**Shrikant Shastree, I.A.S.**
State Project Director

बिहार शिक्षा परियोजना परिषद्
शिक्षा भवन, राष्ट्रभाषा परिषद् परिसर,
सैदपुर, राजेन्द्रनगर, पटना—04

**Bihar Education Project Council**
Shiksha Bhawan, Rashtrabhasha Parishad Campus,
Saidpur, Rajendra Nagar, Patna-04

पत्रांकः **MIS/SS/45/2021-22/**8036

दिनांकः 30 / 12 / 2021

सेवा में,

**जिला शिक्षा पदाधिकारी,**
सभी जिले ।

विषयः- समग्र शिक्षा (Integrated Scheme for School Education) कार्यक्रम अंतर्गत वित्तीय वर्ष 2022-23 के लिए वार्षिक कार्य योजना एवं बजट तथा वित्तीय वर्ष 2025-26 तक के लिए संदर्श योजना (Perspective Plan) के सूत्रण के संबंध में ।

प्रसंग :- शिक्षा मंत्रालय, भारत सरकार का पत्रांक- D. O. 18-98/2021-IS 15, दिनांक- 21.12.2021 ।
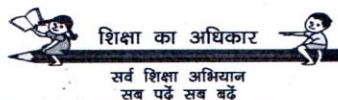
महाशय,

उपर्युक्त विषयक प्रासंगिक पत्र (**अनुलग्नक- 1** के रूप में संलग्न) के माध्यम से स्कूल शिक्षा और साक्षरता विभाग, शिक्षा मंत्रालय, भारत सरकार द्वारा वित्तीय वर्ष 2022-23 के लिए समग्र शिक्षा (Integrated Scheme for School Education) हेतु वार्षिक कार्य योजना एवं बजट तथा वित्तीय वर्ष 2025-26 तक के लिए संदर्श योजना (Perspective Plan) तैयार करने का निदेश दिया गया है । सुलभ प्रसंग हेतु संदर्भित पत्र की प्रति ई-मेल के माध्यम से भी प्रेषित की जा रही है ।

ज्ञातव्य हो कि वित्तीय वर्ष 2022-23 के वार्षिक कार्य योजना एवं बजट तथा वित्तीय वर्ष 2025-26 तक (वित्तीय वर्ष 2023-24, 2024-25 एवं 2025-26 के लिए अलग-अलग) की संदर्श योजना को शिक्षा मंत्रालय, भारत सरकार द्वारा विकसित PRABANDH नामक पोर्टल पर सभी जिला द्वारा ऑनलाईन प्रविष्ट किया जाना है एवं जिलों के बजट को अप्रेजल के उपरांत राज्य स्तरीय कार्यालय द्वारा एक समेकित बजट के रूप में इसी Portal पर अपलोड किया जायेगा । बजट एवं संदर्श योजना के अतिरिक्त भारत सरकार द्वारा प्रेषित किये जाने वाले योजना सूत्रण टेबल (Planning Tables) को भी इस पोर्टल पर अपलोड किया जाना है, जिसे ई-मेल के द्वारा सभी जिलों को प्रेषित कर दिया जायेगा । इस क्रम में यह भी स्पष्ट रहे कि इस वित्तीय वर्ष के वार्षिक कार्य योजना एवं बजट सूत्रण हेतु यू-डायस प्लस 2020-21 एवं अद्यतन बाल पंजी के आँकड़ों का मुख्यतः उपयोग किया जायेगा ।

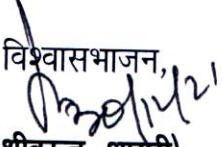उपरोक्त के आलोक में जिला स्तरीय कार्यालय द्वारा निम्नलिखित कार्रवाई अपेक्षित हैः-

1. सर्वप्रथम प्रत्येक जिला में जिला शिक्षा पदाधिकारी की अध्यक्षता में जिला कार्यक्रम पदाधिकारी (EE & SSA) -सह-जिला कार्यक्रम समन्वयक, बिहार शिक्षा परियोजना परिषद्, जिला कार्यक्रम पदाधिकारी, माध्यमिक शिक्षा, सभी संभाग प्रभारी तथा कर्मियों को सम्मिलित करते हुए एक जिला योजना कोर दल गठित किया जायेगा ।

2. जिला योजना कोर दल के अतिरिक्त एक उपसमिति भी गठित करना आवश्यक है, जिसमें अधिकतम 3 से 4 सदस्य होंगे । इस उप समिति में जिला के लेखा पदाधिकारी/लेखापाल, एम.आई.एस. प्रभारी, जिला कार्यक्रम पदाधिकारी (प्रा.शि. एवं सर्व शिक्षा अभियान) के दो नामित प्रतिनिधि होंगे । इस समिति का दायित्व योजना सूत्रण टेबल (Planning Tables) एवं

**Shrikant Shastree,** I.A.S.
State Project Director

बिहार शिक्षा परियोजना परिषद्
शिक्षा भवन, राष्ट्रभाषा परिषद् परिसर,
सैदपुर, राजेन्द्रनगर, पटना–04

**Bihar Education Project Council**
Shiksha Bhawan, Rashtrabhasha Parishad Campus,
Saidpur, Rajendra Nagar, Patna-04

विभिन्न वर्षों के लिए Costing Sheets (ISSE Proposal 2022-23, 2023-24, 2024-25 एवं 2025-26) को दिनांक- 28.02.2022 तक तैयार कर राज्य स्तरीय कार्यालय को उपलब्ध कराना होगा ।

3. सभी जिलों के जिला योजना कोर दल एवं उपसमिति द्वारा शिक्षा मंत्रालय, भारत सरकार के संदर्भित पत्र में अंकित फोकस बिन्दुओं (I से XXII तक) पर विशेष ध्यान देते हुए Annual Work Plan & Budget 2022-23 तथा वित्तीय वर्ष 2025-26 तक (वित्तीय वर्ष 2023-24, 2024-25 एवं 2025-26 के लिए अलग-अलग) की संदर्श योजना (Perspective Plan) तैयार किया जायेगा ।

4. भारत सरकार द्वारा विकसित PRABANDH Portal पर बजट को जिला के लेखा पदाधिकारी/लेखापाल एवं एम.आई.एस. प्रभारी द्वारा संयुक्त रूप से दिनांक- 28/02/2022 तक प्रविष्ट/अपलोड किया जायेगा । ज्ञातव्य हो कि इस पोर्टल पर प्रविष्टि हेतु सभी जिलों के पास User ID एवं Password पूर्व से उपलब्ध है ।

5. वित्तीय वर्ष 2022-23 का वार्षिक कार्य योजना एवं बजट तथा वित्तीय वर्ष 2025-26 तक के लिए संदर्श योजना (Perspective Plan) को अनिवार्य रूप से जिला कार्यक्रम पदाधिकारी (प्रा.शि. एवं सर्व शिक्षा अभियान) एवं जिला शिक्षा पदाधिकारी के अनुमोदनोपरांत ही पोर्टल पर अपलोड किया जायेगा एवं इसकी प्रति राज्य स्तरीय कार्यालय को भी समर्पित किया जायेगा ।

अनुलग्नकः- यथोक्त ।

विश्वासभाजन,

(श्रीकान्त शास्त्री)
राज्य परियोजना निदेशक

**M/s ManeeshGarg,**
**Joint Secretary(SS-II),**
Tel.- 011-23386232
Email: maneesh.garg@nic.in

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली — 110 115
**GOVERNMENT OF INDIA**
**MINISTRY OF EDUCATION**
**DEPARTMENT OF SCHOOL EDUCATION & LITERACY**
**SHASTRI BHAVAN**
**NEW DELHI-110 115**

D.O.18-98/2021-IS 15

21$^{st}$ December, 2021

Respected Ma'am/sir,

    I am writing in connection with Annual Work Plan & Budget (AWP&B) exercise for Samagra Shiksha for the year 2022-23. I would like to inform you that the meetings of the Project Approval Board (PAB) for 2022-23 will be held as per the schedule attached at **Annexure I. The AWP&B proposals may be submitted online on the PRABANDH portal at least 15 days prior to the scheduled dates so that the appraisals can be done timely and meaningfully.**

2. As you are aware, Samagra Shiksha has been extended upto 2025-26 as per approval of Cabinet on 4th August, 2021. The scheme has been completely aligned with the recommendations of NEP 2020 and many transformative recommendations of NEP 2020 have been made part of the Samagra Shiksha scheme including holistic progress card, child tracking, bagless days, focus on SEDGs and out of school children etc. In a path breaking initiative, D/o SE&L has released a comprehensive and task oriented implementation plan for NEP 2020 called SARTHAQ for assisting states and UTs and to ensure time-bound implementation of NEP 2020. Further, recognizing the crucial role of Foundational skills in national development, a National Mission on Foundational Literacy and Numeracy called National Initiative for Proficiency in Reading with Understanding and Proficiency (NIPUN Bharat) has been launched on 5th July, 2021 to ensure universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade 3, by 2026-27.

