Sarva Siksha Abhiyan (SSA)

Manual for District- Level Functionaries

2017

PREFACE

The purpose of this Development Manual for Sarva Shiksha Abhiyan (SSA) is to create an enabling mechanism for improved implementation of the Centrally Sponsored Scheme (CSS) at the cutting edge, leading to enhanced outcomes in nature and extent. Accordingly, it would act as a guide for implementation by the District Collector and key District-level functionaries, enable quick learning, implementation modalities, roles and responsibilities of the various functionaries as well as stakeholders etc.

This Manual is prepared with inputs from a combination of sources, including interaction with the Ministry of Human Resource Development (MHRD), Government of India (GoI), review of extant framework issued in 2009 and also published in 2011 and circulars issued thereafter by MHRD and discussions with the key personnel involved in implementation of the Scheme.

For greater direction, the guidelines cited must be referred to along with the SSA website (http://ssashagun.nic.in) for guidance and clarification on implementation from time to time.

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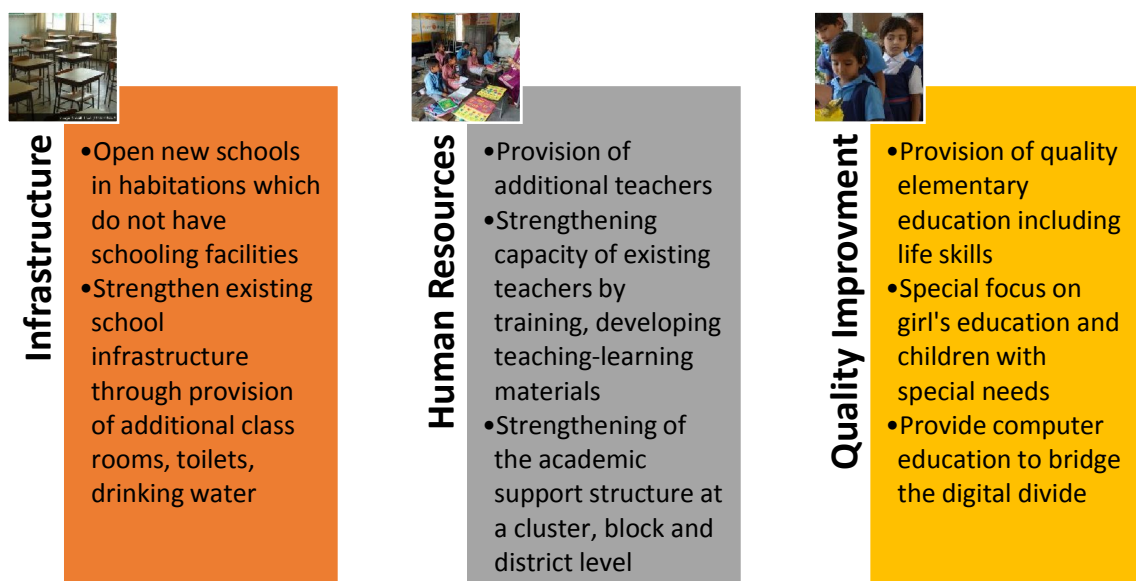# 1. Scheme Details of Sarva Shiksha Abhiyan (SSA)

About the Scheme

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.

Ministry of Human Resource Development (MHRD), Government of India (GoI) anchors the SSA Programme. The SSA has been operational since 2000-2001. With passage of the Right to Education (RTE) Act, 2009[1] changes are incorporated into SSA approach, strategy and also norms.

SSA is being implemented by the Central and State Governments funding and cover the entire country. Currently, through SSA around 192 million children of 1.1 million habitations are served. People participation is the base for success of SSA. The community participation & monitoring are encouraged by the scheme at each stage of implementation of the programme.

Figure 1: Aims of the Scheme

Infrastructure
- Open new schools in habitations which do not have schooling facilities
- Strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water

Human Resources
- Provision of additional teachers
- Strengthening capacity of existing teachers by training, developing teaching-learning materials
- Strengthening of the academic support structure at a cluster, block and district level

Quality Improvment
- Provision of quality elementary education including life skills
- Special focus on girl's education and children with special needs
- Provide computer education to bridge the digital divide

Objective of the Scheme

SSA's core objective is to attain UEE in the Country. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of Children. These objectives are met with specific interventions, that are aligned to the legally mandated norms and standards and free entitlements mandated by the Right to Education Act, 2009 and the Model Rules issued from time to time.

Under the core objectives different interventions are listed out and the functional and financial processes are detailed in the SSA-framework for implementation. The programme offers flexibility in framing state specific implementation guidelines that broadly fit within the framework.

Convergence of Different Ministries & Schemes

Convergence of programmes and interventions of other Ministries/Departments is a core principle in implementing SSA for achieving its objective. The schemes/programmes of other ministries/departments which are identified to converge with the SSA is presented in the figure.

Figure 2: Convergence of Programmes of other Ministries with SSA
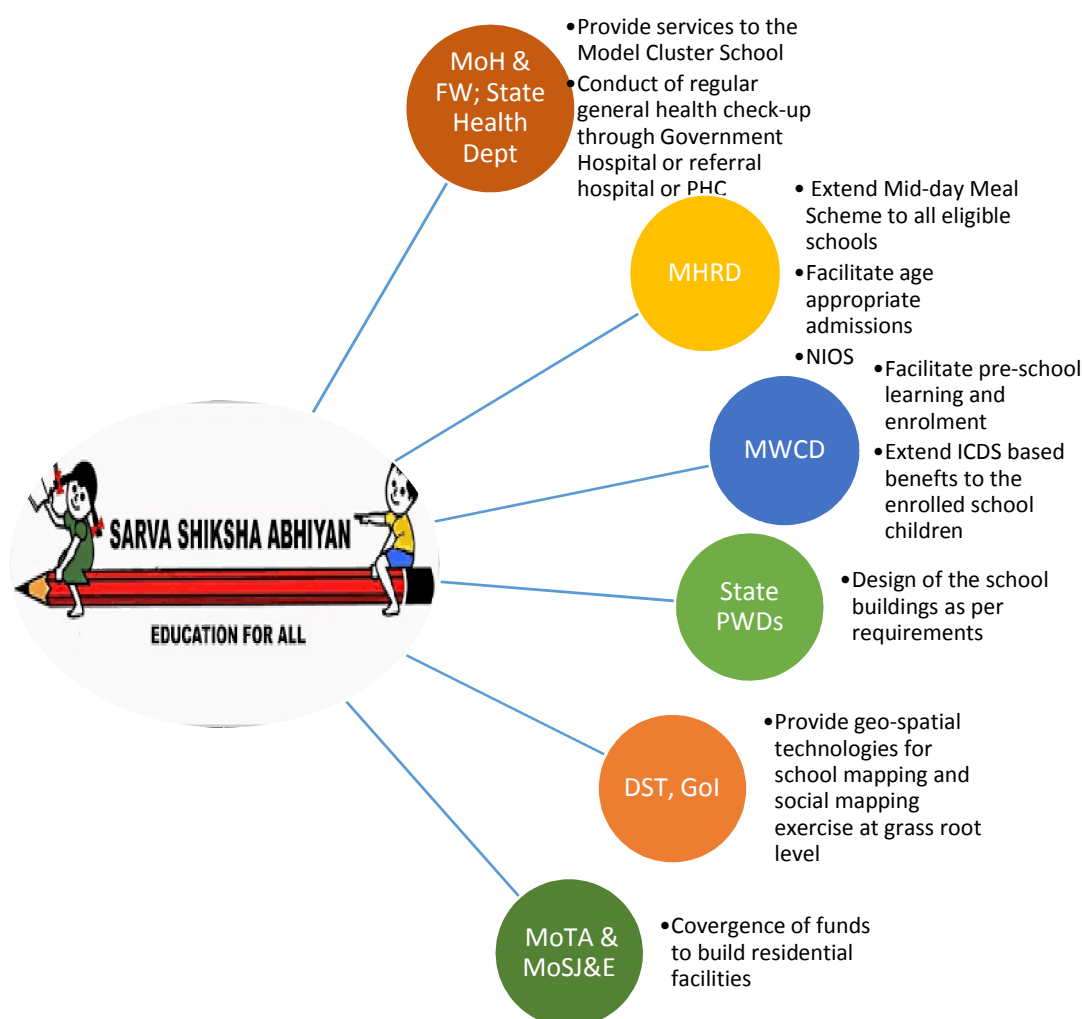
Scheme Interventions

