

NORMS FOR INTERVENTIONS UNDER SSA

	INTERVENTION	NORM
1.	Teacher	<ul style="list-style-type: none"> a. One teacher for every 40 children in primary and upper primary. b. At least two teachers in a primary school c. One teacher for every class in the upper primary d. Of the three teachers sanctioned under SSA for every new upper primary school, one each will need to be a teacher with mathematics and science specific educational background. The teacher recruitment will be as per State Governments' norms. e. Wherever there is a need for additional teachers at upper primary level, to maintain the pupil teacher ratio of 40:1, the additional teachers sanctioned under SSA will need to be provided / recruited from Science/Mathematics educational background. f. States will have to commit that they will redeploy existing Science/Mathematics qualified teachers to cover as many upper primary schools as possible. <p>(Ref: F.2-3/2005 – EE.3 dated –22nd February, 2008 for items (d) to (f). This amendment takes effect from 1-4-2008)</p>
2.	School / Alternative schooling facility	<ul style="list-style-type: none"> a. Within one Kilometer of every habitation b. Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.
3.	Upper Primary schools/ Sections	<ul style="list-style-type: none"> a. As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools
4.	Classrooms	<ul style="list-style-type: none"> a. A room for every teacher or for every grade/class, whichever is lower in primary & upper primary, with the provision that there would be two class rooms with verandah to every primary school with at least two teachers. b. A room for Head-Master in upper primary school/section
5.	Free textbooks	<ul style="list-style-type: none"> a. To all children within an upper ceiling of Rs.150 per child at primary level and Rs.250 per child at upper primary level. b. Primers / textbooks developed for tribal languages with bridging materials to facilitate a transition strategy to the State language of instruction and English, would be eligible for class I–II within the ceiling of Rs.150 per child. c. Within the ceiling of Rs.150 per child per year at primary level, States can support workbooks, worksheets and other essential teaching learning materials which together constitute textual materials for the subject, class or grade. d. States to continue to fund free textbooks being currently provided from the State Plans.

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		<p>e. States to continue to fund free textbooks being currently provided (2007-08) from the State Plans to non-SC/ST boys studying in Government and Government-aided primary and upper primary schools. The financial implication of this charge will be restricted to cost of free textbooks to non SC/ST boys only to those States where these are not being provided under any existing State schemes.</p> <p>f. In case any State is partially subsidizing the cost of textbooks being supplied to children in Elementary classes, then the assistance under SSA would be restricted to that portion of the cost of the books which is being borne by the children.</p> <p>(Ref: F.2-3/2005 – EE.3 dated –22nd February, 2008. This amendment takes effect from 1-4-2008)</p>
6.	Civil works	<p>a. Programme funds on civil works shall not exceed the ceiling of 33% of the entire project cost approved by the PAB on the basis of perspective plans prepared for the period till 2010.</p> <p>b. This ceiling of 33% would not include the expenditure on maintenance and repair of buildings.</p> <p>c. However, in a particular year's annual plan, provision for civil works can be considered upto 50% of the annual plan expenditure, within the overall project ceiling of 33%.</p> <p>d. PAB may allow districts with large infrastructure gaps, annual ceiling for civil works upto 50% per year, with the provision that their requirement are completed between 2008-2010, and also that the overall ceiling of 33% is maintained in these districts for the SSA programme period as a whole.</p> <p>e. For improvement of school facilities, BRC/CRC construction.</p> <p>f. CRCs could also be used as an additional classroom.</p> <p>g. Furniture to Government Upper Primary Schools @ Rs.500 per child as a one time grant as a school facility subject to the following conditions.</p> <p>(i) The provision will be available only for existing government upper primary schools, which do not have furniture already.</p> <p>(ii) These funds will not be accessible for new upper primary schools sanctioned under SSA since 2001, as they already have a provision of Rs.50,000 for school equipment at starting stage.</p> <p>(iii) Procurement of furniture to be done by VEC/SDMC/equivalent bodies for rural/urban areas.</p> <p>(iv) Procedures to mark the furniture as school property and maintain its' record in a stock register with due verification as per procedures laid down by the State/UT Governments concerned, will be put in place.</p> <p>(v) The provision will be made within the 33% ceiling for the civil works in a district's outlay.</p> <p>h. Provision for construction of hostels in an existing government upper primary school, subject to the following conditions:</p> <p>(i) Only one such facility per block would be admissible.</p> <p>(ii) Each hostel would accommodate upto 100 children.</p>

