

CHAPTER 2 – SCHOOL ACCESS, INFRASTRUCTURE DEVELOPMENT AND RETENTION

2.1 Scope

2.1.1 The Scheme covers all children from the age of 4 to 18 years and has a scope across all levels of school education from Pre-school to Senior Secondary. Provision of schools on a universal basis is the pre-requisite to ensure the education of all children. Along with universal access, ensuring retention of children till completion of schooling is one of the major objectives of the Scheme.

Access

2.2 Introduction

2.2.1 As the aim of the scheme is to universalise quality school education, expansion of schooling facilities in the uncovered areas would be the first priority. The Integrated Scheme envisages ‘education’ in a holistic perspective and as a continuum from Pre-school, Primary, Upper Primary, Secondary to Senior Secondary levels. The Scheme would, therefore, attempt to provide, as far as possible, **an integrated/composite school system from pre- school to Senior Secondary level**. This will facilitate the transition of children across various levels of school education and will aid in promoting children to complete school education. Another important aspect of approach that would guide the entire gamut of activities and interventions under the scheme and particularly with regard to provisioning of schooling facilities is **focus on Disadvantaged Groups of Children**.

2.2.2 **Ensure Equity:** Equity is a critical and cross-cutting theme which will guide all interventions for universal access under the scheme. Equity will mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. can avail the opportunity. School access demands addressing all exclusionary practices in the school, especially those based on caste, religion, gender and special needs etc. **Access** will not, therefore, be confined to ensuring that a school becomes accessible to all children within specified distances but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs. **Access** will also mean to address the needs and requirement of other disadvantaged categories of children such as children affected with migration, urban deprived children, children whose families are involved in stigmatised professions, homeless children, children without adult protection, children affected with Left Wing Extremism (LWE), internal strife, transgender, children affected with violence and all other categories who would require additional support for access to schools and participation therein.

2.2.3 **Ensure Availability of Adequate Infrastructure:** - Access to school will not be confined to mere availability of school but it will contain all the provisions that are required to attract and retain children in school till their completion of education. Provisions such as proper classrooms,

adequate & functional toilets, Drinking water facility, ramps etc. are necessary part of any school building and need to be provided mandatorily. All school buildings that will be constructed under the Scheme will have provision of rain water harvesting system and solar panel in the building plan itself and the school buildings will be designed so as to make them disabled friendly.

2.2.4 Composite/ Integrated School: - The scheme attempts to support the States/UTs in Universalizing Access to School Education across the country and builds on the gains the country has already made under the two previous schemes of SSA and RMSA. With a view to facilitate States/UTs to move towards composite/ integrated schools, the new upper primary schools/sections will be opened in the campuses of existing primary schools **through upgradation of the existing primary school, so** that the upgraded school becomes an integrated elementary school from classes I to VIII. Similarly, secondary schools shall be opened through upgradation of existing upper primary schools and senior secondary school through upgradation of secondary school. Hence, while opening new schools, the priority shall be given to those schools which have adequate space and other infrastructure to be upgraded to next level of education, besides location in uncovered areas and having adequate enrolment.

2.2.5 Child tracking through SDMIS: -The Scheme aims to achieve the goal of 100% retention from pre-school to senior secondary school. It will require tracking of all children. The State/UT may track these students through the Student Data Management Information System (SDMIS). The SDMIS is a longitudinal database, envisaged to track the schooling status of around 260 million students throughout the school education stage and provide critical evidence for policy and programme planning. This system will collect student wise data from Grade 1 to 12 and develop an independent student database which can grow as a Child Tracking System in the coming years.

2.2.6 Mapping for Universal Access: - The scheme aims to reach out to all children in the age group of 4-18 years and has planned provision of schooling facilities as its first objective. States /UTs would need to arrive at a clear picture of current availability of schools, identify the gaps i.e., areas or habitations which are un-served and plan to provide access to school to the identified un-served areas/ habitations according to possible solutions. This will require mapping of all existing schools and all habitations/ wards etc. Appropriate location provides access to large number of children and is, therefore, sustainable over the years. The appropriate location can be best identified in consultation with children and community. Therefore, **a comprehensive mapping exercise will help identify gaps, un-served areas/ habitations and appropriate location where new schools need to be opened.** This School mapping exercise should preferably be carried out using satellite imagery with the help of Geographical Information System (GIS) technology followed by Community Based Mapping.

2.2.7 GIS based Mapping is important in order to assess the demand-supply situation as well as mapping of unreached or under-served areas. It provides basic spatial information such as longitude and latitude of an existing school, location of nearby school, distance between two schools and distance from school to habitation etc. It may help the planners in many ways specially identifying current availability of schooling facility within defined area and map the habitations by linking them to specific elementary, secondary and senior secondary schools. It will help in mapping of catchment area of school along with information of the feeder schools. It will also help to ensure

the efficient and equitable distribution of resources within and between school systems and help in planning a development strategy by sustainable plan for future growth. It is useful not only in developing of distance matrices but will provide important inputs with respect to courses available at secondary level and various streams available at senior secondary level. This will also include assessment of the availability of the facilities for different subjects/ streams such as Science, Commerce, Vocational, Humanities courses etc; in all the schools located in rural and urban areas.

2.2.8 Community based mapping is a powerful means of mobilising the community to ensure that all children attend schools and complete all levels of school education from pre-school to class XII. Hence, The Scheme would also work towards enhancing participation of the community, parents, teachers and children by involving them in key decisions affecting the education of children. This will include identification of gaps or un-served areas/ habitations and planning for providing schooling facilities. This will require a manual mapping involving community and all other stakeholders. Under the manual mapping exercise, the database of schools and habitations is created using standard Data Capturing Formats. These formats helps in measuring the correct distances (walking/ cycling distance by road), which overcome the constraint of the Geo Informatics System based survey and provides actual distances in place of aerial distances, which further help to identify the appropriate location for new school.

2.2.9 It is important to note that GIS based mapping and Community based mapping are not substitute of each other and, therefore, one can not be replaced by the other. Both have their own benefits and supplement each other. If the results of both forms of mapping are used collaboratively, it will help determine the changes necessary in schools, and build a dynamic vision of the education services, including infrastructure, teachers, and equipment, required.

2.3 Pre-School Level

2.3.1 The scheme will support the efforts of State Government/UTs in setting up pre-school classes in schools. To ensure smooth transition of children from Anganwadi Centre to the formal school, States and UTs will take steps to locate the Integrated Child Development Services (ICDS) centres within the primary school complex. Infrastructure available under Anganwadi/ ICDS will be utilized for Pre-school. Broad norms with detailed mechanism for expansion of pre-school education will be finalised in consultation with MoWCD.

2.3.2 The Scheme will support States/ UTs in training of Anganwadi workers for pre-school education in line with the National Council of Educational Research and Training (NCERT) Framework, co-location of Anganwadis in Primary Schools and curriculum development in convergence with Ministry/Department of Women and Child Development (MoWCD) and support to States/ UTs in their efforts to provide pre-school education. Detailed guidelines for pre-school education are given in the Chapter on Pre-School Education.

2.4 Elementary Level

2.4.1 The RTE Act, 2009 provides a rights-based perspective to the education of children at elementary level. It provides a **justiciable legal framework** that entitles all children between the

ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. The RTE Act, 2009 also lays down the responsibilities of teachers.

2.4.2 The Salient Features of RTE Act 2009:-

- (i) Right of children to free and compulsory education till *completion* of elementary education in a neighbourhood school.
- (ii) 'Compulsory Education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- (iii) Section 6 makes provision for establishment of school for all children within the defined area or limits of Neighbourhood as defined by the States/UTs.
- (iv) It makes provision for a non-admitted or drop out child to be admitted to an age appropriate class with provision of Special Training in order to be at par with other children.
- (v) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the Central and State Governments.
- (vi) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours etc.
- (vii) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (viii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- (ix) It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- (x) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- (xi) It provides penalties: (a) For charging capitation fee: fine upto 10 times the capitation fee charged; (b) For resorting to screening during admission: Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention; and (c) For running a school without recognition: fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues.

