

F.No. 1-5/2018-IS-6
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
IS-6 Section

Shastri Bhawan, New Delhi
Date: 31st July, 2018

To

The Secretary (Education),
4th Floor, Deluxe Building, Sector 9,
UT Chandigarh, Pin code-160009

Subject: Minutes of the Meeting of the Project Approval Board (PAB) held on 07th June, 2018 to consider the Annual Work Plan & Budget (AWP&B), 2018-19 of Samagra Shiksha for the UT of Chandigarh-reg.

Sir,

Please find enclosed herewith a copy of Minutes of the meeting of the Project Approval Board (PAB) held on 07th June, 2018 to consider the Annual Work Plan & Budget (AWP&B), 2018-19 of Samagra Shiksha for the UT of Chandigarh for information and further necessary action.

2. This issues with the approval of competent authority.

Yours faithfully,

Encl: - As above.



(M. P. Singh)

Under Secretary to the Govt. of India

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Copy to:-

1. Senior PPS to Secretary (SE&L)
2. PPS to JS (SE-1)
3. PPS to JS & FA (MHRD)
4. SPD (Education), 1st Floor, Deluxe Building, Sector 9, UT Chandigarh
5. Director, NCERT
6. Vice Chancellor, NUEPA
7. Chairman, NIOS
8. NITI Ayog, New Delhi
9. All Divisional Heads of ISSE Bureau
10. All Under Secretary of ISSE Bureau
11. All consultant of TSG.
12. NIC for uploading the Minutes on Ministry's Website

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Minutes of the meeting of the Project Approval Board (PAB) held on 07th June, 2018 to consider the Annual Work Plan & Budget (AWP&B), 2018-19 of Samagra Shiksha for the UT of Chandigarh

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 Chandigarh was held on 07-06-2018. The list of participants who attended the meeting is attached at **Annexure-I**.

Ms Rina Ray, Secretary (SE & L) welcomed the participants and the UT representatives led by Sh. B.L. Sharma, Secretary, Education and Shri R.K. Popli, State Project Director and invited them to brief on the initiatives undertaken by the UT.

2. INITIATIVES OF THE STATE

- UT has consistently reported universal access at primary, upper primary and secondary levels.
- UT has completed collection of child-wise data which has helped them to curb 'dual enrolment' in schools. Secretary, Education was requested to share the details of the same and the estimated savings.
- UT has conducted a detailed need assessment for its teachers for in-service training.
- District level Science Exhibitions were organized for secondary/senior secondary schools where students displayed various working and non-working models.

A team from the Department had visited the UT from 17th July to 18th July, 2017. A detailed Action Plan attached at **Annexure-II** was formulated after consultation with the UT and all stakeholders during that visit. The action plan prepared was result of an in-depth consultation and discussion with the officials of Department of Education of Chandigarh including Secretary Education. For deep and insightful discussion, different teams from different schools, training institutions consisting of students, teachers, and heads of the institutions participated in different discussion sessions. It includes holistic plan to improve key enablers, drive quality interventions and make the system more accountable to performance.

3. ACTION TAKEN ON COMMITMENTS GIVEN BY THE STATE 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 for the year 2017-18	Action Taken
i.	UT will map all the 8 stand alone Government primary schools, develop and finalize specific action plans for improving learning outcomes in these schools and share it with the Department by 1st May, 2017.	Document on learning outcomes shared with all stakeholders for improving learning outcomes in these schools, capacity building programme for teachers & CRCCs were organized. Question banks were prepared by teachers for giving more practice to the students.
ii.	UT would document their best practices and initiatives and subsequently upload it on the SSA Shagun portal. This would enable the UT to showcase its successes and would provide a platform for all UTs to learn from each other.	Already uploaded by UT Chandigarh
iii.	UT would update the progress in implementation of the estimated 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.	UT is regularly updating progress of activities under the AWP&B on the SSA Shagun portal. UT has already submitted hard copy of the summary sheet on the Shagun portal, duly signed by the State Project Director SSA along with other requisite documents at the time of the request for release of funds under SSA
iv.	For the year 2017-18, UT has identified 4718 Out of School Children (OoSC) and it has committed that at least 85% children out of these will be enrolled in schools during 2017- 18.	PAB has given target of enrolment of 4524 out of school children for the year 2017-18. UT has enrolled 4617 out of school children i.e. more than 100% against the target given.
v.	Average Dropout rate has been 0% in 2016-17 in respect of Primary as well as in Upper Primary schools. The same will be maintained in 2017-18.	UT has maintained average dropout rate of 0% in 2017-18 also in respect of Primary as well as Upper Primary Classes.
vi.	UT should create a Child wise database (using Aadhaar wherever available or any other unique Id for every child) by June, 2017. This database would make the enrolment indicators robust and reliable.	UT has implemented SDMIS software developed by NUEPA, in which every student is having unique ID. In addition to this Aadhaar ID is also entered by Schools.
vii.	UT will maintain a database on details of its teachers, including their Aadhaar numbers.	UT is maintaining teacher's database under UDISE system and this database is capturing the Aadhaar ID of teachers.
viii.	The UT will complete GIS mapping	UT has completed GIS mapping of all

S. No.	COMMITMENTS for the year 2017-18	Action Taken
	of all schools (100%) and integrate their database with the NIC website http://schoolgis.nic.in/ .	Schools (100%) and already sent to TSG for integrating database with the website http://schoolgis.nic.in/ .
ix.	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.	In UT Chandigarh, most of schools are of composite in nature and having primary sections. Only 8 independent Primary Schools are with the Municipal Corporation, Chandigarh but the overall monitoring and supervision is with Education Department UT Chandigarh.
x.	UT will recruit headmaster in primary and upper primary schools as per the RTE norms. Given the significant role of a headmaster in school management, direct recruitment (including through limited department exam) of 50% of all headmasters may be considered.	<p>In UT Chandigarh, there are 8 independent primary schools and 13 Middle schools, and all these schools have Incharges/ Heads.</p> <p>Under State Education Department, there is no direct recruitment quota of headmasters/ headmistress. At present heads are promoted on the basis of seniority.</p> <p>Under SSA, there are 15 posts of Heads. Recently in the meeting of 20th EC, it was decided that 8 posts of headmasters will be filled through direct recruitment.</p>
xi.	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	To ensure that children reach the desired grade appropriate competency level, Need based Remedial Classes were conducted for low performing students at Elementary level.
xii.	UT will explore the mechanisms for convergence with other departments especially with the Department of Health, Social welfare, CREST and PWD.	UT Education Department has good convergence with other departments like Health, Social Welfare, CREST and PWD etc. With the help of Health Department medical check-ups and immunization is being done in schools. SSA UT Chandigarh has converged with Social Welfare Department for provisioning of elementary education to the children living in three residential institutions established under Juvenile Justice Act. SSA society has also converged with labour department to provide education to the children of labour at major construction sites. In addition to

S. No.	COMMITMENTS for the year 2017-18	Action Taken
		<p>this Social Welfare Department is also providing support in early childhood care and education and different kind of scholarships.</p> <p>Education Department has also collaborated with CREST for installation of Roof Top Solar Power Plant in 81 Govt. Schools of overall capacity of 3005 kW. These schools are generating 3.9 MU (Lakh Units (kW)) per year.</p> <p>Education Department UT Chandigarh has collaborated with Engineering department for all construction work in schools, maintenance of school buildings, construction of ramps, modification of toilets etc.</p>
xiii.	<p>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.</p>	<p>Partnership between schools/ twinning of schools' programme has been launched between 05 Govt. & Private, 04 Govt. & KVs and between 74 Govt. to Govt. schools.</p>
xiv.	<p>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.</p>	<p>UT had displayed photos of all teachers teaching at Elementary Level in all Govt. Schools in visible and identifiable size.</p>
xv.	<p>UT will ensure inspection and evaluation of all primary and upper primary schools.</p>	<p>School Inspection and evaluation is being conducted on regular basis by Officers and Officials of Education Department.</p>
xvi.	<p>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 include the</p>	<p>Govt. of India has notified Right of children to Free and Compulsory Education Rules 2010 on 8th April 2010. These rules are applicable to Chandigarh being Union Territory without legislature.</p>

S. No.	COMMITMENTS for the year 2017-18	Action Taken
	Learning Outcomes in its own RTE Rules.	
xvii.	The UT would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e., school.	UT has registered all Schools at PFMS during 2017-18 and training was imparted to all cluster heads & school heads for implementation of PFMS.
xviii.	UT has a good number of Schools under the control of various Departments other than Department of Education such as Municipalities, Panchayat, Tribal Dept., Social welfare etc. To bring these Schools under unified command it is suggested that a committee should be formed under the Chairpersonship of Secretary, Education of the State.	In UT Chandigarh all schools are under the control of Department of School Education.

4. Appraisal issues- 2018-19

Educational Indicators

- The annual average dropout rate at secondary level and senior secondary level are high at 3.69 % and 6 % respectively.
- There are 23% primary schools with adverse PTR and 40.70% primary schools are with adverse SCR is area of concern

Access and Retention

- UT has completed GIS mapping of all its 225 schools as per UDISE 2017-18 data (114 Govt. Schools, 74 Private Unaided Schools, 07 Aided Schools, 07 Central Govt. Schools, 03 Unrecognized Madrassa & 20 Unrecognized Schools) and Geo Coordinates of all schools already shared with TSG team for uploading on <http://schoolgis.nic.in/> portal.

Quality

- At primary level, 405 posts out of 728 posts sanctioned under erstwhile Sarva Shiksha Abhiyan (SSA) are vacant while 214 posts (15.55%) out of 1376 posts sanctioned by the UT are vacant.
- At upper primary level 190 posts are vacant out of 647 posts sanctioned under erstwhile SSA while 214 posts (14.35%) out of 1491 posts sanctioned by the UT are vacant.
- At secondary level, 176 (18.44%) posts out of 954 posts sanctioned by the UT were vacant.

- UT was advised to relook at the requirement of teacher/headmaster posts and rationalize deployment of teachers as all teachers are ultimately the responsibility of the UT. There is no dual cadre of teachers – only financial support for additional teacher salary would be provided under the Samagra Shiksha as per norms of the scheme.
- The UT was advised to disseminate the District NAS Report Cards at the district/block level and analyse the results. It was stressed that class VIII Maths and Science need a special focus.

5. Commitments of the UT for 2018-19

- UT would document their best practices and initiatives and subsequently upload it on the School Education SHAGUN website. This would enable the State to showcase its successes and would provide a platform for all States to learn from each other.
- The UT will re-assess the requirement of teacher posts and fill up all vacancies within the 6 months.
- The UT will ensure that all commitments under RTE Act, 2009 are fulfilled.
- The UT will ensure to improve the dropout rate specially at secondary level.
- The UT will implement the action plan of mentoring of U.T. Chandigarh by State of Punjab, prepared by the Department in consultation with the UT.
- The Education Department will ensure discipline/Monitoring of Teachers.
- The UT Chandigarh should bring down the out of school children to Zero.
- The 8 schools under Municipal Corporation should be brought under Education Department.
- The Recruitment Rules for head teachers/school heads may be suitably amended by incorporating 50% direct recruitment including 25% limited direct recruitment.
- The UT Chandigarh will ensure proper supervision of school Health check-up camps.
- The Photo I-cards should be issued to every teacher to be worn by them in schools.
- UT will introduce biometric attendance in all schools.

