

Minutes of the 164th PAB meeting held on 18th April, 2011, for approval of the Annual Work Plan & Budget of Sarva Shiksha Abhiyan (SSA), Uttarakhand

1. The 164th meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2011-12 for SSA, KGBV and NPEGEL for the State of Uttarakhand was held on 18th April 2011, under the Chairpersonship of Smt. Anshu Vaish, Secretary (SE&L).
2. A list of participants who attended the meeting is attached at **Annexure-I.**
3. The Fact Sheet of the State with educational indicators is attached at **Annexure- II.**
4. Secretary, SE&L welcomed the Secretary, Education Department, Uttarakhand, SPD, SSA and all other participants, and invited the State representatives to present the salient features of their AWP&B 2011-12. Mrs. Sowjanya, State Project Director, Uttarakhand made a detailed presentation, the copy of which is enclosed as Annexure-III. The salient features of the presentation are as follows: -
 - i. Uttarakhand has an overall literacy rate of 79% as per the census 2011. Its sex ratio is 963, which has increased from the sex ratio of 2001, but the sex ratio in the 0-6 age group has declined from 908 in 2001 to 886 in 2010. This is a cause for concern.
 - ii. Expenditure against the approved SSA outlay for 2010-11 is 73.47 % and against available fund it is 77.58 %.
 - iii. Significant initiatives taken up during the year 2010-11 under SSA included:
 - A house hold survey was conducted during 2010-11 & digitised (on line) for effective tracking of the children living specially in urban areas.
 - School mapping was taken up in collaboration with Uttarakhand Space Application Centre (U-SAC).
 - Dissemination and sharing of information regarding revision of norms to implement RTE provisions.
 - Awareness campaign for RTE among community through print, electronic and folk media.
 - Regular discourse with forest & park authorities to manage land for construction of schools buildings in Forest / park areas, and to replace EGS centres by the year end.
 - 'Dev Bhoomi Muskan Yojna' for migratory children & 'Pahal' for urban deprived children under special training programme.

- Working out the mode of transport & unit cost especially for children residing in sparsely populated areas.
- Notifications to specify “Weaker Section” and “Disadvantaged Group” under RTE Act, 2009 issued.
- For ensuring admission of specified group of children as mentioned in section 2(d) & (e) of RTE Act 2009 to the schools under section 2 (n), sub section (iii) and (iv), a comprehensive Govt. Order issued.
- The process for the preparation of Special Training Module for OOSC has been finalized. The modules are prepared in collaboration with SCERT & other educationists.
- Almost 99% Government school have own school buildings and Third Party Evaluation undertaken by CBRI, Roorkee for quality assurance.
- Kunjapuri Approach to Active Group Learning (KAGL)- Expansion of KAGL to 104 clusters from 52 (Two clusters of each district).
- **2020** UPS covered under CAL and interactive learning materials CDs developed in collaboration with SCERT & APF.

5. The AWP&B presented by the State was comprehensively appraised by the TSG. Key observations made in course of the appraisal of plan are as follows: -

A. Plan Formulation Process: -

- i. The State has given a detailed account of the decentralized and participatory manner in which the district plans were prepared. Most notable aspect of the planning process was the measures taken to appraise the district plans at the State level. State appraisal teams were constituted comprising the officials of SIEMAT and a few experienced officers from RMSA & Shikshan Bharat Programme.
- ii. State rules under the RTE Act, 2009 are yet to be notified, but it was informed that the rules have been finalized and notification would happen shortly and hence, the district plans have been prepared as per the provisions incorporated in the draft State rules.
- iii. The State has used the DISE data of 2010-11 for the preparation of district plans. Following issues emerge from the analysis the data which require the attention of the State for better understanding of the challenges and sharper focus on the critical areas:-
 - ❖ The NER at both primary (78.63) and upper primary (69.89) levels is quite low and indicates that a large number of children are out of school. Given the fact that even the GER at both levels is less than 100, 96.85 at primary and 94.2 at upper primary level, the State needs to take a hard look at the correctness of the data and the factors contributing to inadequate reach of the formal school system. The two

possible reasons put forth by the State for this scenario i.e. significant number of private schools not covered by the DISE data and the actual child population being less than the projected population, may have merit. Now, that the section 12 (3) of the RTE Act, 2009 makes its mandatory for all the schools to furnish the information required by the appropriate government, the State should invoke this provision to cover all the private schools under DISE. It should also examine the methodology for the calculation of GER and NER.

- ❖ Districts like Bageshwar and Uttarkashi with GER at 84.68 and 84.71 respectively at primary level and the districts of Haridwar, Dehradun and Uttarkashi with the GER of 60, 85.69 and 86.48 respectively at the upper primary level need closer attention. Similarly, the districts of Haridwar and Dehradun reporting extremely low NER (43.86 and 59.67 respectively) also demand an in-depth analysis of the situation.
- ❖ The retention rate at both primary (91.94) and upper primary (93.21) levels has registered a marginal increase in 2010-11. However, if we look at these figures together with the annual average dropout rate of 8.06% at primary and 5.51% at the upper primary levels, the unavoidable inference is that a large number of children are exiting the school system without completing elementary education. Situation in the districts like Haridwar and Udham Singh Nagar with the dropout rate of 15.13 and 11.23 respectively at the primary and 8.29 and 12.23 at the upper primary levels is particularly worrisome.
- ❖ It is in this context that the number of OoSC reported by the State (8,168) does not seem to be realistic. The State should examine and make an explicit Statement on the correctness of its retention and drop out data, as also the correctness of its data on out-of-school children

B. Access: -

1. The draft State rules prescribe the following norm for the opening of schools: -
 - i. In respect of children in classes from I to V, a primary school shall be established within a walking distance of one K.M of the served area having a minimum population of 200.
 - ii. In respect of children in classes from VI to VIII, an upper primary school shall be established within a walking distance of three K.M. of the served area having a minimum population of 400.
 - iii. In places with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school, the State government or the local authority may consider to locate the school in such a manner as to avoid such dangers, by reducing the areas or limits specified under (a) & (b).
2. The State has already initiated the exercise of GIS mapping through U-SAC (Uttarakhand Space Satellite Centre), Dehradun, which will be completed within a period of six months. In the first phase, GIS mapping work will be completed in the districts namely U.S. Nagar, Haridwar, Dehradun and Nainital and after that remaining districts will be covered within this timeline.

