

**MINTUES OF THE 12<sup>th</sup> ROUND OF TWO DAYS WORKSHOP ON PLANNING &  
IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)  
HELD IN DELHI ON 5<sup>th</sup> OCT & 6<sup>th</sup> JANUARY 2012**

*“An initiative not only brings change  
But also brings growth”*

Twelve round of two-day Regional Workshops on capacity building of District functionaries on Planning & Implementation of **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** for the state of **Punjab, Haryana and Chandigarh** was organized by Department of Secondary Education, MHRD, GoI at Scope Complex, **Delhi on 5th January -6th January, 2012**, strove to evolve clear roadmap for the next year by delving deep into the strengths and weaknesses of the efforts mounted so far for planning by the RMSA to reach out to the need based district plans, including the ones belonging to socially disadvantage groups and weaker sections and bring them within the fold of secondary education. Focus of the workshop was on critical and nuanced examination of the processes shaping our strategies with the objective of enhancing the preparedness level of the project functionaries to remove the bottlenecks and tighten the nuts and bolts wherever required and envision a robust, smoother and speedier regime of the interventions for the secondary education as envisaged in the framework & Right to Education Act 2009 in a manner that they are not looked upon as mere project interventions, but an integral part of the states’ educational plan and strategy.

1.2 In Delhi all the three states were invited to participate. All states, **Punjab, Haryana & Chandigarh** were participated. In total, more than 100 participants were present in the workshop.

1.3 The list of the participants is attached at **Annexure I**.

1.4 The list of the objectives and schedule are at **Annexure II and III** respectively.

## **2 Approach and methodology of the workshop: -**

2.1 Context for the discussion on agenda items was set up by four documents: minutes of the states/UTs, recommendations of several forums/discussion on RMSA, RTE Act, 2009 and the key observations of the appraisal reports of the States/UTs on all the components/aspects of the planning including infrastructures. Before the participants buckled down to the analysis of the issues agenda item wise, their attention was drawn to the term need based incorporated in the framework and grass root realities which talks of enabling each and every child to compete secondary education up-to class-X and this secondary education stipulates, has to be in the mother tongue, as far as practicable, in a neighborhood school and in a child friendly manner.

2.2 The spirit when they underscore the issues of Social Access, mechanism to track the retention and learning achievement of mainstreamed students, arrangements for continued education of migrant children, flexibility in the formal secondary school education framework and special attention to the need of disadvantaged children, especially in the special focus districts, it was explained. As regards the implications of the terms 'Need Based', it was mentioned that it subsumes all the measures required to be taken to enable an out-of-school-child to join a formal secondary school in a class appropriate to his/her age and pursue education up to class-X and these may take the form of open schooling facilities, residential schools, hostels etc.

2.3 In view of the consensus that it has been long since a comprehensive experience sharing on Quality and Equity related issues among the States/UTs happened, it was decided to discuss each of the agenda items in a group of five to six concerning all the components of RMSA and this was done by each State/UT first getting down its response to the questions/issues underlined in respect of that agenda item, sharing them with other States/UTs, discussing if the strategies adopted by them answer or meet some of the key concerns and challenges faced by the state adequately and tracing out the future course of action in respect of the agenda item.

2.4 Each group then presented its future course of action to the whole body of participants to be followed by the sharing of views on the desirability, implement ability and efficacy of the suggested measures. TSG Consultants facilitated the group discussions. Given the inevitable inter-linkages and complimentarily of the different agenda items, it was experienced that many of the sub-texts of the subsequent agenda items got unraveled in course of discussion on the preceding agenda items. This not only helped in time management, but also facilitated the consolidation of emerging action points.

### **3. Programme**

The programme started at 9.30 am. Officials and all the participants were present. A cross section of academic community at Scope Complex, New-Delhi, ranging from the Deputy Project Director, RMSA, Project Coordinator and the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs gathered from different parts of the districts of all the mentioned states/UTs.

### **4. Inaugural session**

4.1 The inaugural ceremony started with the welcome address by the TSG Senior Consultant Sh. Altab Khan, followed by introductory remarks recapitulating the key points of the programme in the two days, various strategies for achieving the goals of planning, implementation and monitoring of activities to ensure quality education was pursued. He highlighted the following key points related to various issues:

- The aim of RMSA is for universal Access of Secondary Education (GER) by 2017 and Universal Retention by 2020. No child should be deprived from Secondary Education.
- He emphasized on revisiting of key issues and Priorities for Annual Work Plan & Budget (AWP&B) 2012-13.
- This two days workshop is for resolving the issues that arise at grass root level in preparing the plan at District level.
- He also emphasized that need based and priority based planning at District level should be done in holistic way as per the norms of RMSA and state policies.
- Poor planning leads to dropping out of students mostly from weaker sections like SC, ST, OBC and Minorities. He also emphasized on use of SEMIS data for good planning and infrastructure.
- He requested the district functionaries to be careful in collection and maintaining quality of data while forwarding the same to MIS, RMSA, New Delhi. There is need to improve planning for quality of education. RMSA is an additional Support. The components of RMSA like Access, Quality, Equity, SEMIS, Civil, and Finance etc. will be explained separately. He wished for the success of the workshop.

**5. Shri.** Altab Khan, Senior Consultant, Planning (RMSA) listed the key priorities for Annual work plan & Budget (AWP&B) 2012-13 and revisiting key issues on planning & implementation. Before submitting the priorities & issues, he highlighted the following:

- More emphasis is on gender and social parity, improvement in enrolment of disadvantaged groups like girls, SCs, STs, Minorities and other disadvantaged groups. The districts having 20 % or more SCs, STs and Minorities' population are known as special focus districts.
- Targeting those areas having sparsely populated and remedy for the same.
- UTs being the smallest regions in the country need more rigorous exercises to identify the need for the schooling facility and accordingly planned the strategy.
- He also said that since the inception of RMSA programme UTs could not able to facilitate the need for schooling facility in the far flung areas like forest and coastal areas through convergence or with any other means which is a major concern.
- School mapping exercise need to be revamped so as to ensure the coverage of those disadvantaged groups.
- He retreated that quality education in UTs may be quite different from other states due to unique in nature and its dependency for several purpose like curriculum revision; teachers training etc. which partly borrowed from the adjoining states like Gujarat etc.