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		<ul style="list-style-type: none"> (iii) Hostels will be set up only in blocks with population density of less than 20 persons per square km in remote hilly, desert and tribal districts, which do not have any such facility, set up by either Central/State/UT Government in these blocks. (iv) Construction norms for the hostels would be as per KGBV norms and preferably the design should be an inclusive one for CWSN as well. (v) The civil works costs of the hostels will be within the existing ceiling for civil works per district. (vi) Running costs of hostel facilities would be met by States through dovetailing with other schemes or from Innovative funds for girls/SC/ST children under SSA, as per norms approved by the EC of the State/UT SSA programme. <ul style="list-style-type: none"> i. No expenditure to be incurred on construction of office buildings. j. Districts to prepare infrastructure Plans. k. SSA shall not fund school buildings for buildingless/dilapidated schools. <p>(Ref. No.2-3/2005-EE.3 dated on 29-8-2007, / Ref. F.2-3/2005-EE-3 dated 22nd February 2008. These amendments take effect from 1-4-2008)</p>
7.(a)	Maintenance Grants for schools	<ul style="list-style-type: none"> a. Only through school management committees/VECs b. Schools upto three classrooms will be eligible for maintenance grant upto a maximum of Rs.5000 per school per year while schools having more than three classrooms would get a maintenance grant upto a maximum of Rs.10000 per school per year, subject to the condition that the overall eligibility for the district would be Rs.7500 per school (Note: Headmaster room and Office room would not count as a classroom for this purpose). c. Primary schools and upper primary schools would be treated as separate schools for the purpose of maintenance grant even if they are functioning from the same premises. d. For composite schools with primary & upper primary schools in addition to secondary / higher secondary schools, this grant will be provided only for the classrooms used for primary & upper primary classes. e. Must involve elements of community contribution. f. Expenditure on maintenance and repair of building would not be included for calculating the 33% limit for civil works. g. Grant will be available only for those schools which have existing buildings of their own. h. Grant will be available also to those Government schools in Urban areas which are running in rented buildings. <p>(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. This amendment takes effect from 1-4-2008)</p>
7.(b)	Repair of School Building	<ul style="list-style-type: none"> a. Funds for major repairs of school building subject to the following

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		<p>conditions : -</p> <ul style="list-style-type: none"> (i) Rs.150 crore will be available per year under SSA to be spent on major repairs. This amount will be proportionately distributed among the States as per the number of schools. (ii) Major repair would form part of the district AWP&B and would be appraised and approved by Government of India. Consequently, it would be within the prescribed ceiling of 33% on civil works. (iii) Each district can propose upto a maximum of 5% of the existing schools to be covered under major repairs in a particular year. States would need to ensure that the total amount spent by the districts on civil works including major repairs does not exceed the limits provided State wise. (iv) Schools constructed within the past 10 years will not be considered for major repairs out of the SSA repairs fund. Also the cost of repairs to be undertaken should not be more than 60% of the cost of a new construction. (v) It will be mandatory for each district to provide the list of schools to be repaired under the "major repair" category along with the cost estimates as approved by the competent authority, as an Annexure in their AWP&B. This list will also be approved by the PAB of Sarva Shiksha Abhiyan. (vi) States would first have to put in place a decentralized system of technical and financial assessment and approvals for the major repair tasks. Only cases of higher investment (>Rs.75000) and technical complications (e.g. strengthening of foundation) should come up to the SPO for approval. Rest of the proposals should be assessed and approved at the district and sub district levels, appropriately. (vii) On site technical supervision by professionally qualified engineering personnel is to be ensured during the execution of repairs. Additionally, the State would need to develop a 'repairs manual' in which it is explained to the community, how to carry out repair works and the accounts to be maintained. (viii) A pre repair and a post repair photograph of the building would also need to be maintained for records. <p>(Ref No-2-3/2005-EE-3 dated 4th January, 2007. This amendment takes effect from 1-4-2007)</p>
8.	Teaching Learning Equipment (TLE) for New Primary Schools/Upper Primary Schools	<ul style="list-style-type: none"> a. TLE @ Rs.20,000/- per new primary school b. TLE @ Rs.50,000/- for new and upgraded upper primary schools c. TLE will be as per local specific context and requirement/need to be determined by the teachers/ School Committee. States to disseminate an indicative list of basic school requirements, with scope for local contextualization, after approval of State SSA Executive Committee d. Involvement of teachers and parents necessary in TLE selection and procurement e. VEC/ school-village level appropriate body to decide on best mode