3. Of 25,050 habitations, only 679 habitations which are without primary school/EGS facility within 01 K.M. and only 89 habitations are eligible for primary school as per the norms. The State has proposed for opening of 29 primary schools and coverage of children in all other un-served habitations by providing transport or residential facilities. It could not be explained satisfactorily as to why all eligible habitations are not being proposed for opening of school, particularly in view of the fact that bringing smaller children to a residential set up is not so easy.
4. 443 habitations are reported to be un-served by upper primary school and 76 of these qualify for opening of upper primary schools. The State has proposed for opening of 11 upper primary schools only during this year.
5. The number of children in eligible un-served habitations is only a little above 5,000 and it is reported that most of them are enrolled in the schools; the only issue is the distance covered by them to reach the school. Once the GIS mapping of the habitations and schools is completed, the State should work out a detailed strategy to address this problem.
6. It is appreciated that the State has taken steps to solve the problem of non-availability of land for construction of school buildings in the forest areas. It has been decided by the State government to transfer the fund sanctioned for the construction of school buildings in forest areas to the Forest Department. A district level committee under the chairmanship of district magistrate comprising Divisional Forest Officer, District Project Officer, SSA, and other concerned personnel of SSA at each district has been assigned the task of monitoring of the construction work. The Forest Department has been asked to construct prefabricated bamboo structures, which can be removed and shifted to new locations if the habitation has to shift elsewhere.

C. Interventions for Out-of School Children: -

- i. The State could cover 33,690 OoSC out of the target of 36,181 during the year 2010-11 and has proposed to cover 8,168 OoSC newly identified OoSC, in 2011-12.
- ii. The State is reported to have conducted an intensive household survey in the months of September and October this year and to maintain the data and generate analytical reports, and MoU was signed with M/s. Kalosoft System Technology Pvt. Ltd., Dehradun. This is a laudable initiative, but the fact remains that unless the figure generated through this exercise is analyzed in the context of the other educational indicators, its credibility is suspect. Even the IMRB sample survey report puts the number of OoSC at 56,225.
- iii. Two possible reasons for mismatch in the data on OoSC appear to be (a) absence of a clear cut definition of dropout and reporting mechanism on dropouts and (b) absence of a well thought out strategy to track the urban deprived children. The State must address both these issues in real earnest.
- iv. It is appreciated that State has started the process of sharing the information on the migrant children with the other States. It is advised to develop an online system of tracking the intra-district, inter-district and inter-State migration on the pattern of the one devised by Gujarat.
- v. The proposition to provide only a six-month standardized 'Special Training' to all OoSC is unacceptable, as 'Special Training' must be designed to cater to the specific needs of

individual children. The State must work for developing a sound conceptual understanding of the dynamic nature of Special Training and devise appropriate strategies accordingly. The idea of using mobile vans for this purpose must be dropped.

D. Quality: -

- i. The SCERT, Uttarakhand has developed new curriculum framework for elementary level in the light of NCF-2005, in 2009. The approval of curriculum document is under process. The State has completed the process for development of syllabus on the basis of NCF-05. The revision of textbooks is being carried out by SCERT. It was informed that they have adopted NCERT textbooks of Mathematics for class VI-VIII. The processes of development of curriculum, syllabi and textbooks going on simultaneously.
- ii. In order to enrich basic competencies, teaching learning materials designed by 'Pratham' is proposed to be used. Activities will primarily be conducted on the basis of Kunjapuri Activity Group Learning (KAGL) experience will cover children of class I and II. In all, 190 Clusters will be covered with KAGL activities and new schools will get `4000/- each school for the activity kit (Material). New schools included will develop a 'dream class room' under the school development grant head.
- iii. Under LEP non-KAGL schools will develop learning corners. In the first phase 10 schools per block have to be covered.
- iv. Box file for continuous and comprehensive evaluation of each child at PS level is proposed to be introduced in the academic year 2011-12. The children will keep record of the day long activities. The activities will inculcate creativity and consciousness about their day work. Teachers will be oriented to utilize the box file and workshop of resource group will be conducted for one day for the purpose.
- v. Interactive learning material at primary level in Hindi, Mathematics and EVS while at Upper Primary level in Mathematics has been developed with academic and technical support of SCERT. Activity based material will facilitate students to interact the things and learn with understanding.
- vi. In the year 2010-11, six kits of Science and Mathematics for Primary and Upper Primary levels developed by NCERT were distributed to the selected schools on pilot basis and teachers were oriented to use them effectively.
- vii. The State needs to analyze CCE module. The inclination to develop a uniform module of CCE at State level (comprising a series of tests- 4 at primary level and 6 at upper primary level) is not in accordance with the provisions of NCF, 2005.
- viii. Despite having a favourable PTR at the State level, 7.13% primary and 17.73 at upper primary schools do not meet the RTE requirement of PTR. Districts of Nanital and U.S. Nagar have 37% and 30% primary schools respectively with adverse PTR. At upper primary level, the districts of U. S. Nagar, Nanital, Almora and Deharadun have 61%, 44%, 25% and 21% schools respectively with adverse PTR.
- ix. The number of single teacher schools is also very high. 25.10% primary and 7.37% upper primary schools are single teacher schools. Districts of Bageshwar, Champawat, Almora and Dehradun have 59.57%, 46.98%, 40.10% and 33.37% single teacher primary schools respectively. This is undoubtedly an unacceptable situation. The State has not been able to come up with a robust and transparent strategy for the rationalization of the deployment of teachers. There is an urgent need to fill up all the

2,151 teacher vacancies and re-deploy the teachers to ensure that all the schools meet the RTE norms.

- x. The academic support mechanism to the schools and teachers has been seriously weakened due to the delay in filling up the posts of BRPs and CRPs, because of the matter being sub-judice. Now that the court case has been disposed of, State proposes to fill up these vacancies by contractual persons through a placement agency. The State should reconsider this decision and recruit BRPs & CRPs from amongst the regular teachers on deputation basis.

E. REMS : -

- i. The State has conducted the following studies in 2010-11: -
 - 5% Sample checking of DISE Data.
 - Study on Discriminatory practices in the Elementary Schools and its impact on enrolment, retention, attendance and achievement.
 - Study on tracking Out of School Children in Haridwar, US Nagar and Nainital.
 - Study the status of EGS centers in Nainital and US Nagar district of Uttarakhand.
 - Assess the reason for low achievement level in Hindi, English and Maths at the elementary level (based on LLA report).
- ii. The State has proposed to conduct the following research studies in 2011-12 under REMS : -
 - 5% sample checking of DISE Data 2010-11.
 - Comparative Study of learning level of girls in co-ed school and girls school in class VI VII & VIII.
 - Study of impact of preschool education through ECCE and Aganwadi centre.
 - Study of effectiveness of special training centers in context of RTE and Preparedness towards RTE.

F. Inclusive Education (IE): -

- i. As per Census, 2001 CWSN constitute 2.19% of the total child population whereas the State has identified only 1.21%. In absolute numbers, there is a gap of 13798 CWSN.
- ii. The project management structure for IE is very weak. None of the districts have technically qualified person as the district IE coordinator. State must ensure that this post is held only by a person with professional qualification in disability areas. The sharp decline in the utilization of the allocated fund for IE (from 86% in 2009-10 to 65% in 2010-11) can be ascribed to the weak management structure.
- iii. The focus of IE would now have to shift to systematic reforms. Inclusion of CWSN cannot be seen as additional support provided to these children. A paradigm shift towards ensuring making system inclusive to respond to the needs of all children is the focus of IE in 2011-12. In this context, the key areas of focus for IE are strengthening schools to cater to the diverse needs of all kinds of CWSN, infrastructure development, manpower development, material support to CWSN and providing a continuum of support services to CWSN to ensure full inclusion.

