

**MINTUES OF THE FIRST TWO DAYS WORKSHOP ON PLANNING &
IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)
HELD AT PATNA (BIHAR) ON 20th & 21st SEPTEMBER 2011**

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

The first two two-day Regional Workshops on capacity building of District functionaries on Planning & Implementation of **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** with a pair of two states was organised by Department of Secondary Education, MHRD, GOI at Patna on 20th-21st September, 2011, 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 Patna two states were invited to participate. All two states, Jharkhand & Bihar were participated. In total, around 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 neighbourhood 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 unravelled 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 Patna, ranging from the State Project Director, RMSA, Bihar & MHRD representatives, the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs and SI/DIs, gathered at Patna, from different parts of the districts of the two states-Jharkhand & Bihar.

3.1 The inaugural ceremony started with the welcome address by the State Project Director (i/c), RMSA, Bihar Sri. Rajesh Bhusan 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 remarked that the development of understanding is important.

He stated the following key points:

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is the new programme and therefore, it is necessary to understand its need and importance.
- The main objective of this programme is the universalization of Secondary Education. All children of the age group of 14-18 years will have to be covered under this programme.
- This workshop will be fruitful to all the participants and enable them in removing doubts, if any. RMSA has been launched on the same line of Sarva Shiksha Abhiyan (SSA).
- The main objectives of RMSA are to make Secondary Education accessible, increase Retention, and improve Quality with Equity.
- RMSA will address the issues of Teacher Training, shortage of teachers, infrastructure gaps, administrative gaps, shortage of Classrooms, arrangement of safe drinking water, provision of Laboratories, Boundaries, etc.
- Informed that Bihar Government had launched a Chief Minister's cycling scheme in 2007 for girl children who used to cover the long distances. Initially, an amount of Rs

2000 was paid in cash for IXth class girl. Now the amount has been raised to Rs. 2500. An Amount for 1.5 lakh cycles was distributed in first year, for 5 lakh cycles in the second year and for 6.5 lakh cycles in the current year. In the current year, the scheme covers boys also.

- Infrastructure need to be developed at State, District and block levels.

3.2 Shri Altab Khan, Sr. Consultant Planning thanked the secretary, school and mass education, State Project Director (SPD), TSG members and the participants. He outlined the concept of planning, stated the following key points:

- All issues pertaining to RMSA will be discussed in this workshop so as to ensure need based districts plan. He said that all the participants will improve their understanding of basic concepts of educational planning, monitoring, data collection, need based analyses and implementation.
- He further alleged that the two days workshop is for resolving the issues that arise at grass root level in planning, implementation and collection of data pertaining to RMSA.
- Two days interaction programme will emphasis on the major components like -Access, Quality, Civil Works and Equity etc. on universalisation of secondary education. He regretted that some participants could not attend the workshop because of flood fury in some districts of Odisha.
- He further said that RMSA programme has already completed 3 years of its implementation. There is need to focus on community mobilization, coverage of gender gaps, districts with high concentration of minority and SC, ST dominated districts.

3.3 Shri. Hasan Wari, Director SCERT, Bihar show gratitude for inviting him on this occasion. He informed that SCERT is associated with RMSA to provide quality input. He disclosed the following key points:

- Training modules for capacity building of teachers have been developed. There is no substitute of a good teacher; BCF (Bihar Curriculum Framework) 2008 in Bihar has been formulated. New syllabus has been introduced in schools for V and VIII standard. In 2012, new syllabus will start for classes XI and XII.
- Talim, Bhaskar and Utprerak integrated motivational modules have been prepared for teachers and students and Jagriti module for principals and head masters of the secondary schools. NCERT has approved these modules. This will fill up gaps in schools of the state. For quality, every school will get accreditation through SCERT.

3.4 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:

- There was a proposal for opening of 11,188 new secondary schools and strengthening of 44,000 secondary schools during 11th Five Year Plan, targets for 32 lakh additional enrolments, 1.79 lakhs additional teachers and 88,500 additional classrooms under universalization of secondary education.
- 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.

There are 7 ST concentrated districts, 01 Minority districts in the state of Manipur. Similarly, the state of Nagaland consists 100% ST concentration

3.5 Key emphasises 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 Prioritisation for AWP&B 2012-13.
- Key features of an ideal Annual Work Plan & Budget (AWP&Bs)

3.6 Revisiting some of the key issues which are as under:

- Absence of holistic approach towards USE with integrated quality and measurable outcomes.
- The State 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 9th standard is reported to be high due to low achievement level at 8th and 9th 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

4. Shri Manoj Kumar Mishra Sr. Consultant took the session on the above theme related to access and stated that RMSA was started in the year 2009 on the pattern of SSA. He said that RMSA enters the third year of implementation. He further put in front the following key points:

- Informed that the state of Bihar submitted its plan in the month of October, 2009 which was not properly drafted. RMSA approach is to make good quality education accessible and affordable to all children of age group of 14-18 years. In 11th Five Year Plan 11,188 Upper Secondary Schools were proposed for up gradation, out of this 89% target has been achieved.
- 44,000 Secondary Schools were proposed for strengthening, out of which 60 % target was achieved. As per norms one secondary school should be available in a 5 km distance, in hilly areas the norms have been relaxed to 3 km.
- Higher Secondary schools should be in 7-10 km. Success is the part of Access. For success, access has to be achieved by transportation, financial capacity and social stratification.
- He also emphasized on challenges and problems such as Physical access by Walking/Cycling, Economic condition of household, less financial provision in the Budget, Social/Conservative attitude and caste/class and religion. Local politics plays role in opening of new schools.
- He further advised that district as a unit is adequate for planning. He highlighted the key points on the following:
 - Strengthening of existing Secondary School
 - Opening of Additional Class-rooms.
 - Deployment of subject teachers
 - Upgradation of existing Upper Primary Schools and Ashram schools
 - Opening of new Secondary Schools, if required
 - New stand alone Secondary Schools.

4.1 In continuation to his session the following key points have been stressed:

- Strategy should be developed for improving access, Planning, School mapping, Geographical Information System (GIS) and Public Participation.
- It is necessary to List all habitations/ Villages, High schools and their catchment area, Distance matrix exercise, availability of Land and Resource, physical verification,

Habitation-wise school mapping, Total requirement of new schools, List of notified secondary and of notified upper primary schools.

- There is a need to create social environment towards education. Parents have to encourage child. **(Copy of Presentation at Annexure-V)**

4.2 Points rose during the session by the participants

- Shri P.N Jha, District Programme Officer, Patna requested for first priority to be given on up-gradation of existing upper primary schools in Bihar and Jharkhand. It was clarified that up-gradation of schools has to be decided by the state government. School mapping exercise is also done by the state government. Therefore, issues of the Bihar and Jharkhand state are in the purview of the state governments.
- Shri. Mustafa Mansoori, DPO, Seikhpura, Bihar stated that Madarsas and Maktabas are aided schools but not in RMSA, whereas, Sachhar Committee Report recommended for inclusion of these schools. Shri Manoj Kumar Mishra replied that presently only government schools have been taken in RMSA. 12th five year plan proposal is to cover aided schools in RMSA. He requested for proposals for inclusion of Madarsa and Maktabas in RMSA.
- Shri Asgar khan, Jahanabaj, DPO Jahanbad, Bihar stated that demographic norms should be relaxed in Bihar. It was replied that demographic norms should be state specific. However, all things are to be dealt as per the existing norms.

Session: II

Topic : Teachers Training, Types, Progress, Modules Etc.

5. Shri Mukhtar Alam, Sr. Consultant stated the following points in respect to quality of secondary education:

- Those minority educational institutions (aided) were not included in RMSA, so far. There is a provision for inclusion in 12th five year plan. Mudaliya Committee Report on Secondary Education, 1952-53 and Kothari Commission Report, 1964-66 recommended the separate directions to Secondary Education in terms of quality improvement, Retention, facilities and educational infrastructure. These recommendations are proposed to be converted in to reality through RMSA which may help in universalizing secondary education.
- Bihar is an educationally backward state, though 35 % of doctors in All India Institute of Medical Sciences (AIIMS), New Delhi, 50 % students in JNU and 27% students are there in Delhi University from Bihar which shows good example in the field of higher education.
- RMSA is in its initial phase and a long journey is ahead. For quality improvement, subject specific teachers should be deployed, skilled education for creation of employability should be included, in service teacher training should be made available to all the teachers and Grass root level excursion tours should be provided. He further suggested the following steps:
 - Separate teachers for physics chemistry, biology, history, civics, geography and economics.
 - The quality of in-service teachers' training.
 - The trainer should be from the specialized institutions (NCERT, Institute of Advanced Study in Education (IASEs) etc.

- In service teachers' training should have monitoring, evaluation and appraisal.
- The vision of the 12th five year plan is universal enrolment in secondary education by 2017 and universal retention with zero dropouts by 2020. (**Copy of Presentation at Annexure-VI**)

Session: III

Topic : Status of SEMIS: Challenges and Strategies

6. Shri Rajeev Mehta Sr. Consultant, Management Information System (SEMIS) envisaged that SEMIS is not a product of RMSA, it is a self-product. SEMIS data is used for planning at centre, state, district and block levels, therefore, its DCF (Data Capture Form) should be filled up carefully. He pointed-out the following issues:

- Entry for SEMIS data for the year 2010-11 is not complete; it should be completed by November, 2011 positively.
- The data should be entered for Government and Aided schools.
- The data should not be outsourced, out sourcing of data may be wrong and overestimated.
- The correct and reliable data are to be used for improving planning, monitoring, policy formation and decision making.
- Data for 2010-11 should be corrected. The data for 2011-12 will be compared with this data. State Government may get the format printed in their own language.