To achieve the objective of UEE, the scheme has recommended few interventions[2] that are broadly grouped into four major categories. The approach, components and related interventions suggested thereof and the norms for financial support offered by the scheme are detailed in this segment of the manual.

In case of any doubt or need of further clarification, Scheme Framework, which carries comprehensive information on these interventions[3] may be referred to for taking final decision.

Figure 3: Approaches to Achieve Objectives of SSA
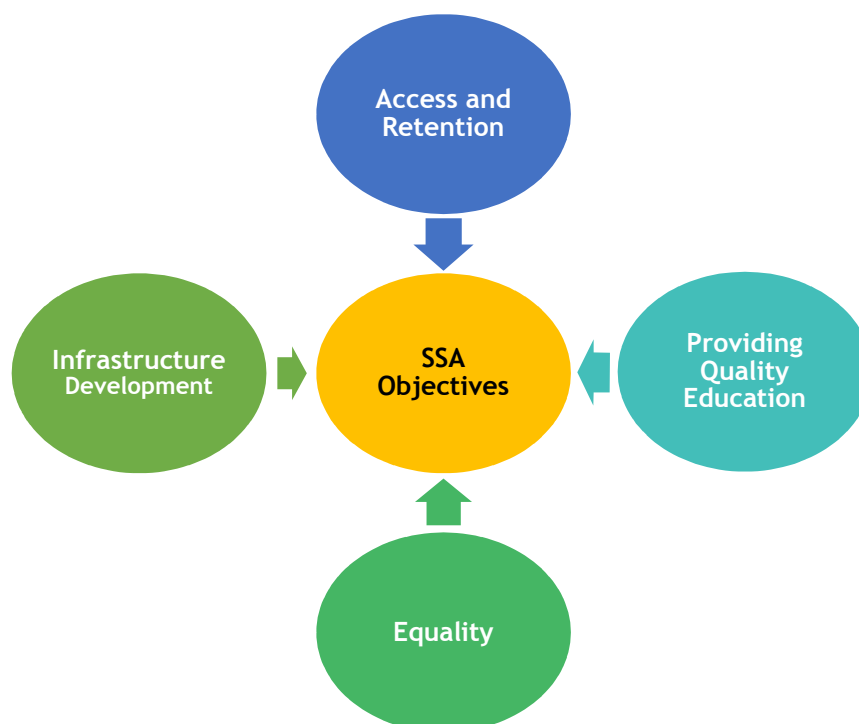
1.1.1 Access & Retention

The components envisaged under the access & retention approach are specified in the table below.

Table 1: Components, Interventions& Funding Norms in Access & Retention

Components	Interventions & Funding Norms	
School and Social Mapping	Interventions	• Conduct mapping of neighbourhood schools • Ensure school availability within specified area[4] to all children
	Funding Norm	• Survey cost to be met from management costs
Opening of New Primary Schools	Interventions	• Opening primary schools in neighbourhood area • All new primary schools will be provided Teachers, Infrastructure and Teaching Learning Equipment (TLE) facilities as per the Act. • New primary school building as per requirements - land by State Government • At least two primary school teacher and additional teacher as per enrolment to meet pupil – teacher ratio
	Funding Norm	• TLE of Rs. 20,000/- per new school
Opening of New	Interventions	• The new upper primary schools/ sections to be opened in the neighbourhood area, can be in the

Components	Interventions & Funding Norms	
Upper -Primary Schools		campus of the existing primary school
	Funding Norm	• Funding for provision of infrastructure, teachers and TLE facilities - At least one teacher per class- at least one teacher for science and mathematics, social studies, languages, additional teachers as per enrolment in each school - Building as per norms & TLE @ Rs. 50,000/-
Conversion of EGS Centres into Schools	Interventions	• All Education Guarantee Scheme (EGS) centres to be converted into regular Schools
	Funding Norm	• All upgraded EGS schools would get prescribed infrastructure
Residential Schools	Interventions	• Children of sparsely populated hilly and densely forest to get residential schools. The locations covered under the segment are notified by State Government
	Funding Norm	• Same as that of Kasturba Gandhi Balika Vidyalayas (KGBVs)
Special Training for Age Appropriate Admission	Interventions	• Special training facility be created with appropriate learning aids, class or residential mode • Minimum of 3 months to Maximum 2 years duration
	Funding Norm	• Amount allocated per child per year • Rs. 6,000/- for non-residential courses &Rs. 20,000/- for residential courses • Item-wise cost for special children as per disability
Transport/Escort Facility	Interventions	• Transport cost is allowed only where residential school cannot be set up, in cases of sparse population in non-terrain areas and in urban for the deprived poor
	Funding Norm	• Project Approval Board (PAB) of SSA takes decision on the proposal. The limit is Rs. 3,000/- per child per year

1.1.2 Quality Education

The components envisaged under the quality education approach are specified in the table below

