

F.No.6-3/2018-IS-12
Government of India
Department of School Education and Literacy
Ministry of Human Resource Development

Shastri Bhawan, New Delhi
08th August, 2018

Sub.: Minutes of the meeting of the Projects Approval Board held on 13th June, 2018 to consider the Annual Work Plan & Budget (AWP&B) 2018-19 of Samagra Shiksha for UT of Andaman & Nicobar Islands.

The meeting of the Project Approval Board (PAB) for considering the Annual Work Plan and Budget (AWP&B) 2018-19 under Samagra Shiksha for UT of Andaman & Nicobar Islands was held under Chairpersonship of Secretary (SE&L) on 13.06.2018.

This issues with the approval of Competent Authority.

A copy of the minutes of the meeting is enclosed.


(Anil Gairola)

Under Secretary to the Government of India

To:-

- i) Shri Rakesh Srivastava, Secretary, Ministry of Women & Child Development
- ii) Smt. M. Sathiyavathy, Secretary, Ministry of Labour & Employment
- iii) Sh. G. Latha Krishna Rao, Secretary, Ministry of Social Justice & Empowerment
- iv) Ms. Leena Nair, Secretary, Ministry of Tribal Affairs
- v) Sh. Parameswaram Iyer, Secretary, Ministry of Drinking Water & Sanitation, 4th Floor, Paryavaram Bhavan, CGO Complex, Lodhi Road, New Delhi 110003
- vi) Sh. Ameising Lukhan, Secretary, Ministry of Minority Affairs, 11th Floor, Paryavaran Bhawan, CGO Complex, Lodhi Road, New Delhi 110003
- vii) Dr. Poonam Srivastava, Dy. Adviser (Education), Niti Aayog.
- viii) Prof. Hrushikesh Senapaty, Director, NCERT
- ix) Prof. N.V. Varghese, Vice Chancellor, NIEPA

- x) Chairperson, NCTE, Hans Bhawan, Wing II, I Bahadur Shah Zafar Marg, New Delhi
- 110002
- xi) Dr. S.B Arora, Vice Chancellor, IGNOU, Maidan Garhi, New Delhi
- xii) Ms. Geeta Narayan, Member Secretary, NCPCR, 5th floor, Chanderlok
Building, Janpath, New Delhi
- xiii) Sh. Sanjay Kumar, Joint Secretary (SE-II Bureau)
- xiv) Sh. Shashank Shekhar, JS (MDM).
- xv) Ms. Darshana M. Darbral, JS&FS, MHRD.
- xvi) Principal Secretary (School Education), Government of UT Administration of
Andaman & Nicobar Islands

Copy to:-

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Copy for information to:-

- i) PPS to Secretary (SE&L)
- ii) PPS to JS (SE-I)
- iii) NIC Cell for uploading on MHRD website

(Anil Gairola)
Under Secretary to the Government of India

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Minutes of the meeting of the Project Approval Board (PAB) held on 13th June, 2018 to consider the Annual Work Plan & Budget (AWP&B), 2018-19 of Samagra Shiksha for the UT of Andaman and Nicobar Islands

1. INTRODUCTION

The meeting of the Project Approval Board (PAB) for considering the Annual Work Plan and Budget (AWP&B) 2018-19 for Samagra Shiksha for the UT of Andaman and Nicobar Islands was held on 13th June 2018. The list of participants who attended the meeting is attached at *Annexure-I*.

Sh. Maneesh Garg, Joint Secretary (SE-I) welcomed the participants and the UT representatives led by Shri Arava Gopi Krishna, Secretary, Education and invited them to brief on the initiatives undertaken by the UT.

2. INITIATIVES OF THE UT

- The UT has initiated adolescence education programme. The girl students are now becoming aware of health and hygiene. As a result absenteeism of girl children have reduced in the UT.
- UT has completed household data collection. The UT has completed collection of educational indicators from household data which is mismatched with projected data.
- There are different medium schools in the UT. The UT gradually has been shifting to English medium teaching.

3. ROADMAP FOR TRANSFORMING SCHOOL EDUCATION

Secretary (School Education) stressed on the need to seriously implement the "Roadmap for Transforming School Education". As per Action Plan, "redefining DIETs and STTI, utilizing their potentials into improving quality INSET (In-service Teacher Education)" were the major actionable points. The UT was directed to tie up with Tamil Nadu for teachers training. Some important action points of the "Roadmap for Transforming School Education" is at *Annexure-II*

Secretary (SE) also directed the UT to make the Aadhar coverage conducive to calculate indicators of the UT; (2) Island-wise data need to be reviewed by the UT; (3) Enrolment data of the UT on medium of instruction in schools be compiled; and (4) The UT need to review Island-wise NAS data. She also asked the UT to prepare "Action Plan" for teachers' exam.

A presentation on the appraisal of the AWP&B of the UT was made by Ms Meenakshi Jolly, Director. The presentation is in *Annexure-III*. It was noted that the enrolment in the UT from

primary to senior secondary levels has decreased over the years in government schools while it has been increasing in private schools. JS (SE-I) advised the Secretary, Education of the UT to analyze the Island-wise results of the National Achievement Survey (NAS), 2017 and design the requisite policy interventions so that the results at higher levels improve.

4. ACTION TAKEN ON COMMITMENTS GIVEN BY THE UT FOR 2017-18

The progress made in implementing the commitments given by the UT in 2017-18 was reviewed. The status in respect of some of the major commitments and the comments thereon are as follows:-

S. No.	Commitments	Action Taken
1	UT would document their best practices and initiatives and subsequently upload it on the SSA SHAGUN website. This would enable the UT to showcase its successes and would provide a platform for all UTs to learn from each other.	Complied
2	UT would update the progress in implementation of the approved activities under the AWP&B on the SSA SHAGUN portal. A hard copy of the Summary UT Tables I and II on the SHAGUN portal, duly signed by the UT Project Director, would be submitted at the time of the request for release of funds under SSA. This would be in addition to the already prescribed documents under the GFR.	Complied
3	During the year 2016-17, dropout rate in Elementary level is 0.32. UT will continue to make efforts to reduce the dropout.	Dropout rate reduced from 0.32 to 0 in 2017-18 for elementary level
4	UT should create a Child wise database (using Aadhar wherever available or any other unique Id for every child) by June, 2017. This database would make the enrolment indicators robust and reliable.	The UT is using SDMIS for child wise database.
5	UT will maintain a database on details of its teachers, including their Aadhar Numbers.	Database of the teachers will be collected in the Shaala Kosh
6	The UT will complete GIS mapping of all schools (100%) and integrate their database with the NIC website http://schoolgis.nic.in/ .	Complied
7	UT will undertake positive consolidation of its schools, within the provisions of the RTE Act, with a view to strengthen primary education and for optimum utilization of resources.	There are no surplus schools
8	UT will map all the stand alone Government and Government aided primary schools, develop and finalize specific action plans for improving learning outcomes in these schools and share it with the Department.	Complied
9	The UT will rationalize teacher deployment in primary and upper primary schools, so that there is no single teacher school and all schools have PTR as per norms under the RTE Act,	Complied

S. No.	Commitments	Action Taken
	2009. At the upper primary level, special emphasis should be laid on maintaining the subject PTR.	
10	UT will recruit headmaster in primary and upper primary schools as per the RTE norms to uplift the management of such schools. Given the significant role of a headmaster in school management, direct recruitment of such headmasters may be considered.	Filled all the vacant posts of Primary and upper Primary Head Teachers
11	UT should ensure that children with less than grade level learning competencies are identified and provided learning support and in-school re-enforcement. Efforts would be made so that that all children reach the desired grade-appropriate competency level.	In class rooms Learning outcomes were displayed and shared the same to parents and teachers. Remedial classes had been conducted from Class III to VIII
12	UT will explore the mechanisms for convergence with other departments especially with the Department of Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools.	The UT Administration has involving Panchayati Raj, Institution, PBMC, APWD, social welfare ,and health department to provide assistance to the schools for maintenance, sanitation etc.
13	UT should undertake the "Partnership Between Schools" Programme which aims to link schools located in rural areas with private, aided or government schools in urban or semi urban areas. This would help in bringing all students to one common platform and to share experiences and learn from each other.	A total of 286 schools are twinned under the students exchange programme. UT also carried out to twin the UT and the Jammu Kashmir state under this programme.
14	UT will display a gallery of the grade-wise photos of teachers on the school notice board in all elementary schools. The photos would be in a size that is visible and identifiable. This would help in honouring the teachers who are the fulcrum of the education system.	Complied
15	UT will complete all the pending civil works in 2017-18.	Against the PAB Target of 718 Works (erstwhile SSA) for schools upto Class I to VIII, 676 Works have already been completed whereas 40 works are in completion stage and 2 works are to be commenced. The achievement level is

S. No.	Commitments	Action Taken
		94.15%. Under erstwhile RMSA, against the sanction of Renovation of 26 School Bldg., 12 Integrated Science Lab, 7 Computer Room, 4 Art Room, 4 Library Room and 2 Classrooms, the UT could succeed in completing renovation of 13 school building, 6 Integrated Science Lab and 3 Computer Lab whereas 5 Integrated Science Lab, 3 Computer Room, 3 Art Room and 3 Library Room are in progress. Further, renovation of 13 schools is not required as these works have already been covered out of UT Plan.
16	UT will ensure inspection and evaluation of all primary and upper primary schools.	Complied
17	The Department-is in the process of extending the deadline for training of untrained teachers as mandated under the RTE Act, 2009. As soon as it is cleared, the UT will ensure that all teachers are trained by the extended period.	Complied
18	The Central RTE Rules are being amended to include reference to class-wise, subject-wise Learning Outcomes for all Elementary Classes. Accordingly, once the related guidelines are received by the UT, the UT would take necessary action for spreading of the Learning Outcomes to all schools so that teachers devote time for improving the quality as per the bench mark.	Complied
19	The UT would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e., school.	Due to difficult terrain and poor connectivity the PFMS may be completed by 2018-19 upto cluster level.
20	The Annual Report Audited Accounts would be submitted to the Department for laying in the Parliament.	Complied

5. APPRAISAL ISSUES- 2018-19

Educational Indicators

- The number of Teachers in Govt. Schools (Class I to XII) has decreased from 4574 in 2016-17 to 4130 in 2017-18 registering a decrease of 444 (9.71%);
- The enrolment (Govt. + Aided) at all levels have decreased sharply in the year 2017-18 as compared to 2016-17;
- The enrolment (Govt. + Aided) in class I to XII has decreased sharply from 57269 in 2016-17 to 48696 in 2017-18 registering a decrease of 8573 (14.97%)
- The enrolment in class I to XII has decreased from 72071 in 2016-17 to 71601 in 2017-18 registering a decrease of 470 (0.65%) needs clarification.
- At elementary level GPI has decreased. It was 0.97, 0.99, 1.00 and 0.99 of class II, III, IV and V respectively in 2016-17. It has decreased to 0.91, 0.98, 0.98 and 0.99 for the same preceding classes in 2017-18. Similarly it has also decreased in class VI and VII.
- Transition rate from primary to upper primary level has come down from 98.22 to 97.76 from 2016-17 to 2017-18. Similarly it has also decreased from 99.89 to 93.72 from upper primary to secondary level.
- There is mismatch in Educational Indicators in the format and Model Tables. UT needs to clarify and send revise figures in the Model Tables as discussed.

Access and Retention

- Slow progress in civil work which were approved for government secondary schools

Teacher Education Institution

- The MHRD guideline on strengthening of SCERT and DIETs also focuses on recruitment of high quality people on all academic posts in these institutions, however in the UT, only TGT and PGT teachers are being posted in SIE and DIETs;
- 30 academic posts have to be sanctioned in the SCERT. UT has sanctioned 29 Academic posts (26 are PGTs and TGTs), out of which only 9 have been filled up i.e. 69.96 % vacancy; and
- As per the scheme 25 academic posts has to be sanctioned in the DIET. UT has sanctioned 15 Academic posts and all of them are filled, through school teachers on deputation.

Vocational Education

- The UT has not given any details about the external assessment to be carried out by the industry / SSC.
- The UT has not reported any enrolment in class 11 and 12 under VE; and
- No programme for Induction or Inservice training reported by the UT.

Inclusive Education for Children with Special Needs

- There is a dearth of special educators in the UT, thus, the UT may experiment with the idea of encouraging students to pursue careers in Rehabilitation Sciences/ Special Education as part of their career guidance programme.

6. COMMITMENTS OF THE UT FOR 2018-19

- The UT would use SDMIS software (developed by NIEPA) for child tracking.
- Teachers recruitment would be completed by August 2018;
- The UT would finalize the modalities of teachers training; and the UT would also conduct teachers training workshop in July;
- The UT agreed to conduct teachers' exam in view of quality improvement.
- The UT should ensure that children with less than grade level learning competencies are identified and provided learning support and in-school re-enforcement. Efforts would be made so that all children reach the desired grade-appropriate competency level.
- The UT would assess its grading under the Performance Grading Index (PGI) developed by the Department and carry out the required governance reforms to improve the same.
- The UT will display a gallery of the grade-wise photos of teachers on the school notice board in all schools. The photos would be in a size that is visible and identifiable. This would help in honouring the teachers who are the fulcrum of the education system. In addition, photo Id cards may be issued to all teachers to be worn during school hours.

7. EXPECTED OUTCOMES

- UT would document their best practices and initiatives and send to NCERT for uploading on Shagun Portal.
- UT would ensure effective implementation of RTE Act, 2009.
- Annual Report would be submitted to the department timely.
- The UT has committed to review Island-wise educational indicators.
- "Action Plan" would be prepared for the implementation of "Roadmap for Transforming School Education"; and
- The detail island-wise 'action plan would be prepared with the help of NCERT to know the NAS performance both at elementary and secondary level to improve the learning levels.

8. TOTAL ESTIMATED BUDGET (2018-19)

The estimated outlay for the year for 2018-19 is as under: -

(Rs. in lakh)

Scheme Name	Spill over	Recommendation 2018-19		Total
		Non recurring	Recurring	
Elementary Education	19.32	191.82	2127.86	2339
Secondary Education	445.03	177.62	1031.35	1654
Teacher Education	0	12.8	69.18	81.98
Total	464.35	382.24	3228.39	4074.98

It is likely that additional funds will be received subsequently during the year. A meeting for considering supplementary releases may, therefore, be held in the month of September-October, 2018.

The release of funds under the scheme will be further guided by the following conditions:

- (i) The 1st Installment would be released based on submission of provisional utilization certificate for 2017-18.
- (ii) All releases by the Centre would be subject to fulfillment of provisions of GFR by the UT.
- (iii) The second installment would be released only after (a) at least 50% expenditure against available funds has been incurred; (c) Audited utilization certificate has been submitted for funds released in the year 2017-18; and (d) Audit report has been submitted for the year 2017-18. (e) The physical and financial progress has been updated on the PMS portal of the scheme i.e. samagrashiksha.in. (f) Annual Reports upto 2016-17 have been submitted.

9. ACTIVITY-WISE DETAILS

I. ACCESS AND RETENTION

- (i) **Opening of New/Upgraded Schools:** - The proposal of the UT to upgrade a new senior secondary school was approved and financial support was estimated as per norms. Recurring support was estimated for 6 months Rs. 10 lakh per stream for Arts Stream and non-recurring cost is Rs. 23.2 lakhs, the details in *Annexure-IV*.

II. Strengthening of Existing Schools

An outlay of Rs. 31.64 lakhs was estimated for additional classrooms for elementary and senior secondary schools.

III. RTE ENTITLEMENTS

- (i) **Various Intervention: Under RTE entitlement at elementary level** were estimated with a total outlay of Rs 10.76 lakh.

- (ii) **Media and Community Mobilization/SMC and SMDC Training:-** An outlay of Rs. 4 lakh was estimated for 89 secondary schools for training of SMC/SDMC members in these schools.

IV. QUALITY INTERVENTIONS

- (i) **Fund for Quality Improvement:** An outlay of Rs 307.2 lakh was estimated for different Quality related interventions including Learning Enhancement Programmes (LEP) at elementary and secondary levels, readiness programmes and aptitude tests at secondary level and activities under Kala Utsav.
- (ii) **Assessment at National and UT level:** The UT will conduct the census based assessment at elementary level (I to VIII) and for class IX at secondary level, including post NAS activities and preparatory activities of next NAS. The test papers will be designed by SCERT and will be based on learning outcomes. An amount of Rs. 178.78 lakh was estimated for the same purpose.
- (iii) **Provision for BRC/URCs:** An amount of Rs 274.9 lakh estimated for BRC/URC for academic support.
- (iv) **In-Service teacher training:**
- An outlay of Rs. 27.12 lakh was estimated for 10 days Class I & II In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up meeting. An outlay of Rs. 40.64 lakh was estimated for 10 days Class III to V In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up meeting. An outlay of Rs. 21.92 lakh was estimated for 10 days Class VI to VIII In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up meeting. An outlay of Rs. 16 lakh was estimated for 10 days for classes IX to XII teachers.
 - **Training of Resource persons:** An outlay of Rs. 3.65 lakh was estimated for training of Resource Persons for 10 days.
 - **School leadership training of school Heads:** An outlay of Rs 4.8 lakh for 16 days training of 50 Head Teachers for Classes 1 to VIII and 50 Head Masters (HMs) for Classes IX to XII were estimated.
- (v) **Composite school grant:** An outlay of Rs 113.63 lakh for composite school grant as per enrolment was estimated for 328 schools. These funds should be utilized as per the guidelines laid down for utilization of school grant.
- (vi) **Padhe Bharat Badhe Bharat (Library grant):** A library grant for 89 schools was estimated with the total outlay of Rs. 14.8 lakh for composite schools with secondary and higher secondary classes. The UT's proposal for libraries was estimated for 239 elementary schools with a total outlay of Rs 16.48 lakh.

The funds for books and libraries need to be utilised in accordance with the

detailed guidelines being issued by MHRD. The following points needs to be kept in mind:

- Age appropriate books published by NCERT, NBT, UT Government Publications, SCERT may be procured.
 - The UT may try to set up Readers' Club in schools in a phased manner with the help of National Centre for Children's Literature (NCCL), a wing of National Book Trust.
 - During the first year, no magazines and newspapers can be procured from the funds meant for library books.
 - The UT may constitute a committee to select age appropriate books from NCERT and NBT and to make guidelines for use of libraries including number of periods in the govt. schools.
 - The schools may make provision of Reading Room/Reading Corner/Reading space and two periods in a week may be dedicated as reading periods in school time table
 - One teacher may be given the additional responsibility of custody of library books, issuing and receiving back of books who in turn may be relaxed from teaching for two periods in a week.
- (vii) **Rashtriya Avishkar Abhiyan (RAA):** An outlay of Rs 25.01 lakh was estimated for Rashtriya Avishkar Abhiyan (RAA) for various activities like Science exhibitions, quiz Competitions, Science Exhibition / Book Fair, Exposure Visits within and outside the UT, Vedic Maths and Maths Melas, Science and Maths kits etc.
- (viii) **Pre Primary (Recurring):** An outlay of Rs. 64.41 lakh was estimated for 3 District level workshops for development of pre-school curriculum, Strengthening of existing pre-primary sections in 281 schools by providing TLM, play materials to children & Wall paintings to create Child friendly environment.

(V) Teacher Education

- (i) **Training of Teacher Educators:** An amount of Rs. 0.48 Lakh was estimated for the training of teacher educators.
- (ii) **DIKSHA:** An amount of Rs 8.9 lakh was estimated for capacity building of teachers and teacher educators for use of DIKSHA.
- (iii) **Technology Support to TEIs:** An outlay of Rs. 12.8 lakh was estimated for Non recurring support for SIE and DIET this year (@ Rs.6.40 lakhs per DIET) Recurring support of Rs. 4.8 lakh is estimated.

- (iv) **Annual Grant for TEIs:** An outlay of Rs. 55 lakhs was estimated for annual grant for TEIs including SIE and DIET.

(VI) Sports and Physical Education:

An outlay of Rs 14.8 lakh for 239 elementary schools and Rs. 22.25 for 89 secondary and senior secondary was estimated. Total outlay of Rs. 37.05 lakh was estimated for sports and physical education.

The utilizing the funds for sports and physical education, needs to be in accordance with the detailed guidelines being issued by MHRD. The following points needs to be kept in mind:

- (i) Age appropriate sports equipments for government schools may be procured as per the guidelines to be issued by this Department to the UT. The UT may if they so desire, procure items from beyond this list subject to its actual requirement being certified by the head of school.
- (ii) Age appropriate sports activities may be organised in the government schools of the UT as per the guidelines to be issued by this Department. Schools may include traditional/regional games of the respective State/Region.
- (iii) For maintaining workable stock position of sports equipments, periodic record may be maintained including workable equipment, repairable equipment, write-off equipment and new items to be purchased to maintain the required stock position.
- (iv) One responsible person/PET/Teacher in charge may be given the responsibility to take care of the equipments and maintaining the stock position of sports equipments in the school.

