All existing EGS centers which have been functioning for two years shall be upgraded to regular schools, or closed down where children are mainstreamed into neighbourhood schools. No new EGS centres will be sanctioned from 2010-11 onwards.

3. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms for new schools/EGS centres. The new norms would come into effect from 1.4.2010.

Item 4.3: Proposal for amending norms for Upper Primary Schools

1. The current SSA norm for opening upper primary schools/sections is based on the number of children completing primary education, as per requirement, subject to a ceiling of one upper primary school / section for every two primary schools.
2. Section 6 of the RTE Act, 2009 provides that the appropriate Government / local authority shall establish, within such area or limits of neighborhood a school within a period of 3 years from the commencement of this Act. Further, the Schedule under Section 19 lays down specific norms and standards to which a school should adhere.
3. According to the 7th AISES, 2,30,941 habitations (19% of total habitations) did not have an upper primary schools within 3 km of the habitation in 2002. Since then SSA has provided for 1,61,907 upper primary schools. Even if it is assumed that all upper primary schools sanctioned under SSA were provided in unserved areas, there would still be a gap in the provisioning of upper primary schools within the distance norm of 3 kms.
4. The 11th Plan Working Group Report had projected a gap of 1.40 lakh upper primary schools. However, since the outlays provided by Planning Commission were curtailed to Rs. 71,000 crore, the final proposal of the D/ SE&L was to open only 70,000 upper primary schools during the 11th Plan, against which, 56,132 upper primary schools have been sanctioned in the first 3 years of the 11th Plan.
5. Improvement in transition rates and reduction of dropout from primary to upper primary is directly linked to the availability of upper primary schools in the proximity of the habitation. As per DISE estimates transition rates are stagnant at 80 - 83%; thus

17-20% children are not transiting to upper primary schools, and this adversely affects the achievement of universal elementary education under the RTE Act. Dropout rate for the entire elementary education sector, as per SES 2006 is 46%.

6. The National System of Education envisages an eight year elementary education cycle, comprising five years of primary and three years of upper primary schooling. Currently, there are 7 states, which follow a seven year elementary education cycle of four plus three years. The seven year elementary education cycle impacts, both transition and drop out rates, particularly in respect of girls, and children belonging to SC, ST and Muslim minority communities. Therefore, with a view to enabling States / UTs improve their transition rates, reduce drop out, and determine and saturate their need for access at upper primary level, the SSA norms for sanctioning upper primary schools/ sections need to be reviewed.
7. The change in SSA norms for upper primary schools/ sections will have financial bearing with reference to provision of teachers, buildings and teaching learning equipment. Therefore, the following changes were considered and recommended by the PAB.

Existing norm	Norms Recommended by PAB
a) As per requirement based on the number of children completing primary education, upto a ceiling of one upper primary school /section for every two primary schools.	a) Provide upper primary schools within such area or limits of neighborhood as per notified State norms. b) Provide teaching learning equipment, classroom and teachers for States, that need to integrate class V in the primary cycle and class VIII with the elementary cycle. c) Upper primary schools shall be provided only through upgradation of existing primary schools so that school becomes an integrated elementary school from class I to VIII. The building and infrastructure will therefore, be constructed in the existing primary school campus.

8. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.4: Proposal for amending norms for Classrooms

1. SSA provides for classrooms on the basis of a room for every teacher or for every grade/class, whichever is lower in primary and upper primary, with the provision that there would be two class room with a verandah for every primary school with at least two teachers. It also provides for a room for Head Teacher in upper primary schools.

2. The Schedule under Section 19 of the RTE Act specifies norms and standards for schools such that there will be at least one classroom for every teacher and an office-cum-store-cum-Head Teacher's room.
3. The norm of a room for every teacher and a room for head-master already exists under SSA at the upper primary level. However, there is no provision for office-cum-store-cum-Head Teacher's room at the primary school.
4. SSA provides a classroom for every 40 students according to PTR norms of 40:1. With the enactment of RTE Act, the PTR has effectively come down to 30:1
5. The 11th Plan Working Group for SSA had projected a backlog of 6.37 lakh additional classrooms (ACR). This backlog of 6.37 ACR was factored in the costing, when the 11th Plan outlay of Rs. 71,000 crore was finalized for the SSA. In the first three years of the 11th Plan, 4.08 lakh ACRs have been sanctioned. The balance 2.29 lakh ACRs are expected to be sanctioned in the remaining two years of the 11th Plan.
6. It is estimated that an additional 13.73 lakh ACRs will be required in order to meet the RTE requirements. The average unit cost of the construction of ACR is Rs 2.00 lakh per classroom, and an additional outlay of Rs 27,466 crore will be required in the next three years to meet the ACR gap. Since the approved 11th Plan outlay of Rs 71,000 crore will not accommodate this funding for ACRs, this amendment will also require EFC/ CCEA approval.
7. Therefore PAB in its meeting held on 23.12.2009 recommended that the following modifications of norms for construction of ACRs be placed for consideration of the EC, SSA:

Existing norms for ACRs	Norms Recommended by PAB
(a) A room for every teacher or for every grade/class, whichever is lower in primary & upper primary, with the provision that there would be two classrooms with verandah for every primary school. (b) A room for Head-Master in upper primary school/section.	(a) At least one classroom for every teacher with the provision that there would be at least two class rooms with verandah in every primary school where there are two teachers. (b) An office-cum-store-cum-Head Teacher's/Head Teacher's room in all primary and upper primary school/section.

8. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.5: Proposal for amending norms for other Items under Civil Works

1. SSA provides for the following norms for civil works:
 - a) Programme funds on civil works shall not exceed the ceiling of 33% of the entire project cost in a district.
 - b) In addition to construction of school buildings/classrooms, SSA funds are available for:
 - (i) Improvement of school facilities
 - (ii) BRC/CRC construction
 - (iii) Furniture for Government upper primary schools @ Rs. 500 per child as a one time grant as a school facility.
 - (iv) Provision for construction of hostels in existing government upper primary schools.

2. The Schedule under section 19 of the RTE Act, 2009 lays down the norms and standards for each school. These norms are as follows:
 - (i) All weather building consisting of at least one classroom for every teacher and office cum store/Head teacher's room.
 - (ii) Barrier-free access;
 - (iii) Separate toilets for boys and girls;
 - (iv) Safe and adequate drinking water facility to all children;
 - (v) A kitchen where mid-day meal is cooked in the school;
 - (vi) Playground;
 - (vii) Arrangements for securing the school building by boundary wall or fencing.
 - (viii) There shall be a library in each school providing newspaper, magazines and books on all subjects including story-books.

3. The current SSA norms are broad based and allow sufficient flexibility in implementation. Most of the RTE norms are covered under school facilities as per the need. The current practice under SSA is as follows:-
 - (i) **Barrier free access:** Under Inclusive Education SSA provides guidelines for barrier free access to the States. Since, the facilities are either provided under school facilities or inclusive education, there is no need to modify the SSA norms.
 - (ii) **Separate toilets for boys and girls:** SSA provides for a separate toilet block with flowing water, in all new school buildings. In urban areas SSA funds are provided even for existing schools. In existing schools in rural areas, necessary provisions are made in convergence with the Total Sanitation Campaign (TSC) of the Ministry of Rural Development. Since this is part of school facilities, no amendment of SSA norm is therefore required.

- (iii) **Safe and adequate drinking water facilities to all children:** SSA provides for safe and adequate drinking water facilities in new schools. In urban areas SSA funds are provided even for existing schools. In existing schools in rural areas wherever, there is no such facility, drinking water is provided through convergence with the programmes of the Drinking Water Mission of the Ministry of Rural Development. Since this is part of school facilities, no amendment of SSA norm is required.
 - (iv) **Kitchen where mid-day meal is cooked in the school: -**
In all new school buildings, SSA makes provision for kitchen with specifications that keep the kitchen clean and hygienic. In all existing schools, provision for kitchen sheds is made under the MDM scheme. Hence, no amendment of SSA norms is required.
 - (v) **Play grounds:** SSA maintains that the play ground shall be maintained through community mobilization, community *shramdan* or community contribution or through convergence as is being done already. Therefore, no amendment is required.
 - (vi) **Boundary wall or fencing:** All school campuses shall be secured by providing boundary wall or fencing with a gate. This will help in maintaining the school premises for providing plantation, flora, fauna, and herbal garden. This will make campus green, child friendly and environmentally friendly and safe for the children. At present 50% of schools have boundary walls and remaining 9 lakh schools are to be provided with boundary wall or green fencing. Under school facilities, boundary walls are already provided.
 - (vii) **Library:** Presently SSA does not provide infrastructure for library.
4. The 11th Plan Working Group had emphasized the need of providing a functional school library with an appropriately selected set of books. It had recommended library infrastructure and book grant of Rs. 3,000 for primary school and Rs. 10,000 for upper primary schools be provided. Since, establishment of library is a one-time expenditure, (like furniture for upper primary schools) this could be included under the Civil Works norms.
 5. The cost of setting up of library will be within the norm of 33% ceiling on Civil Works, and the expenditure will be within the overall budgetary outlays.
 6. PAB has approved the above proposal for consideration of the EC, SSA.