- (xii) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by constitutionally created independent bodies of the National and State Commissions for Protection of Child Rights.
- (xiii) The Act under Section 19 (1) also stipulates that all schools will fulfil the norms and standards pertaining to teachers, building, working and instructional hours and resources as specified in the Schedule of the Act. The Act under Sections 8 & 9 makes it obligatory for the appropriate Government and Local Authority to ensure Neighbourhood schools as prescribed under Section 6. Further, the Act places a compulsion on the State to ensure that no child from the weaker sections or disadvantaged groups is discriminated against in any manner or prevented from pursuing and completing elementary education.

2.4.3 Access to elementary school shall continue to be as per Section 6 and 38 (2)(b) of the RTE Act, which provides:-

***Section 6:** 'The appropriate governments and local authorities shall establish, within the area or limits of a neighbourhood, a school, where it is not already established, within a period of three years from the commencement of the Act'.*

***Section 38:** (1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this act.*

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:-

b) the area or limits for establishment of a neighbourhood school under section 6;

2.4.4 **Accordingly, the State/UTs as the 'appropriate Government' have the power to notify the neighbourhood norms in their State/UT RTE Rules as per their specific requirements. The new primary and upper primary schools will be provided as per the defined area or limits of the neighbourhood notified by the State/UT Government under the State/UT RTE Rules.**

2.4.5 **In pursuance to Section 6** of the RTE Act, 2009, the **Central Government** has notified the area or limits of neighbourhood, **applicable only for UTs without Legislature**, within which a school has to be established by the appropriate Government or the local authority. Central Rules provide

- **Primary schools:** - In respect of children in classes I to V, a school shall be established within a walking distance of one kilometre of the neighbourhood.
- **Upper Primary schools:** - In respect of children in classes VI to VIII a school shall be established within a walking distance of three kilometer of the neighbourhood.

2.4.6 The central RTE Rules also make provision for relaxation of norms in places with difficult terrain where there may be risk of landslides, floods, lack of roads and in general, danger for young children in the approach from their homes to the school. In the case of children with disabilities, the Central RTE Rules provide for appropriate and safe transportation arrangements to enable them to attend school and complete elementary education.

2.4.7 Provision of access to schools, complying with Norms and Standards as provided in the Schedule, on universal basis at elementary level will be priority of the Scheme. In order to ensure access to school of all children at elementary level within walk-able distance, SSA has provided large number of schools during 17 years of its implementation. Preference for opening of school was given to tribal/ difficult areas and areas with high concentration of SC and ST population. Consequently, there has been a huge expansion of schooling facilities at elementary level across the country and the country has achieved near universal access. States and UTs have also started consolidating/ merging of schools with very low enrolment. **It is underlined that consolidation/merger of school will not in any case violate the right of access to school of a single child as per neighbourhood norms.** The detailed guideline on rationalization of small schools has already been shared with the States/UTs⁸.

2.4.8 With a view to facilitating States/UTs to move towards a composite structure of schools, as far as possible, the scheme provides that new upper primary sections shall be provided, wherever required preferably through upgradation of existing primary schools so that school becomes an integrated elementary school from classes I to VIII.

2.4.9 Assistance for Recurring Expenditure including manpower deployment in New Upper Primary Schools would be as prescribed in norms subject to provision of teachers, infrastructure, TLE and facilities as mandated under the RTE Act, 2009 including, a) At least one teacher per class so that there shall be at least one teacher each for (i) Science and Mathematics; (ii) Social Studies (iii) Languages. Additional teachers need to be provided as per the enrolment in each school; b) Building as per infrastructure norms prescribed under the RTE Act, preferably in the campuses of existing primary schools.

2.4.10 **Section 12 of RTE Act 2009 mandates** that (a) all Government and local body schools shall provide free and compulsory education to all children enrolled therein, (b) all aided schools receiving aid or grants to meet whole or part of its expenses shall provide free and compulsory education to such proportion of children as its annual recurring aid or grants, subject to a minimum of 25%, and (c) all unaided and ‘specified category’ schools, namely Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik schools or any other school having a distinct character as specified by notification by the State Government/UT, shall provide free and compulsory education to at least 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood.⁹

2.4.11 While determining the need for access of children to neighbourhood schools, the mapping exercise should factor in the availability of seats for children from disadvantaged groups and weaker sections not only in government and local body schools, but also in aided, unaided and special category schools as provided under the RTE Act.

2.4.12 Section 12(2) of RTE Act also provides for reimbursement to the Private Unaided Schools for admitting children under Section 12(1)(c). The reimbursement will be based on the per-child

⁸ Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/Guidelines%20for%20Rationalization.pdf

⁹ Guidelines regarding procedure for 25% admission of children belonging to weaker section and disadvantaged groups from the neighborhood under section 12 (1) (c) and 13 (1) of the RTE act issued vide notification dated 23rd November 2010 may be seen at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_2.pdf.

expenditure incurred by the State or the actual amount charged by the school from other children, whichever is less. The reimbursement towards expenditure incurred for 25% admissions in private unaided schools under Section 12(1) (c) of the RTE Act would be supported under the Scheme. The reimbursement under the Scheme will be based on per child norms notified by the States / UT concerned for classes I to VIII, subject to a maximum ceiling of 20% of the total Annual Work Plan and Budget approved by the Government of India for a State/UT under the Scheme.

2.4.13 The reimbursement for this purpose would be provided based on the proof of actual payment made to schools by the States. Further, a robust monitoring mechanism needs to be developed by the States to monitor the admission of eligible children from class I to VIII and the reimbursement process in a transparent manner. In this context, appraisal will be carried out based on the data provided by the State for such children under SDMIS.

2.4.14 The Scheme also provides for children's access to elementary schools through **Transport and Escort facility to children in Classes I-VIII** and for Children with Special Needs (CWSN). Children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or CWSN may not find access to schools. Such children may be provided support for transportation or escort facilities. This may be provided based on receipt/appraisal of district/block specific proposals from the State, justifying the need for providing transportation / escort facility to children in sparsely populated, hilly/densely forested/desert terrains, as well as urban areas where non-availability of land makes it unviable to set up schools as per the 'neighbourhood' norms of the State. The Provision for transport/escort facility will be made as an 'exception' measure only which will be provided in exceptional circumstances as per proposals presented by the State justifying the need and reasons for not opening a regular school. This will also be linked to the rationalization of small schools by the state. To avail this facility, State must notify the area/limits of neighbourhood in which transport/escort facility is to be provided to the specified categories of the children.

2.4.15 Transport facility to children in classes I-VIII from sparsely populated areas and urban areas where schools is not available or Urban Deprived Children may be provided up to the given norms based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.

2.4.16 There are certain areas in the country where it may not be viable to set up schools. The Scheme would support the provision of **residential facilities for boys and girls** to serve children in sparsely populated areas of tribal, desert or hilly and densely forested districts, where it may not be viable to set up separate full-fledged schools. There are also densely populated urban areas, where it is difficult to get land for establishing schools. Also, in urban areas, there are a number of deprived children: homeless and street children in difficult circumstances, without adult protection, who require not merely day-schooling facilities, but also lodging and boarding facilities. Residential facilities may be provided for these children under the Scheme. However, there may be an inherent difficulty in locating such schools all over the country; the establishment of residential schools should therefore be restricted, as an 'exception' to sparsely populated, hilly/forested terrains and for urban deprived children such as street children and children without adult protection etc.

2.4.17 The Scheme would support the provision of residential facilities which may be in the form of (1) Establishing Hostel in the premises of an existing primary/upper primary school, or (2) Opening a residential school where primary/upper primary school does not exist. Approval under the Scheme for such facilities is, however, contingent on States conducting a school mapping to ensure that there is no school in the area and transportation facility to and fro from the school nearest to the neighbourhood is not practical and identification of all children who would benefit from such intervention.