Session: IV

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

7. 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. .

7.1 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 12th 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-VII)**

Session: V

Topic : Monitoring, Research, Supervision & Convergence

8. 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 are 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-VIII)**

Session: VI

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

9. 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-IX)**

10. 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 analysing 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”.

2ND Day Programme

Session: VI

Topic : Documentation, Resource Centres & Libraries under RMSA

11. 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-X)**

Session: VII

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

12. 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 focussed 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. He further highlighted the following key points:

- That RMSA seeks for an opportunity & platform for an equal facility 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.
- 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 and 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. **(Copy of Presentation at Annexure-XI)**

12.1 He highlighted the following key points/strategies related to Equity:

- 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 analyse 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.

Session: VIII

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

13. Ms. Beas Bhowmik, Sr. Consultant took the session on the above theme quality. She stated that our annual grant of Rs. 50,000/- per school is provided by RMSA. She mentioned that infrastructure should be provided for improving the quality aspects. Quality is also one of the important component in RMSA that includes appointment of additional teachers, in service training of teachers, ICT enabled education, outside visit for students and excursion visit for teachers. NCERT, SCERT and IASEs etc are the specialized institutions for teacher training. She pointed out the following key points:

- Infrastructure has to be provided like additional classrooms, separate toilets 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. Teacher community relationship should also be developed for improvement in the quality in the secondary education.
- Students – Teacher interaction and learning environment are needed. Outside visits for students and excursion visit for teachers are required for improving the quality of education.
- There should be subject specific training for teachers.
- Secondary education is a bridge between the elementary and higher education. Future of youths depends on the level of secondary education. Recruitment of teachers should be decided by teacher pupil ratio.
- There are norms for deployment of teachers in govt. and aided schools based on teacher pupil ratio.

13.1 Issues on Planning for Quality

- Planning is focused on providing inputs. There are no detailed analysis of how the inputs would have an impact on the process and its subsequent link with the outcome
- District specific peculiarities are missing in the Plan.
- Plan is centralized as opposed to need based, decentralized planning.
- The Budget is not a reflection the strategies and interventions that have been planned. The plan is the budget. The background, description, rationale, of each intervention linking it to an outcome is missing in the plan.
- Even where the state has planned certain strategies, the effective implementation and the follow up plans are not present e.g lack of continuous follow-up-application of Teacher Training. **(Copy of Presentation at Annexure-XII)**

14. Group Work / Discussion on the Following Components:

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

Group discussions were held in the afternoon of 2nd 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:

- i) Find out the inconsistent data from the given data capture format.
- ii) List out the items which are missing in the data capture format, which is important for planning and missing in DCF.
- iii) 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. EQUITY

2.1 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.

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

- There is no separate department in the North Eastern states for equity.
- 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.

2.3 The above points highlighted by the group have been taken into consideration although Mr. Altam 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.

3. 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.

3.1 The group on quality highlighted the following issues & suggestions:

- In the appointment process, teachers have been appointed after passing many tests like DEd, BEd, TET, TRB, DSC etc. Being well qualified & skilled teachers are not preparing themselves before going to class rooms, not preparing modules or TLM and also they do not have staff rooms.
- 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 commrication skills in students and curriculum development.
- School grant 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.

4. 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 prioritise 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 prioritised 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.

4.1 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.

15. KEY ACTION POINTS EMERGED OUT OF DISCUSSION AND SUGGESTIONS:

- Strengthening of DPOs should be done.
- Quality of syllabus, curriculam, 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-storeyed 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

Project Manager, Shri S.K. Sharma thanked the participants, organiser, SPD and other officers of the Bihar Government for making excellent arrangement & hospitality for 2 days workshop at Patna. He also stated that the progress of this workshop will be helpful to the participants at grass root level. Bihar had a representation in RTE formulation team regarding deployment of teachers in non-teaching work and this was considered in the RTE Act. Project manager informed that sub-groups constituted on secondary education, Adolescent education and teacher education etc. for 12th five year plan are expected to submit its report shortly. Sh. Altab khan Coordinator of the workshop extent thanks on behalf of the MHRD and TSG for the wonderful arrangement made by the RMSA, Bihar. He specially thanks the SPD, Rajesh Bhushan and his team regarding the support provided in the two days workshop. He thanked to all the participants who took pain to come and made a successful workshop.

The workshop ended with vote of thanks.

ANNEXURE-V

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Access and Participation : Approach and strategy



**PRESENTED BY:
M. K. MISHRA**

DESIGN OF THE PRESENTATION

PART

CONTENT

- 1 Access: - Objectives Under R.M.S.A
- 2 Access: Approach and Strategy
- 3 School Mapping: - As a planning tool
- 4 Essentials for new school Proposal

MAIN OBJECTIVES OF R.M.S.A:- ACCESS

- The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.
- To provide secondary school within a reasonable distance of any habitation, which should be 5 kms. for secondary schools and 7-10 kms. for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and
- Universal retention by 2020.

Contd..

- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- To ensure that all secondary schools have physical facilities, staff and supplies up to the prescribed standards.

Contd..

- To improve access to secondary schooling to all young persons according to norms- through proximate location, efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling.

R.M.S.A. : PHYSICAL TARGETS IN 11th PLAN FOR ACHIEVING GOAL OF UNIVERSAL ACCESS OF SECONDARY EDUCATION

- 11,188 new schools
- Strengthening of 44,000 existing schools
- Provision of 32 lakh additional enrolment
- 1,79,000 additional teachers
- 88,500 additional classrooms

NORM

Area	Norm
Physical Access	Secondary Schooling Facility for all habitation within 5 km. radius.
Eligibility conditions	At least 70 children should be enrolled in class 8 of feeder UPSs within catchment area. Availability of at least 25 children in class 8 in the UPS proposed for up gradation.
Relaxation	Relaxations on National norm on case to case basis (As per Para 2.1.1 and Para 4.2 of RMSA framework)



2 Access : Approach and Strategy

Processes for Universalization of Secondary Education

- **1. Access** - This means universal provision of secondary schools and universal enrolment of children in the age group of 14 to 18 group . All children in the age group of 14 to 18 should have access to secondary schools. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status.

Contd..

- **2. Success:-** Along with access to schools we should make adequate provisions in the schools so that children can experience success in secondary education. Adequate number of trained teachers, qualitative learning and teaching materials, aids and equipment, classrooms, etc. should be provided in each and every school to facilitate successful completion of secondary education. Success is to be determined in terms of attainment of Minimum Levels of Learning which means most of the students would acquire most of the competencies.

VARIOUS KINDS OF ACCESS

PHYSICAL	Emphasizes that <u>transportable</u> by means of Walking / Cycling <u>distance</u> between schools and households, is to be <u>minimized</u>
ECONOMIC	Implies the <u>financial capacity of households</u> to send children to, schools even when facilities are easily accessible in a geographical sense.
SOCIAL	<u>Social stratification</u> based on caste, class and religion has implications for access available public provisions

ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER

Area	Challenges/ Problems
Social	<ol style="list-style-type: none">1. Conservative attitude of parents towards secondary education2. Conservative attitude towards girls education
Economic	<ol style="list-style-type: none">1. Poverty of parents2. Less financial provision in the budget
Political	<ol style="list-style-type: none">1. Local politics in respect of opening of new school