3. Since, the scheme has been continued for next five years till 2025-26, it is time for us to initiate proper planning process based on the measurable outcomes so that the scheme is able to showcase some tangible benefits in coming years. The planning exercise should be conducted in a decentralized manner involving all stakeholders' right from the grass-root level so as to make it realistic, achievable and accountable.

4. During the year 2022-23, the thrust of the appraisal exercise will be based on the areas as detailed below. The States and UTs are therefore advised to pay special attention to these points while formulating their AWP&B proposals. **The thrust areas for 2022-23 are:**

    I.  **Preparation of 5 year Perspective Plan (including current year):** In order to achieve the desirable objectives and outcomes of the scheme, it has been decided to prepare a comprehensive action plan covering all interventions of Samagra Shiksha upto 2025-26with long term vision and sustainability. While preparing the perspective plan, states/UTs may also identify outcomes to be achieved. A 5 year perspective plan module comprising of major indicators/interventions and outcomes to be achieved is
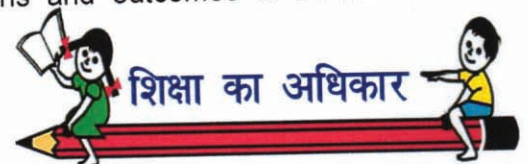
being developed on PRABANDH portal. States and UTs may fill up this format on priority and prepare long term outcome based plan of action with yearly targets. This perspective plan will be linked to the Annual work plan of the state and while appraising the same, targets given in perspective plan will also be taken into consideration. This requires suitable and adequate planning at every stage to avoid any future ambiguity.

II. **Annual Calendar of Activities**: In order to achieve the objectives of the scheme, the States/UTs should formulate an action plan laying down timelines for implementation of various activities in 2022-23. Overall results can only be improved through a quantifiable time bound implementation. In this regard, we have developed an indicative calendar for implementation which is enclosed herewith at **Annexure-II,** which should be submitted alongwith the plan proposal. Any activity other than the mentioned items may be included against the concerned component.

III. **National Initiative for Proficiency in Reading with Understanding and Proficiency (NIPUN Bharat)**

- **Perspective Plan for NIPUN Bharat:** NIPUN Bharat mission is expected achieve its target of universal acquisition of foundational skills by all children at the end of grade III. Therefore, it is of utmost importance to make a plan for next five years which can be broken into annual plans and targets. In this regard, a planning template has already been shared with the states and UTs and the same has further been revised based on feedback from the states/UTs and is being digitized. The NIPUN Bharat Portal which will be launched soon will have all the details of the documents and information on NIPUN Bharat Mission at one place.

- **Teaching Learning Materials & Teacher Resource Materials:** States and UTs should focus on various interventions related to Child centric Teaching Learning Materials, indigenous toys and games, play based activities and supplementary graded material, Teacher Manuals, Activity Handbooks, resource materials for teachers to align their innovative pedagogies with learning outcomes and grade level competencies at foundational level. The teaching learning material may be prepared in home/local/regional languages.

- **Display of Lakshya/Targets:** States and UTs should ensure that Lakshya/Targets for Foundational Literacy and Numeracy are displayed on the walls of schools/classrooms so that students, teachers and parents are aware of the same.SMC members and Parents may be made aware of the Lakshyas of the mission so that they can participate in the process and make this mission a success. The template of the same will be shared separately.

- **Printing and Distribution of Codified Learning Outcomes:** Learning Outcomes for the Foundational Stage have been developed and codified and are available in the NIPUN Bharat guidelines document.(https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_e ng1.pdf). In order to ensure that the learning outcomes reach all teachers, all parents and all schools, States/UTs may prepare the following:

    (i) Print these learning outcomes and translate them into regional languages

    (ii) Develop posters on these Learning Outcomes for schools,

(iii) Develop Leaflets/Brochures for Parents

*Funds available under MMMER component of SamagraShiksha may be utilized for this purpose.*

- **IEC materials for creating awareness:** Information Education Communication (IEC) Materials may be developed to create awareness drives about the importance of Foundational Literacy and Numeracy.

- **Display of NIPUN Bharat LOGO:** State and UTs must ensure that NIPUN Bharat logo is painted in all Primary sections/school walls. The design of the logo has been shared by MoE and funds for this can be availed under Composite School Grant.

IV. <u>Implementation of VidyaPravesh in all Schools:</u> A three month play based school preparation module for grade I has been launched by NCERT and uploaded on the NIPUN Bharat link on DIKSHA (https://diksha.gov.in/fin.html). The module is designed as an exemplar and the States/Union Territories/schools are requested to ensure timely adoption/adaptation of the same so that the Module could be **implemented in all schools of the country in the next academic session i.e., 2022-23.(Ref letter No. D.O. No. 01-17/2021-1S.14 dated: 18th November, 2021)**

V. <u>Targeted and Saturation approach for expansion of Secondary and Sr. Secondary Education:</u>With regard to the objective of achieving 100% GER at all levels as envisaged in NEP 2020, it is of utmost importance that adequate facilities in terms of infrastructure and quality education are available at the secondary level. Therefore, under Samagra Shiksha focus will be on saturation of certain key aspects in next 4 years. This kind of targeted approach will lead to universal access and affordable quality education for all at secondary stage (for the age group of 14-18 years) in the next 4 years, starting with the aspirational districts. Following interventions are proposed in this regard,

- **Opening of new Secondary/Senior Secondary Schools:** To ascertain the number of Secondary and Sr. Secondary schools needed to ensure 100% Gross Access Ratio (GAR), this Department has conducted a GIS mapping exercise to find out the requirement of Secondary/Sr. Secondary schools in a scientific and realistic manner. While calculating GAR and preparing the proposal for opening of the new secondary/sr. secondary school based on GIS mapping, state must consider availability of govt. aided and private unaided schools also in the vicinity as per the distance norms. **The States and UTs are requested to send the proposals for opening of new secondary and senior secondary schools based on GIS Mapping done by the MOE.**

- **Infrastructure:** Priority for saturation in secondary and sr. secondary schools will be given to the aspirational districts which will later be expanded to other districts.

- **Integrated Science Lab:** All secondary schools including KGBVs should be provided with integrated science lab. States and UTs may prepare their proposals accordingly.

- **ICT and Smart classrooms:** All secondary/senior secondary schools including KGBVs should be provided ICT/Smart classroom with internet facility, states and UTs

may ensure electricity in schools for this purpose. States and UTs may prepare their proposals accordingly.

- **Vocational Education:** 50% of the composite secondary/sr. secondary schools as envisaged in NEP 2020 will be provided support for vocational education in the next 4 years.

- **School Readiness Module for students at Secondary Level:** The dropout rate at Secondary level has been consistently higher and one of the reason for the same is student's inability to cope-up with the curriculum and high stakes associated with these classes. It would be a good idea to have a 2-3 months readiness module for children entering in grade IX so that they are prepared for the secondary stage. NCERT will be developing this module which can be adopted/adapted by the states and UTs.

VI. <u>**Access and Retention:**</u>A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education from pre-school to Grade 12.

  a. **Infrastructure Facilities:** Support for infrastructure from Pre-Primary to grade 12 will be provided. In this context, States/UTs need to prepare action plan for providing adequate resources in all schools. The proposals must consist the following:

    - New/Upgraded schools from classes Pre-primary (not stand alone pre-primary) to 12th

    - Addition of new subjects in existing senior secondary schools.

    - All new schools/hostels or the existing schools/hostels under strengthening component to include (a) adequate number of classrooms, labs etc. (b) provision of rain water harvesting system (c) solar panel/electrification and (d) barrier free access.

    - Bridging the gap in toilets, drinking water and hand washing facilities as per UDISE+ 2020-21 or latest source of information to achieve saturation.

    - Incinerator and Sanitary pad vending machines in all girls' hostels.

    - All proposals for upgrading/opening new schools must contain a non-negotiable component of convergence with provisions of various other ministries, such as, playgrounds, boundary walls, electrification (starting from primary level), maintenance of toilets, solar panel, ramps and handrails, etc.

    - Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighborhood.

    - **Under infrastructure/civil works, in order to ensure that sanctioned works are completed on time, central financial assistance will be available for 3 Years and maximum up to 5 years subject to approval of the PAB. In case the approved works are not completed in the above-mentioned time frame, it will become the sole responsibility of the respective State/UT to complete the pending works. For civil works**

4

approved upto 2020-21, the time limit of 3 years will be calculated from 2021-22.

- **Extension of Transport/Escort Facility upto secondary level:** To increase access at the secondary level and reduce drop out particularly girls' drop out, transport facility has been extended for areas where schools are not available within prescribed area or setting up of a new school is not feasible and there is no State scheme for supporting transport facility. States and UTs must provide habitation wise notification and child wise details.

- **Special Training for age appropriate admission of out-of-school children (OoSC):** In addition to the existing provisions at elementary level, State and UTs may propose for covering Out of school children of age group of 16 to 19 years belonging to SEDGs through the Open school system (NIOS/SIOS) at secondary/senior secondary stage.