2.4.18 Children on the streets may suffer from many denials and vulnerabilities: these include deprivation of responsible adult protection, coercion to work to eat each day, work in unhealthy occupations like rag-picking, begging and sex work, abysmally poor sanitary conditions, inadequate nutrition, a range of psycho-social stresses, physical & sexual exploitation, and exposure to substance abuse. **For urban deprived and children without adult protection, Scheme will provide support for residential facilities as per the following interventions:**

2.4.18.1 ***Redeploying public buildings and infrastructure:*** -Lack of buildings because of the high cost of real estate in cities is the severest bottle-neck to providing facilities for urban deprived, vulnerable children. The Government can at best fund a few ‘model’ hostels, but this would not cover the thousands of street children in every city. Most State and local governments have large unused and under-utilised buildings and infrastructure, which need to be redeployed and shared with street children. The best and most economical approach, and one that has the potential to reach *every street child*, is to share spaces in existing schools that are vacant. Such buildings may need only small additions for toilets, bathing places and a kitchen. Such an approach also has the potential to lead to integration, dignity and the learning hands-on of egalitarian compassion and pluralism.

A case study of Andhra Pradesh

In Andhra Pradesh, some residential schools for children without adult protection have been set up as part of existing schools in Hyderabad. This has been found to have many advantages: not only low costs, but the integration of children with families and homes with those who have been deprived, to the great pedagogic advantage of both. Many government schools also welcomed this, because it has pushed up the enrolment in the schools, and made them more viable.
--

2.4.18.2 ***Refurbishing unused old buildings:*** The sharing of existing schools should be the preferred model. But it is also possible to secondarily rely on refurbishing unused old buildings, with additions and alterations. The State and municipal governments have many buildings that are unused and under-used which can be allotted and upgraded as residential homes. These can be old school buildings, or other municipal or other departmental buildings. Ideally these residential schools should also be developed as regular primary/ upper primary schools, so they approximate the first model over a period of time.

2.4.18.3 ***New residential building:*** The last option would be the construction of new residential facilities for children without adult protection and other vulnerable groups, in which case the norms pertaining to Kasturba Gandhi Balika Vidyalayas (KGBVs) would apply. Detailed financial norms

are given in Chapter on Gender and Equity in School Education.

2.4.18.4 Thus, the Scheme will provide support for (i) addition of spaces such as toilets, bathing spaces, kitchens in existing schools proposed to be used as residential facilities for street children without adult protection, (ii) refurbishing of unused buildings for use as residential facilities for street children without adult protection, and (iii) construction of residential facilities to serve children in remote, sparsely populated areas, including tribal, desert and hilly areas and street children without adult protection in urban areas. The design of all the three types of buildings should be inclusive to serve children with disabilities as well. Addition of spaces in under-utilised existing schools or refurbishing of unused existing schools would be examined on a case to case basis.

2.4.19 For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost based on KGBVs/Girls Hostel norms has been provisioned. For detailed financial norm refer the chapter on ‘Gender and Equity’.

2.4.20 There are 942 residential schools/hostels in the country, which were sanctioned under SSA. The scheme will continue to support these existing 942 residential schools as well as strengthen its facilities to safely accommodate and to promote access and retention. The assessment for strengthening of these residential facilities will be based on the progress of the existing facility along with the need established through micro planning, community consultation etc. The gap assessment of infrastructure for strengthening of all existing residential schools/ hostels may be carried out through UDISE and School Development Plan (SDP).

2.5 Secondary & Senior Secondary Level

2.5.1 The scheme is committed to provide universal access to quality education at secondary and senior secondary stage. With a view to facilitating States/UTs, the Scheme provides support to establishment of new schools by up-gradation of upper primary school to secondary schools and up-gradation of Secondary Schools to Senior Secondary Schools and thus for establishment of composite schools. The scheme also supports for strengthening existing schools. The first priority would be strengthening of existing schools, then, provision of additional sections in the existing schools and then upgradation of existing upper primary to secondary as well as secondary to senior secondary school. Opening of new standalone schools should be the last priority which should be done as an exceptional measure only in un-served areas.

2.5.2 For providing universal access to quality secondary education, the neighbourhood norms notified by the state/UT would be applicable for opening of new secondary and senior secondary schools. In the case of the States and Union Territories, which have not notified the neighbourhood norms for secondary and senior secondary Schools, the scheme will provide support for access to secondary school within a distance of 5 Km and Senior Secondary school within 7-10 Km of a habitation while ensuring their viability (i.e. ensuring adequate numbers of students’ enrolment) and cost effectiveness. It is also imperative that broad norms are indicated at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. The States/UTs will identify requirement of new secondary and senior secondary schools

through upgradation on the basis of school level micro planning. Every district plan should be based on school and habitation mapping through micro planning exercise. Evidence of the micro planning and school mapping exercise should also be available in the District Plans which will be consolidated into State Plans.

2.5.3 The new/upgraded secondary and senior secondary schools will be opened on the basis of the Perspective Plan and demand worked out through micro planning by the State Governments for opening of new and viable schools, especially in deficient or un-served areas. In the secondary level, preferably two sections each for classes IX to X would be provided.

2.5.4 For a Senior Secondary School to be viable in terms of teachers and other facilities, it is desirable to have two sections for each stream, i.e. Science, Arts & Commerce. A school that offers a single stream of study, the total number of students in Grade XI would be 80 (40 students per section) and a maximum of 80 students in Grade XII. Thus, the maximum number of students in a school offering a single stream of study would be 160. In a school that offers two streams of study, the total number of students in Grade XI would be 160 (four sections) and a maximum of 160 students in Grade XII. In a school that offers three streams of study, the total number of students in Grade XI would be 240 (eight sections) and a maximum of 480 students in Grade XII if all students enrolled in Grade XI move to Grade XII.

2.5.5 Opening of new Senior Secondary and Secondary sections/ schools, or up gradation of upper primary schools to secondary /Senior Secondary level would include provision of additional class rooms with furniture, library, laboratories, vocational lab, computer room, Head Master room, Art and Craft room, drinking water facility, separate toilets with water facility for boys, girls and CWSN. All these schools will have provision for rain harvesting system, solar panel etc; in the building plan itself. All school buildings will be so designed as to make them disabled friendly.

2.5.6 The Scheme also provides for, 4 class rooms for 2 section school / 2 class rooms for 1 section school for Secondary level & 4 class rooms for 02 section school/ 2 class rooms for 01 section school for Senior Secondary level for each stream i.e. Science, Arts and Commerce. The scheme also provides 1 integrated Science Laboratory for Secondary School and 4 laboratories for Physics, Chemistry, Biology and Mathematics for Senior Secondary Schools having science streams.

2.5.7 For the new/upgraded secondary/senior secondary schools, which are set up under this scheme, a lump sum recurring assistance has been provisioned up to the limits given in the norms given in **Appendix**. The recurring assistance will include manpower deployment in new secondary/senior secondary schools. All upgraded/new secondary/secondary schools should be provided subject wise teachers for all the core subjects, support for arts & crafts, sports & physical education and co-curricular activities.

2.5.8 The scheme would also support **strengthening of existing secondary and senior secondary** schools. While planning for strengthening of existing secondary and Senior Secondary schools, the gap assessment exercise for all the schools may be carried out through UDISE data and school mapping exercise followed by School Development plan. Since the gap would be huge

which cannot be addressed in a single year, it is necessary that long term perspective plan be prepared keeping in view the expected enrolment. The additional sections/streams in the schools may also be opened on the basis of demand and requirements. In this regard, the district/ state teams will have to work out a staggered plan on certain defined prioritization criteria.

