

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

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**Minutes of the meeting of the Project Approval Board held on 10<sup>th</sup> May, 2018 to consider the Annual Work Plan & Budget (AWP&B) 2018-19 of Samagra Shiksha for the State of Maharashtra**

**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 Maharashtra was held on 10<sup>th</sup> May 2018. The list of participants who attended the meeting is attached at **Annexure-I**.

Sh. Maneesh Garg, Joint Secretary (SE-I) welcomed the participants and the State representatives led by Shri Nand Kumar, Principal Secretary, Govt. of Maharashtra and invited them to brief on the initiatives undertaken by the State.

**2. INITIATIVES OF THE STATE**

- The State has initiated Bal Rakshak movement for mainstreaming of out of school children and arrest migration and to provide good quality education to the children. Out of 78501 out of school children, 66958 (85%) out of school children are admitted in age appropriate class in regular schools and provided special training.
- The Marathi medium schools in the state have started getting children from English medium school. In last two years 27,000 children have so far come back.
- The state also plans to open 13 international Ojas school in local Indian languages in the academic session 2018-19. In these schools there shall be strong emphasis on English. The state is also in the process of opening Maharashtra International Education Board (MIEB).
- The State has developed SARAL computer system in which marks obtained by children are entered. The state has launched Pragat Shaikshanik Maharashtra (PSM) Programme in 2015 under which every child upto grade VIII is evaluated thrice every year. For academic year 2017-18 (as per Government Resolution dated 14<sup>th</sup> July 2017), the tests include separate question for basic competencies and grade appropriate competencies. Question wise data is collected for every child for first language and Maths. This data is used to know whether a child is progressing in basic competencies as well as grade appropriate competencies. The child who has scored at least 75% in basic competencies and 60% in grade appropriate competencies is considered as Pragat (achieved). A school where all the children have achieved above defined level of competencies is declared as Pragat School. There is scheme for issuing different kinds of letters for schools where 80%, 60% and 40% children are Pragat (achieved). All the teachers from Grade I to V have been trained to achieve result of 100% children able to read a paragraph. Similar

training is being designed for 100% children to be able to do division problem. Next year upper primary schools will be targeted for these basic competencies as well as for grade appropriate science.

- Principal Secretary, Government of Maharashtra also shared that following Best Practices are to be submitted to Government of India for uploading on Shagun.
  - a. Adhyayan Starr Nischiti,
  - b. SMC / Parents active participation in improving learning outcomes,
  - c. Restructuring of SCERT and DIET,
  - d. Formation of Regional Academic Academic leadership by RAA,
  - e. 100% digital schools with community support,
  - f. Shikshanachi Wari,
  - g. Mulyavardhan (Value Based Education Programme),
  - h. Kishori Utkarsh Manch,
  - i. Life Skill Development through Drama.

### 3. ACTION TAKEN ON COMMITMENTS GIVEN BY THE STATE FOR 2017-18

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

S No	Commitments	Action Taken
i	75% of Out of School Children (OoSC) will be enrolled in schools	The State has initiated Bal Rakshak movement for mainstreaming of out of school children and arrest migration and to provide good quality education to the children. Out of 78501 out of school children 66958 (85%) out of school children are admitted in age appropriate class in regular schools and provided special training.
ii	State will reduce dropout from 0.70% in 2016-17 to 0.30% in 2017-18 in respect of Primary School and Upper Primary School from 1.06% in 2016-17 to 0.70% in 2017-18	Dropout rate at Primary reduced from 0.70% to 0.21% in 2017-18 and in Upper Primary Schools there is marginal increase in drop out from 1.06% in 2016-17 to 1.55% in 2017-18.
iii	Aadhaar based child tracking data will be updated in year 2017-18.	State created a Childwise database with Aadhaar in SARAL system. Every child has been given unique id in this system. The State is in a process of shifting student database to SDMIS.
iv	Annual assessment surveys will be	• Adhyayan Starr Nischiti special program

S No	Commitments	Action Taken
	<p>based on the 'learning outcomes' developed by MHRD. The Central rules to the RTE Act 2009 have been amended to include these 'learning outcomes'. As a next step, this document is to be translated in the regional language by the State and it is suggested that these 'learning outcomes' are included in the State rules for RTE. The <b>Survey of Learning Outcomes</b> will be conducted during 2017-18 as a sample survey. MHRD will support the State for making adequate preparations for the survey. MHRD also highlighted the need of support to stand alone Primary Schools which may require additional help in this survey. State has 44735 standalone Schools which may require proper monitoring and assistance so that these schools perform better in the survey.</p>	<p>for identifying learning level of each child in primary upper primary schools and data entered in SARAL and providing onsite academic support to the teacher for improving learning level of children lagging behind in the particular competencies.</p> <ul style="list-style-type: none"> <li>• Learning Outcomes are already included in the State Rules of the RTE Act, Govt. of Maharashtra, through Notification.</li> </ul>
v.	<p>State will improve the learning outcomes of children</p>	<p>i) Learning Outcomes document in regional language have been translated by Maharashtra Academic Authority.  ii) Shared the Learning Outcomes document through Posters, Brochures, Handbooks for Teachers, Schools and Parents.  iii) Incorporated class wise, Subject wise Learning Outcomes in Textbooks.  iv) Created awareness about Learning Outcomes through Training courses, Conferences, meetings and Community Mobilizing programmes i.e. Shikshanachi Wari.</p>
vi.	<p>The state will incur expenditure in category-1 and category-2 to the optimal.</p>	<p>The State received total grant of Rs. 1070.00 crores in 2017-18. Out of that expenditure on interventions in category-1 and category-2 is Rs. 1024.15 crores (95.71%) which is way more than the expected limit of 30%.</p>