Table 2: Component, Interventions and Funding Norms in Quality Education

Components	Interventions & Funding Norms	
Additional Teachers	Interventions	• To meet norms of RTE Act and maintain required Pupil – Teacher ratio[5] in schools, cases where trained teachers are not available, Additional Teachers can be deployed as per Qualifications prescribed[6]
	Funding Norm	• Cost to be met from Management Cost and/or Research, Evaluation, Monitoring and Supervision (REMS) budget

Components		Interventions & Funding Norms
Uniforms	Interventions	• Uniform is to inspire a sense of belongingness and equality, design has to be local. Uniform is Child entitlement
	Funding Norm	• Two sets of uniforms for all girls and children of SC/ST/BPL in Govt. schools with a ceiling of Rs. 400/- per child per annum. To be procured locally at school level • State that provides the uniform shall continue to do so, cost over and above the state contribution can be claimed from the project • Cash transfer is allowed with special permission from PAB
Curriculum & Text Books	Interventions	• States prescribe curriculum and text books and State Council of Educational Research and Training (SCERT) designs the text book content, design, quality etc.
	Funding Norm	• SSA funds for text books of school going children[7] with an upper ceiling of Rs. 150/- at primary level and Rs. 250/- at upper primary level • If cost of textbooks is subsidised by state, SSA fund restricted to portion of cost of books borne by children
Learning Enhancement Programme (LEP)	Interventions	• LEP is supported to initiate and institute curriculum reforms, development of syllabi, textbooks, supplementary reading material[8]. • LEP fund can be used for teacher trainings and development • Outcomes to be clearly specified in the plan and plan shall define roles of all the stakeholders of LEP
	Funding Norm	• May be accessed by using up to a maximum of 2% of district outlay, provided that the overall ceiling on LEP and management cost does not cross 6% ceiling (for small districts up to Rs.40 lakh per year or 6% whichever is lesser)
Training	Interventions	• Teachers training is provided to improve pedagogical practices and upgrade knowledge and skill. The induction training given byDistrict Institute of Education and Training(DIET) • Head teacher training is to instil skills to manage school functions and protect child rights • Resource person training is to orient child pedagogy and active classroom processes, education administration
	Funding Norm	SSA supports the training budget[9] as per scheme document **Teachers:** • In service training of 10 days for all teachers each year at Block Resource Centre(BRC) and above @200/- per teacher per day • One day cluster level meeting, peer group training for 10 months per teacher. 100/- per day at Cluster Resource Centre (CRC) level

Components	Interventions & Funding Norms	
		• Residential induction training for 30 days @ 200/- per day • For teachers to acquire professional qualification Rs. 6,000/- per year for two years **Head Teachers & Resource Persons:** • Refresher residential in-service training of 10 days for all teachers each year at BRC and above @200/- per teacher per day **Education Administrators:** • Training for implementation of RTE, funds from Management costs as approved by the State Executive Committee
Academic support through BRC/Urban Resource Centre (URC)/CRC	Interventions	• BRC/URC/CRC, must be strengthened through trainings and to be provided required resources • Functional linkages of BRC/URC/CRC to be strengthened with DIETs
	Funding Norm	One BRC must be set up in each Community Development Block, budget details are available in scheme document[10] **BRC/ URC:** **Manpower Support:** • Six resource persons for subject specific training • Two resource persons for inclusive education for children with special needs • One Management Information System (MIS)coordinator and one data entry operator • One accountant-cum-support staff per 50 schools on contract basis. **Infrastructure support:** • BRC/URC to be accommodated in school campuses • One time grant @ Rs. 5 lakh for training infrastructure, within the overall ceiling of civil works • Rs. 1,00,000/- towards furniture, computers, TLE • Replacement of furniture, computers, TLE @1,00,000/- once in five years • Contingency grant of Rs. 50,000/- per BRC/URC • Meeting, travel allowance Rs. 2,500/-per month per BRC/URC • Teachers Learning Material (TLM) grant Rs. 10,000/- per year per BRC/URC • Maintenance Grant of Rs 10,000/- per year per BRC/URC/CRC • Furniture, Computer, TLE for new CRC @10,000/- • Replacement of Furniture, Computer, TLE @ 10,000/- once in five years

Components	Interventions & Funding Norms	
		• Contingency of Rs. 10,000/- per year • Meeting, travel allowance @ 10,000/- per month • TLM grant Rs. 3,000/- per year • Maintenance grant of Rs. 2,000/- per year
TLE for new primary and upper primary schools	Interventions	• Based on requirement identified by Teachers and School Management Committee (SMC), TLE is to be provided for each class, states specify indicate the list of basic requirements
	Funding Norm	• Budgets for TLE[11] for schools are specified, procurement of the same happens locally by SMC &Village Education Committee (VEC) - New Primary Schools @20,000/-, for upper primary @50,000/- - Integration of Class V in Primary school @ Rs. 5000/- and Class VIII in upper primary @ Rs. 15,000/-
Teacher Grant	Interventions	• Provided on annual basis for preparing teaching aids
	Funding Norm	• @ Rs. 500/- per teacher per year in primary & upper stage
School Grant	Interventions	• Provided to Government and Government aided schools for replacement of non-functional equipment and meet recurring costs
	Funding Norm	• Budget Details[12] are: - Primary and upper primary schools are treated separately - Rs. 5,000/-per year per primary school and Rs. 7,000/- for upper primary school - To be spent by SMC/VEC
Research, Evaluation, Monitoring and Supervision (REMS)	Interventions	• REMS is available for Private Schools as well. • REMS includes: - Support for monitoring rights of children and SSA Monitoring - Technical resource support to State for promoting innovation, research, capacity building and also for social mapping
	Funding Norm	• Fund details for REMS[13] are detailed in the Framework
Innovation Fund for Computer Aided Education (CAE)	Interventions	• The component is to cover maximum upper primary schools with special emphasis on Science and Mathematics. Component covers hardware, software, training, maintenance and resource support
	Funding Norm	• Innovation fund for CAE is Rs. 50 lakh per district per year, to be claimed through budgeting for the same
Libraries	Interventions	• Infrastructure for setting up of library in existing government schools

Components	Interventions & Funding Norms	
		• Not applicable for new schools as they have TLE Grants • State to define guidelines for selection of books and prescribe minimum time for each class for use of library
	Funding Norm	• Procurement of furniture and books to be done by the SMC and VEC as per funds allocated for the purpose, scheme defines the budget availability
State Institute of Educational Management & Training (SIEMAT)	Interventions	• Provides capacity building and support for revamping and strengthening education planning and management structures and systems to train education administrators
	Funding Norm	• SSA Support to SIEMAT is Rs. 3 Crore (one time assistance) • States need to sustain it

1.1.3 Equality

The components envisaged under the equality approach are specified in the table below.