2.5.9 The scheme would also support **residential facilities to serve children (boys and girls)** from sparsely populated areas, where it may not be viable to set up a full-fledged school. The provision of residential facilities would be supported in the form of hostel in the premises of an existing secondary and Senior Secondary school or a residential school where secondary and Senior Secondary school does not exist. Approval under the Scheme for such facilities is however contingent on States conducting a school mapping to ensure that there is no school in the area and transportation facility to and fro the school nearest to the neighbourhood is not practical, and identification of all children who would benefit from such intervention.

2.5.10 For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost would be based on KGBVs/Girls Hostel norms.

[B] INFRASTRUCTURE DEVELOPMENT

2.6 The Integrated Scheme on School Education aims to achieve universal access of children in schools from Pre-School to Senior Secondary in an inclusive and equitable manner, focusing on quality of education with improved infrastructure in the schools. The States and UTs are required to bring a single plan for entire school education sector integrating the existing Centrally Sponsored Schemes of SSA, RMSA and TE for interventions relating to infrastructure development.

2.7 The Scheme will be governed and regulated by the provision of the RTE Act, 2009 for elementary schools. The Schedule to RTE Act lays down the norms and standards for a school and provides that a school with an all weather building should consist of the following:

- i) At least one class-room for every teacher;
- ii) An office-cum-store-cum-HM room;
- iii) Barrier-free-access;
- iv) Separate toilets for boys and girls;
- v) Safe and adequate drinking water facility to all children;
- vi) A kitchen where mid-day meal is cooked in the school;
- vii) Playground;
- viii) Arrangements for securing the school building by boundary wall or green fencing
- ix) Library: A library in each school providing newspapers, magazines and books on all subjects, including story books.
- x) Play material, games and sports equipment.

2.8 The RTE Act also lays down that the appropriate government and local authority defined in the Act shall ensure availability of a neighborhood school and shall have the duty to provide infrastructure including school building and ensure good quality elementary education conforming to the standards and norms specified in the schedule. The support for creation of school

infrastructure under the scheme will be through direct programme funding and also in convergence with other schemes of the Central and State Governments.

2.9 Preference for various interventions will be given to Educationally Backward Blocks (EBBs), LWE affected districts, Special Focus Districts (SFDs) and the 115 Aspirational Districts. Further, 50% of the proposed physical targets including new schools, Strengthening, ICT in Schools & Vocational Education will be focused for North Eastern States, LWE affected Districts, Island territories and other backward areas.

2.10 The school infrastructure under the scheme has been conceptualized with the overall developmental goal of raising the performance of the school education sector following a strategy of supporting interventions for school effectiveness and sustainable institutional capacity. The Scheme envisages the 'school' as a continuum from primary, upper primary, secondary to Senior Secondary levels. This will smoothen the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. Also, it will aid in optimum utilisation and sharing of school infrastructure and other resources.

2.11 The major school infrastructure components under the scheme are:

2.11.1 Opening of new schools which would include new primary schools, upgradation of primary school to upper primary schools, up-gradation of upper primary school to secondary schools and up-gradation of secondary schools to Senior Secondary schools. The upgradation /strengthening includes provision for construction of additional class rooms, library, laboratory, computer room, art/craft/ culture room, Laboratory / Workshop for vocational education, separate toilets for boys , girls and CWSN, safe drinking water, electrification, kitchen shed, ramps, furniture, laboratory equipments, Head Master room, office/ common room, Building as Learning Aid (BALA), playground, boundary wall / fencing, etc, as per requirement based on availability, adequacy and functionality of existing infrastructure.

2.11.2 Major and minor repair of existing school infrastructure. Schools constructed within the past 10 years will not be considered for major repairs. Also, the cost of repairs to be undertaken should not exceed 60% of the cost of a new construction. Repairs to dysfunctional toilets and drinking water facilities will form a part of this component. Pre-repair and post repair photograph need to be maintained and also uploaded online

2.11.3 Residential quarters for teachers, especially female teachers in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where a new primary or upper primary and secondary/Senior Secondary schools may not be viable. Preference will be given to EBBs, LWE affected districts, SFDs and the 115 inspirational districts.

2.11.4 Construction of new DIETs/Block Resource Centre (BRC)/Cluster Resource Centre (CRC) buildings & strengthening of existing DIET/BRC/CRC buildings as per norms.

2.11.5 Construction / upgradation of Kasturba Gandhi Balika Vidyalaya (KGBV) buildings.

2.12 Construction Standards for School Buildings

2.12.1 The National Building Code (NBC) 2016¹⁰, developed by the Bureau of Indian Standards (BIS) provides guidelines for regulating building construction activities across the country. It serves as a model code for adoption by all agencies involved in building construction works. The code should serve as a reference for all States and UTs, for design, planning, preparation and execution of school infrastructure components. This requirement does not preclude the use of local construction design, materials and practices. The relevant BIS codes as amended from time to time are given below.

S.No	Code	Functional area
1	IS 1893 (part-1-2002)	Criteria for earthquake resistant design of structure
2	IS 4326-1993	Practice for earthquake resistant design and construction building
3	IS 13828-1993	Guidelines for improving earthquake resistant of low strength masonry buildings
4	IS 13920-1993	Ductile detailing of reinforced concrete structure subject to seismic forces.
5	IS-456-2000	Structural design of buildings.
6	IS-14435-1997	Code of practice of fire safety in educational institutions.
7	IS-2440-1975	Guide for day lighting of building
8	IS 4963 -1987	Recommendation of building and facilities for physically handicapped.
9	IS 7662 (part 1) 1974	Recommendation of orientation of buildings
10	IS 4837-1990	School furniture, classroom chair and tables recommendation
11	IS 4838-1990	Anthropometrics dimensions for school children age group 5-17 years.
12	IS 8827- 1978	Recommendation for basic requirements of school buildings
13	Energy Conservation Building Code (ECBC) 2007	For energy conservation in buildings

2.12.2 While executing infrastructure components, States and UTs shall comply with statutory orders for implementing the **Guidelines on School Safety Policy, February 2016 prepared by National Disaster Management Authority (NDMA)**¹¹. The school building has to ensure easy access to all children and teachers by providing facilities such as gender segregated toilets, CWSN toilets, safe drinking water, ramps, handrails, etc. The classroom design must ensure natural light, ventilation, seating, display, storage and environment friendly features. Girls' toilets should include environmentally safe incinerators. For providing barrier free access, it has to be ensured that the provisions contained in the "Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons" February, 2016¹² issued by Ministry of Urban Development, Government of India are complied with.

¹⁰ <http://bis.org.in/sf/nbc.asp>

¹¹ Available at <http://www.ndma.gov.in/images/guidelines/School-Safety-Policy.pdf>

¹² Available at <http://cpwd.gov.in/Publication/Harmonisedguidelinesreleasedon23rdMarch2016.pdf>

2.12.3 The electrification components under new construction / upgradation of schools, residential schools, hostels etc. includes Renewable energy like Wind Energy, Solar Energy etc. based on the proposal of the State after seeing the viability. For installation of on-grid and off-grid roof top solar installations, the area norms and financial norms as prescribed by Ministry of New & Renewable Energy (MNRE) is to be followed. The same shall be implemented in convergence with MNRE. The indicative technical specification and design are as below.

Types of Solar PV Systems:-

- 1- OFF Grid / Stand alone/ Battery backup
- 2- On Grid
- 3- Hybrid – SPV+ (wind/ biomass/ hydrogen/ DG)

Types of Solar Panels:-

- 1- Mono crystalline
- 2- Polycrystalline/ Multi crystalline
- 3- Thin films (HIT)

Indicative Area (Space) required for setting up solar PV system in the school is given below: -

Size	ON grid/ OFF grid (sqm)
1 kWp	10 - 12
5 kWp	50 – 60

2.12.4 Development of school infrastructure is a holistic exercise of developing the school building along with its indoor and outdoor spaces to promote universal access, retention, equity and quality in education. School infrastructure will have to be well thought-out physical learning environments and seen as integrated systems. The design will need to address various aspects of the educational vision of the school. A master plan and base document for school educational and infrastructure work along with its development in phases needs to be developed. Its planning is seen as an evolving process rather than one time activity.