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		<p>of procurement</p> <p>f. TLE Funds cannot be pooled at cluster/block/district/state level for purchase.</p> <p>g. Requirement of successful running of EGS centre for two years before it is considered for upgradation.</p> <p>h. Provision for teacher & classrooms.</p> <p>(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. This amendment takes effect from 1-4-2008)</p>
9.	Schools grant	<p>a. Rs.5000/- per year per primary school and Rs.7000/- per year per upper primary schools for replacement of non-functional school equipment and for other recurring costs such as consumables etc. The amount for Upper Primary School will include items for science laboratories and computer education requirements.</p> <p>b. Transparency in utilization</p> <p>c. To be spent only by VEC/SMC</p> <p>d. Primary schools and upper primary schools would be treated as separate school for the purpose of school grant even if they are functioning from the same premises.</p> <p>(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. This amendment takes effect from 1-4-2008)</p>
10.	Teacher grant	<p>a. Rs.500/- per teacher per year in primary and upper primary</p> <p>b. Transparency in utilisation for low cost teaching aids.</p>
11.	Teacher training	<p>a. Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day.</p> <p>b. Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level.</p> <p>c. @ Rs.100 per day for 30 days induction training of newly recruited teachers.</p> <p>d. @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes.</p> <p>e. Training of BRC & CRC coordinators & resource persons for upto 10 days each year @ Rs.100 per person per day.</p> <p>f. These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted. The number of days of trainings would be decided by the State / UT. The unit costs for training inputs including training material, resource persons and other training norms would be based on the inter se norms for training as approved by the State SSA's Executive Committee.</p> <p>g. Assessment of capacities for effective training during appraisal will determine extent of coverage.</p> <p>h. Support for SCERT/DIET under existing Teacher Education Scheme</p> <p>(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. This amendment</p>

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		takes effect from 1-4-2008)
12.	State Institute of Educational Management and Training (SIEMAT)	<ul style="list-style-type: none"> a. One time assistance up to Rs.3 crore b. States have to agree to sustain c. Selection criteria for faculty to be rigorous
13.	Training of community leaders	<ul style="list-style-type: none"> a. Limited to financial equivalent for 4 persons in a village plus two persons per school for 2 days in a year – preferably women. b. @ Rs.30/- per day per person. c. @ 3 community leaders per school in urban areas. <p>(Ref.F2-15/2002-EE-III dated on 17-12-2003)</p>
14.	Provision for disabled children	<ul style="list-style-type: none"> a. Upto Rs.1200/- per child for integration of disabled children, as per specific proposal, per year b. District Plan for children with special needs will be formulated within the Rs.1200 per child norm c. Involvement of resource institutions to be encouraged
15.	Research, Supervision, Evaluation, Monitoring and	<ul style="list-style-type: none"> a. Upto Rs.1500 per school per year b. Primary schools and upper primary schools would be treated as separate school, even if they are functioning from the same premises c. Norms for State/district/BRC/CRC/ School level expenditures for research, evaluation, supervision and monitoring will be decided by the State SSA's Executive Committee. d. States would need to give priority to developing and regularly implementing, monitoring systems to measure quality related outcomes, <i>inter alia</i>, for students learning outcomes, teacher performance, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy of textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs/DIETs etc. e. State and district provisioning will include inter alia for EMIS, allocations for regular school mapping/micro planning for location of schools, other school infrastructure and updating of household data on 6-14 year old children's educational status. f. Involvement of SCERTs, DIETs and SIEMATs (where SIEMATs are functional), will be mandatory in the execution of this component. g. Funds to be spent at National, State, District, Sub-district, School level out of the overall per school allocation. h. Rs.200 per school per year to be spent at national level. i. Each State/UT SSA programme will set up a Research Approval

