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सूचना का
अधिकार

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन

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GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

SHASTRI BHAWAN
NEW DELHI-110 115

D.O. No. 11-2/2017 EE.13

15th November, 2017

Respected Ma'am / Sir,

I write to you to draw your attention on a few major issues which would be critical in your planning for the Annual Work Plan & Budget (AWP&B) exercise for Sarva Shiksha Abhiyan (SSA) for the year 2018-19.

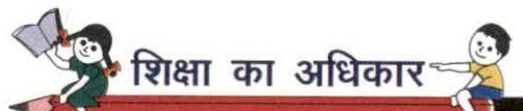
2. The planning exercise will be especially important from the perspective of the mandatory provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. I am enclosing the schedule of AWP&B 2018-19. Detailed guidelines will follow.

3. Please note that our endeavour in the coming appraisal exercise will be on using online Shagun portal for assessing the progress made by States/UTs on implementation of the AWP&B of SSA for 2017-18. This will also include review of the action taken against the PAB commitments for 2017-18, both State specific commitments as well as standard commitments. The progress against expected outcomes and the suggestions given by MHRD in the PAB meeting of 2017-18 will also be reviewed. Special attention may be paid to the following points:

I. Learning Outcomes

The Department has developed Learning Outcomes(LOs) for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage. The final version of the Learning Outcomes was shared with the States on 21st March, 2017 with a request to incorporate these Learning Outcomes in their State RTE rules.

For the AWP&B 2018-19, the States/ UTs are to develop an elaborate plan on educating various stakeholders in the State about LOs. This would include the capacity building of teachers, awareness of parents and helping children set learning goals for the class. The States have also been sanctioned separate funds for dissemination and advocacy of LOs in 2017-18. A detailed description of the utilization of funds, display, dissemination and training strategy for Learning Outcomes based on the following indicators would be required:



- a. Status of amendment of State RTE rules to incorporate Learning Outcomes along with a copy of notification.
- b. A detailed strategy for translation and display of Learning Outcomes in Schools.
- c. Translation and dissemination of posters, pamphlets and other advocacy material on Learning Outcomes to students, teachers and parents.
- d. Uploading of all translated material on State website for public access and wider circulation.
- e. Steps taken to build capacity of teachers on Learning Outcomes which should include the State's/UT's proposals with regard to (i) modules for training on LOs (ii) duration and mode of training (iii) training calendar for the year for LO.
- f. Strategy to assess teachers' capacity to teach as per LOs.

II. National Achievement Survey

The past 3 years have witnessed tremendous efforts in improvement of quality of education in the country. The Ministry has undertaken key reforms related to improvement of learning outcomes and conducting the National Achievement Survey 2017-18 based on the learning outcomes on 13th November 2017 across the country.

States/UTs should formulate their AWP&B with focus on current learning achievement of students identified through National Assessment Survey 2017-18 and a comprehensive class wise (Classes I & II, Classes III-V and Classes VI-VIII) quality improvement plan targeted to lead to better learning outcomes.

III. Coverage of AADHAR

The Aadhaar numbers issued by Unique Identification Authority of India (UIDAI) to every child can be used to track and monitor various Schemes/Programmes. Once the Aadhaar numbers are linked with children's database, it will eliminate various data discrepancies like dual-enrolment, inflated enrolment etc. Provision of UIDs will also help in tackling the issue of migration of children anywhere within the country, as one does not have to establish the identity at the new location. It will effectively address the issue of education of children of migrant labour as their children can be admitted at new place without any other verification. Monitoring of dropouts, ensuring retention and monitoring learning levels which constitutes a significant problem in the elementary education stage, would become easier. Various facilities provided under the SSA can also be tagged with the UID to ensure that it reaches the eligible children. In this regards, a letter from Secretary SE&L was written to the Chief Secretaries to complete coverage of Aadhaar for all children by 31st December, 2017. The status of Aadhaar number for all elementary children and the strategies for complete coverage including setting up of permanent Enrolment Centres At block level should be part of your plan.

IV. Rationalisation of schools

The Rationalisation or Consolidation is required as the RTE Act which stipulates access of every child to a fully functional school in terms of availability of teachers, infrastructure and other resources as mandated under RTE Act within the neighbourhood norms. MHRD has, therefore, developed detailed **Guidelines on Rationalisation of Small Schools** which has been shared with all States/UTs vide letter No. **F.No.12-4/2016-EE.11** dated 7th July 2017. The rationalisation or consolidation of small schools in your State/ UT must conform to the Objectives, Principles and Processes laid down in the Guidelines supported with appropriate Government Order or Notification. The strategies to rationalize small schools and plan for utilization of the buildings and other infrastructure including teachers of such schools as part of your overall plan for universal access.

V. Digital Initiatives

Teacher attendance is a crucial factor in ensuring learning. ICT based technologies may be used to institutionalise teacher attendance system. Similarly, student attendance also needs to be monitored more rigorously with ICT tools wherever possible. The Ministry proposes to launch extended version of UDISE which will encompass the three important aspects i.e. teacher attendance, student attendance and school management. The incorporation of tablet or web based application at school level will enable capturing of real-time data at the most granular level. States need to keep these aspects in mind while planning for monitoring and quality improvement.