Key emphasizes of RMSA at current will be on:

- ✓ Reducing insufficiency/data gaps , Reforms and expansion
- ✓ Convergence & Participation
- ✓ Staffing Pattern
- ✓ Dropout and retention
- ✓ Capacity Building
- ✓ Planning for geographical peculiarity & Isolation and Prioritization for AWP&B 2012-13.
- ✓ Key features of an ideal Annual Work Plan & Budget (AWP&Bs)

**5.1 Revisiting some of the key issues of AWP&B which are as under:**

- Absence of holistic approach towards universalization of secondary education (USE) with integrated quality and measurable outcomes.
- The State/UT Component Plan reflects insufficiency and gaps in data and resourceful information in the process of bringing out district and annual plans.
- The present system of education requires drastic reforms and expansion towards pedagogy and knowledge.
- Poor planning of the weaker sections such as tribal and costal inhabitants who dropped out at large number from the secondary level
- Involvement of Academic institutions such as DIET, CTE, SIEMAT etc. in planning and plan formulation.
- Effective participation of local self government bodies in the development of schools is yet to be materialized.
- Staffing Pattern for planning and implementation of the RMSA Scheme at district and state level need to be streamline
- The drop out and retention level at 9<sup>th</sup> standard is reported to be high due to low achievement level at 8<sup>th</sup> and 9<sup>th</sup> standard
- There is an overwhelming need for capacity building on planning and implementation as well as creating a sense of accountability and professionalism, more especially at the DPO level.

- Geographical peculiarity and isolation necessitates treating each and every inhabited area as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning. **(Copy of Presentation at Annexure-IV)**

*Tea Break*

### **Session : I**

**Topic : Progress, Issues & Suggestions against Goal I: Access**

**6. Shri. Manoj Kumar Mishra, Sr. Consultant, Planning (Access)** stated the following key points:

- The main objective of RMSA is universalization of Secondary Education by 2017 and 100% retention by 2020. All the children of age group 14-18yrs will be covered under universalization of Secondary Education. The good quality education for all children of this age group will be made accessible, available and affordable.
- No child will be deprived of Secondary Education. As per norms for opening of a new secondary school, it should be in a radius of 5 km. with the enrolment of 70 children.
- Relaxation is given in certain circumstances like river, hills, etc. He explained in detail the approach and strategy for achieving Physical Access. Access means to bring the children in the Secondary Schools and provide them adequate facility so that all children can get success in the Secondary Education.
- He also explained vision of Access relating to Social Access, Economic Access and quality of Access.
- The challenges and problems such as physical access by walking, economic condition of house hold, less financial provision in the budget, social /conservative attitude and caste / class and religion are the main hurdles in Universalization of secondary Education.

- Local politics also vital plays role in opening of new school. He also informed the strategies under RMSA for improving access like strengthening of existing secondary schools by opening of additional classrooms laboratories, libraries, up-gradation of upper primary schools, opening of new stand alone secondary schools if required, deployment of subject teachers etc.
- He further suggestive steps for school mapping ware also explained. Under these steps participants ware made aware regarding distance matrix exercise and emphasized on GIS Mapping exercise before preparing new school proposals.
- Essential documents / requirements for preparing a proposal for opening of new school are list of notified Secondary Schools, notified upper primary schools, total requirement of new schools and prospective progress report etc.
- He also explained six tables out of 30<sup>th</sup> model tables relating to new school proposal. While furnishing the data, it should be verified with SEMIS/DIES. Stress should be on special focus districts like low retention, high dropouts, less transition rate from VIII to IX class etc. **(Copy of Presentation at Annexure-V)**

## **Session: II**

### **Topic : Status of SEMIS: Challenges and Strategies**

7. **Shri. Rajeev Mehra**, Sr. Consultant- Management Information System (SEMIS) emphasized on the following points:

- Each and every Field officer maintain their registers or Diary with the information related to components like: Schools, Enrolment by Caste & Category, Classrooms / Sections, Infrastructure like Water / Toilets / Furniture, Teacher (Subject Wise/ Trained), Examination results etc. These all necessary information's are collected into a format called DCF.
- What a district has to do is, only to concentrate on the quality of data which is coming from school in the form of DCF. After maintaining the SEMIS software we will see the result, that the data which is coming manually in a weak from a field can be generated within a minute at your district office.
- Requested to all the state government for supply of SEMIS data for the year 2010-11 online at the earliest.

- MIS-matching of data may be there, indicators like Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), dropout rates, teacher pupil ratio and percentage of trained teachers etc. are derived from this data. These indicators are useful for planning at district, state and national levels
- The SEMIS data should be collected for government and private aided schools both. SEMIS data are important for planning & implementation. He instructed to maintain quality of data collected from the schools and forward to TSG.
- Now at field level, collect and analyze information on the education system to improve planning, resource allocation, monitoring, policy information and decision making.
- Required to monitor that all secondary schools should have physical facilities and trained teaching staff and ensure that each schools equipped with infrastructure like, Black Board, Furniture, Libraries, Science & Mathematics Laboratories , computer labs, toilet cluster etc.

He discussed the 30 model tables where he pointed out that higher transition rate at secondary level would be possible if repeaters and migrants are checked time to time.

**(Copy of Presentation at Annexure-VI)**

### **Session: III**

#### **Topic : Education of Satisfactory/Good Quality Including Teachers Training Progress, Modules Etc.**

**8. Dr. Mukhtar Alam** Sr. Consultant, Planning, stated the following points pertaining to quality component:

- Infrastructure has to be provided like additional classrooms, separate toilets blocks for boys and girls, display of materials in the classroom, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers and in-service training of teachers, ICT enabled education, Proper lightning in the rooms, Science and math labs, computer labs etc.
- Outside visits for students and excursion visit for teachers are required for improving the quality of education. There should be subject specific training for the teachers.
- There are norms for deployment of teachers in govt. and aided schools based on teacher pupil ratio. NCERT, SCERT and IASES etc are the academic bodies which are specialized institutions for teacher training that could be availed time to time.
- Different types of modules need to be prepared according to UTs perception or otherwise avail the same from other states if suitable.