Existing norms for civil works	Norms Recommended by PAB
(a) Programme funds on civil works shall not exceed the ceiling of 33% of the entire project cost approved by the PAB on the basis of Perspective Plans prepared for the period till 2010.	(a) no change
(b) This ceiling of 33% would not include the expenditure on maintenance and repair of buildings.	(b) no change
(c) However, in a particular year's annual plan, provision for civil works can be considered	(c) no change

Existing norms for civil works	Norms Recommended by PAB
upto 50% of the annual plan expenditure, within the overall project ceiling of 33%.	
(d) PAB may allow districts with large infrastructure gaps, annual ceiling for civil works upto 50% per year, with the provision that their requirement are completed between 2008-2010, and also that the overall ceiling of 33% is maintained in these districts for the SSA programme period as a whole.	(d) PAB may allow districts with large infrastructure, gaps, an annual ceiling of 50% for civil works, provided that the overall ceiling of 33% in the district is maintained during the SSA programme period as a whole.
(e) For improvement of school facilities, BRC/ CRC construction.	(e) No change
(f) CRCs could also be used as an additional classroom.	(f) No change
(g) Furniture to Government Upper Primary Schools @ Rs.500 per child as a one time grant as a school facility subject to the following conditions.	(g) No change
(i) The provision will be available only for existing government upper primary schools, which do not have furniture already.	
(ii) These funds will not be accessible for new upper primary schools sanctioned under SSA since 2001, as they already have a provision of Rs.50,000 for school equipment at starting stage.	
(iii) Procurement of furniture to be done by VEC/SDMC/equivalent bodies for rural/urban areas.	
(iv) 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.	
(v) The provision will be made within the 33% ceiling for the civil works in a district's	

Existing norms for civil works	Norms Recommended by PAB
<p>outlay.</p> <p>h. Provision for construction of hostels in an existing government upper primary school, subject to the following conditions:</p> <p>(i) Only one such facility per block would be admissible.</p> <p>(ii) Each hostel would accommodate upto 100 children.</p> <p>(iii) Hostels will be set up only in blocks with population density of less than 20 persons per square km in remote hilly, desert and tribal districts, which do not have any such facility, set up by either Central/State/UT Government in these blocks.</p> <p>(iv) Construction norms for the hostels would be as per KGBV norms and preferably the design should be an inclusive one for CWSN as well.</p> <p>(v) The civil works costs of the hostels will be within the existing ceiling for civil works per district.</p> <p>(vi) Running costs of hostel facilities would be met by States through dovetailing with other schemes or from Innovative funds for girls/SC/ST children under SSA, as per norms approved by the Executive Committee of the State/UT SSA programme.</p>	<p>(h) No change</p>
<p>i. No expenditure to be incurred on construction of office buildings.</p>	<p>(i) No change</p>
<p>j. Districts to prepare infrastructure Plans.</p>	<p>(j) No change</p>
<p>k. SSA shall not fund school buildings for buildingless/dilapidated schools.</p>	<p>(k) No change</p>
	<p>New insertion (l) Infrastructure for setting up school libraries including books@</p>

Existing norms for civil works	Norms Recommended by PAB
	<p>Rs. 3,000 for primary school & Rs. 10,000 for upper primary school as a one time grant. In the case of composite elementary schools, a one-time grant of Rs 13,000 will be provided for school libraries.</p> <ul style="list-style-type: none"> i. The provision will be available only for existing Government Schools, which do not already have a library. ii. These funds will not be accessible for new UPS & PS as they can utilize TLE Grants. iii. Procurement of furniture & 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. iv. The State will provide the broad guidelines for selecting appropriate books. The broad guidelines will be enabling, and not restrictive. 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. 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. vii. Provision for libraries will be made within the 33% ceiling for civil works in a District.

7. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.6: Proposal for amending norms for Repairs to School Buildings

1. It was explained to the EC that the SSA has an annual allocation of Rs 150 crore for repairs to school buildings. A district may propose upto a maximum of 5% of the existing schools for repairs during a particular year. This amount is proportionately distributed among the States as per the number of schools. This provision was introduced with effect from 1st April, 2007.
2. The expenditure under this head for the last three years are given below:

(in crore)

S. No.	Year	Expenditure
1	2007-08	68.42
2	2008-09	73.47
3	2009-10	76.72

3. Since the norm was introduced, the allocation of Rs 150 crore has not been optimally utilized. During reviews and consultations, States have pointed out that the restriction of 5% per district inhibits the demand for repairs. The norms for repairs are not enabling and it is therefore proposed to remove the 5% restriction per district for repairs to schools. Since the allocation for this purpose will not exceed Rs. 150 crore per year, no additional outlay would be needed for this revision.
4. After discussion, PAB recommended the following revision in the norms for repairs to school buildings for consideration of EC, SSA.

Existing norms for repairs to school buildings	Norms Recommended by PAB
<p>(a) Funds for major repairs of school building subject to the following conditions:</p> <p>(i) Rs. 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>(ii) Each district can propose upto a maximum of 5% of the existing schools to be covered under major repairs in a particular year. States would need to ensure that the total amount spent by the districts on civil works including major repairs does not exceed the limits provided State-wise.</p> <p>(iii) Schools constructed within the past 10 years will not be considered for major repairs fund. Also the cost of repairs to be undertaken should not be</p>	<p>(a) Funds for major repairs of school building subject to the following conditions:</p> <p>(i) No change.</p> <p>(ii) 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> <p>(iii) No change</p>

Existing norms for repairs to school buildings	Norms Recommended by PAB
<p>more than 60% of the cost of a new construction.</p> <p>(iv) It will mandatory for each district to provide the list of schools to be repaired under the “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. Photo of school to be repaired be included in AWP&B.</p> <p>(v) 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 (> Rs. 75000) and technical compliances (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>On site technical supervision by professionally qualified engineering personnel is to be ensured during the execution of 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) No change</p> <p>(v) No change</p>

5. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.7: Proposal for amending norms for Teaching Learning Equipment

1. SSA provides a one-time grant for Teaching Learning Equipment (TLE) @ Rs. 20,000/- for new primary schools and Rs. 50,000/- for new upper primary schools. This grant is intended for procurement of non-consumable items like furniture, Science/ Math kits etc. Currently, this grant is sanctioned irrespective of the classes in primary (class I-IV or 1-V) and upper primary (Class V-VII or VI -VIII) schools.

2. States which continue to have a four year primary cycle and seven year elementary cycle are provided classrooms and teachers under SSA to move towards a five year primary and eight year elementary cycle. But SSA norms do not provide for TLE for this purpose.
3. The Schedule to Section 19 of RTE stipulates that TLE shall be provided to each class as required. Therefore, it is proposed to provide TLE to schools @ Rs 5000 when they are integrating class V to primary school, and Rs 15000 when integrating class VIII to upper primary schools. DISE 2008-09 reveals that approximately 1.5 lakh schools would require to integrate class V in the primary education sub-sector, and 1.13 lakh schools will require addition of class VIII in the elementary education sub sector. The financial implication for above mentioned new norm will be as follows:

S. No.	Section	Number of Schools	Amount (in crore)
1.	Schools for class V	150550	75
2.	Schools for class VIII	113194	170
	Total		245

4. PAB in its meeting held on 23.12.2009 has approved the following proposals for consideration of EC.

Existing Norm for TLE	Norms Recommended by PAB
a. TLE @ Rs.20,000/- per new primary school	a. No change
b. TLE @ Rs.50,000/- for new and upgraded upper primary schools	b. No change
c. TLE will be as per local specific context and requirements/ needs determined by the teachers/ School Committee. States to disseminate an indicative list of basic school requirements, with scope for local contextualization, after approval of State SSA Executive Committee.	c. No change
d. Involvement of teachers and parents necessary in TLE selection and procurement	d. No change
e. VEC/school-village level appropriate body to decide on best mode of procurement	e. No change
f. TLE Funds cannot be pooled at cluster/block/district/state level for purchase.	f. No change
g. Requirement of successful running of EGS centre for two years before it is considered for upgradation.	g. No change
h. Provision for teacher & classrooms.	h. No change.
	New insertion:
	i. Provision of TLE @ Rs 5000 to integrate class V in primary schools, and Rs 15000 to

Existing Norm for TLE	Norms Recommended by PAB
	integrate class VIII in upper primary schools

5. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.8: Proposal for amending norms for School Grants

1. It was explained to the EC that the SSA provides for an annual school grant of Rs. 5000/- for primary and Rs.7000/- for upper primary schools for replacement of non-functional school equipment and other consumables. At upper primary level items for science laboratories and computer education can also be procured from the annual school grant.
2. The Schedule to Section 19 of the RTE Act provides that play material, games and sports equipment shall be provided to each class as required.
3. Although the SSA norm on annual school grant is flexible and the amount available under this budget head can be used for play material, games and sports, a clarification to this effect in the SSA framework within the relevant norm will facilitate States/UTs to plan more effectively for these items.
4. The modification under annual school grant is therefore only clarificatory in nature and will have no additional financial implication.

Existing Norm for school grant	Norms Recommended by PAB
a) Rs. 5000/- per year per primary school and Rs. 7000/- per year per upper primary schools for replacement of non-functional schools equipment and for other recurring costs such as consumables etc. The amount for Upper Primary schools will include items for science laboratories and computer education requirements.	a) Rs. 5000/- per year per primary school and Rs. 7000/- per year per upper primary schools for replacement of non-functional schools equipment and for other recurring costs 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.
b) Transparency in utilization	b) No change
c) To be spend only by VEC/SMC	c) No change
d) Primary schools and upper primary schools would be treated as separate school for the purpose of school grant even if they are functioning from the same premises.	d) No change

5. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.9: Proposal for amending norms for Training

1. It was explained to the EC that the SSA norms for training include annual in-service training of teachers, as well as Coordinators and Resource Persons of BRCs and CRCs for 10 days @ Rs.100 per person per day.
2. The teachers are provided training through cascade mode by first training Resource Persons at the States/District level, who in turn train Master Trainers at BRCs and CRCs to conduct teacher training.
3. States have repeatedly sought clarification during appraisals and discussions about training of Resource Persons. Though, the Resource Person can be trained within the existing norms, there is a need for clarification to explicitly mention training for Resource Persons and Master Trainers as part of the SSA norm. This modification will help in better targeting, and the financial requirements would be accommodated within the current outlays.