(VII) Gender and Equity

An outlay Rs. 85.059 lakh was estimated under gender and equity head; and out of the total Rs. 68.919 laks under special projects for equity for govt. secondary and higher secondary school of 19 island of UT with @ Rs. 3.6273 lakhs per Island. There are 4 activities has been merged in this program by the UT : (1) Establishment of sanitary pad vending and incinerators machine; (2) Constituting Adolescent clubs (Kishori club); (3) Adolescent peer organized network (APON/Life skill-based education); and Communication, awareness and advocacy Programme.

(VIII) Inclusive Education

For Inclusive Education: An outlay of Rs. 59.13 lakhs was estimated for various interventions for inclusive education at the elementary level. The UT was asked to share database of all CWSN children on PMS portal of Samagra Shiksha.

(IX) ICT and Digital Initiatives

An outlay of Rs 468.4 lakh was estimated for ICT and Digital Initiatives; details of schools in *Annexure-V*. The same is to be utilized as per guidelines for operation

Digital Board to be circulated by the department. The following points need to be kept in view specially during procurement:-

- (a) Inventory of each item will be maintained and the concerned school Principal will be in-charge of ensuring that all hardware and software has been marked as inventory items. The record of ICT inventory, school wise, has to be maintained online and made available to MHRD as and when required.
- (b) The UT has to ensure that Annual Maintenance Contract (AMC) for each hardware item procured under ICT scheme has been entered into.
- (c) In order to ensure that computers installed in the schools are being used, software which indicates when the computers are turned on or off, linked to the UT server, must be put in place.
- (d) As per IT Act 2000 it has to be ensured that effective firewalls and appropriate control filters and monitoring software mechanism are installed in all computers in schools. Please consult local NIC for installing a government approved, free firewall.

(X) Financial Support for Teachers Approved In Previous Years

An amount Rs. 970.20 lakhs was estimated as a financial support for teachers.

(XI) VOCATIONAL EDUCATION

The UT administration committed to implement VE in all schools approved earlier under erstwhile Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from the coming academic session 2018-19. An outlay Rs. 394.92 lakh was estimated in the current financial year 2018-19. Details of schools are in *Annexure-VI*.

(XII) PROGRAMME MANAGEMENT

An outlay of Rs. 173.80 lakh was estimated for programme management.

(XIII) Spillover

There is a spillover of Rs. 464.35 lakh on account of civil interventions estimated under elementary and secondary education programme in previous years. The UT was asked to complete these works in 2018.19. The detail on component-wise spillover activities approved under Samagra Shiksha in respect of the UT is attached at *Annexure -VII*.

The detailed cost sheet indicating the component wise proposal and approval for the UT is attached at *Annexure - VIII*.

Simultaneously, due to geographical concern the costing has also attempted on Island basis. The Andaman and Nicobar Islands are a group of 572 islands out of which about 34 are permanently inhabited. Schools are in 19 Islands. Andaman is separated from the Nicobar group by a channel some 150 km wide. The Andaman group has 325 Islands while the Nicobar group has only 24 Islands.

The languages of UT is Hindi/English, however, the inhabitants also speak following three languages viz Tamil, Bangali and Telegu. The UT may do a disaggregated analysis of number of students studying in different mediums & share the results.

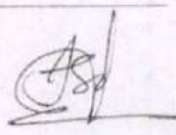
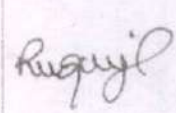
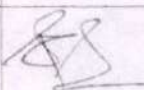
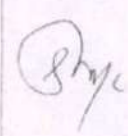
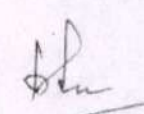
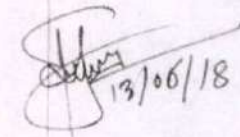

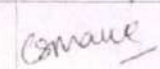

On the basis of above geographical scenario education has different types of challenges and a flexible and innovative approach is to be adopted to achieve quality. The UT will analyse the requirement of funds for its different unconnected Islands and will suitably allocate the funds to each, keeping mind the number of schools, the enrollment, number of teacher posts sanctioned in each unconnected islands and also the unique requirement in terms of ensuring quality."

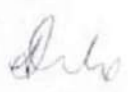
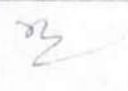



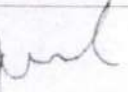

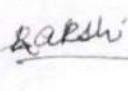

The meeting ended with a Vote of Thanks to and from the Chair.

List of Annexure

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Annexure-II	-	Roadmap for Transforming School Education
Annexure-III	-	Presentation
Annexure-IV	-	List of Schools approved for Senior Secondary
Annexure-V	-	List of ICT Schools
Annexure-VI	-	List of Vocational Schools
Annexure-VII	-	Spillover
Annexure-VIII	-	Proposed Costing

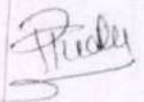
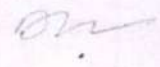

13.6.2018

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6	G.S. DUBEY Deputy Director Education	Andaman or Nicobar Islands	9434267374	 13/06/18
7	Jaya Singh Associate Prof	DESS, NCERT	9560838686	
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ATTENDANCE

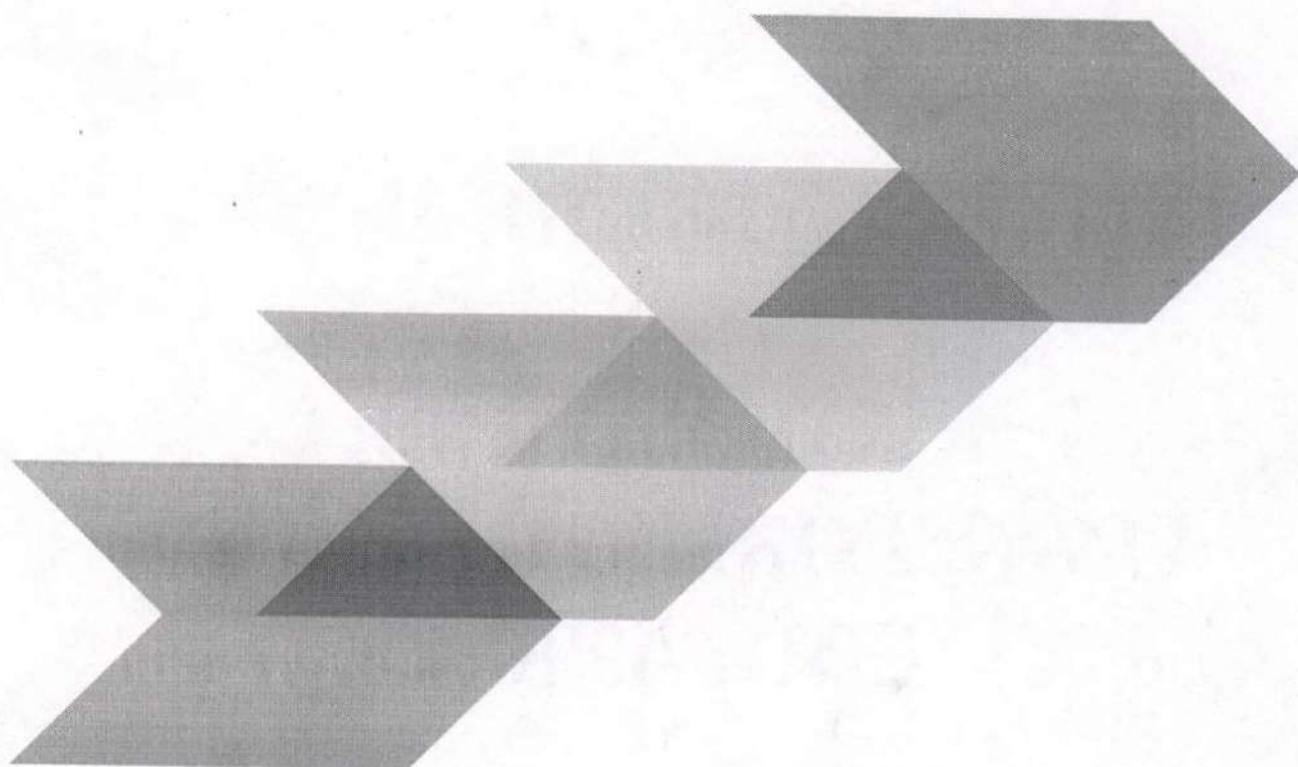
MEETING OF SAMAGRA SHIKSHA ABHIYAN - INTEGRATED SCHEME FOR
SCHOOL EDUCATION UNDER THE CHAIRMANSHIP OF SECRETARY
(SE&L) ON ~~24~~ MAY, 2018

Sl. No.	Name & Designation BLOCK LETTERS	Office Address	hone No./E.Mail/Fax	Signature
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ANNEXURE-II

**ROADMAP FOR
TRANSFORMING SCHOOL
EDUCATION**

Roadmap for Transforming School Education



Union Territory of Andaman & Nicobar Islands

July 2017



सत्यमेव जयते

MHRD

Government of India

Ministry of Human Resource Development

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Introduction

Achieving transformational standards in school education is important for the growth and prosperity of a nation. While considerable progress has been achieved in improving access to physical and human infrastructure in school education, major bottlenecks still remain in improving the outcomes associated with schooling. It has been the mandate of MHRD to address to such bottlenecks in a focused manner and deal with the issues contextually.

A meeting was held in the PMO on 24th, April 2017 where progress of various centrally sponsored Schemes, including 'Sarva Shiksha Abhiyan', implemented in different UTs viz. Andaman & Nicobar Islands, Chandigarh, Daman & Diu, Dadra Nagar & Haveli and Lakshadweep were reviewed. It was found that there is a need of extra assistance in the form of handholding to be given to the UTs. As a result of the above meeting, it was decided to ask neighbouring States of these UTs to mentor them in the best possible manner.

As a follow up, a meeting was held on 7th, June 2017 in the office of Ms. Rina Ray, Special Secretary, Department of School Education and Literacy, MHRD, Shastri Bhawan to frame an action plan. As the Government of India provides 100% funding for the SSA programme to the UT, it is expected that the UT of Andaman and Nicobar Islands performs effectively in various aspects of SSA. Henceforth, a letter from Ms. Anita Karwal, Joint Secretary, Department of School Education and Literacy, MHRD was sent to the State of Tamil Nadu and UT of Andaman and Nicobar Islands to make them aware about the strategy of mentoring of the UT by the State.

A team under Sh. G.C. Hosur, Director, Dept. of School Education and Literacy, MHRD, was constituted including experts from NUEPA, TSG consultants and officials from the State of Tamil Nadu and a visit was planned to Port Blair, Andaman and Nicobar Islands from 29th June to 1st July 2017 for preparing an 'action plan'. The action plan prepared was result of an in-depth consultation and discussion with the officials of Department of Education of Andaman and Nicobar Islands including Secretary Education. Apart from discussion, different teams were constituted and visits were made to different schools, training institutions and interaction with students, teachers, and heads of the institutions were held. The list containing team members is at

Annexure I.

This document is the first step in providing overarching framework for school education reform for the Union territory.

In order to create this roadmap, a detailed diagnostic was conducted to assess A&N Island's potential to become a high performing school system which can provide quality education to each child. This roadmap has been influenced by the experience of education reform both within and outside the UT. Some salient features of the roadmap are:

- Strong governance structure of the reform initiative to review and implement key initiatives
- Based on context-specific initiatives and interventions which have worked in India
- Includes holistic plan to improve key enablers, drive quality interventions and make the system more accountable to performance
- Actionable roadmap with clear next steps

A meeting was held with Sh. Anindo Majumdar Chief Secretary, Ms. Tanvi Garg, Secretary Education and other officials from Andaman and Nicobar Islands which was attended by Sh. G.C. Hosur and his team including representatives from Tamil Nadu and the Key actionable points drafted for improving quality of Education were shared with UT administration in the form of a presentation. Sh. G.C Hosur apprised the members about the objective of the visit and pointed out the suggested measures to sort out the issues of the UT regarding implementation of SSA.

1. Education Landscape

The Andaman and Nicobar Islands are a group of 572 islands out of which about 34 are permanently inhabited. Andaman is separated from the Nicobar group by a channel some 150 km wide. The Andaman group has 325 Islands covering an area of 6,170 sq km while the Nicobar group has only 24 Islands with an area of 1,765 sq km. In such type of geographical scenario education has different types of challenges and a flexible and innovative approach is to be adopted to achieve quality.

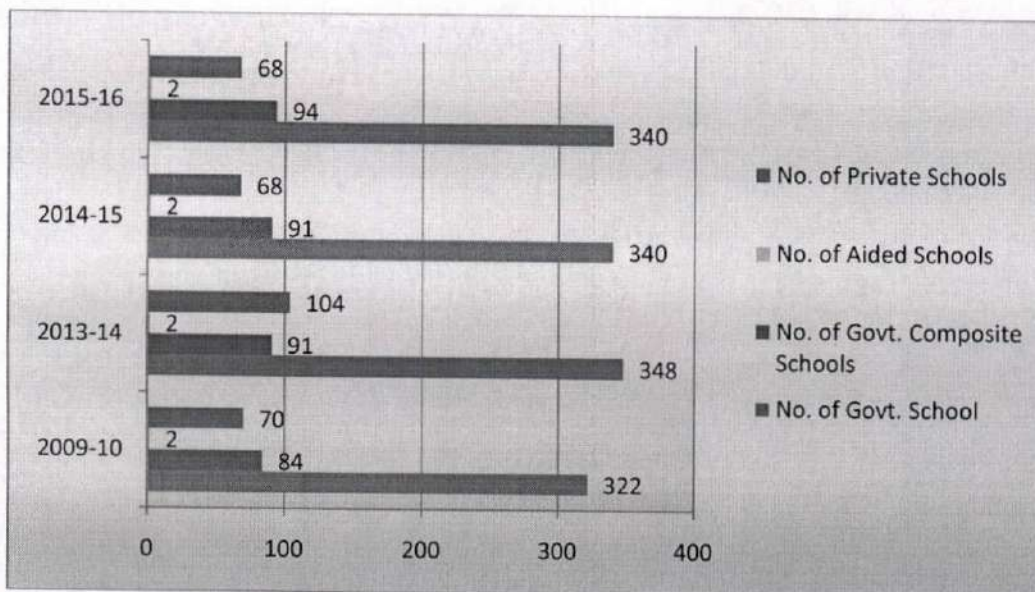
The population of the Union Territory of Andaman and Nicobar Islands as per the Census 2011 is 379,944, out of which 202,330 (53.25%) are male and 177,614 (46.75) are female. Only 10% of the population lives in Nicobar Islands. The State language is Hindi/English, however, the inhabitants also speak following three languages viz Tamil, Bangali and Telegu.

2. Current Status

This section lays out the performance of the state education system when it comes to (1) Schools and Enrolment (2) Learning Achievement of Children.

A. Schools and Enrolment:

As per the DISE 2015-16, the Island has 410 schools including government, private unaided and aided schools scattered over large area and in some cases kilometers apart. In Government schools the medium of instructions is Hindi and English and NCERT curriculum and books are followed.



*Number of Govt. School also includes Govt. Composite schools

During the year 2015-16 enrolment at elementary level was 50,113. The enrolment in Govt. and Govt. Aided schools is continuously declining both at primary and upper primary level. The decline at primary level in Govt. and Govt. Aided schools is 0.031 lakh (12%) children during five years (2010-11 to 2015-16). Enrolment at Upper Primary level in Govt. and Govt. Aided schools has declined by 0.031 lakh (17%) children during the same period. The total decline at elementary level is 0.063 lakh children during past five years.

There appears a considerable shift in enrolment from Govt. schools to Private schools as the enrolment in Private Schools has increased by 0.023 (36%) children at primary level and 0.007 lakh (33%) children at Upper Primary level during the period from 2010-11 to 2015-16.

The following tables below depict information pertaining to Schools and Enrollment:

Table-1 Information about School:-

Sl. No.	Elementary schools	2009-10	2013-14	2014-15	2015-16
1	Number of Govt. Schools*	322	348	340	340
2	Number of Govt. Composite Schools	84	91	91	94
3	Number of Aided Schools	2	2	2	2
4	Number of Private Schools (Private= Private unaided)	70	104	68	68
7	Total Schools	394	454	410	410

*Number of Govt. School also includes Govt. Composite schools

Table-2 Information about Enrolment

Sl. No	Enrolment	2009-10	2013-14	2014-15	2015-16
1	Enrolment in Government schools	46,703	39,515	38,235	37,171
2	Enrolment in Aided schools	1,555	1,141	1,125	1,068
3	Enrolment in Private schools	8,307	11,047	11,467	11,874
4	Total Enrolment	56,565	51,703	50,827	50,113

Table-3 Educational Indicators (Elementary Level)

Sl. No.		2014-15	2015-16	2016-17
1	Total Enrolment	50,827	50,113	49,145
2	Net Enrolment Ratio	81.5	79.3	93.57*
3	Dropout Rate	0.9	1.0	0.3
4	Transition Rate	98.4	98.7	98.2

(Source: AWP& B A&N)

* NER at primary level 87.1

B. Learning Achievement of Students:

The result of National Achievement Survey for classes III are positive but as one moves to classes V and VIII there is a decline in scores. In class III, 76 % children achieved more than 50% marks in language and 81% children in Maths. In class V number of children achieving more than 50% marks in language is 42% and in Maths 48%. Only 11 % and 22 % percent children could achieve more than 50% marks in Maths and Science respectively in class VIII. The achievement levels declined in upper primary classes in Maths and Science.

Table-4 Range of Scores in different subjects in different classes

A & N Islands	Subject	Range of correct answers			
		0-35%	36-50%	51-75%	Above 75%
		(Low)	(Average)	(Above Average)	(High)
Class III (2013)	Language	7	17	45	31
	Mathematics	6	13	40	41
Class V (2015)	Language	36	22	28	14
	Mathematics	30	22	31	17
	EVS	23	21	32	24
Class VIII (2016)	Language	43	26	23	8
	Mathematics	73	16	10	1
	Science	45	33	19	3
	Social Science	46	34	18	2

C. Initiatives by the UT for Quality Improvement:

UT has developed a user friendly and simple to understand tool for assessment of learning outcomes. BHARTI Card, acronym of "Better His/Her Achievement Rating & Teaching Indicators", is meant for assessment of learning outcomes for the students of the Class-I to VIII, as per the CBSE & NCERT learning indicators. All the major subjects i.e., English, Hindi, Math & EVS are incorporated in BHARTI card by dividing into two terms: Term I and Term II for class I to VIII and introduced in all the Govt. Schools from academic session, 2016-17. Instead of using 'numbers' or 'alphabets' for grading, name of flowers i.e. Rose, Lily and Tulip are used for assessing the progress made by students where Rose stands for Excellent, Lilly for Good and Tulip for average. A **Case Study on Bharti initiative** has been prepared by the UT and is available on **Shagun portal**. U.T. can also go through various activities undertaken by other States and U.T.s (**Annexure II**) which are available on Shagun portal.

3. Issues-Challenges and Diagnosis

3.1 Students

Gap Areas	Description
Pedagogy	<ul style="list-style-type: none"> • Poor preparedness of learners for age appropriate learning • Mismatch between language of learning in schools and home language
Poor Learning Outcomes	<ul style="list-style-type: none"> • There is decline in the Learning Achievement of students in the elementary classes especially primary in mathematics and languages

3.2 Teachers

Gap Areas	Description
Multi-grade and multi-language Teaching	<ul style="list-style-type: none"> • No content/ pedagogic preparedness for multi-grade teaching • Inability of teachers to deal with children from different language backgrounds
Teacher Educator Development	<ul style="list-style-type: none"> • Only one DIET and one B.Ed. college in the UT • There is no teacher educator cadre – Senior teachers from senior secondary schools appointed in DIETs • Lack of Professional skills of a teacher educator for meeting the pedagogic demands both at pre-service and in-service level
Effective Review-Monitoring and Support	<ul style="list-style-type: none"> • Difficult geographical terrain – inspite of less number of schools; reaching out physically is a challenge • No structures at block level for monitoring and support
Training Architecture	<ul style="list-style-type: none"> • DIET and B.Ed. college engaged in pre-service and unable to meet the in-service training needs of UT • Ineffective mechanisms for identification of training needs • Repetitive and outdated training curriculum • No standardized mechanism for selection of facilitators and their capacity building • No review of the learning and implications in classroom
Leadership vacuum	<ul style="list-style-type: none"> • Senior most teacher becomes the head teacher without any understanding of leadership • No induction into the role • Significant time spent on administrative tasks • No clarity on the mentorship aspect of head teacher's role • No leadership training

3.3 Infrastructure and basic conditions

Gap Areas	Description
Infrastructure for Technology	<ul style="list-style-type: none"> • Owing to geographical challenges, the UT needs more of technology enabled monitoring and support mechanism to reach out to difficult schools • Connectivity to the isolated and scattered islands is extremely difficult

3.4 Governance and Management

Gap Areas	Description
Strengthening SMC/SMDC	<ul style="list-style-type: none"> • While the support from SMC/SMDC is quite encouraging in the state – it is the key to reach to the schools in difficult terrain and develop ownership and monitor change
Roles and Responsibilities	<ul style="list-style-type: none"> • Poor accountability framework of all the key stakeholders- from school to the education hierarchy • Frequent changes in the department leadership • Department focus on administration as opposed to quality • Significant teachers' time spent on non-teaching activities
Review & Monitoring	<ul style="list-style-type: none"> • Irregular school visits • Scheme-wise monitoring; Viewed as a compliance exercise • Low focus on learning and teaching during reviews • Poor administrator to school ratio

4. Roadmap and Interventions

Based on the diagnosis, we have identified multiple interventions to improve the quality of school education. These interventions could be bucketed under 4 broad themes. These are:

- Human Resource Management
- Quality Interventions
- Outcome Orientation & Accountability
- Key Enablers

These interventions have been planned considering the active support of Tamil Nadu in improving the quality of school education in the UT. The working group from MHRD, TSG, NUEPA, Team from Tamilnadu and the Team from Andaman and Nicobar islands jointly decided that for the interventions under all the broad themes would be supported by Tamil Nadu and a joint committee of the State and UT would be constituted to monitor the progress of the interventions. Accordingly the role of the state is mapped in all the interventions.