- iv. Nine districts in the State do not have RCI recognized institutions. First preference should be given to these districts for BRC up gradation. Six districts have been selected to begin with.
- v. As far as possible, first preference for appointing a resource teacher under SSA should be given to a person possessing the minimum qualification prescribed by the NCTE in its notification dated 14th September, 2010. NCTE also recognizes the courses recognized by the Rehabilitation Council of India. Thus, any person having a RCI recognized degree can be appointed as a resource teacher or rehabilitation professional under SSA.
- vi. If the persons with the above qualifications are not available in required number then graduates who have enrolled themselves in any of the course recognized by RCI can be engaged with the condition that they would acquire the minimum qualification prescribed by NCTE or RCI within a period of maximum two years from the date of engagement. Every attempt should be made to have one special educator from each category of special education at the block / cluster level to provide education of equitable quality to CWSN.
- vii. The 90-day trained teachers should be stationed in schools having CWSNs. They should not be taken as resource teachers.
- viii. Training of parents and VEC members should focus on empowering them so that no school denies admission to any child on the grounds of disability. The guidelines developed for parental training should also be used by the State.
- ix. The State also needs to improve the resource support to CWSN by appointing more resource teachers and care givers and increasing their visits to the homes of CWSN. Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN.
- x. The State should appoint 2 resource teachers under the BRP by September 2011 for academic resource support to CWSN.
- xi. All schools should be made barrier free by 2013 as per RTE requirement.

G. Civil Works: -

- i. Out of 54,877 cumulative construction works sanctioned under SSA for State up to 31.3.11, 42,967 works have been completed, 10,353 works are in progress and 1559 works are yet to be taken up. The percentage of works completed comes to 78% & completed and in-progress works come to 97%. Of the total allocation of Rs. 46726.74 lakh and expenditure of Rs. 45974.44 lakh is reported to have been incurred till March, 2011. The percentage of expenditure is 98.4%.
- ii. Although the financial progress is satisfactory, on comparison of progress up to March 2011 with that up to Dec. 2010, it is seen that the State is showing huge expenditure in the last quarter which is not desirable for quality of works & supervision / monitoring of works.
- iii. The expenditure incurred by the State during 2010-11 is Rs. 4832.61 lakh against the sanctioned amount of Rs.5341.69 Lakhs.
- iv. Out of 9676 construction works approved for 2010-11, 2574 works have been completed, 6697 works are in progress. The percentage of works completed is 26% and 69% works are in progress. 405 components are still to be taken up. It is obvious that the progress of civil works in 2010-11 has been slow.

- v. All the drawings for the schools in the State are said to be prepared by the C.B.R.I. to ensure that the buildings are natural disaster resistant. Some of the important suggestions of the C.B.R.I. which have been incorporated in the school design and estimates are - (a) providing corner reinforcement at the joint of masonry, (b) providing plinth, silt and door band to improve tensile resistance of masonry, (c) provisions of proper retaining wall. C.B.R.I. will organize technical workshop in all thirteen districts of the State to spread the concept of hazards resistance building construction.
- vi. As reported by the State team, five-day capacity building programme for the JEs, AEs & Co-coordinators of SSA was organized at G.B. Pant Engineering and Technology Pant Nagar, Uttarakhand. In this programme, various aspect of earth quake resistant building construction was discussed in detail and practical demonstration was also performed.
- vii. 50% posts of field level engineering personnel are lying vacant. State must take action to fill these posts expeditiously to complete the civil works within the stipulated timeframe without compromising the quality of works.
- viii. C.B.R.I. is doing III party evaluation in the State since last 3 years. For the works of the year 2010-11, the MOU with CBRI for conducting the Third Party Evaluation has also been signed. CBRI would advise the good quality of construction system with earthquake resistant design to Village Education Committee/School Management Committee & District Project Officer, AE's/JE's, BRCF/CRCF etc..
- ix. The State's proposal to re-sanction 269 drinking water facilities in Pithoragarh districts with the increased unit cost cannot be recommended. State is advised to take up these works in convergence with the Drinking Water Mission.
- x. The State has decided to undertake school environment assessment survey of the schools through in-house engineers. There is a need to expedite the work and also start the work in remaining two Haridwar & Pauri districts.
- xi. Preparation of measured school campus plan has been completed in only one out of thirteen districts. It is necessary to have such a plan for all the schools to assess the school-wise needs to take up whole school development exercise.

H. Community Mobilization: -

- i. Various activities under community mobilization were carried out by State during 2010-11 to support the ongoing programmes under SSA and Right to Education Act. The State has notified the constitution of SMCs vide GO No-158/XXIV (1)/2011-60/20108 Dated 09 Feb. 2011. However, the new SMCs are yet to be constituted.

I. Bridging gender and social category gaps: -

- i. NPEGEL in the State is being implemented in 442 model cluster schools of 40 Blocks of 13 Districts covering 3.78 lakhs girls.
- ii. During the year 2010-11, the State has incurred an expenditure of Rs .234.35 lakhs up to March, 2011 out of the sanctioned budget of Rs.263.19 lakhs.
- iii. Some important activities carried out in 2010-11 include Life skills education, exposure visits, community mobilization, MEENA activities, coaching for Navodaya Vidyalaya entrance exams and awards to teachers/schools etc.

- iv. In addition to the activities taken up in 2010-11, a few new activities like workshop/seminar on access, retention, caste dimensions, issues affecting girls' participation etc. have been included in the proposals for the year 2011-12.
- v. KGBVs have been sanctioned in all 28 blocks. Out of 28 KGBVs, 26 are made operational and 2 KGBVs are in process of operationalisation. All the KGBVs are being run through Sarva Shiksha Abhiyan Society as Model III.
- vi. The State has incurred an expenditure of Rs 305.24 lakh out of a sanctioned budget of Rs 476.80 lakhs.
- vii. Ms. Kiran Dogra, Consultant, TSG there are 20% seats in KGBVs lying vacant. There is a need to fill up these vacancies at the earliest to make optimum utilization of KGBVs. It is also informed that more than 6% girls are dropping out from KGBVs.

