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No.: 15206-22

Dated 14/1/13

Circular

Sub:-Regarding Annual Work Plan & Budget (AWP&B) under RtE-SSA for 2013-14.

Kindly refer to D.O letter No. 11-21/2012-Ea-13 dated 17th December, 2012 received from Additional Secretary (School Education), MHRD. The letter states that this year the planning exercise will be especially important from the perspective of the mandatory provision of Right of Children to Free and Compulsory Education (RtE) Act, 2009.

All the DPOs are hereby directed to initiate the process of preparing Annual Work Plan and Budget under RtE-SSA for the year 2013-14 as per guidelines provided from MHRD for the formulation of Annual Work Plan & Budget under RtE-SSA for the year 2013-14.

The date of submission of AWP& Budget under RtE-SSA for the year 2013-14 is 13/03/2013. Keeping in view the date of submission all out efforts are to be made so that the District level plans should be ready by 20th February, 2013, so that the State level document be got prepared before the stipulated date of submission.

For calculating the infrastructural gaps and requirement of additional teachers the data should be used as on 30.09.2012.

(Udit Prakash, I.A.S.)
State Project Director -SSA

Copy to:-

1. All DPOs, DDE (IRDC), Dy. Director (Planning), Directorate of Education, FCA UEEM, Co-ordinator (MIS), All BURCC-SSA
2. OS (IT) with the direction to uplink the circular on Department's website along with the letter of Addl. Secretary (SE) and Guidelines for the formulation of AWP& Budget

Copy for information to:-

1. PS to Secretary (Education)/Chairman EC UEEM
2. PS to Director (Education)/Vice Chairman EC UEEM
3. Guard File

(Udit Prakash, I.A.S.)
State Project Director -SSA



Vrinda Sarup
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मानव संसाधन विकास विभाग
शिक्षा और साक्षरता विभाग

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115

D.O.NO.11-21/2012-EE.13

19th December, 2012

I write to you on major issues concerning the Annual Work Plan & Budget (AWP&B) exercise for Sarva Siksha Abhiyan (SSA), which you would be initiating for the year 2013-14.

The planning exercise will be especially important from the perspective of the mandatory provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Special attention may be paid to the following points:

School Infrastructure: Priorities should be guided by the RTE Act and its schedule. Therefore, top priority be given to opening of the neighbourhood school and construction in unserved areas for PS and UPS as per the norms of the State RTE Rules. Girls' toilets and drinking water facilities admissible as per SSA norms must be provided for.

Teachers: no new teacher posts will be considered for sanction unless posts sanctioned earlier have been filled upto 85%. In service teacher training should be proposed against specific training objectives and the training plan should be clearly articulated. Provisions for training of any remaining untrained teachers must necessarily be factored in the plan. Release of the second instalment under SSA in 2013-14 will be subject to the state having completed redeployment of teachers to meet the RTE Act norms on PTR in schools.

Special Focus Districts (SFDs): The list of SFDs has been revised, as with over a decade of SSA implementation a large part of the school infrastructure demands have been addressed. Therefore, the case of infrastructure deficit districts has been dropped with the exception of some districts in Bihar where it will continue. The SFDs based on predominance of educationally disadvantaged groups, SC, ST, minorities/ Muslim, border areas and LWE districts will continue.

CWSN: States must follow an inclusive approach, as enunciated in the RTE Act. All training of teachers must be on inclusive training and resource teachers must be developed from amongst regular teachers with potential or interest in inclusive education for CWSN. No separate resource teacher hiring will be supported through SSA other than the earmarked posts at BRC level.



सर्व शिक्षा अभियान

2012/12/19
23/12/12

2012/12/19
23/12/12

Quality: RTE Act expectations must form the core of SSA AWP&B with respect to improving quality outcomes. Therefore all quality interventions in SSA must be pieced together for a comprehensive State lead strategy to improve quality. Strategies may include separate interventions for primary and upper primary classes. Piecemeal funding of interventions will not be agreed to. Provisions for outcomes to be measured should be included in the AWP&B (i) continuous and comprehensive evaluation systems for all grades (ii) developing systems for tracking teacher attendance (iii) measuring school performance over the academic year (iv) measure of teachers' properly completing the academic year's full curriculum (v) conduct of a State study on measuring student learning achievement levels (like the NAS of NCERT or any other model) to promote cross-district comparison and an informed picture of State trends in learning levels.