- Training must be given on cascade mode so as to ensure authenticity of the training. **(Copy of Presentation at Annexure-VII)**

### **Session: IV**

#### **Topic : Progress & Process of Funds flow, financial management & norms**

**9. Mrs. Amita Singla Sr.** Consultant Finance explained the financial norms under RMSA. She highlighted the following points:

- Suggested that need based and norm based proposals should be prepared at District level. Achievable targets should be fixed, the targets should be logical, realistic and properly worked out.
- State Govt. is also an important stake holder of RMSA programme. 75% share is to be borne by the Central Government and remaining 25% share by the state Government.
- The sharing pattern is 90:10 in North Eastern states. Some schemes like ICT@school, IEDSS, girl's hostel and vocational education are proposed to be included in RMSA in 12<sup>th</sup> five years plan.
- Govt. Aided Secondary Schools and Higher Secondary schools are also likely to be included. MMER likely to be enhanced to 6% from the present level of 2%.
- There are provisions for Rs. 58.12 lakh for 2 section schools and Rs 46.86 lakh for 1 section school under RMSA. One section school can be opened with minimum of 25-35 enrolment. If land is made available, standalone secondary school can also be opened.
- KGBV schools may be upgraded if the walking distance from the habitation is more than 5 km. Rs 1 lakh one time grant for laboratory, Rs 50000/- per school per year for purchasing of lab equipments and Rs 20000/- for purchase of sports equipments will be provided.
- There are provisions of teachers for new school as 1 head master + 5 teachers (2 language teachers, 1 science teacher, 1 social science teacher and 1 mathematics teacher) in RMSA. On additional enrolment of 30 children, one additional teacher will be provided. One lab attendant and one office assistant will also be provided by RMSA.
- There are provisions for excursion trip for teachers, visit by students to the places of heritage importance, arts and culture and in service training of teachers under RMSA. She also discussed the 30 model tables furnished by the state. **(Copy of Presentation at Annexure-VIII)**



## Session: V

### **Topic: System, Use and Importance of Procurement & Disbursement including E-procurement**

**10. Shri Harish Kumar, Sr. Consultant,** Procurement and Disbursement stated that for purchasing of goods like Computers, Vehicles, Furniture, Stationary and books etc procurement procedure should be followed at school level, district level and State level as per guide lines described in Financial Manual & Procurement Manual of RMSA. With the advancement of technology E-procurement should be adopted. E-procurement is a paperless, time savvy and easy process for procuring goods, services and even for hiring of vehicles. He further highlighted the following points:

- To make aware of the state and district functionaries on implementation of procurement provision under RMSA.
- To aware about levels of procurement & methods of procurement.
- To aware about e-procurement procedure to be followed under RMSA for more efficiency at all the levels.
- To aware about obtaining digital signature & training from district level NIC office.
- To know the status of e-procurement platform being used by Corporation of the State.
- After brief presentation it was insisted that States should gradually move towards e-platform which is paperless, time savvy and also convenient. As e-procurement saves time, bring transparency into system, it shall be mandatory for states to adopt the electronic platform as per threshold mentioned in annexure IX.2 of FMP manual. The procedure of getting training from district offices of NIC is free of cost. How to obtain a digital signature certificate from NIC was also informed to participants from states. The procedure for getting a user ID & password and process for obtaining DSC (Digital Signature Certificate) was also informed. For issuing DSC generally NIC charges a very nominal amount of Rs 555/- for two years which is renewable after lapse of time. To get familiar and hands at practice, it was advised to the participants that they could start e-procurement starting from small tenders like hiring of vehicles, appointment of auditors and supply of stationary etc. **(Copy of Presentation at Annexure-IX)**

## Session: VI

### **Topic: Progress, Issues & suggestions against Goal II -Gender and Social category gaps: Equity**

**11. Sh. Altab Khan**, Sr. Consultant mentioned the importance of equity in general and under RMSA programme in particular. He reiterated that equity may be looked into several aspects such as equal opportunity to all; irrespective to cast, creed, gender & religion, disadvantaged groups in general including all categories and in other way it focused towards SC, ST, Minorities & OBCs (Other Backward Communities). Several issues and circumstances among the groups belonging to disadvantaged categories such as SC/ST/Minority/other disadvantaged families deprived them in receiving education in both elementary and secondary education may be highlighted. He further highlighted that RMSA seeks for an opportunity & platform for an equal facilities at par with the general/regular students. Need to cover into the fold of secondary education by developing need based plans under the component so called “EQUITY” under the RMSA Scheme. Following points have been subsequently highlighted:

- Several initiatives such as identification of those families/groups has to be done in the pockets/areas where their education has been discontinued for several years, regions having high drop-out, areas/pockets having low retention rate and regions affected by natural disaster and also the districts affected by naxals.
- He also felt need to focus in the districts identify as ‘**Special Focus Districts**’ by the Ministry of Minority, Ministry of Tribal affairs and MHRD. He recalled that there are several districts in India more than 400 districts of such category. RMSA provides flexibility to plan for the same. He also highlighted that RMSA has the separate chapter in this regard and is looking forward for an effective district plans covering all above categories so as to ensure accessibility in all the components including the infrastructures and teachers, local self study materials to enable them to adapt with their local languages etc.
- There is need to improve girls, SC, ST and Minority access to schooling.
- The problems relating to access, quality and equity need to be addressed under the programme.
- North Eastern States have different geographical situation and therefore, have different types of problems & issues likewise Jharkhand has unique problems in this regard and demands separate strategies/interventions for such regions like naxalite affected districts/blocks.
- Dropout is high in Bihar & Jharkhand. There is need to improve the enrolment of disadvantaged groups at secondary level. SC, ST and Minority concentrated districts and blocks are to be focused.
- District education officers should analyze the areas in holistic way.