S No	Commitments	Action Taken
vii.	The state will devise strategies to increase enrolment in government and aided schools.	The State is implementing Pragat Shaikshanik Maharashtra Programme across the State for enhancing learning outcomes of 100% of children. Approximately 25,000 children shifted from Private English medium to Government Marathi Medium schools. The parents, community and individuals are contributing and participating in the development of school. 100% Government Schools are becoming digital with community support. Around Rs. 380 Crore received from community to the schools. .
viii.	All the schools in the state will be Aadhar linked	State has created a Childwise and Teacher wise database with Aadhaar in SARAL system. Every child and teacher has been given unique Id in this system. The State is in a process of shifting student database to SDMIS. In this manner all the schools are linked with Aadhar.
ix.	The state will devise focused strategies for standalone primary schools. Special packages will be formed and monitored by SPD for standalone primary schools.	1) A special program for identifying learning level of each child in primary upper primary schools and providing onsite academic support to the teacher for improving learning level of children lagging behind in the particular competencies. 2) The training programs designed based on particular Learning Outcomes for low performing districts for the year 2018-19.
x.	State would document their best practices and initiatives and subsequently upload it on the <b>SSA Shagun</b> portal. This would enable the State to showcase its successes and would provide a platform for all States to learn from each other.	The State has documented various best practices and shared with MHRD for uploading on Shagun portal.
xi.	State 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 State Tables I and II on the Shagun portal, duly signed by the	The State is updating physical and financial progress of scheme of the estimated activities under AWP&B from time to time.

S No	Commitments	Action Taken
	State 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.	
xii.	State will maintain a database on details of its teachers, including their Aadhaar numbers.	State created a Teacher's database with Aadhaar in SARAL system. Every teacher has unique id in this system. State also have Shalarth system which also have all teacher's information.
xiii.	The State will complete GIS mapping of all schools (100%) and integrate their database with the NIC website <a href="http://schoolgis.nic.in/">http://schoolgis.nic.in/</a> .	The State has completed 100% GIS mapping through MRSAC, Nagpur. Integration of database with NIC is in the process.
xiv.	State 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.	<p>The Government issued order on consolidation of 1314 schools with low enrollment. Out of this 599 schools merged in the year 2017-18. The State has taken initiative of school mapping and instructions given to the local authorities for set up / strengthen schools having big enrollment.</p> <p>The State is implementing Pragat Shaikshanik Maharashtra Programme across the State for enhancing learning outcomes of 100% of children. Approximately 25,000 children shifted from Private English medium to Government Marathi Medium schools. This is happening because of high quality education and trust of parents on Government schools. The State has taken a decision to set up 100 International Government Schools with size of enrollment more than 1000 from Pre-Primary to Senior Secondary. In this way, the school consolidation is undertaken with shift on quality of education.</p>
xv.	State will map all the stand alone Government and Government aided primary schools, develop and finalize specific action plans for improving learning outcomes in these schools and share it with the Department.	Adhyayan Starr Nischiti special program for identifying learning level of each child in primary upper primary schools and data entered in SARAL and providing onsite academic support to the teacher for improving learning level of children lagging behind in the particular competencies.

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		The training programs are designed based on particular Learning Outcomes for low performing districts for the year 2018-19.
xvi.	The State will rationalize teacher deployment in primary and upper primary schools, so that there is no single teacher school and all schools have PTR as per norms under the RTE Act, 2009. At the upper primary level, special emphasis should be laid on maintaining the subject PTR.	The Rural Development Department has developed online programme for transfer of teachers. The State is in the process of rationalization and redeployment of primary and upper primary teachers. There is no single teacher policy of the State. Two teachers for every schools are sanctioned. The average PTR of the State for primary is 22 and 21.52 for upper primary. The State is ensuring every school should maintain PTR and subject specific teachers as per norms.
xvii	State will make provisions for 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.	The State has revised recruitment rules of head master in Secondary Schools. The Revision of Recruitment Rules for Head Teacher in Primary and Upper Primary schools is under process. The State has developed PAVITRA portal for recruitment of Teachers, Head Teachers and others.
xviii.	State 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.	<ol style="list-style-type: none"> <li>1) Basic reading competency development program has been implemented with a specific objective of achieving basic reading skill by 100% students from 1st to 5th grade.</li> <li>2) The Learning material developed by Maharashtra Academic Authority (MAA-SCERT) was effectively used during training and teaching for effective Teaching Learning processes.</li> <li>3) A pilot program of level based learning has been conducted in 60 schools in two low performing districts in 2018-19.</li> <li>4) A training program for developing basic reading comprehension competency has been planned for 16 low performing districts in LO No. 504 and 518.</li> </ol>
xix.	State will explore the mechanisms for convergence with other departments especially with the Department of	The State is implementing Swacch Bharat Swacch Vidyalay campaign in convergence with department of Panchyati Raj. The