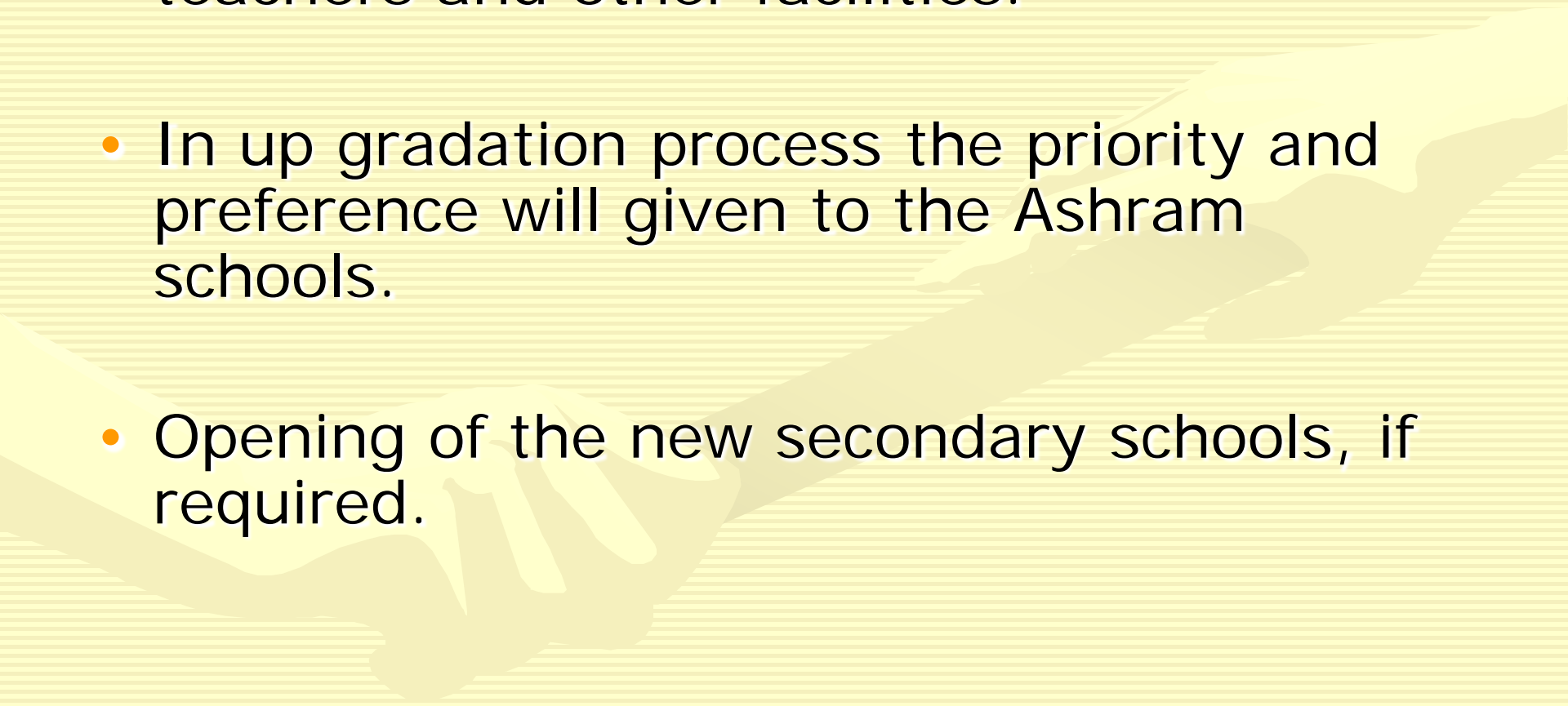
ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER

Area	Challenges/problems
Educational	<ol style="list-style-type: none">1. Uninspiring methods of teaching2. Defective curriculum
Geographical	<ol style="list-style-type: none">1. Inaccessible areas2. Small and scattered habitations3. Particularly in tribal and hilly areas
Administrative	<ol style="list-style-type: none">1. Lack of suitable admission policy2. Inequality of educational opportunity

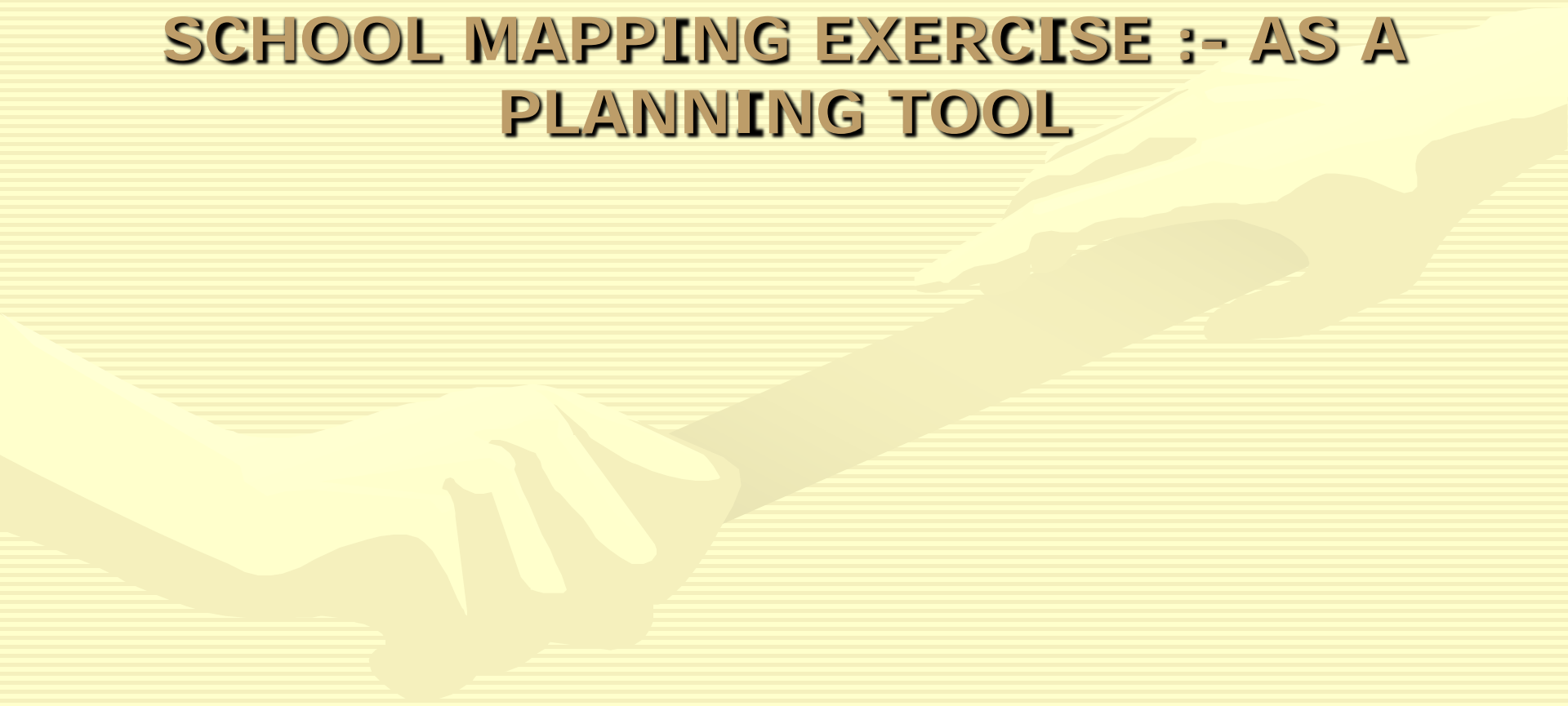
IMPROVING ACCESS- Strategy

- Keeping in mind the basic objective of providing “access” within 5 kms. of every habitation the following strategies need to be followed :
- Strengthening of existing secondary schools and deploying desired number of subject wise teachers.
- Opening of additional classrooms and laboratories in the existing secondary schools.
- Deploying desired number of subject teachers etc. if required on the basis of survey.

Contd..

- Up gradation of existing upper primary schools with required infrastructure and teachers and other facilities.
 - In up gradation process the priority and preference will given to the Ashram schools.
 - Opening of the new secondary schools, if required.
- 

SCHOOL MAPPING EXERCISE :- AS A PLANNING TOOL



Introduction

- How do we decide on the village/habitations where schools are to be opened so as to ensure equality of educational opportunities?
- The answer of this question /issue is found at the center of any discussion of School Mapping(SM), geographical information systems (GIS) and public participation GIS (PPGIS) that attempts an honest inclusion of decentralized participants at any scale.

School Mapping

- School mapping is an essential planning tool to overcome possibilities of regional inequalities in the provision of educational facilities.

Meaning

- SM incorporates spatial and demographic dimensions into the educational planning process.
- Location of educational facilities depends on the norms and standards prescribed by the authorities.

Importance

- Help to identify the most appropriate locations of schools or their alternatives so that maximum no of children can be benefited from the same level of investment and to reduce regional inequalities in the educational facilities.

School mapping as a norm based planning

- Minimum size of population to be served by a school
- Norms regarding catchments area of a school.
- The maximum distance a child has to travel from home to school
- Expected size of a school to begin with
- Minimum no. of teachers to be provided in a school

Micro Planning

- Continues process repeated every year.
- Habitation/Village based.
- Does not strictly adhere to any norm.
- Process oriented it also ensure that local level capacity is developed.
- Focus on issues pertaining to process and outcomes both at local level.
- Successes more on non financial resources.
- Deals with optimum utilisation of resources.
- Large no of villagers are to be trained

School Mapping

- One time activity
- Block based/Cluster based.
- Based on certain norms.
- Norm based activity deals with creation of educational facilities.
- Focus on inputs provision.
- It estimates are extent of financial resources reduced to provide educational facilities.
- Deals with optimum allocation of resources.
- Selected group of people are trained

Major Objectives

- ❖ To identify most appropriate location (Habitation or Village) for opening of new Secondary School or alternatives.
- ❖ To identified most appropriate location (Habitation or village) to open a new school.
- ❖ To identify the location for opening of alternatives to formal school.
- ❖ To level out existing disparities in the distribution of educational facilities.
- ❖ To create equality of educational opportunities.