J. Management and Monitoring Systems: -

- i. Nine and 884 sanctioned posts are vacant at the SPO, DPO/BRC/CRC levels respectively. About 68% positions of Block Academic Coordinator and 42% CRC Coordinators are vacant. State needs to fill up all the vacancies at the SPO, DPO and Sub-District levels.
- ii. In view of the growing size of the programme, it has also become imperative to revisit the existing programme management structure. Strengthening of the pedagogy team at the State and District levels, creating the posts of coordinator for equity, urban planning and civil works appear to have become necessary.
- iii. State also needs to consider the revision of the salary structure of the SSA employees and consultants.
- iv. The backlog of State's share is an important issue and the State should address it at the earliest.

6. Following issues emerged in course of discussion in the PAB meeting: -

- i. Secretary, Education, Uttarakhand, informed that the Census 2011, shows improvement in the literacy rate and reduction in the gender gap, but what comes as a cause for concern is the worsening of sex ratio in 0-6 year age group. Secretary, SE&L, stated that the issue of gender bias must be tackled in a holistic manner with concerted efforts to bring in gender sensitivity in various aspects of school education like curricular planning, pedagogical design, teacher training programmes, community awareness programme etc.
- ii. On the issue of RTE, Additional Secretary, SE, highlighted the importance of creating awareness about RTE in a manner that children, parents and people at large understand the implications of the rights based approach. She shared the initiatives taken by the States like Tamil Nadu and Bihar in using innovative folk media for awareness generation and advised the State to have a serious look at the work being done by the Bharat Gyan Vigyan Samiti (BGVS) in the selected blocks of Haridwar district. Secretary, Education, Uttarakhand, assured that all the available resources will be used for this purpose.
- iii. SPD informed that the State is not able to upgrade the existing EGS centers in forest areas into regular primary schools due to paucity of land. Though the Forest Rights Act had the provision for allotment of land for public purpose, this could be done only after 'Pattas' have been granted by the Forest Department to the land owners. Secretary,

- SE&L, advised the State to get in touch with the SPDs of Orissa and Madhya Pradesh who have been able to solve this problem and find out if at all it was necessary to wait for distribution of 'Pattas' for setting apart the land for public purpose. She further observed that the State can go ahead with the present strategy of construction of prefabricated building through Forest Department in these areas, but it must ensure the participation of SMCs in this process. She also advised the State Secretary to invite the Principal Secretary of the Forest Department in the next EC meeting.
- iv. SPD informed that there are 4,000 Shiksha Mitras without the required professional qualification in the State. One third of them have been enrolled for training through Distance Mode, but the approval of the NCTE was awaited. Additional Secretary, SE, assured her that the Ministry would support the State in obtaining the requisite approvals, and advised her to consult the training plan and materials developed by Uttar Pradesh, and try to develop similar kind of materials with the help of SCERT.
 - v. On the issue of Comprehensive and Continuous Evaluation (CCE), Secretary, SE&L emphasized that the CCE should not be conceived as a series of tests to be conducted at fixed intervals, but it should form part of the teaching learning process. Additional Secretary suggested that the State to look at the Kalika Yatna model used in Karnataka, and redesign its CCE programme.
 - vi. SPD informed that the State rules have been drafted and are presently with the Law Department for vetting. Secretary SE&L advised the Secretary, Education, Uttarakhand, to review the provision for deciding the child entitlements on the year to year basis in the rules. Certain entitlements of the children emerging from the RTE Act, 2009 have to be provided on permanent basis in the rules, though the State can always decide to provide additional facilities and a window for add-ons can be there.
 - vii. SPD informed that State government has made the budget provision for the reimbursement of the per child expenditure to the private schools. Secretary, SE&L, appreciated this step and observed that Uttarakhand must be the one of the few States to have done this. She underlined the need to put in place a transparent mechanism for the recognition of the schools and advise the State to see the online mechanism developed by Madhya Pradesh for this purpose.
 - viii. In course of discussion on the quality of DISE data, SPD submitted that one of the reasons for higher GER is the State norm of five years of age for entry into the school system. This may also be a reason for high dropout rate. AS(SE) emphasized that the quality of DISE data needed a lot of improvement and a well- thought-out strategy needed to be worked out which must focus on sharing and analysis of data at the SMC and sub-district levels. Secretary, Education, Uttarakhand, was of the opinion that the figure of out of school children furnished by the State is correct. However, she was advised to look at this number in the context of other educational indicators and ascertain the reasons for apparent mis-match.
 - ix. On the issue of 10 days Residential In-service Teachers' Training, AS (SE) advised the State to space it out. Instead of having during the summer vacation. SPD informed this training is scheduled to be held sometime in June, 2011. AS (SE) suggested that one joint team consisting of consultants from Pedagogy Unit and MHRD should visit Uttarakhand for having a look at the 10 days in-service training in June, 2011.
 - x. SPD sought the approval of the PAB for enhanced amount for constructing KGBVs sanctioned during previous years on the current State SoRs. AS (SE) Stated that the SSA cannot meet the escalation costs arising out of delay caused by the State in completing the works. However, the estimated cost of one KGBV, the construction of

which has not started, can be revised on the basis of current State SoRs. The revision of the estimated cost of two KGBVs sanctioned as part of the supplementary plan for 2010-11 can also be allowed because they are in the nature of corrections in the cost worked out earlier.

- xi. Shri A.K. Singh, Chief Consultant, Pedagogy, drew the attention of the PAB to the State's decision not holding TET for recruitment of teachers at the upper primary level. Secretary, Education, Uttarakhand, pointed that this decision is incumbent on the fact that the State has a single cadre of teachers for upper primary and secondary levels and State has been organizing a selection test for the recruitment of these teachers. Secretary, SE&L, said that the Kendriya Vidyalayas are faced with the same situation, but TET is being held as per the NCTE guidelines. She advised the Secretary, Education, and Uttarakhand, to obtain the necessary details and revisit the State's decision, since TET is now mandatory as per the NCTE notification dated 23rd August 2010 under section 23 of the RTE Act.
- xii. Responding to the observation of the representative from NCERT that QMT reports were not being received regularly, SPD said that this happened because the BRPs and CRPs were not in place. The situation will improve definitely as the process of filling up the vacancies has been started. Secretary, SE&L, asked the State to reconsider the decision to have BRPs and CRPs through the placement agency, which may not have a sound conceptual understanding of the role and requirements of these posts.

7. Progress of implementing of State's commitment in 2010-11: -

PAB reviewed the progress made in implementing the commitments given by the State in 2010-11. The status in respect of some key commitments and the comments of the PAB thereon are as follows: -

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
i	State will initiate preparatory steps for the implementation of RTE.	<ol style="list-style-type: none"> 1. The State RTE rules (Draft) are formulated and are under process for notification. 2. SCERT, Uttarakhand is notified as "Academic Authority" under section-29 of the RTE Act. 2009. 3. State Commission for the Protection of Child Rights (SCPCR) approved by the State Cabinet under section-31 of the RTE Act. 2009. 4. A Government order No. 158/XXIV (1)/2011-60/2010, Dated 09 Feb. 2011 is issued for the 	<ol style="list-style-type: none"> 1. For the effective implementation of RTE Act, 2009, a State level committee in the Chairmanship of Secretary, School Education is formed in pursuance of GO. No. 268/XXIV (1)/2010-45/08 Dated 01 April 2010. 2. A meeting of Sachiv Samiti (Secretaries Committee) held at Government level on 06 December 2010 to discuss the provisions of RTE, and suggestions invited for the formulations of State 	Top most priority should be given to finalizing and notifying the RTE rules.