VI. Strengthening U-DISE and SDMIS

Over the years, U-DISE has contributed significantly and has been serving as the basis of district planning, monitoring and assessment of performance of school education, and facilitating plan appraisal and allocative decision-making. As per the decision taken by Secretary (SE & L) you are requested to prepare and include in the State/District AWP&B (SSA/RMSA), strategies and interventions for strengthening U-DISE and SDMIS operations, particularly interventions for improving consistency and reliability of data for consideration in the PAB for allocation of separate funds under REMS.

VII. Teacher salary and deployment

The Department has been emphasizing to the States during the PAB meetings that States should fill up the State vacancies first before filling up the posts under SSA. Teachers' salary, equivalent to vacant state cadre posts, was deducted in the past for Odisha and Chhattisgarh in 2014-15. Accordingly, it has been decided that, salary of teachers sanctioned under SSA to the tune of teacher vacancies in the State sector will be shifted to State and will not be funded under SSA.

Regarding further recruitments, States are advised to assess the situation of demand and supply by taking into account issues related to teacher deployment i.e. surplus teacher, single teacher schools and schools with adverse PTR. The issues identified should be addressed through time bound and transparent action on teacher rationalization. Further recruitment of teachers should only be considered after the need assessment post rationalization and deployment.

VIII. Convergence

It has been observed that there is duplication in efforts at elementary and secondary level under the two separate schemes of SSA and RMSA. It is, therefore, advised that the administrative structures at various levels created for SSA and RMSA in the States may be integrated to achieve productive synergies, better co-ordination and economies of administrative costs. This, in turn, may foster effective implementation of the Schemes in the schools and orient the system towards outcome-based monitoring.

Also, convergence achieved with various key Departments like Tribal Department (for educational development of the schools/hostels run by them), Drinking Water and Sanitation Department (particularly for maintenance of toilets constructed under Swachh Vidyalaya) and Department of Health and Family Welfare etc. may be highlighted. The Aganwadi Centres run by ICDS where children in the age group 4-6 have been enrolled should be run from the Primary school complexes similar to the practice of "K Shreni" in Assam.

IX. KGBV

While planning and costing for KGBV, operationalisation and optimum utilization of its capacity should be the key factor. The Annual Work Plan & Budget for 2018-19 should clearly specify the number of KGBV sanctioned, operationalised, social category-wise and class-wise number of girls to be enrolled.

X. Special Focus Districts (SFDs)

The list of SFDs has been revised to focus on districts with predominance of educationally disadvantaged groups, SC, ST, minorities / Muslim, and the LWE districts. Priority in all programme components of SSA, need to be accorded to these Districts.

XI. CWSN

For Inclusive Education the planning should include classroom interventions to ensure learning and retention of CWSN. Training of Resource persons must be proposed only with institutions that offer inclusive training approaches and modules. States are advised to take a careful look at the State-wise, district-wise, disability wise and age group wise data on children with disabilities, provided by the Census 2011.

4. It is important to note here that **UDISE, 2017-18** preferably **would be the reference data** for all proposals made by your State/UT. If the UDISE 2017-18 data is not available the plan can be based on **UDISE 2016-17**.

5. Please ensure that the AWP&B 2018-19 including the district AWP&B, State Component and the **Costing is approved by your State Executive Committee** before it is sent for consideration in the Project Approval Board of Government of India.

6. The Plan write up should focus on description of need assessment and interventions proposed, so as to explain and elaborate on the information given in the tables. We look forward to our continuous and sincere endeavour towards a smooth conduct of AWP&B as per the scheduled time lines. These would help us in effectively implementing the Scheme and achieve the objective of universal quality education to our children.

7. Please note that strict performance criteria will be adopted in appraising State proposals for 2018-19. We are aware of the underfunding against approved AWP&Bs in the past few years, therefore regard will be paid to admissible spillover financial demands. However for the same reason, fresh approvals are bound to be restricted.

8. It should be ensured that all the commitments/conditions listed at the time of PAB's approval for 2017-18 have been complied with. The appraisal teams would specifically check achievement against these commitments.