6. Expected Outcomes

- 75% of Out of School Children (OoSC) will be enrolled in schools.
- Aadhaar based child tracking data will be updated.
- Annual assessment surveys will be based on the 'learning outcomes' developed by MHRD. The Central rules to the RTE Act 2009 have been amended to include these 'learning outcomes'. UT has 7 standalone Schools which may require proper monitoring and assistance so that these schools perform better.

7. Total Estimated Budget (2018-19)

The estimates for the year for 2018-19 are as under: -

(Rs. in Lakh)					
Head	Spillover	Non-recurring (Fresh)	Recurring (Fresh)	Outlay	Total (Outlay+ Spillover)
Elementary	0.00	6.40	8676.36	8682.76	8682.76
Secondary	100.80	25.60	1088.14	1113.74	1214.54
Teacher Education	0.00	2.00	38	40	40
Grand Total	100.80	34.00	9802.50	9836.50	9937.30

8. Actual Releases by GoI during 2018-19

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) 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 Report has been submitted upto the year 2016-17.

9. Activity-wise Details

I. ACCESS AND RETENTION

- (i) **Opening of New/Upgraded Schools:** URC rooms: An outlay of Rs. 16.00 Lakh was estimated as spillover of 2 URC room. The UT has agreed to surrender the Additional Classrooms which were not feasible and cost of the ACR's already released will be allowed as spill over during the current year will be adjusted against New school. The UT will intimate the cost of the ACR's to the Ministry.
- (ii) An outlay of Rs. 270.00 Lakh was estimated for setting up of water purifier plant (RO) in 60 senior schools as per detail given in **Annexure-III**.

II. RTE ENTITLEMENTS

- (i) **Free Uniforms:** Free textbooks for 52001 children at elementary level were estimated at a total outlay of Rs. 312.01 Lakh.
- (ii) **Free Textbooks:** Free uniforms for 98426 children at elementary level were estimated at a total outlay of Rs. 310.96 Lakh.

- (iii) **Reimbursement of fee against 25% admission under section 12 (1) (C) of RTE Act, 2009 (Entry Level):** UT has notified per child Cost of RS. 1370 for the year 2014-15 and has reimbursed a total amount of Rs. 20.73 Lakh to 25 private schools for admission of 131 children under Section 12(1)(C). Out of the total amount Rs. 2.96 Lakh was reimbursed to 2 private unaided schools for admission of 18 children in class 1 and above. Reimbursement for 18 children was estimated with total outlay of Rs. 2.96 Lakh.
- (iv) **Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level:** UT Chandigarh has identified 4976 (3895 fresh & 1081 undergoing special training from last year) out of school children in the age group of 6-14 years. Accordingly special training was approved for 3867 OoSC at an outlay of Rs.197.48 Lakh and continuing special training for second year for 814 OoSC with an outlay of Rs.36.9 Lakh . In addition to this Rs.1.68 Lakh for fresh children of Madarsa & Rs.3.00 for 50 children continuing from previous year. **Total outlay of Special Training of Out of School Children (OoSC) is estimated to be Rs. 239.06 Lakh.**
- (v) **Media and Community Mobilization:-** An outlay of Rs. 1.71 Lakh was estimated for 21 elementary schools and 93 secondary schools for community mobilization including Rs. 3.42 Lakh for training of SMC/SDMC members in these schools respectively. **Total outlay of Media & Community Mobilization is estimated to be Rs. 5.13 Lakh.**

III. QUALITY INTERVENTIONS

- (i) A total outlay of Rs. 1920.86 Lakh was estimated for different Quality related interventions. An outlay of Rs.337.24 Lakh has been estimated for Learning Enhancement Programmes at different levels:

LEP	Rs. (in Lakh)
Class I & II	24.90
Class III -V	114.30
Class VI - VIII	159.46
Class IX-XII	38.58

- (ii) An outlay of Rs 2.14 Lakh was estimated under Quality Component (elementary) for PINDICS & Shaala Siddhi for Govt. schools & budget of Rs.18.52 Lakh was estimated at secondary level for E-library & video wall in school auditorium. For Senior Secondary level, an outlay of Rs.5.00 Lakh was approved for Job Fair & exhibition-cum-sale under Vocational Education.
- (iii) An outlay of Rs.651.48 Lakh was estimated under Project Innovative activities at Secondary & Senior Secondary level for activities such as Open Gym for the players, Rashtriya Avishkar lab, Smart Classrooms/digital boards, to bring OoSC through NIOS, trekking expeditions for the players, water purifier plant (List of schools at **Annexure-III**), Band Competitions, Ek Bharat Shrestha Bharat. For project innovation (Elementary) Rs.338.04 Lakh was estimated for digital board/smart classrooms, ICT for CWSN, parent participation in child skill development & Pratibha Shala.

- (iv) An outlay of Rs.6.00 Lakh was estimated for project Kala Utsav & Rs. 3.72 Lakh for project on English (Secondary level).
- (v) An outlay of Rs.10.00 Lakh was estimated for conducting activities related to assessment at State level (elementary).
- (vi) An outlay of Rs 101.00 Lakh for composite school grant as per enrolment was estimated for 114 Govt. schools.
- (vii) **Padhe Bharat Badhe Bharat (Library grant):-** An annual library grant was estimated with the total outlay of Rs 18.04 Lakh for 114 Govt. schools. State proposal for libraries was estimated for 21 elementary, 93 secondary schools with a total outlay of Rs 2.09 Lakh and Rs. 15.95 respectively. The funds for books and libraries needs to be utilized in accordance with the detailed guidelines being issued by MHRD. The following points needs to be kept in mind:
- i. Age appropriate books published by NCERT, NBT, State Government Publications, SCERT may be procured.
 - ii. States/UTs 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.
 - iii. During the first year, no magazines and newspapers can be procured from the funds meant for library books.
 - iv. States/UTs 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.
 - v. 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.
 - vi. 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.
- (viii) **Rashtriya Avishkar Abhiyan (RAA) :** An outlay of Rs 34.99 Lakh was estimated for various activities like Science exhibitions, quiz Competitions, study trip for students to higher institutions (within state), Science and Maths kits , workshops, strengthening of Science & Maths Labs & Resource generation camps, News letter etc for Govt. Schools.
- (ix) **Operation Digital Board - ICT and Digital Initiatives:-** An outlay of Rs 99.20 Lakh was estimated for ICT and Digital Initiatives. An outlay of Rs. 67.20 Lakh was approved as recurring cost for ICT and Digital Initiatives for 28 schools @ Rs. 2.40 Lakh per school on reimbursement basis. An outlay of Rs 32.00 Lakh was approved for setting up of ICT labs under ICT and Digital Initiatives including ICT for 5 schools @ Rs.6.40 Lakh per school under new proposal (list at **Annexure-IV**).
- The utilization of these funds needs to be in accordance with the detailed Guidelines issued under Operation Digital Board. The following points need to be kept in mind, specifically, 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) States and UTs have 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 State 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) **Support at Pre-primary level:** An outlay of Rs.34.29 Lakh was estimated for supporting Pre-school Education (recurring) for strengthening of existing 103 primary schools, workshop for nursery teachers & training of Aanganwadi workers.
- (xi) **Training for In-service Teacher, Head Teachers and Teacher Educators:** An outlay of Rs. 37.88 Lakh was estimated for supporting Training for In-service Teacher, Head Teachers and Teacher Educators.
- (xii) **Academic support through BRC/URC/CRC:** An outlay of Rs. 223.32 Lakh was estimated for providing Academic support through BRC/URC/CRC. An amount of Rs 68.19 Lakh for academic support through BRC/URC and Rs 155.13 Lakh for academic support at CRC level was estimated.

IV. SPORTS AND PHYSICAL EDUCATION

- (i) An outlay of Rs 39.40 Lakh for 113 primary schools @ Rs. 5000/- per school and 105 upper primary schools @ Rs. 10000/- per school & @ Rs.25000/- per school for 93 secondary schools was estimated. The funds for sports and physical education, needs to be utilized in accordance with the detailed guidelines being issued by MHRD. The following points need 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 States/UTs. The States/UTs 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 organized in the government schools of States/UTs 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 incharge may be given the responsibility to take care of the equipments and maintaining the stock position of sports equipments in the school.

V. TEACHER EDUCATION

- (i) An amount of Rs. 12.00 Lakh was estimated for capacity building of teachers and teacher educators and other activities. Rs. 2 Lakh for Strengthening of physical infrastructure& Establishment of new DIETs and Rs. 1 Lakh for training of teacher educators.

- (ii) The UT has a SCERT and Director (SCERT) has been designated as the nodal officer for Teacher Education and DIKSHA.
- (iii) Rs. 5.00 Lakh for conducting programmes & activities at SCERT level & Rs.20 Lakh was estimated as Annual grant for SCERT.

VI. SALARY OF TEACHERS

An outlay of Rs 6100.88 Lakh was estimated for salary of teachers as per the norms of the Scheme. The UT was advised to fill up all the vacant posts at the earliest.

VII. GENDER AND EQUITY

An outlay of Rs 9.45 Lakh for Self-Defence training for girls in 105 elementary schools and Rs. 8.37 Lakh for Training in martial arts for all girls/self defence in 93 secondary schools, was estimated. An outlay of Rs 13.95 Lakh was estimated for career guidance programme for girls in 93 secondary and higher secondary schools. An Outlay of Rs. 15.84 Lakh was estimated for adolescent education programme for girls in 105 Elementary and 93 Secondary schools.

VIII. INCLUSIVE EDUCATION

An outlay of Rs 262.46 Lakh was approved for various activities for 4303 CWSN (3402 at elementary level and 901 at secondary level) including **Rs. 130.20** Lakh for salary of 25 Special Educators @ Rs.43400 per month. The UT was asked to share database of all CWSN children on PMS portal of Samagra Shiksha.

IX. VOCATIONAL EDUCATION:

The UT administration committed to implement VE in all the 16 schools (2 new schools in addition to 14 existing schools) approved for the coming academic session 2018-19. The list of schools with sector and job roles is attached at **Annexure-V**. A recurring Grant of Rs.81.84 Lakh was estimated for VE for classes 9 & 10 in the 16 schools.

X. Monitoring of schemes

An outlay of Rs. 4.94 Lakh was estimated for MIS and activities under Shaalakosh.

XI. PROGRAMME MANAGEMENT

An outlay of Rs. 468.40 Lakh was estimated for programme management.

The detailed cost sheets indicating the component wise proposal of the State and the approval is attached at **Annexure-VI**.

XII. SPILL OVER

There is a Spillover of Rs. 100.80 Lakh under secondary education programme in previous year. The details on component wise spill over activities approved under Samagra Shiksha in respect of UT is attached **Annexure-VII**.