2.12.5 In planning and design of schools and also in construction, it should be ensured that measures to strengthen the environment, health and safety practices are included in accordance with the guidelines contained in ‘Environmental Management Framework for Secondary Schools’ issued by MHRD and School Safety Policy Guidelines, February, 2016 issued by NDMA.

2.13 Preparation of Proposal and Specifications

The scheme provides for preparation of estimates of Civil Works on the basis of State Schedule of Rates (SSOR) or CPWD rates whichever is lower. While preparing the plan and estimates, element of pooling in of resources through convergence, community participation, CSR funding etc. should be factored in to the maximum extent possible.

2.14 Execution of Civil Works

Construction activities are to be undertaken with community involvement. Planning and implementation by the community through School Management Committee (SMC)/ School Management and Development Committee (SMDC) in all infrastructure development activities will be mandatory. All works costing up to Rs.30 lakh will be executed preferably by SMC/SMDC.

2.15 External services such as approach road, sewerage, external electrical connections, external water supply connection, drainage etc. shall be provided by the States /UTs.

2.16 Civil Work costs shall include:

- i. Construction of school building conforming to RTE Norms.
- ii. Eco-friendly construction for all school buildings
- iii. The buildings will be designed as per NBC, 2016 and structure shall be earthquake resilient and will be fitted with basic fire safety equipments and in compliance with NDMA guidelines on school safety.
- iv. Adaptation of existing building environment to conform to RTE norms.
- v. Retro-fitting of existing building toward hazard resistance.
- vi. Construction of building-less schools.
- vii. Reconstruction of dilapidated school buildings which are beyond major repairs and declared unsafe by the competent engineers.
- viii. Reconstruction of dysfunctional toilets and safe drinking water facilities.
- ix. Infrastructural interventions required to be undertaken under Swachh Vidyalaya .
- x. Spill over of civil works sanctioned in erstwhile subsumed schemes.

2.17 Composite School Grant

2.17.1 The Scheme envisages an annual recurring school composite grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. It also provides for annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition. The grant is also to be used for promoting Swachh Bharat Campaign.

2.17.1.1 The scheme prescribes that the composite school grant must involve elements of community contribution.

2.17.1.2 The amount of grant varies from Rs. 25,000 to Rs. 1,00,000 per annum depending upon the number of students in the school. Further, for very small schools with enrolment of less than 30 students, these will be accordingly scaled down.

2.17.1.3 A minimum of 10% of the grant should be used for activities related to Swachhta Action Plan (SAP) namely, undertaking maintenance of school facilities including toilets, safe drinking water and for improvement in Water, Sanitation and Hygiene (WASH) infrastructure, Hand washing with Soap, Operations and Maintenance, Behavior Change Activities and Capacity

Building etc. As per directions of the Ministry of Finance, a separate budget head is maintained in MHRD for release of funds under SAP.

2.17.1.4 SAP should be based on credible analysis of existing situation, gap assessment and prioritization of intervention for better outcomes. Swachh Vidyalaya Puraskar (SVP) programme could form the basis for developing SAP. Based on the gap assessment through SVP scores, priority interventions shall be identified and resources shall be deployed to bridge the gap with the objective of every school participating in the SVP and progressing towards achieving the five star ratings as per the SVP indicators.

2.17.1.5 MHRD has instituted SVP in 2016 to recognize and celebrate excellence in water, sanitation and hygiene in schools. The main objective is to help schools to identify the areas of improvement in WASH infrastructure and processes categorized under five sub categories: Water, Sanitation, Hand washing with Soap, Operations and Maintenance, Behavior Change Activities and Capacity Building. The explicit purpose of the award is to honour schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign. SVP intends to identify and award schools in rural and urban areas for excellence in the areas of water, toilet, hand washing with soap, operation and maintenance, and behaviour change and capacity building. There is a specified methodology for selection of schools for the SVP awards. As per the SVP guidelines awards are given to schools at District, State and National Level. This aims to promote schools in achieving a Swacchata Scale and standard for which a Standard Operating Procedure (SOP) has also been released by MHRD. The detailed SVP guidelines and the SOP are available at www.swachhvidyalaya.com.

2.18 Framework Norms

2.18.1 Framework norms for interventions for infrastructure development and maintenance for schools under Samagra Shiksha are appended as **Annexure-I**. The requirements of infrastructure for SCERTs and DIETs may be referred in chapter VI on Teacher Education. The following construction norms and standards are available in public domain;

- (i) BIS code 8827-1978, (*Reaffirmed in 2006*) Recommendations for basic requirements of school buildings,
- (ii) NCERT specifications for Integrated labs for secondary schools,
- (iii) NCERT prescribed subject wise lab kits for Senior Secondary schools,
- (iv) School Safety Policy Guidelines issued by NDMA February, 2016.
- (v) Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons” February, 2016 issued by Ministry of Urban Development, Govt. of India.
- (vi) Environmental Management Framework for Secondary School in India, by MHRD

[C] Retention.

2.19 The scheme recognizes the need for special efforts for the retention of children. It also ensures students participation and completion of schooling cycle. The retention of children assumes

greater significance in the wake of RTE Act which stipulates elementary education as a fundamental right of all children. In stating thus, the RTE Act opens up the whole sphere of circumstances which come in the way of a child's enrolment and participation in school, and his/her completion of the elementary stage. Similarly, there is a need for special efforts to retain the children, especially girls and children from disadvantaged sections, to school upto secondary level. This necessitates an attempt at listing of categories of children who might be at risk of completing their education and provisions available to ensure their participation and completion.

2.20 Provision of schooling facilities on universal basis essentially demands participation and retention of children. School access is not merely physical access within a notified distance, but also participation and retention of children. However, mere provision of schooling facility is insufficient to ensure that all children attend school and participate in the learning process. The school may be there, but children may not attend; they may drop out after a few months; or may be absent too many days and cannot cope with the learning load. Hence, the scheme recognizes the need for special efforts to bring these children to school, especially girls and children from disadvantaged sections. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, SC/ST, OBC and Minorities through participatory processes in the effective management of schools. Special interventions should be designed to address learning needs of children from these communities and relating education to their life. The State Governments are expected to design specific interventions to bring them in the Educational Process.

2.21 *Special Training for out-of-school children at elementary level*

2.21.1 The RTE Act, 2009 stipulates age appropriate enrolment of out of school children and provisioning of Special Training for such children so that they can be at par with other children.

Section-4 of the Act stipulates *“Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age;*

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed;

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.”

2.21.2 The Act, under Section 4 makes a specific provision for special training for age appropriate admission of out of school children. A majority of out-of-school children belong to disadvantaged communities: Scheduled Castes, Scheduled Tribes, Muslims, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc need Special Training. The Special Training will also focus on education of children affected by migration, Urban Deprived Children, Children in areas affected by civil strife, homeless children,

children without adult protection etc. Special Training can be imparted in both residential and non residential mode.

2.21.3 Special Training for never enrolled children or those who dropped out before completing elementary education would require identification of children who must be enrolled in neighbourhood schools. For this the State Government, Local Authority and SMC will need to undertake a community level school mapping exercise. The neighbourhood and school mapping exercise will be followed by (i) immediate enrolment in school (ii) organisation of Special Training of flexible duration to enable the child to be at par with other children, (iii) actual admission of the child in the age-appropriate class on completion of Special Training, and his/her participation in all class activities, (iv) continued support to the child, once admitted to the regular school, so that the child can integrate with the class socially, emotionally and academically. The RTE Act also provides that such children shall continue to be provided free and compulsory elementary education even after they cross 14 years of age.