The subsequent sections detail the proposed initiatives.

A. Human Resource Management
<i>Transform key systems and processes for efficient Human Resource Management</i>
1. Reforming Teacher Education Institutes
2. Training of Untrained Teachers
3. Merit-Based Selection and Career Progression of School Leaders
4. Merit-Based Selection of Middle Management

B. Quality Interventions
<i>Strengthen systems for delivery and have targeted trainings, tools and pedagogy for in-class interventions.</i>
1. Teacher Training Management System
2. School based Professional Learning Communities
3. Pedagogical reforms to address Multi-grade and Multi-language issues

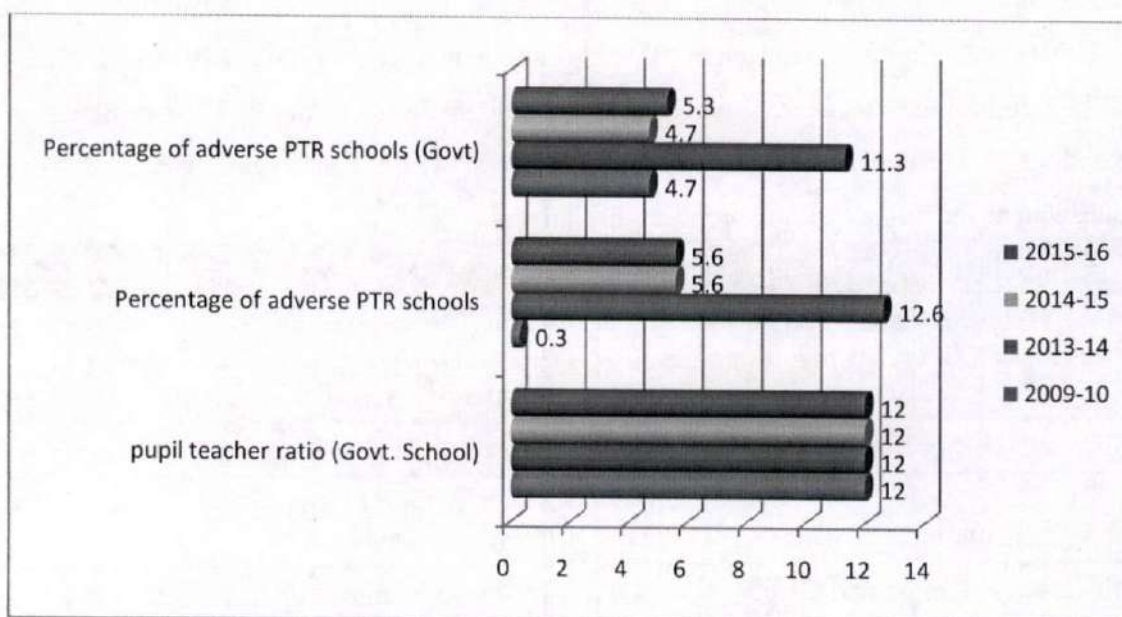
C. Outcome Orientation & Accountability
<i>Strong performance management system for improving outcomes with accountability to different stakeholders</i>
1. Student Assessments
2. School supervision and monitoring
3. Public Accountability – empowering SMC
4. District Level review meetings

D. Key Enablers
<i>Developing infrastructure and systems to support quality</i>
1. Technology enabled infrastructure
2. Integrated Data System
3. Strengthening Communications
4. School Integration

4.1 Human Resource Management

Out of a total of 3169 sanctioned teacher posts, 2963 posts are under UT head and 206 teacher posts are sanctioned under SSA. While UT has filled all teacher positions sanctioned under SSA, 212 teacher posts are vacant under UT head. Also around 18 primary (9.73%) schools are single teacher schools in the State with no single teacher school at Upper Primary level.

Though State has a comfortable Pupil Teacher Ratio (PTR) of 12:1 at the primary and upper primary stage, still there are 5.59% Govt. schools with an adverse PTR. The status of high PTR is given below which points towards a high scope for redeployment of teachers.



A. Reforming Teacher Education Institutes

In-charge: Director, SIE

i. Context

It was observed that UT has one State Institute of Education (SIE), one District Institute of Education and Training (DIET) and 1 Government college of Education. The intake capacity of the DIET is 60 for each batch and that of teacher Education College is 100 per batch. The DIET and SIE do not have cadre of teacher educators. The SIE has 2 lecturers and 12 graduate teachers and 16 post graduate teachers to provide training to teachers. The SIE is based in the Directorate and do not have any institute of its own. The SIE and DIET lack the requisite labs and training resources. These institutions mainly remain engaged in pre-service training. SIE does arrange for

in-service trainings but does not have any larger vision or plan of teacher education rather is engaged in discrete trainings utilizing the project funds.

ii. Intervention

There is an urgent need to strengthen the DIET, SIE and government run Secondary Teacher Training Institute (STTI). This demands not just structural improvement but also creation of a teacher education cadre at all levels for all the institutes.

Transforming SIE to SCERT both structurally and functionally and providing the required infrastructural and human resource.

Other interventions include, restructuring the DIET and STTI so as to bring them to the quality mark, redefining the role of DIETs and STTI (improving quality of in-service trainings at both levels and conducting research and assessment in the area of in-service teacher education) and establishing DIET as autonomous societies under the 'Society Act' to give them financial and functional autonomy.

SCERT, Tamilnadu is expected to play an active role in supporting the UT in restructuring teacher education in general and SIE in particular.

iii. Action Items

Action Item	Responsibility	Timeline
Redefining DIETs and STTI, utilizing their potentials into improving quality INSET (In-service Teacher Education)	SCERT, Tamilnadu and DOE, UT	
Developing a teacher education cadre for SIE, DIETs and STTI for bringing quality teacher educators and subsequently improving pre-service and in-service teacher education	MHRD and State	
Transforming SIE to SCERT and providing infrastructural and human resource	MHRD, SCERT, Tamilnadu and SIE	
Study the Rajasthan government's' policy on restructuring DIETs and establishing them as autonomous societies.	SCERT, Tamilnadu and DIET	

Action Item	Responsibility	Timeline
Registering DIETs as autonomous society and having a DIET Development and Management Committee for taking all financial and decision making roles for institution development	DIET and DOE, UT	

Maharashtra

The Department of School Education, Government of Maharashtra has undertaken a restructuring programme to rejuvenate and transform the Maharashtra State Council for Education Research and Training (MSCERT) into an aspirational and ambitious nodal institution for teacher education in Maharashtra, leading teacher development for improving provision of quality education in Maharashtra.

The restructuring process entailed initiating a diagnostic study to understand the structure of MSCERT, the existing departments and staffing, as well as the various functions of these departments.

Establishing DIETs as autonomous Society, Rajasthan

The Department of School Education, Government of Rajasthan has undertaken a restructuring programme to rejuvenate and transform the DIETs in Rajasthan so as to enable them to take district leadership in improving school education and teacher education in the district.

The diagnostic study initiated revealed that DIETs have not been able to revive or sustain themselves either in terms of developing physical assets or human assets, since neither funding from the centre has been received for it nor the state has made any appointments. Hence the DIETs in some districts were like dilapidated and haunted places. Initiating the process of restructuring and development was getting very difficult in the absence of any corpus. The following steps were taken for reestablishing the DIETs in the state:

1. The Rajasthan government realized that if DIETs have to be improved, they need to have financial and functional autonomy and should be able to sustain for themselves. Hence the DIETs were registered under the 'Society Act'.
2. An executive committee was formed at the district level for the decision making which included members from other district education offices like DEO/DPO, expert in teacher education etc.
3. Guideline document was created for the functioning of the DIET and the roles and responsibilities of the principals of DIETs.
4. DIETs were given freedom to collect fees of 1000-2000/student as student development charges based on the decision taken by the executive committee at the DIET. The entrance exam for pre-service teacher training charged Rs. 350/ candidate which was increased to Rs. 400/candidate and the Rs 50 corpus generated would be

divided amongst DIET, SCERT and SIEMAT.

5. Of the revenue generated through entrance forms; 1Re/candidate would go to DIETs, Rs. 7/candidate would go to SIEMATs and Rs. 10/ candidate would go to the SCERT. This little amount of Re.1 brought sustained revenue of minimum Rs. 7 lakhs to every institute. This led to the infrastructural development of DIETs.
6. DIETs and SCERT were also given permission to design courses for the teachers and HoS of private and aided schools and charge fees for the workshop, thus generating revenue from private sector and utilizing it for government schools. This also challenged the DIETs and SCERT to improve their quality in terms of material produced and transaction methods as well. This also brought lot of closeness and exchange of practices between the two sectors.
7. DIETs now have their PAN card and have obtained 80G exemption which invites donations from their own staff at the same time other members from the community, thus strengthening them financially.

B. In-Service Teacher Development

i. Context

In-service teacher Education is a major challenge for A& N islands, owing to the limited human resource and institutional support. The DIET and STTI are engaged more with pre-service trainings while SIE has limited institutional structure to be able to whole-heartedly engage in in-service teacher development. Trainings therefore become a mechanized task with no follow-up for studying the classroom implications of trainings. The College of Education has a good infrastructure and required staff, but being primarily engaged in pre-service training it does not cater to in-service training or development of material to help the teachers resolve their classroom issues.

Coupled with this, are pedagogical challenges in dealing with multi-grade and multi-language classrooms. Since none of the existing institutes have any teacher educator, it is challenge for the secondary and senior secondary teachers to help primary teachers deal with the issues of multi-grade and multi-language.

There is hardly a system to track types of trainings received by teachers (type of training, institution, number of days, training needs), their feedback and the classroom implications of the learning. Thus there is no incentive whatsoever to be trained, training in other words becomes home coming for most teachers living in far flung islands since most of them have houses in Portblair.

ii. Intervention

Developing an online system to manage the teacher trainings, with profiles of teachers and the frequency of trainings, the areas in which trainings are received, the number of days and where and monitoring on the basis of it the classroom changes.

Further, restructuring of DIET to meet the in-service teacher development needs and establishing a DIET in North and Middle Andaman's as proposed by the state, which would once again only cater to the in-service teacher development.

Developing facilitator exchange programmes with SCERT, Tamilnadu wherein selected facilitators from DIETs, SIE and STTIs, A& N islands may take up professional development programmes and improve the quality of in-service trainings.

Tamilnadu may constitute a team of facilitators for every zone in A&N islands for improving the quality of in-service training and developing the domain knowledge and pedagogical skills of teachers. This would make trainings more contextualized and being zonal hand-holding would also be possible.

Given this background, an online teacher training system will aid in the efficient planning of trainings and creating for the first time a dedicated training database, that can be used for monitor training history, identify requirements and deliver teacher training in a more efficient manner.

Initiating Professional Learning Communities at the block level for close group discussions and meeting the contextual needs and challenges.

Teacher Training and Management System, Karnataka

Karnataka has developed a web-based software for end-to-end execution of teacher trainings, including planning of trainings based on local needs and untrained teachers, selection of teachers and individual notifications for the training, post-training monitoring and attendance certificate generation and capturing data on teacher trainings for planning and monitoring.

Key objective of the system include:

- Data-driven planning of teacher trainings leading to reduction in untrained teachers
- Simplification of training management process through online planning, notification, and monitoring for efficiency and transparency
- Reduction in untrained teachers, teachers being sent for wrong subject trainings and duplication of teachers being sent for trainings
- Effective financial planning for future trainings and improved allocation of resources through accurate budget estimates from the system

iii. Action items

Action Item	Responsibility	Timeline
Restructuring DIET, STTI and SIE to meet the in-service needs of the teachers	SIE, SCERT, TN and DOE, UT	
Establishing DIET in North and Middle Andaman to meet the in-service needs of the schools in that zone	NCTE, DOE, UT	
Developing an online system for managing teacher trainings and develop annual roadmap for trainings and follow-up	MHRD, DOE, UT	
A team of two resource persons from Tamilnadu in each of the zones of A&N islands for facilitation be identified and posted for providing in-service training	SCERT, TN, UT	
Facilitator exchange programme with SCERT, Tamilnadu for building the capacity of facilitators in the UT	SCERT, TN, UT	
Develop a roadmap to train the teachers – follow-up and on-site support	SCERT, TN, UT	
Develop a dedicated online portal for teacher trainings	DOE, UT	

4.2 Quality Interventions

This section details out key interventions focused on improving the quality of classroom instruction in schools across the state. They include interventions relating to (a) strengthening the support ecosystem for teachers, (b) streamlining and increasing access to professional development opportunities for teachers and school leaders and (c) targeted early grade learning interventions (d) developing school leadership as a continuum from selection to induction- CPD and linking it with career progression.

A. Merit-Based Selection and Career Progression of School Leaders

In-Charge: Director, Basic Education Department

i. Context

The block and district level officials are selected on seniority. There is no induction or capacity building programme of either heads of schools or systemic officials at block and district level.

The recruitment of heads of Schools is in the ratio of 66:33. 66% direct recruitment is through

UPSC while 33% is promotional. In case of the seniority based appointments the ACRs are sent to UPSC and through departmental committee the recruitment is made. There are delays in the process owing to administrative hurdles denying some of the principals their rightful promotions and leading to professional demotivation. Currently there are 34 vacant positions of principals, 38 of HM in secondary school and middle school and 100 in upper primary schools.

Table 5 vacancies against the positions of heads of schools at different levels.

Position	Sanctioned	Filled	Vacant
Principal	48	14	34
Vice principal	28	63	05
Head master (secondary)	40		
Head master (Middle)	58	20	38
Head master (Primary)	151	51	100

School leadership is a specialised role which demands strong management and mentoring/coaching skills. It is critical that teachers with right aptitude, competence and motivation get selected for school leadership roles across the state. Given the high vacancy rate of 40% in school leadership positions across the State, there is a great opportunity to reshape the entire layer within a short span of time.

ii. Intervention

The UT can bring more transparency in the appointment process, especially for the promotional posts avoiding any injustice in the system. To operationalise this the state should clearly layout the following (1) the roles and responsibilities - balancing administrative and academic duties - of school leaders, (2) eligibility criteria - a minimum of Bachelor's degree with a professional teaching degree (higher qualifications should be given a higher weightage), (3) teaching experience - minimum of 10 years of teaching experience, (4) higher and lower age limit and (5) written examination which will account for 50% of the overall marks - testing administrative knowledge, communication and management skills, subject expertise and general aptitude.

Only those candidates securing 50% marks in the written examination will be considered for the interview/personality test. Qualifying candidates should go through a three-step process: (1) a personality or psychometric test would check for the candidates' suitability for a leadership role, (2) a portfolio assessment - candidates should submit their class and schoolwork, along with a proposed School Development Plan and (3) an interview by an expert panel that tests for motivation, communication skills as well as leadership and management skills.

Further, the state should carve out a career progression path for all school leaders selected on merit. The progression should be performance based and overall school and student performance, and should allow for principals to develop into school leader coaches, or Block and District level Education Officers, managing multiple schools.

For promotional posts, while the written testing may not happen, the portfolio assessment and departmental interview should be arranged to give fair chance to candidates to prove their skills rather than just be based on ACR which could be subject to personal prejudice.

iii. Action Items

Action Item	Responsibility	Timeline
Phase in recruitments and induction	DOE, UT	

Head-Teacher Aptitude Test, Gujarat

The selection of school leaders is based on performance on the Head Teacher Aptitude Test (HTAT) as well as on academic qualifications and years of teaching experience. To reiterate importance of merit in selection test, the HTAT score in Gujarat is given a 70% weightage in the selection criteria.

Weightage of Marks in the Selection Process

HTAT score 70 percent	Marks secured by the concerned candidate in the HTAT. All candidates securing at least 50% marks in each section and 60% collectively will qualify for selection. For reserved category aspirants (SC/ST, OBC, EWS and handicapped), the cut-off marks will be five per cent lower.
Educational Qualifications 30 percent	Prescribed educational qualifications for the concerned post (see below)

No.	Qualification	Maximum Marks
1	Graduate degree, i.e. B.A. / B.Sc., etc.	05
2	Post Graduate degree i.e. M.A. / M.Sc., etc.	07
3	Graduate degree in professional subjects, i.e. B.Ed etc.	05
4	Post Graduate degree in professional subjects, i.e. M.Ed. etc.	08
5	More than ten years' experience, with 0.5 marks given per year	05
Total		30

B. Merit-Based Selection of Middle Management

i. Context

Currently, their selection process focuses more on gauging subject expertise and administrative knowledge as compared to assessing the mentoring skills and coaching expertise needed for the job. Given the critical role of these middle managers in supporting teachers, there is a need to review their selection process.

ii. Intervention

The State should adopt a merit-based recruitment process like Gujarat, to ensure that people with the right aptitude and skills for providing ongoing support to teachers join these positions. The process should test for (1) aptitude for providing academic mentoring i.e. instructional leadership and coaching aptitude (2) subject expertise (3) pedagogical knowledge

The process for selection can ensure that local academic needs are catered to. This can be achieved by designing a selection process that includes recommendations from teachers on the kind of academic support they require and expect from BRCCs. Additionally, the task of conducting the entrance exam should be delegated to the Union Public Service Commission, to ensure a robust selection process and add credibility to the candidates who get recruited.

iii. Action Items

Action Item	Responsibility	Timeline
Create recruitment norms - eligibility criteria, professional and academic qualifications	Department of Education	
Pass a government gazette for 50% selection of middle management on merit	Department of Education	
Arrange for procedure and conduct of written exam	Public Service Commission	

C. School Leadership Training

In-Charge: Director, SIE

i. Context

In the current context, all school leaders have teaching experience, but they are likely to not be competent in improving teacher instruction, or in fulfilling the necessary school management duties. Much of this gap between the existing skills school leaders possess and the skills they require can be filled through specific induction training in those skills for school leaders.

In 2012, the Ministry of Human Resource Development (MHRD) established the National Centre for School Leadership (NCSL) at National University of Education Planning and Administration (NUEPA), for strengthening school leadership. NCSL has developed a 16 days (10+2+2+2) training module which has in-built review and feedback processes for school leaders, thus making it an entire year long engagement with school heads so as to translate the learning into effective improvements at school level. The trainings have been instituted through the nodal institutes and the State Leadership Academies and is effectively being delivered through the State Resources Groups (SRGs).

Currently the UT has an SRG pool of 50 Resource persons, who would further need to develop the leadership needs of the other school heads.

ii. Intervention

Train all the school heads by 2018, since the numbers are very small for the UT with the support of Tamilnadu. The selection for the SRG members, both retired and current school leaders, should be based on eligibility criteria, with the intent of making positions in SRG more aspirational and expertise-based. The selection criteria for members could be based on motivation levels, ability to mentor and coach, and some record of schools that have consistently performed well. The guidelines issued by NCSL in this regards should be followed in selection and the trained SRG members should be used effectively for future trainings.

Lastly, the State should develop a technology platform for continuous professional development of school leaders, which can include courses and training material as well as resources and tools such as Shala Sidhhi. These can be used by School Leaders themselves or in blended model by SRGs. Presently efforts are being made to make the School Leadership programme available on the NUEPA learning portal as also as a mobile app.

iii. Action Items

Action Item	Responsibility	Timeline
Implement the guidelines issued by NCSL for the selection of SRG and certify their skills periodically	SIE	
Use the directory of the SRG members and continue adding to it so as to be able to draw resources from them at the block, district and state level		
Allocate adequate budgetary provisions to support the NCSL training programme		
Make the one month residential programme for the induction of school heads compulsory for all the newly recruited school heads and let SCERT, Tamilnadu support the UT in doing this.		