Table 3: Components and Interventions in Equality

Components	Interventions & Funding Norms	
Kasturba Gandhi Balika Vidyalaya (KGBV)	Interventions	• Setting up of residential schools at upper primary level for girls predominantly for SC, ST, OBC and minority communities • KGBVs to be set up in educationally backward blocks, where the female rural literacy rate is below national average and gender gap in literacy is above national average • Residential schools can be setup in Convergence with Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs or State Governments
	Funding Norm	• For Setting up of KGBVs SSA Framework[14] has detailed budget availability for each of the components for Model I/II/III. The proposal needs to be incorporated into Annual Work Plan & Budget (AWP&B)

Innovation Fund for Equity	Interventions	• For development of context specific interventions, over and above mainstream interventions, to address problem of exclusion of girls and marginalised communities children. Intervention to include:
		  - Girl education Early Childhood Care and Education (ECCE) that are not covered under other components of SSA
		  - Retention of SC, ST, Muslim Children for completion of their elementary education
		  - Creating facilities for deprived children in urban areas like street children, migrant children, rag pickers etc. to enable them to join elementary education

Components	Interventions & Funding Norms	
		- Other children such as child labours, children effected by migration, children without adult protection, children in the areas of civil strife etc. • Need specific innovative intervention to be articulated and formulated in terms of objective, rationale, methodology, time frame, expected outcomes and monitoring etc. • The innovation should not be duplication of any other idea of SSA • All innovations are to be operated with Annual Work Plan with clearly defined outcomes • The interventions are to be broken into micro components
	Funding Norm	• Innovation Fund of Rs. 50 Lakhs per district per year is available for Equity Component of the scheme.

Provision for children with special needs	Interventions	• The thrust of SSA is providing inclusive education to ALL the children including children of special needs in general schools
		• The activities covered under this are
		  - Identification of children with special needs
		  - Educational placements
		  - Aids and appliances, teacher training, curricular access
		  - Support services, resource support
		  - Individualised educational plan
		  - Parental training and community mobilisation
		  - Building synergy with special need
		  - Removal of architectural barriers
		  - Research &peer sensitization
		• Involvement of resource institutes is encouraged

	Funding Norm	• Provision of Rs. 3,000/- per child, per year for children with special needs, of which at least Rs. 1,000/- per child for engaging resource teachers • District plan for children with special needs within the financial limit of Rs. 3,000/- per child norm
Community Mobilisation	Interventions	• Works towards enhancing community participation, viz., community, parents, teachers and children by awareness generation, interventions for community mobilisation
	Funding Norm	• Up to 0.5% of district outlay may be used for community mobilisation, campaigns, provided management cost and community mobilisation together does not exceed 4% of total outlay, subject to specified rules in the Scheme

Training for SMC, VES, Panchayati Raj Institution (PRI) Members	Interventions	• Capacity building of the community members is required on continuous basis
		  - States to design module and involve Non-government organisations(NGOs)
		  - Training evaluation also to be taken up by the State

Components	Interventions & Funding Norms	
	Funding Norm	• Each SMC must be trained at least once in 2 years and the training has to be budgeted for in the AWP&B • Rs. 200/- per day VEC/SMC/PRI member for residential training and Rs. 100/- per person for non-residential training

1.1.4 Infrastructure Development

The components envisaged under the infrastructure development approach are specified in the table below.

Table 4: Components and Interventions in Infrastructure Development

Components	Interventions & Funding Norms	
New Schools	Interventions	• School infrastructure should include required class rooms and shall follow the norms specified • Community participation in school infrastructure development
	Funding Norm	• Funds for school construction, as per the rates notified by the state government
Additional Class Rooms	Interventions	• To improve student-classroom ratio and to provide space for office and store, to meet the requirement of RTE Act specifying one class room for every teacher
	Funding Norm	• Fund is granted for school construction, as per the rates notified by the state government
Block Resource Centres	Interventions	• To facilitate residential training for teachers (infrastructure related information is provided in section 1.1.2)
	Funding Norm	• Fund is granted as per the rates notified by the State Government
Cluster Resource Centres (CRC)	Interventions	• To facilitate monthly teachers meeting & CRC may be used as additional classroom in schools on days when CRC is not held
	Funding Norm	• Fund is granted as per the rates notified by the State Government
Residential Schools	Interventions	• To cover sparsely populated geographically disadvantaged terrains and also to cover urban deprived children, homeless and street children in difficult circumstances without adult protection
	Funding Norm	• Priority is to redeploy unused public buildings and refurbishing under-utilised school buildings, If no facility available then construction of residential school as per KGBV norms
Toilets and Drinking Water	Interventions	• Separate toilets for Boys and Girls, Incinerators in Girls toilets, Drinking Water
	Funding Norm	• All new constructions under SSA shall have the specified facilities and existing school buildings to

Components	Interventions & Funding Norms	
		be provided toilets and drinking water from Ministry of Rural Development (MoRD) Scheme
Furniture	Interventions	• Furniture may be provided to existing Government upper primary schools, which do not already have furniture • Stock registers to be maintained as per procedures laid
	Funding Norm	• One time grant for furniture is given as per norms, procurement to be done by SMC/VEC. • Furniture provision should be within 33% ceiling for civil works in district outlay
Civil Works	Interventions	• Funds on civil works shall not exceed 33% of entire project cost • The ceiling of 33% does not include expenditure on maintenance and repairs of buildings • In a particular year's Action Plan, provision for civil works can be considered up to 50% of district annual plan outlay.
	Funding Norm	• Unit costs will be based on State Schedule of Rates (SoR) as notified by State Governments

Repairs to School Buildings	Interventions	• Fund for major repairs are subject to
		  - Major repair would be part of AWP&B and would be appraised and approved by Government of India
		  - Schools constructed within last 10 years are not included.
		  - Cost of the repairs should not be more than 60% of the cost of new construction
		• The State needs to develop a 'repairs manual' to help Community on how to carry out repair works and accounts to be maintained etc.
		• Pre and post repair photographs are to be maintained

	Funding Norm	• Rs. 150 crores available under the scheme per year under SSA for major repairs. Based on the proposals the amount is distributed among states • The major repairs costing more than Rs.75,000/- shall be proposed in the AWP &B, lesser amounts can be approved in District
Maintenance Grants for Schools	Interventions	• For annual maintenance and repairs of the existing schools and must involve community contribution • For schools that have own buildings in rural areas and in urban areas even rented buildings are covered

	Funding Norm	• Maintenance Grants are to be used only through SMC/VECs. Financial sanction limits are:
		  - For schools up to three classrooms up to an amount of Rs. 5,000/- per school per year
		  - Schools with more than 3 classrooms, up to Rs. 10,000/- per school per year, subject to the condition that overall eligibility for the

Components	Interventions & Funding Norms
	district would be Rs. 7,500/- per school (Head Master room and office room not counted as classroom) • Budget is available only for primary and upper primary • Expenditure on maintenance and repairs would not be included for calculating 33% limit for civil works • In rural areas budgets are available only for own building and in Urban areas its applicable even for rented buildings

1.1.5 Programme Management

The components envisaged under the programme management approach are specified in the table below.