Suggestive Steps :- School Mapping

- Step 1
- Each and every habitation may be listed for mapping exercise
- Habitation wise population with availability of schooling facility with distance data may be collected through GIS or Mannual Mapping

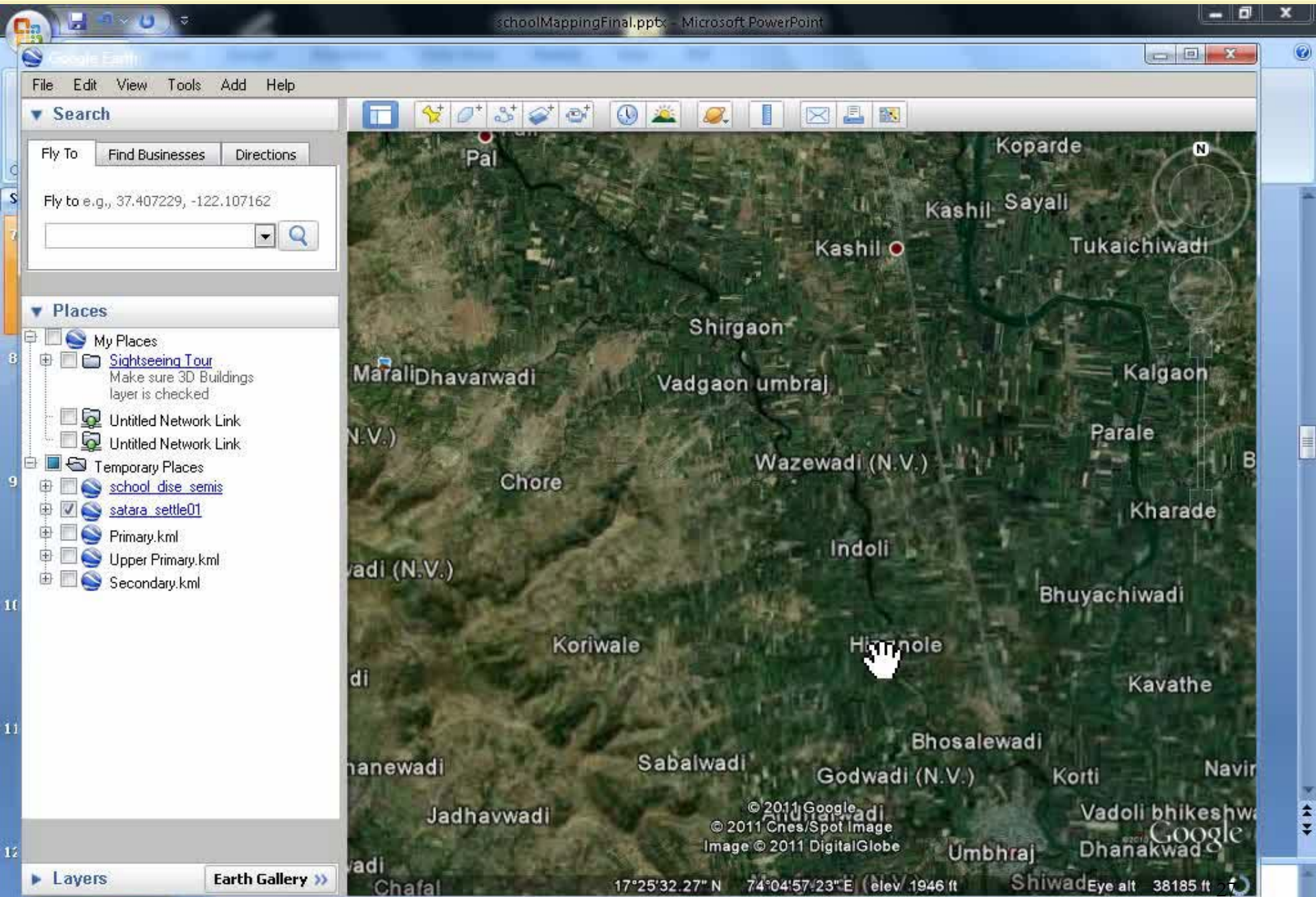
- Step 2
- Listing of all habitations/ villages to identify served area through GIS or Manual Mapping
- The available High schools and details of school from SEMIS
- High schools and their catchment area

Step 3

- Listing of all habitations/ villages to identify un-served areas through GIS or Manual Mapping
- Details of Upper primary schools located in the catchment area from DISE
- Distance Matrix exercise should be done.
- A list of UPS may be prepared which are eligible for upgrading into secondary level as per the state norm.

- Step 4
- Actual physical verification should be done by a team block and district level officers for confirming details of Existing Secondary schools.
- Actual physical verification should be done by a team block and district level officers for confirming details of Upper Primary Schools eligible for upgrading into secondary level.

- Step 5
- Based on the final verification, prioritization may be done.
- Propose year wise existing gap in the existing secondary schools
- Propose year wise new secondary schools selected for opening.



Essentials of proposal

- Habitation wise School Mapping
- Total requirement of new schools
- List of notified Secondary Schools
- List of notified Upper Primary Schools

Contd...

1. Name of the Upper Primary Schools With full address :
2. School DISE Code :
3. Special geo-physical and other features of the habitation
4. Village Panchayat / Town panchayat / Municipality /Corporation / Township /(other/ specify)
5. Cluster Name (CRC) :
6. Block Name :
7. Educational profile of block :-
8. Educational District:
9. Revenue District :

Contd..

10. Parliamentary Constituency:
11. Date of upgradation as Middle School
12. Enrollment Particulars: (From latest DISE Data)
13. Details of nearby Upper Primary/ Middle Schools within a distance of 5 K.M from this school (All kinds of management including private self-finance)
14. Details of nearby Govt. and Govt. Aided High /Higher Secondary Schools within a distance of 10 K.M from this School.
15. Land details of the Middle School (In acres)
16. Details of land acquired for the purpose of upgrading the school into High School
17. Details of Community Contribution
18. Signature and name of the Authorized Signatory with seal .(AEE0/AEE0/DEO/ Chief Educational Officer/ Dist. Prog. Coordinator)

THANKS



ANNEXURE - ONE - PATNA - WORKSHOP

(I)

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Technical Support Group

Rashtriya Madhyamik Shiksha Abhiyan

Attendance form

Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State : Bihar						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
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2	Dr. Neeraj Kumar	Asst. Dir	Patna	I. & P. R. D.	9430953261	
3	Sri Shankar Kapoor Siorka	Director	Patna	I. & P. R. D.	9437020955	
4	Santosh Kumar	Co-Founder Anadi	Patna	4/No-19, New Punjab Chaurak Patna - 1	9472668076	
5	Ajit Singh	K.P.O.	Siropur	P.O. Office Siropur	9934697979	
6	Dr. Rajendra Kumar	D.P.O.	Wazirpur	D.P.O. Office Wazirpur	8235611738	
7	Awadhesh Kr. Singh	D.P.O.	Bhojpur	D.E.O. Office Bh. Ara.	9431884802	
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9	Md. Mustafa Hussain Hansari	D.P.O.	Sheikhpura	DEO Sheikhpura	9431267837	
10	BASANT KUMAR	D.P.O.	Araria	Office of the DEO Araria	9430931366	

ANNEXURE - I - PATNA WORKSHOP

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State : Bihar						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
11	Yogesh Mishra	D.P.O (Sec. Edn)	Gaya	DEO office, Gaya	9431468635	
12	Prabhat Kr. Panjari	D.P.O Sec. (RMSA)	Darbhanga	DEO Office Darbhanga	9471884341	
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14	Prem Chandras	D.P.O	Vaishali	B.R.C. Building Majipuri, Vaishali	9431042455	Prem_chandras55@yahoo.co.in
15	Vijay kr. Hmanbhai	D.P.O (RMSA)	Aurangabad	DEO Office Aurangabad	9471348380	vjayhman5162@gmail.com
16	Amarika Prasad	DPO Madh Bihar	DPO Madh Bihar	DPO office Patna	9431417686	
17	Ajay Kr. Pandey	DPO RMSA secondary	Munger	DEO office Personnel Munger	9431067323	
18	Jaganathan At. Bishwas	D.P.O Banka	Banka	D.P.O Banka	9430874605	
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20	Prinjay Kumar	PO	Nawada	DEO office Nawada	9472559792	

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State : Bihar						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
21	Ramon Chandra Mondal	DPO (Sec. RMSA)	Muzaffarpur	Combine building, Muz.	9931726657	
22	Kapil Deo Tiwari	DPO (Sec. RMSA)	Gopalganj	District Education office, Gopalganj	947084608	gopalganj.rmsa@gmail.com
23	Devendra Kumar Sha	DPO RMSA	Bhagalpur	DEO office, Bhagalpur	9431095554	
24	Jyoti Kumar	DPO (Secondary RMSA)	East Champaran	D.P.O. (Secondary RMSA) East Champaran	9835244417	
25	Dinesh K. Paswan	P.O. Cum D.P.O. RMSA (begu)	Begusarai	D.P.O. (Sec.) Begusarai	9534140990	dinesh.k.p.19@gmail.com
26	Raghavendra Mani Tripathi	P.O. Cum D.P.O.	Saharsa	D.P.O. (Sec.) Saharsa	8757478170	raghavendra1828(a)rediffmail.
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28	Dr. Deedran Kumar	A. P. O.	Laksharai	M.S. Mahila vidya Mandal	9839593256	
29	Jai Shankar Singh	D.P.O.	W. Champaran	Raj high school Champaran	9420462125	
30	Samar Bahadur Singh	D.P.O.	Kaimur	BRC, Collectorate Campus, Bhabhug	9835675075	