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
		constitution of School Management Committee under section-21.	<p>RTE rules.</p> <p>3. Under the State level RTE Committee, a subcommittee is constituted comprising the members of Deptt. Of School Education, SCERT, School Examination Board, Retd. Educationist, Law Officers, members of NGOs working in the field of Education etc. drafted the State RTE rules.</p> <p>3-RTE Orientation Programmes were organized for the Officers of School Education Department in two phases on 31st Dec 2010 and 4th Jan. 2011.</p> <p>4. The process for the preparation of Special Training Module for OOSC is under progress in collaboration with SCERT.</p> <p>5. For the awareness of the community about RTE provisions and School Management Committee, Nukkad Nataks were organized in 08 Districts, and in district Haridwar BGVS organized awareness campaign.</p>	
ii	State will address discrimination against marginalized group (Girls, SC, ST, Muslim minority, CWSN) systemically and in all aspects, including classroom practice,	A meeting on 26 May, 2010 was conducted at State level in which district authorities were given instructions to work out strategies to implement activities proposed for the year 2010-11.	Activities like painting, exposure visit, English speaking; Bal Chaupal, Karate-taekwondo, competition and Urdu training etc, exclusively, have been conducted for the focused group. Training on gender sensitization is given to all teachers during in-service training.	The proposed strategies by districts should be effectively implemented across the State, with robust monitoring.

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
	teacher behavior, and peer relations.		<ol style="list-style-type: none"> 1. Parent counseling camps organized regularly. 2. Teacher sensitization through in-service teachers training for CWSN is a regular activity. Sandarbh 03 and 'Badte Kadam' are the modules to provide the training. 3. Publishing magazine, folder poster and appeal regarding the welfare schemes for CWSN is being done continuously. 4. Training module for home based education care giver is developed at State level with the help of experts. 5. Exposure visits for CWSN with their peer group are organized. 	
iii	State will initiate curriculum reform, encompassing age appropriate syllabus formulation, textbook development, review of existing assessment systems vis-a-vis continuous and comprehensive evaluation system, in consonance with the NCF-2005 and the principles in section 29 of RTE Act.	SCERT Uttarakhand developed curriculum for the children of 6-14 age group (Grade wise). New text books are developed for Primary/Upper Primary classes. 23 New text books are introduced in current academic session. CCE is introduced with child friendly assessment and evaluation with help of Azim Prem Ji Foundation and report of which is analyzed at school level for class/subjects wise proper feedback.	Orientation on curriculum transaction is introduced during 10 days teachers training in 2010-11.	Curriculum and syllabus appears to be too prescriptive. CCE module requires to improved on; CCE should not be viewed as a series of tests – since that would only increase the burden of learning on children.
iv	State will bring in objective and transparent systems for rationalization of teacher deployment.	State Govt. is developing transparent policy for teacher's deployment and posting with special focus to single teacher schools.	SSA Uttarakhand has informed the district authorities to take immediate action in the light of RTE. 2 years Basic teachers training course has been started in the year 2009-10, at the same time training of Para Teachers is	No progress has been reported on the system of teacher re-deployment; this must be expedited in order to ensure that PTRs mandated under the RTE Act are maintained for every school.

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
			being conducted in all 13 DIET's/ DRC's.	
v	State will formulate at detailed strategy for ensuring that all teachers without requisite academic and professional qualification acquire requisite academic qualification and receive professional teacher training.	Untrained Para Teachers are getting professional training in respective DIETs in phased manner. Apart from this 2 years regular BTC training is in progress according to the package developed by SCERT in the light of NCF 2005.	Para teaches and untrained teachers are being enrolled for teacher training in respective DIET's in phased manner.	In process
vi	State will initiate review of in-service teacher training to ensure that it conforms to the revised curriculum, and formulate a long term in-service teacher development programme.	First phase of Teacher training (10 days) is conducted at block BRC/CRC level. This training package 2010-11 Sandarb-3 is completely based upon reformed and revised curriculum. Content development CCE, School planning and Inclusive Education has also been incorporated.	Training of in service Teachers during summer vocation 2010-11. Training based on curriculum reform and content development. Teachers should prepare class & content wise Plan.	Action taken, but need to review in light of new educational ethos with respect to the nature of class room process that has been proposed by RTE & NCF-05. It also requires supplementing module with carefully selected reading materials and following up process to maintain academic rigor.
vii	Progress in putting in place systems for tracking teachers' attendance and performance indicators for teachers (e.g. ADEPTS)	Teachers Diary is made compulsory for every teacher. Intensive monitoring of teacher attendance by Department of School Education level was undertaken twice for 10 days each in the month of September and December. Performance indicator ADEPTS is implemented in every institution.	SIEMAT has conducted a study on teachers' attendance whereas SSA in accordance with NCERT guidelines introduced ADEPTS to record teacher accountability, results of which have been shared during in-service teacher training.	Complied with.
viii	Improving teacher accountability through performance indicators (e.g. ADEPTS) and VEC/SDM supervision by devolving of	Teachers are themselves responsible for filling up performance indicators. The resource person insists every school to verify the performance of respective teacher. Project work, Action research, CCE, child friendly	Project work, teacher diary made compulsory for every teacher to maintain on daily basis. Monitoring of teacher Training from SPO level to each District has been done by team of experts.	Complied with.

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
	specific powers to them.	assessment etc. ensures teachers accountability in respective areas. VEC, SMC are held responsible for school information and activities through "janvachan" and a Toll Free No. has been put in place for redressal of grievances of the community regarding school system.		
ix	State will move towards unified or single system of educational statistics at the elementary level i.e. for DISE & SES. DISE data 2009-10 will be submitted latest by 15 th January, 2011 after independent check for data validation.	For AWP & B 2009-10 DISE has been utilized as a major source. 5% sample check has also been conducted through SIEMAT with technical support of an outside agency names 'DATA MATION'.	Sharing through "Janvachan" with community leaders was conducted with a view to refine DISE data and other information. SIEMAT is conducting the same sample survey to examine the validity of DISE 2010-11 just when the digitization is over.	Not complied with. State will move towards unified or single system of educational statistics at the elementary level i.e. for DISE & SES.
x	Ending parallel post of District Coordinator for SSA implementation at district level in States where such arrangements are still in place.	Not applicable. (No parallel post)	-	noted
xi	Constitution of and holding of regular meeting of District Level Monitoring Committee, for SSA & MDM as specified in the SSA framework for implementation.	Meeting of District Education Project committees and monitoring committees have taken place at Districts and sub Districts (BRC/CRC level).	Toll Free No. 18001803241 installed. Video Conferencing under the Chairmanship of Secretary Education conducted every month.	Noted. Meetings should be a regular feature in all the districts.
xii	State will develop a Child Tracking System to monitor retention and academic progress of children	House hold survey has been accomplished. Digitalization of data has now been completed on the software developed by State Project Office, web hosting to which	Data of HHS is online and being analysed and cross checked at CRC and BRC level.	State has undertaken HHS but the anomalies' in data are visible which need to be rectified.