2.21.4 Special Training may be in the form of residential or non-residential courses organised, preferably in the premises of the school, but if such facilities are not available in school, alternate facilities which are safe, secure and accessible may be identified and used. At the end of the duration of Special Training for a particular child, the suitability of placing the child in a class may be reviewed. For example, if a 10-year old child was admitted to Class IV, and received two years of Special Training till age 12, an assessment may be made as to whether the child could cope better in Class V or VI in the formal school, and the child appropriately placed. Even after a child is appropriately placed in the formal school she may continue to receive special attention by the teacher to enable her to successfully integrate with the rest of the class, academically and emotionally. The scheme will provide support for Special Training as envisaged under the RTE Act for out-of-school children who have been admitted to regular schools to ensure that they are integrated into the school system. Such support will be in the form of residential or non-residential courses, as needed and such children will continue even beyond 14 years of age to complete elementary education.

2.21.5 Special Training shall be based on especially designed, age appropriate learning material, approved by the academic authority as per the RTE Act, 2009. It shall be provided by a teacher working in the school, or a specially engaged teacher. These teachers will be provided additional training in order to conduct Special Training for out-of-school children. Special Training shall be provided in classes held on the premises of the school, or through classes organized in safe residential facilities as specified in the RTE Act, 2009. The duration of Special Training shall be for a minimum period of three months which may be extended, based on a periodical evaluation of learning progress, for a maximum period not exceeding two years. Considering the enormity and complexities of the work involved in Special Training all agencies which have the willingness and the ability to undertake this work must be encouraged to do so.

2.21.6 For Special Training to never enrolled children or those who dropped out before completing elementary education assistance for Recurring Expenditure has been provisioned under the Scheme. Item-wise costs for Recurring expenditure would be worked out to provide adequate flexibility for

the needs of different kinds of children, and approved by the State Executive Committee within the overall ceiling.

2.21.7 The assistance for special training under the Scheme will be linked to assessment of the success achieved in mainstreaming children who have undergone special training, based on SD MIS data.

2.22 School Uniforms

2.22.1 The RTE Act mandates free and compulsory education for all children in Government schools. Uniforms constitute an expense which poor families are often not able to afford, and thus becomes a barrier for many children to pursue and complete elementary education. The Scheme will provide two sets of uniform to all girls, SC, ST children and Below Poverty Line (BPL) children at an average cost of Rs. 600/- per child per annum, wherever State Governments have incorporated provision of school uniforms as a child entitlement in their State RTE Rules. These will be appraised based on the data provided by the State for such children under SD MIS.

2.22.2 The purpose of school uniforms is to inspire a sense of belonging and ownership of the school for the children using its services. It is not to instil a sense of regimented, homogenized order. Therefore, decisions on design of uniforms and their procurement should be local rather than centralized. For this purpose the option of Cash transfer will be allowed as per the existing guidelines of DBT to Aadhaar linked bank accounts. Further, to monitor the timely distribution of uniforms in a transparent manner to the eligible children, a robust monitoring mechanism need to be developed by the States. In this context, States/UTs must ensure timely distribution of uniforms and proper utilisation of funds provided for this purpose.

2.23 Swachh Vidyalaya Initiative

2.23.1 The provision of water, sanitation and hygiene facilities in school secures a healthy school environment. Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are private, not safe or simply not available/ functional. The Government of India, therefore, launched the Swachh Vidyalaya Initiative in collaboration with State/UT governments, public sector undertakings and private corporate for provision of separate toilets for girls and boys in all government schools. Under this initiative, 4.17 lakh toilets including 1.91 lakh girls' toilets were constructed/made functional in 2.61 lakh government schools in one year period upto 15th August, 2015. One of the most unique features of the Swachh Vidyalaya was the role of the public sector undertakings and private corporates under the PPP model and online monitoring of progress. The PSUs have been requested to maintain the toilets constructed by them for at least five years.

2.23.2 Under the Swachh Vidyalaya initiative, State and UT governments have been requested to keep the toilets functional and take steps to create awareness about the benefits of hand washing, sanitation and hygiene among school children. State and UT governments have been requested to take mass Swachhta Pledge and undertake cleanliness activities in schools through various activities

like forming child cabinets, drawing/painting competitions etc. and to inculcate behavioural changes. During Swachhta Pakhwadas the focus was on sanitation and hygiene in schools.

2.23.3 The Ministry of Panchayati Raj has advised the Panchayati Raj Departments of all States to include the provision for construction of toilets and drinking water supply systems, filling of gaps in provision of toilets, rehabilitation and regular repair of existing toilets and drinking water systems in schools in the Gram Panchayat Development Plans to be prepared converging resources under the 14th Finance Commission grants, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and Swachh Bharat Mission. A joint letter from the Ministry of Drinking Water & Sanitation, Ministry of Panchayati Raj and Ministry of Human Resource Development, Department of School Education and Literacy has been addressed to all States and UTs regarding inclusion of school infrastructure components in the Gram Panchayat Development Plan. Ministry of PRI has also issued advisory in this regards. The States and UTs also should avail of supplementary funding through CSR contribution

[D] Convergence

2.24 This Scheme would dovetail and attempt convergence with schemes of other Ministries and State Governments. Such convergence would be ensured at the time of preparation and approval of the proposals for Annual Work Plan and Budgets (AWP&B) to avoid overlapping in coverage. The PAB for approval of AWP&B would have representatives of the relevant Ministries and States to strengthen convergent action. Other schemes which would supplement/contribute to the objective of Universal Access and Retention of the integrated Scheme are as below:

- A. Pre-School education through the Anganwadi centres under the Umbrella Integrated Child Development Scheme (ICDS).
- B. National Child Labour Project (NCLP) of the Ministry of Labour to promote successful mainstreaming into regular schools of all children who have been withdrawn from child labour and rehabilitated.
- C. Residential facilities for SC and ST children by the Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.
- D. Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP Scheme) and Scheme for Implementation of Persons with Disabilities Act, 1995 (SIPDA) by Ministry of Social Justice and Empowerment.
- E. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) of Ministry of Skill Development and Entrepreneurship (MOSDE)
- F. Mapping of other available incentives to induce access and retention of children: Books, Uniform, bags, awards, scholarships, and other benefits, etc
- G. National Rural Drinking Water Programme and Swachh Bharat Mission for providing Toilets and Drinking Water facilities
- H. MGNREGA guidelines provides for construction of play fields and compound walls for Government run schools in the villages (Reference:-Gazette of India No. REGD. No.D.L.33004/99 dated 28th March 2017 issued by Ministry of Rural Development Notification), resources will be mobilized for meeting the labor component of construction of school infrastructure in rural areas.

- I. Multi Sector Development Program (MSDP) of the Ministry of Minority Affairs may be used for infrastructural development in minority dominated areas.
- J. Khelo India of Ministry of Youth Affairs and Sports may be tapped for a significant portion of the Sport and Physical Education component.
- K. Joint mapping of facilities established under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT) and Central University Scheme of MHRD (DoHE and DoSE&L).

2.27 The State Plans should clearly indicate the areas of convergence with other schemes including details of infrastructure development & funds to be availed under these schemes.