Existing norms for Training	Norms Recommended by PAB
a. Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day. b. Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level. c. @ Rs.100 per day for 30 days induction training of newly recruited teachers. d. @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes. e. Training of BRC & CRC coordinators & resource persons for upto 10 days each year @ Rs.100 per person per day.	a. No change b. No change c. No change d. No change e. Training of Resource Persons and Master trainers, BRC and CRC Coordinators for 10 days each year @ Rs.100 per person per day. f. The average batch for teacher training should not exceed 30 per class.

4. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.10: Proposal for amending norms for Training of Community Leaders and Management Costs

1. It was explained to the EC that the SSA Framework for Implementation stipulates that “The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so.” SSA assigns importance to the participation of community in the management of education and improving the capabilities of the community for their effective participation.
2. The current norm for the community training under SSA is @ Rs. 30/- per day per person for four persons in a village plus two persons per school for two days in a year – preferably women. In case of urban areas, the entitlement is for three persons per school.
3. The RTE Act, 2009 lays emphasis on the participation of the local authority and School Management Committee (SMC) in planning and overall management of school activities. It stipulates that the SMC shall prepare a School Development Plan In addition Sections 9, 10, 11 of the RTE Act provide for specific responsibilities of the local authority.
4. Considering that local/ authority and community will have to play a more proactive role, there is need for investing in capacity building. The present training duration and unit cost for community training is not sufficient to meet the needs.
5. Moreover, the 9th and 10th JRM had also recommended revisiting the norm for training of community leaders:
 - (i) **Recommendation of 9th JRM** “The Mission observed numerous States engaged in positive efforts to mobilize communities with regard to student and teacher attendance and learning outcomes, but feels that much more can be done in this regard to increase parental and community involvement. In particular, the Mission suggests that the norms for training and community leaders be reviewed and States be made aware of the opportunity available under other components such as innovation, REMS, programme management, NPEGEL, OoSC interventions, etc.”
 - (ii) **Recommendation of 10th JRM** “The Mission notes the continuing efforts taken to strengthen the VECs and to increase community participation. As with previous JRMs, Mission members are of the view that the tiny allocations for VEC and community training and support are not in any way commensurate with the volume of SSA expenditures that are being processed through these bodies. As with previous JRMs, the Mission recommends that States utilize all available resources, such as programme management budgets, to strengthen capacity at these levels, and SSA revisits the norms for ensuring adequate community participation, particularly in light of the addition of broader qualitative oversight responsibilities.”

6. More than 50% of SSA funds are spent by VECs. Stronger and motivated VEC & Community are one of the most effective catalysts for managing the school development activities. The effort that goes into their capacity building is not commensurate to it. The concurrent financial review undertaken by the Institute of Public Auditors of India (IPAI) has also pointed out limited capacities of VEC. Similarly, 42 independent Monitoring Institutes, while visiting districts, have suggested strengthening VEC capacities.
7. The 11th Plan Working Group had also recommended strengthening the community involvement process for greater accountability and stated that community involvement needs to be benchmarked to produce the desired results. This requires budgeting of higher resources so that districts can use the services of NGOs who can work with communities towards institutional strengthening for SMCs. It is proposed that upto 0.5% outlay of a district could be budgeted for community mobilization activities.
8. The unit cost of Rs. 30/- per person is too low and therefore needs to be realistically revised so as to meet expenses for effective training. In last three years expenditure on community training are as follows:

(Rs in lakh)

Year	Community Training Outlay (Rs. In Lakh)	Percentage of outlay community training to total outlay under SSA	Expenditure under community head	% Expenditure to outlay
1	2	3	4	5 = 3/2
2007-08	2811.33	0.13%	2194.19	78%
2008-09	2724.02	0.11%	2106.07	77%
2009-10*	2862.30	0.10%	108.86	40%

*Exp till Sept., 2009

9. It is proposed that the number of members and training days be increased. In the 11th Plan, 1% of the total outlay was estimated for community mobilization and training, against which only 0.1% has been utilized due to very restrictive norms. Therefore it is proposed that:
 - Training of VEC/SMC or equivalent body should aim at developing village/school level collectives, and should ideally ensure that all members of the VEC/SMC attend training together. However, given the fact that all members may not be able to attend training at the same time, at least groups of 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.
 - 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.
 - The duration of VEC training should be increased from 2 days to 6 days (three days residential at block level, and three days non-residential at cluster level)

- The duration of training for members of the local authority should be increased from 2 days to 3 days residential at block level)
 - The unit costs of training should be enhanced from Rs 30 per day to Rs 100 per day at block level and Rs 50 at cluster level.
 - The financial implications are estimated to be within 1% of annual outlays.
10. Although the implementation of SSA activities is through active community involvement, there are no earmarked funds for community mobilisation and campaigns. Considering that some of the outcomes, including transition rates have continued to remain in the range of 80-82% in the last 3 years and dropout at elementary level continue to be high at 46.03%, there is need to energize and mobilize the community to ensure that children attend school regularly and complete elementary education. In the past, States have utilized funds under the Management head for mobilization and campaigns, but this has been sporadic and there have been no intensive campaigns for elementary education in the country. The creation of separate interventions for community mobilization and campaigns will significantly help universalise elementary education.
11. Of the 6% earmarked for management costs for each district, 2% is utilized for the Learning Enhancement Programme (LEP) and the remaining 4% of the district outlay is used for management cost. The utilisation of Management Costs (excluding LEP) in last 3 years is as follows:

(Rs. in Crore)

S. No	Year	Allocation for Management (excluding LEP)	% of Management to total outlays	Expenditure under Management Head	% of exp. on Management to total expenditure
1.	2006-07	741.01	3.69	478.50	3.30
2.	2007-08	777.87	3.87	492.13	3.27
3.	2008-09	716.09	3.14	617.52	3.38

12. The above table reveals that the overall management cost now works out to around 3.32% of the district outlay, leaving a saving of nearly 0.68%. Hence, 0.5% of the district outlay can be used for community mobilization and campaign activities within the earmarked Management cost. Since this can be accommodated within current management costs, there would no additional financial implications.
13. Thus the following revision in norms was considered:

Existing Norms for training of community leader	Norms Recommended by PAB
(i) Limited to financial equivalent for 4 persons in a village plus two persons per school for 2 days in a year – preferably women.	(i) All members of the VEC/SMC should preferably attend training together. However, if all members are able to attend training at the same time, at least groups of 4-6 members from the same VEC/SMC should be enabled to participate at a time,

Existing Norms for training of community leader	Norms Recommended by PAB
<p>(ii) Rs. 30/- per day per person.</p> <p>(iii) 3 community leaders per school in urban areas.</p>	<p>so that all members receive one round of training every two years. Further, 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) Rs 100 per day per VEC/SMC member for three days residential training and Rs 50 per day per person for three days non residential training. In the case of members of local authority Rs 100 per day per person for three days residential training jointly with VEC/SMC members.</p> <p>(iii) The training must reach out to at least 50% women and proportionate members from disadvantaged section</p> <p>(iv) The State will strive to involve civil society for community training.</p> <p>(v) Training should be conducted in batches not exceeding 30 persons at a time.</p> <p>(vi) The activity wise costing of training shall be decided by the State SSA EC.</p> <p>(vii) The State shall prepare exemplar material, which will be contextualized at district and block to local needs.</p> <p>(viii) The State will periodically commission independent evaluation of the impact of training.</p>
Existing Norm for Management Cost	Norms Recommended by PAB
<p>a. Not to exceed 6% of the budget of a district plan.</p> <p>b. In the districts of NE States and Union Territories where district</p>	<p>(a) No change</p> <p>(b) In the districts of NE States and Union Territories where district plan size is very</p>

Existing Norms for training of community leader	Norms Recommended by PAB
<p>plan size is very small, the management cost could be budgeted upto Rs.20.00 lakh per district subject to the overall ceiling of 6% being maintained for the State over the project period.</p> <p>c. To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.;</p> <p>d. Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district</p> <p>e. Management Costs should be used to develop effective teams at State/ District/ Block/ Cluster levels</p> <p>f. Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.</p>	<p>small, the management cost could be budgeted upto Rs. 40 lakh per district subject to the overall ceiling of 6% being maintained at the national level over the project period</p> <p>(c). No Change</p> <p>(d) No change</p> <p>(e) No Change</p> <p>(f) No change</p> <p>New insertion: (g) Upto 0.5% of district outlay may be utilized for community mobilisation and campaigns, provided that the management cost and community mobilization together does not exceed 4% of the total outlay subject to the following conditions:</p> <p>(i) There will be a detailed activity plan, within the management costs for community mobilisation.</p> <p>(ii) The ceiling for community mobilization and mobilization campaigns will be within overall management costs of 6%.</p> <p>(iii) The State Executive Committee will approve the norms and unit cost for</p>

Existing Norms for training of community leader	Norms Recommended by PAB
	<p>community mobilization activities.</p> <p>(iv) The mobilization activities will be documented and its influence will be assessed periodically.</p> <p>(v) PRIs and Civil Society Organisations will be involved in all community mobilisation efforts.</p> <p>(vi) Community Mobilization action will focus on:</p> <ul style="list-style-type: none"> ▪ Conscientisation on issues of social access. ▪ Regular attendance of children. ▪ Completion of elementary education by all children. ▪ Right of children to free and compulsory education.

14. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010. .

Item 4.11: Proposal for amending norms for provision for Disabled Children

1. It was explained to the EC that the thrust of SSA is on providing integrated and inclusive education to all children with special needs in general schools. It also supports a wide range of options and strategies for education of children with special needs. This includes inter alia, education through alternative schooling, home-based education, special schools, wherever necessary, itinerant teacher model, etc.
2. SSA provides assistance for student-oriented components and other components (e.g. those relating to infrastructure, teacher training, awareness generation, resource teacher support, etc.). There is a provision of @ Rs.1200/- per disabled child per annum for specified items. This amount of Rs.1200/- per disabled child per annum is spent on:
 - Assessment of children with disabilities.
 - Provision of aids and appliances to all students with disabilities needing them, if these are not already being provided for through existing schemes like ADIP, State Schemes, voluntary organizations, Rotary clubs, etc.
 - Provision of facilities like transport, escort allowance, etc
 - Removal of architectural barriers to ensure that students with disabilities have access to each classroom, laboratory, library and toilet in the school.