Table 5: Component and Intervention in Programme Management

Components		Interventions & Funding Norms
Management Costs	Interventions	• The AWP&B of each district should also reflect all the investments made from different sources • States/UTs issue appropriate rules and Government Orders for implementing provisions of RTE Act, 2009 • Management costs should be used for training of education administrators at all levels and develop effective resource teams at State/ District/Block/Cluster levels
	Funding Norm	• The management costs under SSA shall not exceed 6% of the budget of a district plan, of which 2% may be utilized for LEP and 0.5% on Community Mobilization. • In the districts of NE States and Union Territories where district plan size is very small, the management cost could be budgeted up to 40 Lakh per district or 6% of the budget whichever is lesser.

2. Organisational Setup

2.1 Project Monitoring Structure

The Monitoring structure to oversee implementation of this programme is a multi-layered set up, starting from the Central level monitoring to community level monitoring at the village level.

Figure 4: Monitoring Structure

National Level		
General Body (Chaired by PM)	National Advisory Council	Executive Committee & Project Approval Board

State Level		
Registered Society - State Project Director	State Advisory Council	Governing Body & State Execution Committee

District Level Monitoring	
District Project Coordinator (DEO)	District Level Committe (Local/Public Representatives)

Block & Cluster Level	
Local Authority (PRI)	Block & Cluster Functionaries

| School Level Monitoring	
School Management Committee	Village Education Committees

2.2 District Level Functional Structure

At District Level the SSA implementation is headed by District Project Coordinator (DPCs), to coordinate with the BRCs and CRCs. The District Education Officers (DEOs) of the district function in matrix mode, wherein each would be responsible for one or more subject areas.

Block Education Officers (BEO) handle the works at the block level or cluster level. As per the RTE Act, the State Government designates a Local Authority. The Local Authority shall comprise of the respective elected local body as well as the local administration. At the Village level, the monitoring is taken care of by Village Education Committee and at School level by School Management Committee.

The School Development Plan is prepared by School Management Committee, based on the requirements of the school. This plan is forwarded to Block level, where, the BEO in coordination with BRPs and CRPs prioritises the requirements and forwards the same to District Project Officer. The District Project Officer prepares Annual Work Plan & Budget based on the recommendations of the BEOs.

The AWP&B is appraised by the joint National and State Committees and based on the availability of the existing resources and the demands and also the requirements at different geographical areas, the plans are approved and the funds are allocated accordingly.

Figure 5: District Level Functionary Structure
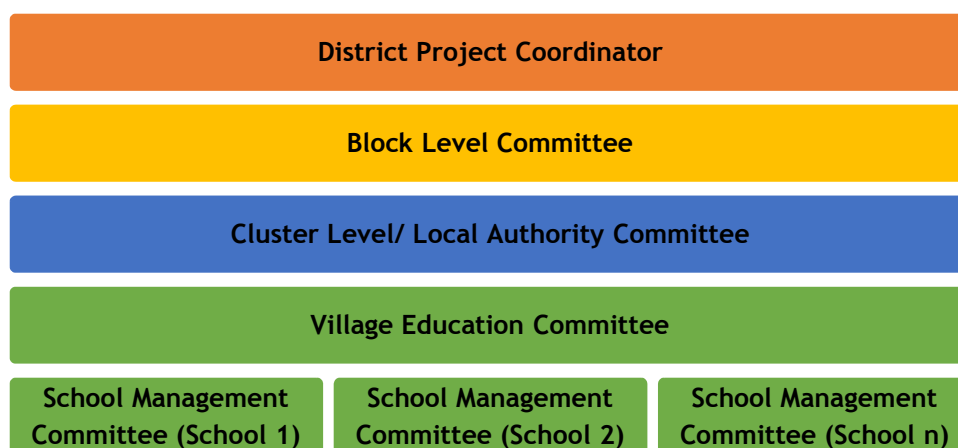
2.3 Institutional Arrangement at District Level

As per the emphasis given in the RTE Act, 2009 with regards to the Community based monitoring of the scheme; different committees are constituted at different levels in the District, viz., District, Block, Local Authority and School levels. State Governments are required to frame guidelines for formation of the committees at different levels.

The constituents of different committees at different levels envisaged by the scheme are detailed below, along with the details of respective administrative heads.

**Table 6: Institutional Arrangement at District Level**

Name of the Committee	Administrative Head	Constituents of the Committee
District Level Committee	District Education Officer in the role of District Project Coordinator	• Local / Public Representatives (numbers as prescribed by State Government / UT)
Local Authority	Local Administrative apparatus	• Elected Local Body (Municipal Body / Panchayats) as prescribed by the respective State Government

School Management Committee	Head Master	• 75% of the members would be parents or guardians of children
		• 25% members would be
		  - 1/3rd Members would be of elected by local representatives
		  - 1/3rd would be school teachers
		  - 1/3rd local academics or school children

3.   Financial Resources & Funds Flow

SSA is conceived as partnership between the Central and the State / UT Governments. The funds are released based on the approval of the plan by the PAB based on the recommendation of the Committee constituted for the purpose by State and National Mission. The funds are released by Central Government based on the commitment for Contribution by State Government. The financial management & plan process[15] is issued in a manual released by the Ministry.

State society shall submit the Utilisation Certificate (UC) to the national mission before release of the subsequent instalment or on utilisation of fund, whichever is earlier. For the Second Instalment the UC must be submitted before release of subsequent year's second instalments.