- He highlighted several examples on different interventions/strategies adopted by different states/UTs such as:
  - Sammelan, Maa Beti Mela.
  - Conventions, special camps for girls.
  - Door to Door contact campaign.
  - Praveshotsav, retention awareness programme etc.
  - Publicity material eg. Posters, handouts, T.V, etc.
  - Motivation camps, involving Panchayati Raj Institutions (PRT).
  - Involvement of NGOs in consultation with SMDC. (**Copy of Presentation at Annexure-X**)

### **Session: VII**

#### **Topic: Monitoring, Research, Supervision & Convergence**

12. Smt. Babita Thakur, Sr. Consultant, Monitoring & Supervision at first defined the term monitoring, and then the rational of monitoring, how monitoring is carried out at all levels from national level to school level. She pointed out the following:

- In addition to above, evaluation and its importance were explained. Evaluation is more comprehensive than monitoring. She told that data collected through reports and records during monitoring becomes the basis for evaluation. Further, there are different ways of collection of qualitative data like research, surveys, tests interview etc. while monitoring is continuing process. Evaluation is periodic and frequently used as external tool.

The role & importance of SEMIS, field visit, e-monitoring, physical monitoring is also discussed in detail with the participants. She further stated that monitoring is collection & analysis of data whereas evaluation is comparison of actual impact of the programme against the approved planned. (**Copy of Presentation at Annexure-XI**)

### **Session: VIII**

#### **Topic: Progress, Issues & Constraints on Infrastructures: Civil works**

13. Shri. Sushil Kumar, Sr. consultant, Civil explained on need for orientation on planning for civil works. There is need to know new assignments, familiarizing with new environment and meeting with new colleagues. The new work is for opening of new Secondary Schools in un-served areas, up-gradation of Upper Primary Schools to Secondary Schools and strengthening of existing Secondary Schools. Civil work is most important component as it covers 70%-90% budget of the total budget/outlay. Civil work includes construction of additional classrooms, science laboratory, purchase of laboratory equipments, construction of head master room, office room, girls activity room, computer room, arts and crafts room,

separate toilets for boys' and girls', staff and teachers room. His session highlights the following key points:

- The plan at district and state level should be prepared as per the norms of the RMSA frame work.
- It should be according to school mapping exercise.
- Besides construction, there are two parts for repairing the rooms, one is for major repair and other is for minor repair. In both the cases the school building should be owned, not rented and not on lease.
- For major repair the room should be more than 10 years old and for subsequent repair, it should be completed 5 years of the last repair.
- In major repair school building, class rooms, laboratory, library, head master room, office room, computer room, art & craft room, cultural room are to be taken.
- For minor repair the school building should be Pucca, partly pucca or kachha type and it should be more than or equal to 05 years old.
- All needs of the school should be proposed once. Number of rooms will be provided on the basis of growth rate of enrolment. Balance over money can be used for next year. **(Copy of Presentation at Annexure-XII)**

#### 14. Separate Group Discussion on Civil Works

Group discussion was separately held for civil works component and their plans. Six groups were formed and an exercise was given to each group consisting DCF format of a particular school to each group. Participants took keen interest in the group work activities and all the queries were replied. Following issues & strategies have been highlighted by the groups:

- Need for additional classrooms, toilets blocks, art & craft rooms, drinking water facilities etc have been observed.
- Gaps of major & minor repairs have been identified.
- Data discrepancy in providing the gaps is also identified.
- Steps on analyzing the gaps and its priorities are also observed by the each team.
- Teams were able to identify the needs and priorities the gaps accordingly.
- Teams were also able to understand the gaps in filling the formats on civil works components of the existing schools.
- Teams were further trained in understanding and identifying the needs at the schools/habitations.

Shri. Rupan Sehgal, Sr. Consultant, Civil stated that earth quake resistant school building should be made to avoid the risk. RMSA demands for its mandatory. There were five zones of earth quake earlier now these are only four i.e. zone II, III, IV and V. Zone I has been excluded. The external walls of the school should not less than 9”.

## ***2<sup>ND</sup> Day Programme***

### **Session: IX**

#### **Topic : Documentation, Resource Centres & Libraries under RMSA**

15. Ms. Trupiti Parida, Consultant, Library document stated that there should be a library in each Secondary School. A grant of Rs. 10000/- per year is being provided by RMSA for purchase of magazine and newspapers. She mentioned that learning resource center, Granthalaya, Green stone, Koha and D-space and Directory of open access and journal (DOAJ) are the other open resource library software and are available on net. **(Copy of Presentation at Annexure-XIII)**

### **Session: X**

#### **Topic : Progress & Process of Funds flow, financial management & norms**

16. Ms Ishrat Jahan, Consultant (Finance) along with other state officials visited RLSYS School, Puinaichak, Patna the first day before the session. She highlighted the following observations made during the visit in the field at the starting of her session:

- Observed that there was no proper awareness regarding RMSA.
- A good quality library was there in the school but librarian was not appointed,
- Similarly, science lab was there without lab attendant, Arts and crafts room was also absent.
- Equipments were there, but not in usable condition. Lab consumables were not used since long time.
- Integrated science lab was not there for classes IX-X. .

16.1 **Ms Ishrat Jahan**, finance consultant further explained about the budgeting of annual work plan and financial management in the session and the following points have been highlighted during her session:

- Focus should be on planning, budget without planning is not possible. Need based planning should be done. Achievable targets should be fixed, the targets should be logical, realistic and properly worked out.
- Norm based proposal should be prepared. State government is also an important stake holder of the RMSA programme 25 % share is to be borne by the Government of Bihar and remaining 75 % share by the central government.
- Planning for additional requirements should be done on the basis of projection of additional enrolment and new upgradation of schools with teachers.
- She also explained about the system of flow of funds at the state, district and school levels. Strengthening of staff and posting of finance controller, accountant, and cashier are essential.

- Apart from this, the system needs internal audit and external audit. The financial norms under RMSA framework were also explained.
- She also informed that educational indicators like GER, GPI, TPR etc. also play a vital role in formulation of the plans. Therefore, correct data should be provided.
- She further informed that in the 12<sup>th</sup> five year plan, aided schools will be included. Higher secondary schools will also be part of RMSA. MMER needs to be enhanced to 6 % from the present level of 2.2%. Other schemes like ICT @ school, IEDSS and girls' hostel will be included/merged with RMSA Scheme.
- She stated that audit report for 2009-10 has not been submitted by Bihar so far. Accounts should be maintained properly like cash book, ledger, journal cheque issue register, register of advance, bank pass book, statement etc. (**Copy of Presentation at Annexure-XIV**)

17. Shri Kalicharan, Consultant, Planning explained the calculation method for GER, NER, Dropout Rate, Gender Parity Index (GPI), Teacher Pupil Ratio, Percentage of trained teacher etc to the participants of Haryana, Punjab and Chandigarh in the group discussion. The material showing definitions, etc. was distributed to them for their future reference.