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	Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools.	maintenance of school, sanitation and drinking water facilities are provided using budget from DPDC, 13th Finance Commission, etc. Community also involved and providing support for school development.
xx.	State should undertake the "Partnership Between Schools" Programme which aims to link schools located in rural areas with private, aided or government schools in urban semi urban areas. This would help in bringing all students to one common platform and to share experiences and learn from each other.	<p>Programmes and initiatives that were undertaken by the School Education Departments, GoM, to enhance the partnership between various schools in urban, rural and semi-urban areas and thereby increasing inclusiveness in the state schools are as follows;</p> <p><b>1) Shikshan Parishad</b> - Shikshan Parishad was conceived as a platform for sharing of experiences and best practices by teachers and officials for upgrading learning outcomes.</p> <p>Shikshan Parishad was conducted every month at cluster level and discussion was held on various issues, challenges of teaching learning processes. Learning level data of PSM tests analyzed, interpreted and used for designing programme intervention, demonstrations of best practices by successful teachers, Cluster Head, Extension Officers is made available in Shikshan Parishad.</p> <p><b>2) Involvement of School Management Committees</b> - School Management Committee is an important stakeholder in the school development. Along with helping to strengthen school infrastructure, the SMCs have also played a role in enhancing the quality of education in schools. For</p> <p><b>3) Shikshanachi Wari</b> - Shikshanachi Wari, an annual educational event organised by the School Education Department, GoM, is a platform for innovative teachers to share their initiatives of addressing a variety of issues - from a clarity of basic concepts in Mathematics to use of technology, and from tackling absenteeism to accommodating children</p>

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		<p>with linguistic diversity, and many more.</p> <p><b>4) Bal Rakshak movement</b> - Bal Rakshak literally means a child defender. This role was assumed by everyone in the system, from district officials to cluster heads and resource persons to teachers. Bal Rakshak teams strive to stop the migration of children, identifies out-of-school children and brings them back to school, and also ensures regular attendance of all enrolled students.</p> <p>Because of Bal Rakshak movement approximately 5,000 migratory children were retained at their own place.</p> <p>Simultaneously, a Learning Enrichment Programme has been rolled out to enhance educational levels of children. First, the present learning levels of every student are mapped, and then a child-specific plan is made for improvement. Subject teachers and other DIECPD staff are trained to extend support to teachers to facilitate learning by addressing their specific challenges.</p> <p><b>5) Samata Shiksha website (<a href="http://samata.shiksha">http://samata.shiksha</a>)</b></p> <p>This website has been set up to share thinking and experiences on equity and on enhancing the quality of education among all school-goers in the state of Maharashtra, particularly those from the under-served sections of society.</p>
xxi.	State 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.	Class wise Teacher's photographs are displayed on website through SARAL.
xxii.	State will complete all the pending	98.46% Civil Works completed, 0.97%



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	civil works in 2017-18.	works are in progress and 0.56% works are yet to be started. The fund received for Civil Works is 29% of approval outlay. 100% funds utilized in the year 2017-18 for completion of Civil Works.
xxiii.	State will ensure inspection and evaluation of all primary and upper primary schools.	With the help of Shala Siddhi programme almost all schools did their self evaluation. Schools are also evaluated on the performance of students in the PSM tests. Schools having 100% students performing well in basic competencies and securing above 60% marks are declared as Pragat Schools. Performance Appraisal of the field machinery and the teachers will be assessed on the basis of learning outcomes of the children.
xxiv.	The Department is in the process of extending the deadline for training of untrained teachers as mandated under the RTE Act, 2009, this is likely to be cleared by early April. The State will ensure that all teachers are trained within the extended period.	Maharashtra Academic Authority (MAA-SCERT) published advertisement in newspapers for wide publicity to reach all untrained teachers in the State asking them to register their candidature with NIOS for D.El.Ed. degree course <u>as a last chance</u> . Director, Maharashtra Academic Authority convened several meetings of regional & district level heads to make them aware of deadline for registration and training with NIOS. MAA has also sent sms regarding the matter to all the primary teachers in Maharashtra. The Officers were categorically instructed to issue notices to School Heads/Headmasters to communicate to untrained teachers in their schools to acquire D.El.Ed. degree by 31 <sup>st</sup> March 2019, failing to which their services shall be terminated from 1 <sup>st</sup> April 2019. Further, acknowledgement of such notices are required to be preserved as permanent record in respective district level offices. Total Admission Confirmed - 7142 (Govt. Schools-491, Govt. Aided Schools-402 and Private Schools-6249)
xxv.	The Central RTE Rules are being amended to include reference to class-wise, subject-wise Learning Outcomes	Learning Outcomes are already included in the State Rules of the RTE Act, Govt. of Maharashtra, through the Notification No.