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		<p>Committee for processing and approving all research and evaluation project/studies to be undertaken at the State level. Appropriate mechanisms should also be set up for district level by the State SSA programme.</p> <p>j. Involvement of other independent national and State level resource institutions in conducting REMS activities should be encouraged through appropriate MOUs/contracts</p> <p>(Ref: F.2-3/2005 – EE.3 dated –22nd February, 2008. This amendment takes effect from 1-4-2008)</p>
16(a)	Management Cost	<p>a. Not to exceed 6% of the budget of a district plan</p> <p>b. In the districts of NE States and Union Territories where district plan size is very small, the management cost could be budgeted upto Rs.20.00 lakh per district subject to the overall ceiling of 6% being maintained for the State over the project period.</p> <p>c. To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.;</p> <p>d. Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district</p> <p>e. Management Costs should be used to develop effective teams at State/District/Block/Cluster levels</p> <p>f. Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.</p> <p><i>(Ref No.F.2-3/2005-EE.3 dated 11th July,2007)</i></p>
16(b)	Learning Enhancement Programmes	<p>a. A State/UT to execute District/State specific Learning Enhancement Programmes with priority to enhance learning levels in language, mathematics and science by using up to a maximum of upto 2% of district outlay, with a detailed plan, provided the overall ceiling of learning enhancement programme and management costs will remain within the 6% ceiling (for small districts, 6% of State Outlay) provided the following steps are ensured: -</p> <p>(i) There should be clearly stated outcomes to be achieved through the learning enhancement programme for selected subjects. Priority for acquiring basic language/ reading/ comprehension / numeracy skills in class I to III and Science / Maths learning in Class V to VIII should be given.</p> <p>(ii) The total number of children to be covered, number of schools to be covered, blockwise, must be clearly indicated.</p> <p>(iii) Type of additional teaching learning materials to be used for students / teachers / trainers, etc. be specified.</p> <p>(iv) Role of key players like teachers, CRCs, BRCs, DIETs, community etc. in the implementation of the programme be defined.</p> <p>(v) Information about the pedagogic principles including strategies for learning to be adopted, during the programme be indicated.</p> <p>(vi) External Evaluation of the interventions is provided for, and</p> <p>(vii) There should be no duplication of costs with any other component</p>

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		<p>of the SSA.</p> <p><i>(Ref F.No.2-3/2005-EE.3 Dated 29-8-2007. The amendment shall take effect from 1-4-2008)</i></p>
17.	<p>Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST, minority community, deprived children in urban areas and computer education specially for upper primary level</p>	<p>a. An Innovation Head upto Rs.1 crore per district per year will apply for SSA.</p> <p>b. Upto half of the funds under the Innovation Head can be targeted to Computer Aided Education facilities per district per year. The focus of Computer Aided Learning (CAL) will be to maximize coverage in Upper Primary Schools with special emphasis on Science and Mathematics. Hardware, software, training, maintenance and resource support if required, could inter alia be included in this component.</p> <p>c. Upto four innovative projects each within the ceiling of Rs.15 lakh per district will be permissible on need basis, for the balance funds.</p> <p>d. ECCE and girls education interventions will target interventions for supporting girls education which are not covered under other components of SSA e.g., NPEGEL and KGBV programmes.</p> <p>e. Interventions for Scheduled Caste/Scheduled Tribe communities will be targeted to enhanced retention and learning levels of children</p> <p>f. Interventions for educationally disadvantaged minorities chiefly muslim children, to target their enhanced enrolment, retention and completion of elementary education.</p> <p>g. Interventions for urban deprived children with focus mainly on creating facilities for street children, migrant children, rag pickers to enable them to join elementary education.</p> <p>h. No duplication with any other SSA component will be permissible. The innovation should not duplicate strategies allowed under other components of SSA or to other interventions of other schemes.</p> <p>i. All components under the Innovation Head will need to be designed and executed in a clearly defined deliverable outcomes to be articulated in the Annual work Plan of district. The innovation should be area specific and focused on clearly defined target groups. It can be in the form of a package including general SSA interventions supplemented by interventions under Innovative Heads. Steps for its monitoring and evaluation should also be clearly brought out. The interventions will be in project mode having no civil work components with clearly defined areas, target group, outcomes and monitoring and evaluation. The intervention will be broken in micro activities with indicative financial requirements.</p> <p><i>(Ref: F.2-3/2005 - EE.3 dated - 22nd February, 2008. This amendment takes effect from 1-4-2008)</i></p>
18.	<p>Block Resource Centres / Urban Resource Centres / Cluster Resource Centres</p>	<p>a. There would be ordinarily one BRC in each Community Development (CD) Block. However, in States, where the sub-district educational administrative structure like educational blocks or circles, have jurisdictions which are not co-terminus with the CD Blocks, then the State may opt to have a BRC in such a sub-district educational administrative unit. However, in such a case the overall expenditure on BRCs and CRCs in a CD Block, both non-recurring and recurring, would not be more than the overall expenditure that would have been incurred on BRCs and CRCs in case if only one BRC per CD Block were opened.</p> <p>b. BRC/CRC to be located in school campus as far as possible.</p> <p>c. Rs.8 lakhs ceiling for BRC building construction wherever required</p> <p>d. Cost for CRC construction will be as per unit cost of the State for an additional classroom. It should be used as an additional classroom in</p>