## 18. Group Work / Discussion on the Following Components:

- ✓ SEMIS
- ✓ Access
- ✓ Quality
- ✓ Equity
- ✓ Finance

Group discussions were held in the afternoon of 2<sup>nd</sup> day after all the sessions are completed. It was very fruitful session. Five groups for 5 components **viz-** Access, Quality, Equity, SEMIS and finance were formed. The participants took keen interest in the components. An exercise was given for these above components. The queries raised by participants were also replied to their satisfaction.

### 1. SEMIS

The Group was asked to work on the following areas pertaining to SEMIS:

- Find out the inconsistent data from the given data capture format.
- List out the items which are missing in the data capture format, which is important for planning and missing in DCF.
- Identify the issues based on the given table for example:

-Top 3 districts which are best in overall GER, Girls Retention, and Good Girls gender gap.

- Top three districts having larger fall in SC/ST GER, SC/ST drop-out and Girls GPI

1.1 The participants relating to SEMIS after the group activities highlighted the following problems:

- Eighth All India School Education Survey is also going on. The comparison of SEMIS data and survey may be done accordingly.
- Separate funds for emergency are required. In Assam children take shelter in the schools for 10-20 days at the time of flood.
- Provision for name of council, constituency under which the school is covered. It is not available in DCF.
- Provision for writing the school name is required.
- Provision in DCF is required for representative from educationally backward minority community in SMDC.
- Provision for CWSN category children in DCF.
- School has the library facility but no separate room provision is required in DCF.
- Stream wise range of marks should be there in DCF.
- Below point 2(a) at page 2 of DCF there should be YEAR OF CONSTRUCTION, Below point 16 at page 8 there should be types of Disability of CWSN Students
- Minor repair in class room required at point no. 23 in page 13. There should be the population for age group 13 -16 to calculate education indicators

## **2. ACCESS**

In the group, distance matrix (0.1) exercises have been carried out manually and identified the need for schooling facility like-up-gradation of schools and new schools in the areas as per RMSA framework, having appropriate population and as per existing upper primary schools including the feeder schools nearby. According, the group has come-up with the consensus to fill the gaps of secondary schooling facility. The group has identified causes of non-up gradation of upper primary schools:

- Low population
- Enrolment less than 10 in existing upper primary school
- Low enrolment in outgoing students
- Non-availability of land in urban areas
- No enrolment in classes VII & VIII due to newly upgraded from primary to upper primary

### **Major issues to be considered:**

- GIS Mapping exercises covered the plain areas identifying the needs for new schooling facilities although GIS did not reflect the hilly and unduly structures and their actual needs.
- Distance and population norm largely factor for identifying the actual needs for up-gradation & new schools in the far flung areas and heavily equipped hilly areas.
- Residential schools and hostels to cater to the schooling needs of the children of scattered habitations.
- Policies and provision for opening of new schools in the scattered and hilly areas with unduly structures must be made available in the states/UTs.
- There must be disaggregated information's of un-served & served habitations by the secondary schooling facility in both rural and urban areas.
- Absence of planning for access in ineligible habitations as per state norms at secondary level.
- States have recognized the prevalence of social barriers in access to schooling facilities for certain areas/sections of children belonging to most marginalized among SC/ST/Muslims and intend to provide separate schools in habitations having concentration of such groups.
- Identification and coverage of out of school children has emerged as the major concern.

- States have been sought clarifications on the inclusion of recognised Madarsas/Maktabas in the states under the purview of secondary education.
- Lack of mainstreaming through bridge courses is a matter of concern for continuation and reducing the gaps of secondary schooling facility and consideration of age appropriate enrolment in the schools.

### **3. EQUITY**

3.1 The group on equity has been assigned the following activities:

- Survey/identification of disadvantaged groups SC/ST/Minority/Naxalite and children affected by natural disasters.
- Enrolment & Retention
- Drop-out and never enrolled children
- Open schooling facility
- Policy & provision to be adopted by the state/UTs regarding disadvantaged children and their continuation
- Coordination and convergence with other departments and schemes
- Need based strategies, monitoring and supervision at all the levels
- Any other issues related to equity component

The group was being asked to prepare a plan in regard to the above points and solution for the same.

3.2 After the group work activities, the group on Equity made the following key observations:

- Scholarships, opportunity cost for regular attendance in the schools should be given.
- Every child should get access to difficult situations; good quality of education, no discrimination should be there.
- Girl's children are more disadvantaged, Literacy is very low in some districts, and incentives should be given to girl children.
- Gender gap is wide in some districts. Temporary residential schools should be provided.
- Increase participation of community members in planning process.
- To address the gender gap and low literacy rate; the transport facility, books, hostels and more female teachers should be provided.
- Retention of girls in the secondary schools is a problem due to absence of transport facility in the remote areas.
- Lack of community awareness.

3.3 The above points highlighted by the group have been taken into consideration although Mr. Altab Khan explained to the group in briefs that Equity in itself as a component under RMSA does not have any norms so far. State/UTs are free to come with various innovative interventions as per need although some of the facilities like incentives in the form of cash, uniforms, awards, books etc have not been allowed separately, these may be provided by the state but not under RMSA. RMSA looks forward for the kind of interventions which are need based for improving coverage, retention and reducing drop out at larger scale with more emphasized to disadvantaged groups either affected by



the natural disaster or belonging to SC/ST and Minority underprivileged groups/societies. He also further advised to look into the equity action plan recently developed by MHRD accordingly state/UTs could prepare their plan otherwise they should identify the priorities.