<b>S No</b>	<b>Commitments</b>	<b>Action Taken</b>
	for all Elementary Classes. Accordingly, once the related guidelines are received by the State, the State would include the Learning Outcomes in its own RTE Rules.	PRE-2010/C.R-211 (B)/PE-1. –
xxvi.	The State would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e., school.	Registration of agencies is almost complete (97%). All grants in 2018-19 will be routed through PFMS only.
xxvii.	The Annual Report would be submitted to the Department for laying in the Parliament while the Audit Report would be laid before the State Assembly.	The Annual Report submitted to Government of India in the month of February-2018 for laying down in the Parliament. The Audit Report was submitted to the department for laying down in the assembly.

#### **4. APPRAISAL ISSUES 2018-19**

##### **Educational Indicators:**

- Maharashtra has made considerable progress in data validation, verification and sharing. UDISE data has been shared by the State at all levels
- The retention rate at primary level is 97.61, at elementary level is 94.01, at secondary level is 93.44 and at senior secondary level is 74.06.
- The dropout rate is 0.21% at primary level, 0.71% is at elementary level, 6.57% is at secondary level and 2.85% at senior Secondary level.
- There has been significant decrease in number of Government and Government Aided primary schools and increase in upper primary level in the State. The number of teachers available in Government schools has slightly declined.
- The total decline in enrolment between the grades is nearly 3.42 lakh at elementary level, whereas the OoSC reported by the State is only 44,698.
- There are about 7.37% primary, 10.76% upper primary, 15.87% secondary and 7.8% senior secondary schools having adverse PTR.
- There are 11,921 surplus teachers in the State which require redeployment, as neatly 5480 schools have adverse PTR.
- There are 26.96% primary or upper primary schools where the subject teachers are not available as per RTE norms.
- There are about 30% over age & under age children in the system which is an area of concern.
- Mumbai Suburban is having very poor educational indicators.

## Access and Retention:

- 50,682 schools are having co-location of Anganwadis within the primary school complex
- State has completed GIS mapping of all its schools with the help of Maharashtra Remote Application Remote Centre (MRSAC). The data is available on MRSAC web portal with many useful features. The data is already shared with SIS. The data is shared with TSG. It will be shared with NIC through TSG.
- **Child tracking through SDMIS:** State has already student wise data in SARAL System. The data will be shared with NIEPA and NIEPA has successfully ported the data into the system. Now the State is in the process of updating the data.
- While state is reporting 44,698 out of school children, IMRB (2014) estimated 1,45,326 out of school children and census 2011 has reported 3,78,359 children being out of school in the age group 6-14 years.
- The school pattern at Secondary Education level of 7+3 needs to be revisited by the state.
- Student Classroom Ratio at State level is 43 which is higher than the prescribed norms of 40:1 is an area of concern. Districts having very high SCR i.e. Palghar 72, Washim 71, Nashik & Dhule 52 need special focus.

## Quality

- There are 7,675 (2.96%) teacher posts vacant in the State out of 2, 59,138 at Elementary/Secondary/Senior Secondary level.
- State has to ensure review of Textbooks of elementary classes by NCERT from gender perspective.
- Learning outcomes: The State has already notified learning outcomes vide State RTE Rules, 2011. The learning outcomes translated in Marathi and provided to all schools. Posters, Brouchers, Banners prepared on learning outcomes and disseminated to stakeholders.
- National Achievement Survey: District report card of all districts were studied and discussed with all stake holders. State has analysed the NAS results and the bottom 5 districts in language Gondia (50.6 %) Yavatmal (54.6%) Chandrapur (54.9 % ) Mumbai Suburban (55.5 % ), Wardha (55.7 % ) and in Maths low performing districts are Mumbai Urban (40.9 % ) Jalna (42.3%) Yavatmal (42.8%) Mumbai Suburban (43.6%) Chandrapur (44%). State had prepared action plan to enhance the achievement percentage in these districts.
- Rashtriya Avishkar Abhiyan (RAA): Apoorva Vigyan Melava conducted at every school. Innovative Science Centres set up by the State in the selected schools.
- The State has planned third party evaluation of A grade schools. Out of 1,08,315 schools, 98,763 schools have completed school evaluation in 2017-18 under Shaala Siddhi.

## Teacher Education:

- Status relating to strengthening of SCERTs and DIETs : As per Govt. Resolution 17<sup>th</sup> October 2016, MSCERT and DIETs have been restructured MSCERT is renamed as Maharashtra Academic Authority (MAA) & its decentralization has been done by upgrading 5 institutes in the state as Regional Academic Authority (RAAs) . MSCERT (MAA) is located at Pune & 5 RAAs are a Mumbai, Nagpur, Aurangabad, Nashik & Amravati.  
DIETs are restructured as DIECPDs T is replaced by CPD from DIET. 12 posts of subject Assistants has been created for specific subjects including 2 additional posts for Urdu in Urdu speaking concentrated districts. 2 additional posts for vocational guidance are also filled up by deputation for career guidance support. As per G. R. dated 27/4/2018
  - a. Teacher Education Department ( English, Marathi, Mathematics, Urdu, Science & Social Science Department)
  - b. Vocational Subject Education, Continuous Professional Development Training (CPD), Vocational Guidance & Physiological Guidance Department
  - c. Research, Field Interaction, Equity Department
  - d. Curriculum Development and Evaluation, Educational & Information Technology, Reference Material Development Department.
  - e. State is also in process to convert all SCERT & DIETs to autonomous institutes.
  - f. Vacancy of academic posts at Teacher Education Institutions is given below:-