- This Department has also developed an online module for compiling the data of Out of School children identified by each State/UT and their mapping with Special Training Centres (STC) on the PRABANDH Portal (http://samagrashiksha.in). The portal requires the concerned State/UT to validate the child wise information of the identified OOSC and STC uploaded by the concerned Block Resource Centre of the State for monitoring the progress of mainstreaming of OOSC. However, the progress of uploading the data of OoSC is very slow on the portal. States and UTs are requested to upload the data on priority.

VII. **Quality and Innovation:** NEP 2020 envisages providing equitable and quality education from the Foundational Stage through Grade 12 to all children. Due to the ongoing Covid pandemic, the focus of quality and innovation component will be on providing specific interventions for bridging the learning gaps:

1. **Mitigating learning loss:** In the year 2021-22, the Covid-19 pandemic has presented unprecedented challenges for the education sector as the schools could not open for most part of this academic year and large migrations took place all over the country. After a prolonged closure, many States/UTs have started reopening schools in a phased manner by following SOPs of covid guidelines. The Department has taken several initiatives in the year 2021-22 to ensure that the school going students don't lag behind in their studies during COVID-19 pandemic. In this regard, **a comprehensive Covid action plan had been shared with the States and UTs on 4th May 2021,** outlining the role of local bodies, formation of nodal group at village/town level, conducting door-to-door/helpdesk-based/app based survey to identify out of school children, their mainstreaming and resource sharing. In this regard,

   a) NCERT has developed a **bridge course for Out of School Children (OoSC)** from Preschool to Class VIII aims to bridge the learning gaps and help OOSC to be mainstreamed in the regular school. States and UTs may adopt this course for proper mainstreaming of OOSC.

   b) **Alternative Academic Calendar:** The new Alternative Academic Calendar contains week-wise plan consisting of interesting and challenging activities, with reference to learning outcome/theme/chapter taken from syllabus or

textbook. It maps activities for both – children with devices and children with no access to devices. States and UTs may adopt this for giving weekly guidance to schools, parents, teachers and students to ensure continuity of education.

c) **Learning Enhancement/Enrichment Programme:** Every student should be given the opportunities necessary to make meaningful progress in acquiring skills/competencies, through a process of continuous improvement in teaching and learning. This intervention would be available for students from Class VI to XII and **will be provided for weaker students including CWSN after proper identification based on an assessment done at the beginning of the academic year/end of last academic year.** States and UTs may propose for individualized learning interventions for upto25% of the total strength of the class at each level subject to submission of assessment results.

d) **Post NAS intervention:** NAS was recently held on 12th November 2021 and will reflect the learning gaps of pandemic period. The National/state and district reports will soon be out, however, states and UTs are requested to plan for the post-NAS interventions based on the findings and ensure appropriate interventions.

e) **DIKSHA(Digital Infrastructure for Knowledge Sharing):**DIKSHA can be accessed by learners and teachers across the country and currently supports 30+ languages and the various curricula of NCERT, CBSE and SCERTs across India. In the context of COVID-19 related disruption of schooling, DIKSHA made it possible for all states/UTs to enable learning/education at home through innovative state programs; Hence, states and UTs may ensure further increasing the usage of DIKSHA, including development and uploading of quality e-resources and disseminating the same to the school and student level.

f) **100 Days Reading Campaign:** The Department has decided to launch a 100 days reading campaign for children studying in Balvatika to Class VIII in January 2022. In this regard a detailed guideline with weekly calendar of activities has been shared on 9th December 2021. States and UTs are requested to initiate necessary preparations by involving all Stakeholders for making this Campaign a huge success.

2. **Ensuring age appropriate books in the Libraries**: The National Education Policy, 2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country Keeping in view the recommendations of the National Education Policy, 2020 on the importance of libraries and books by highlighting on various aspects, the guidelines was further revised and shared with States and UTs on 28th October, 2021.
*(https://dsel.education.gov.in/sites/default/files/update/revised guidelines for prom otion Library Reading%20.pdf)*.States and UTs may follow the revised guidelines and ensure that age appropriate books are available in the libraries.

3. **Best practices to be uploaded Shagun Repository:** It is requested to upload the success stories and best practices on the digital repository (https://repository.education.gov.in)to enable cross learning. These success stories and best practices will also be reviewed in the coming PAB meetings and the performance of the States and UTs will be adjudged on the basis of the material uploaded in the portal. The State and UT may also seek funds for creation of videos and documentation of best practices under the innovation component.

4. **Research and Evaluation Studies:** Research and evaluation studies may be undertaken at state, district level and also at the block, cluster and school level in the form of Action Research/dipsticks for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels.

   States and UTs should give priority to research projects concerned with **quality related issues, such as status and effectiveness of Special training centers; impact assessment of teacher training (NISHTHA); students' learning outcomes; student's and teachers' attendance rates: efficacy of textbooks and other Teaching-Learning Material (TLM), quality of academic supervision and guidance provided by BRCs/CRCs/DIETs; teaching-learning inclassrooms; implementation of CCE in schools; role of SMCs in school management, etc.** The areas of research should be decided by the Resource Groups or Research Advisory Committees at the state level and district level in consultation with SCERTs.

   **The provision for research studies is made under MMMER and SCERTs. If any such study has been conducted last years, these may be submitted to this department alongwith the plan.**

5. **NISHTHA Teacher Training:** In the year for 2021-22, NISHTHA 2.0 has been extended to Secondary/senior teachers and NISHTHA 3.0 for Foundational Literacy and Numeracy has been launched for covering all pre-primary and primary grade teachers in Government and Government Aided schools. *State and UTs need to share the results of the pre-training assessment for the appraisal and post training assessment with DoSE&L, Ministry of Education (MoE) after the implementation. SCERTs may be entrusted with this task of carrying out the impact evaluation study.*

   **Consequently, in 2022-23, NISHTHA training will also be extended to**

   - Senior secondary level teachers with a focus on improvement in quality of teachers and learning outcomes of students
   - Anganwadi Workers in collaboration with the Department of Women and Child Development
   - Educational Administrators and
   - Skill Development in collaboration with Ministry of Skill Development.

6. **Training Need Analysis:** As NEP 2020 mandates 50 Hrs of CPD every year for teachers based on their requirement, SCERTs may conduct a training need

analysis for teachers at all levels to prepare customized training programmes accordingly.

7. **Innovative Projects:** Viable & sustainable innovative proposals relating to students, teachers and schools for improvement of quality, curriculum reforms, innovative pedagogy, classroom transactions, Teaching Learning Materials, Teacher Resource Materials, ICT integration, mitigating learning losses and accessibility of education not covered elsewhere, may also be submitted by the States and UTs.

- The status of the innovation projects approved under Samagra Shiksha since 2018 may be submitted by the States and UTs before the start of AWP&B, alongwith their impact evaluation through dipstick studies, outcomes, benefits achieved and scaling up.

- It may be noted that proposals for innovative projects to be formulated with due diligence clearly **defining the objectives, processes and outcomes** so that the proposals could be appraised on merits.

- Innovation projects may be prepared **to improve the PGI ranking at the state and district level in various domains.**

- Innovation projects should not include **salary, procurement of vehicles and infrastructure etc.**

- Innovation projects **should not be utilized for State's own schemes and project expenditures.**

- **Financial Support under innovation will be provided for State Specific Proposals upto 5% of the total AWP&B approved for the State and UT under the scheme.**

VIII. <u>Teachers</u>: NEP 2020 recommends a transparent system of recruitment and deployment of teachers so that most eligible and qualified persons are selected as teachers. The role of Teacher has also increased many folds in the era of information technology. The following aspects which are crucial for having an effective teacher related policies may be considered by the States and UTs:

- **Teacher Rationalisation and deployment:** As pointed out in Project Approval Board (PAB) meetings, as per UDISE+ 2019-20 (provisional), there are 4.40 lakh excess teachers available at different levels and before filling up the vacancies these teachers should be re-deployed in needy schools urgently.

- **Subject-wise Recruitment:** It would be worthwhile to mention here that the pupil teacher ratio (PTR) at national level and in most states and UTs is better than the prescribed norms at elementary and secondary level. However, during the PABs, it has been observed that there is a huge shortage of subject teachers in many States, hence, while making a recruitment plan subject wise demand may also be taken into account.

- **Online Recruitment and Transfer:** An online and transparent system for teacher recruitment and transfers is the foundation of education system. States and UTs must develop suitable mechanism for the above. Funds if required may be sought under innovation head.

- **As per Samagra Shiksha framework, for the year 2022-23**, the states and UTs will be eligible for getting funding upto 95% of the estimated amount in 2021-22, subject to the state/UT maintaining the same percentage of vacancies as in 2021-22 and will be reduced accordingly in case the percentage of vacancies increases.