#### **4. QUALITY**

Following points have been asked to discuss to the group taking into account different parameters of Quality. In view of the expected action taken by the States, the plans presented by them and there is a need to discuss this issue for a focal and sustainable initiative. Mainly, the focus on the following aspects:

- State vision on quality:
- How to ensure a deeper pedagogical understanding across the state.
- How to ensure unity of thoughts across various agencies/ stake holders, like SCERT, SIE, DIET, CTE, Edn. Officials at State and Districts etc.
- Desired Outcome Indicators for children/Students.
- Core components like Curriculum & text-books, Pedagogical processes, Class room organisation, Assessment measures, Improving language competencies, Community support etc.
- Enabling components, like initiatives taken with regards to recruitment of teachers, Rationalisation of teacher deployment, improving functional efficiency of SCERT, SIE, DIETs and all middle level functionaries, teacher training on active pedagogy, Strengthening and academic role defining of district level academic institutions, Monitoring apparatus/ mechanism for class room processes, tracking of performance indicators and the initiatives required to be taken by the State to address the problems of the teachers.
- Different creative environment such as physical environment, social environment, effective environment, academic environment etc may be taken into consideration and accordingly set the result oriented interventions.

##### **4.1 The group on quality highlighted the following issues & suggestions:**

- Teachers are totally disturbed by performing other works other than teaching like census work, election work etc. Grading of students is not being done (like average, below average).Reference books are not provided according to subject needs .Targets are not fixed. Teaching methods are not updated avoiding latest changes. Teachers are depending other than text books for teaching purpose.
- Infrastructure: - smart class rooms (black boards, furniture, electricity, teaching environment, school environment, children activity corner, water purifier, separate room for girls etc. should be provided in time)
- Requirement of teachers: - (1+5). Subject wise teacher's schools should be in every school.
- Equipments: - All types of equipments like. Projectors, Blackboards must be in good condition and sufficient TLM material.

- Teacher trainings: - (including school heads) specialized recourse person master training etc must be conducted time to time.
- TLM: - Educet and ICT lab should be well maintained. Science executions should be there.
- Special classes for weak students (remedial teaching). Development of communication skills in students and curriculum development.
- School grants of Rs.50, 000/- should be raised to 1Lakh for improvement of quality.
- Management training should be given to the Principal/Head master to improve the leadership quality.
- Teaching Learning Material (TLM), News Papers, Magazines, and stationary should be made available in time.
- Training modules should be prepared.
- Lack of training facility in Sikkim and Meghalaya should be made available at district level.
- There is lack of training institutes for Secondary Education. It should be made available.
- Untrained teachers are an issue in North Eastern States.
- Motivation of teachers and parents must be done on regular basis.
- Master trainer should be from Higher Education and not from teacher community.
- Book fair should be organized in vacation i.e. in December or in January
- There is lack of books in local/regional languages. Therefore, books in regional languages should be made available.
- Public awareness must also be given priority.
- Transport facility should be made available in case of difficult to reach areas.
- Competitive Seminars should be organized on regular basis.
- Teachers should be sent in vacation for visiting good performing Govt. school.
- Study tours for teachers and students could encourage and oriented.

## **5. FINANCE**

The group on finance was asked to carry out the three exercises as follows:

- A sample budget (costing sheet) was provided to the group where the total budget proposal was of Rs. 9 cr and the group was required to reduce the budget to Rs. 7 cr, based on the priorities and providing the justification for the same. The aim of the exercise was to create an understanding on how to priorities the activities in an annual plan in view of budget limitation in that year.

- Given a scenario that there is shortage of funds at any point of time, the group was required to list the activities in the prioritized manner so as to use the funds effectively
- To prepare a month-wise fund flow statement for all the activities where against each activity, the month and the % of the total approved outlay of the respective activity of the funds to be released was to be indicated.

5.1 Group on Finance stated that in most part of North Eastern States, the school session starts from January to December or February to January. Maximum funds are required in the beginning of the year. It was suggested that school grant as Rs.50, 000/- should be released in January. Participants desired to know that how the payment of salary of regular teachers is made. Due to shortage of funds, strengthening of existing schools, construction of new schools and up-gradation of Upper Primary schools is hampered. Assam experiences difficulties in appointing the teachers because of funds are released quiet late.

Mrs. Amita Singla, Sr. Consultant mentioned that RMSA was started before 3 years only. Therefore shortage of funds may be there. State Govt. is also responsible for this. Participants suggested following priorities to be taken at least in time in case of shortage of funds:

- Teachers salary
- Major repair
- Minor repair
- Teacher training
- Strengthening of existing schools
- Construction of new school
- Quality intervention
- Equity oriented activities.

## **19. Discussions/problems and suggestions**

- Standalone schools for girls only in Haryana (Mewat District).
- Opening of secondary schools exclusively for girls only in Haryana and Punjab.
- Administrative posts like District Project Coordinator (DPC), Assistant District Project coordinator (ADPC) etc. are lying vacant in Haryana. It is very difficult to plan/implement the programme at District level.
- MMER needs to be enhanced.
- Gender Parity Index is more in Punjab. Efforts are being made; programmes are being launched to minimize the Gender gap.
- Guidelines for filling the DCF are required.
- Management training for head Masters is being provided by IIM Rohtak in Haryana. Rs. 30000/are being paid for two week training.

- Extension of MDM programme and RTE up to secondary level is required.

**20. KEY ACTION POINTS EMERGED OUT OF DISCUSSION AND SUGGESTIONS:**

- Strengthening of DPOs should be done.
- Quality of syllabus, curriculum, quality of teachers should be improved.
- Engagement of teachers in other works like elections, Census survey's etc. should be avoided so as to improve the quality of education.
- Schools are not enough equipped to cope up with the increasing population.
- Students travel the long distances to reach the school.
- Students face problems in naxal affected areas.
- Teachers should be deployed for quality of education.
- Girl's toilets should be separately provided.
- Ramps should be provided in multi-storey buildings.
- Public awareness programmes should be made available to stop the absenteeism of students & teachers.
- Shortage of electricity is the major problem for data entry and other work relating to computer.
- Infrastructures gap should be fulfilled to ensure good quality.
- Effective plan should be prepared under the equity component to enable coverage & retention of the disadvantaged groups.
- Specific survey for the regions having high drop-out exists.
- Separate planning for the special focus districts should be done.
- Study on teacher's absenteeism must be carefully done in those districts having similar problem.