- Intensive teacher training to sensitize regular teachers on effective classroom management of children with special needs.
 - Appointment of resource teachers, particularly for teaching special skills to children with special needs. Wherever this option is not feasible, long term training of regular teachers is undertaken.
 - Assistance to NGOs to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities.
 - Support services like resource rooms at cluster level, special equipment reading material, special educational techniques, remedial teaching, are provided.
3. The previous scheme of Integrated Education of the Disabled Children (IEDC) provided assistance to children with special needs in the elementary and secondary education sectors and the IEDC scheme complemented SSA support for children with special needs. For example, Resource Teachers appointed under IEDC also covered children with special needs identified under SSA. The IEDC scheme has since been revised as the scheme of Inclusive Education for Disabled Children at the Secondary Stage (IEDSS). IEDSS provides for Rs 3000 per child per annum, but its scope is now restricted to children with special needs at the secondary level only. States like Gujarat and Tamil Nadu have requested for provision of salary of Resource Teachers which was previously provided for children with special needs at the elementary level through the IEDC scheme. Thus, the unit cost for children with special needs under SSA would need to be revised. This would imply an increase in the budgetary requirement. On a query from AS/FA it was clarified that IEDSS provides for student -oriented components @ Rs. 3000 per annum per disabled child in the age group 14+ - 18+ (classes IX -XII), which is given to the school and can be utilized in a flexible manner so that expenditure on each child will vary according to the child's special needs
4. The most important component of Inclusive Education is the appointment of adequate number of Resource Teachers to provide specialized plus curricular skills to children with special needs. The Resource Teachers are recruited at the block level. The main duties of the Resource Teachers include: creating and maintaining a database of children with special needs at the block level; regularly monitor the attendance and retention of children with special needs; assist in conducting formal and functional assessment of children with special needs; providing necessary referral services; teaching special skills like Braille, use of mathematical equipment, use of individual or group hearing aids, teaching of total communication and other techniques to children with disabilities; advising the regular class teachers on problems encountered by children with special needs; suggesting necessary curricular modifications or adaptations and classroom strategies to suits the needs of children with varying needs; undertaking parent counseling, community mobilisation and advocacy on behalf of the education of children with special needs; providing home-based education to children with special needs and development of individualised educational plans. Since Resource Teachers are extremely crucial for the inclusion of children with special needs, the existing unit cost cannot

accommodate this requirement of Resource Teachers. There is, therefore, need to revise the SSA norm for children with special needs.

5. In case funds for Resource Teachers are taken from the existing unit cost of Rs. 1200/- per child per year, the amount will not be sufficient to meet other essential support services required by children with special needs. The amount of Rs. 1200/- per disabled child should specifically be utilised for those other support services that children with special needs require. In other words, this amount should be spent on child specific components such as assessment, provision of aids and appliances, access to appropriated learning material, strengthening of resource rooms, incorporation of barrier free features in the school, provision of facilities like transport facilities, books, assistive devices, readers, amanuensis, home-based education, remedial teaching, 90-day special training of teachers, etc.
6. Expenditure on IE during last three years is as follows:

(Rs. in Lakhs)

Year	Amount Allocated for CWSN under SSA	Expenditure	Children Covered	Per Child Unit Cost
2007-08	22848.55	15642.47 (68.46%)	2417803	Rs. 895/-
2008-09	24574.13	20095.32 (81.77%)	2522142	Rs. 945/-
2009-10*	28309.65	5429.28 (19.18%)	2647374	Rs. 975/-

* Expenditure upto September, 2009

7. However, there are States/UTs like Arunachal Pradesh, Gujarat, Karnataka, Madhya Pradesh, Mizoram, Orissa, Punjab, Tripura and Puducherry, which are already utilising the full amount of Rs. 1200/- per child. In addition, as support from IEDC is withdrawn, there will be no convergent funding available for uniform, reader, escort, transport & hostel allowance.
8. Since resource support is the most crucial aspect of Inclusive Education, and it is no more being provided under IEDC for children with special needs at the elementary level, provisions will be required to be made. To this extent, the existing unit cost of Rs. 1200/- per child per year may be revised to Rs. 3000/- per child.
9. The cost involved would be Rs. 240.00 crore for 2010-11 and Rs. 256.00 crore for 2011-12. Considering that in first 3 years, overall expenditure on CWSN under SSA have been less than Rs. 1200/- per annum (on account of support from IEDC Scheme), there are sufficient funds available for the remaining plan period and hence will not entail additional outlay beyond Rs. 71,000 crore.
10. This will involve amendment to the SSA Framework as under:-

Existing Norm of provision for Disabled Children	Norms Recommended by PAB
a. Upto Rs. 1200 per child for integration of disabled children, as per specific proposal, per year	a. Upto Rs. 3000/- per child for integration of disabled children, as per specific proposal per year, provided that at least Rs. 1000/- per child will be earmarked for engaging Resource Teachers

b. District plan for children with special needs will be formulated within the Rs. 1200/- per child norm.	b. District plan for children with special needs will be formulated within the financial limit of Rs. 3000/- per child norm.
c. Involvement of resource institutions to be encouraged	c. No change

11. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.12: Proposal for amending norms for Research, Evaluation, Monitoring and Supervision (REMS)

- 1 It was explained to the EC that the Central Government conducts six monthly Joint Review Missions, as also National Sample Surveys for measurement of students learning levels at key stages of elementary education on a regular basis, apart from research and evaluations of key components of SSA to assess national trends, provide inter-State comparability and to improve SSA programmatic strategies and interventions. Further, national elementary education statistics collected through DISE are analysed, published and disseminated every year for measuring educational outcomes, planning and public disclosures. Other activities at national level include preparation and dissemination of good practices in States, conduction of quarterly review meetings of different components of SSA, as well as independent field review through National Monitoring Institutes and independent auditors. At national level capacity building programmes are conducted through the NCERT, NUEPA, IGNOU and the Technical Support Group for States/Districts.
- 2 States also carry out Research, Evaluation, Monitoring and Supervision (REMS) activities to capture State level trends on different components of SSA interventions. This helps in understanding issues and problems in implementation and suggesting solutions to the problems. Research studies are also expected to help in planning suitable interventions, monitoring and modification of plans in the course of implementation as well as making evaluation of the outcome and impact of various interventions.
- 3 During the past five years expenditure on REMS activities at States level has increased from 45.4% in 2004-05 to 73.8% in 2008-09. At the National level also growth in expenditure on REMS activities has increased from 49% in 2004-05 to 83.7% in 2008-09. (Source: Financial Management Unit- TSG)
4. The present norms for REMS are:-
 - Upto Rs.1500 per school per year (Funds to be spent at National, State, district, sub district, school level out of the overall per school allocation.)
 - Rs.200/- per school per year to be spent at the National level.

- Norms for State/district/BRC/CRC/ School level expenditures for research, evaluation, supervision and monitoring are decided by the Executive Committee in States/UTs.
5. States need to give priority to developing and regularly implementing, monitoring systems to measure quality related outcomes, *inter alia*, such as students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy of textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs/DIETs etc.
 6. State and district provisioning will need to include provisions for EMIS, allocations for regular school mapping/micro planning for location of schools, other school infrastructure, updating of household data on 6-14 year old children's educational status, third party quality evaluation of civil works etc.
 7. Involvement of State SCERTs, DIETs and SIEMATs (where SIEMATs are functional), will be mandatory in the execution of this component.
 8. Involvement of other independent national and State level resource institutions in conducting REMS activities should be encouraged through appropriate MOUs/ Contracts
 9. Each State/UT SSA programme will set up a Research Approval Committee for processing and approving all research and evaluation to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by the State SSA programme for girls especially those belonging to the scheduled castes and scheduled tribes.
 10. In the context of the RTE Act the ambit of REMS activities will need to be extended to cover private unaided schools (Section 2, Clause n) which as per DISE 2007-08 constitute around 14% of the total existing schools. This proportion is bound to increase once all States complete their school mapping exercise to cover all types of school. This will also bring to the fore a number of research questions to be answered which will have policy implications both at State and National level.
 11. Child tracking systems need to be in place firstly to bring all children to school and secondly to keep a track of where they are moving with/ without transfer certificate. This would give more accurate picture of retention rate in the formal schooling system regardless of type of school the child goes to.
 12. In this context, keeping track of 'to and fro' flow of children in 'specified' category of schools (Section 2, Clause p) will also be a necessity.
 13. Extra efforts will be needed to track children above 14 years who could not complete elementary education by 14 years of age along with developing special learning material and teaching strategy to help such children. (Section 4. Para 3).
 14. Greater effort and rigorous quality checks need to be in place to provide data of high quality for planning interventions and estimating educational indicators such as

GER, NER such as promotion rate, retention rate, achievement etc. with greater precision. Capacity building at various levels in this context is the recognized need which has to be pursued with greater vigor.