IX. **Strengthening of BRCs and CRCs:** BRCs and CRCs have a significant role in ensuring the implementation of the National Education Policy, 2020. Essentially, these institutions are the most critical units for ensuring and evaluating the quality of education at school level on a constant basis and providing timely remedial interventions. With this perspective, the Department is coming up with a comprehensive framework on the roles and responsibilities of these functionaries, linkages with other state/district level structures, identifying existing challenges and accordingly coming up with suggestive measures to improve their overall functioning. States and UTs are requested to adopt the framework to help develop the BRCs and CRCs as vibrant academic resource centres for training and onsite support to schools and teachers. **Further, all vacant posts at BRCs/CRCs should be filled up on priority.**

X. **Re-envisioning the role of DIETs as per NEP 2020:** DIETs were originally envisioned to strengthen elementary education and support the decentralization of education to the district level. SamagraShiksha envisages the DIETs as a strong district institution that would prepare and support teachers at the school level. Now, with the implementation of the NEP 2020, it has become all the more important to make DIETs the focal point for driving pedagogic initiatives, providing necessary leadership for Foundational Literacy and Numeracy (FLN), use of technology in education and orienting teachers on assessment tools for competency based evaluation. Thus, the Department is coming up with a **vision document for DIETs** and States and UTs are accordingly encouraged to do a reappraisal of the roles, responsibilities and functioning of DIETs.

XI. **Kasturba Gandhi Balika Vidyalaya (KGBV):** KGBVs need to be strengthened and upgraded upto class 12, to increase the share of girls completing school education in Educationally Backward Blocks. **States should propose for upgradation of all KGBVs (Type 1, 2) in the next 3 years and ensure their proper and timely operationalisation and optimum utilization of capacity.** Also, action plan may be given for operationalising all the already upgraded KGBVs including Type-IV KGBVs. In addition, States/UTs may also focus on these areas:

- States and UTs need to prepare and implement strict safety and security guidelines for girls in KGBVs. Safety and security audit to be done as a part of these guidelines.

- KGBVs to collaborate with higher education institutions for providing exposure in STEM education to the girls of KGBVs.

- **States must ensure that the proposals for upgradation/strengthening of KGBVs must be carefully planned in order to avoid future surrenders.**

- **As referred in para VI above, all KGBVs should be saturated with ICT/smart classrooms, integrated science labs and vocational education.**

**XII. Equity:** The activities may be proposed under equity component for improving access, enrolment, retention and learning outcomes of all disadvantaged groups and vulnerable children including girls, transgender, Scheduled Castes, Scheduled Tribes, Minority, Migratory and Urban Deprived Children. **States and UTs may also plan for innovative and need based projects for Menstrual Hygiene & Health for Girls, Adolescent Education (on themes like Prevention and management of Substance Misuse, Promotion of Healthy Life Style, Reproductive Health and HIV Prevention, Safety and Security against Violence and Injuries, Promotion of safe use of Internet and Social Media Behavior etc.); Career Counselling; Life Skills and any other State/UT specific project.**

Detailed write up of all proposed activities giving the need analysis must be provided in the AWP&B. **The proposed activities should not be repetitive rather they should be focused and innovative in true sense with clearly defined outcomes.** The analysis should be based on the UDISE+, PGI indicators or any research/evaluation conducted. **States and UTs may submit the best practices to this department during appraisal.**

**XIII. School Safety and Security Guidelines:** The Department of School Education and Literacy has developed a comprehensive guideline on 'School Safety and Security', for fixing accountability of the School Management in the matter of safety of children studying in schools, through wide and intensive consultative process with States and UTs, Autonomous bodies and Other Ministries/Departments. This guideline includes an 'accountability framework' based on existing legal provisions; 'whole school approach' by integrating safety and security aspects in education itself; and 'Addressing multi-sectoral concerns' to further create a safe society as also giving recommendations for the other Ministries and Departments. **States and UTs are requested to adopt/adapt and notify the guidelines for fixing accountability of the School Management in the matter of safety of children studying in schools.**

**XIV. Inclusive Education:** A comprehensive action plan (Calendar of activities) is to be prepared for the identification of children with special needs (CWSN), training of teachers, availability of special educators, making infrastructure and ICT inclusive and awareness programmes. States and UTs may explore avenues for convergence with Ministry of Health and Ministry of Social Justice for effective coverage and implementation.

*Regular updation of child wise data relating to stipend for girls and other students oriented component-wise details under Inclusive Education must be uploaded on PRABANDH.*

**XV. Vocational Education:** In order to strengthen and expand the coverage of vocational education as per vision of NEP 2020, States and UTs may propose the following in addition to the existing provisions:

- Government aided schools may be taken up in addition to Government Schools and number of job roles has been linked to enrolment.

- Provision of Training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc.

- Construction of Workshop/laboratory cum Class room @ State Schedule of Rate/CPWD rates as per requirement of States/UTs for schools serving as hub for vocational education under strengthening component.

- Recurring support for hub/spoke schools for accessing facilities in hub schools.

- Innovation proposals for extending exposure to vocational education at upper primary level.

XVI. **ICT and Digital Initiatives:** As per NEP 2020, new technologies will not just change what students learn in the classroom but how they learn, therefore, the thrust of technological interventions will be for improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

**In this regard, all uncovered upper primary, secondary and senior secondary schools need to be covered in a time bound manner. States and UTs may propose the non-recurring/recurring grant under 'ICT and Digital Initiatives' for schools as per the given norms.**

XVII. **Monitoring Information System:** Financial support for child tracking for students of Government and Government aided schools will be provided, once the State/Centre has developed and implemented a comprehensive and robust system for the same for both transition and learning outcomes. Thus, state/UT may give details of their child tracking system along with their proposal for the same.

**Unified District Information on School Education Plus) UDISE+:** To ensure reliable and real time data collection on all parameters relating to school education, the UDISE+ has been developed by leveraging the power of information technology. It has been observed that there are still 7 States (Punjab, Delhi, West Bengal, Odisha, Andhra Pradesh, Tamilnadu and Telangana) who are providing data from backend (i.e. in offline dump mode) due to which there is delay in finalization and validation checks at the initial stage. Direct data entry at central system by above mentioned states can overcome these issues and data can be collected in a timely manner.

XVIII. **Management, Monitoring, Media, Evaluation & Research (MMMER):** States/UTs may include the following components under MMMER:

- Social Audit to cover 20% of schools per year is mandatory so that all schools are covered in a period of Five years. These audits will help in monitoring the implementation of the scheme and ensuring transparency, accountability at all levels. In this regard, draft guidelines were shared with the states/UTs for their comments and are now being finalized and will be shared soon.

- Media has been included under this component so that objectives and achievements of the scheme are properly disseminated.

- All media/promotional content developed by the State/UT by using MMMER funds must include 'Samagra Shiksha' in the promotional content.

- States and UTs should design a comprehensive social media plan to create awareness about achievements/daily progress/important developments/instructions

of Samagra Shiksha and share on various social media platforms of the state and tag this Ministry too. Component wise common hashtag will be provided by the D/oSE&L.

- Display of facilities provided under Samagra Shiksha on school walls may be ensured. A template in this regard will be shared shortly.

- Schools will undertake community sensitization, parental advocacy and leveraging parents, alumni and volunteers as a resource for ECCE/FLN/elementary/secondary level.

- Preparation of online training modules for volunteers to understand how they can be involved in school education.

XVIII. **Procedure to be followed for Financial Management:** The Ministry of Finance has changed the system of financial management for all centrally sponsored schemes which has already been communicated to the states and UTs. In this regard, following steps are crucial and to be followed:

- **A Single Nodal Agency [SNA)** is designated for each CSS by every State Government.
- Each SNA is registered in the **Public Financial Management System (PFMS)** and the bank account of each SNA is opened and mapped in PFMS.
- Funds available in the bank account of all the IAs below the SNA are transferred to the bank account of the SNA concerned with clear bifurcation of the Central and the State share and thereafter all IA's to either incur expenditure from the common SNA account or have zero balance accounts for expenditure as per authorisation given by the SNA.

*(Ref No. D.O. letter No. 4-4/2021-IS-2 dated 24.05.2021 read with D.O. letter No. 1(13) PFMS/FCD/2020 dated 12.04.2021, OM No. 1(13) PFMS/FCD/2020 dated 23.03.2021)*

XIX. **Focus on Aspirational Districts/SFDs/EBBS/LWEs etc.**

The Aspirational Districts have been identified on different Key Performance Indicators across five sectors. Education is one of the major sectors with 30% weightage and 8 Key Performance Indicators. NITI Aayog is monitoring these indicators regularly. States should give more focus on various interventions to improve the quality of education and ensure saturation in some interventions in these districts for which key focus areas have been identified. States/UTs to prepare district specific plans based on these identified focus areas and prepare disaggregated data for these aspirational districts for 2022-23.

Special emphasis may be given to Special Focus Districts (SFDs), Left Wing Extremism (LWE) districts, Educationally Backward Blocks (EBBs), SC/ST/Minority concentration districts.