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S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
31	DR. OM PRAKASH	DPO	BUXAR	Rajkiya Buniyad ad. vid. Buxar	9939026319	
32	Shailendra Kumar	DPO	Madhubani	DPO Madhubani	9431062167	
33	Kundan Kumar	DPO	Kishanganj	DPO office Kishanganj	9430986228	
34	Md. Asghar Ali	DPO	Sitamarhi	D.F. Office Sitamarhi	9431094355	
35	Anil Kr. Anandhi	DPO (P)	Saran	D.E.D office Saran	9431439352	
36	Vijayakumar Pandey	D.P.O. (S)	Rohतास	D.F.O. off - Rohतास	9430827026	
37	Parshuram Singh	DPO (S)	Arwal	D.E.D. office Arwal	9431838325	
38	Munirul Karim	DPO (S)	Khagaria	D.P.O office	9431444305	
39	Biswendra Kumar	P.O	Samastipur	Khagaria D.E.D Samastipur	9430676700	
40	Rameshwar Singh	D.P.O (M)	Sheohar	D.E.O office Kishan Bhawan Sheohar	9431434717	

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41	Harun Wahid	Director	SCDM	Mahendur Patna	9731004275	skervb,har@si.gov
42	Sunya Narain	DPO	Siwan	Old DEO Office Siwan	97096 10230	
43	Arjun Kumar	D.P.O	Katihar	Old D.F. Office Katihar	9472023932	
44	Amrendrakumar	D.C.	Jehanabad	B.I.E.C Building Buddh Marg Patna	9204602605	
45	J. Prakash	R.O	How to temple Patna	B.I.E.C Building Buddh Marg Patna	9334150265	jp.totalrevolution@gmail.com
46	Mr. Saehoodi	D.C.	Gyegs	B.I.E.C Building Buddh Marg Patna	9835299707	
47	Sanjeev Ratra	D.C.	Khagaria	B.I.E.C 5th Floor Buddh Marg Patna	9472917321	
48	Tupian, Chandee	D.C.	Darbhanga	B.I.E.C 2nd Floor Buddh Marg Patna	9263149998	
49	Sudama Singh	D.C.	Lakhi Bazar	B.I.E.C 5th Floor Buddh Marg Patna	9472268330	
50						

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State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
1	A.K. PURSEY	DEO	Palamau	DEO Palamau	9835919123	
2	Rajanikant Verma	DEO	Giridih	DEO, Giridih	9931355273	
3	Shiv Shankar Singh	BEEO	Kurda Simdega	BEEO Kurda	9431922135	
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10	Manoj Kumar	CLERK	Koderma	D.E.O Koderma	9785370873	Do

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State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
11	KUMAR GAURAV	Computer operator	Jamtara	D.E.O office Jamtara, Jharkhand	9934556773	KUMARGAURAV JMT @rediffmail
12	Sandeep Kr Srantho	clerk	"	"	9224715061	rmsa.jamtara@gmail.com
13	Mansu Lal Kedar	Accountant	Pakur	D.E.O. office - Cum. Ramas Pakur	9973703198	Mansu Lal Kedar
14	Mt. Rafique Dda.	clerk	Sahibganj	D.E.O office Sahibganj	8757531054	Mr. Rafique Dda
15	Sidhant Prakash	ACP	Godda	JEP Godda	9430743565	Sidhant
16	Arun Kr Sharma	AEO	Godda	AEO office Godda	9939873535	
17	Mulresh Kumar	Data operator	Deoghar	RMSA, Deoghar	9470115967	3021 } rmsa.deoghar
18	Somnath Banerjee	clerk	Deoghar	D.E.O. office Deoghar.	9905112870	SB } @gmail.com
19	Shishir Kr. Ghosh	Comp. Operator	Dumka	D.E.O. office Dumka	9431310014	Shikui61@yahoo.com
20	Shyamsunder Das	Steno	Dumka	D.E.O office Dumka	9546165215	

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State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
21	Deenanchu Mahanta	clerk.	Bokaro	D.P.O. office Bokaro	9430349188	rmsa.bokaro@gmail.com
22	Sushil Kr Roy	D.E.O	sahibganj	D.E.O office Sahibganj	9771303207	rmsa.sahibganj@gmail.com
23	MOHAN CHAND MUKIM	D.E.O.	Parkur	D.E.O. office Parkur	9431079860	deo-parkur@yahoo.com
24	Luchi Kumari	D.E.O	Bokaro	DEO office Bokaro	9431398452	bokaro.rmsa@gmail.com
25	Uday Narayan Saran	D.E.O	Kharagpur	DEO of RAJ Kharagpur	9430736606	DEO Kharagpur@rediffmail.com
26	Praveen Kumar	Computer operator.	Ranchi	D.E.O. office Ranchi	97090-81881	rmsa_ranchi.deo@rediffmail.com
27	Amiya Kr. Shasana	Head clerk	Ranchi	D.E.O office Ranchi	9771935691	rmsa_ranchi.deo@rediffmail.com
28	Kishlaya Kr Sinha	ICMS AEP	Hazaribagh	SSA, HAZARIBAGH BAGH	9934121099	kishlaya1@rediffmail.com
29	Pulsi Das	DEO	Hazaribagh	Zila school Hostel Campus, Hazaribagh	9430377869	deo_hazaribagh@rediffmail.com
30	RAJKUMAR PD. SINHA	D.E.O.	DHANBAD	RMSA/UP Room State Library Dhanbad	9431288299	raj कुमार.edu@gmail.com

② Combined
Building
Dhanbad
Jharkhand

0326-2311028

0326-2310378

dhanbad.rmsa@gmail.com →

ANNEXURE - I JHARKHAND WORKSHOP

Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

Attendance form

Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
31	Satish Kumar Singh	Official DEO office	DHAMBAD	RMSA Dhambad UPPER FLOOR STATE Library	9431121897	www dhambad.rmsa@gmail.com
32	Kamala Singh	D.E.O - Latehar	Latehar	R.M.S.A. Office in C.H.S. Latehar	9430783989	rams-ltr@yahoo.com
33	Laxmiti Prasad Verma	Mis Girdih	Girdih	RMSA office in Girdih	9981161603	Jepgiridih128@yahoo.co.
34	Govin Kumar	AEO, Kudu	Lohardaga	RMSA office (AEO office) Lohardaga	9021903691	lohardaga.rmsa@gmail.com
35	Vishal Oraon	Computer operator, RMSA	Lohardaga	" "	9006814459	lohardaga.rmsa@gmail.com
36	Miraj Kumar	Computer operator	Latehar	Latehar	9430762375	rams-ltr@yahoo.com
37	Ashok Ram	Assistant	West Singhbhum	Cheribana	9431179471	ashokram8388@gmail.com
38	Anoj Kumar Deo	Computer operator	West Singhbhum	Cheribana	9279535191	anoj-deo@rediffmail.com
39	Ranjit Mahapatra	clerk cum RMSA Assst	East Singhbhum	D.E.O's office EAST Singhbhum	9430308106	eastSinghbhum.rmsa@gmail.com
40	Abhay Kr. Aggarwal	clerk. RMSA	East Singhbhum	Jamshedpur D.E.O office Jamshedpur	9431749331	— do —

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Technical Support Group

Rashtriya Madhyamik Shiksha Abhiyan

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Implementation of RMSA 20th -21th September, 2011 at Patna

State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
41	Shivnandan Sen	DAO	State office Ranchi		9934701643	Soransin@rediffmail.com
42	Durgesh kumar	DO	Palamu	RMSA, Palamu	7677884007	durgesh.12@gmail.com
43	Jitendra Kumar	Divisional Computer Programmer	State office	RMSA, Jharkhand	9430114410	jitu4mail@gmail.com
44	Armit Kumar Sinha	Deputy Director	Chatra	RMSA Chatra	9470957152	armitaryan1985@gmail.com
45	Suraj Kumar	Banking	Chatra	Chatra	943530702	
46	Amarendra Pr. Srivastava	Clerk	Ramgarh	D. E.O. office Ramgarh	9431921847	
47	Valerian Tirkey	D. E. O	Ramgarh	D. E. O office Ramgarh	9934554734	ramgarh.rmsa@gmail.com
48	Bal Krishna Barik	Head clerk D.E.O office Khunti	Khunti	D.E.O office Khunti	9798584337	khunti.rmsa@gmail.com
49						
50						

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EdCIL (India) Ltd.