**VALEDICTORY**

**Sh. Altab Khan**, programme coordinator thanked the participants, organizers, ASPD and other officers of the state Government for making presentations for 2 days workshop. He also stated that the progress of this workshop will be helpful to the participants at grass root level. Further he extends thanks on behalf of the MHRD and TSG about the interest shown by the participants coming from far flung districts of Punjab, Haryana & Chandigarh. He specially thanks the Deputy SPDs who took pain to join such workshop and his team regarding the support provided in the two days workshop. He thanked to all the participants as well as TSG members who contribute a lot and made a successful workshop.

**The workshop ended with vote of thanks.**

S.No.	District/ State Name	Name of Official
1	Punjab	Sh. Vijay Kaushal
2	Punjab	Surekha Thakur
3	Punjab	Kanwaldeep Singh
4	Punjab	Sanjeev Bhushan
5	Punjab	Harpreet Singh
6	Punjab	Tejinder Singh
7	Punjab	Peeyush Singla
8	Amritsar	Surinder Kumar
9	Amritsar	Prince Kumar
10	Barnala	Harjeet Singh
11	Barnala	Sikandar Singh
12	Barnala	Jaswinder Singh
13	Bathinda	Gurbachan Singh
14	Bathinda	Neeraj Mittal
15	Faridkot	Balkarn Singh
16	Faridkot	Navdeep Kakkar
17	Fatehgarh Sahib	S.Malwinder Singh
18	Fatehgarh Sahib	Harjinder Singh
19	Ferozpur	Harjinder Singh
20	Ferozpur	Manoj Gupta
21	Gurdaspur	Suba Singh
22	Gurdaspur	Chatter Singh
23	Hoshiarpur	Sudesh Chander
24	Hoshiarpur	Sarabjit Singh
25	Jalandhar	Jatinder Sharma
26	Jalandhar	Rajinder Pal Singh
27	Kapurthala	S.Manjit Singh
28	Kapurthala	Prem Singh
29	Ludhiana	Ashish Kumar
30	Ludhiana	Sudhir Kumar
31	Mansa	DR. VIJAY KUMAR
32	Mansa	Khushpreet Singh
34	Moga	Karamjit Singh
35	Moga	Akashdeep Mittal
36	Patiala	Dinesh Kaushik
37	Patiala	Aman Garg
38	Ropar	Sh. Jagjit Singh

39	Ropar	Sh. Kulbir Singh
40	S.A.S Nagar	Jarnail Singh
41	S.A.S Nagar	Amit Garg
42	S.B.S Nagar	Rahul Kumar
43	S.B.S Nagar	Sukhwinder Singh
44	Sangrur	Raj kumar Garg
45	Sangrur	Jagdish Sharma
46	Sri Muktsar Sahib	Ravinderpal Singh
47	Sri Muktsar Sahib	Diljinder Singh
48	TarnTaran	Kulwinder Singh
49	TarnTaran	Mandeep Singh

<b>Designation</b>	<b>Contact No</b>
Dy. SPD	0172-5043244
Asst. SPD	0172-5043244
Asst. SPD	0172-5043244
Asst. SPD	0172-5043244
Asst. SPD	0172-5043244
State M.I.S. Cord.	0172-5043244
Asst. Mgr.	0172-5043244
DPC	9878299550
MIS Cord.	9779701232, 98888276232
DPC	9876744800, 9417286253
MIS Cord.	9876675200, 9464343303
DRP (Plan.)	8146900550
DPC	9417439595
MIS Cord.	9814124593
DPC	98720-35700, 01639-250656
ADPC	95010-24174
DPC	9814551822, 9988851822
MIS Cord.	9646800842, 7589323865
DRP	94178-31468
DRP	94632-34952
DPC	9888666019, 1875220824
MIS Cord.	9888848449, 1870250149
DPC	98146-77636, 98146-77636
MIS Cord.	99882-39983, 99882-39983
DPC	9417020335
MIS Cord.	9417820755
DPC	8146733554
MIS Cord.	9888302155
DPC	9501077099, 0161-2448822
MIS Cord.	9888886637, 0161-2448822
DPC	9815928840, 9478777187
MIS Cord.	9876122995
DRP	9914995013
MIS Cord.	8968700539
ADPC	99144-19633
MIS Cord.	98784-55411
MIS Cord.	97791-61594, 01881221344

DEO/OA	81464-20130, 01881221344
DRP	98552-26911
MIS Cord.	94784-69021
DPC	9988002146, 01823-224328
MIS Cord.	94647-92784
DPC	9814899477
MIS Cord.	9872817481, 9876100082
DPC	98155-70033
Block MIS	81460-44944
DPC	9216171500, 8427023500
MIS Cord.	9464440011, 9465560003



# ANNEXURE-II RMSA

**Workshop/Capacity Building  
On  
Planning & Implementation**

## OBJECTIVES OF THE WORKSHOP

- ◉ To help participants draw blue print of a need based AWP&B with relevant strategies and interventions against each component.
- ◉ To inform participants regarding latest developments in RMSA, specific requirements for the forthcoming Appraisal of AWP&B

# OBJECTIVES OF THE WORKSHOP

- ◎ To help participants improve their understanding of basic concepts of educational planning, Monitoring, data collection, need based analysis and implementation.
- ◎ To help participants undertake assessment of the progress made by their respective UT/state against each of the Components of RMSA , major impediments and plan for remedial measures in forthcoming AWP&Bs.

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# EXPECTED OUTCOMES

At the end of the workshop, the participants will be;

- ◉ More aware of the concept and practice of educational planning vis-à-vis RMSA,
- ◉ More equipped to formulate need based AWP&B

THANKS!