XX. **Convergence architecture with other central government schemes:** States/UTs should dovetail and attempt convergence with the schemes of other Ministries and State Government. Such convergence should 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, for which a specific provision has been made in the revised Programmatic norms.

a) **Gram Panchayat Development Plan (GPDP):**GPs have been mandated for the preparation of Gram Panchayat Development Plan (GPDP) for economic development and social justice utilizing the resources available to them. The GPDP planning process is comprehensive and based on participatory process, which inter alia involves full convergence with schemes of all related Central Ministries / Line Departments related to 29 subjects enlisted in the Eleventh Schedule of the Constitution, which also include Education including primary and secondary schools and libraries. States and UTs are requested to inform about the proposals related to school education included in GPDP.**(Ref Letter No. Do No. F.27-812021 JS-9, dated 14th October, 2021)**

b) **District Mineral Fund:** District Mineral Foundations are statutory bodies in India established by the State Governments by notification. They derive their legal status from section 9B of Mines and Minerals (Development and Regulation) Act, 1957 as amended on 26 March 2015 as Mines and Minerals (Development and Regulation) Amendment Act, 2015. The Pradhan Mantri Khanij Kshetra Kalyan Yojana (PMKKKY) is implemented by the District Mineral Foundations (DMFs) of the respective districts using the funds accruing to the DMF. The District Education Officer is a member of Governing Council and Management Committee of the DMF, therefore States may plan appropriate convergence with DMF, where ever applicable and send details.

c) **CSR:** Corporate Social Responsibility in India is governed by Section 135 of the Companies Act, 2013 and Rules made there under wherein the criteria has been provided for assessing the CSR eligibility of a company, Implementation and Reporting of their CSR Policies. The CSR ambit is getting bigger for analyzing and achieving sustainability goals among various large economies. States and UTs may explore CSR funding to improve infrastructure, ICT and other resources in schools.

d) **Vidyanjali 2.0:**Vidyanjali 2.0 programme (https://vidyanjali.education.gov.in/en), aims to enhance the quality of school education through community and volunteers' participation by allowing them to connect directly with Government and Government-aided schools and share their knowledge and skills as well as contribute in the form of assets/material/equipment. States/UTs are requested to take forward the programme and ensure its outreach through wide publicity, enabling the community and volunteers to contribute in the development of schools' infrastructure and the enhancement of quality of school education.

## XXI. Additional Points:

(i) **Exemplar Schools:** As announced in Budget Speech, the Central Government will be launching a special scheme for more than 15000 schools across the country to develop them as exemplar school in both terms of infrastructure and quality. These schools once selected will get separate funding under this scheme and these will not be included under Samagra Shiksha.

(ii) It may also be noted that **State run Model Schools** will not be eligible for any special funding/grant under Samagra Shiksha beyond the prescribed programmatic and financial norms of the scheme.

(iii) It is important to note here that the **data available on UDISE+ 2020-21, SHAGUN portal and PRABANDH** would be the reference data for the Annual Work Plan & Budget 2022-23 planning and appraisal.

(iv) Please ensure that the AWP&B 2022-23 including the **District AWP&B, State component and costing is approved by your State Executive Committee** before it is sent for consideration of the PAB of Government of India.

(v) PAB shall also review the **action taken against the commitments for 2021-22**, both in respect of State specific commitments as well as standard commitments. **The progress against expected outcomes and the suggestions given by MoE in the PAB meetings of 2021-22 will also be reviewed.**

(vi) **Please note that strict performance criteria will be adopted in appraising the proposals for 2022-23.** During finalization of your AWP&B outlay, due attention will be paid to the committed liabilities under Non-Recurring head, and other financial demands etc. Priority should be given for completion of ongoing works before proposing any new infrastructure or other interventions. **In cases where civil works older than 2015-16 have not been taken up, the States/UTs should surrender such works and focus on completion of the on-going works, before proposing new works.** The State should provide a clear timeframe by which the works in progress are likely to be completed.

(vii) The plan write-up should focus on description of need assessment and interventions proposed, so as to explain and elaborate on the information given in the tables. This would help us in effectively implementing the Scheme and achieve the objective of universal quality education to our children.

(viii) As you are aware, **a PRoject Appraisal, Budgeting, Achievements and Data Handling System (PRABANDH)** has been developed for Samagra Shiksha which is used for uploading of AWP&B proposals, online appraisal, issue of sanction orders and for physical and financial monitoring of the scheme. In the PRABANDH portal, uploading of budget e-costing sheet from District level has been activated. The States and UTs may use this facility to get the district level budgeting done on PRABANDH using option AWP&B E-Costing. The States and UTs can download the integrated budget sheet uploaded by all the districts for further addition and modification before submitting to the National Level after approval of the Executive Council.

(ix) **Status of Outstanding advances**: Outstanding advances pending for a long time for the previous years and all old advances (both under General and Capital) should be settled forthwith and a report on status of advances pending for each year and the cumulative advances upto the current year along-with the reasons for long pending advances should be spelt along-with the AWP&B proposal.

(x) **Public Financial Management System (PFMS):** As per the directions of Finance Ministry, all types of transactions (Expenditure, Advances and Transfer) relating to Central Grant under all Centrally Sponsored Schemes have to be affected through PFMS only. Therefore, it is requested to provide details of operationalisation of PFMS upto the school level. Further, the completion of Internal Audit and

maintenance of separate individual accounts for SC/ST component and **timely submission of Annual Reports** should be done.

XXII. **The thrust of the appraisal exercise will be on implementing the interventions of Samagra Shiksha and recommendations of NEP 2020 in letter and spirit.** In order to ensure efficient and effective monitoring of NEP implementation, every component/intervention of Samagra Shiksha has been defined with measurable goals and Key Performance Indicators(KPIs).**The proposals for each component/intervention must be developed in the following structure (not more than 1000 words each) in order to properly appraise and monitor:**

1 Name of the Proposal/ Project

2 Modalities of implementation and Justification

3 Expected Outcomes

4 Key Performance Indicators (KPIs)

5 Monitoring of the KPIs/Project
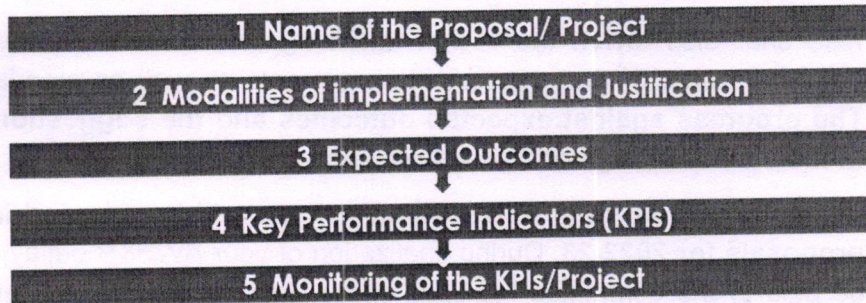
*These Key Performance Indicators (KPIs) will be strictly monitored for each component/intervention as mentioned in the proposals during the year.*

XXIII. The **tentative allocation of funds and estimates** of the plan is enclosed at **Annexure-III.** It is requested that the overall plan proposal from the State/UT should not exceed 125% of the estimated plan outlay indicated in the annexure. However, additional grant may be given to the States based on review of their mid-term performance.

XXIV. We look forward to your active participation in finalizing the Annual Work Plan & Budget proposals for Samagra Shiksha for the year 2022-23 in a timely manner.

With Regards,

Yours sincerely,

(Maneesh Garg) 21/12/21

To,

1. ACS/Principal Secretaries/Education Secretaries of all States and UTs
2. SPDs (Samagra Shiksha) of all States and UTs
3. Directors (SCERT) of all States and UTs
4. Heads of Autonomous Bodies of Ministry of Education
5. Additional Secretary, Joint Secretaries, DS/Directors in Ministry of Education (Department of School Education and Literacy)