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		<p>schools, on non – CRC meeting/training days.</p> <p>e. Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.</p> <p>f. Deployment of up to 20 teachers in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs put together.</p> <p>g. Provision of furniture, etc. @ Rs.1 lakh for a BRC and Rs.10,000 for a CRC</p> <p>h. Contingency grant of Rs.20,000 for a BRC and Rs.3000 for a CRC, per year.</p> <p>i. Meetings, Travel allowance: Rs.750/- per month per BRC, Rs.300/- per month per CRC.</p> <p>j. TLM Grant: Rs.5000/- per year per BRC, Rs.1000/- per year per CRC.</p> <p>k. Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.</p> <p>l. <i>In urban areas urban academic resource centers would be set up under SSA on the following basis: -</i></p> <p>(i) <i>One Cluster Resource Centre (CRC) for 100 – 150 teachers.</i></p> <p>(ii) <i>One Urban Resource Centre (URC) on the lines of BRC for 10-15 CRCs.</i></p> <p>(iii) <i>Norms of persons to man the CRC/URC will be the same as in SSA Guidelines/Financial Norms for BRCs/CRCs.</i></p> <p>(iv) <i>Unit costs will remain the same as in financial norms of BRC/CRC laid down in SSA.</i></p> <p><i>If the Municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs</i></p> <p><i>(Ref. F.2-3/2005-EE-3 dated 4th January, 2007)</i></p> <p><i>(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. These amendments take effect from 1-4-2008)</i></p>
19.	Interventions for out of school children	<p>a. As per revised norms approved for Education Guarantee Scheme & Alternative and Innovative Education, the following kinds of interventions are provided.</p> <p>(i) Setting up Education Guarantee Centres in unserved habitations.</p> <p>1. <i>The cost of individual centre would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be maintained within the revised cost of Rs.1535/- per child per annum for primary level centres and Rs.2960/- per child for upper primary level centres.</i></p> <p>2. <i>The honorarium for the Education volunteer (EV) would be restricted to Rs.2500/- per month.</i></p> <p>(ii) Setting up other alternative schooling models:</p> <p>1. <i>For AIE Centres / interventions, the per learner ceiling would be Rs.3000/- per annum for interventions of non-residential nature including Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools</i></p>