Financing under SSA is not elastic. Strict performance criteria will be adopted in appraising State proposals for 2013-14. We are aware of the underfunding against approved AWP&Bs in the past few years, therefore regard will be paid to admissible smaller financial demands. However for the same reason, fresh approvals are bound to be restricted.

I attach herewith Guidelines on the AWP&B 2013-14 and a set of 19 Tables required to be submitted along with. In addition, there are 5 Annexures consisting of (a) Mapping Sheets, (b) List of Special Focus Districts, (c) List of Million Plus cities, (d) Results Framework and (e) Appraisal Schedule and dates for the PAB Meetings. The write up may be limited to description of need assessment and interventions proposed, so as to explain and elaborate on the information given in the tables. Details of history, geography etc. of the State/Districts may be avoided.

It should be ensured that all the commitments/conditions listed at the time of PAB's approval for 2012-13 have been complied with. The appraisal teams would specifically check achievement against these commitments.

Also ensure that the AWP&B 2013-14 is placed before your State Executive Committee for consideration and approval before it is sent to for appraisal to the Government of India.

We look forward to your AWP&B as per scheduled time lines.

Yours sincerely,

(Vrinda Sarup)

Shri Udit Prakash
State Project Director, Sarva Shiksha Abhiyan
Government of NCT of Delhi
Old Secretariat, DELHI - 110054

GUIDELINES FOR FORMULATION OF AWP&B, 2013-14

1. Status of Elementary Education in the State: -

In the Introductory Chapter to the State/ UTs' AWP&B 2013-14, a progress overview of the status of elementary education based on DISE data in respect of the following may be incorporated: -

- a. Total schools disaggregated by management (Government, Local Body, Government aided and private unaided).
- b. Enrolment by gender, social category and regions at primary, upper primary level.
- c. GER and NER at primary and upper primary level by gender, social category and region.
- d. Under-age and over-age enrolments.
- e. Dropout by gender, social category and region.
- f. Retention by gender, social category and region.
- g. Transition from primary to upper primary.
- h. Out of School Children.
- i. Teachers – schools which meet the RTE norms for PTR.
- j. School Infrastructure.
- k. Percentage of Schools with infrastructure as per RTE norms.
- l. Efforts to improve quality.

2. Universal Access -

- (i) **Physical access as per neighborhood norms:** For the AWP&B 2013-14, the habitation data furnished by you in 2011-12 will be used, as it was in 2012-13. In case, there are new schoolless habitations, kindly indicate the details along with relevant documents notifying the new habitations, distance of the new habitations from the nearest school, and the number of children therein. Appraisal of your requirement for new primary and upper primary schools and upgradation of EGS centres, will be based on :

- (a) habitation data of 2011-12, along with details of new habitations
- (b) distance/population norms notified under RTE Rules
- (c) status of opening of schools sanctioned in the previous years under SSA

c. New schools will only be considered for sanction along with the justification of need, specific location and certificate of land availability by District Collector is provided in the annexures.

Your requirements for new primary and upper primary schools may be provided in the Table 1(a) and 1(b): Requirements for New Schools.