| SN | Name of State/UT | Date | Time slot for SamagraShiksha | Name of DS/Directors |
|---|---|---|---|---|
| 1 | NCERT | 19.1.2022 | 10:00 AM to 12.00 AM | J.P. Pandey |
| 2 | NIEPA | | | |
| 3 | NIC | | 3.00 AM to 5.00 PM | Rajnish Kumar |
| 4 | TSG | | | Rashi Sharma |
| 5 | NCTE | 21.1.2022 | 10:00 AM to 12.00 AM | Rahul Pachori |
| 6 | NCPCR | | | Rashi Sharma |
| 7 | Andaman & Nicobar Island | 2.2.2022 | 10:00 AM to 12.00 AM | Rahul Pachori |
| 8 | Dadra Nagar Haveli  & DD | | 3.00 AM to 5.00 PM | Rahul Pachori |
| 9 | Chandigarh | 9.2.2022 | 10:00 AM to 12.00 AM | J.P. Pandey |
| 10 | Lakshadweep | | 3.00 AM to 5.00 PM | Rahul Pachori |
| 11 | Ladakh | 16.2.2022 | 10:00 AM to 12.00 AM | V.K. Verma |
| 12 | Himachal Pradesh | | 3.00 AM to 5.00 PM | Rahul Pachori |
| 13 | Kerala | 18.2.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 14 | Puducherry | | 3.00 AM to 5.00 PM | Rahul Pachori |
| 15 | Delhi | 23.2.2022 | 10:00 AM to 12.00 AM | Rahul Pachori |
| 16 | Karnataka | | 3.00 AM to 5.00 PM | V.K. Verma |
| 17 | Tamil Nadu | 25.2.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 18 | Andhra Pradesh | | 3.00 AM to 5.00 PM | RituSain |
| 19 | Gujarat | 2.3.2022 | 10:00 AM to 12.00 AM | Anil Bhandula |
| 20 | Meghalaya | | 3.00 AM to 5.00 PM | P.P.Gupta |
| 21 | Odisha | 4.3.2022 | 10:00 AM to 12.00 AM | RituSain |
| 22 | Chhattisgarh | | 3.00 AM to 5.00 PM | Rahul Pachori |
| 23 | Haryana | 9.3.2022 | 10:00 AM to 12.00 AM | J.P. Pandey |
| 24 | Nagaland | | 3.00 AM to 5.00 PM | P.P.Gupta |
| 25 | Jharkhand | 11.3.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 26 | Tripura | | 3.00 AM to 5.00 PM | P.P.Gupta |
| 27 | Assam | 16.3.2022 | 3.00 AM to 5.00 PM | P.P.Gupta |
| 28 | Sikkim | 21.3.2022 | 10:00 AM to 12.00 AM | P.P.Gupta |
| 29 | Madhya Pradesh | 23.3.2022 | 3.00 AM to 5.00 PM | RituSain |
| 30 | West Bengal | 25.3.2022 | 10:00 AM to 12.00 AM | RituSain |
| 31 | Maharashtra | 30.3.2022 | 3.00 AM to 5.00 PM | RituSain |
| 32 | Rajasthan | 1.4.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 33 | Mizoram | 6.4.2022 | 10:00 AM to 12.00 AM | P.P.Gupta |
| 34 | Jammu & Kashmir | 8.4.2022 | 10:00 AM to 12.00 AM | V.K. Verma |
| 35 | Bihar | 13.4.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 36 | Arunachal Pradesh | | 3.00 AM to 5.00 PM | P.P.Gupta |
| 37 | Uttarakhand | 20.4.2022 | 10:00 AM to 12.00 AM | V.K. Verma |
| 38 | Telangana | | 3.00 AM to 5.00 PM | RituSain |
| 39 | Punjab | 22.4.2022 | 10:00 AM to 12.00 AM | J.P. Pandey |
| 40 | Manipur | | 3.00 AM to 5.00 PM | P.P.Gupta |
| 41 | Goa | 29.4.2022 | 10:00 AM to 12.00 AM | Rashi Sharma |
| 42 | Uttar Pradesh | | 3.00 AM to 5.00 PM | Anil Bhandula |

## TEMPLATE FOR PREPARING ANNUAL CALENDER OF ACTIVITIES FOR VARIOUS INTERVENTIONS

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 1 | EARLY CHILDHOOD CARE AND EDUCATION (ECCE) | | | | | | | | | | | | | | |
| | Support at Pre-Primary level | | | | | | | | | | | | | | |
| 1.1 | (a) Non - Recurring | | | | | | | | | | | | | | |
| 1.2 | (b) Recurring | | | | | | | | | | | | | | |
| 1.3 | (c) TLM per child | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 2 | FOUNDATIONAL LITERACY AND NUMERACY | | | | | | | | | | | | | | |
| 2.1 | Teaching Learning Materials & School Readiness (Students of Class I to V of Govt. School) | | | | | | | | | | | | | | |
| 2.2 | Teacher Resource Material/Activity Handbook (teachers) | | | | | | | | | | | | | | |
| 2.3 | Independent, periodic and holistic assessment of Students (Districts) | | | | | | | | | | | | | | |
| 2.4 | Capacity building of Teachers, Head Teachers and teacher Educators Grades I to V (Primary Level) (Teachers) | | | | | | | | | | | | | | |
| 2.5 | Formation of PMU at State level (States & UTs) | | | | | | | | | | | | | | |
| 2.6 | Formation of PMU at District level (Districts) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3 | ACCESS AND RETENTION | | | | | | | | | | | | | | |
| 3.1 | Opening of New/Upgraded Schools (Non - Recurring) | | | | | | | | | | | | | | |
| | (i) New Primary School | | | | | | | | | | | | | | |
| | (i) Upgradation to upper Primary | | | | | | | | | | | | | | |
| | (ii) Secondary School | | | | | | | | | | | | | | |
| | (iii) Higher Secondary schools (upgraded) | | | | | | | | | | | | | | |

| | | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Component/Activity | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| | (iv) Higher Secondary schools (upgraded with additional subjects) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| b | **Recurring expenditure component for each upgraded school** | | | | | | | | | | | | | | |
| | (i) Primary School | | | | | | | | | | | | | | |
| | (ii) Upper primary schools | | | | | | | | | | | | | | |
| | (iii) Secondary schools | | | | | | | | | | | | | | |
| | (iv) Higher Secondary schools (upgraded) | | | | | | | | | | | | | | |
| | (v) Higher Secondary schools (upgraded with additional subjects) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3.2 | **Residential Schools/Hostels** | | | | | | | | | | | | | | |
| a | Non-Recurring | | | | | | | | | | | | | | |
| b | Recurring | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3.3 | **Strengthening of Existing Schools** | | | | | | | | | | | | | | |
| a | **Non - Recurring** | | | | | | | | | | | | | | |
| | (i) Balvatika in Primary School | | | | | | | | | | | | | | |
| | **Elementary** | | | | | | | | | | | | | | |
| | (i) Additional Toilets | | | | | | | | | | | | | | |
| | (ii) Major Repairs/Minor Repairs/Ramps/Handrails/furniture etc. | | | | | | | | | | | | | | |
| | **Secondary** | | | | | | | | | | | | | | |
| | (iii) Strengthening of existing schools/ Major Repairs/ Minor Repairs/ Ramp /Toilets etc. | | | | | | | | | | | | | | |
| | (iii) Residential Quarters | | | | | | | | | | | | | | |
| | **Higher Secondary** | | | | | | | | | | | | | | |
| | i.  Strengthening of selected existing senior secondary schools | | | | | | | | | | | | | | |

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| | **Vocational Education** | | | | | | | | | | | | | | |
| | (i) Schools including hub schools | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3.4 | **Transport/Escort Facility** | | | | | | | | | | | | | | |
| | (i) Elementary Level | | | | | | | | | | | | | | |
| | (ii) Secondary Level | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **4** | **RTE ENTITLEMENTS** | | | | | | | | | | | | | | |
| 4.1 | Free Uniforms *(including shoes/footwear)* | | | | | | | | | | | | | | |
| 4.2 | Free Textbooks | | | | | | | | | | | | | | |
| | (a) Primary | | | | | | | | | | | | | | |
| | (b) Upper Primary | | | | | | | | | | | | | | |
| 4.3 | Reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act. | | | | | | | | | | | | | | |
| 4.4 | (i) Special Training for age appropriate admission of out-of-school children (OoSC) at Elementary Level | | | | | | | | | | | | | | |
| 4.5 | (ii) OoSC at 16 to 19 years of age through the Open school system (NIOS/SIOS) for CWSN at secondary/senior secondary stage | | | | | | | | | | | | | | |
| 4.6 | Community Mobilization | | | | | | | | | | | | | | |
| 4.7 | Capacity Building of SMCs/SMDCs | | | | | | | | | | | | | | |
| 4.8 | Support to SCPCR | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **5** | **QUALITY INTERVENTIONS** | | | | | | | | | | | | | | |
| 5.1 | Learning Enhancement/Enrichment Programme | | | | | | | | | | | | | | |
| 5.2 | Holistic Report card for Students(New) | | | | | | | | | | | | | | |
| 5.3 | Assessment at National & State level | | | | | | | | | | | | | | |

| | | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Component/Activity | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 5.4 | Composite School Grant | | | | | | | | | | | | | | |
| 5.5 | Libraries | | | | | | | | | | | | | | |
| 5.6 | Sports and Physical Education | | | | | | | | | | | | | | |
| 5.7 | RastriyaAvishkarAbhiyan (RAA) | | | | | | | | | | | | | | |
| 5.8 | Innovation | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 6 | **SALARY OF TEACHERS** | | | | | | | | | | | | | | |
| 6.1 | Elementary | | | | | | | | | | | | | | |
| 6.2 | Secondary/Senior Secondary | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 7 | **APPOINTMENT OF LANGUAGE TEACHERS** | | | | | | | | | | | | | | |
| 7.1 | Appointment and training of language (Hindi) teachers in North Eastern States and non-hindi speaking states | | | | | | | | | | | | | | |
| 7.2 | Provision for Bi-Lingual TLMs and books (Hindi) | | | | | | | | | | | | | | |
| 7.3 | Provision for Bi-Lingual TLMs and books (Urdu) | | | | | | | | | | | | | | |
| 7.4 | Appointment of language (Urdu) Teachers for teaching Urdu in States/UTs | | | | | | | | | | | | | | |
| 7.5 | Inservice Training for Hindi and Urdu teachers | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 8 | **GENDER AND EQUITY** | | | | | | | | | | | | | | |
| 6.1 | **Kasturba Gandhi BalikaVidyalaya (KGBV)** | | | | | | | | | | | | | | |
| | (a) Non - Recurring | | | | | | | | | | | | | | |
| | (i) New KGBV | | | | | | | | | | | | | | |
| | (ii) Upgraded from class VIII to class X | | | | | | | | | | | | | | |
| | (iii) Upgraded from class VIII to class XII | | | | | | | | | | | | | | |
| | (b) Recurring (Average cost per KGBV) | | | | | | | | | | | | | | |

| | | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 6.2 | | Self Defence training for Girls | | | | | | | | | | | | | | |
| 6.3 | | Special projects for equity | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 9 | | **INCLUSIVE EDUCATION** | | | | | | | | | | | | | | |
| 7.1 | | **Provision for children with special needs (CWSN)** | | | | | | | | | | | | | | |
| | | **(a) Recurring** | | | | | | | | | | | | | | |
| | | (i) Student component | | | | | | | | | | | | | | |
| | | (ii) Identification camps at block level | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 7.2 | | **Salary for Special Educators** | | | | | | | | | | | | | | |
| | | (i)  Elementary (@20000 per month/per person) | | | | | | | | | | | | | | |
| | | (ii) Secondary(@25000 per month/per person) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 7.3 | | **Stipend for Girls @ Rs 200 per girl per month (10 months)** | | | | | | | | | | | | | | |
| 7.4 | | **Training of Special Educators and Block Resource Centre** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | **(b) Non Recuring** | | | | | | | | | | | | | | |
| | | Equipping Resource centres at Block level per Block resource centre | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 10 | | **TEACHER EDUCATION** | | | | | | | | | | | | | | |
| I) | | **Non Recurring Grant** | | | | | | | | | | | | | | |
| i) | | Establishment of New SCERT | | | | | | | | | | | | | | |
| ii) | | Establishment of New DIETs | | | | | | | | | | | | | | |
| iii) | | For New Construction and Expansion of existing TEIs (SCERTs/SIEs, DIETs and BITEs) | | | | | | | | | | | | | | |

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| iv) | Major Repair and Minor Repair (SCERTs/SIEs, DIETs and BITEs) | | | | | | | | | | | | | | |
| v) | Establishment of Special Cells for SCERT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **II)** | **Recurring Grant** | | | | | | | | | | | | | | |
| **1)** | **Assessment Cell in SCERTs (Recurring)** | | | | | | | | | | | | | | |
| i) | Assessment cell preferably at SCERT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **2)** | **Salaries of Teacher Educators (TEIs)** *(60% of posts created and filled after 2012)* | | | | | | | | | | | | | | |
| a) | SCERT (Total 32) | | | | | | | | | | | | | | |
| b) | DIETs( 607 Functional DIETs) | | | | | | | | | | | | | | |
| c) | BITEs (Total 11) | | | | | | | | | | | | | | |
| d) | CTEs and IASEs *(only 3 states are availling salary)* | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **3)** | **DIKSHA (National Teacher Platform)** | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **4)** | **Program & Activities and Capacity Building (SCERTs and DIETs)** | | | | | | | | | | | | | | |
| a) | SCERTs | | | | | | | | | | | | | | |
| b) | DIETs | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **5)** | **Technology Support to TEIs** | | | | | | | | | | | | | | |
| a) | SCERTs (32) | | | | | | | | | | | | | | |
| i) | Non-recurring | | | | | | | | | | | | | | |
| ii) | Recurring | | | | | | | | | | | | | | |
| **b)** | **DIETs (607)** | | | | | | | | | | | | | | |

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| i) | Non-recurring | | | | | | | | | | | | | | |
| ii) | Recurring | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| **6)** | **Annual Grant for TEIs** | | | | | | | | | | | | | | |
| a) | SCERT (32) | | | | | | | | | | | | | | |
| b) | DIETs (607) | | | | | | | | | | | | | | |
| c) | BITEs (11) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 7) | **Academic support through BRC/URC/CRC** | | | | | | | | | | | | | | |
| | (A) Provision for BRCs/URCs | | | | | | | | | | | | | | |
| | *Non-Recurring* | | | | | | | | | | | | | | |
| | (i) Provision for BRCs/URCs for furniture, computer etc. | | | | | | | | | | | | | | |
| | *Recurring* | | | | | | | | | | | | | | |
| | (i) Provision for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. | | | | | | | | | | | | | | |
| | (ii) Additional grant for expanding the support to secondary level. (per annum) | | | | | | | | | | | | | | |
| | (ii) Salary of BRC | | | | | | | | | | | | | | |
| | (B) Provisions for CRCs | | | | | | | | | | | | | | |
| | *Non-Recurring* | | | | | | | | | | | | | | |
| | (i) Provision for furniture, computer etc. | | | | | | | | | | | | | | |
| | *Recurring* | | | | | | | | | | | | | | |
| | (i) Provision for CRCs for TLE/TLM, recurring expenditure, meetings, contingencies etc. per annum. | | | | | | | | | | | | | | |
| | (iv) Salary of CRC | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 8 | **Traning for in-servide Teachers, Head Teachers and teacher Educators (Blended approach)** | | | | | | | | | | | | | | |
| | (i) Upper Primary Level (Govt) | | | | | | | | | | | | | | |
| | (ii) Secondary Level (Govt+Aided) | | | | | | | | | | | | | | |
| | (iii) Higher Secondary level (Govt+Aided) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 11 | **VOCATIONAL EDUCATION** | | | | | | | | | | | | | | |
| 8.1 | **Introduction of Vocational Education at Secondary and higher Secondary** | | | | | | | | | | | | | | |
| | (a) Non - Recurring | | | | | | | | | | | | | | |
| | (b) Recurring | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 12 | **ICT AND DIGITAL INITIATIVES** | | | | | | | | | | | | | | |
| | **(a) Non - Recurring** | | | | | | | | | | | | | | |
| | (i) ICT in Upper Primary | | | | | | | | | | | | | | |
| | (ii) ICT in Secondary & Senior Secondary Schools | | | | | | | | | | | | | | |
| | (iii) Smart Classrooms | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | **(b) Recurring** | | | | | | | | | | | | | | |
| | (i) ICT in Upper Primary | | | | | | | | | | | | | | |
| | (ii) ICT in Secondary & Senior Secondary Schools | | | | | | | | | | | | | | |
| | (iii) Smart Classrooms | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 13 | **MONITORING OF THE SCHEME** | | | | | | | | | | | | | | |
| 9.1 | Monitoring Information Systems (MIS) | | | | | | | | | | | | | | |

| | Component/Activity | Responsibility (Implementing Agency) Total Physical quantity | Total Physical quantity | Timeframe for Implementation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | April | May | Jun | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar |
| 9.2 | Child tracking of students' | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 14 | **Management, Monitoring, Media, Evaluation & Research (MMMER)** | | | | | | | | | | | | | | |

## SamagraShiksha - Tentative Proposed Releases, State Share, Estimates - 2022-23

(Rs. In lakhs)