D. Remediation Programme

In-Charge: Director, Basic Education Department

i. Context

The achievement levels have declined in upper primary classes in Maths and Science. Only 11% children of class 8th could achieve more than 50% marks in Maths and 22% could achieve more than 50% marks in Science.

There is no mechanism to use assessment data in decision making and preparing school development plan.

ii. Intervention

The UT has introduced BHARTI card, an effective means of assessment but how far it brings out the actual learning level, remains a compliance exercise which needs to be examined. Assessment mechanism that forms the basis for BHARTI card is left to the discretion of individual teacher. The teacher grades the child in to three categories based on her assumptions or assessment. UT has not conducted a diagnostic test yet to identify the learning difficulty of children and plan for remediation.

U.T. may want to roll-out Teaching at the Right Level (TaRL) remediation programme in classes 3, 4 and 5. The TaRL programme provides flexibility to teachers to use different content for different groups of children in the same class and proceed at varied pace.

iii. Action Items

Action Item	Responsibility	Timeline
Identify bottom 25% zones in early grade learning outcomes to pilot the programme	DOE, UT	
Finalise approach, schools, modalities of delivery and working out a budget	DOE, UT	

Chunauti 2018, Delhi

In 2016, over 1.30 lakh government school students in Delhi failed class 9 examinations. Data from a simple baseline assessment showed that large number of students in class 6 - 8 were well below their grade levels and was at high risk of failing in class 9.

The programme was introduced to bridge the gap between current learning levels and the academic demands of their class and build a strong foundation among all students in reading, writing and arithmetic. For classes 7-9 the Department of Education used the combined score of summative assessments from the previous grade to regroup them based on their learning levels (for class 6, a simple baseline assessment was used).

Regrouped children were provided with material targeted to their learning levels. Best performing teachers in each school were re-assigned to weakest category of students. Throughout the academic year, teachers then delivered remediation programme as per guidelines provided by the technical partner - Pratham.

While the UT has introduced its own BHARTI card system, capacity building of the teachers and HoS on Learning Indicators and studying some of the good practices of the states is important for improving the learning outcome of the students.

Assessment Cell, Andhra Pradesh

The Commissionerate of School Education (CSE), Andhra Pradesh in partnership with the Centre for Science of Student Learning (CSSL) has set up a dedicated full-time 16-member assessment cell within the SCERT which will be responsible for designing, conducting and administering all student assessments in the state.

Assessment cell members are selected from within the government system after a written test and interview. They will then go through a 3-year long student assessments course covering all aspects of student assessments, including (1) assessment design, (2) item development, (3) data analysis and (4) use of learning data.

4.3 Outcome Orientation & Accountability

There is no social accountability on learning outcomes of children. Huge cultural and language gaps amongst teachers and communities (in some pockets) results in lack of active engagement opportunities for parents in the school improvement process. Another factor is socio-economic and educational status parents who are challenged to ask school on learning outcomes and overall performance.

Examination Reform, Gujarat & Rajasthan

The Gujarat Secondary and Higher Secondary Education Board (GSHSE) in association with Educational Initiatives (EI) - a leading assessments agency - through a 5-year plan improved the quality of questions in board examinations by including 'unfamiliar' non-textbook questions that test for conceptual understanding. The quality of questions was increased to 65% over 5 years.

The Education Department, Rajasthan is conducting externally administered board examinations for classes 5 and 8. While learning data from these examinations are being used to rate schools, there will not be any punitive action against students failing to pass the exam.

A. School Monitoring – Review and Support

In-Charge: DEO

i. Context

The UT does not have any mechanism or definite processes for school inspection that captures data, indicates issues faced at school level and guides the tracking of these issues across different levels, leading to lack of accountability at school level outcomes such as student attendance and academic processes. While the introduction of BHARTI card would improve the system, there needs to be increased follow-up on it and school based support.

ii. Intervention

The UT has 33 zonal heads but having a review and monitoring system for assessment on various parameters - academic programs, teacher attendance, student attendance, student enrolment, community engagement etc. - and generating tickets to flag the issue areas and pushes

notifications to concerned stakeholder for resolution of the same is required. For this the Shala-Siddhi framework could be used for assessment and each zonal head should hand-hold the HoS on the areas of improvement based on the performance on Shala-Siddhi framework.

In such a system, zonal level officials assess schools assigned on a pre-defined framework, captures the data on a system, raise and resolve issues with the school leader. School visits should be scheduled in a manner such that each school is visited at least once in an academic year, and at least bottom 15% of schools are visited twice a year.

iii. Action Items

Action Item	Responsibility	Timeline
Contextualise and adopt the Rajasthan's Vidyalaya Avalokan indicator framework		
Create Review and monitoring module in the state's management information system		
Assign officers for review and monitoring and train them on school		

B. Public Accountability

In-Charge: DOE, UT

Timeline: 2017-18

i. Context

Given the UT's geographical challenges, regular monitoring may become difficult and in the extremely difficult places like Nancowrie, Diglipur and others there could be instances of proxy teachers and low learning outcomes. UT's initiatives of BHARTI card come with tremendous promise, however the UT may want to look into having (a) learning indicators posters and (b) photographs of teachers in each school giving opportunity for community driven accountability.

ii. Intervention

The UT may seek support of the NCERT to get the Learning indicators posters and provide parents also with an easy to use assessment tool to map their child's progress.

In addition the learning indicators posters, photographs of teachers should be put up on the notice board. Parents should be encouraged to do unannounced visits to schools to check if teachers assigned to the school are in classrooms and teaching.

The state should set up technology based communication channels - SMS, IVRS etc. - for parents to report any kind of absenteeism, proxy teachers and learning outcomes of students. This data will be used to provide district level officers with real time updates. A strong dissemination strategy should be put in place to clearly communicate these two initiatives to all stakeholders.

Another way of bringing public accountability is through empowering SMC/SDMC by giving them autonomy in decision making both financial and organizational. Registering SMC/SDMCs as autonomous societies gives them the power to democratically take decisions regarding generation and utilization of funds, academic and infrastructural improvement of the school, recruitment of adhoc teachers from the community in case of teacher vacancies etc. It is important to move towards a system where there is decentralization of power and decision making and where stakeholders have more stake in the system. Moving towards a community owned school system will bring accountability and ownership and eventually improve the schools.

iii. Action Items

Action Item	Responsibility	Timeline
System to ensure learning indicators posters, teacher photos are placed in schools		
Establish communications team and develop strategy for dissemination		
Registering SMC/SDMCs under the "Society Act" and develop a guiding framework of their roles and responsibilities under the Act.		
Developing a directory of all members of SMC/SDMC and upload it on the education portal of UT		
Capacity building of all SMC/SDMC members on leadership for school development		
Roles and responsibilities of the SMC/SDMC towards school development defined clearly		
Meeting schedules with agenda for each school be displayed on the state education portal and regular monitoring and feedback on developing effective school-community relationships		

State Examples

States like Rajasthan, Karnataka, Jharkhand and Chattishgarh have clearly understood the significant role of SMC/SDMCs in school based assessment, monitoring, and development and hence have taken different measures in empowering the community in bringing quality back to government school system

SMC/SDMCs registered under Society Act, Rajasthan

To bring more autonomy and therefore accountability into the school education system the Rajasthan government has registered all its SMC/SDMCs under the 'Society Act'. This gives them more freedom to take decisions whether financial, administrative or academic. The second step is applying for a PAN card and the third being applying for 80G exemption for the schools. While schools in the state are still undergoing this process but for schools that already have received 80G exemption has started developing their own corpus and have actively engaged in improving lab facilities, appointing local teachers in case of scarcity, providing the basic necessities to the children. With the Rajasthan Knowledge Corporation Ltd, some of the SMCs / SDMCs are also running computer literacy courses by taking minimal charges from the students and developing schools as centres of learning for all. These empowered SMC/SDMCs in many schools are bringing a perceptual shift wherein Rajasthan schools have shown reverse migration from private schools to government schools.

Zero Drop-out Panchayat, Jharkhand

The department of School Education and Literacy, Jharkhand has identified 520 panchayats, two from each of the 260 blocks in the state as having the maximum school drop-outs. The dropout rate in the government schools at present is 5.1%. With this initiative of building the capacity of the SMC/SDMCs and bringing the ownership of the Panchayats the state aims at achieving 'zero drop-out panchayats'.

4.4 Key Enablers

A. Integrated Data System

In-Charge: State Project Director (SPD), School Education Department

i. Context

Currently, the UT does not have an Integrated Digital System apart from the U-DISE database. Being very small in magnitude, there are not many data issues, however having an integrated system would ease out lot of challenges that state faces .

Hence, there is an immediate need to digitize and streamline the current data collection, analysis, usage efforts and create an integrated digital system to enable data driven decision making and aid in better monitoring and planning.

ii. Intervention

The state should adopt Technology enabled Strengthening of School Systems (TeSSS) - an integrated school based data system developed by the MHRD. The integrated digital system will improve and enable the transition to a paperless system, thus resulting in effort and cost savings, along with facilitating easier accessibility of data to various stakeholders.

The integrated digital system will have dedicated modules for key stakeholders, namely, students, teachers and schools, such as: (1) students - attendance, enrolment and registration, progression, MDM and other incentive schemes management, assessments, remediation, e-content, student transition and tracking (2) teachers - attendance, teacher profile, leave management, salary disbursement, e-content, training management, transfers, grievance redressal, medical reimbursement, no objection certificate and (3) schools - school information, facilities, infrastructure, SMC/SDMC, PTA, records of public donations and support , GIS and overall school assessment.

User-friendly dashboards will also be created at different levels to drive usage.

iii. Action Items

Action Item	Responsibility	Timeline
Develop a framework that complies with the data requirements across data set owners at the state level		
Translate the framework into the integrated digital system, in collaboration with the identified IT partner		
Pilot the integrated digital system in selected 10 districts by January 2018 before taking it to Scale		

B. Strengthening Communications – improving quality

i. Context

Periodic and meaningful communication with external and internal stakeholders is critical to create a coalition for change. A complex change management exercise like education reforms should have multiple communication channels and consistent, mutually reinforcing messages for different stakeholders. This will also help create a larger buy-in behind the reform.

The whole purpose of conducting such a huge exercise was to come up with a plan which not only helps the UT of Andaman and Nicobar Islands to understand its limitations but to work upon them and utilise the existing resources in an efficient manner. The role to be played by the State of Tamil Nadu as a 'Mentor' is of utmost importance as they have to customise their experiences and assist UT accordingly. Therefore in the case of Andamans, establishing effective mechanisms for developing communication channel with the State is also very important.

ii. Intervention

We should have multipronged strategy leveraging ICT for enhancing the academic delivery system in schools by routing most of the communication through formal MIS channel and complementing it with informal channels like Whats-App groups. The system is intended to administer processes like sending out circulars, monitoring the status and analysing activity levels, garner feedback and fix accountability through transparent mechanisms.

	Nature of Channel	Primary Functions
MIS	Formal Channel · Top-down · Bottom-up	<ul style="list-style-type: none">• To receive all the circulars, mark them as important or delete them• Analytics on read receipts and activity levels
		<ul style="list-style-type: none">• All meetings and trainings to be updated in the calendar
		<ul style="list-style-type: none">• Contact details of every person to be there in diary with positions, to allow ease of communication
		<ul style="list-style-type: none">• Collect feedback, float survey forms

	Nature of Channel	Primary Functions
Whats App Groups	Informal channel	<ul style="list-style-type: none"> • Separate groups for principals, DEOs, teachers etc. • Use for reminders, urgent messages etc. • Moderators from within group to monitor them
VCs	Training medium for principals	<ul style="list-style-type: none"> • Mandatory feedback to be filled on MIS • Feedback to encompass relevance, content effectiveness and instructor effectiveness
Emails	To be support system for communication	• In support of MIS to ensure full coverage of intended recipients

Action Steps

Action Item	Responsibility	Timeline
Prepare a framework for online communication		
Setup a communication cell to <ol style="list-style-type: none"> 1) Manage top down communication by state officials to district & schools 2) Manage feedback and other data received from bottom up channels 		
Training and capacity building of officials for effective roll out of the communication system at grassroots level		

C. School Integration

In-Charge: Directorate of Education, UT

i. Context

Andamans & Nicobar Islands have huge geographical challenges. Reaching out to many islands is a very pain taking process. While the UT has done away with single teacher schools at the upper primary stage; at the primary stage there are still single teacher schools. It is challenging to drive system-wide reform in this context, as most of these single or two teacher schools are multigrade schools. These schools become doubly marginalized owing to the multiple language background of the children and the multiple medium of instructions in the same school. It is administratively and pedagogically complex to monitor and support such schools.

There is increasing realization among major States that it is hard to drive reform in such a fragmented system.

ii. Intervention

One way to address these issues is through school consolidation, the process of merging one or more small schools in the neighbourhood to create a larger, better resourced school. It is important to move towards an education system with lower number of schools overall, where most schools are composite schools providing both elementary and secondary education. It is also proposed to have the relocation of the anganwadis within the primary schools. And in the context of A&N islands, if we could introduce English as the common language and as medium of instruction in schools, it would help teachers in dealing with many of the pedagogical issues.

iii. Action Items

Action Item	Responsibility	Timeline
Collect the GIS coordinates of all schools – government and aided and habitations. Map the boundaries of all sub-state areas - divisions, district, block, gram panchayat and villages		
Integrate all same campus primary and upper-primary schools. In cases where a primary and upper-primary school resides in the same campus, integrate them to create a composite class 1-8 elementary school		
In each gram panchayat, identify a centrally located class 1-8 hub-school with requisite infrastructure		

Action Item	Responsibility	Timeline
facilities and additional land for expansion		
Integrate all small primary schools (enrolment less than or equal to 50) and upper-primary (enrolment less than or equal to 30) schools within 1 km to the hub-school.		
Upgrade the hub-school to a class 1-10 school, by adding one new class per year, starting with class 9 in 2018 and class 10 in 2019.		
In cases where a small school is beyond 1 km distance from hub-school, integrate the school with other small schools lying within 1 km		
Support from the School Management Committee's should be sought before consolidating any school.		

State Examples

Multiple states including Rajasthan, Haryana, Himachal Pradesh, Andhra Pradesh have undertaken school rationalisation exercises in the past ~ 3 years. A brief description of the Rajasthan and Haryana model are given below.

Adarsh Yojana, Rajasthan

Any elementary school within 1.5 KM of a secondary department school is being integrated within the secondary school, resulting in a grade I-XII school in each gram panchayat.

~ 15,000 elementary schools will be integrated with 13,400 existing secondary schools through a phased approach. If the secondary school does not have the infrastructural capacity for a larger student population, 'virtual consolidation' is an interim step. That is, smaller schools are being provided with supervisory support and resources of the larger school, even though the schools are not co-located.

The government is also providing additional support to increase the efficacy of consolidation. Teachers are being redeployed and vacancies are being filled in the integrated schools. Transportation support such as cycles and vouchers are also being provided to students and teachers.

One Teacher Per Classroom, Haryana

Haryana had over 1,700 small schools with multigrade teaching. As a first step towards education system reform, the education department focused on creating minimum conditions for learning by reducing the number of schools with multigrade classrooms. A phase wise description of the school consolidation process is given below:

Phase 1: Over 6 months, the education department integrated 776 primary schools with other primary schools in the campus to create 385 primary schools. The number of schools with 1-2 teachers reduced by 94% - from 279 to 15. Percentage of classrooms with multigrade teaching also reduced by 75%.

Phase 2: Centrally located hub-schools with adequate infrastructure and land for expansion-enrolment greater than 200 and pupil-classroom ratio of less than 40 - were identified. Then all schools with 1-3 teachers lying were integrated with a hub-school lying within 1 km. In this phase, 340 such primary schools were merged into 100 hub-schools.

5. Summary of Action Items

Initiative	Action Item	Responsibility	Timeline *(Short/Medium /Long Term)
Initialising the Roadmap	Finalise the roadmap	MHRD/ Govt. of A&N islands	Short term
	Get approval from Tamilnadu on major interventions and their support in each	Govt. of TN and Govt. of A&N islands	Short Term
	Seek the preparedness of the UT in taking up the interventions	Govt. of A&N islands	Short Term
Reforming TEIs	Developing Teacher Education Cadre for SIE, DIET and STTI	MHRD and State	Long Term
	Restructuring Teacher Education to meet the in-service needs	NCTE, DOE, UT	Medium Term
	Study the Rajasthan government's' policy on restructuring DIETs and establishing them as autonomous societies.	DOE,UT	Short Term
	Registering DIETs as autonomous society and having a DIET Development and Management Committee for taking all financial and decision making roles for institution development	DOE,UT	Medium Term
	Redefining DIETs and utilizing their potentials into improving quality INSET (In-service Teacher Education)	SCERT, TN and DOE,UT	Medium Term
	Send medium and post wise vacancy report to State Public Service Commission	Directorate of School Education	Medium Term
	Arrange for procedure and conduct of written exam	State Public Service Commission	Long Term
	Personality Test and Interview	State Public Service Commission to publish panel of interviewers	Long Term
	Phase in merit- based recruitment and induction	School Leadership Cell, SCERT	Long Term
Merit-Based Selection of Middle	Initiate direct recruitments through UPSC for levels at the Block and	Union Public Service Commission	Long Term

Management	above also similar to the one for HoS	and DOE, State	
	Create recruitment norms - eligibility criteria, professional and academic qualifications	Department of Education	Long Term
	Seniority based promotions also to be made regular and transparent	Department of Education	Long Term
Teacher Training Management System	Develop framework for the teacher training system	SCERT, Tamilnadu and SIE, UT	Medium Term
	Hire a technology partner to translate this framework into a digital system	SCERT, Tamilnadu, and SIE, UT	Medium Term
School Leadership Training	Implement the guidelines issued by NCSL for the selection of SRG and certify their skills periodically	SCERT	Long Term
	Use the directory of the SRG members and continue adding to it so as to be able to draw resources from them at the block, district and state level		Short term
	Allocate adequate budgetary provisions to support the NCSL training programme		Medium Term
	Make the one month residential programme for the induction of school heads compulsory for all the newly recruited school heads and let State Leadership Academy in Tamilnadu take up the programme for induction of HoS in A& N islands.		Medium Term
Remediation Programme	Identify bottom 25% zones in early grade learning outcomes to pilot the programme		Short Term
	Identify support from Tamilnadu to provide technical assistance for the initiative		Short Term
	Finalise approach, schools, modalities of delivery and working out a budget		Short Term
Learning Outcomes and Assessments	Govt. to issue notification so that the learning indicators can be incorporated in UT Rules		Short Term
	Follow-up of BHARTI card and school support based on it		Short Term

School Review and Monitoring	Contextualise and adopt the Rajasthan's Vidyalaya Avalokan indicator framework		Medium Term
	Create Review and monitoring module		Short Term
	Capacity building of zonal officers in providing reflective feedback and supporting school improvement		Medium Term
Public Accountability	System to ensure learning outcome posters, teacher photos are placed in schools		Short Term
	Establish communications team and develop strategy for dissemination		Short Term
	Develop a guiding framework for SMC/SDMC roles and responsibilities under the Act.		Short Term
	Developing a directory of all members of SMC/SDMC and upload it on the state education portal		Short Term
	Capacity building of all SMC/SDMC members on leadership for school development		Short Term
	Roles and responsibilities of the SMC/SDMC towards school development defined clearly		Short Term
	Meeting schedules with agenda for each school be displayed on the state education portal and regular monitoring and feedback on developing effective school-community relationships		Short Term
Integrated Data System	Seek support from MHRD on developing the integrated Data management system		Medium Term
Strengthening Communications	Prepare a framework for online communication		Medium Term
	Manage feedback and other data received from bottom up channels		Medium Term
	Training and capacity building of officials for effective communication system at grassroots level		Medium Term
School Integration	Collect the GIS coordinates of all schools - government, private aided - and habitations. Map the		Medium Term

boundaries of all sub-state areas - divisions, district, block, gram panchayat and villages		
Integrate all same campus primary and upper-primary schools. In cases where a primary and upper-primary school resides in the same campus, integrate them to create a composite class 1-8 elementary school		Long Term
In each gram panchayat, identify a centrally located class 1-8 hub-school with requisite infrastructure facilities and additional land for expansion		Long Term
Integrate all small primary schools (enrolment less than or equal to 50) and upper-primary (enrolment less than or equal to 30) schools within 1 km to the hub-school.		Long Term
Upgrade the hub-school to a class 1-12 school, by adding one new class per year, starting with class 9 in 2018 and class 10 in 2019.		Long Term
In cases where a small school is beyond 1 km distance from hub-school, integrate the school with other small schools lying within 1 km		Long Term
Support from the School Management Committee's should be sought before consolidating any school.		Long Term