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

ATTENDANCE SHEET

Sr. No.	Name of the Official	Designation
1.	Sh. B. L. Sharma	Secretary (Education), Chandigarh
2.	Ms. Nazli J. Shayin	Director, MHRD
3.	Sh. R.K. Popli	Director (Education), Chandigarh
4.	Smt. Saroj Mittal	Dy.SPD (Education), Chandigarh
5.	Manjeet Singh	US, MHRD
6.	Sh. S. S. Dahiya	Director, SCERT Chandigarh
7.	Sh. Baldev Singh	Deputy Controller (Finance & Accounts)
8.	Mrs. Amandeep Kaur	Assistant Controller (Finance & Accounts)
9.	Mrs. Alka Mehta	Mission Coordinator, Chandigarh
10.	Sh. Dinesh Kumar	MIS Coordinator, Chandigarh
11.	Ms. Nidhi	IE Coordinator
12.	Mrs. Sangeeta Bhasin	STC Coordinator
13.	Mrs. Rajni Mahajan	Pedagogy Coordinator
14.	Mrs. Komal Sharma	Pedagogy Coordinator
15.	Md. Kashif Imam	Coordinator & Sr. Consultant, TSG
16.	Ms. Ajit Kaur	Consultant, TSG
17.	Dr. S.P. Malhotra	Chief Consultant, TSG
18.	Sh. Rajiv Mehra	Chief Consultant, TSG
19.	Sh. Nisheeth Varma	Chief Consultant, TSG
20.	Ms. Gauri Kalra	Sr. Consultant, TSG
21.	Sh. Manish Sharma	Sr. Consultant, TSG
22.	Sh. Adil Rasheed	Sr. Consultant, TSG
23.	Sh. Mukhtar Alam	Sr. Consultant, TSG
24.	Sh. Altab Khan	Sr. Consultant, TSG
25.	Sh. Kalicharan	Consultant, TSG
26.	Ms. Anamika Mehta	Consultant, TSG
27.	Ms. Kamta Rai	Consultant, TSG
28.	Sh. Suresh Balodi	Consultant, TSG
29.	Ms. Bharti Sharma	Consultant, TSG
30.	Sh. K. Girija Shankar	Consultant, TSG
31.	Ms. Purabi Pattanayak	Consultant, TSG
32.	Ms. Arti Panchal	Consultant, TSG

Roadmap for Transforming School Education in Chandigarh, July, 2017

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 such bottlenecks in a focused manner and to 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 neighboring States of these UTs to mentor them in the best possible manner.

As a follow up, a meeting was held on 13th, July 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 Chandigarh 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 Punjab and UT of Chandigarh to make them aware about the strategy of mentoring of the UT by the State.

A team under Dr. Meenakshi Jolly, Director, Dept. of School Education and Literacy, MHRD, was constituted including experts from NUEPA, TSG consultants and officials from the State of Punjab and a visit was planned to Chandigarh from 17th to 18th 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 Chandigarh including Secretary Education. For deep and insightful discussion, different teams from different schools, training institutions consisting of students, teachers, and heads of the institutions participated in different discussion sessions.

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 Chandigarh'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. Parimal Rai Administrator Chandigarh and S. Rubinderjit Singh Director School Education, and other officials from Chandigarh which was attended by Dr. Meenakshi Jolly and her team. A Power point presentation was made pointing out Key actionable points for improving quality of Education in UT. Dr. Meenakshi Jolly 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 UT of Chandigarh is a uni-district territory which came into existence on 1 st of November, 1966 with an area of 114 sq. kms. During the last 6 decades (1951-2011), Chandigarh has witnessed a population increase of more than forty four times with the absolute population increasing from 24,261 in 1951 to 10,54,686 in 2011. As per Census 2011, the population of Chandigarh U.T has crossed the one million mark. The Union Territory recorded a population of 10,54,686 (4,74,404 females and 5,80,282 males) in 2011 with much lower decadal rate of increase in population with only 154051 people being added to the Chandigarh UT during the last decade. Compared to the all India figure of 940, Chandigarh has recorded a sex ratio of 818. The literacy rate as per Census 2011, is 86.43%.

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 UT has 201 schools including government, private unaided and aided schools. In Government schools the medium of instructions is Hindi and English and NCERT curriculum and books are followed.

During the year 2015-16 enrolment at elementary level was 1.57 Lakh. The enrolment in Govt. and Govt. Aided schools is continuously declining both at primary and upper primary level. The decline at elementary level in Govt. and Govt. Aided schools is 0.06 Lakh (5.8%) children during three years (2013-14 to 2015-16). There appears a considerable shift in enrolment from Govt. schools to Private schools as the enrolment in Private Schools has increased by 0.018 (3.6%) children at elementary level during the period from 2013-14 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*	112	112	113	115
2	Number of Govt. Composite Schools	87	92	93	96
3	Number of Aided Schools	7	7	7	7
4	Number of Private Schools (Private= Private unaided)	57	73	73	73
5	Number of Madarsas (Recognized & unrecognized)	NA	0	2	3
6	Number of Unrecognized School	NA	0	2	3
	Total Schools	176	192	197	201

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

Table-2 Information about Enrolment

	Enrolment	2009-10	2013-14	2014-15	2015-16
	Enrolment in Government schools	99,244	1,08,212	1,06,491	1,01,884
	Enrolment in Aided schools	2,895	2,856	2,842	3,101
	Enrolment in Private schools	40,206	50,117	50,893	51,939
	Enrolment Madarsas (Recognized & unrecognized)	NA	0	282	462
	Enrolment in Unrecognized Schools	NA		235	535
	Total Enrolment	1,42,345	1,61,185	1,60,743	1,57,921

Table-3 Educational Indicators (Elementary Level)

Sl. No.		2014-15	2015-16	2016-17
1	Total Enrolment	1,60,743	1,57,921	1,56,398
2	Net Enrolment Ratio	82.6	79.2	96.25*
3	Dropout Rate	---	--	0.3
4	Transition Rate	101.53	102.23	102.75

(Source: AWP&B Chandigarh)

* NER at primary level

B. Learning Achievement of Students:

In case of National Achievement Survey, in class III, 64 % children achieved more than 50% marks in language and 70% children in Maths. In class V number of children achieving more than 50% marks in language is 29% and in Maths 21%. Only 05 % and 10 % 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

	Subject	Range of correct answers			
		0-35%	36-50%	51-75%	Above 75%
		(Low)	(Average)	(Above Average)	(High)
Class III	Lang	13	23	44	20
	Math	9	20	47	23
Class V	Lang	46	26	23	6
	Math	45	35	19	2
	EVS	35	36	26	3
Class VIII	Lang	19	29	40	13
	Math	72	23	5	0
	Science	54	36	9	1
	S. Science	39	47	14	0

C. Initiatives by the UT for Quality Improvement:

There are three Smart Schools (2 Hindi Medium) in Chandigarh equipped with teaching-learning equipment like interactive display boards, computer systems, multimedia projectors and subject specific e-contents. 200 Smart Classrooms in collaboration with Extra marks Pvt. Ltd on BOO model (in 09 Schools) along with e-content (w.e.f. April 2016) have been initiated to play a crucial role in paradigm shift in educational system and provide a strong learning foundation for pupils. Chandigarh has installed / commissioned Rooftop solar plants in 64 Govt. Schools of overall capacity of 2510 kW.

3. Issues-Challenges and Diagnosis

3.1 Students

Gap Areas	Description
Pedagogy	Poor preparedness of learners for age appropriate learning
Poor Learning Outcomes	There is decline in the Learning Achievement of students in the elementary classes especially at upper primary level in mathematics and Science

3.2 Teachers

Gap Areas	Description
Maths and science teaching	<ul style="list-style-type: none"> No content/ pedagogic preparedness for Maths and science teaching Inability of teachers to deal with children from different socio-economic strata.
Teacher Educator Development	<ul style="list-style-type: none"> Only SCERT including DIET and one B.Ed. college in the UT SCERT under Higher education Directorate therefore unable to help SSA of the UT. Lack of Professional skills of a teacher educator for meeting the pedagogic demands both at in-service level
Effective Review-Monitoring and Support	<ul style="list-style-type: none"> Poor monitoring and support at Ward level No modules available for teachers teaching at elementary level
Training Architecture	<ul style="list-style-type: none"> SCERT 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 leadership¹ No induction into the role No clarity on the mentorship aspect of head teacher's role.

3.3 Infrastructure and basic conditions

Gap Areas	Description
Infrastructure for Technology	<p>Teacher less oriented in using available technology</p> <p>UT needs more of technology enabled monitoring and support mechanism to reach out to difficult schools</p> <p>Good Connectivity in all the places but usability very poor.</p>

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 UT – it is the key to reach to the schools 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 especially SCERT Frequent changes in the department leadership Department focus on administration as opposed to quality
Review & Monitoring	<ul style="list-style-type: none"> Irregular school visits Low focus on learning and teaching during reviews

4. Roadmap and Interventions

Based on the diagnosis, we have identified multiple interventions to improve the quality of school education. These interventions could be buckeled 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 Punjab in improving the quality of school education in the UT. The working group from MHRD, TSG, NUEPA, Team from Punjab and the Team from Chandigarh jointly decided that for the interventions under all the broad themes would be supported by Punjab 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. Bring SCERT under the fold of School Education
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 issues in teaching of Maths and Science
4. Make best use of Innovation wherein retired professionals provide their services free of cost to the schools

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. Ward 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, SCERT

i. Context

It was observed that UT has one SCERT with good infrastructure wherein DIET is also one of its parts. The SCERT has a full time well qualified Director with 2 persons holding the position of University Professor. The District Institute of Education and Training (DIET) has also qualified faculty. The SCERT works under the Directorate of Higher Education and unable to support the schools education. The intake capacity of the DIET is 60 for each batch. The infrastructure in SCERT is very good with good labs, smart classrooms and educational technology infrastructure. The institution mainly remains engaged in pre-service training and does not provide help in in-service training and preparation of training modules. SCERT does arrange little in-service training but does not have any larger vision or plan of teacher education at elementary level. **Intervention**

There is an urgent need to bring SCERT in the fold of school education Directorate. This

requires immediate action to utilize the resources properly.

Transforming SCERT both structurally and functionally and providing the required infrastructural and human resource will pave the way for improving quality of school education in the UT.

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

ii. Action Items

Action Item	Responsibility	Timeline
Redefining the role of SCERT and utilizing their potentials into improving quality INSET (In-service Teacher Education)	MHRD and Office of Chief administrator UT and Directorate of school education.	3 months
Transforming SCERT and providing infrastructural and human resource	MHRD, SCERT, Punjab and UT	6 months
Registering SCERT 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	6 months

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 its 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:

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'.

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.

Guideline document was created for the functioning of the DIET and the roles and responsibilities of the principals of DIETs.

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.

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 Lakh to every institute. This led to the infrastructural development of DIETs.

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.

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 Chandigarh, owing to the limited human resource and institutional support. The SCERT & DIET are engaged more with pre-service trainings while SCERT 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 SCERT has a good infrastructure and requisite 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.

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 whiling away time for most teachers living in close by localities since most of them have houses in nearby places.

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. Apart from it there has to be added pre-training and post –training test to bring seriousness in the in-service training programme. Further, restructuring of SCERT and DIET to meet the in-service teacher development needs and only cater to the in-service teacher development.

Developing facilitator exchange programmes with SCERT, Punjab wherein selected facilitators from SCERT Chandigarh may take up professional development programmes and improve the quality of in-service trainings.