Technical Support Group

Rashtriya Madhyamik Shiksha Abhiyan

Attendance form

Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
1	RATAN SHRINASTAVA	Executive Engineer	State Project office	MDI Building Dhuruwa, Ranchi	9470178072	ratanexeng@gmail.com
2	JITENDRA KUMAR	Divisional Computer Programmer	SPO	MIDD Building Dhuruwa, Ranchi	9430114410	jitu4mail@gmail.com
3	SPIN NARADAN SOREN	Divisional A/c's officer	SPO	MDI Building Dhuruwa Ranchi	9934701647	SorenShiv@rediffmail.com
4	ANRENDRA PD SRIVASTAVA	clerk, D.E.O. office, Ramgarh	Ramgarh	DEO, office Ramgarh at - Lohartola,	9431921847	-
5	ASHOK KUMAR PURBEY	DEO	Palamau	DEO, Office Palamau	9835919123	rmsa-palamau@gmail.com
6	Shiv Shankar P. Akela	BEED	Kurdega Simdega	BEED Kurdega	9431922125	2119111
7	Jitendra Singh	Computer operator	Simdega	DEO office Simdega	9835565688	rmsasimdega@gmail.com
8	Varoon TIRKEY	D.E.O	Ramgarh	D.E.O office Ramgarh	9934554734	ramsgamgarh@gmail.com
9	Durgesh Kumar	Computer operator	Palamau	R.M.S.A, palamau. Zila school. Campus	7677884007	durgesh.dtg@gmail.com
10	Nisha Kumar	"	Lohartola	R.M.S.A Lohartola Girls High School Campus Lohartola, Jharkhand	9430762375	rmsa-ltr@yahoo.com

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Technical Support Group

Rashtriya Madhyamik Shiksha Abhiyan

Attendance form

Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State : Jharkhand

S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
11	Kamala Singh	D.P.O.	Letcher	R.M.S.A - Office in C.O. B.S. Letcher	9430783989	rmsa-ltr@yahoo.com
12	Nehal Asan	Computer operator (RMSA)	Lohardaga	DEO, office Lohardaga.	9806814459	lohardaga_rmsa@gmail.com
13	Kishore Kumar	Deputy Computer Operator, user	Manik	Deputy Computer Operator	9431530703	deormsachatra@hetnet
14	Amitya Singh	STC Officer	Manik	STC Officer Manik	9470557152	amitya1988@gmail
15	Manoj Kumar	clerk	Koderma	RMSA Koderma	9955370973	Manoj koderma_rmsa@ .com
16	Ashok Kumar	Computer operator	Koderma	RMSA Koderma	9199039640	koderma_rmsa@gmail.com
17	Rajiv Raj	Computer operator	Deoria	Deo office Deoria	9234586675	rv-bharadwaj@rediffmail
18	Narendrakrishna Tiwari	ASSISTANT	Coshoer	D.E.O. office	8586743667	narendrakrishna710@gmail.com
19	Shivar Dutta Singh	A-Teacher	Sunder	RMSA, Sunder	9931178474	rmsasunder@gmail.com
20	B.K. Beraik	Head Clerk	Khunti	DEO, Khunti	9798554337	

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Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

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Workshop/Capacity Building Programme on Planning and
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State : Jharkhand

S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
21	KUMAR GAURAV	Comptroller	Jamtara.	D.E.O. office. Jamtara, Jhar.	9934556773	KUMARGAURAVMT@Rediffmail.com
22	Ms. Rafique Isla.	clerk	Sahibganj	D.E.O. office. Sahibganj	8757531054	Ms. Rafique Isla
23	Sidhant Prakash	MIS-In-charge	Godda	JEP, Godda	9430743565	sidhant@gmail.com
24	Sandeep Kumar.	clerk	Jamtara.	D.E.O office Jamtara	9279715061	sandeepkumar2011@gmail.com
25	Mansuul Khatun	Accountant	Pakur	RMSA, PAKUR	9973703198	Mansuul Khatun
26	Arjun Chandra	AEO	Godda.	AEO office Godda	9939873535	Arjun Chandra
27	Ranjit Mahapatra	clerk-cum-RMSA Asst.	East Singhbhum Jharkhand	D.E.O's office East Singhbhum Jharkhand	9430308106	Ranjit Mahapatra
28	Abhay Kr Agarwal	clerk. R.M.S.A	East Singhbhum Jharkhand	D.E.O office east Singhbhum, Jamshed pur	9431749331	eastsinghbhum.rmsa@gmail.com
29	Amit Dey	Computer operator	West Singhbhum	D.E.O West Singhbhum, Chisbhu	9279535191	Amit Dey
30	Asun Kumar	AEO, Kudua	Lohardaga Jharkhand	DEO Lohardaga	9031903691	Asun Kumar

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Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

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Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State : Jharkhand						
S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
31	Somnath Banerjee	clerk	Deoghar	D.E.O. office Deoghar	990512870	} RMSA. DEOGHAR @gmail.com
32	Mukesh Kumar	data operator	" "	" "	9470115967	
33	Deomon dm Maiti	clerk.	Bokaro	D.E.O. office Bokaro	9480849188	bokaro_rmsa@gmail.com
34	Shishir An Ghosh	Comp. Oper.	Dumka	DEO office Dumka	943131014	deodumka@gmail.com
35	Shyam Sundar Das	Steno	Dumka.	DEO office Dumka	9546165215	deodumka@gmail.com
36	MOHAN CHAND MUKIM	D.E.O.	Pakur	D.E.O. office Pakur	9431079840	deo-pakur@yahoo.in
37	Sushil Kumar Roy	DEO	Sahibganj	DEO office Sahibganj	9430509916 9771303207	rmsa.sahibganj@gmail.com
38	Rajani kant veema	DEO	Giridih	DEO office, Jail campus, Giridih	9031355273	jep.giridih123@gmail.com
39	RAJKUMAR PD. SINGH	DEO	DHANBAD	COMBINED BUILDING DHANBAD-826001	9431288299	raj कुमार.edu@gmail.com
40	Latika. K. Singh	officer RMSA Judge	Jharkhand	State library Patna	991121892	do

ANNEXURE - I JHARKHAND WORKSHOP

Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

Attendance form

Workshop/Capacity Building Programme on Planning and
Implementation of RMSA 20th -21th September, 2011 at Patna

State: Jharkhand

S.no	Name of Participant	Designation	District	Offices Address	Phone. No.	Email-id
41	Tulsi	DEO	H. Bagh	Collectorate Cum. P.W.D.	88546 262921	
42	Praween Kumar	Computer Operator	Ranchi	Deo office Ranchi	97090-81881	sumsa_ranchi.deo@ sediiffinal.com
43	Pratik K. Sharma	DEO Office H.C.	Ranchi	Court Compound Ranchi	9771935691	do.
44	Laxmi K. Verma	Mis Giridih	Giridih	Thanda maidan near giridih	9981161608	jetgiridih123@yahoo.co.in
45	Ludi Kumari	D.E.O	Bokaro	Chass - Near mandal Kara	9431398452	bokaro.rmsa@gmail .com
46	Uday Anshu	D-20	Easturu	Easturu	9930726676	Deo Easturu@rediffmail com
47	Kishlata K. Soni	Asst	H. Bhan	near new B.S.A. rd	99 34121088	Kishlata@rediffmail.com
48						
49						
50						



ANNEXURE-X

ORIENTATION ON PLANNING FOR CIVIL WORKS

Sushil Kumar ,
Senior Consultant-Civil, RMSA-TSG
26th September, 2011

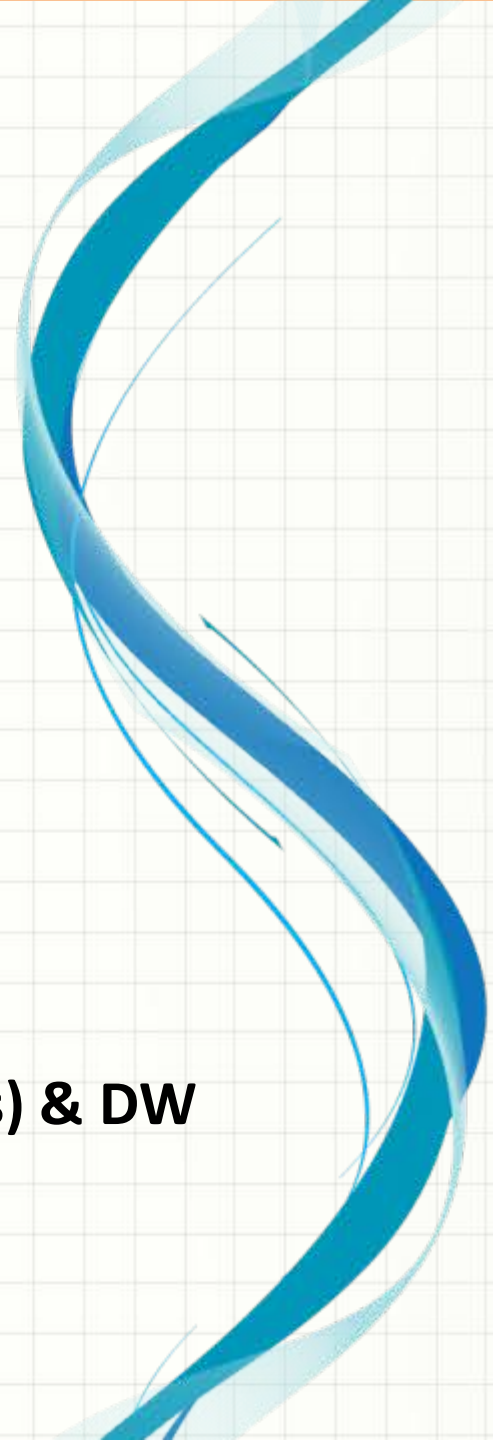


Orientation issues

- Getting to know your new assignment
- Familiarizing yourself with your new environment
- Meeting new colleagues