15. Improving quality of education has now become a major thrust of SSA. As per Section 7 Clause 6 sub-clause c of the RTE Act the Central Government shall provide technical support and resources to the State Governments for promoting innovations, researches, planning and capacity building. Study of classroom processes to understand what works at class level, case studies with focus on solutions to various learning problems would be crucial in this context. Learning difficulties faced by children with special need will pose another challenge. Providing suitable education to develop school readiness among children of 3-6 years of age will be another challenge (refer Section 11) Monitoring system for quality under SSA has to be multipronged and multidimensional.
16. NCPCR / SCPCR will ensure monitoring of implementation of universal elementary education. Most of the initiatives undertaken at State and National level for improving quality are also being funded under the REMS head and many more such initiatives will need to be undertaken at various level to improve quality of education.
17. Keeping in view the additional responsibilities and offset the costs it is proposed (i) within current outlays to earmark upto Rs. 50 per school for providing to SCPCR, if such proposals are included in AWP&B. This may be considered and approved by EC, SSA. (ii) Enhance norms for REMS from Rs. 1500/- per school per year to Rs. 2000/- per school per year, of which Rs. 1600/- to be earmarked at State level and district level and Rs. 400/- per school at National level. This will have to be taken to EFC/CCEA after approval of EC, SSA.
18. The additional cost involved on this account would be Rs. 69.01 crore for 2010-11 and Rs. 75.28 crore for 2011-12 and commensurate costs, thereafter.
19. Amendments suggested in norms for Research, Evaluation, Supervision and Monitoring are as follows:

Existing Norms for REMS	Norms Recommended by PAB
a. Up to Rs.1500 per school per year	a. Upto Rs. 2000/- per school per year.
b. Primary schools and upper primary schools would be treated as separate school, even if they are functioning from the same premises	b No change

<p>c. Norms for State/ district/ BRC/ CRC/ School level expenditures for REMS will be decided by the State SSA's Executive Committee.</p>	<p>c. No change</p>
<p>d. States would need to give priority to developing and regularly implementing, monitoring systems to measure quality related outcomes, <i>inter alia</i>, for students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy of textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs/DIETs etc.</p>	<p>d. No change</p>
<p>e. State and district provisioning will include provision for inter alia EMIS, allocations for regular school mapping/micro planning for location of schools, other school infrastructure and updating of household data on 6-14 year old children's educational status.</p>	<p>e. State and district provisioning will include inter alia for EMIS, allocations for all types of school mapping/ micro planning for location of schools, other school infrastructure and updating of household data on 6-14 year old children's educational status.</p>
<p>f. Involvement of SCERTs, DIETs and SIEMATs (where SIEMATs are functional), will be mandatory in the execution of this component.</p>	<p>f. No change</p>
<p>g. Funds to be spent at National, State, District, Sub-district, School level out of the overall per school allocation.</p>	<p>g. No change</p>
<p>h. Rs.200 per school per year to be spent at national level.</p>	<p>h. Rs. 400/- per school per year to be spent at National level.</p>
<p>i. Each State/UT SSA programme will set up a Research Approval Committee for processing and approving all research and evaluation project/studies to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by</p>	<p>i. No change</p>

the State SSA programme.	
j. Involvement of other independent national and State level resource institutions in conducting REMS activities should be encouraged through appropriate MOUs/contracts	j. No change
	k. Involvement of National Commission for Child Right Protection & State Commission for Child right Protection equivalent can be funded upto Rs.50/- per school per year for REMS at appropriate level for monitoring of comprehensive elementary education of children of 6-14 years of age group.

20. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.13: Proposal for amending norms for BRCs and CRCs and URCs

1. It was explained to the EC that the Block Resource Centres/Urban Resource Centres/Cluster Resource Centres have been supported under SSA to provide academic support to schools on a continuous basis through teacher training, monthly meetings for academic consultations, etc. These sub-district academic support institutions are expected to work in close collaboration with DIETs to render support to schools to improve the quality of elementary education. Urban Resource Centers (URCs) address the academic needs of schools in urban areas.
2. An independent study was commissioned by MHRD to ascertain the effectiveness of BRCs and CRCs in discharging their designated functions and responsibilities for improving academic performance in primary and upper primary schools. The study reveals inter alia, that:
 - By and large, the expected duties and responsibilities of the functionaries are based on the overall framework of implementation of SSA.
 - There are wide variations in the frequency of school visits made by Coordinators and Resource Persons of BRCs and CRCs. The infrequent visits by BRC Coordinators are on account of their engagement in administrative activities with the BEO and other officials at block/ district levels, vast geographical area of operation without adequate transport facility, larger coverage of schools and other institutions in the block. CRC Coordinators, however, appeared to make relatively more visits to schools.

- Infrequent visits by BRC Coordinators have led to poor monitoring and supervision, especially in areas of teacher training, on-site-support and guidance to CRC Coordinators and teachers. The same thing holds good with regard to Resource Persons of BRCs and Coordinators of CRCs in respect of guidance to school teachers.
- The major unmet needs in providing academic support as reported by heads of schools include periodic review and planning of academic activities, more frequent visits by BRC/CRC functionaries and more frequent training activities.
- The core structures of SSA at the district, block and sub block levels are generally well established for administrative purposes.
- With regard to training received by Coordinators and Resource Persons of BRCs and CRCs, the study concludes that both in terms of number and duration training appears to be highly inadequate. This has to be viewed in the backdrop of lack of norms pertaining to training for these functionaries as provided by SSA.
- Infrequent visits by BRC personnel were the single major problem reported by the CRC Coordinators covered in all the states. Second in the order of importance was the problem of access experienced by the respondents in contacting the BRC personnel for their various activities which is followed by poor leadership displayed by the BRC personnel in addressing various issues, poor training capability and lack of emphasis on quality.
- Across the States, the refrain from the BRC Coordinators appears to be that their work load is heavy. Further, they found it difficult to balance administrative and academic tasks due to being overburdened with administrative work which eventually affects programme efficiency and effectiveness.

3. The main recommendations made in the report are as follows:

- Common nomenclature and uniform organizational structure for BRCs and CRCs be put in place across the country. Cadre and recruitment rules be framed for Coordinators and Resource Persons of BRCs and CRCs.
- Incentives be put in place for these functionaries to make the posts attractive. At the same time, a system of performance appraisal be put in place so that it also facilitates appropriate monitoring and supervision of academic activities of these structures.
- Job charts must mandatorily be prepared which must be common across States and given to the incumbent during induction training which system should also be put in place.

- It is of critical importance to provide adequate infrastructure (including adequate facility for conduct of residential training programmes) at the BRC; posting of a full complement of Resource Persons in each BRC; posting administrative support staff, including an accountant; appropriate IT facilities including telephone/fax/internet; transport facility etc.
 - As a norm for staffing of BRCs, it is recommended that the BRP:School ratio should be 1:15 for primary schools and 1:10 for upper primary schools. Resource Persons for BRCs should be appointed based on requisite qualifications and subject specialization for upper primary schools. Further, one research assistant may be provided exclusively to each BRC for purposes of data collection, compilation, and report preparation thereby relieving BRC/CRC functionaries from non-academic tasks.
4. There are only 9 States that have less than 15 schools under a CRC; 11 States have between 15 to 20 schools, and 16 States have over 20 schools under one CRC rendering them almost ineffective.
 5. Review of progress of financial matters related to BRCs, CRCs indicates that there is need for enhancing the unit costs under various subheads for these institutions, to offset the rise in costs. These are contingency grants, meeting & travel allowances and TLM grant. It is noteworthy that while school grants & maintenance grants were revised by the Executive Committee, no enhancement of BRC, CRC was undertaken as study was pending which is now completed.
 6. There is need to strengthen BRC / CRC by:
 - a. Increasing resource support to one Resource Person for 15-20 schools at the cluster level. No CRC should have more than 20 schools under him/her.
 - b. The State will lay down an objective transparent system for selection of Coordinators and Resource Persons for BRCs/CRCs. At least 30% of CRC Coordinators should be women
 - c. The BRC/CRC should have qualification equivalent to teacher educator for elementary schools and experience of at least teaching in schools for 5 years
 - d. The BRC will comprise six Resource Persons for subject teaching of Mathematics, Language and Environment Studies at primary level as well as Science, Social Studies and two Languages at upper primary level.
 - e. The BRC will have at least three Resource persons for resource support on Inclusive Education for children with special needs.
 - f. The BRC will have one Research Assistant for data collection and analysis and one data entry operator. To maintain accounts at Block level and help schools maintain their accounts properly, one accountant-cum-support staff for every 30 schools may be appointed on contract.
 7. The existing BRC / CRC are not equipped to handle the training load they are expected to provide. Most of the norms on infrastructure support are continuing from DPEP days. These need modification, and therefore it is proposed to incorporate norms relating to replacement of furniture, improvement of training infrastructure and provision of maintenance costs.

8. The modifications proposed to the SSA framework are as follows:

Existing Norms for BRC, CRC, URC	Norms Recommended by PAB
(a) There would be ordinarily one BRC in each Community Development (CD) Block. However, 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, then the State may opt to have a BRC in such a sub-district educational administrative unit. However, in such a case the overall expenditure on BRCs and CRCs in a CD Block, both non-recurring and recurring, would not be more than the overall expenditure that would have been incurred on BRCs and CRCs in case if only one BRC per CD Block were opened.	(a) No change
(b) BRC/CRC to be located in school campus as far as possible.	(b) No change
(c) Rs. 8 lakh ceiling for BRC building construction wherever required	(c) No change
(d) Cost for CRC construction will be as per unit cost of the State for an additional classroom. Should be used as an additional classroom in schools.	(d) No change
(e) Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.	(e) No change
(f) Deployment of up to 20 teachers in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs put together.	(f) Deployment of one Resource Person for 15-20 schools in a block at cluster level subject to following conditions: (i) No CRC should have more than 20 schools under him/her. (ii) An objective and transparent system for selection of resource person will be put in place.