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 ward 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 SCERT & DIET to meet the in-service needs of the teachers	SCERT, UT and SCERT Punjab, DOE, UT	3 months
Developing an online system for managing teacher trainings and develop annual roadmap for trainings and follow-up	MHRD, DOE, UT	1 month
Facilitator exchange programme with SCERT, Punjab for building the capacity of facilitators in the UT	SCERT, Punjab, UT	1 month
Develop a roadmap to train the teachers – follow-up and on-site support	SCERT, Pb, UT	1 month
Develop a dedicated online portal for teacher trainings	DOE, UT	1 month

4.2 Quality Interventions

This section details out key interventions focused on improving the quality of classroom instruction in schools across the UT schools. 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

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

A. 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 UT 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	6 months
Pass a government gazette for 50% selection of middle management on merit	Department of Education	6 months
Arrange for procedure and conduct of written exam	Public Service Commission	1 month

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 Punjab. 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	SCERT	immediate
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		immediate
Allocate adequate budgetary provisions to support the NCSL training programme	MHRD	1 month

D. Remediation Programme

In-Charge: Director, School Education Department

i. Context

The achievement levels have declined in upper primary classes in Maths and Science. Only 5% children of class 8th could achieve more than 50% marks in Maths and 14% 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 CCE programme and the teachers can use their CCE cards to identify learning problems of students lesson-wise and subject-wise. Later the same can be discussed in the in-service training programmes. Further the UT may introduce the remediation programme in the schools for such children by demarking one hour in the morning for low achieving children on the lines of Haryana.

Similarly the UT may identify 25% low achieving schools based on the State Achievement Test conducted by the UT., an effective means of assessment but how far it brings out the actual learning level, remains a compliance exercise which needs to be examined. UT may like to conduct a diagnostic test to identify the learning difficulty of children and plan for remediation by allocating one hour in the morning everyday for remediation.

iii. Action Items

Action Item	Responsibility	Timeline
CCE programme to be used for finding out learning problems of students.	DOE,UT	immediate
Identify bottom 25% schools on the basis of State Achievement survey. Followed by the diagnosis of learning difficulties of the students	DOE,UT	immediate
Chalk out detailed programme of remediation programme by making provision in the time table with one period in the beginning of the day	DOE, UT	1 month

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.

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. Another factor is socio-economic and educational status of 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.

ii. Intervention

The UT is yet to design 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 hand-hold the HoS on the areas of improvement based on the performance on Shala-Siddhi framework.

iii. Action Items

Action Item	Responsibility	Timeline
Contextualize and adopt the Rajasthan's Vidyalaya Avalokan or Himachal Pradesh indicator framework based on OMR review for monitoring.	SPD UT	One month
Create Review and monitoring module in the state's management information system	DEO UT	immediate
Assign officers for review and monitoring and train them on school	SPD UT	immediate

B. Public Accountability

In-Charge: DOE, UT

Timeline: 2017-18

i. Context

Given the UT's socio-economic challenges (including migratory population, economically marginalized group of residents) regular monitoring has become difficult especially in the areas inhabited socially and economically marginalized groups like Mani Majra and sector 42 and 43. 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 visits the respective schools to check if teachers assigned to the school are in classrooms and teaching regularly.

The UT should set up technology based communication channels - SMS, IVRS, Whatsapp groups etc. - for parents to share with the teachers issues of the children and learning outcomes of students. A strong dissemination strategy should be put in place to clearly communicate with all stakeholders.

iii. Action Items

Action Item	Responsibility	Timeline
System to ensure learning indicators posters, teacher photos are placed in schools	SPD UT	immediate
Establish communications team and develop strategy for dissemination	DEO UT	immediate
Roles and responsibilities of the SMC towards school development defined clearly		immediate
Meeting schedules with agenda for each school be displayed on the UT education portal and regular monitoring and feedback on developing effective school-community relationships		immediate

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 UT 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	SPD UT	immediate
Translate the framework into the integrated digital system, in collaboration with the identified IT partner	SPD UT	immediate

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.

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

ii. Intervention

There has to be 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 analyzing 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
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	<ul style="list-style-type: none"> • In support of MIS to ensure full coverage of intended recipients

Action Steps

Action Item	Responsibility	Timeline
Prepare a framework for online communication	SPD	immediate
Setup a communication cell to Manage top down communication by state officials to district & schools Manage feedback and other data received from bottom up channels	SPD	immediate
Training and capacity building of officials for effective roll out of the communication system at grassroots level	SPD	One month

State Examples

Multiple states including Rajasthan, Haryana, Himachal Pradesh, Andhra Pradesh have undertaken school rationalization 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)
Initializing the Roadmap	Finalize the roadmap	MHRD/ Govt. of Chandigarh	Short term
	Get approval from Punjab on major interventions and their support in each	Govt. of Punjab and Govt. Chandigarh	Short Term
	Seek the preparedness of the UT in taking up the interventions	Govt. of Chandigarh	Short Term
Restructuring SCERT	Restructuring Teacher Education to meet the in-service needs	DOE, UT	Medium Term
	Transferring SCERT from the Directorate of Higher Education to School Education Directorate	Admn UT	Medium Term
	Redefining SCERTs and utilizing their potentials into improving quality INSET (In-service Teacher Education)	SCERT, TN and DOE, UT	Medium Term
Merit-Based Selection of Middle Management	Initiate direct recruitments through UPSC for levels at the Block and above also similar to the one for HoS	Union Public Service Commission and DOE, State	Long Term
	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, Punjab and SCERT, 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
Remediation Programme	Identify bottom 25% zones in early grade learning outcomes to	SPD & DEO	Short Term

Initiative	Action Item	Responsibility	Timeline (Short/Medium /Long Term)
	pilot the programme		
	Provide one hour every day in the morning for remediation exercise.	School headmaster	Short Term
Learning Outcomes and Assessments	Govt. to issue notification so that the learning indicators are displayed in schools	SPD	Short Term
	Follow up CCE exercise to diagnose learning difficulties of children	School Headmaster	Short Term
School Review and Monitoring	Contextualize and adopt the Rajasthan's Vidyalaya Avalokan or Himachal Pradesh indicator framework	SPD	Medium Term
	Create Review and monitoring module	SPD	Short Term
	Capacity building of officials at ward level for providing reflective feedback and supporting school improvement	SPO concerned	Medium Term
Public Accountability	System to ensure learning outcome posters, teacher photos are placed in schools	SPD	Short Term
	Establish communications team and develop strategy for dissemination	SPD	Short Term
	Develop a guiding framework for SMC/SDMC roles and responsibilities under the Act.	SPO concerned	Short Term
	Developing a directory of all members of SMC/SDMC and upload it on the state education portal	SPO concerned	Short Term
	Capacity building of all SMC/SDMC members on leadership for school development	SPO concerned	Short Term
	Roles and responsibilities of the SMC/SDMC towards school development defined clearly	SPO concerned	Short Term
	Meeting schedules with agenda for each school be displayed on the state education portal and regular	SPD, SPO concerned and school headmaster	Short Term

Initiative	Action Item	Responsibility	Timeline (Short/Medium /Long Term)
	monitoring and feedback on developing effective school-community relationships		
Integrated Data System	Seek support from MHRD on developing the integrated Data management system	SPD	Medium Term
Strengthening Communications	Prepare a framework for online communication	SPD	Medium Term
	Manage feedback and other data received from bottom up channels	SPD	Medium Term
	Training and capacity building of officials for effective communication system at grassroots level	SPD and SPO training programme	Medium Term
School Integration	Collect the GIS coordinates of all schools - government, private aided - and habitations. Map the boundaries of all sub-state areas - divisions, district, block, gram panchayat and villages	SPD	Medium Term
	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	SPD	Long Term
	In each gram panchayat, identify a centrally located class 1-8 hub-school with requisite infrastructure facilities and additional land for expansion	SPD	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.	Secretary and SPD	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.	Secretary and SPD	Long Term
	In cases where a small school is	Secretary and SPD	Long Term

Initiative	Action Item	Responsibility	Timeline (Short/Medium /Long Term)
	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.	Secretary and SPD	Long Term

List of Schools for water purifier plant (RO)

Sr. No.	UDISE Code	School Name
1	04010100101	G.M.S.S.S KHUDDA ALISHER
2	04010101003	G.M.S.S.S. SECTOR 8 B
3	04010101201	G.M.S.S.S 10
4	04010200202	G.S.S.S KHUDDA LAHORA
5	04010200501	G.M.S.S.S 15
6	04010300201	G.M.S.S.S 22 A
7	04010400101	G.M.S.S.S 23 A
8	04010400102	G.G.M.S.S.S 23 A (NYC)
9	04010500401	G.S.S.S DHANAS
10	04010600201	G.M.S.S.S 37 B
11	04010600202	G.M.S.S.S 37 D
12	04010600502	G.M.S.S.S 38 W
13	04010700101	G.M.S.S.S. 39 C
14	04010700201	G.M.S.S.S 40 B
15	04010700401	G.M.S.S.S MALOYA
16	04010700701	G.M.S.S.S 56
17	04010900201	G.M.S.S.S 35 D
18	04010900301	G.M.S.S.S 44
19	04011000402	G.S.S.S. 45
20	04011100101	G.M.S.S.S 20 D
21	04011100103	G.G.M.S.S.S. 20-B
22	04011100201	G.M.S.S.S 33
23	04011200101	G.M.S.S.S. 18 C
24	04011200201	G.M.S.S.S 19 C
25	04011200301	G.M.S.S.S 21
26	04011300103	G.M.S.S.S. 27 C
27	04011300201	G.M.S.S.S 28 D
28	04011600201	G.M.S.S.S 32 C
29	04011600301	G.M.S.S.S 46
30	04011700201	G.M.S.S.S 47
31	04011800202	G.M.S.S.S KARSAN
32	04011800401	G.M.S.S.S. BEHLANA
33	04011800501	G.M.S.S.S RAIPUR KHURD
34	04011900301	G.S.S.S MAULI JAGARAN
35	04011900601	G.M.S.S.S MANIMAJRA
36	04012000401	G.S.S.S MANIMAJRA TOWN
37	04010100201	G.S.S.S KAIMBVALA
38	04010300101	G.M.S.S.S 16

39	04010500502	G.M.S.S.S SARANGPUR
40	04011400402	G.M.S.S.S 26 TM
41	04010400201	G.H.S 24
42	04010500301	G.H.S DADU MAJARA
43	04010500501	G.H.S SARANGPUR
44	04010600302	G.H.S 38 B
45	04010700202	G.H.S 40 A
46	04010701201	G.H.S MALOYA COLONY
47	04010800101	G.H.S 41A
48	04010800701	G.H.S KAJEHRI
49	04010801001	G.H.S SECTOR 52
50	04010801002	G.H.S. SECTOR 53
51	04010801201	G.H.S. SECTOR 54
52	04011500201	GHS COLONY NO. 4
53	04011500302	G.H.S 29 B
54	04011600101	G.H.S 30 A
55	04011600601	G.H.S. SECTOR-50
56	04011700202	G.H.S 47
57	04011800201	G.H.S KARSAN
58	04011800301	G.H.S HALLOMAJRA
59	04011901001	G.H.S DARIA
60	04012000101	G.H.S INDIRA COLONY