	MSCERT			DIET		
	Sanctioned	Filled	Vacant	Sanctioned	Filled	Vacant
Academic	114	68	64	764	580	184
Non-Academic	96	58	38	510	300	210
<b>Total</b>	<b>210</b>	<b>126</b>	<b>102</b>	<b>1274</b>	<b>880</b>	<b>394</b>

## KGBV:

- Construction of 01 KGBV of Nandurbar District estimated in year 2010-11 is not started due to non availability of land. The land has now been identified for the construction, as informed by the State.
- Construction of 6 Girls Hostel building are not started (Palghar-2, Nashik-2 and Nandurbar-2) for which estimated revised in the year 2015-16.
- 208 seats are lying vacant in Type I KGBVs (class VI to VIII) and 2808 seats lying vacant in Type IV operational KGBVs (class IX to XII). State should take appropriate steps to fulfill all the vacant seats as large number of vacant seats is an indicator of under utilization of capacity and resources.
- Out of 43 KGBVs sanctioned (Type IV), 06 are yet to be operationalised.
- The posts of main functionaries - 29 wardens, 47 full time teachers, 48 Part time Teachers, 03 Accountants, 03 Head Cooks, 17 Asst. Cooks, 15 Peons, 17 Chowkidar are lying vacant in KGBVs (Type -I). There should be a proper mechanism and

policy to address this issue and take immediate steps to fill vacancies. Moreover, Vacancies of Warden can cause serious security threat to girls residing in KGBVs.

#### **Vocational Education:**

- Certification for students who have successfully completed assessments are to be issued by respective sector skill councils.
- Surrender of 2 Schools under Vocational Education was approved.
- Certification for 27775 Vocational Education students is pending in the state.
- State has implemented 2 year pattern from 2017 -18 with few job roles which may require replacement due to the qualification not being NSQC approved.

#### **5. COMMITMENTS OF THE STATE FOR 2018-19:**

- (i) State would document their best practices and initiatives and subsequently upload it on the **SSA Shagun** portal. This would enable the STATE to showcase its successes and would provide a platform for all STATES and UTs to learn from each other.
- (ii) State 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.
- (iii) The State will complete GIS mapping of all schools (100%) and integrate their database with the NIC website <http://schoolgis.nic.in/>.
- (iv) State will map all the stand alone Government and Government aided primary schools, develop and finalize specific action plans for improving learning outcomes in these schools.
- (v) The State will rationalize teacher deployment so that there is no single teacher school and all schools have PTR as per norms under the RTE Act, 2009. At the upper primary and secondary level, special emphasis should be laid on maintaining the subject PTR.
- (vi) State will recruit headmasters 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.
- (vii) State should ensure that children with less than grade level learning competencies are identified and provided learning support and in-school re-enforcement. Efforts would be made so that all children reach the desired grade-appropriate competency level.

- (viii) State would assess its grading under the Performance Grading Index (PGI) developed by the Department and carry out the required governance reforms to improve the same.
- (ix) State would focus on the aspirational districts to achieve significant improvement in the key performance indicators identified for the same.
- (x) The guidelines for expenditure on school grant, procurement of sports equipment and library books need to be followed. These need to be kept in mind while utilization of these grants.
- (xi) The detailed guidelines on Operation Digital Board need to be followed to utilize the funds estimated under the ICT initiatives.
- (xii) State will explore the mechanisms for convergence with other departments especially with the Department of Panchayati Raj for maintenance of school infrastructure, school sanitation and provisioning of drinking water facilities in schools.
- (xiii) State 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.
- (xiv) State will display a gallery of the grade-wise photos of teachers on the school notice board in all schools. The photos would be in a size that is visible and identifiable. This would help in honouring the teachers who are the fulcrum of the education system. In addition, photo Id cards may be issued to all teachers to be worn during school hours.
- (xv) State will complete all the pending civil works in 2018-19.
- (xvi) State will ensure inspection and evaluation of all primary and upper primary schools.
- (xvii) State would ensure the implementation of Public Finance Monitoring System (PFMS) up to the last destination i.e., school.
- (xviii) The Annual Report would be submitted to the Department for laying in the Parliament.
- (xix) State would ensure effective implementation of the RTE Act, 2009.

- (xx) State has an overall Aadhar coverage of nearby 70% of the children and will strive towards enhancing the same.
- (xxi) Notification for provision of transport facility to children may be issued as per RTE Rules.