Figure 6: Funds flow process along with timeline
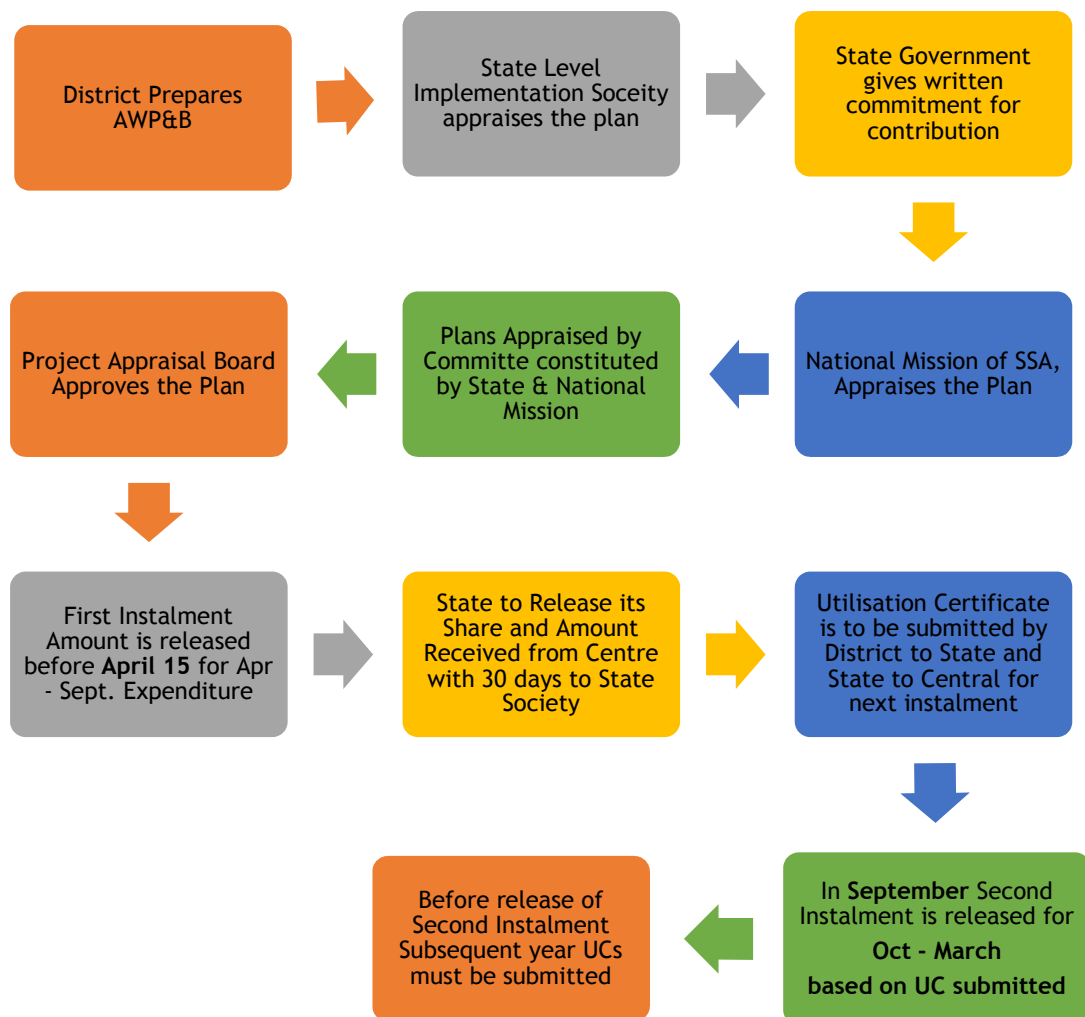
4. Roles and Responsibilities of Key District Functionaries

4.1 District Level Implementation

The implementation of the scheme is three-tier, comprising of District / Block / Village level through the respective Committees.

4.1.1 District Collector

The District Collector, being the Member – Secretary of the District Development Coordination and Monitoring Committee (Disha)[16] convenes the meetings to monitor the status and progress of the Scheme in the District.

Table 7: Roles& Responsibilities of District Collector

Role	Responsibilities
PLANNING	• Guiding the District Project Coordinator in prioritising compiling and Consolidating the District plans
COORDINATION	• Coordinating with different departments for convergence in implementation of SSA
	• Coordinating with State Implementing society regarding implementation and monitoring of the programme
MONITORING	• Monitoring the implementation of the programme using Unified District Information System for Education (U-DISE)
	• Conducting review of the programme in consonance with the District Plan prepared
	• Monitor utilisation of funds
	• Convening of the Disha meetings at least once in every quarter, after giving sufficient notice to the Members that include MPs / MLAs and other representatives as detailed in Disha guidelines
	• Tentative schedule for quarterly meetings is as follows:
	- **April** – Planning and Coordination Meeting where all the budgetary approvals under Central, State and Local Government Budgets could be presented and implementation issues resolved for effective coordination. Clear timelines and targets for implementation could be firmed up at this meeting.
	- **July** - First Implementation Review of programmes as per the implementation plan and time-frame agreed in the first meeting.
	- **October** – Second Implementation Review of programmes to identify the constraints to timely completion of works.
	- **February** – Final Assessment of Progress made during the year.

4.1.2 District Project Coordinator

The District Project Coordinator, is the administrative head of the District Level Committee constituted to plan, review and monitor the programme implementation and report to the District Collector regarding the progress and status of implementation of the Project in the District.

Table 8: Roles & Responsibilities of District Project Coordinator

Role	Responsibilities
PLANNING	• Prepares Annual Work Plan & Budgets based on the block plans so as to make it more focused, relevant and need based
	• U-DISE data and analytics play critical role in prioritising the works in the plan for next three years. Some focus areas for the plan are - Identification of out-of-school children - Equal focus on all activities of the plan and every intervention - Plan for education of SC, STs, Minorities, Children with special needs and other disadvantaged groups - Plan for admission of at least 25% children from disadvantaged groups and weaker sections in Private schools as per Act. - Plan for quality education with strategies for capacity building of teachers and trainers etc. - Identify strategies for monitoring and eliminating physical punishment or mental harassment of children
	• Plan for school development encompassing all aspects of quality and equity with annual priorities and targets
FACILITATION & COORDINATION	• Coordinate with State Executive Committee of the SSA for approval of the District Plan and coordinate for fund releases as per sanctions
	• Coordinate with District Level Committee constituted to oversee the Project Implementation
	• Coordinate with district officials of other department in facilitating convergence of other schemes
	• Coordinate with BEOs in prioritizing the requirements and compiling Block level plans
	• Coordinate with the State and National Management Committees
	• Coordinate with State Executive Committee of the SSA for approval of the District Plan and coordinate for fund releases as per sanctions
	• Coordinate with DIET in the conduct of teacher trainings
	• Coordinate with State Level institutions, NGOs, District committees for proper utilisation of the funds
	• Coordinate with the BEOs for proper implementation of the programme at Grassroots level
IMPLEMENTATION	• Work with DIETs in preparation of planning and also monitoring.
	• Ensure regular training of the teachers, School Management Committee members, BRCs, CRCs and other stakeholders in the aspects specified by the Act
	• Grievance Redressal[17]
MONITORING	• Monitor implementation of the SSA Programme in the Districts
	• Monitor Progress and status of Project Implementation through U-DISE
	• Independent and regular field visits to monitor performance by Social Science Monitoring Institutes
	• Monitor data of School Report cards[18] using the portal
ADMINISTRATIVE	• Preparation of District Development Plan and participate in the

Role	Responsibilities
ACTIVITIES	meetings for approval and advocacy of the priority requirements of the district
	• Monitor usage of U-DISE and conducting trainings to lower level functionaries in usage of U-DISE information
	• Carrying out data analysis available in DISE for proper decision making in implementation of the programme
	• Teachers rationalisation, prioritisation of physical infrastructure, Teacher Trainings

4.2 Block Level Implementation

4.2.1   Block Education Officer

BEO is the head of the Project at Block level and he reports to District Project Coordinator. The BEO, works through the BRC&CRCs that are manned by Block Resource Persons and Cluster Resource Persons respectively.