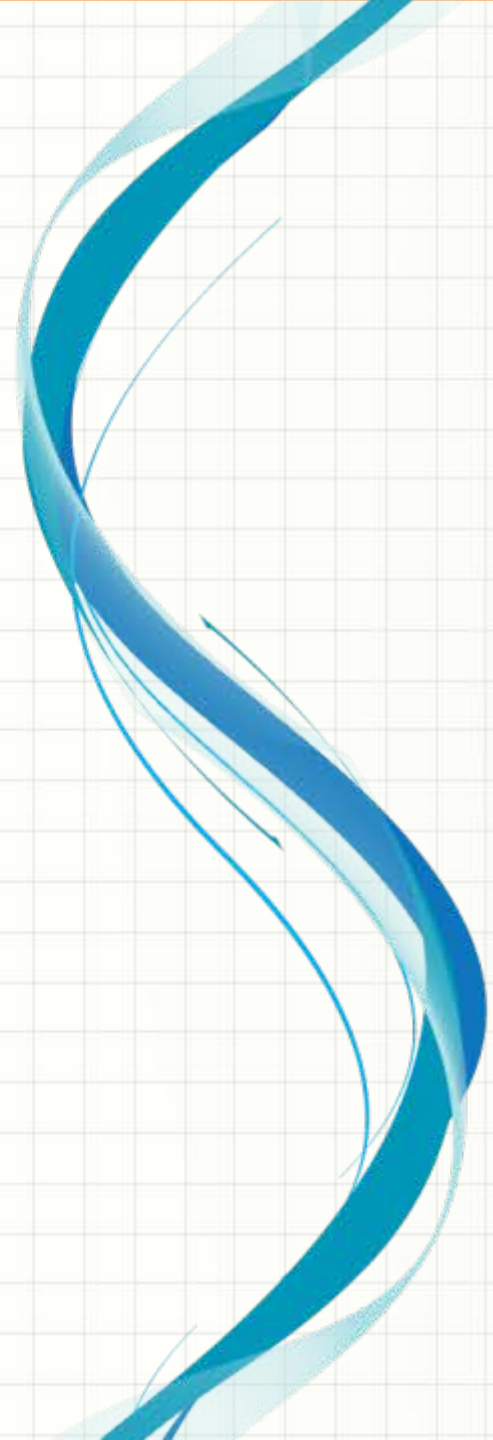
New Work


- opening of New Secondary School in
 - unserved areas
 - by upgradation of Upper primary school
- Strengthening of Existing School
 - ACR
 - Sci lab & Lab Equip
 - HM Room
 - Office Room
 - Girls Activity Room
 - Computer Room
 - Art/craft/culture Lab
 - Library
 - Toilet (Separate for Boy, Girl, Staff & Teachers) & DW (Adequate no.)
 - Proper drainaye system
 - Development of Play Ground




New Work (CONTD.)

- **Repairing and Renovations**
 - Minor
 - Major
- **Residential Quarters for Teachers.**
- **Mandatory**
 - **Rain water harvesting system**
 - **Disable friendly**
 - **child friendly element (internal & external)**
 - **earthquake resistant**
- **Black board & furniture**



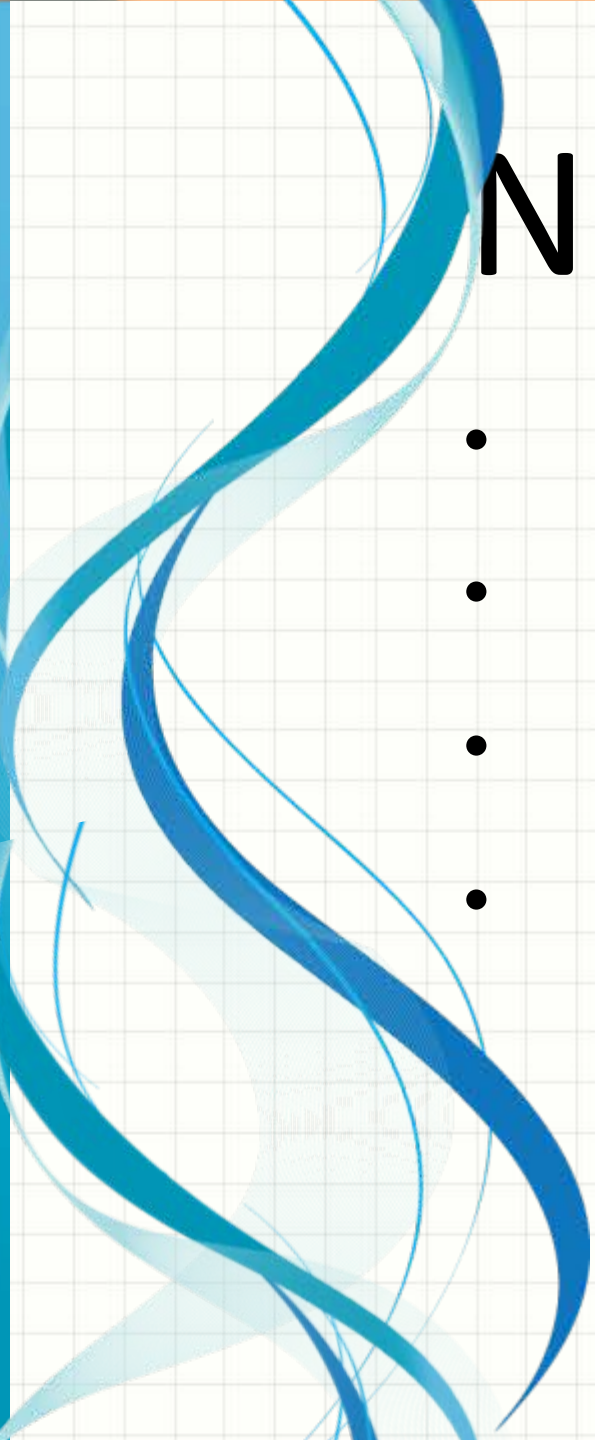


New Work(CONTD.)(right now not allowed)

- **For Higher Secondary Three lab for science subjects.**
 - **ICT Resource room and library may be housed in one big room or they may be housed in two adjacent rooms**
 - **Provision for Hostel facilities**
 - **For Educationally Backward Minorities children**
 - **High Quality Govt. School**
 - **Hostel Facilities**
 - **Exclusive school for Girls**
 - **For SC/ST/OBC/differently able children**
 - **Boarding & lodging facilities for each child**
 - **Provision for renewable energy utilization**
- 

New Environment

- CONTRACTOR ORIENTED WORK DELIVERY (FOR WORKS MORE THAN 10 LAKH-as proposed in FM)
- SMDC ORIENTED WORK DELIVERY (FOR WORKS LESS THAN 10 LAKH-as proposed in FM)
- WORK DELIVERY THROUGH STRENGTHENING MAINSTREAM DEPARTMENT
- SCHOOL MAPPING & DEVELOPMENT PLAN



New Colleagues

- TSG
- TECHNICAL ORGANISATION OR DEPARTMENT
- CONTRACTORS
- SMDC



Welcome

Today's Overview

1

- Familiarize yourself with your new assignment

2

- Gap Analysis

3

- Plan Projection

Learning Objectives

- Norms
- When & How we Plan
- Phasing & Projection
For Plan Proposal






NORMS

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
1.	Class rooms / Additional class rooms	4.625	1.00	5.625	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 66 square metre;
2.	Science Laboratory	4.60	1.50	6.10	-do-
3.	Lab Equipment			1.00	Along with Science Lab.

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
4.	Computer room /laboratory	4.60	0.40	5.00	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 66 square metre;
5.	Art / Craft / Culture room	4.60	0.40	5.00	-do-





Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
6.	HM Room	4.60	0.40	5.00	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 66 square metre;
7.	Office Room	4.60	0.40	5.00	-do-

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
8.	Library	6.75	0.25	7.00	Room size of 7x10.6 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 100 square metre;
9.	Separate Toilet blocks for boys and girls and drinking water facilities.	1.50	0.00	1.50	



Sl. No.	Items of Construction	Cost (Rs. In Lakh)	Remarks
10.	Repairing & Renovation	Minor – 0.25 Lakh Major –Max. 2 Lakh for 2 Section school & Max. 4 Lakh for 4 Section school	Minor repair is a grant and major repair under special circumstances.
11.	Residential Quarter	6.0 Lakh	For in-accessible rural/hilly/areas with difficult terrain

OTHERS :

- The ceiling of per unit cost of strengthening of an existing secondary school is 36.85 lakhs with composition of Additional Class Room, Science Lab with lab equipment, Computer Lab, Art/Craft/Culture Room, Library and Toilet as well as Drinking water facility.
- The unit cost of New Secondary School with 4 sections is 58.12 lakhs.