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

With regards,

Yours sincerely,

Maneesh
(Maneesh Garg)^{1st/11}

To
Education Secretaries of All States/UTs

Copy to:
SPDs of all States and UTs

Appraisal Schedule for 2018-19

| Batch | Sl. No | Name of State/UT | Date of Submission of AWP&B | Date of Start of AWP&B | Date of completion of Appraisal | Date of PAB meeting SSA | PAB of RMSA, MDM and TE to be held on next day of SSA | | |
|-------|--------|--------------------|-----------------------------|------------------------|---------------------------------|-------------------------|---|--------------------------------|--------------------|
| | | | | | | | Date of PAB Meeting MDM, RMSA, TE | Time slot for PAB of RMSA & TE | Time slot for MDM |
| 1 | 1 | Kerala | 02.01.18 | 05.01.18 | 09.01.18 | 10.01.18 | 11.01.18 | 10AM to 11.30AM | 11.30AM to 12.30PM |
| | 2 | Assam | | | | | | 11.30AM to 12.30PM | 10AM to 11.30AM |
| | 3 | Andhra Pradesh | | | | | | 12.30 PM 2PM | 2.30PM to 4PM |
| | 4 | Chandigarh | | | | | | 2.30PM to 4PM | 12.30 PM 2PM |
| | 5 | Puducherry | | | | | | 4PM to 5PM | 5PM to 6 PM |
| 2 | 6 | Punjab | 9.01.18 | 12.01.18 | 16.01.18 | 17.01.18 | 18.01.18 | 10AM to 11.30AM | 11.30AM to 12.30PM |
| | 7 | Goa | | | | | | 11.30AM to 12.30PM | 10AM to 11.30AM |
| | 8 | Nagaland | | | | | | 12.30 PM 2PM | 2.30PM to 4PM |
| | 9 | Dadra Nagar Haveli | | | | | | 2.30PM to 4PM | 12.30 PM 2PM |
| | 10 | Daman & Diu | | | | | | 4PM to 5PM | 5PM to 6 PM |
| 3 | 11 | Tamilnadu | 16.01.18 | 19.01.18 | 23.01.18 | 24.01.18 | 25.01.18 | 10AM to 11.30AM | 11.30AM to 12.30PM |
| | 12 | Meghalaya | | | | | | 11.30AM to 2.30PM | 10AM to 11.30AM |
| | 13 | Chhattisgarh | | | | | | 12.30 PM 2PM | 2.30PM to 4PM |
| | 14 | Tripura | | | | | | 2.30PM to 4PM | 12.30 PM 2PM |
| | 15 | A & N Island | | | | | | 4PM to 5PM | 5PM to 6 PM |

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|---|----|-------------------|----------|----------|----------|----------|----------|--------------------|--------------------|
| 4 | 16 | Maharashtra | 23.01.18 | 26.01.18 | 30.01.18 | 31.01.18 | 01.02.18 | 10AM to 11.30AM | 11.30AM to 12.30PM |
| | 17 | Mizoram | | | | | | 11.30AM to 12.30PM | 10AM to 11.30AM |
| | 18 | Odisha | | | | | | 12.30 PM 2PM | 2.30PM to 4PM |
| | 19 | Sikkim | | | | | | 2.30PM to 4PM | 12.30 PM 2PM |
| | 20 | Laksdweep | | | | | | 4PM to 5PM | 5PM to 6 PM |
| 5 | 21 | Karnataka | 30.01.18 | 2.02.18 | 6.02.18 | 7.02.18 | 08.02.18 | 10AM to 12 PM | 12 PM to 2PM |
| | 22 | Haryana | | | | | | 12 PM to 2PM | 10AM to 12 PM |
| | 23 | Rajasthan | | | | | | 2.30PM to 4.30PM | 4.30PM to 6.30PM |
| | 24 | Jharkhand | | | | | | 4.30PM to 6.30PM | 2.30PM to 4.30PM |
| 6 | 25 | Arunachal Pradesh | 6.02.18 | 9.02.18 | 13.02.18 | 15.02.18 | 16.02.18 | 10AM to 12 PM | 12 PM to 2PM |
| | 26 | Jammu & Kashmir | | | | | | 12 PM to 2PM | 10AM to 12 PM |
| | 27 | Himachal Pradesh | | | | | | 2.30PM to 4.30PM | 4.30PM to 6.30PM |
| | 28 | Madhya Pradesh | | | | | | 4.30PM to 6.30PM | 2.30PM to 4.30PM |
| 7 | 29 | Telangana | 13.02.18 | 16.02.18 | 20.02.18 | 21.02.18 | 22.02.18 | 10AM to 12 PM | 12 PM to 2PM |
| | 30 | Uttarakhand | | | | | | 12 PM to 2PM | 10AM to 12 PM |
| | 31 | Uttar Pradesh | | | | | | 2.30PM to 4.30PM | 4.30PM to 6.30PM |
| | 32 | Delhi | | | | | | 4.30PM to 6.30PM | 2.30PM to 4.30PM |

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|----|---------------------------|-------------|----------|----------|----------|----------|----------|------------------|------------------|
| 8 | 33 | Gujarat | 20.02.18 | 23.02.18 | 27.02.18 | 28.02.18 | 01.03.18 | 10AM to 12 PM | 12 PM to 2PM |
| | 34 | Bihar | | | | | | 12 PM to 2PM | 10AM to 12 PM |
| | 35 | West Bengal | | | | | | 2.30PM to 4.30PM | 4.30PM to 6.30PM |
| | 36 | Manipur | | | | | | 4.30PM to 6.30PM | 2.30PM to 4.30PM |
| 9 | Reserved for postponement | | 27.02.18 | 02.03.18 | 06.03.18 | 07.03.18 | 08.03.18 | | |
| 10 | | NCERT | 06.03.18 | 07.03.18 | 12.03.18 | 14.03.18 | 15.03.18 | | |
| | | NUEPA | | | | | | | |
| | | NIC | | | | | | | |
| | | EDCIL | | | | | | | |