***Short Term = at least 6 months, Medium Term=at least 6 months to 1 year, Long Term=at least 1 year to 3years.**

Samagra Shiksha
(An Integrated Scheme for School Education)

**Presentation on Appraisal Report
A & N ISLAND**

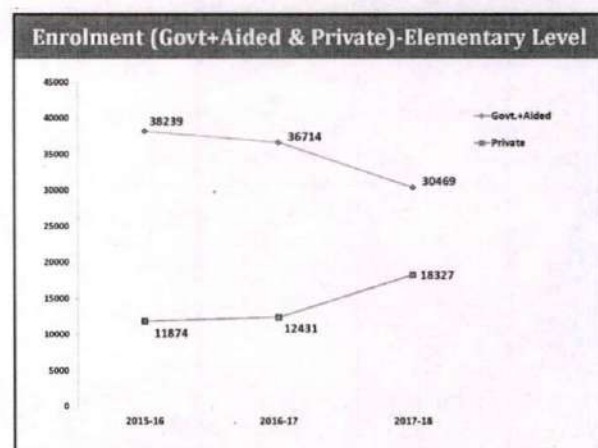
Project Approval Board Meeting 2018-19
13th June, 2018

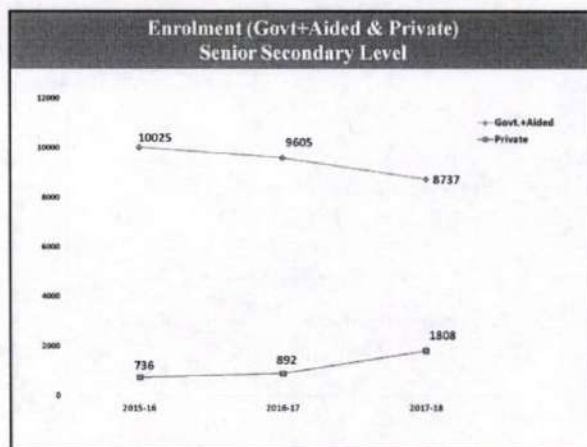
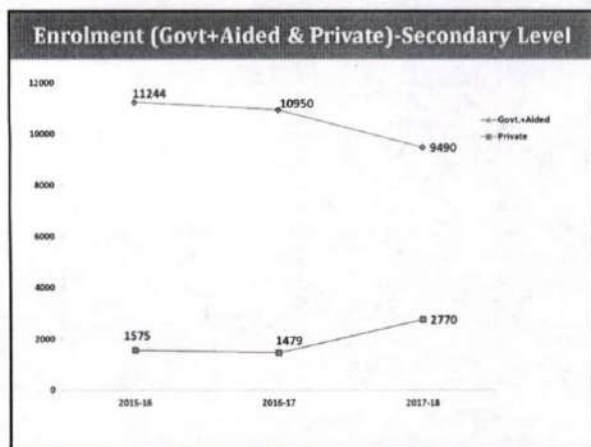
State Profile A & N Islands			
	Management	Number	Percentage
Schools	Government	339	81.29
	Aided	2	0.48
	Unaided	76	18.23
	*Total	417	
Enrolment	Government	52316	73.07
	Aided	2098	2.93
	Unaided	17187	24.00
	*Total	71601	
Teachers	Government	4357	78.38
	Aided	75	1.35
	Unaided	1127	20.27
	*Total	5559	

Districts:- 3
Special Focus Districts:- 2
Aspirational Districts:- 0

* In Total others, unrecognized and madarsa is not included

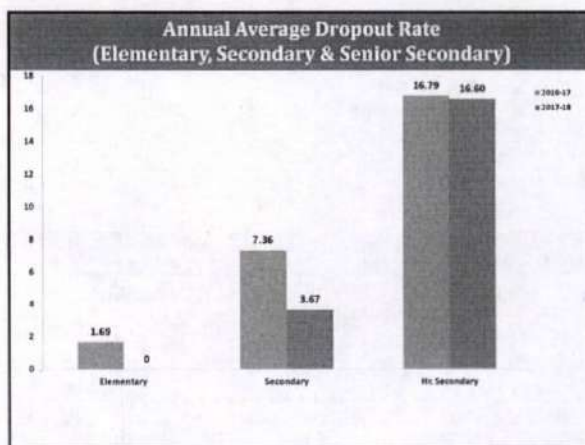
Basic Educational Indicators					
• Gross Enrolment Ratio					
Year	Primary	Upper Primary	Elementary	Secondary	Higher Secondary
2017-18	106.83	108.75	107.55	101.23	114.68
2016-17	84.97	81.31	83.56	82.26	71.23
• Net Enrolment Ratio					
Year	Primary	Upper Primary	Elementary	Secondary	Higher Secondary
2017-18	95.07	88.40	92.59	69.85	75.62
2016-17	73.81	64.81	76.15	54.46	45.24
• Pupil Teacher Ratio					
Year	Primary	Upper Primary	Elementary	Secondary	Higher Secondary
2017-18	16	9	13	13	15
2016-17	13	12	12	13	15

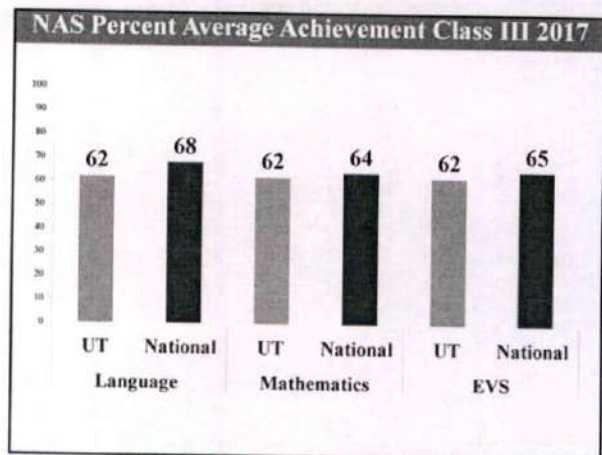
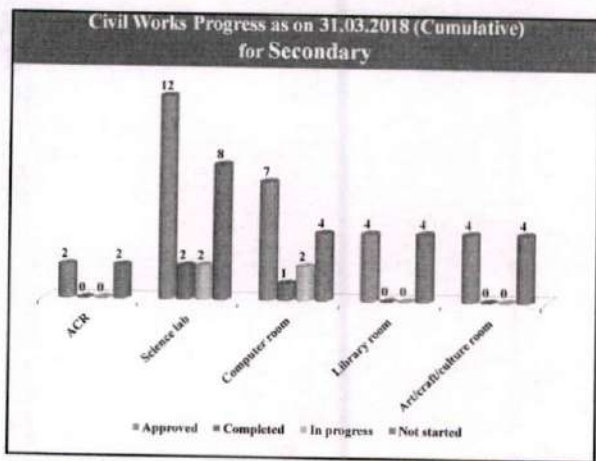
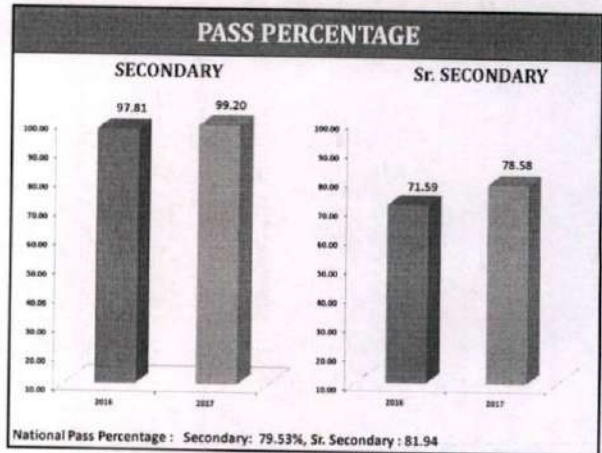
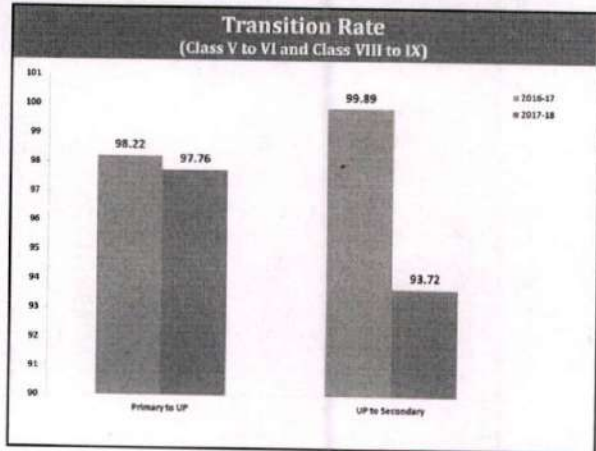


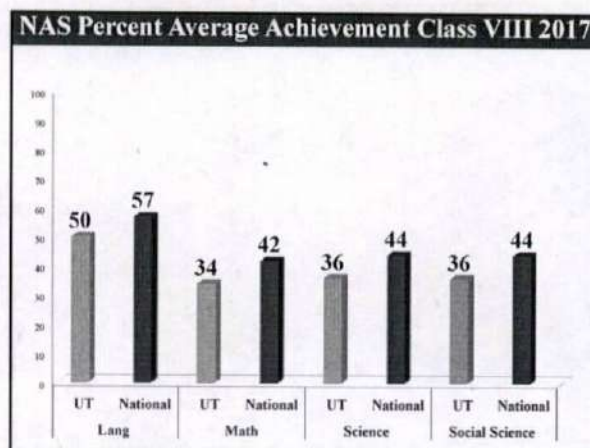
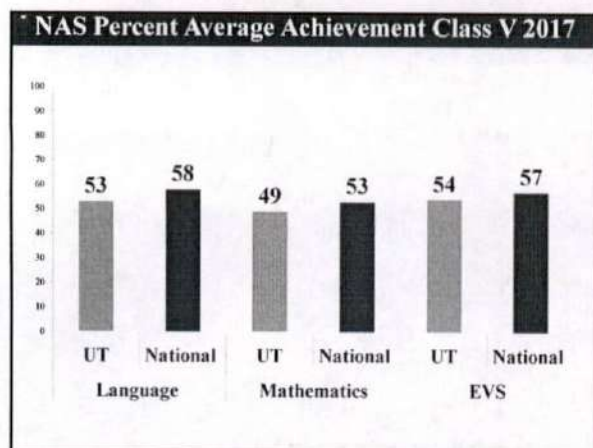


School size & Single Teacher Schools (Government)

For Govt. Schools	2016-17		2017-18	
	Primary	Upper Primary	Primary	Upper Primary
Zero Enrolment	0	1	0	1
Less than 15 Enrolment	74	15	71	15
Less than 30 Enrolment	144	32	145	38
Single Teacher Schools	0	0	4	0
% of schools with Adverse PTR	0	9.68	1	0







Class/Subject (Elementary)	Class & Subject-wise Achievement of Students				
	0-30% (Low)	30-50% (Average)	50-75% (Above Average)	Above 75% (High)	
Class III	Lang	10.5	21.3	36.6	31.6
	Math	8.7	22	39	30.3
	EVS	10.6	21.5	35.5	32.5
Class V	Lang	17.9	30.0	34.4	17.7
	Math	22.1	32	34	11.8
	EVS	15.1	29.9	38.4	16.6
Class VIII	Lang	20.4	31.1	34.4	14.2
	Math	48.6	36	13	2.4
	Science	42.1	37.7	17.5	2.8
	S. Science	43.2	37.4	16.3	3.1

District & Class wise Achievement in NAS				
Sl. No.	District Name	District Mean		
		Class III	Class V	Class VIII
1	Andaman	59	50	38
2	Middle & North Andamans	65	53	40
3	Nicobars	64	53	35

Restructuring of SCERT,DIET and DIKSHA

Strengthening of SCERTs: A detailed proposal for setting up SCERT (presently SIE) has already been prepared and submitted to the UT Administration for perusal and approval. On approval from the UT Administration the proposal will be sent to the Director, NCERT New Delhi, for onward submission to the MHRD.

Strengthening of DIETs: The UT has only one DIET and will adopt Model I i.e., continuing with the existing model of pre-service education and in-service training. Currently two branches namely, PSTE & IFIC are functional with the staff attached with PSTE Wing and action is under process to create all seven branches as per the MHRD guideline.

Status of DIKSHA: UT has notified the State Institute of Education (SIE) as the implementation agency and Principal SIE as the nodal person for effective implementation of DIKSHA. Accordingly, all related committees have also been formed i.e., Steering Committee, Content and Technical Committees.

Innovations /Best Practice

STUDENT EXCHANGE PROGRAMME

As a part of celebration of "Rashtriya Ekta Diwas", the Lt. Governor of A & N Islands and the Governor of Jammu & Kashmir has decided that the selected students of UT and J & K will visit J & K and UT of A & N islands respectively (i.e. North to South link). 15 meritorious students of A & N islands left for J & K on 29th October 2017 and returned back on 5th November 2017. The team visited Mubarak Mandi Higher Secondary School, Raja Raghbir Singh High School (Heritage School), Govt Higher Sec. School Chakrohi R.S Pura (on International border), Line of Control (LOC) Suchetgarh Border, Govt. Higher Sec. R.S Pura, Govt. Hr. Sec. School Kud, Govt. Higher Sec. School, Batote, Govt. Hr Sec School Garhi (Udhampur).

The interacted with the students, teachers and Electronic and print media personnels of J & K and shared their experiences and knew about their culture and schooling.

44 students from J & K arrived A & N Islands in 18th February 2018 and visited Govt. Model, Girls SSS Port Blair, Cellular Jail, Havelock island, Ross Island.

It was a great experience for the students of both the states.

Innovations /Best Practice

FREE COACHING CLASSES FOR JEE & NEET

The Department of Education has been organising free coaching classes for all students of islands studying in Govt. and Private schools who aspire to appear JEE and AIPMT / NEET from 2015 to till date. After completion of board examination, the classes are conducted till NEET exams.

The department is continuing to organise the special coaching classes for all students of the islands. Students from inter-island also attend the one month special coaching classes. The best subject experts of the department and for Architecture, experts from APWD are deputed to conduct the classes. Most of the students got the success to take admission in Andaman Nicobar Islands Institute of Medical Sciences (ANIIMS) / mainland reserved seat. For this year, the free coaching classes for NEET will be organised from 4th April 2018 to 4th May 2018.

The response of the coaching classes are tremendous and around 350 students including inter-island students attend every year.

Innovations /Best Practice

ADOLESCENCE PROGRAMME

After attaining the adolescence, the absenteeism of girl students has been increased during the course of menstruation. In order to reduce the absenteeism amongst the adolescence girl students, an initiative from the Department of Education was started under RMSA during 2017-18.

The main activities undertaken in the programme are Establishing Exchange Room, providing sanitary napkins to needy adolescence girls, constituting Adolescent club (Kishori club) for educating the girls on health and hygiene, Adolescent peer organized network (APON/Life skill-based education), Communication, awareness and advocacy Programme, Jagruthi Shibir (Awareness camps), Tutorial initiative for adolescents (TIA).

With the introduction of adolescence programme, the girl students are now becoming aware of health and hygiene during menstruation and safe use of sanitary napkins. It has also been reported that absenteeism of girl children have also reduced.

Category		Outlays (Rs. In lakhs)	Amount Released (Rs. in lakhs)
SSA 2017-18	Estimated Outlay approved	1989.25	
	Actual Release Outlay		
	Central Share	1989.25	1945.53
	State Share	N/A	N/A
	Total	1989.25	1945.53
RMSA 2017-18	Estimated Outlay approved	769.31	
	Actual Release Outlay		
	Central Share	769.31	308.38
	State Share	N/A	N/A
	Total	769.31	308.38
Teacher Education	Estimated Outlay approved	12.63	
	Actual Release Outlay		
	Central Share	12.63	9.47
	State Share	N/A	N/A
	Total	12.63	9.47

S. No.	Component	Spill Over (total) (Rs. In Lakhs)	Center share (spill over) (Rs. In Lakhs)
1.	Elementary	19.32	19.32
2	Secondary	445.03	445.03
3	Teacher education	0.00	0.00
4.	Total	464.35	464.35

**PAB commitments 2017-18
A & N ISLAND**

UT COMMITMENTS FOR 2017-18

S.NO.	Commitments	Action Taken
1.	UT would document their best practices and initiatives and subsequently upload it on the SSA SHAGUN website. This would enable the UT to showcase its successes and would provide a platform for all UTs to learn from each other.	Complied
2.	UT would update the progress in implementation of the approved activities under the AWP&B on the SSA SHAGUN portal. A hard copy of the Summary UT Tables I and II on the SHAGUN portal, duly signed by the UT Project Director, would be submitted at the time of the request for release of funds under SSA. This would be in addition to the already prescribed documents under the GFR.	Complied
3.	During the year 2016-17, dropout rate to Elementary level is 0.32. UT will continue to make efforts to reduce the dropout.	Drop-out rate reduced from 0.32 to 0 in 2017-18 for elementary level

UT COMMITMENTS FOR 2017-18

S.NO.	Commitments	Action Taken
4.	UT should create a Child wise database (using Aadhar wherever available or any other unique Id for every child) by June, 2017. This database would make the enrolment indicators robust and reliable.	The UT is using SIDMIS for child wise database.
5.	UT will maintain a database on details of its teachers, including their Aadhar Numbers	Database of the teachers will be collected in the Shiksha Kosh
6.	The UT will complete GIS mapping of all schools (100%) and integrate their database with the NIC website http://schoolgis.nic.in/ .	Complied
7.	UT will undertake positive consolidation of its schools, within the provisions of the RTE Act, with a view to strengthen primary education and for optimum utilization of resources.	There are no surplus schools
8.	UT will map all the stand alone Government and Government aided primary schools, develop and finalize specific action plans for improving learning outcomes in these schools and share it with the Department.	Complied

UT COMMITMENTS FOR 2017-18

S.NO.	Commitments	Action Taken
9.	The UT will rationalize teacher deployment in primary and upper primary schools, so that there is no single teacher school and all schools have PTR as per norms under the RTE Act, 2009. At the upper primary level, special emphasis should be laid on maintaining the subject PTR.	Complied
10.	UT will recruit headmaster in primary and upper primary schools as per the RTE norms to uplift the management of such schools. Given the significant role of a headmaster in school management, direct recruitment of such headmasters may be considered.	Filled all the vacant posts of Primary and upper Primary Head Teachers
11.	UT should ensure that children with less than grade level learning competencies are identified and provided learning support and in-school re-enforcement. Efforts would be made so that that all children reach the desired grade-appropriate competency level.	In class rooms Learning outcomes were displayed and shared the same to parents and teachers Remedial classes had been conducted from Class III to VIII

UT COMMITMENTS FOR 2017-18

S.N.	Commitments	Action Taken
12.	UT will explore the mechanisms for convergence with other departments especially with the Department of Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools	The UT Administration has involving Panchayati Raj, Institution, PHMC, APWD, social welfare and health department to provide assistance to the schools for maintenance, sanitation etc.
13.	UT should undertake the "Partnership Between Schools" Programme which aims to link schools located in rural areas with private, aided or government schools in urban or semi urban areas. This would help in bringing all students to one common platform and to share experiences and learn from each other.	A total of 286 schools are twinned under the students exchange programme. UT also carried out to twin the UT and the Jammu Kashmir state under this programme.
14.	UT will display a gallery of the grade-wise photos of teachers on the school notice board in all elementary schools. The photos would be in a size that is visible and identifiable. This would help in honouring the teachers who are the fulcrum of the education system.	Complied

UT COMMITMENTS FOR 2017-18

S.N.	Commitments	Action Taken
15.	UT will complete all the pending civil works in 2017-18.	Against the PAJ Target of 718 Works (erstwhile SSA) for schools upto Class I to VIII, 676 Works have already been completed whereas 40 works are in completion stage and 2 works are to be commenced. The achievement level is 94.15%. Under erstwhile RMSA, against the PAJ sanction of Renovation of 26 School Bldg, 12 Integrated Science Lab, 7 Computer Room, 4 Art Room, 4 Library Room and 2 Classrooms, the UT could succeed in completing renovation of 13 school building, 6 Integrated Science Lab and 3 Computer Lab whereas 5 Integrated Science Lab, 3 Computer Room, 3 Art Room and 3 Library Room are in progress. Grant has not been released by PAJ for undertaking 1 Integrated Science Lab, 1 Computer Room, 1 Art Room, 1 Library and 2 Classrooms for GSS Bengali Teressa and as such, the work has not been commenced so far. Further, renovation of 13 schools is not required as this works have already been covered out of UT Plan. Further, spill over grant for RMSA works were demanded during 2017-18, but no sanction has been granted which delay the progress of ongoing works.