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		<p>2. <i>The item-wise costs would be worked out for each kind of AIE strategy to provide adequate flexibility for the needs of different kinds of children. While the ceiling of cost per learner is Rs.3000/- per annum, the item-wise cost for individual strategies should be approved by the State Implementation Society of SSA within the overall ceiling.</i></p> <p>(Ref No.2-3/2005-EE-3 dated 4th January,2007)</p> <p>(iii) <i>For residential AIE interventions, such as Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools, the cost ceiling would be Rs.10000 per child per annum.</i></p> <p>(Ref: F.2-3/2005 – EE.3 dated –22nd February, 2008. These amendments take effect from 1-4-2008)</p> <p>b. Remedial Teaching</p> <p>The scheme would allow for the following two kinds of interventions: -</p> <p>(i) For children mainstreamed into formal schools from bridge courses/campus/back to school strategies.</p> <p>(ii) Remedial teaching for children in formal schools.</p> <p>Under the strategy (b(ii)):-</p> <ol style="list-style-type: none"> 1. Only proposals from districts with female literacy rates below the national average as per the 2001 census would be eligible. 2. Preference should be given to schools in tribal areas, in areas with high concentration of SC and ST population and minority communities. 3. A district may prepare the plan to cover not more than 5% of the total number of schools in that district (excluding schools located in urban slums). In addition, 10% of the schools located in urban slums could also be covered. <p>It should be ensured that all schools included under this strategy should have adequate number of teachers as per norms and be fully functional in all respects. A certificate to this effort should accompany the proposals.</p>
20.	National Programme for Education of Girls at Elementary Level (NPEGEL)	<p>a. The SSA Annual Work Plans of districts will reflect NPEGEL block specific projects for girls at risk/difficult circumstances with clearly refined outcomes subject to the following conditions:</p> <p>(i) Focus of interventions should be on retention of girls and improvement in the quality of learning. Detailed action plans for the target group of girls and the specific strategies to be adopted in the block are spelt out, with defined and measurable outcomes.</p> <p>(ii) All strategies and interventions must target both 'in' and</p>

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		<p>'out' of schools girls within the block.</p> <p>(iii) Funds per block would be the sum total of the sub-components admissible under the NPEGEL scheme per cluster namely-</p> <p>overall annual ceiling of Rs.60,000/- per cluster for the following interventions:</p> <p>(a) Recurring Grant to Model Cluster Schools: A maximum amount of Rs.20,000/- per annum will be provided to each cluster to meet the requirements of expenditure on various activities for promotion of girls' education in that cluster including maintenance of the school and engagement of part time instructors for additional specified subjects provided that no instructor would be hired for more than 3 months in an academic year and he/she would not receive remuneration of more than Rs.1,000/- per month.</p> <p>(b) Awards to schools/Teacher: One award per year @ Rs.5,000/- (in kind) will be provided to a school/teacher at cluster level for achievements in enrolments, retention and learning outcomes of girl students.</p> <p>(c) Student Evaluation, Remedial Teaching, Bridge Courses, Alternative Schools: Special models of alternative schooling catering to hard to reach groups of girls including bridge courses, flexible timings, back to school camps, remedial teaching, etc. for out of school, irregular girls will be started such villages where this poses a serious problem. In addition to the provisions already available under the EGS & AIE component of SSA, a maximum amount of Rs.20,000/- per annum will be provided to each cluster for student evaluation, remedial teaching, bridge course and alternative schools. There may be two such centres under one cluster.</p> <p>(d) Learning through Open Schools: Children at the upper primary level, even in the open schooling system, in certain special cases, require some short-term residential training at regular intervals. The scheme will provide waiver of fees of girls for courses under National Open School and State Open Schools, setting up of specially designed open learning centres. The implementing agency will devise suitable system with NOS, State Open Schools or other such organization for this purpose. The cluster school will form the venue of the residential upper primary school / NGO Centre. This will facilitate bringing to the educational system those girls who have dropped out from regular schools for some reason. A maximum amount of Rs.50,000/- per annum will be provided to each cluster towards the payment of fees and provision of supplementary teaching to be taken up with the help of National Open School or State Open School. Short term residential courses can also be organized. To the extent possible, the payment on this account would be made by the State Societies directly to National Open School or State Open</p>