- (ii) **Residential facilities:** The requirement for Residential facilities should be in exceptional cases only for remote areas or tribal areas, derived from the habitation data furnished by you in 2011-12 and updated, indicating the numbers of children who were provided residential facilities in the previous years, and the additional requirement for 2013-14. Priority should be given to re-deploying public buildings and refurbishing unused old buildings to serve as residential facilities. A listing of such potential buildings, and the proposal to convert them into residential facilities should be furnished as per Table 2: Residential School Hostels.
- (iii) **Transport escort facilities:** Proposals for transport-escort facilities are an 'exception' measure. These proposals should be accompanied by detailed justification, clearly indicating the habitations or the localities intended to be covered, the reasons for not providing regular schools in the said neighborhood, mode of transport in case of transport facility, number of children to be covered, the mechanism for the identification of the children and willingness of the parents to utilize these facilities. It will not be possible for the PAB to consider proposals for residential or transport-escort facilities in the absence of such justification. Details are to be submitted as per Table 3(a) and 3(b): Transport Escort Facility.
- (iv) **Special Training for mainstreaming out-of-school children:** Details to be given as per Tables 4(a) and (b): Special Training for Out-of-School Children. Requirements under the Special Training component of SSA will be appraised on basis of the following parameters:
- (a) Number of out-of-school children for whom support was provided last year, and the numbers who were mainstreamed in age appropriate class.
 - (b) Number of out-of-school children identified previously, and proposed to be continued in Special Training in 2013-14,
 - (c) New out-of-school children identified for Special Training in 2013-14.

A key aspect of appraisal of the Special Training Component will be the materials developed to facilitate age appropriate admission of children, systems for training of persons conducting Special Training, and methods for evaluation of children's learning for age appropriate placement in school. This may be explicitly described in the AWP&B document.

3. Retention –

High dropout, low retention, transition and completion rates continue to be a challenge and a cause for concern, especially in the Special Focus Districts – B (SFD-B). AWP&B, 2013-14 should spell out steps for systemic reform to improve children's attendance, retention and transition, including *inter alia*, steps for: -

- (v) **Child entitlements:** Many child entitlements contribute to retention of children in school. Proposals in respect of uniforms and textbooks should be provided in accordance with the data requirements in Tables 5 and 6: Provisions for Textbooks and Uniforms. SSA will not substitute for uniforms if State was providing the same before the implementation of RTE Act, 2009.

4 Enhancing Quality-

- (i) **Curriculum, teaching learning transaction, evaluation:** AWP&B 2013-14 should elaborate on the steps proposed to be taken to translate the eight factors enumerated in Section 29 of the RTE Act into ground reality. Proposals under the Learning Enhancement Programme (LEP) should explicitly explain how the proposed interventions will contribute to improving the quality of learning through the regular curriculum. There should be a 3 year plan at least to sustain these interventions which should be planned as a sub programme under SSA with clear time lines , outcomes and strategies. LEPs cannot be and should not be changed from year to year. It has to be sustained quality improvement sub programmes. It is suggested that comprehensive programmes for early reading/writing/maths for classes 1 and 2, consolidation of learning in classes 3 and 4 and / or science & maths programmes at upper primary stage should be planned. The desired outcomes should be clearly spelt out for each level, **along with the evaluation processes and time lines**. No stand-alone input based activities would be permitted.
- (ii) **Ensuring adequate availability of teachers:** Progress in the previous year and the plan to complete this exercise in 2013-14 **along with timelines** should include the following: -
- No additional teachers be proposed if previously sanctioned posts have not been filled either under SSA or State government.
 - Identification of schools with deficit teachers even after redeployment.
 - Part-time Instructors for Art Education, Work Education and Health and Physical Education, mandated by RTE, were sanctioned in the previous years, and progress against their engagement will also form part of the appraisal. No teacher salary be indicated/ proposed against vacant posts. Only when they have been filled State can request for a PAB and funds/ sanctions for salaries.

In case additional teachers are required for the year 2013-14 data may be provided as per Tables 7(a), 7(b) and 7(c): Entitlement, Availability and Requirement of Teachers.

- (iii) **Training of untrained teachers:** The States will have to clearly indicate the following in the AWP&B 2013-14 document, along with progress against the last year's sanctions. An assessment of the district/block wise number of untrained teachers, availability of infrastructure and Resource Persons for their training, if at variance with DISE, reasons thereof.