Annexure-IV

List of 5 Schools for which ICT activities have been approved

S. No.	District Name	UDISE Code	School Name
1.	Chandigarh	04012001101	GMHS-Pocket No. 8
2.	Chandigarh	04011700302	GMHS-48
3.	Chandigarh	04011600403	GMHS-49
4.	Chandigarh	04011901501	GMHS-Pocket No.1
5.	Chandigarh	04011900604	GMMS-MHC

List of VE schools

Sr. No.	Year of Introduction	UDISE Code	Name of the School	Name of Vocational Course	Enrolment in Class IX during 2018-19	Enrolment in class X during 2018-19
					Level I	Level II
1	2014-15	4010400101	Govt. Model Senior Secondary School, Sector-23	Information Technology	26	22
				Automobile Technology	46	18
2	2014-15	4011700201	Govt. Model Senior Secondary School, Sector-47	Information Technology	23	21
				Automobile Technology	22	24
3	2014-15	4012000401	Govt. Model Senior Secondary School, MM(T) Chd.	Information Technology	24	24
				Automobile Technology	25	20
4	2014-15	4011000402	Govt. Model Senior Secondary School, Sector-45	Information Technology	24	20
				Automobile Technology	23	25
5	2014-15	4011300103	Govt. Model Senior Secondary School, Sector-27	Information Technology	40	23
				Automobile Technology	35	25
6	2014-15	4010700201	Govt. Model Senior Secondary School Sector-40	Information Technology	12	24
				Retail	26	29
7	2015-16	4010101003	Govt. Model Senior Secondary School Sector-8	Information Technology	26	22
				Beauty and Wellness	18	17
8	2015-16	4011100103	Govt. Girls Senior Secondary School-20B	Information Technology	43	30
				Beauty and wellness	65	24
9	2015-16	4010600202	Govt. Model Senior Secondary School-37D	Beauty and wellness	38	26
				Information Technology	48	38
10	2015-16	4010300201	Govt. Model Senior Secondary School -22	Retail	41	26
				Information Technology	63	27
11	2016-17	4011100201	Govt. Model Sr. Secondary School-33	Information Technology	59	31
				Automobile Technology	58	22
12	2016-17	4011200201	Govt. Model Sr. Secondary School -19	Information Technology	0	15
				Retail	0	0
13	2017-18	4010600201	Govt. Model Sr. Secondary School -37B	Information Technology	83	0
				Retail	74	0
Sr. No.	Year of Introduction	UDISE Code	Name of the School	Name of Vocational Course	Enrolment in Class IX	Enrolment in class X during

					during 2018-19	2018-19
					Level I	Level II
14	2017-18	4011200101	Govt. Girls Model Sr. Secondary School -18	Information Technology	73	0
				Retail	0	0
15	2018-19	0401190060 1	Govt. Model Sr. Secondary School MMC	Information Technology	25 (Proposed)	0
				Retail	25 (Proposed)	0
16	2018-19	0401180020 2	Govt. Model Sr. Secondary School Karsan	Information Technology	25 (Proposed)	0
				Retail	25 (Proposed)	0
				Total	1115	553

Particulars				Proposal			Final Approved Outlay				
Major Component	Sub Component		Activity Master	Physical	Unit Cost	Financial	Physical	Unit Cost	Financial	Remarks	
RTE Entitlements	Free Uniforms	35	Uniform								
		35.a	All Girls	45500	0.0060	273	45500	0.0060	273	Uniform for 45500 girls	
		35.b	ST Boys	18	0.0060	0.1080	18	0.0060	0.1080	Uniform for 18 ST boys	
		35.c	SC Boys	5654	0.0060	33.9240	5654	0.0060	33.9240	Uniform for 5654 SC boys	
		35.d	BPL Boys	829	0.0060	4.9740	829	0.0060	4.9740	Uniform for 829 BPL children	
			Total of Uniform			312.01			312.01		
			Total of Free Uniforms			312.01			312.01		
	Free Textbooks	36		Free Text Books							
			36.a	Text Books (Class I - II)	20443	0.0025	51.1080	18809	0.0025	47.0225	As per DISE data books for 18809 children
			36.b	Braille Books (Class I - II)	24	0.0025	0.06	24	0.0025	0.06	Braille books for 24 students
			36.c	Large Print Books (Class I - II)	7	0.0025	0.0180	7	0.0025	0.0175	Large Print books for 7 children
			36.d	Text Books (Class III - V)	39839	0.0025	99.5980	36262	0.0025	90.6550	As per DISE data textbooks for 36262 children
			36.e	Braille Books (Class III - V)	45	0.0025	0.1120	45	0.0025	0.1125	books for 45 students

		36.f	Large Print Books (Class III - V)	19	0.0025	0.0480	19	0.0025	0.0475	Large Print books for 19 children
		36.g	Text Books (Class VI - VIII)	47459	0.0040	189.8360	43179	0.0040	172.7160	As per DISE data books for 43179 children
		36.h	Braille Books (Class VI - VIII)	46	0.0040	0.1840	36	0.0040	0.1440	books for 46 Upper primary 36 students
		36.i	Large Print Books (Class VI - VIII)	45	0.0040	0.18	45	0.0040	0.18	Large Print books for 45 children
			Total of Free Text Books			341.14			310.96	
		Total of Free Textbooks				341.14			310.96	
Reimbursement towards expenditure incurred for 25% of Admission under 12 (1)(c) RTE Act	37		Reimbursement of Fee							
		37.a	Reimbursement of Fee against 25% admission under Section 12(1)(c) of RTE Act 2009 (Entry Level)	595	0.115050	68.454750	18	0.1644	2.9592	<p>The proposal is inclusive for the years 2010-11 to 2015-16. However, provision under the scheme is available w.e.f 2014-15 only.</p> <p>UT has notified per child Cost of RS. 1370 for the year 2014-15 and has reimbursed a total amount of Rs. 20.73 Lakh to 25 private schools for admission of 131 children under</p>

										Section 12(1)(C).Out of the total amount Rs. 2.95 Lakh was reimbursed to 2 private unaided schools for admission of 18 children in class 1 and above. The same is recommended as per norms.
			Total of Reimbursement of Fee			68.45			2.96	
		Total of Reimbursement towards expenditure incurred for 25% of Admission under 12 (1)(c) RTE Act				68.45			2.96	
Special Training of Out of School Children (OoSC)	38		Special Training for OoSC - Non-Residential (Fresh)							
		38.b	6 Months (Non-Residential - Fresh)	670	0.03	20.10	670	0.03	20.10	Recommended as proposed
		38.c	9 Months (Non - Residential - Fresh)	963	0.0450	43.3350	963	0.0450	43.3350	Recommended as proposed
		38.d	12 Month (Non-Residential - Fresh)	2234	0.06	134.04	2234	0.06	134.04	Recommended as proposed
			Total of Special Training for OoSC - Non-Residential (Fresh)			197.48			197.48	
	40		Special Training for OoSC - Non-Residential (Previous year)							

		40.b	6 Months (Non-Residential - Prev. Year)	230	0.03	6.90	230	0.03	6.90	Recommended as proposed
		40.c	9 Months (Non - Residential - Prev. Year)	336	0.0450	15.12	336	0.0450	15.12	Recommended as proposed
		40.d	12 Month (Non-Residential - Prev Year)	248	0.06	14.88	248	0.06	14.88	Recommended as proposed
			Total of Special Training for OoSC - Non-Residential (Previous year)			36.90			36.90	
	44		Coverages of Religious Institutions							
		44.c	Maqtab & Madarsas (New)	28	0.06	1.68	28	0.06	1.68	Recommended as proposed
		44.d	Maqtab & Madarsas (Previous)	267	0.06	16.02	50	0.06	3	Recommended for those children only whose coverage under Special Training was approved by PAB in 2017-18.
			Total of Coverages of Religious Institutions			17.70			4.68	
		Total of Special Training of Out of School Children (OoSC)				252.08			239.06	
Media & Community Mobilization	47		Media & Community Mobilization (Elementary)							
		47.b	Media & Community Mobilization	21	0.0150	0.3150	21	0.0150	0.3150	1. Schools are taken from UDISE 2017-18, each Govt. School is entitled Rs.1500

										for Media & Community Mobilisation activities. 2. As per UDISE received from MIS unit total 21 schools are existing accordingly the state also proposed 21 elementary hence proposed 21 school only recommended.	
			47.c	Training of SMC/ SDMC	21	0.03	0.63	21	0.03	0.63	1. Schools are taken from UDISE 2017-18, each Govt. School is entitled Rs.3000 for Training of SMC/SDMC. 2. As the UT having a small number of schools, all schools having recommended for providing training of SMC/SDMC. 3. As per UDISE received from MIS unit total 21 schools are existing accordingly the state also proposed

									21 elementary hence recommended for 21 schools.		
		Total of Media & Community Mobilization (Elementary)			0.94			0.94			
	48	Media & Community Mobilization (Secondary)									
		48.a	Media & Community Mobilization	93	0.0150	1.3950	93	0.0150	1.3950	1. Schools are taken from UDISE 2017-18, each Govt. School is entitled Rs.1500 for Media & Community Mobilisation activities. 2. As per UDISE received from MIS unit total 93 schools are existing the state also proposed 93 schools. Hence 93 schools has been recommended for Media & Community Mobilisation.	
			48.b	SMDC Training	93	0.03	2.79	93	0.03	2.79	1. Schools are taken from UDISE 2017-18, each Govt. School is entitled Rs.3000

										for Training of SMC/SDMC. 2. As the UT having a small number of schools, all schools having recommended for providing training of SMC/SDMC. 3. As per UDISE received from MIS unit total 93 schools are existing accordingly the state also proposed 93 schools hence recommended for 93 school.
				Total of Media & Community Mobilization (Secondary)			4.18		4.18	
				Total of Media & Community Mobilization			5.13		5.13	
		Total for RTE Entitlements					978.81		870.11	
Quality Interventions	Funds for Quality (LEP, Innovation, Guidance etc)	49		Quality Components (Elementary)						
		49.a		PINDICS and Teacher Assessment	20	0.05	1	20	0.05	1

		49.j	Shaala Siddhi	119	0.0105	1.2495	114	0.01	1.14	For 114 government schools shala sidhi
			Total of Quality Components (Elementary)			2.25			2.14	
	50		Quality Components (Secondary)							
		50.af	E-Library	3	1.15	3.45	3	1.15	3.45	Satellite based content access and interactive learning for schools to be equipped with digital initiative
		50.w	Video Wall in School Auditorium	1	20	20	1	15.07	15.07	Digital learning material for secondary students including software package for children for different subjects in schools selected for ICT initiative
			Total of Quality Components (Secondary)			23.45			18.52	
	51		Quality Components (Sr. Secondary)							
		51.c	Job fair and Exhibition cum sale under Vocational Education	1	5	5	1	5	5	Job fair for the placement services in the vocational courses for senior secondary classes to be organized at

									the UT level
		Total of Quality Components (Sr. Secondary)			5			5	
52		Project - Innovative Activities (Secondary & Sr. Secondary)							
	52.ax	Rashtriya Aavishkaar Lab (RAL)	8	25	200	8	25	200	To be established in 8 senior secondary schools located on the periphery of the UT and have available-good space , solar energy. The labs so established will have lab equipment, to provide students with special sessions on learning Science and Maths with the help of specially designed learning material
	52.bg	Smart Class Rooms/Digital Boards	50	4.40	220	28	4.40	123.20	Recommended for 28 schools
	52.bq	To bring OOSC children through NIOS	534	0.033290	17.776860	534	0.033290	17.7770	recommended as proposed
	52.g	BAND Competition	5	0.10	0.50	5	0.10	0.50	Band competition at the national level with 5 teaches form