UT COMMITMENTS FOR 2017-18		
S.N	Commitments	Action Taken
16.	UT will ensure inspection and evaluation of all primary and upper primary schools.	Complied
17.	The Department is in the process of extending the deadline for training of untrained teachers as mandated under the RTE Act, 2009. As soon as it is cleared, the UT will ensure that all teachers are trained by the extended period.	Complied
18.	The Central RTE Rules are being amended to include reference to class-wise, subject-wise Learning Outcomes for all Elementary Classes. Accordingly, once the related guidelines are received by the UT, the UT would take necessary action for spreading of the Learning Outcomes to all schools so that teachers devote time for improving the quality as per the bench mark.	Complied
19.	The UT would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e., school.	Due to difficult terrain and poor connectivity the PFMS may be completed by 2018-19 upto cluster level.
20.	The Annual Report Audited Accounts would be submitted to the Department for laying in the Parliament.	Complied

**Proposal & Recommendations
for AWP&B 2018-19
SMSA**

Sub Component	Activity Master	Proposal			Recommendation		
		Phys	Unit Cost	Fin	Phy	Unit Cost	Fin
Opening of New / Upgraded Schools	Opening of New / Upgraded Schools - Non Recurring (Secondary)						
	1 Section School (Class IX - X)	1	36.13	36.13	0	0	0
	Total of Opening of New / Upgraded Schools - Non Recurring (Secondary)			36.13			0
	Opening of New / Upgraded Schools - Recurring (Secondary)						
	Subject Teacher	10	5.62488	56.25	0	0	0
	Total of Opening of New / Upgraded Schools - Recurring (Secondary)			56.25			0

Sub Component	Activity Master	Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Opening of New / Upgraded Schools	Opening of New / Upgraded Schools - Non Recurring (Hr. Secondary)						
	Higher Secondary School - Arts Stream (XI - XII)	1	50.63	50.63	1	23.2	23.2
	Total of Opening of New / Upgraded Schools - Non Recurring (Hr. Secondary)			50.63			23.2
	Opening of New / Upgraded Schools - Recurring (Hr. Secondary)						
	Subject Teacher - Science Stream	5	5.63	28.13			

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Opening of New / Upgraded Schools	Total of Opening of New / Upgraded Schools - Recurring (Hr. Secondary)			28.12			0
	Total of Opening of New / Upgraded Schools			171.13			23.2
Strengthening of Existing Schools	Strengthening of Schools (up to Highest Class VIII)						
	Additional Classrooms (Upto Class VIII)	1	15.82	15.82	1	11.6	11.6
	Cluster Resource Center (CRC)	38	37.65	1430.52	0	0	0
	Total of Strengthening of Schools (up to Highest Class VIII)			1446.34			11.6

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Strengthening of Existing Schools	Strengthening of Existing Schools (XI - XII)						
	Science Lab	2	27.37	54.74	0	0	0
	Additional Classroom	13	15.82	205.69	1	11.6	11.6
	Art / Craft Room	5	19.51	97.56	0	0	0
	Total of Strengthening of Existing Schools (XI - XII)			357.99			11.6
	Total of Strengthening of Existing Schools			1804.33			23.2

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Media & Community Mobilization	Media & Community Mobilization (Elementary)						
	Media & Community Mobilization	239	0.015	3.585	239	0.015	3.585
	Training of SMC/ SDMC	239	0.03	7.17	239	0.03	7.17
	Total of Media & Community Mobilization (Elementary)			10.76			10.76
	Media & Community Mobilization (Secondary)						
	Media & Community Mobilization	89	0.015	1.335	89	0.015	1.335
	SMDC Training	89	0.03	2.67	89	0.03	2.67
	Total of Media & Community Mobilization (Secondary)			4			4
Total of Media & Community Mobilization			14.76			14.76	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Funds for Quality LEP, Innovation, Guidance etc)	Quality Components (Secondary)						
	Readiness programme for subjects	29399	0.006	185.21	0	0	0
	Shaala Siddhi	83227	0.000	1.665	83227	0.000	1.66
	Teacher Exchange programme	267	0.02	5.34	267	0.02	5.34
	Aptitude Test at School Level	89	0.08	7.12	89	0.05	4.45
	Total of Quality Components (Secondary)			199.34			11.45
	Project - Innovative Activities (Secondary & Sr. Secondary)						
	Inter State Student Exchange Program	29	0.3	8.7	29	0.15	4.35

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Funds for Quality (LEP, Innovation, Guidance etc)	Smart Class Rooms/Digital Boards	100	2.5	250	100	2	200
	Yoga Olympiad	89	2	178	89	0.2	17.8
	BAND Competition	89	2.20	196.00	3	3	9
	Total of Project - Innovative Activities (Secondary & Sr. Secondary)			632.7			231.15
	Project Innovation (Elementary)						
	Development of Science Model centre	9	1	9	9	1	9
	Total of Project Innovation (Elementary)			9			9

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Funds for Quality (LEP, Innovation, Guidance etc)	Project Kala Utsav (Secondary)						
	TA / DA Allowance for National Level	50	0.2	10	50	0.06	3
	Kala Utsav	3	2	6	3	2	6
	Total of Project Kala Utsav (Secondary)			16			9
	LEP (Class IX - XII)						
	Learning Enhancement (Remedial teaching)	9320	0.005	46.6	9320	0.005	46.6
	Total of LEP (Class IX - XII)			46.6			46.6

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Funds for Quality (LEP, Innovation, Guidance etc)	Total of Funds for Quality (LEP, Innovation, Guidance etc)			903.64			307.2
Assessment at National & State level	Assessment at State level (Elementary)						
	Activities at District level	0	0	0.00	3	2	6
	Readiness Programme	29399	0.01	185.21	29399	0.01	185.21
	Assessment at State level	3	20	60	3	1	3
	Total of Assessment at State level (Elementary)			245.21			194.21
	Assessment at State level (Secondary)						
	Assessment at State Level	3	20	60	3	2	6

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Assessment at National & State level	Total of Assessment at State level (Secondary)			60			6
	Total of Assessment at National & State level			305.21			200.21
Composite School Grant	Annual Grant (up to Highest Class VIII)						
	School Grant - (Enrol 1-15)	71	0.25	17.75	71	0.125	8.875
	School Grant - (Enrol 15 - 100)	146	0.25	36.5	146	0.25	36.5
	School Grant - (Enrol > 100 and <= 250)	16	0.5	8	16	0.5	8
	School Grant - (Enrol > 250 and <= 1000)	6	0.75	4.5	6	0.75	4.5
	Total of Annual Grant (up to Highest Class VIII)			66.75			57.88

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Composite School Grant	Annual Grant (up to Highest Class X or XII)						
	School Grant - (Enrol 15 - 100)	9	0.25	2.25	9	0.25	2.25
	School Grant - (Enrol > 100 and <= 250)	29	0.5	14.5	29	0.5	14.5
	School Grant - (Enrol > 250 and <= 1000)	48	0.75	36	48	0.75	36
	School Grant - (Enrol > 1000)	3	1	3	3	1	3
	Total of Annual Grant (up to Highest Class X or XII)			55.75			55.75
	Total of Composite School Grant			122.5			113.62
Libraries	Library (upto Highest Class VIII)						
	Composite Elementary Schools (I - VIII)	56	0.13	7.28	56	0.13	7.28

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Libraries	Upper Primary Schools (VI - VIII)	1	0.1	0.1	1	0.1	0.1
	Primary School (I - V)	182	0.05	9.1	182	0.05	9.1
	Total of Library (upto Highest Class VIII)			16.48			16.48
	Library (upto Highest Class XII)						
	Composite Secondary Schools (Class I - X)	39	0.15	5.85	39	0.15	5.85
	Schools with Class VI - XII	17	0.15	2.55	17	0.15	2.55
	Composite Secondary Schools (Class IX - XII)	4	0.15	0.6	4	0.15	0.6
	Composite Senior Secondary Schools (Class I - XII)	29	0.2	5.8	29	0.2	5.8

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Libraries	Total of Library (upto Highest Class XII)			14.8			14.8
	Total of Libraries			31.28			31.28
Rashtriya Aavishkar Abhiyan	Rashtriya Aavishkar Abhiyaan (Elementary)						
	Science Exhibition / Book Fair	57	0.155	8.84	57	0.05	2.85
	Quiz Competition	57	0.02	1.14	57	0.02	1.14
	Total of Rashtriya Aavishkar Abhiyaan (Elementary)			9.98			3.99
	Rashtriya Aavishkar Abhiyan (Secondary)						
	Science Exhibition / Book Fair	89	0.16	13.80	89	0.08	7.12
Quiz Competition	89	0.02	1.78	89	0.02	1.78	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Rashtriya Aavishkar Abhiyan	Study Trip for Students to Higher Institutions (Within States)	17199	0.00	34.40	5160	0.00	10.32
	Exposure visit outside State	18	0.15	2.7	18	0.1	1.8
	Total of Rashtriya Aavishkar Abhiyan (Secondary)			52.67			21.02
	Total of Rashtriya Aavishkar Abhiyan			62.65			25.01
ICT and Digital Initiatives	ICT and Digital Initiatives (up to Highest Class VIII)						
	Tablets/Laptop/Notebook/PCs	40	4	160	40	4	160
	Operating System / Softwares	40	2	80	40	0.2	8
	Furniture	40	0.4	16	40	0.2	8
	Total of ICT and Digital Initiatives (up to Highest Class VIII)			256			176

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
ICT and Digital Initiative	Recurring Components (ICT & Digital Initiatives upto Highest Class VIII)						
	Recurring Cost (ICT & Digital Initiatives)	40	2.4	96	40	2.4	96
	Total of Recurring Components (ICT & Digital Initiatives upto Highest Class VIII)			96			96
	ICT and Digital Initiatives (upto Highest Class XII)						
	Tablets/Laptop/Notebook/PCs	19	4	76	19	4	76
	Operating System / Softwares	19	2	38	19	0.2	3.8
	Furniture	19	0.4	7.6	19	0.2	3.8
	Total of ICT and Digital Initiatives (upto Highest Class XII)			121.6			83.6

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
ICT and Digital Initiatives	Recurring Components (ICT & Digital Initiatives upto Highest Class XII)						
	Recurring Cost (ICT & Digital Initiatives)	47	2.4	112.8	47	2.4	112.8
	Total of Recurring Components (ICT & Digital Initiatives upto Highest Class XII)			112.8			112.8
	Total of ICT and Digital Initiatives			586.4			468.4
Support at Pre-Primary Level	Pre-Primary (Recurring)						
	Support at Pre-Primary Level	281	2	562	281	0.23	64.41
	Total of Pre-Primary (Recurring)			562			64.41
	Total of Support at Pre-Primary Level			562			64.41

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Sports & Physical Education	Sports & Physical Education (upto Highest Class VIII)						
	Sports & Physical Education (Primary Schools)	182	0.05	9.1	182	0.05	9.1
	Sports & Physical Education (Upper Primary Schools)	57	0.1	5.7	57	0.1	5.7
	Total of Sports & Physical Education (upto Highest Class VIII)			14.8			14.8
	Sports & Physical Education (upto Highest Class XII)						
	Sports & Physical Education (Secondary)	41	0.25	10.25	41	0.25	10.25
	Sports & Physical Education (Sr. Secondary)	48	0.25	12	48	0.25	12
	Total of Sports & Physical Education (upto Highest Class XII)			22.25			22.25
Total of Sports & Physical Education			37.05			37.05	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Training for In-service Teacher, Head Teachers and Teacher Educators	In-Service Training (I to XII Class)						
	Class I & II	678	0.05	33.9	678	0.04	27.12
	Class III to V	1016	0.05	50.8	1016	0.04	40.64
	Class VI to VIII	548	0.05	27.4	548	0.04	21.92
	Class IX to XII	400	0.075	30	400	0.04	16
	Total of In-Service Training (I to XII Class)			142.1			105.68

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Training for In-service Teacher, Head Teachers and Teacher Educators	Induction Training						
	Primary	224	0.05	11.2	0	0	0
	Upper Primary	150	0.05	7.5	0	0	0
	Secondary	196	0.05	9.8	0	0	0
	Total of Induction Training			28.5			0
	Training of Resource Persons & Master Trainers						
	Master Trainers /RPs Training for Classes Class I & II	27	0.025	0.675	27	0.025	0.675
Master Trainers /RPs Training for Class III to V	27	0.025	0.675	27	0.025	0.675	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Training for In-service Teacher, Head Teachers and Teacher Educators	Master Trainers /RPs Training for Class VI to VIII	135	0.03	3.38	52	0.03	1.3
	Master Trainers/Key Resource Persons (KRPs) Training for Class IX to X	135	0.03	3.38	40	0.03	1
	Total of Training of Resource Persons & Master Trainers			8.1			3.65
	School Leadership Training of Head Teachers/ Principals/RPs						
	Training of Head Teachers/Principals (Class I to VIII)	169	0.05	8.45	50	0.05	2.4
	Training of Head Masters (Class IX to XII)	64	0.05	3.2	50	0.05	2.4
	Total of School Leadership Training of Head Teachers/ Principals/RPs			11.65			4.8

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Training for In-service Teacher, Head Teachers and Teacher Educators	Training for Teacher Educators						
	Residential Training program of Teacher Educators/DIET Principal/DIET Faculty as Master Trainers.	10	0.2	2	10	0.05	0.48
	Induction Training of Teacher Educators of up to 10 days	25	0.05	1.25	0	0	0
	Total of Training for Teacher Educators			3.25			0.48
	Total of Training for In-service Teacher, Head Teachers and Teacher Educators			193.6			114.61
DIKSHA (National Teacher Portal)	DIKSHA (National Teacher Portal)						
	Updation of Teacher Profile & Registry	5000	0.00	1	5000	0.00	1

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
DIKSHA (National Teacher Portal)	Capacity building and Training for Teachers, Educators and State officials for usgae of DIKSHA	9	0.5	4.5	9	0.5	4.5
	Creation and Curation of Digital Teaching learning material for uploading on DIKSHA	5	0.59	2.94	5	0.59	2.94
	Crcton on Item Banks based on competencies/learning outcomes	40	0.01	0.4	40	0.01	0.4
	Uploading of existing digital Teaching learning content on DIKSHA	3	0.02	0.06	3	0.02	0.06
	Total of DIKSHA (National Teacher Portal)			8.9			8.9
	Total of DIKSHA (National Teacher Portal)			8.9			8.9

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Salaries of Teacher Educators (TEIs)	Teachers Educators Salary in TEIs (Academic Posts)						
	SCERT/SIEs	13	4.8	62.4	0	0	0
	DIETs	12	4.8	57.6	0	0	0
	Total of Teachers Educators Salary in TEIs (Academic Posts)			120			0
	Total of Salaries of Teacher Educators (TEIs)			120			0
Technology Support to TEIs	Technology Support to TEIs (NR)						
	Hardware & Software Support	8	5.8	46.4	2	6.4	12.8
	Total of Technology Support to TEIs (NR)			46.4			12.8

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Technology Support to TEIs	Recurring Support on (Technology Support)						
	Recurring Support on Technology (TEIs)	2	2.4	4.8	2	2.4	4.8
	Total of Recurring Support on (Technology Support)			4.8			4.8
	Total of Technology Support to TEIs			51.2			17.6
Annual Grant for TEIs	Annual Grant for TEIs						
	SCERT	1	35	35	1	35	35
	DIETs	1	20	20	1	20	20
	Total of Annual Grant for TEIs			55			55
	Total of Annual Grant for TEIs			55			55

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Academic support through BRC/URC/CRC	Provision for BRCs/URCs						
	Salary for 6 Resource Persons at BRC	54	5.95	321.24	54	2.64	142.56
	Salary for 2 Resource Persons for CWSN	18	4.48	80.73	6	2.64	15.84
	Salary for 1 MIS Coordinator in position	9	3.74	33.67	9	3.16	28.44
	Salary for 1 Data Entry Operator in position	9	3.30	29.67	9	2.81	25.29
	Salary for 1 Accountant-cum-support staff	12	3.74	44.89	12	3.17	38.02
	TLE/TLM Grant	9	0.5	4.5	9	0.05	0.45
	Replacement of Furniture Grant (Once in 5 years)	9	2	18	9	1.5	13.5
	Contingency Grant	9	1	9	9	0.5	4.5
	Meeting, TA	9	1	9	9	0.5	4.5

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Academic support through BRC/URC/CRC	Maintenance Grant	9	0.5	4.5	9	0.2	1.8
	Additional Grant for Support to Secondary Level	9	5	45	0	0	0
	Total of Provision for BRCs/URCs			600.2			274.9
	Provisions for CRCs						
	Salary for CRC Coordinator (one)	38	4.48	170.43	38	2.64	100.32
	Furniture Grant	38	0.7	26.6	38	0.3	11.4
	Contingency Grant	38	0.3	11.4	38	0.3	11.4
	Meeting, TA	38	0.6	22.8	38	0.5	19
	TLM Grant	38	0.1	3.8	38	0.05	1.9

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Academic support through BRC/URC/CRC	Maintenance Grant	38	0.3	11.4	38	0.15	5.7
	Total of Provisions for CRCs			246.42			149.72
	Total of Academic support through BRC/URC/CRC			846.62			424.62
Teacher Salary (HMs/Teachers)	Additional Staff for Existing Schools (Secondary)						
	Additional Teachers	96	5.62	539.99			
	Total of Additional Staff for Existing Schools (Secondary)			539.99			0
	Teacher Salary – (Elementary)						
	Primary Teachers- Existing, in position (Contractual)	33	4.48	148.00	33	3.168	104.54
Total of Teacher Salary – (Elementary)			148			104.54	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Teacher Salary (HMs/Teachers)	Upper Primary Teachers (Contractual) – (Elementary)						
	Science and Mathematics	39	4.48	174.91	39	3.17	123.55
	Social Studies	39	4.48	174.91	39	3.16	123.24
	Languages	39	4.48	174.91	39	3.17	123.55
	Art Education	42	2.36	99.16	42	1.24	52.08
	Health and Physical Education	42	2.36	99.16	42	1.24	52.08
	Work Education	42	2.36	99.16	42	1.24	52.08
	Total of Upper Primary Teachers (Contractual) – (Elementary)			822.2			526.58
	Total of Teacher Salary (HMs/Teachers)			1510.19			631.13

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Special Projects for Equity	Project- Girls Empowerment (Secondary)						
	Adolescent Programme for Girls Students	19	7	133	19	5	95
	Training in Martial Arts to all girls / Self Defence	89	0.09	8.01	89	0.09	8.01
	Career Guidance Programme for Girls	3	1	3	3	1	3
	Total of Project- Girls Empowerment (Secondary)			144.01			106.01
	Total of Special Projects for Equity			144.01			106.01
Self defence training for Girls	Self Defence Training (up to Highest Class VIII)						
	Self Defence Training (Upto Class VIII)	57	0.09	5.13	57	0.09	5.13

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Self defence training for Girls	Total of Self Defence Training (up to Highest Class VIII)			5.13			5.13
	Total of Self defence training for Girls			5.13			5.13
Provision for Children with special Needs (CWSN) - Recurring	Inclusive Education (up to Highest Class VIII)						
	Helper/Ayas/Attendant	3	0.35	1.05	3	0.35	1.05
	Providing Aids & Appliances	90	0.05	4.5	90	0.05	4.5
	Identification and Assessment (Medical Assessment Camps)	9	0.25	2.25	9	0.25	2.25
	Reader Allowance	12	0.025	0.3	0	0	0

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Provision for Children with Special Needs (CWSN) - Recurring	Assistive Devices, Equipments and TLM	10	0.01	0.12	10	0.01	0.12
	Transport allowance	60	0.03	1.8	60	0.025	1.5
	Stipend for Girls	27	0.02	0.54	27	0.02	0.54
	In-service Training of Special Educators	21	0.01	0.11	21	0.01	0.11
	Escort Allowance	60	0.03	1.8	60	0.03	1.8
	Total of Inclusive Education (up to Highest Class VIII)						11.86

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Provision for Children with Special Needs (CWSN) - Recurring	Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)						
	Providing Aids & Appliances	23	0.05	1.15	23	0.05	1.15
	Reader Allowance	10	0.025	0.25	1	0.025	0.025
	Uniform	159	0.008	1.272	157	0.006	0.942
	Assistive Devices, Equipments and TLM	32	0.012	0.384	32	0.012	0.384
	Escort Allowance	4	0.03	0.12	4	0.03	0.12
Stipend for Girls	66	0.02	1.32	65	0.02	1.3	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Provision for Children with Special Needs (CWSN) - Recurring	Transportation allowance	36	0.03	1.08	36	0.03	1.08
	Total of Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)			5.58			5
	Inclusive Education (Recurring) (Upto Highest Class - XII)						
	Salary (Previous Spl. Educators)	2	4.48	8.97	2	3.19	6.39
	Salary (New Spl. Educators)	8	4.48	35.879	8	4.48	35.88
	Total of Inclusive Education (Recurring) (Upto Highest Class - XII)			44.85			42.27
Total of Provision for Children with Special Needs (CWSN) - Recurring			62.89			59.13	