Sl. No.	Commitment 2010-11	Current Status	Action Taken	Comments
		is being done by Microsoft Pvt. Ltd.		
xiii	Effective strategies will be developed to address equity concerns in the overall quality development framework covering the curriculum, syllabi, text books, classroom practices and evaluation process.	Training package 2010-11, Sandarbh-3 is completely based on overall quality development incorporating curriculum, syllabus, text books, teaching learning process and assessment.	Action for whole school development Plan through SMC's is being implemented. SMC's have now been more functional after Govt. Order issued in the frame of RTE State rules.	Noted. After notification of rules the State has to adopt all effective inclusive strategies for quality development.

PAB also reviewed the progress against the targets set by the State in the Results Framework 10-11. The Results Framework is attached at Annexure IV.

8. Approvals

The PAB discussed the progress as well as the proposal of AWP&B for 2011-12. The points discussed and the decisions taken by the PAB together with intervention-wise outlay approved under SSA, NPEGEL and KGBV are as follows:

8.1 Access

The PAB has approved continuation 2536 EGS (Primary) and 391 EGS (UP), at a total outlay of Rs. 50.50 lakhs.

8.1.1 Special Training (Rs. 1339.58 lakh)

(Rs. In lakh)

S. No	Intervention	No. of Children	Unit Cost	Financial approvals
(a)	Residential Course- 12 months	973	0.2000	194.60
(b)	Non Residential Course- 12 months	7746	0.0600	464.76
(c)	Non Residential Course- 6 months	22674	0.0300	680.22
	Sub Total (Special Training)	31393		1339.58

8.1.2 Residential Schools (Rs. 46.14 lakh)

Approved an outlay of Rs. 46.14 lakh for recurring expenses of residential schools as detailed below:

(Rs. In lakh)						
S.No.	Activity	Spill over	Fresh Outlay		Total Outlay	
			Phy.	Fin.	Phy.	Fin.
1.	Recurring	0.00	27	46.14	27	46.14

8.2 Infrastructure Development

8.2.1 Civil Works (Rs. 10668.31 lakh)

(i) The details of civil works approved are given below: -

(Rs. In Lakh)							
S.No	Intervention	Spill over		Fresh Outlay		Total Outlay	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
	Civil Works						
1.	New Primary School (Hill)	1	20.76	0	0.000	1	20.76
2.	New Primary School (Plain)	0	130.39	0	0.000	0	130.39
3.	New Primary School (Hill)	9	81.46	0	0.000	9	81.46
4.	New Upper Primary (Plain)	0	31.59	0	0.000	0	31.59
5.	New Upper Primary (Hill) spill over (Sanctioned in 2006-07)	20	40.73	0	0.000	20	40.73
6.	Dilapidated Building (Pry)	0	0	152	1447.04	152	1447.04
	Dilapidated Building (Pry)	0	0	30	255.00	30	255.00
7.	Dilapidated Building (UP)	0	0	19	273.60	19	273.60
	Dilapidated Building (UP)	0	0	2	28.80	2	28.80
8.	Additional Class Room (Hill)	1	22.14	65	239.85	66	261.99
9.	Additional Class Room (Plain)	0	27.93	634	2028.80	634	2056.73
10.	Toilet/Urinals	0	0.00	40	22.00	40	22.00
11.	Separate Girls Toilet	256	140.80	1960	1078.00	2216	1218.80
12.	Drinking Water Facility	0	0.00	8	3.20	8	3.20
13.	Boundary Wall	0	0.00	647	1639.05	647	1639.05

S.No	Intervention	Spill over		Fresh Outlay		Total Outlay	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
14.	Electrification	0	0.00	855	256.50	855	256.50
15.	Office-cum-store-cum-Head Teacher's room (Primary) Hill	4	13.50	15	40.50	19	54.00
	Office-cum-store-cum-Head Teacher's room (Primary) Plain	0	2.40	350	840.00	350	842.40
16.	Office-cum-store-cum-Head Teacher's room (Upper Primary) Hill	1	8.10	6	16.20	7	24.30
	Office-cum-store-cum-Head Teacher's room (Upper Primary) Plain	1	0.00	20	48.00	21	48.00
17.	Augmentation of training facility in BRC (one time)	2	30.00	67	335.00	69	365.00
	Child Friendly Elements	0	0.00	843	252.90	843	252.90
18.	Barrier Free Elements	0	0.00	667	100.05	667	100.05
19.	Furniture for Govt. UPS (per child)	0	0.00	17104	85.52	17104	85.52
	Infrastructure for setting school libraries including books						
	Primary School (per school)	0	0.00	11	0.33	11	0.33
	Upper Primary School (per school)	0	0.00	1726	172.60	1726	172.60
20.	Major Repairs						
	(a) Primary School	0	0.00	290	747.59	290	747.59
	(b) Upper Primary School	0	0.00	50	155.73	50	155.73
21.	CWSN Toilet	0	0.00	95	52.25	95	52.25
Sub Total of Civil Works		275	549.80	25656	10118.51	25951	10668.31

8.3 Quality Interventions

8.3.1 Teachers' salary (Rs. 32191.08 lakh) : Approved as detailed below:

(Rs. In lakh)

S.No.	Interventions	Unit Cost	Phy.	Fin.
1	New Teachers Salary			
1.01	Head Teacher for Upper Primary	0.0500	18	5.40
	Sub Total		18	5.40
	Additional Teachers against PTR			

1.02	Part Time Instructors (9 months)			
	(a) Art Education	0.0800	366	263.52
	(b) Health and Physical Education	0.0800	65	46.80
	(c) Work Education	0.0800	362	260.64
	Sub Total		793	570.96
	Total (New Teacher's Salary)		811	576.36
	Teachers Salary (Recurring)			
	Primary teachers			
1.03	Primary Teachers (Regular)-Existing	0.2500	1719	5157.00
	Primary Teachers (Contract)- Existing	0.1000	944	1132.80
	Primary Teachers (Vacant)	0.2500	347	1041.00
	Head Teacher for Primary	0.0500	644	386.40
1.04	Additional teachers (RTE)			
	Additional Teachers - PS (Regular)	0.2500	40	120.00
	Additional Teachers - PS (Vacant)	0.2500	2210	6630.00
	Upper Primary teachers			
1.05	UP Teachers (Regular)-Existing	0.3000	3653	13150.80
1.06	UP Teachers (Vacant)	0.3000	523	1882.80
1.07	Additional Teachers-UPS (Regular)	0.3000	274	986.40
1.08	Additional Teachers-UPS (Vacant)	0.3000	69	248.40
1.09	Part time instructors			
	(a) Art and Education	0.0800	407	293.04
	(b) Health and Physical Education	0.0800	407	293.04
	(c) Work Education	0.0800	407	293.04
	TOTAL		12455	32191.08