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		<p>School as the case may be.</p> <p>(e) Teacher Training: Under this scheme Teachers and teacher educators will be trained for gender sensitization. A maximum amount of Rs.4,000/- per annum will be provided to each cluster for annual training of at least 20 teachers specially on gender aspects. This amount will be in addition to the provisions under SSA for normal teacher training on subjective issues.</p> <p>(f) Child Care Centres: The scheme provides opening of additional Early Childhood Care centres to meet gaps in the Integrated Child Development Scheme and relieve girls from the burden of sibling care. Two Child Care Centres per cluster run by community may be opened in the areas where there is no child Care Center under any scheme of the Ministry of Women & Child Development and / or the State Government concerned. Each centre opened under the 'Girl Education Component' of the SSA will have a recurring grant of Rs.5000/- and non-recurring grant of Rs.1000/- per annum. These funds can also be used for strengthening existing local ICDS centres especially for augmenting training for pre school component, play way kits, joint trainings with primary school teachers and pro-rata payment of honorarium of Anganwadi workers due to extension of Anganwadi timings to match school timings.</p> <p>2. A one time non recurring grant of Rs.30,000/- for teaching learning equipment, library, sports, vocational training etc; and Rs.2.00 lakh for skill building activities (in lieu of additional classroom) for meeting recurrent costs of skill building activities for girls to be utilised upto a period of 3 years. This amount will only be available for model cluster schools which have not availed of Rs.2.00 lakh for an additional class room and Rs.30000/- for TLE etc. since inception of the scheme.</p> <p>3. Additional incentives: SSA provides for free textbooks to all girl- children upto a limit of Rs.150/- per child at primary level and Rs.250/- per child at upper primary level. However, if there are any savings after providing for free text books to the girls, the balance money out of this amount may be used for providing additional items such as stationery, slates, work books, uniform, providing escorts in difficult areas, etc.</p> <p>4. Community Mobilization (Mobilization for enrolment, retention and learning): In addition to the provisions already available under SSA, an amount of Rs.35,000/-for the first year; Rs.20,000/-for the second and third year; and Rs.10,000/-for the fourth and fifth year will be provided for the purpose of community mobilization through training, follow up of girls' enrolment, attendance, achievement etc. in each cluster. This also includes cost towards management information system and documentation, honorarium and</p>

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		<p>TA/DA to the coordinators and meetings of resource groups at cluster level. (For Community Mobilization and Management this amount will form part of 6% for management cost and it can be enhanced on account of expenses incurred for community mobilization activities in the EBBs and other educationally deprived areas selected for special focus on girls' education. The 6% ceiling of a district shall not be exceeded by an amount more than 10% of the total " Girls Education Component" of its annual district plan)</p> <p>5. Management expenses of 6% of project cost including consultants for appraisal and monitoring and evaluation of the scheme, coordination with existing schemes, advocacy, workshops and seminars, establishment and administrative expenses etc. will be utilized as follows:</p> <p>(a) Funds to the extent of 1% at National level will be provided to cover planning, monitoring and concurrent evaluation.</p> <p>(b) Funds to the extent of 5% of proposed expenditure at State and District level for planning and monitoring.</p> <p>b. The ceiling of 6% for management cost fixed under SSA can be enhanced on account of expenses incurred for community mobilization activities in areas where this programme will be implemented upto 10% of the total amount earmarked for the district under this programme.</p> <p style="text-align: center;"><i>(Ref.F.No.2-3/2005-EE.3 dated 29.08.2007)</i></p> <p style="text-align: center;">(Ref: F.2-3/2005 – EE.3 dated – 22nd February, 2008. These amendments take effect from 1-4-2008)</p>
21.	Kasturba Gandhi Balika Vidyalaya (KGBV)	<p>a. For Model –I (Schools with hostels for 100 girls)</p> <p>(i) Recurring Grants – Rs.30.27 lakh</p> <p>(ii) Non-Recurring Grants – Rs.46 lakh</p> <p>b. For Model –II (Schools with hostels for 50 girls)</p> <p>(i) Recurring Grants – Rs.23.05 lakh</p> <p>(ii) Non-Recurring Grants – Rs.35.38 lakh</p> <p>c. For Model –III (Hostels in existing school for 50 girls)</p> <p>(i) Recurring Grants – Rs.17.05 lakh</p> <p>(ii) Non-Recurring Grants – Rs.31.68 lakh</p> <p>(Details are in Appendix-A,B & C in Annexure-VI)</p> <p>The building cost norms should be considered as an upper ceiling. States could endeavour construct below these limits based on actuals.</p> <p style="text-align: center;"><i>(Ref: F.2-3/2005 – EE.3 dated –22nd February, 2008. These amendments take effect from 1-4-2008)</i></p>

	INTERVENTION	NORM
22.	Preparatory activities for micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.	a. As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.

*The Detailed financial norms and procurement procedure are provided in the Manual on **Financial Management and Procurement** issued by the Ministry of Human Resource Development in 2004*