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Introduction of Vocational Education at Secondary and higher Secondary	Introduction of VE in schools						
	Tools, Equipment & Furniture (New)	48	2.5	120	11	5	55
	Total of Introduction of VE in schools			120			55
	Recurring Support VE - New						
	Financial Support for Vocational Teacher/ Trainer (New)	48	12	576	22	1.5	33
	Financial Support for Resource Persons (New)	28	2.5	70	11	0.31	3.44

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Introduction of Vocational Education at Secondary and higher Secondary	Raw material Grant for new school per course (New)	28	4.5	126	11	0.563	6.193
	Cost of providing Hands on Skill Training to Students (New)	28	2.4	67.2	11	0.3	3.3
	Office Expenses / Contingencies for New School (New)	28	2	56	11	0.25	2.75
	Induction training of Teachers VE - Teachers (10 Days)	48	0.05	2.4	22	0.05	1.1
	Total of Recurring Support VE - New			897.6			49.79
	Recurring Support VE - Existing						
	Financial Support for Vocational Teacher/ Trainer (Existing)	40	12	480	40	3	120

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Introduction of Vocational Education at Secondary and higher Secondary	Financial Support for Resource Persons (Existing)	20	2.5	50	20	1.75	35
	Raw material grant for new school per course (Existing)	20	4.5	90	20	3.15	63
	Cost of providing Hands Training Students (Existing)	20	2.4	48	20	1.68	33.6
	Assessment and Certification Cost (Existing)	20	0.96	19.2	1589	0.01	9.53
	Office Expenses / Contingencies for School (Existing)	20	2	40	20	1.4	28

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Introduction of Vocational Education at Secondary and higher Secondary	In-service Training of VE - Teachers (5 - Days) - (Existing)	40	0.025	1	40	0.025	1
	Total of Recurring Support VE - Existing			728.2			290.13
	Total of Introduction of Vocational Education at Secondary and higher Secondary			1745.8			394.92
Monitoring Information System (MIS)	Monitoring of the Scheme						
	Management Information System (SDMIS & Shaala Kesh)	83227	0.00	11.65	71601	0.00	1.43
	Total of Monitoring of the Scheme			11.65			1.43
	Total of Monitoring Information System (MIS)			11.65			1.43

Sub Component	Activity Master	Proposal			Recommendation		
		Phy	Unit Cost	Fin	Phy	Unit Cost	Fin
Program Management	MMER (I-XII)						
	MMER (I-XII)	0	0	0.00001	0	156.34	156.34
	Total of MMER (I-XII)			0			156.34
	Total of Program Management			0			156.34
	Total			9355.95			3283.17

Scheme Name	Recommendation		
	Non recurring	Recurring	Total
Elementary Education	187.6	1273.41	1461.01
Secondary Education	173.4	1028.03	1201.43
Teacher Education	12.8	607.93	620.73
Total	373.8	2909.37	3283.17

Recommendation	
Major Component	Total
Access & Retention	46.40
RTE Entitlements	14.76
Quality Interventions	1210.14
Teacher Education	620.73
Salary of Teachers	631.13
Gender & Equity	111.14
Inclusive Education	59.13
Vocational Education	394.92
Sports & Physical Education	37.05
Monitoring of the Scheme	1.43
Program Management	156.34
Total	3283.17

Thanks

List of Schools approved for Senior Secondary

State-Andaman and Nicobar Island			
List of School (Level)			
List of schools approved for upgrading into secondary to Higher Secondary schools			
SN	School name	UDISE code	Stream and section
1	GOVT SECONDARY SCHOOL BENGALI	35020201101	Art stream with single section

List of 40 Upper Primary schools for 2018-19:-

Sr.No	School Name	UDISE CODE
1	GOVT MIDDLE SCHOOL WANDOOR	35010100302
2	GOVT MIDDLE SCHOOL GUPTA PARA	35010100601
3	GOVT MIDDLE SCHOOL MANGLUTAN	35010100801
4	GOVT MIDDLE SCHOOL BEODNABAD	35010101304
5	GOVT MIDDLE SCHOOL BRICHGUNJ	35010101702
6	GOVT MIDDLE SCHOOL SIPPI GHAT	35010102101
7	GOVT MIDDLE SCHOOL NEW BIMBLITAN	35010102201
8	GOVT MIDDLE SCHOOL DOLLY GUNJ	35010102401
9	GOVT MIDDLE SCHOOL CHOULDARI	35010103701
10	GOVT MIDDLE SCHOOL MARIAMMAN TEMPLE	35010103801
11	GOVT MIDDLE SCHOOL ABERDEEN (HINDI)	35010104701
12	GOVT MIDDLE SCHOOL DUGNABAD	35010104801
13	GOVT MIDDLE SCHOOL CARBYNS COVE	35010105401
14	GOVT MIDDLE SCHOOL WRIHT MYO	35010200301
15	GOVT MIDDLE SCHOOL BAMBOOFLAT	35010201201
16	GOVT MIDDLE SCHOOL OGRABRAJ	35010203001
17	GOVT MIDDLE SCHOOL DUGONG CREEK	35010300103
18	GOVT MIDDLE SCHOOL NETAJI NAGAR	35010300403
19	GOVT MIDDLE SCHOOL PADMANABHAPURAM	35030101501
20	GOVT MIDDLE SCHOOL PANCHAWATI	35030101602
21	GOVT MIDDLE SCHOOL RANGAT BAY	35030101701
22	GOVT MIDDLE SCHOOL JANAKPUR	35030102201
23	GOVT MIDDLE SCHOOL PARNASHALA	35030102401
24	GOVT MIDDLE SCHOOL LAXMANPUR	35030103101
25	GOVT MIDDLE SCHOOL KALSI	35030103201
26	GOVT MIDDLE SCHOOL KATAI DERA	35030103705
27	GOVT MIDDLE SCHOOL SOUTH CREEK	35030104001
28	GOVT MIDDLE SCHOOL JARAWA CREEK	35030104301
29	GOVT MIDDLE SCHOOL RAMPUR	35030200401
30	GOVT MIDDLE SCHOOL HANSPURI	35030201302
31	GOVT MIDDLE SCHOOL PUDUMADURAI	35030201401
32	GOVT MIDDLE SCHOOL SHYAM NAGAR	35030300201
33	GOVT MIDDLE SCHOOL MILAN GRAM	35030300501
34	GOVT MIDDLE SCHOOL KHUDIRAMPUR	35030301401
35	GOVT MIDDLE SCHOOL SHANTI NAGAR	35030301802
36	GOVT MIDDLE SCHOOL SMITH ISLAND	35030301803
37	GOVT MIDDLE SCHOOL HATHI LEVEL	35030303701
38	GOVT MIDDLE SCHOOL GANESH NAGAR	35030303801
39	GOVT MIDDLE SCHOOL KAKANA	35020200201
40	GOVT MIDDLE SCHOOL EAST BAY KATCHAL	35020201901

Annexure - VI

List of 11 schools approved in 2018-19

S. No.	Udise code	District	School Name	Sector 1	Sector 2
1	3501010471 4	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL MODEL, PORT BLAIR	Introduction to Tourism (406)	Beauty & Wellness (407)
2	3503010260 3	MIDDLE AND NORTH ANDAMANS	GOVT SENIOR SECONDARY SCHOOL SABARI JUNCTION	Information Technology (402)	Beauty & Wellness (407)
3	3503010370 3	MIDDLE AND NORTH ANDAMANS	GOVT SENIOR SECONDARY SCHOOL KADAMTALA	Introduction to Tourism (406)	Beauty & Wellness (407)
4	3501020050 5	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL WIMBERLYGUNJ	Beauty & Wellness (407)	Introductio n to Tourism (406)
5	3503010090 5	MIDDLE AND NORTH ANDAMANS	GOVT SENIOR SECONDARY SCHOOL SWADESH NAGAR	Introduction to Tourism (406)	Agriculture (408)
6	3503030120 3	MIDDLE AND NORTH ANDAMANS	GOVT MODEL SENIOR SECONDARY SCHOOL SITA NAGAR	Information Technology (402)	Beauty & Wellness (407)
7	3501010360 2	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL PORT MOUT	Introduction to Tourism (406)	Beauty & Wellness (407)
8	3501010650 1	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL PROTHRAPUR	Introduction to Tourism (406)	Beauty & Wellness (407)
9	3501030010 1	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL RAMAKRISHNAPUR	Agriculture (408)	Beauty & Wellness (407)
10	3501010260 1	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL HAVELOCK-3	Information Technology (402)	Introductio n to Tourism (406)
11	3501010080 2	ANDAMANS	GOVT SENIOR SECONDARY SCHOOL MANGLUTAN	Introduction to Tourism (406)	Information Technology (402)

Annexure-VII**Spillover**

S. No.	Component	Spill Over (total) (Rs. In Lakhs)	Center share (spill over) (Rs. In Lakhs)
1.	Elementary	19.32	19.32
2	Secondary	445.03	445.03
3	Teacher education	0.00	0.00
4.	Total	464.35	464.35

Rs. in Lakh											
White Color indicates Final Freeze Orange Color indicates Voted by Finance Yellow Color indicates Voted by Government											
Particulars			Proposal			Final Approved Outlay			Remarks		
Major Component	Sub Component	Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial			
Access & Retention	Opening of New / Upgraded Schools	5	Opening of New / Upgraded Schools -								
		5.c	Higher Secondary School - Arts Stream (XI - XII)	1	50.63	50.63	1	23.2	23.2	Recommended 1 school for art stream.	
		Total of Opening of New / Upgraded				50.63			23.2		
		6	Opening of New / Upgraded Schools -								
	6.a	Recurring Cost - New Hr. Sec. (1 Stream) (Samagra)	0	0	0.00001	1	10	10	Recommended for Recurring Grants for 6 Months		
	Total of Opening of New / Upgraded				0			10			
	Total of Opening of New / Upgraded Schools				50.63			33.2			
	Strengthening of Existing Schools	23	Strengthening of Schools (up to								
		23.b	Additional Classrooms (Upto Class VIII)	1	15.82	15.82	1	15.82	15.82	Recommended For unit area of 66 sqm	
		Total of Strengthening of Schools (up				15.82			15.82		
31		Strengthening of Existing Schools (XI -									
31.f	Additional Classroom	13	15.82231	205.69	1	15.82231	15.822	Recommended For unit area of 66 sqm			
Total of Strengthening of Existing				205.69			15.82				
Total of Strengthening of Existing Schools				221.51			31.64				
Total for Access & Retention				272.14			64.84				
RTE Entitlements	Media & Community Mobilization	47	Media & Community Mobilization								
		47.b	Media & Community Mobilization	239	0.015	3.585	239	0.015	3.585	1. As per UDISE received from MIS unit total -241 - schools are existing however the UT proposed 239 elementary schools . As per the procedure we have to strict to the whatever the UT proposed hence recommended for 239 schools @Rs1500.00/-=Rs.3,58,500/-	

	47.c	Training of SMC/ SDMC	239	0.03	7.17	239	0.03	7.17	1. As per UDISE received from MIS unit total -241 - schools are existing however the UT proposed 239 elementary schools . As per the procedure we have to strict to the whatever the UT proposed hence recommended for 239 schools@Rs.3000/-=Rs.7,17,000/- . 2. As the UTs having a small number of schools, all schools having recommended for providing training of SMC/SDMC
		Total of Media & Community			10.76			10.76	
48		Media & Community Mobilization							
	48.a	Media & Community Mobilization	89	0.015	1.335	89	0.015	1.335	1. As per UDISE received from MIS unit total -98 schools are existing however the UT proposed 89 Secondary schools . As per the procedure we have to strict to the whatever the UTs proposed hence recommended for 89 schools.@Rs.1500/-=Rs.133500/-
	48.b	SMDC Training	89	0.03	2.67	89	0.03	2.67	1. As per UDISE received from MIS unit total -98 schools are existing however the UT proposed 89 Secondary schools . As per the procedure we have to strict to the whatever the UTs proposed hence recommended for 89 schools .@Rs.3000/-=Rs.267000/- 2. As the UTs having a small number of schools, all schools having recommended for providing training of SMC/SDMC
		Total of Media & Community			4			4	
		Total of Media & Community Mobilization			14.76			14.76	
		Total for RTE Entitlements			14.76			14.76	

Quality Interventions	Funds for Quality (LEP, Innovation, Guidance etc)									
Quality Interventions	Funds for Quality (LEP, Innovation, Guidance etc)	50	Quality Components (Secondary)							
		50.b	Shaala Siddhi	83227	0.00002	1.665	83227	0.00002	1.66454	Recommended Shaala Siddhi @ Rs. 2 / student for 83227 students as proposed.
		50.d	Teacher Exchange programme	267	0.02	5.34	267	0.02	5.34	Recommended Teacher Exchange Programme for 267 teachers (from Urban to Rural areas and from Rural to Urban) @ Rs. 2000 as proposed.
		50.f	Aptitude Test at School Level	89	0.08	7.12	89	0.05	4.45	Recommended Aptitude test for 89 secondary schools @ Rs. 5000 / school.
			Total of Quality Components			14.12			11.45	
		52	Project - Innovative Activities							
		52.bd	Inter State Student Exchange Program	29	0.3	8.7	29	0.15	4.35	Recommended Inter state student exchange program @ Rs. 15000 / student for 29 students (to visit Sikkim).
		52.bg	Smart Class Rooms/Digital Boards	100	2.5	250	100	2	200	Recommended Smart class room @ Rs. 2.00 lakh / school including digital board, tablets etc.
		52.f	Yoga Olympiad	89	2	178	89	0.2	17.8	Recommended Yoga Olympiad at school level for 89 schools @ Rs. 20000 / school.
		52.g	BAND Competition	89	2.2023	196.0047	3	3	9	Recommended Band Competition @ Rs. 3.00 lakh / district for 3 districts.
			Total of Project - Innovative Activities			632.7			231.15	
		53	Project Innovation (Elementary)							
		53.ct	Development of Science Model centre	9	1	9	9	1	9	Recommended Development of Science Model centre under innovation @ Rs. 1.00 / block for 100 blocks.
			Total of Project Innovation			9			9	
		54	Project Kala Utsav (Secondary)							
54.a	TA / DA Allowance for National Level	50	0.2	10	50	0.06	3	Recommended TA/DA Allowance for National Level @ Rs. 6000 for 50 Students and Escorts.		
54.b	Kala Utsav	3	2	6	3	2	6	Recommended Kala Utsav activities for 3 districts @ Rs. 2.00 lakh / district.		
	Total of Project Kala Utsav			16			9			
64	LEP (Class IX - XII)									

	64.k	Learning Enhancement (Remedial teaching)	9320	0.005	46.6	9320	0.005	46.6	Recommended Remedial Teaching @ Rs. 500 / student for 9320 students.
		Total of LEP (Class IX - XII)			46.6			46.6	
		Total of Funds for Quality (LEP, Innovation,			718.43			307.2	
Assessment at National & State level	66	Assessment at State level (Elementary)							
	66.a	Assessment at State level	3	20	60	3	1	3	Recommended an amount of Rs. 3 lakh for preparatory activities of next NAS.
	66.c	Readiness Programme	29399	0.0063	185.2137	29399	0.00557	163.782	Recommended as proposed for 29399 students covering from classes I to VIII.
	66.d	Activities at District level	0	0	0	3	2	6	Recommended an amount of Rs. 6 lakh (Rs.2 lakh for 3 Districts) for conducting various POST NAS interventions including dissemination of DRCs, capacity building & training of various stakeholders, material development and specific Island plan of action to improve the learning outcomes.
		Total of Assessment at State level			245.21			172.78	
	67	Assessment at State level (Secondary)							
	67.a	Assessment at State Level	3	20	60	3	2	6	Recommended an amount of Rs. 6 lakh (Rs.2 lakh for 3 Districts) for conducting various POST NAS interventions including dissemination of DRCs, capacity building & training of various stakeholders, material development and specific Island plan of action to improve the learning outcomes. The amount will also cover preparatory activities of next NAS.
		Total of Assessment at State level			60			6	
		Total of Assessment at National & State level			305.21			178.78	
Training for In-service	68	In-Service Training (I - VIII)							

Teacher and Head Teachers

68.a	Class I & II	678	0.05	33.9	678	0.04	27.12	Recommended for 10 days @ Rs. 400 per day per person. The bifurcation of 10 days In-service training has 7 days at BRCs level and 3 days at CRC level for follow up meeting
68.b	Class III to V	1016	0.05	50.8	1016	0.04	40.64	Recommended for 10 days @ Rs. 400 per day per person. The bifurcation of 10 days In-service training has 7 days at BRCs level and 3 days at CRC level for follow up meeting
68.c	Class VI to VIII	548	0.05	27.4	548	0.04	21.92	Recommended for 10 days @ Rs. 400 per day per person. The bifurcation of 10 days In-service training has 7 days at BRCs level and 3 days at CRC level for follow up meeting
Total of In-Service Training (I - VIII)				112.1			89.68	
69	In-Service Training (IX - XII)							
69.b	Class IX to XII	400	0.075	30	400	0.04	16	Recommended for 10 days @ Rs. 400 per day per person.
Total of In-Service Training (IX - XII)				30			16	
72	Training of Resource Persons & Master							
72.a	Master Trainers / RPs Training for Classes Class I & II	27	0.025	0.675	27	0.025	0.675	Recommended for 5 days @ Rs. 500 per person per day
72.b	Master Trainers / RPs Training for Class III to V	27	0.025	0.675	27	0.025	0.675	Recommended for 5 days @ Rs. 500 per person per day
72.c	Master Trainers / RPs Training for Class VI to VIII	135	0.025	3.375	52	0.025	1.3	Recommended for 5 days @ Rs. 500 per person per day
Total of Training of Resource Persons				4.72			2.65	
73	Training of Resource Persons & Master							
73.b	Master Trainers/Key Resource Persons (KRPs) Training for Class IX to X	135	0.025	3.375	40	0.025	1	Recommended for 5 days @ Rs. 500 per person per day
Total of Training of Resource Persons				3.38			1	
74	School Leadership Training of Head							
74.b	Training of Head Teachers/Principals (Class I to VIII)	169	0.05	8.45	50	0.048	2.4	Training for 16 days and funds provided as per training norm
Total of School Leadership Training of				8.45			2.4	
75	School Leadership Training of Head							
75.b	Training of Head Masters (Class IX to XII)	64	0.05	3.2	50	0.048	2.4	Recommended. Training for 16 days and funds provided as per training norm

		Total of School Leadership Training of		3.2		2.4			
Total of Training for In-service Teacher and Head				161.85		114.13			
Composite School Grant	78	Annual Grant (up to Highest Class VIII)							
	78.a	School Grant - (Enrol 1- 15)	71	0.25	17.75	71	0.125	8.875	Recommended School Grant @ Rs. 12500 for 71 Schools. With 10% for Swachhta Action Plan.
	78.b	School Grant - (Enrol 15 - 100)	146	0.25	36.5	146	0.25	36.5	Recommended School Grant @ Rs. 25000 for 146 Schools. With 10% for Swachhta Action Plan.
	78.c	School Grant - (Enrol > 100 and <= 250)	16	0.5	8	16	0.5	8	Recommended School Grant @ Rs. 50000 for 16 Schools. With 10% for Swachhta Action Plan.
	78.d	School Grant - (Enrol > 250 and <= 1000)	6	0.75	4.5	6	0.75	4.5	Recommended School Grant @ Rs. 75000 for 6 Schools. With 10% for Swachhta Action Plan.
	Total of Annual Grant (up to Highest				66.75		57.88		
	79	Annual Grant (up to Highest Class X or							
	79.b	School Grant - (Enrol 15 - 100)	9	0.25	2.25	9	0.25	2.25	Recommended School Grant @ Rs. 25000 for 9 Schools. With 10% for Swachhta Action Plan.
	79.c	School Grant - (Enrol > 100 and <= 250)	29	0.5	14.5	29	0.5	14.5	Recommended School Grant @ Rs. 50000 for 29 Schools. With 10% for Swachhta Action Plan.
	79.d	School Grant - (Enrol > 250 and <= 1000)	48	0.75	36	48	0.75	36	Recommended School Grant @ Rs. 75000 for 48 Schools. With 10% for Swachhta Action Plan.
79.e	School Grant - (Enrol > 1000)	3	1	3	3	1	3	Recommended School Grant @ Rs. 1.00 lakh for 3 Schools. With 10% for Swachhta Action Plan.	
Total of Annual Grant (up to Highest				55.75		55.75			
Total of Composite School Grant				122.5		113.63			
Libraries	82	Library (upto Highest Class VIII)							
	82.a	Composite Elementary Schools (I - VIII)	56	0.13	7.28	56	0.13	7.28	Recommended Library Grant for 56 schools @ Rs. 13000.
	82.b	Upper Primary Schools (VI - VIII)	1	0.1	0.1	1	0.1	0.1	Recommended Library Grant for 1 school @ Rs. 10000.
	82.c	Primary School (I - V)	182	0.05	9.1	182	0.05	9.1	Recommended Library Grant for 182 schools @ Rs. 5000.
	Total of Library (upto Highest Class				16.48		16.48		
83	Library (upto Highest Class XII)								
83.a	Composite Secondary Schools (Class I - X)	39	0.15	5.85	39	0.15	5.85	Recommended as proposed Library Grant for 39 @ Rs. 15000 / school	