**SCHEDULE OF REGIONAL WORKSHOP/CAPACITY BUILDING ON PLANNING,  
APPRAISAL AND IMPLEMENTATION****Day 1: 5<sup>th</sup> DEC**

09.00 – 09.30 hrs.	<b>Registration &amp; Collection of Information</b>
09.30 – 11.20hrs.	<b>Inaugural Session</b> ❖ Welcome Address by TSG/MHRD (5min) ❖ Keynote Address-Joint Secretary/Director, MHRD/TSG/State Secretary (10Min) ❖ Introduction & objective of the Workshop ( TSG/Director, MHRD-15 Min) ❖ Revisiting Key issues in planning & implementation and priorities for AWP&B 2012-13 ( <b>Mr. Altab Khan</b> - 40 Min)
11.20 – 11:35 hrs.	<b>Tea Break</b>
<b>Session 1 Progress, Issues &amp; Suggestions against Goal I: Access</b>	
11:35– 12.30 hrs.	(i) <b>Overview on Goal I (Mr. Manoj Mishra – 30 Min)</b> (ii) <b>Reflections/Discussion of the Session-15 Min)</b>
<b>Session 2: Progress, Issues &amp; suggestions against Goal II -Gender and Social category gaps</b>	
12.30 – 1:15 hrs.	(i) <b>Overview &amp; Issues on Goal II Gender &amp; Social Aspects–Altab Khan– (30 Min)</b> (ii) <b>Reflections/Discussion of the Session-15 Min)</b>
<b>13.15-14.15</b>	<b>LUNCH</b>
<b>Session 3: Progress against Goal III – Education of Satisfactory Quality Including Teachers Training Progress, Modules Etc.</b>	
14.15 – 15:00 hrs.	(i) <b>Issues &amp; Strategies on Goal IV-Beas Bhowmik/Alam (30 min.)</b> (ii) <b>Reflections/Discussion of the Session-15 Min)</b>
<b>Session 4: Issues &amp; Suggestions against Goal IV - Universal Retention/SEMIS:</b>	
15:00hrs – 15:45 hrs	(i) <b>Overview on Goal III Status of SEMIS: Challenges and Strategies –Rajeev Mehra (30 min.)</b> (ii) <b>Reflections/Discussion of the Session-15 Min)</b>
<b>Session-5: Progress Against AWP&amp;B 2010-11 Including Financial Issues</b>	
15:45-16:30 hrs	(i) <b>Review of AWP&amp;Bs based on PAB Approvals, Financial management, Procurement and Progress &amp; Process of Funds flow – Mr. Harish Kumar (30 min)</b> (ii) <b>Reflections/Discussion of the Session-15 Min)</b>
<b>Session 7: Progress, Issues &amp; Constraints on Infrastructures: Civil works</b>	
16:30-18:30hrs (Onwards)	(i) <b>Infrastructures: Issues, constraints &amp; strategies –Mr. Rupan Sehgal/Sushil Kumar (1hrs)</b> (ii) <b>Reflections and Discussions (Comments and Suggestion from the State/Participants) – 1hrs. (Including group work)</b>

**Day 2: 6<sup>th</sup> DEC**

<b>SESSION 8: GROUP WORK ACTIVITIES FOLLOWED EXCLUDING CIVIL WORKS</b>	
<i>10:00 - 1:45 hrs</i>	<p><b>1. Goal – I – a) Universal Access</b>  <b>Points for Discussion:</b></p> <ul style="list-style-type: none"> <li>▪ Policy, Provision, Coverage, Initiatives, Issues and Strategies. (<b>Issues, Strategies and Finance</b>)</li> </ul> <p><b>- Group Coordinator – Manoj Mishra</b></p> <p><b>2. Goal – II – Satisfactory Quality</b>  <b>Points for Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Need based interventions, State initiatives, Need based quality norms, Vision for quality for secondary levels etc. (<b>Issues, Strategies and Finance</b>)</li> </ul> <p><b>-Group Coordinator – Beas Bhowmik</b></p> <p><b>3. Goal – III – Bridging Gender &amp; Social Category</b>  <b>Points for Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Need based equity interventions, Reducing Gender Gaps, Interventions for SC/ST/Minority, State Initiatives, Provision etc. . (<b>Issues, Strategies and Finance</b>)</li> </ul> <p><b>-Group Coordinator – Altab</b></p> <p><b>4. Goal – IV – Universal Retention /SEMIS under RMSA &amp; Educational Indicators</b>  <b>Points for Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Planning for Retention, Need based Strategies for Retention, State/UTs initiatives, Priorities, Issues etc.</li> <li>▪ Status of SEMIS, Usage, Reporting Formats, SEMIS at District level, Issues etc. (<b>Issues, Strategies and Finance</b>)</li> </ul> <p><b>Group Coordinator – Mr. Rajeev Mehra &amp; Kalicharan</b></p> <p><b>5. Financial Issues &amp; Constraints under RMSA &amp; Procurement.</b>  <b>Points for Discussion</b></p> <ul style="list-style-type: none"> <li>▪ Flow of Funds, Utilization &amp; Constraints, Reporting Formats/Costing, Problems at District/School level, other Issues etc.</li> <li>▪ Costing and 30 tables etc.</li> </ul> <p><b>Group Coordinator – Ms. Ishrat &amp; Harish</b></p> <p><b>6. Monitoring, Research &amp; Supervision and Project Management</b></p> <ul style="list-style-type: none"> <li>• Institutional arrangement, need for researches, staffing at all levels etc.</li> <li>• Third party evaluation and monitoring of the whole programme.</li> <li>• Group Facilitator-<b>Mr. Altab</b></li> </ul>
<b>Lunch Break (1:45 – 2:30 hrs)</b>	
<b>Group Discussion Continues (2:30-3:30)</b>	
<b>SESSION-9: Group-wise presentations</b>	
<i>3:30 - 5:10 hrs</i>	<ul style="list-style-type: none"> <li>▪ Group-1 Presentation-by - the group -20 Min Each</li> <li>▪ Group-2 Presentation-</li> <li>▪ Group-3 Presentation-</li> <li>▪ Group-4 Presentation-</li> <li>▪ Group-5 Presentation-</li> <li>▪ Group-6 Presentation-</li> </ul>
<b>TEA BREAK (Tea will serve inside the hall)</b>	
<i>5:10 -5:40 hrs</i>	<i>Brief action plan for the next AWP&amp;B. Each State will give gist of the focuses for next AWP&amp;B 2012-13</i>
<i>5:40 – 6:00 hrs.</i>	<b>Road Map, Future planning and strategies: Programme of Action</b> <b>- Director Khongwar K. Deshmukh and TSG (Valedictory)</b>

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