Block Level Committee that monitors the progress is Local Authority, designated by the respective State Government that can by Municipal Body or Panchayat.

Table 9: Roles and Responsibilities of the Block Education Officer

Role	Responsibilities
PLANNING	• Preparation of Block Level Plan for the Project
	• Through Block / Cluster Resource Persons interact with SMC and Identify the requirements specified in theSchool Development Plans(SDPs)
	• Carryout micro-planning exercise with a focus on redeploying/rationalizing the existing resources to meet the requirements
FACILITATION & COORDINATION	• Coordinate with Head Masters (HMs), BRCs & CRCs for maintaining various relevant records at each level
	• Facilitate development of SDP in coordination with SMC, Head Masters, teachers etc.
	• Facilitate with DIET to conduct regular trainings to teachers for capacity development
	• Coordinate and Conduct workshops & trainings with subject teachers of Upper Primary classes
	• Provide active coordination in teachers re-deployment and infrastructure utilisation
	• Trainings - Identify training needs of teachers and also identify trainees in coordination with CRPs and HMs - Scheduling and conducting of trainings - Maintenance of Training Management Systems (TMS) - Designing of Trainings in association with Resource Persons
IMPLEMENTATION	• Visit at least two visits to every school each year by the BEO, with the help of Assistant Education Officers (AEOs)
	• BEO and AEOs to inspect and report discrepancies pertaining to discrepancies in the resources, that include teachers/head teachers, condition of school building available infrastructure

Role	Responsibilities
	and facilities etc.
	• Availability of adequate staff at the BRC and CRC so that each school is physically inspected once in every two months
	• Ensure Schools are provided with the - Required materials for the Schools - Adequate number of Teachers, in case of teacher vacancies through deployment of substitute teacher and special teach appointments
MONITORING	• Make markings in the special registers maintained for the purpose in the school regarding observations of the visit
	• Oversee financial requirements and utilisation of funds
	• Conduct review and performance meetings with BRCs, CRCs, SMC and teachers regarding children academic performance and monitor children growth and special training needs of the children
	• Compile a monthly school report, annual school report on performance and teachers, based on visit made and share at the block level
	• Monitor the work of BRPs and CRPs
	• Management of data - Ensuring regular update of U-DISE and carrying out data analysis - Using of technology for collection and analysis of data
	• Ensure maintenance of records at block and cluster levels - Records pertaining to material & equipment pertaining to the Block - Maintenance of record of library books, text books, locally collected books - Use of teachingand learning materials &educational aids
ADMINISTRATIVE ACTIVITIES	• Empanelment of resource persons to be utilised for conduct of Workshops, trainings for teachers
	• Maintain registers pertaining to curricular support extended to teachers of different schools
	• Personnel management of persons deployed at BRC and CRCs

4.3 Village Level Implementation

4.3.1 Head Master & Administrator of SMC

Head Master is the administrative head of the School and coordinates with the SMC and VEC at Villagelevel. The responsibilities of the Head Master apart from teaching in the School are detailed. The responsibilities detailed are indicative and would

Table 10: Roles and Responsibilities of Head Master & Administrator of SMC

Role	Responsibilities
PLANNING	• Preparation of the three-year School Development Plan • Preparation of SDP, at least 3 months before the end of financial year with a focus on the following: - Include all interventions required at the school level - Include available House Hold level survey for prioritizing the interventions & include class-wise enrolment estimates

Role	Responsibilities

	- Identify next three year estimates and class-wise teacher and infrastructure requirements
	• Identify additional financial requirement to meet RTE act provisions.
	  • Coordinate with SMC, CRC & BRC in identification and prioritisation of the requirements
	  • Submit the SDP to the local authority before the end of current financial year
	  • Ensuring preparation of the Curricula plans in coordination with Teachers
	  • Planning of activities for the children as prescribed

FACILITATION & COORDINATION	• Conduct comprehensive village survey in close coordination with SMC and local authority • With active involvement of the GPs, create awareness to enrol 6-14 years old children in schools • Coordination with Local Authority for effective implementation of the scheme • Involve NGOs and neighbourhood schools to facilitate enrolment of special need children and children of disadvantaged groups • Assist teachers in discharge of quality education • Coordinate for grievance redressal at school level
IMPLEMENTATION	• Universalisation of Primary Education in the village in cooperation with VEC • Enrolment and attendance of all the eligible children in the school including children of disadvantaged groups • Identify and facilitate not-enrolled and drop-out children to participate in Special Training for age appropriate admissions • Generate awareness on the child rights under as per the provisions of RTE Act • Ensure implementation of the programme without discrepancies • Prepare annual account of Receipts and expenditure of the school • Overall development of the school, academic, administrative and financial activities and review • Maintain school education fund in association with SMC
MONITORING	• Monitor identification, enrolment and participation of Disabled children • Monitor Child rights in terms of prohibition of physical and mental harassment etc. • Monitor teachers are not burdened with other works than permitted by Act • Monitor Children's achievement levels • Monitor Provision of uniforms to all the eligible children
ADMINISTRATIVE ACTIVITIES	• Maintain the prescribed records and registers in the school pertaining to enrolment, provision of entitlements, Maintenance of Infrastructure etc. • Updating the U-DISE software on regular basis • Other Personnel Management aspects pertaining to the

Role	Responsibilities
	School Teachers
	• Monitoring of civil constructions sanctioned against the School Development plan
	• Follow procurement policy for various procurements through SMC

5. Implementation Checklist

5.1 Project Progress Reports

The U-DISE[19] is the central depository of data. To monitor the physical and financial progress of the programme, each district may use the following parameters by segregating the data from U-DISE. Various monitoring based reports specific to different components of the scheme can be prepared by analysing the data against the following listed parameters. For filling up of Data Capture formats under U-DISE specific guidelines[20] were issued.

5.2 Implementation Checklist

To enable the District Collector to review the progress, a checklist of the parameters is provided below. The data would be available in School Report card reports portal[21]. Using the parameters listed below customized reports can be generated at district level to monitor the project status and progress in the district.

Similarly, qualitative progress monitoring at different levels such as Primary, Upper Primary, Secondary, Higher Secondary and the combinations thereof, is also possible by using the performance indicators given in Annexure 1.