ANNEXURE I

**FRAMEWORK NORMS FOR INTERVENTION FOR INFRASTRUCTURE
DEVELOPMENT AND MAINTENANCE UNDER SAMAGRA SHIKSHA**

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
1.	New/Upgraded Schools from Pre-school to XII	<p>a) Pre-Primary School: Infrastructure available under Integrated Child Development Scheme through, co-location of Anganwadis of Ministry of Women and Child Development (MWCD) will be utilized for Pre-school. A detailed mechanism for expansion of pre-school will be finalized in consultation with MWCD.</p> <p>(b) Elementary level : As per RTE norms and standards under the Schedule to Sections 19 and 25 of the RTE Act 2009, the school building has to be an all-weather building consisting of:</p> <ol style="list-style-type: none"> i) At least one class room for every teacher and an office-cum- store-cum-Head teacher's room; ii) Barrier-free access; iii) Separate toilets for boys and girls; iv) Safe and adequate drinking water facilities to all children; v) A kitchen where Mid Day Meal is cooked in the school; vi) Playground; vii) Arrangement for securing the school building by boundary wall or fencing; viii) Library in each school providing newspaper, magazines and books on all subjects including story books; ix) Play material, games and sports equipments as required <p>(c) Secondary and Senior Secondary schools: For New/Upgraded Secondary and Senior Secondary schools infrastructure support will be provided for the following:</p> <ol style="list-style-type: none"> i) The facilities would include class rooms with furniture, library, laboratory (stream-wise for Senior Secondary and integrated for secondary level), vocational lab, computer room, room for guidance and counseling services cum medical room, Head Master room, staff room, Art and Craft room, toilet blocks, safe drinking water, separate toilets with water facility for boys, girls and CWSN. ii) Norms for classrooms : <ul style="list-style-type: none"> • 4 class rooms for 2 section school / 2 class rooms for 1 section school for Secondary Schools. 	(a) No expenditure on construction of office buildings.

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		<ul style="list-style-type: none"> • 4 class rooms for 2 section school / 2 class rooms for 1 section school for Senior Secondary Schools for each stream i.e. Science, Arts and Commerce. • 1 integrated Science Laboratory for Secondary School. • 4 laboratory for physics, chemistry, Biology & Maths for Senior Secondary <p>(d) For proposal of new schools State would confirm land availability certified by the Revenue authority. The need for new school should also be supported by Geographic Information System (GIS) and community based mapping.</p> <p>(e) For school buildings the norms as per BIS code (IS: 8827-1978, Reaffirmed in 2006) are to be adopted as may be applicable. Plot area other than playfields to be two to three times the built up area (on all floors) depending on the number of storeys.</p>	
2.	Residential Schools /Hostels	<p>a) Residential schools/hostels may be supported for reaching out to children in sparsely populated or hilly and densely forested areas with difficult geographical terrain and border areas where new primary or upper primary and secondary/senior Secondary schools may not be viable. Preference will be given to EBBs, LWE affected districts, SFDs and the 115 aspirational districts identified by NITI Aayog.</p> <p>(b) Girls hostel sanctioned under erstwhile RMSA scheme for EBBs to be integrated with KGBV which is to be extended up to class XII.</p> <p>(c) Provision for separate boys' and girls' hostel in case of Co-educational residential school. Area norms for Boys' hostel are the same as that of KGBV hostel</p> <p>(d) Residential Schools/Hostel norms include provision of open space for physical activities like sports etc.</p>	<p>(a) As per norms for KGBV/ Girls' hostel.</p> <p>(b) Norms for schools as prescribed under New/ Upgradation of Schools as above.</p> <p>(c) Construction cost for redeploying public buildings and refurbishing unused old buildings will be on a case to case basis.</p>
3.	Strengthening of physical infrastructure and Establishment of New DIETs/ SCERTs	<p>(a) Strengthening of SCERTs including maintenance. Norms as per Annexures-V(a) and Annexure-V(b) in Chapter 6.</p> <p>(b) Norms for new DIETs /Renovation of DIETs buildings are indicated at Annexure-VI in Chapter 6.</p> <p>(c) Establishment of special Cells for SCERT: Laboratories for Science, Mathematics, Social Studies, Education Technology, Computer & Language, English Education.</p>	<p>(a) Establishment of special Cells for SCERT (One time grant) up to Rs. 50 lakh per SCERT /SIE (10 lakhs per special cell) (Non-recurring).</p>

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
4.	BRC /CRC	<p>(a) There would ordinarily be one BRC in each community development (CD) block.</p> <p>(b) BRC/URC should be located in school campuses as far possible.</p> <p>(c) CRC may be used as an additional class room on days when CRC meetings are not held.</p>	<p>(a) Provision of Rs. 5 lakh for furniture, computer, TLE / TLM, recurring expenditure, meetings, contingencies etc.</p> <p>(b) CRC construction cost will be as per schedule of Rates notified by the state for Additional Class room.</p> <p>(c) Provision for CRCs upto Rs.2.00 lakh for furniture, computer, TLE, TLM, recurring expenditure, meetings, contingencies etc.</p>
5.	Residential Quarters	<p>(a) Schools situated in remote and difficult areas including sparsely populated or hilly and densely forested areas and border areas.</p> <p>(b) As far as possible Quarters may be built as residential clusters and also nearer to the schools.</p> <p>(c) Type II quarters as per CPWD Plinth area norms</p>	
Strengthening of Existing Schools (only for Government owned School building)			
6.	Additional Classroom	<p>(a) ACR will be sanctioned based on enrollment.</p> <p>(b) The indicative Student Class Room Ratio would be 30:1 (for Primary), 35:1 (for Upper Primary) and 40:1 (for Secondary to Senior Secondary) or as per State RTE rules or local requirement.</p> <p>(c) For class rooms, the norms as per BIS code (IS: 8827 – 1978, <i>Reaffirmed in 2006</i>) are to be followed.</p>	<p>(a) Cost of construction of ACR in Secondary and Senior Secondary schools will include furniture.</p>
7.	Library	<p>(a) In order to complement the activities under Padhe Bharat Badhe Bharat and inculcate the reading habit among students of all ages, strengthening of school libraries including purchase of books will be provided.</p> <p>(b) It must involve elements of community contribution.</p> <p>(c) Library will be established and run in a room of adequate size. For physical space, the norms are as per BIS code (IS: 8827 – 1978, <i>Reaffirmed in 2006</i>).</p>	<p>(a) Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc.</p>
8.	Toilets	<p>(a) Adequate number of toilets with water facilities in each school separately for boys, girls, staff and</p>	

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		<p>teachers and differently abled children.</p> <p>(b) Girls’ toilets to be provided with environmentally safe incinerators</p> <p>(c) Relevant norms as per BIS Code.</p>	
9.	Separate Toilets for CWSN	<p>a) Every school will ascertain the number of CWSN gender-wise and accordingly provide separate toilet facilities for them.</p> <p>(b) Girls’ CWSN toilet should have a provision for environmentally safe incinerator.</p> <p>(c) Existing toilet can be converted to CWSN friendly toilet.</p> <p>(d) Relevant norms as per BIS Codes and ‘Harmonized Guidelines and Space Standards for Barrier Free Built Environment For Persons with Disability and Elderly Persons’ February, 2016 issued by Ministry of Urban Development, Govt. of India.</p>	
10.	Safe Drinking water facilities	<p>(a) Adequate safe drinking water facilities in every school.</p> <p>(b) Relevant norms as per BIS Codes.</p>	
11.	Barrier free access-Ramp with Railing	<p>(a)The school premises including all the rooms to have barrier free access to CWSN.</p> <p>(b)Relevant norms as per BIS Codes and ‘Harmonized Guidelines and Space Standards for Barrier Free Built Environment For Persons with Disability and Elderly Persons’ February, 2016 issued by Ministry of Urban Development, Govt. of India.</p>	
12.	Internal Electrification	<p>(a)Electrification will include Renewable energy like Wind Energy, Solar Energy etc. based on the proposal of the State after seeing the viability.</p> <p>(b)For installation of on-grid and off-grid roof top solar installations the norms are as prescribed by Ministry of New and Renewable Energy (MNRE)</p> <p>(c)Relevant norms as per BIS Codes.</p>	<p>(a) Proposal to conform the financial norms of MNRE.</p>
13.	Furniture	<p>Furniture may be provided to existing Government upper primary schools, which do not already have furniture.</p>	<p>(a) Financial norms to be on the basis of per child one time grant in Government Upper Primary School.</p> <p>(b) For construction of new schools and up gradation of existing schools, cost estimate will include furniture, as applicable.</p>
14.	Major Repair to	<p>(a) The scheme will support expenditure on Major</p>	