		52.l	EK BHARAT SHRESTH BHARAT	60	0.13	7.80	60	0.10	6	60 secondary students from 93 schools for 5 days
		52.t	Trekking Expedition for the players	700	0.018580	13.0060	700	0.018580	13.0060	Tracking of 600 students and 100 teachers for tracking
		52.v	Open Gym for the players	7	5	35	7	3	21	sports complex is already there in the schools in Chandigarh. open JIM to be created in 7 schools
		52.w	Water Purifier Plant	60	4.50	270	60	4.50	270	Water purifier (RO plant) for all 60 senior schools of the UT with 1000 LPH (Litter Per Hour)
			Total of Project - Innovative Activities (Secondary & Sr. Secondary)			764.08			651.48	
	53		Project Innovation (Elementary)							
		53.	Players in Govt. Schools	3	0.166660	0.499980	3	0.166660	0.499980	recommended as proposed
			Project UNISED	98250	0.0060	589.50	45000	0.0060	270	Recommended for 45000 UNISED convertible bag on pilot basis.
			Strengthening of book bank	250	0.0005	0.1250	250	0.0005	0.1250	recommended as proposed
		53.an	ICT for CwSN	25	0.89	22.25	84	0.08	6.72	Recommended for

									84 tablets @ Rs. 8000	
		53.by	Parent Participation in Child skill Development	5	0.71	3.55	5	0.50	2.50	local craft development with the help of parents living in vicinity also includes material for the workshps
		53.bz	Paritibhashala-Learning Enrichment Programme	500	0.0021	1.05	500	0.0020	1	500 urban deprived school children to be exposed to different crafts
		53.c	Digital Board/Smart Class Rooms	13	4.40	57.20	13	4.40	57.20	Recommended for 13 schools
			Total of Project Innovation (Elementary)			674.17			338.04	
	54		Project Kala Utsav (Secondary)							
		54.a	TA / DA Allowance for National Level	50	0.04	2	50	0.04	2	Participation at the national level
		54.b	Kala Utsav	20	0.20	4	20	0.20	4	20 clusters to participate with Rs. 20000 at each cluster
			Total of Project Kala Utsav (Secondary)			6			6	
	55		Project on English (Secondary)							
		55.c	Prof. Development of English Teachers /Skill	93	0.04	3.72	93	0.04	3.72	one teacher per school of the 93

			Development for communicative english & soft skill							schools with Rs. 400 per day for 10 days
			Total of Project on English (Secondary)			3.72			3.72	
	61		LEP (Class I - II)							
		61.ai	Mathematics Learning Kit	113	0.055630	6.2860	113	0.027370	3.092810	One Maths kit for each of the 113 schools as NCERT rates
		61.az	Kids Adventure Garden	20	1	20	20	1	20	Play zone in the school for activities out side the classrooms
		61.b	English Language / Literature Kit (NCERT)	474	0.0080	3.7920	113	0.0160	1.8080	Foursets of Barkha series for each of the 113 schools
			Total of LEP (Class I - II)			30.08			24.90	
	62		LEP (Class III - V)							
		62.l	Raindrops Primary English Learning Kit	113	0.139390	15.7510	113	0.1385	15.6505	two kits per school for 113 schools
		62.m	Twinning of Schools	12916	0.0015	19.3740	12916	0.0015	19.3740	all class V children to visit schools in the UT
		62.n	Encourage Writing Skills among Young Learners	546	0.0080	4.3680	546	0.0050	2.73	546 sections in 113 schools for writing skill promotion for children
		62.o	BALA Project	5	3	15	5	3	15	BALA project for 3 new schools (all

									schools are BALA schools)
	62.p	Study tour Outside State	12916	0.0035	45.2060	12916	0.0030	38.7480	12916 children to visit to Planetorium in the neighbouring State for all the 12916 class V children
	62.q	Exposure visit	10399	0.0020	20.7980	10399	0.0020	20.7980	exposure visit for 10399 children in the UT
	62.r	Talent Hunt at Primary level	113	0.10	11.30	20	0.10	2	Talent hunt in 20 clusters of UT
		Total of LEP (Class III - V)			131.80			114.30	
	63	LEP (Class VI - VIII)							
	63.am	Remedial Teaching	4196	0.0050	20.98	4196	0.0050	20.98	Remedial material for 4196
	63.d	Printing of Workbooks	41789	0.000170	7.104130	6667	0.001050	7.000350	Recommended
	63.e	Talent Hunt	105	0.10	10.50	20	0.10	2	Talent hunt at 20 cluster level
	63.f	Science and Knowledge Park	20	3	60	20	3	60	Science park in 20 composite schools
	63.g	Visit to Science City	13896	0.0060	83.3760	13896	0.0050	69.48	Visit to Neighboring State for Science city
		Total of LEP (Class VI - VIII)			181.96			159.46	
	64	LEP (Class IX - XII)							
	64.b	Procurement of Exemplars	200	0.011250	2.25	200	0.011250	2.25	Exemplar problems in

										Maths, Chemistry, Physics and Biology for 40 schools with 5 copies per subject totaling to 200
		64.c	Study Tour outside the State	440	0.0250	11	440	0.0250	11	20 students+ 2 teachers from each of the 20 clusters totaling to 440
		64.d	Talent Search	93	0.10	9.30	20	0.10	2	Talent search at cluster level
		64.k	Learning Enhancement (Remedial teaching)	4665	0.0050	23.3250	4665	0.0050	23.3250	Remedial programme for 4665 children
			Total of LEP (Class IX - XII)			45.88			38.58	
		Total of Funds for Quality (LEP, Innovation, Guidance etc)				1868.39			1362.14	
Assessment at National & State level	66		Assessment at State level (Elementary)							
		66.d	Activities at District level	0	0	0.000010	1	3	3	Recommended an amount of Rs. 3 Lakh for district level activities which includes 20 clusters-for POST NAS interventions including training and capacity building of resource persons and various other material

										development programmes to improve the learning outcomes.
		66.f	Activities at State level	0	0	0.000010	1	7	7	Recommended an amount of Rs. 6 Lakh for UT level activities including strengthening of NAS cell, organising meetings and workshops relating to POST NAS interventions, Rs. 1 Lakh for preparatory activities of next NAS. Details are in the appraisal report.
			Total of Assessment at State level (Elementary)			0.00			10	
			Total of Assessment at National & State level			0.00			10	
	Training for In-service Teacher and Head Teachers	68	In-Service Training (I - VIII)							
		68.a	Class I & II	145	0.04	5.80	145	0.04	5.80	Recommended as per norms @ Rs.400 per day per head for 10 days. The bifurcation of 10 days In-service

									teacher training is 7 days at BRCs level and 3 days at CRC level follow up meeting.
	68.b	Class III to V	217	0.04	8.68	217	0.04	8.68	-do-
	68.c	Class VI to VIII	327	0.04	13.08	327	0.04	13.08	-do-
		Total of In-Service Training (I - VIII)			27.56			27.56	
	69	In-Service Training (IX - XII)							
	69.a	Class IX to X	117	0.04	4.68	117	0.04	4.68	-do-
	69.c	Class XI to XII	109	0.02	2.18	109	0.02	2.18	Recommended as per norms.
		Total of In-Service Training (IX - XII)			6.86			6.86	
	74	School Leadership Training of Head Teachers/ Principals/RPs (Elementary)							
	74.a	Training of RPs (Classes I to VIII)	20	0.04	0.80	20	0.04	0.80	Recommended as per norms
		Total of School Leadership Training of Head Teachers/ Principals/RPs (Elementary)			0.80			0.80	
	75	School Leadership Training of Head Teachers/ Principals/RPs (Secondary)							

		75.d	Training of HMs (SLDP)	45	0.0480	2.16	45	0.0480	2.16	Recommended as per norms	
			Total of School Leadership Training of Head Teachers/ Principals/RPs (Secondary)			2.16			2.16		
		77	Training of Educational Administrators (Secondary)								
		77.b	Sr. Secondary Level (Classes XI to XII)	25	0.02	0.50	25	0.02	0.50	Recommended as per norms	
			Total of Training of Educational Administrators (Secondary)			0.50			0.50		
		Total of Training for In-service Teacher and Head Teachers				37.88			37.88		
	Composite School Grant	78	Annual Grant (up to Highest Class VIII)								
		78.c	School Grant - (Enrol > 100 and <= 250)	4	0.50	2	4	0.50	2	Only 4 school with enrollment 100-250	
		78.d	School Grant - (Enrol > 250 and <= 1000)	14	0.75	10.50	14	0.75	10.50	14 schools in this category	
		78.e	School Grant - (Enrol > 1000)	3	1	3	3	1	3	only 3 schools in this category	
			Total of Annual Grant (up to Highest Class VIII)				15.50			15.50	
		79	Annual Grant (up to Highest Class X or XII)								
		79.d	School Grant - (Enrol > 250 and <= 1000)	30	0.75	22.50	30	0.75	22.50	30 schools	

		79.e	School Grant - (Enrol > 1000)	63	1	63	63	1	63	63 schools	
			Total of Annual Grant (up to Highest Class X or XII)			85.50			85.50		
		Total of Composite School Grant				101.00			101.00		
Libraries	82		Library (upto Highest Class VIII)								
		82.a	Composite Elementary Schools (I – VIII)	13	0.13	1.69	13	0.13	1.69	For 13 composite schools	
		82.c	Primary School (I – V)	8	0.05	0.40	8	0.05	0.40	For 8 primary schools	
			Total of Library (upto Highest Class VIII)			2.09			2.09		
		83		Library (upto Highest Class XII)							
			83.a	Composite Secondary Schools (Class I - X)	53	0.15	7.95	53	0.15	7.95	for 53 secondary schools.
			83.f	Composite Senior Secondary Schools (Class I - XII)	40	0.20	8	40	0.20	8	For 40 senior secondary schools.
				Total of Library (upto Highest Class XII)			15.95			15.95	
		Total of Libraries				18.04			18.04		
Rastriya Aavishkar Abhiyan	84		Rashtriya Aavishkar Abhiyaan (Elementary)								
		84.g	Science Kit	65	0.09659 0	6.2780	65	0.09659 0	6.278350	Science kit for 65 schools with UP section	