	83.b	Schools with Class VI - XII	17	0.15	2.55	17	0.15	2.55	Recommended as proposed Library Grant for 17 @ Rs. 15000 / school
	83.d	Composite Secondary Schools (Class IX - XII)	4	0.15	0.6	4	0.15	0.6	Recommended as proposed Library Grant for 4 @ Rs. 15000 / school
	83.f	Composite Senior Secondary Schools (Class I - XII)	29	0.2	5.8	29	0.2	5.8	Recommended as proposed Library Grant for 29 @ Rs. 20000 / school
	Total of Library (upto Highest Class XII)				14.8			14.8	
	Total of Libraries				31.28			31.28	
Rastriya Aavishkar Abhiyan	84	Rashtriya Aavishkar Abhiyaan							
	84.a	Science Exhibition / Book Fair	57	0.155	8.835	57	0.05	2.85	Recommended Science Exhibition at school level for 57 upper primary schools @ Rs. 5000 / school.
	84.b	Quiz Competition	57	0.02	1.14	57	0.02	1.14	Recommended Quiz competition for Upper primary schools @ Rs. 2000 / school as proposed.
	Total of Rashtriya Aavishkar Abhiyaan				9.98			3.99	
	85	Rashtriya Aaviskaar Abhiyan							
	85.a	Science Exhibition / Book Fair	89	0.155	13.795	89	0.08	7.12	Recommended Science Exhibition @ Rs. 8000 / school for 89 schools.
	85.c	Quiz Competition	89	0.02	1.78	89	0.02	1.78	Recommended Quiz Competition for 59 secondary schools @ Rs. 2000 / school as proposed.
	85.d	Study Trip for Students to Higher Institutions (Within States)	17199	0.002	34.398	5160	0.002	10.32	Recommended Study trip for students to higher institutions for students 5160 (30 ^Class IX-XII students) @ Rs. 200 / student as proposed.
	85.e	Exposure visit outside State	18	0.15	2.7	18	0.1	1.8	Recommended Exposure Visit outside the state @ Rs. 10000 / student for 18 students.
	Total of Rashtriya Aaviskaar Abhiyan				52.67			21.02	
	Total of Rastriya Aavishkar Abhiyan				62.65			25.01	
ICT and Digital Initiatives	87	ICT and Digital Initiatives (up to Highest							
	87.a	Tablets/Laptop/Notebook/PCs	40	4	160	40	4	160	Recommended as per norms
	87.b	Operating System / Softwares	40	2	80	40	0.2	8	Recommended as per norms
	87.c	Furniture	40	0.4	16	40	0.2	8	Recommended as per norms
	Total of ICT and Digital Initiatives (up				256			176	
	88	Recurring Components (ICT & Digital							

	88.b	Recurring Cost (ICT & Digital Initiatives)	40	2.4	96	40	2.4	96	Recommended as proposed
		Total of Recurring Components (ICT & Digital Initiatives)			96			96	
	89	ICT and Digital Initiatives (upto Highest)							
	89.a	Tablets/Laptop/Notebook/PCs	19	4	76	19	4	76	Recommended as per norm
	89.b	Operating System / Softwares	19	2	38	19	0.2	3.8	Recommended as per norm
	89.c	Furniture	19	0.4	7.6	19	0.2	3.8	Recommended as per norm
		Total of ICT and Digital Initiatives (upto Recurring Components (ICT & Digital)			121.6			83.6	
	90	Recurring Cost (ICT & Digital Initiatives)	47	2.4	112.8	47	2.4	112.8	Recommended recurring cost for 28 schools at unit cost of Rs 2.4 lakhs, started in 2017-18. and 19 schools under new proposal in 2018-19.
		Total of Recurring Components (ICT & Digital)			112.8			112.8	
		Total of ICT and Digital Initiatives			586.4			468.4	
Support at Pre-Primary Level	94	Pre-Primary (Recurring)							
	94.a	Support at Pre-Primary Level	281	2	562	281	0.2292	64.4052	Recommended for 3 District level workshops for development of pre-school curriculum, Strengthening of existing pre-primary sections in 281 schools by providing TLM, play materials to children & Wall paintings to create Child friendly environment.
		Total of Pre-Primary (Recurring)			562			64.41	
		Total of Support at Pre-Primary Level			562			64.41	
Academic support through BRC/URC/CRC	95	Provision for BRCs/URCs							
	95.a	Salary for 6 Resource Persons at BRC	54	5.94888	321.23952	54	2.64	142.56	Recommended
	95.b	Salary for 2 Resource Persons for CWSN	18	4.48488	80.72784	6	2.64	15.84	Recommended only for filled post
	95.c	Salary for 1 MIS Coordinator in position	9	3.74088	33.66792	9	3.16	28.44	Recommended
	95.d	Salary for 1 Data Entry Operator in	9	3.29688	29.67192	9	2.01	25.29	Recommended
	95.e	Salary for 1 Accountant-cum-support	12	3.74088	44.89056	12	3.168	38.016	Recommended
	95.f	TLE/TLM Grant	9	0.5	4.5	9	0.05	0.45	Recommended
	95.h	Replacement of Furniture Grant (Once in	9	2	18	9	1.5	13.5	Recommended
	95.i	Contingency Grant	9	1	9	9	0.5	4.5	Recommended
	95.j	Meeting, TA	9	1	9	9	0.5	4.5	Recommended
	95.k	Maintenance Grant	9	0.5	4.5	9	0.2	1.8	Recommended
		Total of Provision for BRCs/URCs			555.2			274.9	
	97	Provisions for CRCs							
	97.a	Salary for CRC Coordinator (one)	38	4.48488	170.425	38	2.64	100.32	Recommended
	97.b	Furniture Grant	38	0.7	26.6	38	0.3	11.4	Recommended
	97.c	Contingency Grant	38	0.3	11.4	38	0.3	11.4	Recommended
	97.d	Meeting, TA	38	0.6	22.8	38	0.5	19	Recommended

		97.e	TLM Grant	38	0.1	3.8	38	0.05	1.9	Recommended	
		97.f	Maintenance Grant	38	0.3	11.4	38	0.15	5.7	Recommended	
			Total of Provisions for CRCs			246.42			149.72		
			Total of Academic support through BRC/URC/CRC			801.62			424.62		
			Total for Quality Interventions			3351.94			1727.45		
Teacher Education	Training of Teacher Educators	104	Training for Teacher Educators								
		104.a	Residential Training program of Teacher Educators/DIET Principal/ DIET Faculty	10	0.2	2	10	0.048	0.48	Recommended	
			Total of Training for Teacher Educators			2			0.48		
			Total of Training of Teacher Educators			2			0.48		
	DIKSHA (National Teacher Portal)	105	DIKSHA (National Teacher Portal)								
		105.a	Updation of Teacher Profile & Registry	5000	0.0002	1	5000	0.0002	1	Recommended	
		105.b	Capacity building and Training for Teachers, Educators and State officials	9	0.5	4.5	9	0.5	4.5	Recommended	
		105.c	Creation and Curation of Digital Teaching learning material for uploading	5	0.588	2.94	5	0.588	2.94	Recommended	
		105.e	Creation on Item Banks based on competencies/learning outcomes	40	0.01	0.4	40	0.01	0.4	Recommended	
		105.g	Uploading of existing digital Teaching learning content on DIKSHA	3	0.02	0.06	3	0.02	0.06	Recommended	
			Total of DIKSHA (National Teacher			8.9			8.9		
			Total of DIKSHA (National Teacher Portal)			8.9			8.9		
	Technology Support to TEIs	107	Technology Support to TEIs (NR)								
		107.a	Hardware & Software Support	8	5.8	46.4	2	6.4	12.8	Recommended for SIE and DIET @ Rs.6.40 lakh per TEI	
		Total of Technology Support to TEIs			46.4			12.8			
108		Recurring Support on (Technology									
	108.d	Recurring Support on Technology (TEIs)	2	2.4	4.8	2	2.4	4.8	Recommended for SIE and DIET		
		Total of Recurring Support on			4.8			4.8			
		Total of Technology Support to TEIs			51.2			17.6			
Annual Grant for TEIs	109	Annual Grant for TEIs									
	109.a	SCERT	1	35	35	1	35	35	Recommended		
	109.b	DIETs	1	20	20	1	20	20	Recommended		
		Total of Annual Grant for TEIs			55			55			
		Total of Annual Grant for TEIs			55			55			
		Total of Annual Grant for TEIs			117.10			81.98			
Sports & Physical Education	Sports & Physical Education	111	Sports & Physical Education (upto								
		111.a	Sports & Physical Education (Primary Schools)	182	0.05	9.1	182	0.05	9.1	Recommended Sports and Physical Education for 182 schools @ Rs. 5000.	

		111.b Sports & Physical Education (Upper Primary Schools)	57	0.1	5.7	57	0.1	5.7	Recommended Sports and Physical Education for 57 schools @ Rs. 10000.
		Total of Sports & Physical Education			14.8			14.8	
	112	Sports & Physical Education (upto							
		112.a Sports & Physical Education (Secondary)	41	0.25	10.25	41	0.25	10.25	Recommended Sports and Physical Education for 41 schools @ Rs. 25000.
		112.b Sports & Physical Education (Sr. Secondary)	48	0.25	12	48	0.25	12	Recommended Sports and Physical Education for 48 schools @ Rs. 25000.
		Total of Sports & Physical Education			22.25			22.25	
		Total of Sports & Physical Education			37.05			37.05	
		Total for Sports & Physical Education			37.05			37.05	
Salary of Teachers	Teacher Salary (HMs/Teachers)	115 Teacher Salary - (Elementary)							
		115.b Primary Teachers- Existing, in position (Contractual)	33	4.48488	148.001	33	4.48488	148.001	as per Revised norms
		Total of Teacher Salary - (Elementary)			148			148	
		116 Upper Primary Teachers (Contractual) -							
		116.a Science and Mathematics	39	4.48488	174.91	39	4.48488	174.91	As per revised norms
		116.b Social Studies	39	4.48488	174.91	39	4.48488	174.91	As per revised norms
		116.c Languages	39	4.48488	174.91	39	4.48488	174.91	As per revised norms
		116.f Art Education	42	2.36088	99.157	42	2.36088	99.157	As per revised norms
		116.g Health and Physical Education	42	2.36088	99.157	42	2.36088	99.157	As per revised norms
		116.k Work Education	42	2.36088	99.157	42	2.36088	99.157	As per revised norms
		Total of Upper Primary Teachers			822.2			822.2	
		Total of Teacher Salary (HMs/Teachers)			970.2			970.2	
		Total for Salary of Teachers			970.20			970.20	
Gender & Equity	Special Projects for	132 Project- Girls Empowerment							

Equity

132.a	Adolescent Programme for Girls Students	19	7	133	19	3.6273	68.919	Project can be considered for govt. secondary and higher secondary school of 19 island of UT with @ Rs. 5.0 lakhs per Island. There are 4 activities has been merged in this program by the UT : •Establishment of sanitary pad vending and incinerators machine . •Constituting Adolescent clubs (Kishori club). •Adolescent peer organized network (APON/Life skill-based education). •Communication, awareness and advocacy Programme.
132.b	Training in Martial Arts to all girls / Self Defence	89	0.09	8.01	89	0.09	8.01	Self-defence training can be considered for 89 government secondary and sr. sec schools with girl enrollment @Rs. 0.09 for three months.
132.c	Career Guidance Programme for Girls	3	1	3	3	1	3	The Project can be considered for govt school secondary and Sr. secondary schools of 3 district of UT @ Rs. 1.0 Lakhs per district (viewing the difficult terrain/islands of UT) with a total of 3 lakhs. UT is advised to include boys student also in the career guidance programme.
Total of Project- Girls Empowerment				144.01			79.93	
Total of Special Projects for Equity				144.01			79.93	
Self defence training for Girls	133 Self Defence Training (up to Highest							
	133.a Self Defence Training (Upto Class VIII)	57	0.09	5.13	57	0.09	5.13	Self-defence training can be considered for 57 government elementary schools with girl enrollment @Rs. 0.09 for three months.

		Total of Self Defence Training (up to			5.13			5.13		
		Total of Self defence training for Girls			5.13			5.13		
		Total for Gender & Equity			149.14			85.06		
Inclusive Education	Provision for Children with Special Needs (CWSN) - Recurring	134	Inclusive Education (up to Highest Class							
		134.f	Helper/Ayas/Attendant	3	0.35	1.05	3	0.35	1.05	Recommended as proposed for the salary of 3 child care attendants for 3 BRC at Rs. 3500/- per month for 10 months.
		134.h	Providing Aids & Appliances	90	0.05	4.5	90	0.05	4.5	Recommended as proposed for 90 CWSN (from class 1 to 8).
		134.i	Identification and Assessment (Medical Assessment Camps)	9	0.25	2.25	9	0.25	2.25	Recommended as proposed at a unit cost of Rs. 25000/- per block. These camps are for CWSN from Class 1 to 12.
		134.l	Assistive Devices, Equipments and TLM	10	0.012	0.12	10	0.012	0.12	Recommended as proposed for handbooks on sign language for children with hearing impairment. (class 6 to 8)
		134.m	Transportation allowance	60	0.03	1.8	60	0.025	1.5	Recommended as proposed for 60 CWSN at Rs. 2500/- with a unit cost of Rs. 250/- for 10 months.
		134.n	Stipend for Girls	27	0.02	0.54	27	0.02	0.54	Recommended as proposed for 27 Girls with special needs at Rs 2000/- with a unit cost of Rs 200/- for 10 months.
		134.o	In-service Training of Special Educators	21	0.005	0.105	21	0.005	0.105	Recommended as proposed for 21 surveyors (RPs and RTs) for identification and subsequent uploading of data of CWSN on UDISE portal for 1 day training.
		134.v	Escort Allowance	60	0.03	1.8	60	0.03	1.8	Recommended as proposed for 60 CWSN (From class 1 to 8) at Rs. 3000/- with a unit cost of Rs. 300/- for 10 months, subject to provision of data by the state.
					Total of Inclusive Education (up to		12.16			11.86
		135	Inclusive Education (Student Oriented							
		135.g	Providing Aids & Appliances	23	0.05	1.15	23	0.05	1.15	Recommended as proposed for 23 CWSN at a unit cost of Rs. 5000/- subject to provision of data by the UT.

135.i	Reader Allowance	10	0.025	0.25	1	0.025	0.025	Recommended at Rs. 2500/- with a unit cost of Rs. 250/- for 10 months. (as per UDISE 2016-17)	
135.j	Uniform	159	0.008	1.272	157	0.006	0.942	Recommended at Rs. 600/- for 157 CWSN (as per UDISE 2016-17).	
135.k	Assistive Devices, Equipments and TLM	32	0.012	0.384	32	0.012	0.384	Recommended as proposed for 32 handbooks for children with hearing impairment(class 9 to 12) on sign language.	
135.l	Escort Allowance	4	0.03	0.12	4	0.03	0.12	Recommended as proposed at Rs. 3000/- with a unit cost of Rs. 300/- for 10 months.	
135.n	Stipend for Girls	66	0.02	1.32	65	0.02	1.3	Recommended for 65 Girls with special needs (as per UDISE 2016-17) at Rs 2000/- at a unit cost of Rs 200/- for 10 months.	
135.o	Transportation allowance	36	0.03	1.08	36	0.03	1.08	Recommended as proposed for 36 CWSN at Rs. 3000/- with a unit cost of Rs. 300/- for 10 months, subject to provision of data provided by the UT.	
Total of Inclusive Education (Student Inclusive Education (Recurring) (Upto				5.58			5		
136	136.f	Salary (Previous Spl. Educators)	2	4.48488	8.97	2	3.1944	6.3888	Recommended for 2 special educators at Rs. 26620/- per month for 12 months (as per salary approved by PAB 2017-18 with 10% increment), subject to provision and verification of data provided by the UT.
	136.g	Salary (New Spl. Educators)	8	4.48488	35.879	8	4.48488	35.87904	The salary of 8 special educators is recommended as per norms at a unit cost of Rs 26620 for 12 months, subject to recruitment of the special educators and the state providing requisite details of the appointment as per eligibility criteria.
Total of Inclusive Education (Recurring)				44.85			42.27		
Total of Provision for Children with Special Needs				62.59			59.13		
Total for Inclusive Education				62.59			59.13		

Vocational Education

Introduction of

137

Introduction of VE in schools

Vocational Education at Secondary and higher Secondary	137.a	Tools, Equipment & Furniture (New)	48	2.5	120	11	5	55	Recommended for 11 schools	
					Total of Introduction of VE in schools			120	55	
	138	Recurring Support VE - New								
	138.a	Financial Support for Vocational Teacher/ Trainer (New)	48	12	576	22	1.5	33	As per Norms for 2 trainers per school	
	138.b	Financial Support for Resource Persons (New)	28	2.5	70	11	0.313	3.443	As per Norms	
	138.c	Raw material Grant for new school per course (New)	28	4.5	126	11	0.563	6.193	As per Norms	
	138.d	Cost of providing Hands on Skill Training to Students (New)	28	2.4	67.2	11	0.3	3.3	As per Norms	
	138.f	Office Expenses / Contingencies for New	28	2	56	11	0.25	2.75	As per Norms	
	138.g	Induction training of Teachers VE - Teachers (10 Days)	48	0.05	2.4	22	0.05	1.1	10 days training @ Rs. 500 per day	
					Total of Recurring Support VE - New			897.6	49.79	
	140	Recurring Support VE - Existing								
	140.a	Financial Support for Vocational Teacher/ Trainer (Existing)	40	12	480	40	3	120	As per norms for in-position trainers	
	140.b	Financial Support for Resource Persons (Existing)	20	2.5	50	20	1.75	35	As per norms for 20 schools	
	140.c	Raw material grant for new school per course (Existing)	20	4.5	90	20	3.15	63	As per norms for 20 schools	
	140.d	Cost of providing Hands Training Students (Existing)	20	2.4	48	20	1.68	33.6	As per norms for 20 schools	
140.e	Assessment and Certification Cost (Existing)	20	0.96	19.2	1589	0.006	9.534	For students of class 10th		
140.f	Office Expenses / Contingencies for	20	2	40	20	1.4	28	As per norms for 20 schools		
140.h	In-service Training of VE - Teachers (5 - Days) - (Existing)	40	0.025	1	40	0.025	1	5 days training @ Rs. 500 per day		
				Total of Recurring Support VE - Existing			728.2	290.13		
				Total of Introduction of Vocational Education at			1745.8	394.92		
				Total for Vocational Education			1745.80	394.92		
Monitoring of the Scheme	Monitoring Information System (MIS)	143	Monitoring of the Scheme							
	143.b	Management Information System (SDMIS & Shaala Kosh)	83227	0.00014	11.652	71601	0.00002	1.43202	Recommended for 71601 children @ Rs. 2 per child.	
					Total of Monitoring of the Scheme			11.65	1.43	
					Total of Monitoring Information System (MIS)			11.65	1.43	
				Total for Monitoring of the Scheme			11.65	1.43		
Program Management	Program Management	144	MMER (I-XII)							
	144.a	MMER (I-XII)	0	0	0	1	173.8	173.8	Recommended 5% MMER against total outlay.	
					Total of MMER (I-XII)			0	173.8	
				Total of Program Management			0	173.8		

Total	Total for Program Management	0.00	173.80
Generated as on Tuesday, August 07, 2018		6732.38	3610.63

Scheme Name	Final Approval		
	NON Recuring	Recuring	Total
Elementary Education	191.82	2127.86	2319.68
Secondary Education	177.62	1031.35	1208.97
Teacher Education	12.8	69.18	81.98
Total	382.24	3228.39	3610.63

Final Approval Major Component	Total
Access & Retention	64.84
RTE Entitlements	14.76
Quality Interventions	1727.45
Teacher Education	81.98
Salary of Teachers	970.2
Gender & Equity	85.06
Inclusive Education	59.13
Vocational Education	394.92
Sports & Physical Education	37.05
Monitoring of the Scheme	1.43
Program Management	173.8
Total	3610.63