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
	school buildings	<p>repairs in order to ensure safety and better functionality of Schools. The budget allotted will be proportionately distributed among the States as per the number of schools.</p> <p>(b) Schools constructed within the past 10 years will not be considered for major repairs. Also the cost of repairs to be undertaken should not exceed 60% of the cost of a new construction.</p> <p>(c) Repairs to dysfunctional toilets and drinking water facilities will form a part of this component.</p> <p>(d) Pre-repair and post repair photograph need to be maintained and also uploaded online.</p>	
15.	Composite School Grant	<p>(a) School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables, play material, games, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc.</p> <p>(b) To provide annual maintenance and repair of existing school building, toilets and other facilities to upkeep the infrastructure in good condition.</p> <p>(c) To promote Swachh Bharat campaign and undertake activities under Swachhta Action Plan.</p> <p>(d) Must involve elements of community contribution.</p>	<p>(a) There must be transparency in utilization and provision for social Audit.</p> <p>(b) To be spent preferably by VEC/ SMC /SMDC.</p>
16.	Laboratory	<p>(a) Provision for laboratory will be Subject-wise for Senior Secondary and integrated for secondary level.</p> <p>(b) In case of composite school subject-wise lab would be utilized for secondary level also.</p> <p>(c) The vocational subjects are to be introduced as an additional subject at the secondary level and as compulsory (elective) at the Senior Secondary level.</p> <p>(d) For physical space, the norms as per BIS code (IS: 8827 – 1978, <i>Reaffirmed in 2006</i>) are to be followed.</p>	<p>(a) Up to Rs. 5 lakh per school per job role for Tools & Equipment including Furniture, Computers etc.</p>
17.	Science Lab Equipment	<p>(a) For Integrated Labs for Secondary Schools equipment shall be provided as per NCERT guidelines for establishment of Integrated Science and Mathematics Lab. for Secondary Schools.</p> <p>(b) For Senior Secondary Schools Lab Equipment shall be provided as per NCERT subject-wise Lab Kits for Physics, Chemistry Biology and Mathematics as below:</p>	<p>(a) As per NCERT guidelines.</p> <p>(b) Norms for Subject wise labs equipment as per NCERT subject-wise lab kits.</p>

Sl. No.	Component / Activity	Programmatic Norms		Norms / Guidelines for implementation
		Type of Educational School Kit	Cost	
		Senior Secondary Physics Lab Kit (SSPLK)	As prescribed by NCERT Guidelines and revised from time to time.	
		Senior Secondary Chemistry Lab Kit (SSCLK)		
		Senior Secondary Biology Lab kit with Microscope (SSBL-M)		
		Senior Secondary Biology lab kit without Microscope (SSBL-WM)		
		Senior Secondary Mathematics Lab Kit (SSML)		
		Details of items are available at : http://www.ncert.nic.in/departments/nie/niew/school_kits/sr_sec_level/How%20to%20get%20kits.pdf		
18.	Head Master /Principal Room	One HM room for schools where there is no HM room available provided number of students is more than 150.		
19.	Office Room	One office room in Secondary/ Senior Secondary schools where there is no existing office room.		
20.	Computer Room	(a) One Computer room as per requirement in the schools where there is no such room available. (b) For physical space, the norms as per BIS code (IS: 8827 – 1978, <i>Reaffirmed in 2006</i>) are to be followed.		
21.	Art/Craft/Culture laboratory	(a)One Art/Craft/Culture laboratory as per requirement in Secondary/Senior Secondary Schools where there is no such facility. (b)For physical space, the norms as per BIS code (IS: 8827 – 1978, <i>Reaffirmed in 2006</i>) are to be followed.		
22.	Playground	Playground facilities for the school will be provided through MGNREGA (Reference: - Gazette of India No.REGD.No.D.L.33004/99 dated 28 th March 2017 issued by Ministry of Rural Development Notification), / under convergence with other Govt. departments and with community participation.		
23.	Sports Equipment	Expenditure for meeting expenses on procuring sports equipment for indoor and outdoor games in convergence with Department of Sports.		
24.	Boundary Wall	Boundary wall will be provided in convergence with Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) (Reference: - Gazette of India No.REGD.No. D.L. 33004/99 dated 28 th March 2017 issued by Ministry of Rural Development Notification) and other schemes.		
25.	Child Friendly Elements/ BALA	Child friendly elements can be sanctioned in order to enhance interest of students in the learning process as per the proposal by the state.		
26.	KGBV	(a) KGBVs to be extended up to class XII for smooth transition of girls from elementary to Senior		

Sl. No.	Component / Activity	Programmatic Norms	Norms / Guidelines for implementation
		<p>Secondary.</p> <p>(b) Priority will be given for upgradation of KGBV where the Girls' hostel has been established in the same campus and there is no secondary/Sr. Secondary school in the vicinity, as per neighbourhood norms.</p> <p>(c) Norms for Hostel: The total area for 50 girls' hostel, 100 girls' hostels and 200 girls' hostel will be approximately 7000 sqft, 11300 sqft and 20790 sqft respectively as per the details worked at Annexure-II.</p> <p>(d) Cost of electrification and PHE installation shall be part of main estimate.</p> <p>(e) The buildings will be designed as per National Building Code (NBC) 2016 and structure shall be earthquake resilient and will be fitted with basic fire safety equipments and in compliance with NDMA guidelines on school safety.</p> <p>(f) Norms for schools as prescribed under New/Upgradation of Schools as above.</p>	
27.	Procurement of Goods	Procurement of goods should preferably be done from Government e-Marketplace (GeM) portal.	
28.	Norms for preparation of estimates	Preparation of estimates for the scheme will be on the basis of State Schedule of Rates (SSOR) or CPWD rates whichever is lower.	

ANNEXURE-II

GIRLS HOSTEL (AS PER NORMS FOR KGBV / GIRLS HOSTEL)

a) For 100 bedded Girls Hostel

Sl. No.	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 100 children)	-----	-----	6000
2	(a) Bath rooms with W/C for general students	16	30	480
	(b) Bath rooms with WC for differently abled students	1	45	45
3	Kitchen with store	1	300	300
4	Dining Hall	1	400	400
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	200	200
7	Recreation room	1	200	200
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			8375
	Adding for 20% circulation area and 15% wall thickness		@35 %	2931.25
	Total			11306.25
	Say Total			11300

b) For 50 bedded Girls Hostel

Sl. No	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 50 children)	-----	-----	3000
2	(a) Bath rooms with W/C for general students	8	30	240
	(b) Bath rooms with WC for differently abled students	1	45	45
3	Kitchen with store	1	300	300
4	Dining Hall	1	400	400
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	200	200
7	Recreation room	1	200	200
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			5135
	Adding for 20% circulation area and 15% wall thickness		@35 %	1797.25
	Total			6932.25
	Say Total			7000

(c) For 200 bedded Girls Hostel

Sl. No	Items	No.	Area (Sq. ft.)	Total Area (Sq. ft.)
1	Construction of building (carpet area of the building should be approximately 60 sq.ft. per child for hostel with 200 children)	-----	-----	12000
2	(a) Bath rooms with W/C for general students	32	30	960
	(b) Bath rooms with WC for differently abled students	2	45	90
3	Kitchen with store	1	400	400
4	Dining Hall	1	500	500
5	Warden's residence-cum-office	1	450	450
6	Mini library-cum-reading room	1	300	300
7	Recreation room	1	400	400
8	Security room	1	100	100
9	Generator room	1	100	100
10	Medical check-cum-visitor room	1	100	100
	Sub Total			15400
	Adding for 20% circulation area and 15% wall thickness		@35 %	5390
	Total			20790
	Say Total			20790