## **6. EXPECTED OUTCOMES:**

The following specific outcomes have been agreed to:

- (i) State would document their best practices and initiatives and subsequently upload it on the School Education SHAGUN website. This would enable the UT to showcase its successes and would provide a platform for all States and UTs to learn from each other.
- (ii) State has identified 44698 Out of School Children (OoSC) and it has committed that 40228 will be enrolled in schools during 2018-19.
- (iii) Dropout rate will be reduced at elementary level and secondary level especially for girls.
- (iv) The State has committed to complete the construction works of the previously estimated RMSA secondary Schools whose construction work has yet not started.
- (v) The State would fill up the vacancies of teachers and headmasters at all levels.
- (vi) State will fill all the vacancies including warden in KGBVs.
- (vii) State will complete the construction of five KGBV buildings (Type-I) and 10 buildings in (Type-IV Girls Hostels).
- (viii) The State will share database of all CWSN children on PMS portal of Samagra Shiksha.
- (ix) State would integrate their MIS on students, teachers and schools with the Shala Kosh software developed by the Department
- (x) The State will ensure that all commitments under RTE Act, 2009 are fulfilled.
- (xi) The State will revise the district plans as per the estimated AWP&B and share with the Department by 30<sup>th</sup> July, 2018.
- (xii) NAS results would be thoroughly analyzed and learning gaps identified. Strategic interventions in pedagogic methodologies and teacher training should be devised to improve the learning outcomes.
- (xiii) State has mostly stand alone secondary schools, which may be a factor for high drop out at secondary level specially for girls. It will explore a mechanism for smooth administrative transition of students from elementary level to secondary level.

## 7. TOTAL ESTIMATED BUDGET (2018-19)

The PAB estimates for the AWP&B for 2018-19 is as under: -

(Rs. in Lakh)

Head	Spill over	Non-Recurring (Fresh)	Recurring (Fresh)	Total
Elementary	13679	1897	169878.01	185454.01
Secondary	40827.5	0	16091.25	56918.75
Teacher Education	566.76	527.42	4727.97	5822.15
Total	55073.2	2424.4	190697.2	248194.9

## 8. Actual Releases by GoI during 2018-19

Against the above estimates, Central Government shall provide to the State Government Rs. 864.72 crore as its share (Rs. 734.73 crore for elementary, Rs. 104.25 crore for secondary & senior secondary and Rs. 25.93 crore for Teacher Education). The State would contribute Rs 576.48 crore as its State share matching the above Central share as per the existing fund sharing pattern of Samagra Shiksha.

It is recommended that the State should meet the balance amount from its own resources including the additional funds devolved under the 14th Finance Commission. As per Section 7(5) of the RTE Act, 2009, the State Government shall after taking into consideration the sum provided by the Central Government above and the mandatory matching State share, provide the balance funds necessary to fulfill the estimate for the implementation of the Act.

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) State should release/transfer the central share to State implementing Society within 15 days of its receipt in the State treasury.
- (ii) The State share should be released to the State Implementing Society within one month of the release of the central share.
- (iii) All releases by the Centre would be subject to fulfillment of provisions of GFR by the State.
- (iv) The 1<sup>st</sup> Installment would be released based on provisional utilization certificate for 2017-18 and subject to full release of proportionate State share.
- (v) The second installment would be released only after (a) the proportionate installment of State/UT share has been released; (b) at least 50% expenditure against available funds has been incurred; (c) utilization certificate has been submitted for funds released in the year 2017-18; (d) Audit report has been submitted for the year 2017-18 and (e) Annual Report upto the year 2016-17 has been submitted.

## **9. ACTIVITY-WISE DETAILS:**

### **I. Access and Retention**

#### **(i) Residential School (NR New)**

An outlay of Rs.210 lakh was estimated as non-recurring cost for Residential school in Gadchiroli District (35 most affected LWE district).

#### **(ii) Residential School (NR New)** An outlay of Rs 36.25 lakh was estimated for residential school for 500 children as a second phase, for Residential School in Nandurbar in 2017-18 which will be opened in three phases:

- First Phase 300 children sanctioned in the year 2017-18.
- Second Phase 500 children sanctioned in the year 2018-19.
- Third Phase remaining 800 children will be sanctioned in the year 2019-20.

#### **(iii) Residential Schools - Recurring (Capacity 100)**

An outlay of Rs 233.16 lakh for 8 schools was estimated as recurring cost of existing residential schools.

#### **(iv) Residential Hostels - Recurring (Capacity 50)**

An outlay of Rs 433.91 lakh was estimated as recurring cost for 7 Hostels.

#### **(v) Strengthening of existing schools** for various infrastructure interventions was estimated with total outlay of Rs. 1520.5 lakh. List of ACR, Toilets, major repairs etc. is at ***Annexure -II***.

- (vi) **Surrender of Civil Works:** The proposal of the state for surrender of following Civil Works under erstwhile SSA was agreed.

**(Rs. In lakh)**

Sr. No.	Activity	Surrender	
		Physical	Financial
1	BRC / URC	4	24.00
2	CRC	8	16.00
3	New Primary Schools	136	1057.45
4	New Upper Primary	25	401.25
5	Additional Classroom	31	110.60
6	Water Supply	227	54.48
7	Electrification	141	42.60
8	Augmentation of BRC	75	375.00
<b>Total</b>		<b>647</b>	<b>2081.38</b>

- (vi) The proposal of the State for surrender of Rs. 2237.94 lakh under Civil Works sanctioned earlier in erstwhile RMSA as details mentioned in below was agreed.