7. School infrastructure

- i) **Improving school infrastructure:** Construction of new school buildings will continue to receive the highest priority. States will have to ensure that each new school has a composite building, containing all features specified in the Schedule to the RTE Act, and is designed in a manner that available physical spaces serve as an aid to learning.
- ii) **Augmenting existing school infrastructure:** In augmentation of the existing school infrastructure priorities be given to toilets for girls and boys, drinking water facilities and ramps with handrails in the existing schools through convergence or SSA as per norms. There must be intensified convergence with the Total Sanitation Campaign and Accelerated Rural Water Supply scheme, especially given the commitment made by your State before the Hon'ble Supreme Court. It should be kept in mind that the toilet facilities meet the norms of adequacy and are accessible by the children with special needs.

In the last three years, SSA has sanctioned a large number of civil works to meet the infrastructure requirements prescribed under the RTE Act. The AWP&B 2013-14 must make a comprehensive review of the constructions sanctioned in the previous years. Additional sanctions will be contingent on the amounts likely to remain as spill-over.

There is a tendency of underestimating spillovers in AWP&B estimates with the expectation of garnering more funds for fresh works. This leads to unfortunate situations later, suggesting not only improper planning, but also a grave financial impropriety.

8. Special Focus Districts -

Special Focus Districts (SFDs): There should be focused attention on districts with disadvantaged social groups. Special Focus Districts (SFDs) identified for the purpose of AWP&B for 2012-13 are given in **Annexure-2** which include the following categories: SFD-C Category (109 ST, 61 SC, 121 PMO's Minority Concentrated Districts (MCD), 88 districts having 20% or more Muslim population, 82 Naxalite affected, 94 Border Area districts and 24 infrastructure deficit districts). The district plans should provide for interventions to focus on the specific problems of these districts.

9. Financial Information

Financial information will be required in the following Tables:

Table 15: Expenditure on Civil Works against AWP&B outlay approved.

Table 16: Expenditure on Management against AWP&B outlay approved.

Table 17: Information on investment in elementary education.

Table 18: Information on investment in elementary education for 13th FC funds.

Table 19: Year-wise Financial Position as per audit report.

A year wise information on 13th Finance Commission funds received and expenditure/ UC provided or not must be furnished in the write up.

Requirements for New Schools

Table I(a)

Primary District:

S. No.	Name of Block/ Municipal Area	Total Habitations	Habitations Covered by Primary School*	Habitations without Primary School	Habitations without Primary Schools				No. of Out of School Children in such Habitations (Col. 8)
					Habitations eligible for PS*	No. of Children in such habitations (Col. 6)	Habitations that cannot be provided PS as per neighbourhood norm*	No. of Children attending school in such Habitations (Col. 8)	
1	2	3	4	5	6	7	8	9	10
TOTAL									

Table-I(b)

Upper Primary

S. No.	Name of Block/ Municipal Area	Total No. of Habitations	Habitations Covered by Upper Primary School*	Habitations without Upper Primary Schools	Habitations without Upper Primary Schools				No. of Out of School Children in such Habitations (Col. 8)
					Habitations eligible for UPS*	No. of Children in such habitations (Col. 6)	Habitations that cannot be provided UPS*	No. of Children attending school in such Habitations (Col. 8)	
1	2	3	4	5	6	7	8	9	10
TOTAL									

Please Specify Rural block with (R) and Municipal area with(U)

Source:

* As per the neighbourhood norms for opening of Primary School

Residential Schools / Hostels

Progress in opening of Residential Schools:

Sl. No.	Block/ Municipal Area	No. of Residential Schools / Hostels		Capacity of Residential Schools / Hostels		No. of Residential Schools / Hostels Operational		No. of Children Enrolled in Residential Schools / Hostels	
		Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
1	2	3	4	5	6	7	8	9	10
1									
2									
3									
4									
Total									

Proposal of Residential Schools :

Sl. No.	Block/ Municipal Area	Area (Rural/ Urban)	No. of 6-14 age group children requiring residential facility	Reasons for not opening school in neighbourhood	Proposed location of residential school/hostel	No. of children to be provided with residential facility	Name of school in which hostel is to be attached	Strategy proposed for providing residential facilities				
								Redeploying public buildings	Re-furbishing and using old public buildings	New construction, if the land is available	Name of school to be used as residential school	Any other
1	2	3	4	5	6	7	8	9	10	11	12	13
1												
2												
3												
4												
Total												