8.3.2 Teachers' Training (Rs. 1317.35 lakh)

Approved an outlay of Rs. 1317.35 lakh for teachers' training as detailed below:

(Rs. in Lakh)

Nature of training	Unit cost	No of teachers	Outlay approved
Refresher In-service Teachers' Training at BRC level and above - 10 days	0.02	42869	857.38
One day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year at CRC level - 10 days	0.01	42869	428.69
Refresher Training for all Resource Persons, Master Trainers, BRC & CRC faculty and Coordinators for 10 days each year	0.02	1564	31.28
Total		87302	1317.35

8.3.3 Free Textbooks (Rs. 1401.26 lakh)

Approved an outlay of Rs. 1401.26 lakh for free text book as detailed below:

(Rs. in lakh)

Category of children	Unit cost per child	No of children to be covered	Outlay approved
Free Textbook (P)	0.00150	464064	696.10
Free Textbook (UP)	0.00250	282066	705.17
Sub Total		746130	1401.26

8.3.4 Grants

(i) The details of the grants approved are as follows:

(Rs. in lakh)

Nature of grant	Category	Unit cost	Approved	
			Phy	Outlay
School Grant	Primary	0.0500	12626	631.30
	Upper primary	0.0700	5257	367.99
Teacher Grant	Primary	0.0050	24890	124.45
	Upper primary	0.0050	17979	89.90
Maintenance Grant	Primary School upto 3 CR	0.0500	10524	526.20
	Primary School more than 3 CR	0.1000	1901	190.10
	Upper Primary School upto 3 CR	0.0500	2045	102.25
	Upper Primary School more than 3 CR	0.1000	2479	247.90
TLE	Primary (spill over)			1.20
	Upper primary (spill over)			2.00

(ii) Maintenance grant will be provided through school management committee/VEC upto Rs. 5,000/- per school per year in respect of schools having upto 3 classrooms and for schools having more than 3 classrooms will get upto a maximum of Rs.10, 000/- per school per year, subject to the condition that the overall eligibility for the district would be Rs.7500 per school.

8.3.5 Academic Support & Supervision

(i) The State has 95 Block Resource Centres (BRCs) and 994 CRCs.

(ii) PAB approved the following for BRCs and CRCs:

(a) **BRCs /URCs**

(Rs. in lakh)

	Unit cost	Phy	Fin.
Salary			
3 Resource Persons at BRC for subject specific training	0.1500	285	384.75
2 Resource Persons for resource support for children with special needs	0.1200	190	205.20
1 MIS Coordinator	0.1200	95	102.60

	Unit cost	Phy	Fin.
1 Data Entry Operator	0.0500	95	42.75
1 Accountant-cum-support staff for every 50 schools	0.1000	363	326.70
Grant			
Replacement of furniture, computer, TLE etc. (once in 5 years)	1.000	2	2.00
Contingency Grant	0.5000	95	47.50
Meeting TA	0.3000	95	28.50
TLM Grant	0.1000	95	9.50
Maintenance Grant	0.1000	95	9.50
TOTAL		1527	1580.20

(b) CRCs

(Rs. in lakh)

	Unit cost	Phy	Fin
Salary of Cluster Resource Person	0.3000	554	1994.40
Salary of Cluster Resource Person	0.1500	15	20.25
Replacement of furniture, computer, TLE etc. once in 5 years	0.1000	191(including 75 spill over)	19.10 (including Rs. 7.50 lakhs spill over)
Contingency Grant	0.1000	994	99.40
Meeting TA	0.1200	994	119.28
TLM Grant	0.0300	994	29.82
Maintenance Grant	0.0200	994	19.88
Total		4736	2302.13

8.3.6 Learning Enhancement Programme (Rs. 1030.13 lakh)

- (i) An outlay of Rs. 1030.13 lakh was approved for Learning Enhancement Programme.
- (ii) For effective monitoring and ongoing support for LEP, the State will undertake the following activities.
 - (a) Constitute subject-wise Resource Groups at State & District levels, and mixed Resource Groups at Mandal & Cluster levels.
 - (b) Strengthen support system through on-site academic support by MRCs, CRCs and RGs.
 - (c) Systematically tracking increases in learning opportunity time & active student participating through special classroom observation formats.
 - (d) Track increases in performance levels of teacher and trainers, through ADEPTS performance indicators
 - (e) Strengthen SMCs and community based monitoring system.

8.3.7 REMS (Rs. 259.30 lakh)

Approved an outlay of Rs. 143.06 lakh for Districts and Rs.116.24 lakh for State under REMS at a unit cost of Rs. 1450.00 per school for 17883 schools as detailed below:

	State level @ Rs.0.0065 per school	District level @ Rs.0.0080/- per school	Total @ Rs.1450/- per school
Research & Evaluation	Rs.116.24 lakh for 17883 Schools	Rs.143.06 lakh for 17883 Schools	Rs.259.30 lakh for 17883

8.3.8 Innovative Activities (Rs. 1253.25 lakh)

Approved Rs. 1253.25 lakh under innovative activities for districts, as detailed below:

Activities	(Rs. In lakh)	
	Phy.	Fin.
(a)Computer Aided Learning	13	650.00
(b) Girls Education	13	188.00
(c) ECCE	13	187.97
(d)Intervention for SC / ST children	12	150.00
(e) Intervention for Minority Community children	7	39.00
(f) Intervention for Urban Deprived children	253	38.28
Sub Total	311	1253.25

8.4 Inclusive Education for CWSN (641.76 lakh)

Approved an outlay of Rs. 641.76 lakh for IED

8.5 Community Training (Rs. 681.68 lakh)

Approved Rs. 681.68 lakh under Community training as detailed below:

Sl No	Activity	Unit Cost	(Rs. In Lakh)	
			Phy	Fin
1.	VEC/SMC - 3 days residential	0.0060	52230	313.38
2.	VEC/SMC - 3 days non-residential	0.0030	52230	156.69
3.	Local Authority - 3 days residential	0.0060	35269	211.61
	TOTAL		139729	681.68

8.6 (a) Management Cost (Rs. 2307.82 lakh)

Approved management cost of Rs. 1597.05 lakh for districts and Rs. 710.77 lakh for State component plan totaling to Rs. 2307.82 lakh, which works out to 3.97% of the total outlay.