		84.i	Maths Kit	65	0.016610	1.08	65	0.016610	1.079650	Maths kit for 65 schools with primary section
		84.k	Workshop for Teachers teaching Maths and Science	420	0.0060	2.52	420	0.0060	2.52	workshop for 4 days for 420 Maths and Science teachers
		84.l	Strengthening of Maths and Science Lab	65	0.20	13	65	0.20	13	strengthening Maths and Sc. lab in continuation with the previous year
			Total of Rashtriya Aavishkar Abhiyaan (Elementary)			22.88			22.88	
	85		Rashtriya Aavishkar Abhiyan (Secondary)							
		85.a	Science Exhibition / Book Fair	1	1	1	1	1	1	Science exhibition at the UT level
		85.b	Training Module	3	1	3	3	1	3	one news letter for Rs. 1.00 Lakh and 2 Lakh for the development of module
		85.c	Quiz Competition	93	0.05	4.65	20	0.05	1	to be arranged in 20 clusters
		85.d	Study Trip for Students to Higher Institutions (Within States)	5453	0.0010	5.4530	4000	0.0010	4	4000 students representing all the schools of the UT
		85.g	Workshop	279	0.0070	1.9530	279	0.0040	1.1160	93 teachers of IX and X for one day and 186 science and Maths

										teachers for 3 days
		85.z	Resource Generation Camp	40	0.05	2	40	0.05	2	Material development for the secondary students in 40 schools to be developed by the teachers of Maths and Science in consultation with IISER Mohali
			Total of Rashtriya Aavishkar Abhiyan (Secondary)			18.06			12.12	
			Total of Rastriya Aavishkar Abhiyan			40.93			34.99	
ICT and Digital Initiatives	87		ICT and Digital Initiatives (up to Highest Class VIII)							
		87.a	Tablets/Laptop/Notebook/PCs	1	6	6	1	6	6	Recommended as Proposed
		87.b	Operating System / Softwares	1	0.20	0.20	1	0.20	0.20	Recommended as Proposed
		87.c	Furniture	1	0.20	0.20	1	0.20	0.20	Recommended as Proposed
			Total of ICT and Digital Initiatives (up to Highest Class VIII)			6.40			6.40	
		88		Recurring Components (ICT & Digital Initiatives upto Highest Class VIII)						
		88.b	Recurring Cost (ICT & Digital Initiatives)	1	2.40	2.40	1	2.40	2.40	Recommended as Proposed

		Total of Recurring Components (ICT & Digital Initiatives upto Highest Class VIII)			2.40			2.40	
	89	ICT and Digital Initiatives (upto Highest Class XII)							
	89.a	Tablets/Laptop/Notebook/PCs	8	6	48	4	6	24	Recommended for 4 schools under new proposal, remaining 4 schools are already approved under ICT in year 2016-17 and 2017-18 respectively
	89.b	Operating System / Softwares	8	0.20	1.60	4	0.20	0.80	Recommended for 4 schools under new proposal, remaining 4 schools are already approved under ICT in year 2016-17 and 2017-18 respectively
	89.c	Furniture	8	0.20	1.60	4	0.20	0.80	Recommended for 4 schools under new proposal, remaining 4 schools are already approved under ICT in year 2016-17 and 2017-18 respectively
		Total of ICT and Digital Initiatives (upto Highest			51.20			25.60	

			Class XII)							
		90	Recurring Components (ICT & Digital Initiatives upto Highest Class XII)							
		90.a	Recurring Cost (ICT & Digital Initiatives)	27	2.40	64.80	27	2.40	64.80	Recommended at the unit cost 2.4 Lakh/school (4 new secondary schools). Amount for 7 schools from year 2016-17, for 15 schools from the year 2015-16 and for 1 smart school from 2014-15.
			Total of Recurring Components (ICT & Digital Initiatives upto Highest Class XII)			64.80			64.80	
		Total of ICT and Digital Initiatives				124.80			99.20	
	Support at Pre-Primary Level	94	Pre-Primary (Recurring)							
		94.a	Support at Pre-Primary Level	553	0.074480	41.187440	553	0.0620	34.2860	Recommended for the strengthening of existing 103 pre-primary schools by providing TLM and Workshop of NTT. Also, On pre-school domain, training

										will be conducted of 450 Anganwadi Workers.
			Total of Pre-Primary (Recurring)			41.19			34.29	
		Total of Support at Pre-Primary Level				41.19			34.29	
Academic support through BRC/URC/CR C	95	Provision for BRCs/URCs								
	95.a	Salary for 6 Resource Persons at BRC		12	2.9520	35.4240	12	2.9520	35.4240	Six months Salary recommended for 12 RPs selection process for RPs of Mathematics & Economics has been completed. Documents Received.
	95.b	Salary for 2 Resource Persons for CWSN		4	4.7970	19.1880	4	4.7970	19.1880	Salary recommended for 01 RP in position for 12 months and 03 RPs (9 months) which are shortlisted after interview. Documents Received.
	95.c	Salary for 1 MIS Coordinator in position		2	3.7120	7.4240	1	4.64	4.64	Salary recommended for 01 MIS Coordinator for 10 months, for which selection process has been

									completed. Documents Received.
	95.d	Salary for 1 Data Entry Operator in position	2	2.70	5.40	1	3.24	3.24	Salary recommended for 01 Data Entry Operator for 9 months, for which selection process has been completed. Documents Received.
	95.f	TLE/TLM Grant	2	0.20	0.40	2	0.10	0.20	Recommended as per norms.
	95.g	Furniture Grant	1	4.60	4.60	1	4	4	Recommended as per norms for replacing/buying new furniture and computers in URCs
	95.i	Contingency Grant	2	1	2	2	0.50	1	Recommended as per norms
	95.j	Meeting, TA	2	0.30	0.60	1	0.30	0.30	Recommended as per norms for one functional URC
	95.k	Maintenance Grant	2	0.20	0.40	1	0.20	0.20	Recommended as per norms for one functional URC
		Total of Provision for BRCs/URCs			75.44			68.19	
	97	Provisions for CRCs							
	97.a	Salary for CRC Coordinator	20	5.7564	115.1280	20	5.7564	115.1280	Recommended as

			(one)							per norms
		97.b	Furniture Grant	20	1.73	34.60	20	1.73	34.60	Recommended as per norms for replacing/buying new furniture, computers and TLE
		97.c	Contingency Grant	20	0.10	2	20	0.10	2	Recommended as per norms
		97.d	Meeting, TA	20	0.12	2.40	20	0.12	2.40	Recommended as per norms
		97.e	TLM Grant	20	0.03	0.60	20	0.03	0.60	Recommended as per norms
		97.f	Maintenance Grant	20	0.02	0.40	20	0.02	0.40	Recommended as per norms
			Total of Provisions for CRCs			155.13			155.13	
		Total of Academic support through BRC/URC/CRC				230.56			223.32	
	Total for Quality Interventions					2462.79			1920.86	
Teacher Education	Strengthening of physical infrastructure & Establishment of new DIETs	10	Establishment of Special Cells in SCERT							
		101.c	Social Studies	1	2	2	1	2	2	Recommended as per norms
			Total of Establishment of Special Cells in SCERT			2			2	
		Total of Strengthening of physical infrastructure & Establishment of new DIETs				2			2	

Training of Teacher Educators	10		Training for Teacher Educators							
	4	104.a	Residential Training program of Teacher Educators/DIET Principal/ DIET Faculty as Master Trainers.	20	0.50	10	20	0.05	1	Recommended for 10 days @ Rs. 500/per day per head as per norms. The unit cost is wrongly entered as 50 thousand, instead of 5 thousand.
			Total of Training for Teacher Educators			10			1	
	Total of Training of Teacher Educators					10			1	
DIKSHA (National Teacher Portal)	10		DIKSHA (National Teacher Portal)							
	5	105.a	Updation of Teacher Profile & Registry	1	2	2	1	2	2	Recommended as per norms
		105.b	Capacity building and Training for Teachers, Educators and State officials for usgae of DIKSHA	1	5	5	1	5	5	Recommended as per norms
		105.c	Creation and Curation of Digital Teaching learning material for uploading on DIKSHA	1	5	5	1	5	5	Recommended as per norms
			Total of DIKSHA (National Teacher Portal)			12			12	
Total of DIKSHA (National Teacher Portal)					12			12		

Program & Activities including Faculty Development of Teacher Educators	106	Program & Activities including Faculty Development of Teacher Educators								
	106.f	Faculty development (SCERT)	3	1	3	3	1	3	Three workshops in ICT, Action Research, Music & Art, each having 25 candidates for 10 days. Recommended as per norms	
	106.g	Program & Activities (SCERT)	50	0.04	2	50	0.04	2	Two days onsite activity of assessment of school students and assessment based training of their teachers @ Rs. 2000/per day/school for 50 Schools. Recommended as per norms	
		Total of Program & Activities including Faculty Development of Teacher Educators			5			5		
		Total of Program & Activities including Faculty Development of Teacher Educators			5			5		
Annual Grant	10	Annual Grant for TEIs								

	for TEIs	9	109.a	SCERT	1	20	20	1	20	20	Recommended as per norms	
				Total of Annual Grant for TEIs			20			20		
				Total of Annual Grant for TEIs			20			20		
	Total for Teacher Education						49.00			40.00		
Sports & Physical Education	Sports & Physical Education	11		Sports & Physical Education (upto Highest Class VIII)								
			111.a	Sports & Physical Education (Primary Schools)	113	0.05	5.65	113	0.05	5.65	Sport material for 113 schools	
			111.b	Sports & Physical Education (Upper Primary Schools)	105	0.10	10.50	105	0.10	10.50	Sport material for 105 UP schools	
				Total of Sports & Physical Education (upto Highest Class VIII)			16.15			16.15		
			11		Sports & Physical Education (upto Highest Class XII)							
				112.a	Sports & Physical Education (Secondary)	93	0.25	23.25	93	0.25	23.25	sports material for 93 senior secondary schools
					Total of Sports & Physical Education (upto Highest Class XII)			23.25			23.25	
					Total of Sports & Physical Education			39.40			39.40	
	Total for Sports & Physical Education						39.40			39.40		
Salary of	Teacher Salary	11		Teacher Salary –								

Teachers	(HMs/Teachers)	5		(Elementary)								
			115.b	Primary Teachers- Existing, in position (Contractual)	728	3.759350	2736.8070	728	3.759350	2736.8070	As proposed and approved in PAB.	
				Total of Teacher Salary – (Elementary)			2736.81			2736.81		
		116		Upper Primary Teachers (Contractual) – (Elementary)								
			116.a	Science and Mathematics	246	5.1120	1257.5520	246	5.1120	1257.5520	As proposed decided in PAB 2018-19	
			116.b	Social Studies	152	5.0106	761.6110	152	5.0106	761.6110	As proposed decided in PAB 2018-19	
			116.c	Languages	249	4.9793	1239.8460	249	4.9793	1239.8460	As proposed decided in PAB 2018-19	
			116.i	Head Teachers for Upper Primary in position	15	7.0040	105.06	15	7.0040	105.06	As proposed decided in PAB 2018-19	
				Total of Upper Primary Teachers (Contractual) – (Elementary)			3364.07			3364.07		
		Total of Teacher Salary (HMs/Teachers)					6100.88			6100.88		
Total for Salary of Teachers					6100.88			6100.88				
Gender & Equity	Special Projects for Equity	131		Project - Girls Empowerment (Elementary)								
			131.b	Adolescent Programme for Girls Students	105	0.08	8.40	105	0.08	8.40	Recommended adolescent programme as per	