5.3 Generation of Reports

In addition to physical, qualitative and other parameter progress monitoring, following general reports can be prepared which will be useful for District administration in taking relevant decisions for better implementation.

The Reports can be generated in U-DISE with different combinations. Following are the suggested combination of data for monitoring of the implementation.

Table 11: Basic Reports forPerformance Monitoring

General Reports
Percentage of Enrolment in Pre-Primary Schools to that of population required to get enrolled
Ratio of Girls to Boys Enrolment at different levels of the education (Primary, Upper Primary, Secondary, Higher Secondary etc.)
Availability of class rooms and other infrastructure and neighbourhood school information
Teachers Qualifications
Enrolment by Mediums of Instruction

Annexure 1: Implementation Checklist at District Level

Key Data	At different levels of Education in Numbers (Primary - Upper primary - Elementary)
Total Schools (Previous Year)	
Total Schools Current Year	
Government Schools	
Private Schools	
Madrasas & Unrecognised Schools	
Government Schools: Rural	
Private Schools : Rural	
Government Schools : Urban	
Private Schools : Urban	
Total Enrolment (Previous Year)	
Total Enrolment (Current Year)	
Enrolment in Government Schools	
Enrolment in Private Schools	
Enrolment in madrasas& Un Recognised	
Enrolment in Government Schools : Rural	
Enrolment in Government Schools : Urban	
Enrolment in Private Schools : Rural	
Enrolment in Private Schools : Urban	
Total Teachers	
Teachers in Government Schools	
Teachers in Private Schools	
Teachers in Madrasas& Un Recognised Schools	
Performance Indicators	**Availability of Infrastructure (In Numbers)**
Single Classroom Schools	
Single – Teacher Schools	
Schools approachable by all Weather Road	
Schools with Playground Facility	
Schools with Boundary Wall	
Schools with Girls Toilet	
Schools with Boys Toilet	
Schools with Drinking Water	
Schools Provided Mid-Day Meal	
Schools with Electricity	
Schools with Computer	
Schools with Ramp	
Schools Established since 2001	
Schools with Kitchen-SHED	
Schools with Enrolment <=50	
Schools With SMC	
Pupil-Teacher Ratio	
Student- Class Room Ratio	
Average Teachers per Schools	
Female Teachers	
Gils Enrolment	
Text Books Provided to (All, SC, ST)	
Uniforms Provided to (All, SC,ST)	

Abbreviation

AWP&B	:	Annual Work Plan & Budget
AEOs	:	Assistant Education Officers
BPL	:	Below Poverty Line
BRC	:	Block Resource Centre
CAE	:	Computer Aided Education
CRC	:	Cluster Resource Centre
DEOs	:	District Education Officers
DIET	:	District Institute of Education and Training
Disha	:	District Development Coordination and Monitoring Committee
DPC	:	District Project Coordinator
DISE	:	District Information System for Education
ECCE	:	Early Childhood Care and Education
EGS	:	Education Guarantee Schemes
GoI	:	Government of India
HMs	:	Head Masters
KGBV	:	Kasturba Gandhi Balika Vidyalaya
LEP	:	Learning Enhancement Programme
MHRD	:	Ministry of Human Resource Development
MoHFW	:	Ministry of Health & Family Welfare
MoSJ&E	:	Ministry of Social Justice & Empowerment
MoTA	:	Ministry of Tribal Affairs
MWCD	:	Ministry of Women and Child Development

NCPCR	:	National Commission for Protection of Rights
NGO	:	Non-Governmental Organisation
PAB	:	Project Approval Board
PRI	:	Panchayati Raj Institution
REMS	:	Research, Evaluation, Monitoring and Supervision
RTE Act	:	Right to Education Act, 2009
SCERT	:	State Council of Educational Research and Training
SDP	:	School Development Plan
SIEMAT	:	State Institute of Educational Management & Training
SMC	:	School Management Committee
SoR	:	Schedule of Rates
SSA	:	Sarva Shiksha Abhiyan
TLE	:	Teaching Learning Equipment
TLM	:	Teachers Learning Material
TMS	:	Training Management Systems
UC	:	Utilisation Certificate
U-DISE	:	Unified District Information System
UEE	:	Universalization of Elementary Education
URC	:	Urban Resource Centre
VEC	:	Village Education Committee

Endnotes & References

1   Bare Act of Right to Education Act, 2009 and Model Rules under the Right to Education Act, 2009 accessible at: http://ssashagun.nic.in/docs/RTI_Model_Rules.pdf

2   Sarva Shiksha Abhiyan, framework for Implementation, published in 2011 at http://ssashagun.nic.in/docs/SSA-Frame-work.pdf and all the relevant documents accessible at http://ssashagun.nic.in/documents.html,

3   Norms for Interventions as detailed in the SSA Framework

4   Specified area is defined by the State Government as per Section 38 (b) of RTE Act. (usually 1 km for Primary School and 3 Km for Upper primary School)

5   Schedule of RTE Act, 2009 defines Pupil – Teacher Ratio

6   Annexure 12 of SSA Framework document deals with required Qualifications of the Teachers

7   As per SSA framework for text books Rs.150/- for each primary school girl and Rs. 250/-   for upper primary school girl is the entitlement

8   Section 29 of RTE Act defines the Learning Enhancement Programme details

9   Norms for Intervention details about the budgetary support that SSA provides for Training

10   Point 13 of Norms for Interventions in the SSA Framework details about the support extended and budgets thereof are detailed

11   Point 14 of Norms for Interventions details Budgets available for TLEs

12   Point 16 of Norms for Interventions details Budgets available for School Grant

13   Point 17 of Norms for Interventions details the REMS Norms for receiving SSA support

14   Appendix – A of SSA Framework details about Financial Norms for KGBVs

15   Financial Management & Planning manual for SSA is available at http://ssa.nic.in/financial-mgmt-docs/fm-manual-as-on-may18th/Pages-1%20to%20100-Revised%20Manual-FM-P.pdf

16   Disha Guidelines defines the constitution of the committee, roles and responsibilities etc. the same can be accessed at :
http://rural.nic.in/sites/default/files/Disha_Guidelines_English.PDF

17   Grievance Redressal as defined in the segment of Protection of Child Rights through Grievance Redressal and Monitoring

18   For access of various reports for analysis of the data collected, the same can be found at http://schoolreportcards.in/SRC-New/

19   U-DISE software can be accessed at http://udise.in/

20Guidelines on filling up of Data Capture formats under U-DISE: http://udise.in/Downloads/GuidelinesforfillingDCF2015-16.pdf

21   For access of various reports for analysis of the data collected, the same can be found at http://schoolreportcards.in/SRC-New/