<p>(g) Provision of furniture, etc. @ Rs. 1 lakh for a BRC and Rs. 10,000 for a CRC</p> <p>(h) Contingency grant of Rs. 20,000 for a BRC and Rs. 3000 for a CRC, per year.</p> <p>(i) Meetings, Travel allowance:</p>	<p>(iii) At least 30% of CRC Coordinators should be women.</p> <p>(iv) The qualification should include professional training for education and experience of teaching in schools for at least five years</p> <p>(v) At the block level deployment of following resource support to be ensured:</p> <p>(a) Six Resource Persons for subject specific training</p> <p>(b) Two Resource Persons for Inclusive Education for children with special needs.</p> <p>(c) One MIS Coordinator and one Data Entry Operator to be appointed on contract basis.</p> <p>(d) One Accountant-cum-support staff per 50 schools to be appointed on contract basis. These will be mobile and provide support to schools and block to help them maintain their records properly.</p> <p>(g) Provision of furniture, etc. @ Rs. one lakh for BRC and Rs. 10,000 for CRC</p> <p>(i) Replacement of furniture, computer, TLE etc @ Rs one lakh per BRC once in 5 years</p> <p>(ii) Replacement of furniture, TLE etc @ Rs 10,000 per cluster once in 5 years</p> <p>(h) Annual contingency grant of Rs. 50,000 for BRC and Rs. 10,000 for CRC.</p>
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<p>Rs. 750/- per month per BRC, Rs. 300/- per month per CRC.</p> <p>(j) TLM Grant: Rs.5000/- per year per BRC, Rs.1000/- per year per CRC.</p> <p>(k) Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.</p> <p>(l) In urban areas urban academic resource centers would be set up under SSA on the following basis: -</p> <p>(i) One Cluster Resource Centre (CRC) for 100 – 150 teachers.</p> <p>(ii) One Urban Resource Centre (URC) on the lines of BRC for 10-15 CRCs.</p> <p>(iii) Norms of persons to man the CRC/URC will be the same as in SSA Guidelines/ Financial Norms for BRCs/ CRCs.</p> <p>(iv) Unit costs will remain the same as in financial norms of BRC/CRC laid down in SSA.</p> <p>If the municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs.</p>	<p>(i) Meetings, Travel allowance @ Rs. 2500/- per month per BRC, Rs. 1000/- per month per CRC.</p> <p>(j) TLM Grant @ Rs.10,000/- per year per BRC and @ Rs.3000/- per year per CRC</p> <p>(k) No change</p> <p>(l) Urban Resource Centers would be set up under SSA on the following basis: -</p> <p>(i) One Urban Cluster Resource Centre (UCRC) for 15-20 schools.</p> <p>(ii) No change</p> <p>(iii) No change</p> <p>(iv) No change.</p> <p>New insertion:</p> <p>(m) Augmentation of infrastructure for Training at Block level:</p> <p>(i) One time grant @ Rs 5.00 lakh for augmenting training facilities, wherever necessary at BRC level but within overall ceiling of civil works.</p> <p>(n) Maintenance Grant of Rs10,000/- per year per BRC and Rs. 2,000/- per year per CRC.</p>
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9. The additional financial implications for the above changes in the next 2 years would be Rs.4405.11 crore.
10. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.14: Proposal for amending norms for Out of School Children

1. It was explained to the EC that the SSA norms provide for interventions to bring Out-of-School Children back to school. SSA provides educational facilities in unserved habitations through opening of EGS centres; it also provides access to out of school children through Alternative Schooling facilities to ensure that they regularly participate and complete elementary education of satisfactory quality. The focus is on ensuring participation of all out of school children, including children living in small and unserved habitations and other categories of children, like working children, migrating children, street children, adolescent girls etc. who are out of school due to their peculiar socio economic conditions. The Alternative Schooling facilities largely act as a bridging mechanism to mainstream children to schools/EGS centres after sometime.
2. EGS & AIE accord priority to setting up of EGS centres in unserved habitations where no school exists within a radius of 1 k.m. and at least 15 children in the age group of 6-14 who are not going to schools are available. The current norms under SSA for setting up EGS centres are:
 - 1 *The cost of individual centre would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be maintained within the revised cost of Rs.1535/- per child per annum for primary level centres and Rs.2960/- per child for upper primary level centres.*
 - 2 *The honorarium for the Education volunteer (EV) would be restricted to Rs.2500/- per month.*
3. A second category of interventions for out of school children are bridge courses, back to school centres or camps that aim at mainstreaming 'out of school' children into formal schools under AIE. AIE supports flexible strategies including seasonal hostels for migrating children, condensed or courses bridge courses, residential camps, drop-in centres for street, working and slum children, children of sex workers, short duration summer camps etc. The current norms under SSA within interventions for out of school children include the setting up other alternative schooling models:

- 1 *For AIE Centres / interventions, the per learner ceiling would be Rs.3000/- per annum for interventions of non-residential nature including Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.*
- 2 *For residential AIE interventions, such as Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools, the cost ceiling would be Rs.10000 per child per annum.*
4. Further, the norms allow remedial teaching in districts with female literacy rates below the national average as per the 2001 census for the following two kinds of interventions: -
 - (i) For children mainstreamed into formal schools from bridge courses/campus/back to school strategies.
 - (ii) Remedial teaching for children in formal schools.
5. Section 4 of the RTE Act, 2009 provides that *if a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age. Further, where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.*
6. Further, section 6 of RTE provides that the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood a school within a period of three years from the commencement of this Act. The Schedule under Section 19 lays down specific norms and standards to which a school should adhere.
7. EGS were extremely useful in the initial years of the SSA programme. But EGS has served its purpose, and there is need to phase them out, especially since makeshift schooling, that EGS represents, would not be permissible three years after the commencement of the RTE Act. Almost, one lakh EGS have already been upgraded into primary school, the backlog remaining only in a few States like West Bengal and Assam, which have not been upgrading EGS centres to schools, possibly because of flexibility in EGS approach and the relatively low costs involved.
8. The present AIE caters to almost 35-40 lakh hardest to reach children. However, to bring this norm in conformity with RTE, certain modifications are needed. These facilities will need to be transformed into Special Training systems for never enrolled and drop out children to mainstream them into age-appropriate class mandated by the RTE Act. All out of school children will first be enrolled in an age appropriate class, and provided Special Training to enable them to cope with the class to which they are admitted. Special attention will also be required to be given to children already mainstreamed in school from bridge course camps, and other context specific strategies for their continuation in mainstream school. Since the

intervention already covers out of school children and will continue to do so within the existing unit costs, there are no financial implications

9. The present norm of remedial teaching and concept is also not in sync with current thinking under NCF 2005 and RTE Act. The identification of children for remedial tends to identify them as weak or slow learners, which is a demotivating factor. Therefore, there is a need to do away with the concept of remedial teaching.
10. In view of the above the current norms for out of school children would need the following modifications:

Present norms for out of school children	Norms Recommended by PAB
<p>(a)As per revised norms approved for Education Guarantee Scheme & Alternative and Innovative Education, the following kinds of interventions are provided.</p> <p>(i) Setting up Education Guarantee Centres in unserved habitations.</p> <p><i>1. The cost of individual centre would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be maintained within the revised cost of Rs.1535/- per child per annum for primary level centres and Rs.2960/- per child for upper primary level centres.</i></p> <p><i>2. The honorarium for the Education volunteer (EV) would be restricted to Rs.2500/- per month.</i></p> <p>(ii) Setting up other alternative schooling models:</p> <p><i>1. For AIE Centres/ interventions, the per learner ceiling would be Rs.3000/- per annum for interventions of non-residential nature including Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.</i></p> <p><i>2. The item-wise costs would be worked out for each kind of AIE strategy to provide adequate flexibility for the needs of different kinds of children. While the ceiling of cost per learner is Rs.3000/- per annum, the item-wise cost for individual strategies should be approved by the State</i></p>	<p>(a) Continue Education Guarantee Centres already sanctioned in unserved habitations.</p> <p>1. No change</p> <p>2.No change</p> <p>3. The EGS centres will be either upgraded to Primary school within 2 years of its operation or phased out by 2011-12. There will be no further sanction of EGS centres with effect from 1.4.2010</p> <p>(ii). Setting up of Special Training facility for age appropriate admission of out-of-school children:</p> <p>(a) The School Management Committee/ local authority shall identify children requiring Special Training and organise such training after enrolling such children in the school, in the age specific class in the following manner, namely:</p> <p>(i) Upon admission of the child to an age appropriate class, the child shall be given Special Training by the teacher to enable him/her to successfully integrate with the rest</p>

Present norms for out of school children	Norms Recommended by PAB
<p><i>Implementation Society of SSA within the overall ceiling.</i></p> <p>3. <i>For residential AIE interventions, such as Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools, the cost ceiling would be Rs.10000 per child per annum.</i></p> <p>(b) Remedial Teaching The scheme would allow for the following two kinds of interventions: -</p> <p>(i) For children mainstreamed into formal schools from bridge courses/campus/back to school strategies.</p> <p>(ii) Remedial teaching for children in formal schools.</p> <p>Under the strategy (b(ii)):-</p>	<p>of the class, academically and emotionally.</p> <p>(ii) The Special Training shall be based on especially designed, age appropriate learning material, approved by the academic authority as per the RTE Act, 2009.</p> <p>(iii) It shall be provided in classes held on the premises of the school, or through classes organised in safe residential facilities by local authorities as specified in the RTE Act, 2009.</p> <p>(iv) Special Training shall be provided by a teacher working in the school, or a specially engaged teacher.</p> <p>(v) 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>(vi) For Special Training the provision will be as follows:</p> <p>a. Rs 3000/- per child per annum for <i>non residential courses</i>.</p> <p>b. Rs 10000/- per child per annum for <i>residential courses</i>.</p> <p>c. <i>The item-wise costs would be worked out to provide adequate flexibility for the needs of different kinds of children. The item-wise cost for individual strategies should be approved by the State Executive Committee of SSA within the overall ceiling.</i></p> <p>(b) Remedial Teaching: Discontinued.</p>

Present norms for out of school children	Norms Recommended by PAB
<p>Only proposals from districts with female literacy rates below the national average as per the 2001 census would be eligible. Preference should be given to schools in tribal areas, in areas with high concentration of SC and ST population and minority communities.</p> <p>A district may prepare the plan to cover not more than 5% of the total number of schools in that district (excluding schools located in urban slums). In addition, 10% of the schools located in urban slums could also be covered.</p> <p>It should be ensured that all schools included under this strategy should have adequate number of teachers as per norms and be fully functional in all respects. A certificate to this effort should accompany the proposals.</p>	

11. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.15: Proposal for amending norms for NPEGEL

1. It was explained to the EC that the NPEGEL is a component of SSA, focusing on UEE for girls in EBBs.
2. The financial norms in respect of NPEGEL are provided in the revised SSA framework. The maximum recurring grant allowed per cluster is Rs. 60,000/- per annum which include the following activities:
 - (i) Recurring grant to Model Cluster Schools upto a maximum of Rs. 20,000/- per annum for each cluster.
 - (ii) Awards to Schools/Teachers upto Rs. 5,000/- (in kind) per annum per cluster
 - (iii) Student Evaluation, Remedial Teaching, Bridge Courses, Alternative Schools upto a maximum of Rs. 20,000/- per annum per cluster
 - (iv) Learning through open schools upto a maximum of Rs. 50,000/- per annum per cluster
 - (v) Teacher's Training upto a maximum of Rs. 4,000/- per annum per cluster.
 - (vi) Two Child Care Centres per cluster upto a maximum of Rs. 6,000/- per annum per centre.