**(Rs. In lakh)**

Sr. No	Name of Intervention	Unit Cost	Physical	Financial
1	Additional Class Room	11.60	104	1206.40
2	Science lab With Equipment	12.84	15	192.60
3	Computer Room	12.50	10	125.00
4	Art & Craft Room	11.60	34	394.40
5	Library Room	16.42	15	246.30
6	Boys & Girls Toilet	1.89	26	49.14
7	CWSN Toilet	2.39	10	23.90
8	RAMP	0.10	2	0.20
<b>Total</b>			<b>216</b>	<b>2237.94</b>

- (vii) **Transportation and escort facility:** An outlay of Rs 157.59 lakh was estimated for provision of transport/escort facility for 2139 urban deprived children and 3114 children in remote habitations. State was further advised to effectively monitor the use of this facility. The estimated amount of outlay under Transport/ Escort Facility will be released after issuance of notification by the state government.

## II. RTE Entitlements

- (i) **Free Uniforms:** An outlay of Rs **21743.29** lakh was estimated for free uniforms for **3623881** children at elementary level.
- (ii) **Free Textbooks:** An outlay of Rs. 35255.44 lakh was estimated for free textbooks at elementary level.
- (iii) **Special Training for age appropriate admission of out-of-school children (OoSC):** The State has identified 44698 out of school children for 2018-19. An outlay of Rs 960.12 Lakh was estimated for non-Residential special training of 32004 children and Rs 6262.3 lakh for residential training of migrant 62623 children.
- (iv) **Reimbursement of Fee against 25% admission under Section 12(1)(c) of RTE Act 2009:** Reimbursement of fee against 25% admission under Section 12(1)(c) of RTE Act 2009 (Entry Level) was estimated for 219439 Children with total outlay of Rs 24427.94 Lakh.
- (v) **Media and Community Mobilization:** An outlay of Rs. 972.12 lakh for 64808 elementary schools for media and community mobilization activities was estimated. An outlay of Rs. 26.38 lakh for 1759 secondary schools for media and community mobilization activities was estimated.
- (vi) **Training of SMC/SDMC:** An outlay of Rs. 972.12 lakh at elementary level and Rs. 26.37 lakh at secondary level was estimated for training of SMCs/SDMCs members in 32404 elementary and 879 secondary schools respectively.

## III. Quality Interventions:

- (i) **Funds for Quality improvement:** A total outlay of Rs 3601.85 lakh was estimated for Quality related interventions including Accelerated learning programme, supplementary textual material for tribal languages, Learning Enhancement Programmes and Kala Utsav.
- (ii) **Assessment at National & State level:** The state will conduct the census based assessment at elementary level (I to VIII) and for class IX at secondary level, including post NAS activities and preparatory activities of next NAS. The test papers will be designed by SCERT and will be based on learning outcomes. An amount of Rs. 360 lakh was estimated for the same purpose.
- (iii) **In-Service teacher training:**
  - An outlay of Rs. 1283.28 lakh was estimated for 10 days Class I & II In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up

meeting. An outlay of Rs. 1049.16 lakh was estimated for 10 days Class III to V In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up meeting. An outlay of Rs. 1323.45 lakh was estimated for 10 days Class VI to VIII In-service teacher training, 7 days at BRCs level and 3 days at CRC level for follow up meeting. An outlay of Rs. 1422.81 lakh was estimated for 10 days for classes IX to XII teachers.

- **Training of Resource persons:** An outlay of Rs. 533.28 lakh was estimated for training of Resource Persons for 10 days.
  - **School leadership training of school Heads:** An outlay of Rs 139.39 lakh for School Leadership training was estimated (Rs 9.79 lakh for 16 days training for 135 RPs for Classes 1 to VIII and 69 RPs for Classes IX to XII. Rs 129.6 lakh for 16 days training of 1800 Head Teachers for Classes 1 to VIII and 900 Head Masters (HMs) for Classes IX to XII were estimated).
- (iv) **Composite school grant:** An outlay of Rs 7814.65 lakh for composite school grant as per enrolment was estimated for 66673 schools. These funds should be utilized as per the guidelines laid down for utilization of school grant.
- (v) **Padhe Bharat Badhe Bharat (Library grant):** A library grant for 775 schools was estimated with the total outlay of Rs. 113.49 lakh for composite schools with secondary and higher secondary classes. State proposal for libraries was estimated for 829 elementary schools with a total outlay of Rs 74.74 lakh.
- The utilising the funds for books and libraries need to be 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.

**(vi) Rashtriya Avishkar Abhiyan:** An outlay of Rs 902.8 lakh was estimated for Rashtriya Avishkar Abhiyan (RAA) for various activities like Excursion Trip for Students within State, Study Trip for Students to Higher Institutions (Within States), Exposure visit outside State, Maths kits and Science kit, Lab etc.

**(vii) Pre Primary (Recurring):** An outlay of Rs. 108.20 lakh was estimated for supply of innovative learning resource Material, AW training, revision of ECE curriculum AAKAR.

**(viii) Provision for BRC/URCs:** An amount of Rs 14535.06 lakh for academic support through BRC/URC and Rs 1974.4 lakh for academic support at CRC level was estimated. A total outlay of Rs 16509.46 lakh was estimated for Provision of academic support through BRC/CRC/URC.