Please Specify Rural block with (R) and Municipal area with (U)

Source

Transport/Escort facilities

Progress of Transport/Escort facility provided in 2011-12

Sl. No.	Block/ Municipal Area	Name of habitation covered	No. of children covered in the habitation		Mode of transport used	Total Children provided with transport facility		Total Children provided with escort facility	
			Primary	Upper Primary		Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10
1									
2									
3									
4									
Total									

Table-3(b)

Proposal for Transport/Escort facility for 2012-13

Sl. No.	Block/ Municipal Area	Name of habitation to be covered	Category of children*	No. of children to be covered		Distance of the school from habitation		Reasons for not opening school in neighbour- hood	Distance of the destination school from habitation		Mode of transport to be used	Proposed unit cost per child per annum
				Primary	Upper Primary	Primary	Upper Primary		Primary	Upper Primary		
1	2	3	4	5	6	7	8	9	10	11	12	13
1												
2												
3												
4												
Total												

* (1) Children in remote school-less habitations with sparse population

(2) Children in urban areas where availability of land is a problem

(3) Children belonging to extremely deprived groups

(4) Children with Special Needs to facilitate their access to schools

Please Specify Rural block with (R) and Municipal area with (U)

Source:

Entitlement, Availability and Requirement of teachers for Primary Schools/Sections as per RTE (For Govt. Schools only)

Sl. No.	Block/Municipal Area	Number of Schools with Enrollment										Total number of schools	Total entitlement of teachers	Total entitlement of head teachers	Total enrollment		
		Enrollment 60		Enrollment 80		Enrollment 100		Enrollment 121-150		Enrollment 151-200						Enrollment Above 200	
		Number of schools	Entitlement of teachers per school	Number of schools	Entitlement of teachers per school	Number of schools	Entitlement of teachers per school	Number of schools	Entitlement of teachers per school	Number of schools	Entitlement of teachers per school	Number of schools	Entitlement of teachers per school	Entitlement of teachers (P.T. or above)	Entitlement of Head Teachers (1 per school)	Total	Total enrollment
1		3	8	5	6	7	8	9	10	11	12	13	14	15	16	18	20
2																	
3																	
4																	
Total																	

Sl. No.	Block/Municipal Area	Total number of teachers available										Total No. of Head Teacher Available			Break up of net requirement	
		State		SSA		Total		Net Teachers		Total		State	Total	Teachers	Head Teachers	
		Posted	Vacant	Posted	Vacant	Posted	Vacant	Posted	Vacant	Total	Vacant	State	Total	Teachers	Head Teachers	
1		21	22	23	24	25	26	27	28	29	30	31	32	33	33	
2																
3																
Total																

Source: DRIS 2011-12

Please Specify Rural block with (R) and Municipal area with (U)

Requirement of Additional Teachers and Part-Time Instructors for Upper Primary Schools/Sections as per RTE (For Govt. Schools only)