3. It can be seen above that current SSA norms prescribe a financial ceiling not only for the overall annual recurring grant @ Rs. 60,000/- per cluster, but also for various activities that can be undertaken within this amount. States have requested for greater flexibility in devising and implementing need based interventions under NPEGEL, as the barriers to girls' education have a definite socio cultural context and are not the same across different clusters. A well defined set of 6 activities with fixed amounts allocated for each, has not been found to be adequate in enabling States to address the specific circumstances that restrict girls' access to, and retention in elementary education. States/UTs need to be facilitated to take full advantage of the components under NPEGEL. It is therefore proposed to provide some flexibility in the existing financial norms for NPEGEL.
4. Further, some activities prescribed within the current NPEGEL norms (such as teacher training, remedial teaching, bridge courses, alternative schooling etc.) should be seen as an integral part of other existing SSA provisions. As such, it is proposed to amend the NPEGEL norms to encourage States/UTs to integrate interventions for girls education within existing SSA provisions for teacher training and access, and utilize the recurring grants under NPEGEL for specific, need based interventions for promoting girls education.
5. In the fourth and fifth year of SSA, NPEGEL financial norms taper off to Rs. 10,000/- per annum per cluster for community mobilization. Most clusters are now in the fifth year of NPEGEL implementation and clusters which have completed five years will not get any support for community mobilization. Given the fact that the RTE Act, 2009 mandates the development of SMCs, community mobilisation will need to be continued. Thus, modifications to the existing NPEGEL norms, to the extent of continuing community mobilization as an activity under NPEGEL management cost, would be needed.
6. In order to address the above issues, the following amendments to the NPEGEL financial norms are proposed :

Current Norms for NPEGEL	Norms Recommended by PAB
<p>a. The SSA Annual Work Plans of districts will reflect NPEGEL block specific projects for girls at risk/difficult circumstances with clearly defined outcomes subject to the following conditions:</p> <p>(i) 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>(ii) All strategies and interventions must target both 'in' and 'out' of schools girls within the block.</p> <p>(iii) Funds per block would be the sum total of the sub components admissible under the NPEGEL scheme per cluster namely- overall annual ceiling of Rs.60,000/- per</p>	<p>1. No Change</p> <p>(i) No Change</p> <p>(ii) No Change</p> <p>(iii) Funds per block would be the financial equivalent of the sum total of the sub-components to the extent</p>

Current Norms for NPEGEL	Norms Recommended by PAB
<p>cluster for the following interventions:</p> <p>(a) Recurring Grant to Model Cluster Schools: A maximum amount of Rs.20,000 per annum will be provided to each cluster to meet the requirements of expenditure on various activities for promotion of girls' education in that cluster including maintenance of the school and engagement of part time instructors for additional specified subjects provided that no instructor would be hired for more than 3 months in an academic year and he/she would not receive remuneration of more than Rs.1,000/- per month.</p> <p>(b) Awards to schools/Teacher: One award per year @ Rs.5,000/- (in kind) will be provided to a school/teacher at cluster level for achievements in enrolments, retention and learning outcomes of girl students.</p> <p>(c) Student Evaluation, Remedial Teaching, Bridge Courses, Alternative Schools: Special models of alternative schooling catering to hard to reach groups of girls including bridge courses, flexible timings, back to school camps, remedial teaching, etc. for out of school, irregular girls will be started such villages where this poses a serious problem. In addition to the provisions already available under the EGS & AIE component of SSA, a maximum amount of Rs.20,000/- per annum will be provided to each cluster for student evaluation, remedial teaching, bridge course and alternative schools. There may be two such centres under one cluster.</p> <p>(d) Learning through Open Schools: Children at the upper primary level, even in the open schooling system, in certain special cases, require some short-term residential training at regular intervals. The scheme will provide waiver of fees of girls for courses under National Open School and State Open Schools, setting up of specially designed open learning centres. The implementing agency will devise suitable system with NOS, State Open Schools or other such organization for this purpose. The cluster</p>	<p>of Rs. 60000/- per cluster, per annum for recurring grant. The activities under the recurring grant would be need based for each block, from the following :</p> <p>a) Recurring grant to Model Cluster Schools to meet the requirements of expenditure on various activities for 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 of more than Rs.1,000/- per month.</p> <p>b) No change.</p> <p>c) Deleted in view of (i) revised norms for Special Training for out-of-school children, (ii) discontinuation of alternative schooling facilities, like EGS, and (iii) availability of funds for student evaluation under REMS.</p> <p>d) No change</p>

Current Norms for NPEGEL	Norms Recommended by PAB
<p>school will form the venue of the residential upper primary school / NGO Centre. This will facilitate bringing to the educational system those girls who have dropped out from regular schools for some reason. A maximum amount of Rs.50,000/- per annum will be provided to each cluster towards the payment of fees and provision of supplementary teaching to be taken up with the help of National Open School or State Open School. Short term residential courses can also be organized. To the extent possible, the payment on this account would be made by the State Societies directly to National Open School or State Open School as the case may be.</p> <p>(e) Teacher Training: Under this scheme Teachers and teacher educators will be trained for gender sensitization. A maximum amount of Rs.4,000/- per annum will be provided to each cluster for annual training of at least 20 teachers specially on gender aspects. This amount will be in addition to the provisions under SSA for normal teacher training on subjective issues.</p> <p>(f) Child Care Centres: The scheme provides opening of additional Early Childhood Care centres to meet gaps in the Integrated Child Development Scheme and relieve girls from the burden of sibling care. Two Child Care Centres per cluster run by community may be opened in the areas where there is no child Care Center under any scheme of the Ministry of Women & Child Development and / or the State Government concerned. Each centre opened under the ‘Girl Education Component’ of the SSA will receive a recurring grant of Rs.5000/- and non-recurring grant of Rs.1000/- per annum. 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>2. A one time non recurring grant of Rs.30,000/- for teaching learning equipment, library, sports, vocational training etc; and Rs.2.00 lakh for skill building activities</p>	<p>(e)Teacher Training is an integral part of SSA. All teachers and teacher educators should be sensitized to gender issues in elementary education, and this should be costed from the ‘teacher training’ component of SSA. While separate costing need not be prepared under NPEGEL, it would be important to ensure that the NPEGEL Plan incorporates details of training for teachers and teacher educators, which would be appraised along with the other NPEGEL components.</p> <p>(f) No change</p> <p>2. No change</p>

Current Norms for NPEGEL	Norms Recommended by PAB
<p>(in lieu of additional classroom) for meeting recurrent costs of skill building activities for girls to be utilised upto a period of 3 years. This amount will only be available for model cluster schools which have not availed of Rs.2.00 lakh for an additional class room and Rs.30000/- for TLE etc. since inception of the scheme.</p> <p>3. Additional incentives: SSA provides for free textbooks to all girl- children upto a limit of Rs.150/- per child at primary level and Rs.250/- per child at upper primary level. However, if there are any savings after providing for free 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, uniform, providing escorts in difficult areas, etc.</p> <p>4. Community Mobilization (Mobilization for enrolment, retention and learning): In addition to the provisions already available under SSA, an amount of Rs.35,000/- for the first year; Rs.20,000/- for the second and third year; and Rs.10,000/-for the fourth and fifth year will be provided for the purpose of community mobilization through training, follow up of girls enrollment, attendance, achievement etc in each cluster. This also includes cost towards management information system and documentation, honorarium and TA/DA to the coordinators and meetings of resource groups at cluster level. (For community mobilization and management this amount will form part of 6% for management cost and it can be enhanced on account of expenses incurred for community mobilization activities in the EBBs and other educationally deprived areas selected for special focus on girls' education. The 6% ceiling of a district shall not be exceeded by an amount more than 10% of the total "Girls Education Component" of its annual district plan)</p> <p>5. Management expenses of 6% of project cost including consultants for appraisal and monitoring and evaluation of the scheme, coordination with existing schemes, advocacy, workshops and seminars, establishment and administrative expenses etc. will be utilized as follows: Funds to the extent of 1% at National level will be provided to cover planning, monitoring and concurrent evaluation. Funds to the extent of 5% of proposed expenditure at State</p>	<p>3. No change</p> <p>4. 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. 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. Funds available under management cost could also be used, <i>inter alia</i>, for activities like MIS and documentation, honorarium and TA/DA to cluster coordinators, meetings at cluster level, etc.</p> <p>5. Deleted in view of 4 above.</p>

Current Norms for NPEGEL	Norms Recommended by PAB
and District level for planning and monitoring. The ceiling of 6% for management cost fixed under SSA can be enhanced on account of expenses incurred for community mobilization activities in areas where this programme will be implemented upto 10% of the total amount earmarked for the district under this programme.	

7. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.16: Proposal for amending norms for KGBV

1. It was explained to the EC that under KGBV residential schools are opened for girls at upper primary level. 75% girls enrolled must be from SC/ST/minority/ OBC communities and the remaining from BPL families.
2. At present no funds are provided under KGBV for clothing, including socks. The States/UTs have time and again underlined the need for clothing. It is to be noted that these girls come from poorest and most disadvantaged sections of the society. For enhancement of retention of girls and uniformity of environment in KGBVs, it is considered important that they should be provided with clothing.
3. The unit cost prescribed for Navodaya Vidyalaya (a residential school) is Rs.900/- for summer bound area and Rs. 1200/- for winter bound area. KGBV provides for maintenance grant of Rs. 750 per child per month. In case of KGBV the definition of maintenance grant is broad, and covers boarding, lodging, clothing etc. Due to inflation in cost of living it is not possible to manage with the existing maintenance grant of Rs. 750 per child per month. It is therefore proposed to enhance the maintenance grant to Rs. 900 per child per month, subject to the condition that enhanced cost would include provision of clothing upto Rs. 1200 per child per annum.
4. One time bedding charge of Rs.75,000/- is provided to KGBVs with 100 girls. In the case of KGBVs with 50 girls Rs.37500/- is provided. These beddings have a maximum life of three years, after which they are unusable, but there is no provision to replace them. It is therefore considered that bedding may be replaced after three years in order to ensure hygienic living conditions.
5. In view of the above, the following changes are proposed for addition to the existing KGBV norms:

(Rs. in lakh)

	Mode – I	Mode II	Mode III
Add Item No. 5 below Nonrecurring grant: Replacement of bedding (Once in three years)	0.24	0.12	0.12
Recurring Cost Maintenance per girl student per month @ Rs. 900	10.08	5.4	5.4

6. The financial implication of this change on optimum capacity is expected to be Rs.75.65 crore for the remaining two years of the 11th Plan, which can be absorbed within existing Rs.71,000 crore i.e. the sanctioned outlay for 11th Plan.
7. EC, SSA noted that PAB has approved the above proposal. After deliberating the matter EC approved the proposal to change the norms with effect from 1.4.2010.

Item 4.17: Opening new KGBVs in EBBs

1. It was explained to the EC that at present there are 2573 KGBVs in educationally backward blocks (EBBs), although the number of EBBs is more. When the KGBV scheme was first launched in 2004, the norms for opening KGBV were EBBs, where the rural female literacy is below the national average (46.13%) and gender gap in literacy is higher than the national average (21.59%) as per Census 2001. Among these EBBs, the scheme provided that schools may be set up in areas with concentration of (a) tribal population, (b) SC, OBC and minority populations, (c) areas with low female literacy; or (d) areas with a large number of small, scattered habitations that do not qualify for a school. After the national evaluation of the KGBV scheme in 2006 and 2007 it was pointed out that the composite norm of female literacy lower than the national average + gender gap higher than the national average is unfavourable to areas of very low literacy, i.e. blocks with such low male and female literacy, that the gender gap in literacy is bound to be lower than the national average, for example Jhabua district, that had one of the highest out of school children, low female literacy yet could not be provided KGBV, because of low gender gaps on account of male literacy also being low. In this context the criteria of ligible EBBs was revised with effect from 1st April, 2008 to include (i) EBBs with rural female literacy below 30%; and (ii) Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).
2. When the Mid Day Meal scheme was expanded to the upper primary stage in 2007-08, it was expanded to EBBs defined as blocks with rural female literacy lower than the national average (46.13%), and thus over 3479 EBBs were covered under the scheme at that stage, before it was expanded to upper primary stage in all areas of the country.
3. Since then the CSS for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools has been launched to set up of hostels with lodging and boarding facilities in EBBs defined as blocks with a rural female literacy rate below the national average (46.13%), so that the girl students are not denied the opportunity to continue their study at the secondary level. The CSS for Hostels for Girls at the secondary and higher secondary level will converge with the KGBVs, wherever land is available, as these hostels are proposed to be constructed on the KGBV premises. 3479 such hostels are expected to cater to the needs of girls in the EBBs during the 11th Plan.
4. It was proposed that the norms for sanction of KGBV and the Girls Hostel at secondary and higher secondary level should be consistent and in conformity with each other. The latter will be more effective in areas where KGBVs have catered to the educational requirements of girls. The KGBV norms should therefore be

broadened to include all EBBs with rural female literacy lower than the national average.

5. PAB in its meeting held on 23.12.2009 has recommended that the physical and financial implications of this may be examined, separately and accordingly a proposal for expansion of the scheme may be prepared, and placed before the EC, SSA for consideration. In this connection, it may be noted that coverage of all 3479 EBBs, as approved for the Girls Hostel Scheme for Secondary Education, would entail opening of an additional 906 KGBVs of 100 seater capacity. This would require Rs 416.76 crore towards non-recurring expenditure and Rs 274.25 crore towards annual recurring expenditure.
7. EC, SSA took note of the fact that PAB has recommended the above changes to the SSA norms. EC also took note of the fact that the financial implications of the revised norms would be high, and that the revised norms cannot be adjusted under the present 11th Plan outlay of Rs.71,000 crore for SSA. After deliberations EC approved the modifications proposed, which will be made effective from 1.4.2010 subject to EFC/CCEA approval.

Item 4.18: Obtaining the views of State Government on NGOs etc. applying for Grant-in-Aid – reduction time limit from 3 months to 45 days for furnishing comments

1. It was explained to the EC that the extracts from Para 9 of the Scheme for Assistance for Experimental and Innovative Programmes for the Education at the Elementary Stage including Non-Formal Education is reproduced below:-
2. *“The State Government should give its views, within a period of three months, regarding the agency’s eligibility, suitability, relevance of the proposal and the capacity of the agency to implement it, etc. Comments should be send by the State Government even if the proposal is not recommended, giving reasons therefore. The Ministry of Human Resource Developments Department of School Education & Literacy will also have the applications examined for its innovative content through the Department of Non-Formal Education in the NCERT and also institute a Field Inspection Team to obtain feedback on the presence & capability of the NGO, in the area of work”.*
3. Since the Communication Technology is very fast in the present IT Era, it was felt that the period of submission of comments by the State Government on I&E proposals of an NGO may be reduced.
4. The Grants-in-Committee for Innovative and Experimental component of SSA in its 57th meeting held on 22.12.2009, considered the matter and decided that the time limit for submission of comments by the concerned State Government(s) may be reduced to 45 days.
5. PAB in its 133rd meeting held on 23.12.2009 considered the matter and approved minor modification in I&E guidelines to reduce the time limit for submission of the comments by the concerned State Government(s) to 45 days from three months.

6. The proposal to reduce the time limit for submission of the comments by the concerned State Government(s) to 45 days from three months was approved by the EC.

7. In the discussion that followed Shri Anil Bordia raised the issue of the duration of assistance under the Scheme of Assistance for Experimental and Innovative Programmes for Education. The present scheme limits the duration of assistance to a period of two years. After discussion it was agreed that this restriction on the duration of assistance made be relaxed, and the agency may seek assistance for such duration as the agency may consider appropriate. Ordinarily, assistance will be provided for such duration, as sought by the agency, but not exceeding the balance of the Five Year Plan period at a time. Indication of the period for which grant has been approved should be given in the letter of sanction. However, if at the end of the first year for which grant has been released, it is found that the agency has not been able to reasonably adhere to the time schedule, Government of India would be free to restructure future instalments of grants, or modify the total size of the grant, or cancel the future instalments altogether.

The meeting ended with a word of thanks to the Chair.

LIST OF PARTICIPANTS

1. Shri Kapil Sibal - In the Chair
Minister for Human Resource Development
2. Ms. D. Purandeswari, Minister of State – HRD
3. Smt. Anshu Vaish, Secretary (SE&L)

Non-officials

1. Shri Anil Bordia, former Union Education Secretary
2. Ms. Simantini Dhuru, AVEHI ABACUS.
3. Ms. Poonam Natarajan, Chairperson of the National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, New Delhi
4. Shri Arun Kapoor, Director, Vasant Valley School, New Delhi-110 070

Representative of State Governments

1. Shri Nand Kumar, Secretary, (School Education), Department of Education, Govt. of Chhattisgarh
2. Ms. Mirdula Sinha, Principal Secretary, Primary, Secondary & Higher Education Department, Govt. of Jharkhand, Ranchi
3. Dr. Lalit K. Panwar, Principal Secretary School Education Department, Govt. of Rajasthan, Jaipur
4. Ms. Veenu Gupta, SPD, SSA, Rajasthan

Representative of Institutes

1. Prof. Krishna Kumar, Director, NCERT, New Delhi
2. Prof. R. Govinda, Vice-Chancellor, NUEPA, New Delhi-110016
3. Prof. M.A. Siddiqui, Chairman, National Council of Teacher Education, New Delhi-110002

Ministry of HRD

1. Smt. Anita Kaul, JS (EE-II)
2. Shri A.K. Singh, JS (EE-I)
3. Shri R.K. Tewari, Director
4. Smt. Neelam S. Rao, Director
5. Shri D.K. Gautam, Deputy Secretary
6. Dr. Supurna S. Pachouri, Dy. Secretary
7. Shri Sushil Kumar, US
8. Shri A.K. Sharma, US

Ed.CIL (TSG)

1. Shri S.K. Sharma, Project Manager, TSG
2. Prof. A.B.L. Srivastava, Chief Consultant
3. Shri Shalender Sharma, Chief Consultant
4. Dr. Anupriya Chaddha, Chief Consultant
5. Shri K.Gopalan, Sr. Consultant
6. Shri O.P. Nautiyal, Sr. Consultant