(b) Community Mobilization (Rs. 189.44 lakh)

Approved an outlay of Rs. 189.44 lakh for community mobilization.

8.7 NPEGEL (Rs. 263.41 lakh)

- (i) NPEGEL is being implemented in 442 clusters of 36 EBBs in 13 districts. The State has spent 84% of funds in 2010-11 against approved outlay.
- (ii) PAB approved outlay of Rs. 263.41 lakh under NPEGEL activities as detailed below:

(Rs. in lakh)				
S. No.	Activities (in details)	No. of MCS	Unit Cost	Outlay approved
1	Maintenance of school, life skills, preparation of resource material, quiz, music and educational tour	442	0.005/ girl 0.38/MCS	167.96
2	Counselling centre for girls on health and hygienic issues, identifying resource persons, organizing counselling for girls facing adjustment problem	1.5 lakh girls 250 girls	0.07/MCS	30.94
3.	Award to best teacher. Teacher per school award	442	0.05/MCS	22.1
	Learning through open schools	43	0.05/MCS	2.15
	Child care centre (needing sibling care)	442	0.10/MCS Total-CCC@507 centre	25.35
	Management Cost 6%			14.91
Total				263.41

8.8 KGBV (Rs. 716.57 lakh)

1. Out of 28 KGBVs, 26 are operational with 1097 of the targeted enrollment.
2. Approved an outlay of Rs. 716.57lakh as detailed below:

(Rs. In lakh)

	Fresh Outlay	
	Phy.	Fin.
Non-recurring	47	245.61
Recurring	28	470.96
Total		716.57

9. Special Focus Districts

PAB discussed the targeted interventions for 8 Special Focus Districts in Uttarakhand State. A total outlay of Rs. 36286.98 lakh was approved for these SFDs which works out to 59.95% of the State's total outlay of Rs. 60523.21 lakh.

- (i) The physical target approved on some of the key interventions and its percentage to the State approval is given below:

S. No.	District	Physical Items Approved							
		New Schools			Teachers Sanctioned		Civil Works		
		EGS	PS	UPS	New	Addl.	New LP (Inc. building less)	ACR in lieu of UPS	ACR
1	ACR Gap district	0	0	0	0	0	0	0	0
	% of State								
2	OOSC District	0	0	0	0	0	0	0	0
	% of State								
3	Gender Gap District	0	0	0	0	0	0	0	0
	% of State								
4	Retention Rate (P)	0	0	0	0	0	0	0	316
	% of State								21%
5	ST District	0	0	0	0	0	0	0	0
	% of State								
6	SC District	0	0	0	0	0	0	0	0
	% of State								
7	PMO's Minority districts	0	0	0	18	18	0	0	542
	% of State				100%	100%			36%
8	Muslim concentration	0	0	0	18	18	0	0	542
	% of State				100%	100%			36%
9	Nexalite Affected District	0	0	0	0	0	0	0	0
	% of State								
10	Border areas District	0	0	0	0	0	0	0	264
	% of State								18%

- (ii) The detailed interventions and total financial outlay approved for each SFD district is given in **Annexure-V**.

10. The PAB approved the AWP&B for 2011-12 of Rs. 60523.21 lakh as under:

(Rs. in lakh)

Sl. No.	Activity	Outlay proposed			Outlay approved		
		Spill over	Fresh	Total	Spill over	Fresh	Total
		Fin.	Fin.	Fin.	Fin.	Fin.	Fin.
1.	SSA	560.50	65570.42	66130.92	560.50	58982.73	59543.23
2.	NPEGEL	0	263.41	263.41	0	263.41	263.41
3.	KGBV	52.05	664.52	716.57	52.05	664.52	716.57
		612.55	66498.35	67110.90	612.55	59910.66	60523.21

- The total outlay approved by PAB for SSA, Uttarakhand for 2011-12 is **Rs.60523.21 lakh**. Taking into account the award 13th Finance Commission for 2011-12, the net outlay shall be financed by the Centre and State Government as under:-

(Rs. in lakh)

Grant in Aid	Capital Assets	Total Outlay	13 th Fiance Commission Award for 2011-12	Net Outlay	GOI share (65%)	State share (35%)
49854.90	10668.31	60523.21	3500.00	57023.21	37065.09	19958.12

- The consolidated item-wise outlays for 2011-12 approved under SSA, NPEGEL and KGBV are at **Annexure-VI**. The district-wise outlays for 2011-12 approved are at **Annexure-VII**.

11. Commitments for 2011-12: -

- The State will notify the State rules immediately.
- The State should orient all the project functionaries, MIS functionaries in particular, on the triangulation data from different sources and in respect of different indicators to help them develop an understanding of the nature of challenges in the way of ensuring that all children are in school. It shall also prepare a Plan of Action for data sharing and analysis at the SMC and sub-district levels.
- The State should move towards a unified system of data collection, reporting, up to elementary level.
- The State shall find a viable solution to the problem of non-availability of land for the construction of school buildings in the forest areas and should study the way the problem has been addressed by the States of Odisha and Madhya Pradesh.
- The State must focus on developing credible and vibrant mechanism for the identification of out of school children in the urban areas and devise context-specific strategies to address the special learning needs of the children from the most vulnerable sections.
- The State must review its decision not to have TET for the recruitment of teachers at the upper primary level and share the progress by July, 2011.
- The State should work out the monthly expenditure plan and review the trend of expenditure rigorously.

- viii. In view of the manifold increase in the size of the annual plan over the years, the State should review the programme management structure at the State, district and sub-district levels and should consider the engagement of separate coordinators for Equity and Urban Planning at the State and district levels. The pedagogy team at both these levels should be strengthened adequately and it should be ensured that major programme components like Planning, Special Training, Inclusive Education, Community Mobilization and Girls education have separate coordinators at State and district levels. The Inclusive Education component shall be provided with professionally qualified persons as coordinators at the State and district level.
- ix. All the vacancies at the SPO, DPO and Sub-district levels shall be filled up within a period of three months.

12. The release of funds to SSA, Uttarakhand will be further guided by the following conditions:-

- (i) The State Government should give a written commitment for meeting its share as per the revised fund sharing pattern.
- (ii) First installment of the State share should be released to the State Society within one month of the releases of Central share to the State Society.
- (iii) The Grant-in-Aid for elementary education under the 13th Finance Commission award should also be released to the State society as per the guidelines of the commission.
- (iv) The State Government will maintain their level of investment as mandated under the award of the 13th Finance Commission and share the details of this to GOI before the release of second installment.
- (v) SMCs should be constituted and accounts opened to incur expenditure under teachers grant, civil works, maintenance grants, school grants, uniforms and other such expenditures, which have to be incurred only through these bodies as per SSA norms.
- (vi) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.
- (vii) All appointments under the head of management cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.

13. The meeting ended with a word of thanks to the Chair.