DISTRICT		Total number of teachers available																	
Sl. No.	Block/ Municipal Area	Period including subject specific					Variant including subject specific					Part time instructors posted							
		Other than subject specific	Science & Maths	Social Studies	Language	Total	Other than subject specific	Science & Maths	Social Studies	Language	Total	Head Teachers Posted	Health & Physical Edu.	Work Education	Others	Total			
1		89	88	41	47	48	45	46	47	48	51	50	52	51	51	25	58	50	68
2																			
3																			
4																			
Total																			
Total number of teachers available																			
SSX																			
Sl. No.	Block/ Municipal Area	Period including subject specific					Variant including subject specific					Part time instructors posted							
		Other than subject specific	Science & Maths	Social Studies	Language	Total	Other than subject specific	Science & Maths	Social Studies	Language	Total	Head Teachers Posted	Health & Physical Edu.	Work Education	Others	Total			
1		43	42	64	61	65	67	68	69	70	71	72	74	75	76	77	80	81	82
2																			
3																			
4																			
Total																			
Total number of teachers available																			
Total																			
Sl. No.	Block/ Municipal Area	Period including subject specific					Variant including subject specific					Part time instructors posted							
		Other than subject specific	Science & Maths	Social Studies	Language	Total	Other than subject specific	Science & Maths	Social Studies	Language	Total	Head Teachers Posted	Health & Physical Edu.	Work Education	Others	Total			
1		42	44	35	46	47	48	49	51	52	51	52	55	57	58	59	62	63	64
2																			
3																			
4																			
Total																			
Total number of teachers available																			
Additional teachers requirement																			
Sl. No.	Block/ Municipal Area	Subject specific					Part time instructors					Subject specific teachers							
		Other than subject specific	Science & Maths	Social Studies	Language	Total	Head Teachers	Health & Physical Edu.	Work Education	Others	Total	Head Teachers	Science & Maths	Language	Total				
1		105	106+79 (84+80)	107+30 (85+91)	108+31 (85+91)	109+105+11 (213+116)	110+31 (77+31)	112+36 (85+91)	113+32 (87+102)	114	115+11+11+11+11+11 (133+114)	116	117	118	119	120			
2																			
3																			
4																			
Total																			

Source: 2016-17/17
 District Spillover, Head Block with (D) and Municipal area (MHA)

Table-11

Requirements for School Grant and REMS

S. No	Block/ Municipal Area	Primary Schools/ Primary Section in UPS or Secondary School				Upper Primary Schools/ Upper Primary Section attached to Primary or Secondary School				Total (Primary and Upper Primary)						
		Govt. including local bodies	Govt. aided	Unaided Private		Govt. including local bodies	Govt. aided	Unaided Private		Govt. aided	Unaided Private		Total Govt. and Aided schools			
				Recognized	Unrecognized			Recognized	Unrecognized		Recognized	Unrecognized				
1	2	3	4	5	6	7	8	9	10	11	12	13=3+8	14=4+9	15=5+10	16=6+11	17=13+14
Total																

Please Specify Rural block with (R) and Municipal area with(U)

Source : DISE, 2011-12

Recognised Madarsa/Maktab for School Grant

S. No	Block/ Municipal Area	No. of Recognised* Maktab/ Madarsa	No. of Madarsas to whom grants provided in 2011-12	Students enrolment	No. of Teachers	Students enrolment	
						Boys	Girls
1		3	4	5	6	7	8
Total							

Please Specify Rural block with (R) and Municipal area with(U)

*Recognised by State Madarsa Board

Source :

Table-10

Requirements for Teachers' Grant

Sl. No.	Block/ Municipal Area	Teachers in Position in Government Schools			Teachers in Position in Government Aided Schools			Total No. of Teachers		
		Primary Teachers	Upper Primary Teachers	Total	Primary Teachers	Upper Primary Teachers	Total	Primary	Upper Primary	Total
1	2	3	4	5	6	7	8	9	10	11
	Total									

Source : DISE 2011-12

Please Specify Rural block with (R) and Municipal area with(U)

Requirements for Maintenance Grant

Name of the District:

(Rs. in Lakh)									
Sl. No.	Name of Block/ Municipal Area	Number of Government schools having upto 3 classrooms	Grant @ Rs.5000/- per school	Number of Government schools having more than 3 classrooms	Grant @ Rs.10000/- per school	Total No. of schools (col. 3+5)	Total grant (col. 4+6)	Grant @ Rs.7500/- per school	Grant eligible (whichever is lower of col. 8 & 9)
1	2	3	4	5	6	7	8	9	10

Please Specify Rural block with (R) and Municipal area with(U)

Source: DISE 2011-12

Children With Special Needs (CWSN)

Sl. No.	Block/ Municipal Area	No. of CWSN Identified	No. of CWSN enrolled in schools	No. of CWSN Proposed to be covered through School Readiness Programme	No. of CWSN Proposed to be covered through Home Based Education	No. of Resource Teachers to be appointed
1	2	3	4	5	6	7
Total						

Source: HHS/VER

