

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

(d) 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 redeploying 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:** Data is 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: -

- (i) **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: -
- (a) No additional teachers be proposed if previously sanctioned posts have not been filled either under SSA or State government.
 - (b) Identification of schools with deficit teachers even after redeployment.
 - (c) 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.

The requirements of training of untrained teachers should be given as per Table 8: Training of Untrained Teachers.

- (iv) **In-service teacher training:** The AWP&B 2013-14 should explain the State's proposals with regard to (i) modules for training (ii) duration and mode of training (iii) training calendar for the year.
- (v) **Computer aided Learning (CAL):** (i) Details of requirement may be given as per Table 9: Computer Aided Learning. (ii) Also specify in write up progress of CAL hardware installation in schools against posts sanctioned (iii) report on software being used, orientation of teachers (iv) any third party assessment of the CAL in your State (v) use of CAL funds to augment CAL in elementary schools.
- (vi) **Annual Grants:** The requirements for annual grants, viz., Teacher Grant, School Grant and School Maintenance Grants may be given as per Tables 10, 11 and 12

5. Bridging gender and social category gaps -

- (i) The gender and social equity plan should indicate your proposals for Special Focus Districts comprising (i) districts with high SC population, (ii) districts with high ST population, (iii) districts with high Muslim minority population, (iv) districts with high gender gap in enrolment, (v) Left Wing Extremism districts, (vi) districts with reduction in retention rate.
- (ii) Your requirements for children with special needs should be corroborated by data in Table 13: CWSN. For Inclusive Education the planning should include classroom interventions to ensure learning and retention of CWSN. Training on inclusive education should be included in the in-service training modules which are conducted annually. Training of Resource teachers must be proposed only with institutions that prefer inclusive training approaches and modules. Requirements for KGBVs should correspond with data in Table 14: KGBV.
- (iii) Under the Innovation component of SSA the details of activities, the periodicity of the activities, the costing and the time frame for conducting the activities with specific reference to gender, SC, ST, Muslim Minority, urban deprived and other disadvantaged children, as also ECCE activities should be mentioned.

6. Community Participation-

- (i) **Strengthening of SMCs:** The revised SSA norms provide for non-residential mode of community training specifying numbers, time lines and phasing. Your AWP&B, 2013-14 should spell out a comprehensive plan of action for training and capacity building of SMCs, taking support of reputed civil society organizations and competent resource persons.

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.