									NCERT guidelines in 105 Elementary schools Total recommendation is Rs8.4 Lakh
		Total of Project - Girls Empowerment (Elementary)			8.40			8.40	
13		Project- Girls Empowerment (Secondary)							
2	132.a	Adolescent Programme for Girls Students	93	0.08	7.44	93	0.08	7.44	Recommended Adolescent programme for 93 schools at secondary level based on NCERT guidelines.
	132.b	Training in Martial Arts to all girls / Self Defence	93	0.09	8.37	93	0.09	8.37	Recommended as per norms for 93 schools as per UDISE @Rs 9000. Total Recommendation is Rs 8.37 Lakh.
	132.c	Career Guidance Programme for Girls	93	0.15	13.95	93	0.15	13.95	Recommended activities for career guidance. Total Recommendation is Rs 13.95 Lakh
		Total of Project- Girls Empowerment (Secondary)			29.76			29.76	
		Total of Special Projects for Equity			38.16			38.16	

	Self defence training for Girls	133		Self Defence Training (up to Highest Class VIII)							
			133.a	Self Defence Training (Upto Class VIII)	105	0.09	9.45	105	0.09	9.45	Recommended as per norms in 105 government schools as per UDISE@9000. Total recommendation is Rs 9.45 Lakh.
				Total of Self Defence Training (up to Highest Class VIII)			9.45			9.45	
		Total of Self defence training for Girls					9.45		9.45		
Total for Gender & Equity							47.61		47.61		
Inclusive Education	Provision for Children with Special Needs (CWSN) - Recurring	134		Inclusive Education (up to Highest Class VIII)							
			134.a	Sports Events	20	0.21	4.20	20	0.20	4	Recommended @ 20000/
			134.b	Purchase/Development of instructional materials	93	0.034080	3.169440	93	0.034080	3.169440	Recommended as proposed
			134.b a	Vocational/life skills training	20	0.40	8	20	0.40	8	Recommended as proposed
			134.e	Therapeutic Services	20	0.20	4	20	0.20	4	Recommended as proposed
			134.f	Helper/Ayas/Attendant	10	0.90	9	10	0.90	9	Recommended as proposed
			134.g	Braille Stationary Material	196	0.020910	4.098360	196	0.02	3.92	The

	(Inc. Embossed Charts, globes etc)								recommendation is for the Braille books to be provided for govt. aided schools in which text books in Braille is provided from class 1st onward.
134.h	Providing Aids & Appliances	92	0.03	2.76	92	0.03	2.76	Recommended as proposed	
134.i	Identification and Assessment (Medical Assessment Camps)	1058	0.008830	9.342140	1058	0.008830	9.342140	Recommended as proposed	
134.m	Transportation allowance	116	0.0280	3.2480	116	0.0280	3.2480	Recommended as proposed	
134.n	Stipend for Girls	467	0.02	9.34	467	0.02	9.34	Recommended as per norms	
134.o	In-service Training of Special Educators	25	0.0680	1.70	25	0.03	0.75	Recommended @ 3000/-	
134.p	Environment Building programme	21	0.1429	3.0009	21	0.1429	3.0009	Recommended as proposed	
134.q	Orientation of Principals, Educational administrators, parents / guardians etc.	1214	0.014220	17.263080	1214	0.0090	10.9260	For three days orientation of CRCCs and one day orientation for Principals and EAs	
134.s	Salary (Previous Spl. Educators)	25	9.5148	237.87	25	5.2080	130.20	To be reviewed and subject to verification of data	
134.v	Escort Allowance	605	0.0350	21.1750	605	0.0350	21.1750	Recommended as proposed	
134.w	Home Base Education	142	0.0120	1.7040	142	0.0120	1.7040	Recommended as	

									proposed
		Total of Inclusive Education (up to Highest Class VIII)			339.87			224.54	
13	5	Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)							
	135.a	Purchase/Development of instructional materials	73	0.0160	1.1680	73	0.0160	1.1680	Recommended as proposed
	135.e	Helper/Ayas/Attendant	5	0.24	1.20	5	0.24	1.20	Recommended as proposed
	135.f	Braille Stationary Material (Inc. Embossed Charts, globes etc)	921	0.013420	12.359820	921	0.01	9.21	Recommended as proposed
	135.g	Providing Aids & Appliances	18	0.03	0.54	18	0.03	0.54	Recommended as proposed
	135.h	Identification and Assessment (Medical Assessment Camps))	262	0.003890	1.019180	262	0.003890	1.019180	Recommended as proposed
	135.i	Escort Allowance	195	0.0350	6.8250	195	0.0350	6.8250	Recommended as proposed
	135.m	Sports & Exposure Visit	20	0.26	5.20	20	0.26	5.20	Recommended as proposed
	135.n	Stipend for Girls	236	0.02	4.72	236	0.02	4.72	Recommended as proposed.
	135.o	Transportation allowance	7	0.0280	0.1960	7	0.0280	0.1960	Recommended as proposed
		Total of Inclusive Education (Student Oriented Components) (up to Highest Class X or XII)			33.23			30.08	
13		Inclusive Education							

		6		(Recurring) (Upto Highest Class - XII)							
			136.d	Orientation of Principals, Educational administrators, parents / guardians etc.	180	0.0160	2.88	180	0.0090	1.62	Recommended @ 300 / for 3 days
			136.f	Salary (Previous Spl. Educators)	4	1.2120	4.8480	4	1.2120	4.8480	As per Recommended
			136.p	Open Schooling for children with Intellectual Disability	30	0.0460	1.38	30	0.0460	1.38	Recommended as proposed but the same needs to be reviewed
				Total of Inclusive Education (Recurring) (Upto Highest Class - XII)			9.11			7.85	
			Total of Provision for Children with Special Needs (CWSN) - Recurring				382.21			262.46	
			Total for Inclusive Education				382.21			262.46	
Vocational Education	Introduction of Vocational Education at Secondary and higher Secondary	138		Recurring Support VE - New							
			138.a	Financial Support for Vocational Teacher/ Trainer (New)	2	3.8880	7.7760	4	1.9440	7.7760	Recommended as proposed for 2 schools
			138.c	Raw material Grant for new school per course (New)	2	0.35	0.70	2	0.35	0.70	Recommended as proposed for 2 schools
			138.d	Cost of providing Hands on Skill Training to Students (New)	2	0.20	0.40	2	0.20	0.40	Recommended as proposed for 2 schools
				Total of Recurring Support VE - New			8.88			8.88	

		14		Recurring Support VE - Existing							
		0	140.a	Financial Support for Vocational Teacher/ Trainer (Existing)	14	4.411570	61.761980	28	2.2058	61.7624	Recommended as proposed for 14 schools
			140.c	Raw material grant for new school per course (Existing)	14	0.35	4.90	14	0.35	4.90	Recommended as proposed
			140.d	Cost of providing Hands Training Students (Existing)	14	0.20	2.80	14	0.20	2.80	Recommended as proposed for 14 schools
			140.f	Office Expenses / Contingencies for School (Existing)	14	0.25	3.50	14	0.25	3.50	Recommended as proposed for 14 schools
				Total of Recurring Support VE - Existing			72.96			72.96	
			Total of Introduction of Vocational Education at Secondary and higher Secondary				81.84			81.84	
			Total for Vocational Education				81.84			81.84	
Monitoring of the Scheme	Monitoring Information System (MIS)	14		Monitoring of the Scheme							
		3	143.b	Management Information System (SDMIS & Shaala Kosh)	246963	0.000020	4.939260	246963	0.000020	4.939260	Recommended for 246963 children @ Rs.2 per child
				Total of Monitoring of the Scheme			4.94			4.94	
			Total of Monitoring Information System (MIS)				4.94			4.94	
			Total for Monitoring of the Scheme				4.94			4.94	

Program Management	Program Management	14		MMER (I-XII)							
		4	144.a	MMER (I-XII)	1	328.98	328.98	1	468.4050	468.4050	Recommended 5% MMER against the total outlay
				Total of MMER (I-XII)			328.98			468.40	
				Total of Program Management			328.98			468.40	
			Total for Program Management			328.98			468.41		
Total						10476.45			9836.50		

Final Approval			
Scheme Name	NON Recurring	Recurring	Total
Elementary Education	6.4	8676.36	8682.76
Secondary Education	25.6	1088.14	1113.74
Teacher Education	2	38	40
Total	34	9802.50	9836.50

Final Approval	
Major Component	Total
RTE Entitlements	870.11
Quality Interventions	1920.86
Teacher Education	40
Salary of Teachers	6100.88
Gender & Equity	47.61
Inclusive Education	262.46
Vocational Education	81.84
Sports & Physical Education	39.4
Monitoring of the Scheme	4.94
Program Management	468.40
Total	9836.50

Spill Over

Activity-wise Spill-Over for State Name: Chandigarh		Financial Year:2017-2018 Month: March						
							(Rs. in Lakh)	
RMSA								
A	New Schools / Upgraded Schools							
A	2							
C	Total for New Schools / Upgraded Schools	2 Section School	2	116.24	1	1	112.24	4.00
	Strengthening of Existing Schools		2	116.24	1	1	112.24	4.00
C	1							
Total for RMSA	2	Additional Classroom	19	106.97	0	19	106.97	0.00
	2.1	Science Lab	1	6.10	0	1	6.10	0.00
	4	Lab Equipment (Sci Lab)	1	1.00	0	1	0.00	1.00
	6	Library Room	4	28.00	0	3	28.00	0.00
	7	Toilet Block	4	4.00	0	4	4.00	0.00
	Total for Strengthening of Existing Schools	Drinking Water	4	2.00	0	3	2.00	0.00
	35		33	148.07	0	31	147.07	1.00
ICT				264.31	1	32	259.31	5.00
A	Outright Purchase Basis/State Model							
A	1							
B	6	Computers (Including server with terminals)	87	582.90	87	0	556.97	25.93
	Total for Outright Purchase Basis/State	Hardware & Software Support - Outright	4	25.60	0	0	0.00	25.60

	Model						
	Boot Model		91	608.50	87	0	556.97 51.53
B							
C	Total for Boot Model	Boot Model (old)	7	44.80	7	0	35.32 9.48
	Establishment of SMART schools (Hardware and Software including furniture)		7	44.80	7	0	35.32 9.48
C							
Total for ICT	Total for Establishment of SMART schools (Hardware and Software including furniture)	Computers (Including server with terminals)	1	25.00	1	0	13.72 11.28
	99		1	25.00	1	0	13.72 11.28
IEDSS				678.30	95	0	606.01 72.29
A			Non-Recurring				
A	0						
Total for IEDSS	Total for Non-Recurring	Equipment for Resource Room	6	4.20	0	1	0.69 3.51
	6		6	4.20	0	1	0.69 3.51
VE				4.20	0	1	0.69 3.51
A			Introduction of VE in schools				
A	2						
Total for VE	Total for Introduction of VE in schools	Tools, Equipment & Furniture	6	25.00	0	5	5.00 20.00
	6		6	25.00	0	5	5.00 20.00
Grand Total			146	25.00	0	5	5.00 20.00
				971.81	96	38	871.01 100.80