#### **(IV) Strengthening of Teacher Education:**

**(i) Strengthening of physical infrastructure/establishment of new DIETs:** An outlay of Rs. 210.62 lakh was estimated for 7 DIETs repair and renovation work. An outlay of Rs. 240 lakhs was estimated for 12 functional DIETs. An outlay of Rs 450.62 lakh was estimated for Strengthening of physical infrastructure/establishment of new DIETs.

**(ii) DIKSHA:** An amount of Rs 40 lakh was estimated for capacity building of teachers and teacher educators for use of DIKSHA.

**(iii) Salaries of Teacher Educators (TEIs):** An amount of Rs. 3489.32 lakh was estimated for salaries of Teacher Educators.

**(iv) Program & Activities including Faculty Development of Teacher Educators:** An outlay of Rs. 350 lakhs was estimated for 34 DIETs and SCERT @ 10 lakhs per TEIs for all the three activities.

- (v) **Technology Support to TEIs:** An outlay of Rs. 76.8 lakh was estimated for Non recurring support for 12 functional DIETs this year.(@ Rs.6.40 lakhs per DIET) Recurring support of Rs. 84.00 lakh for all the 34 functional DIETs is estimated.
- (vi) **Annual Grant for TEIs:** An outlay of Rs. 715 lakhs was estimated for annual grant for TEIs including SCERT and 34 functional DIETs.
- (vii) **Training of Teacher Educator:** An outlay of Rs. 49.65 lakhs was estimated for residential Training program of Teacher Educators/DIET Principal/ DIET Faculty as Master Trainers. Induction Training of Teacher Educators of up to 10 days

**V. Sports and Physical Education:**

An outlay of Rs 20.4 lakh for 408 primary schools @ 5000 per school and Rs. 20.4 lakh for 408 upper primary schools @ 5000 per school was estimated. Total State outlay of Rs. 40.8 lakh was estimated for sports and physical education.

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

- i. Age appropriate sports equipments for government schools may be procured as per the guidelines to be issued by this Department to the 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 organised 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.

**VI. Financial support for teachers:** An amount Rs. 20128.20 lakh was estimated as financial support for teachers as per norms of the Scheme. It was also advised to the state that the state will take care for any additionalities of teachers. *Samagra Shiksha* receives financial grant on an annual basis. Therefore, it is not feasible to carry forward the financial liability of the current financial year (2018-19) to subsequent financial years.

**VII. Gender and Equity:**

a. A recurring grant of Rs. 7374.81 lakh was estimated under gender and equity head under special projects for equity Rs. 99 lakhs was estimated for Life skill training under Adolescent programme. Rs 109.8 lakh has been estimated for strengthening Beti Bachao and Beti Padhao programme in 3 Special Focus Districts.

b. **KGBV:**

- An outlay of Rs. 20.25 lakh was estimated for KGBV - Type - I as non-recurring cost (Classes VI -VIII).
- An outlay of Rs. 2424.08 lakhs was estimated for KGBV - Type - I (Classes VI -VIII), under Recurring Head.
- An outlay of Rs. 1075 lakhs was estimated for KGBV - Type - IV (Girls Hostels) (Classes IX - XII), under Recurring Head.
- A total outlay of Rs. 3557.74 Lakh was estimated for KGBVs of different categories.

**VIII. Inclusive Education**

- For Inclusive Education: An outlay of Rs. 13185.90 lakhs was estimated for various interventions for inclusive education at the elementary level.
- An outlay of Rs. 1715.87 lakh was estimated for Inclusive Education (Student Oriented Components) at secondary level.
- An outlay of Rs. 4074 lakh was estimated for financial support for 1358 special educators, as per norms of the scheme.
- A total outlay of Rs. 18975.77 lakh was estimated for various activities under inclusive education.
- The State was asked to share database of all CWSN children on PMS portal of Samagra Shiksha.

**IX. Vocational Education (VE):**

- Recurring grant for various activities was estimated for 514 schools with total outlay of Rs. 7105.97 lakh, as per the norms of the scheme. The proposal of the state to surrender 2 VE schools Govt. Ashram School Sindhivihiri district Wardha, ZPPS Urdu Girls Georai district Beed was agreed. List of VE schools attached at **Annexure III**.
- Non-recurring grant of Rs. 349 lakh and Recurring grant of Rs. 260.22 lakh was estimated for introduction of vocational education in 87 new schools.

**X. Programme Management:** An outlay of Rs 9196.26 lakh for programme management including Rs 451.21 lakh for MIS/ Shaalakosh was estimated.

**XI. Spill Over:**

There is a spillover of Rs. 55073.23 lakh on account of civil interventions estimated under elementary, Secondary and Teacher education programme in previous years. The State was asked to complete these works in 2018.19. The detail on component-wise spillover activities estimated under Samagra Shiksha in respect of the state of Maharashtra is attached at **Annexure - IV**

**XII.** The detailed cost sheet indicating the component wise proposal and approval for the state of Maharashtra is attached at **Annexure - V**

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

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