| S.No | Name of State | Tentative Proposed Central Releases-2022-23 | | | | Tentative State Share | | | | Tentative Total Estimates - 2022-23 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | EE | SE | TE | Total (EE+SE+TE) | EE | SE | TE | Total (EE+SE+TE) | EE | SE | TE | Total (EE+SE+TE) |
| | **Other States (60:40)** | | | | | | | | | | | | |
| 1 | Andhra Pradesh | 112671.37 | 50697.89 | 814.93 | 164184.18 | 75114.24 | 33798.59 | 543.29 | 109456.12 | 187785.61 | 84496.48 | 1358.22 | 273640.31 |
| 2 | Bihar | 418462.77 | 47054.93 | 486.51 | 466004.21 | 278975.18 | 31369.95 | 324.34 | 310669.48 | 697437.95 | 78424.88 | 810.86 | 776673.69 |
| 3 | Chhattisgarh | 70776.46 | 35155.14 | 2170.62 | 108102.23 | 47184.31 | 23436.76 | 1447.08 | 72068.15 | 117960.77 | 58591.91 | 3617.70 | 180170.38 |
| 4 | Goa | 1358.15 | 761.52 | 146.10 | 2265.77 | 905.43 | 507.68 | 97.40 | 1510.51 | 2263.58 | 1269.20 | 243.50 | 3776.28 |
| 5 | Gujarat | 105071.07 | 15066.64 | 2798.59 | 122936.31 | 70047.38 | 10044.43 | 1865.73 | 81957.54 | 175118.45 | 25111.07 | 4664.32 | 204893.85 |
| 6 | Haryana | 52265.38 | 45377.28 | 2848.24 | 100490.90 | 34843.59 | 30251.52 | 1898.83 | 66993.94 | 87108.97 | 75628.79 | 4747.07 | 167484.84 |
| 7 | Jharkhand | 94827.85 | 14441.56 | 327.51 | 109596.92 | 63218.57 | 9627.71 | 218.34 | 73064.61 | 158046.42 | 24069.26 | 545.85 | 182661.53 |
| 8 | Karnataka | 71301.93 | 12846.41 | 2003.31 | 86151.65 | 47534.62 | 8564.27 | 1335.54 | 57434.43 | 118836.55 | 21410.68 | 3338.85 | 143586.09 |
| 9 | Kerala | 21781.40 | 6864.86 | 2061.51 | 30707.77 | 14520.94 | 4576.58 | 1374.34 | 20471.85 | 36302.34 | 11441.44 | 3435.85 | 51179.62 |
| 10 | Madhya Pradesh | 276618.75 | 78878.70 | 3215.70 | 358713.15 | 184412.50 | 52585.80 | 2143.80 | 239142.10 | 461031.24 | 131464.50 | 5359.50 | 597855.24 |
| 11 | Maharashtra | 101873.27 | 18932.15 | 2613.13 | 123418.55 | 67915.51 | 12621.43 | 1742.09 | 82279.03 | 169788.78 | 31553.58 | 4355.22 | 205697.58 |
| 12 | Odisha | 145023.79 | 28751.45 | 3169.43 | 176944.67 | 96682.52 | 19167.63 | 2112.96 | 117963.11 | 241706.31 | 47919.08 | 5282.39 | 294907.78 |
| 13 | Punjab | 42464.03 | 22717.78 | 993.32 | 66175.13 | 28309.35 | 15145.19 | 662.21 | 44116.75 | 70773.38 | 37862.97 | 1655.54 | 110291.88 |
| 14 | Rajasthan | 249715.76 | 79573.40 | 3112.10 | 332401.27 | 166477.17 | 53048.94 | 2074.73 | 221600.84 | 416192.94 | 132622.34 | 5186.83 | 554002.11 |
| 15 | Tamil Nadu | 141091.81 | 54979.21 | 4811.71 | 200882.73 | 94061.21 | 36652.81 | 3207.80 | 133921.82 | 235153.02 | 91632.02 | 8019.51 | 334804.55 |
| 16 | Telangana | 87833.35 | 18300.64 | 1080.73 | 107214.72 | 58555.57 | 12200.42 | 720.48 | 71476.48 | 146388.92 | 30501.06 | 1801.21 | 178691.20 |
| 17 | UP | 556468.57 | 56044.45 | 11593.80 | 624106.81 | 370979.04 | 37362.96 | 7729.20 | 416071.21 | 927447.61 | 93407.41 | 19323.00 | 1040178.02 |
| 18 | West Bengal | 143729.25 | 18960.94 | 305.45 | 162995.64 | 95819.50 | 12640.62 | 203.63 | 108663.76 | 239548.76 | 31601.56 | 509.08 | 271659.40 |
| | **Sub Total** | **2693334.96** | **605404.94** | **44552.70** | **3343292.60** | **1795556.64** | **403603.29** | **29701.80** | **2228861.73** | **4488891.60** | **1009008.23** | **74254.49** | **5572154.33** |
| | **UTs with Legislature (60:40)** | | | | | | | | | | | | |
| 19 | Delhi | 27686.14 | 9873.31 | 817.43 | 38376.88 | 18457.42 | 6582.21 | 544.95 | 25584.59 | 46143.56 | 16455.52 | 1362.38 | 63961.46 |
| 20 | J&K (90:10) | 89737.55 | 67604.54 | 3394.38 | 160736.47 | 9970.84 | 7511.62 | 377.15 | 17859.61 | 99708.39 | 75116.16 | 3771.53 | 178596.08 |
| 21 | Puducherry | 1198.30 | 550.03 | 94.97 | 1843.30 | 798.87 | 366.69 | 63.31 | 1228.86 | 1997.17 | 916.72 | 158.28 | 3072.16 |
| | **Sub Total** | **118621.98** | **78027.89** | **4306.77** | **200956.64** | **29227.13** | **14460.51** | **985.42** | **44673.06** | **147849.11** | **92488.40** | **5292.19** | **245629.70** |
| | **Total-Non-NER** | **2811956.94** | **683432.83** | **48859.47** | **3544249.24** | **1824783.77** | **418063.81** | **30687.21** | **2273534.79** | **4636740.71** | **1101496.63** | **79546.68** | **5817784.03** |

# SamagraShiksha - Tentative Proposed Releases, State Share, Estimates - 2022-23

(Rs. In lakhs)

| S.No | Name of State | Tentative Proposed Central Releases-2022-23 | | | | Tentative State Share | | | | Tentative Total Estimates - 2022-23 | | | |
|------|---------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | EE | SE | TE | Total (EE+SE+TE) | EE | SE | TE | Total (EE+SE+TE) | EE | SE | TE | Total (EE+SE+TE) |
| | **NE (90:10)** | | | | | | | | | | | | |
| 22 | Arunachal Pradesh | 39163.74 | 12370.05 | 2299.02 | 53832.81 | 4351.53 | 1374.45 | 255.45 | 5981.42 | 43515.27 | 13744.50 | 2554.46 | 59814.23 |
| 23 | Assam | 180769.85 | 54884.44 | 5048.97 | 240703.26 | 20085.54 | 6098.27 | 561.00 | 26744.81 | 200855.38 | 60982.71 | 5609.97 | 267448.06 |
| 24 | Manipur | 26188.35 | 16078.79 | 2832.12 | 45099.27 | 2909.82 | 1786.53 | 314.68 | 5011.03 | 29098.17 | 17865.32 | 3146.80 | 50110.30 |
| 25 | Meghalaya | 32270.41 | 4508.11 | 457.78 | 37236.30 | 3585.60 | 500.90 | 50.86 | 4137.37 | 35856.02 | 5009.01 | 508.64 | 41373.67 |
| 26 | Mizoram | 15730.06 | 8607.42 | 3129.32 | 27466.79 | 1747.78 | 956.38 | 347.70 | 3051.87 | 17477.84 | 9563.79 | 3477.02 | 30518.65 |
| 27 | Nagaland | 13659.13 | 8391.70 | 4501.33 | 26552.17 | 1517.68 | 932.41 | 500.15 | 2950.24 | 15176.81 | 9324.11 | 5001.48 | 29502.41 |
| 28 | Sikkim | 7782.79 | 6232.09 | 898.63 | 14913.51 | 864.75 | 692.45 | 99.85 | 1657.06 | 8647.55 | 6924.54 | 998.48 | 16570.57 |
| 29 | Tripura | 24298.03 | 11963.88 | 2479.17 | 38741.08 | 2699.78 | 1329.32 | 275.46 | 4304.56 | 26997.81 | 13293.20 | 2754.63 | 43045.65 |
| | **Total** | 339862.36 | 123036.47 | 21646.35 | 484545.18 | 37762.48 | 13670.72 | 2405.15 | 53838.35 | 377624.85 | 136707.19 | 24051.50 | 538383.53 |
| | **Hill States (90:10)** | | | | | | | | | | | | |
| 30 | HP | 37929.58 | 30816.14 | 2071.58 | 70817.29 | 4214.40 | 3424.02 | 230.18 | 7868.59 | 42143.97 | 34240.15 | 2301.75 | 78685.88 |
| 31 | Uttarakhand | 48600.78 | 27091.72 | 6199.74 | 81892.24 | 5400.09 | 3010.19 | 688.86 | 9099.14 | 54000.87 | 30101.91 | 6888.60 | 90991.38 |
| | **Total** | 86530.36 | 57907.85 | 8271.32 | 152709.53 | 9614.48 | 6434.21 | 919.04 | 16967.73 | 96144.84 | 64342.06 | 9190.35 | 169677.25 |
| | **UTs (100%)** | | | | | | | | | | | | |
| 32 | Andaman & Nicobar | 4238.21 | 2550.39 | 75.00 | 6863.60 | 0.00 | 0.00 | 0.00 | 0.00 | 4238.21 | 2550.39 | 75.00 | 6863.60 |
| 33 | Chandigarh | 10068.41 | 1603.03 | 28.62 | 11700.07 | 0.00 | 0.00 | 0.00 | 0.00 | 10068.41 | 1603.03 | 28.62 | 11700.07 |
| 34 | D&NH and D&Diu | 6678.06 | 1355.76 | 172.93 | 8206.75 | 0.00 | 0.00 | 0.00 | 0.00 | 6678.06 | 1355.76 | 172.93 | 8206.75 |
| 35 | Ladakh | 4726.44 | 7211.10 | 237.12 | 12174.66 | 0.00 | 0.00 | 0.00 | 0.00 | 4726.44 | 7211.10 | 237.12 | 12174.66 |
| 36 | Lakshadweep | 453.33 | 170.49 | 74.21 | 698.03 | 0.00 | 0.00 | 0.00 | 0.00 | 453.33 | 170.49 | 74.21 | 698.03 |
| | **Total** | 26164.46 | 12890.77 | 587.88 | 39643.10 | 0.00 | 0.00 | 0.00 | 0.00 | 26164.46 | 12890.77 | 587.88 | 39643.10 |
| | **Total - SS** | 3264514.12 | 877267.91 | 79365.01 | 4221147.05 | 1872160.74 | 438168.73 | 34011.40 | 2344340.87 | 5136674.86 | 1315436.64 | 113376.41 | 6565487.91 |