WHEN & HOW WE PLAN

- **Need Assessment by conducting School Mapping Exercise.**
- **Reg. Major Repair**
 - > **The Class rooms taken up for major repair must be more than 10 yrs. Old.**
 - > **The subsequent major repair should only be proposed after 05 completed yrs. Of last repair.**
 - > **The estimated cost of repair should exceed the limit of minor repair viz. Rs. 25000/-**
 - > **Under the major repair only the repair work of school building (Structural components of Class rooms, Laboratory, Library, Office, HM Room, Computer room, Art/craft/culture Room) may be taken up.**


- > That too only when the building is of its own not the rented or on lease or any form of non-permanent lending.**
- > The in-completed building of other schemes or department should not be covered.**
- > Structurally failed building should not form the part of it.**
- > This should be allocated strictly on the basis of technically sanctioned as well as administratively approved estimates by the competent authority of the state / UT Govt.**

Reg. Minor Repair

- > Only for those schools who is having its own building that to either of Pucca or Partly Pucca or of Kuchcha type**
- > School building should be more than or equal to 05 yrs. old**

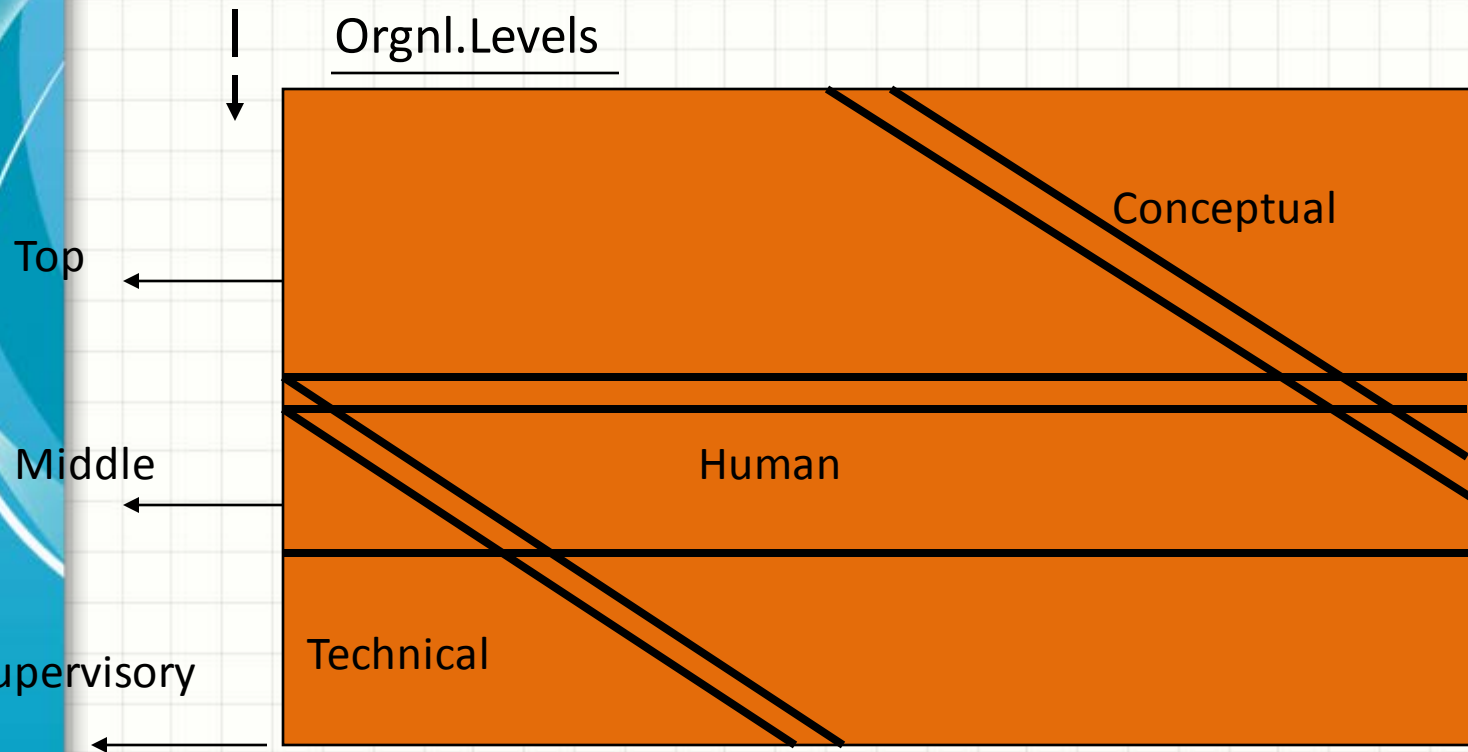
Reg. Residential Quarter

- > **Only for the schools which fulfills the following criteria
Located in rural as well as hilly areas**
- > **In schedule V / VI areas falls under rural location**
- > **Not more than the sanctioned post of teachers for that particular School.**
- > **Preference to the female teachers.**
- > **Not for those teachers who is having his / her own accommodation in that particular block or in the adjacent block**



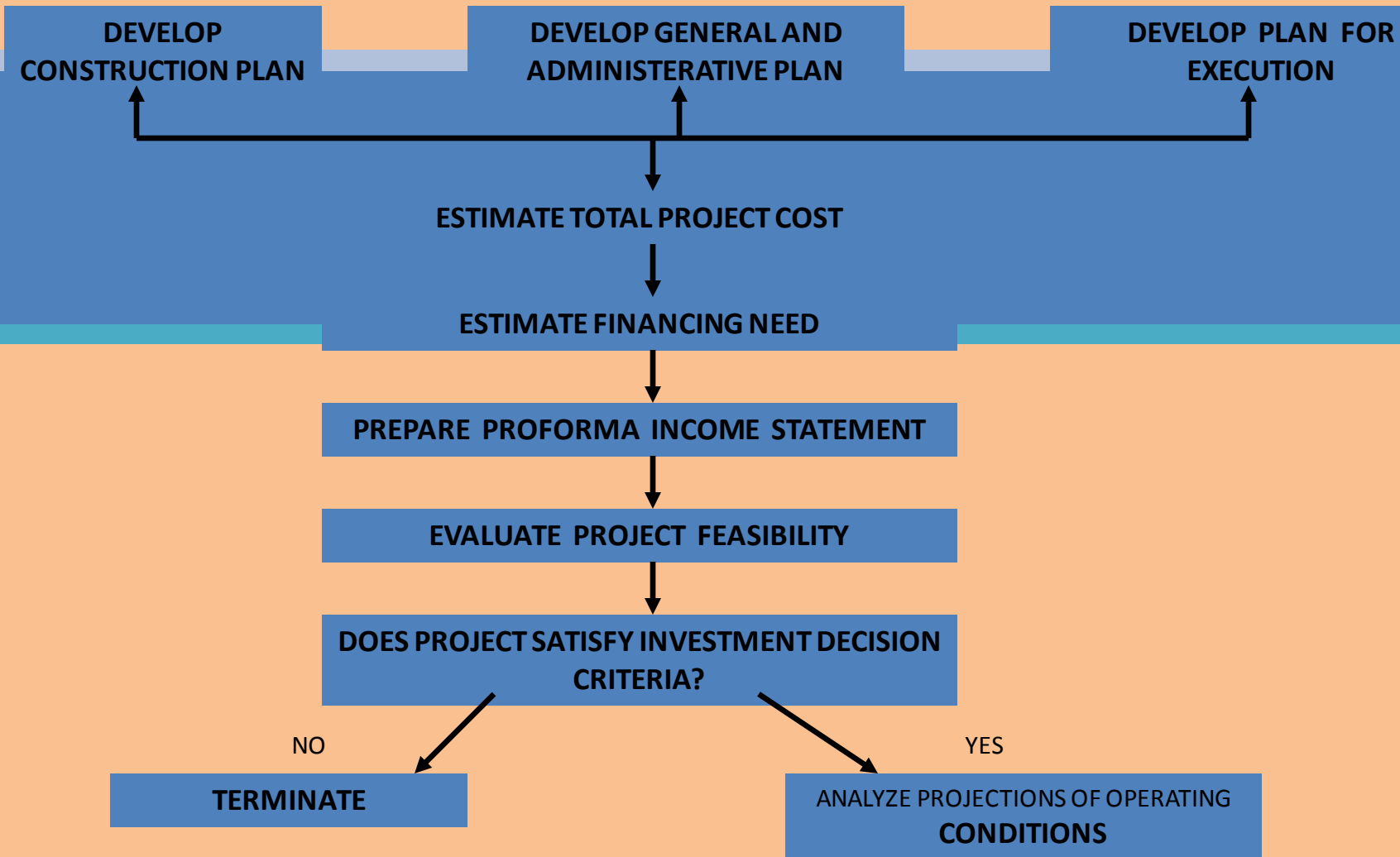
PHASING & PROJECTION FOR PLAN PROPOSAL

Knowledge and Skill Required for Management



Knowledge and Skill vary with organizational Levels

The various steps in financial analysis are as follows:





Summary

- Define your challenges
 - Technological as well as personal
- Set realistic expectation
 - Mastery is not achieved overnight
- Keep your eye on the goal
 - Mentorship programs



QUESTIONS?



THANKS

ANNEXURE-XII

GENDER & SOCIAL CATEGORY GAPS

Altab khan, TSG, Planning Unit

Bridging the Gender and Social Gap is one of the goals of RMSA. The programme has to undertake several measures to improve girls', SC,ST and Minority access to schooling and retention and more recently on addressing issues of quality and equity.

GENDER ISSUES IN EDUCATION

- Understanding Gender in a holistic way.
- Gender concerns should weave into all subject areas in content portrayal and visual depiction.
- Concept on Gender should be explained in context specific situation.
- Focus is to adopt a substantive approach, towards equality of outcome, where diversity, difference and disadvantage are taken into account.
- Education must have an empowering and liberating experience for both genders to overcome the disadvantages of unequal socialization and enable children to develop their capabilities of becoming autonomous and equal citizens.
- Ensuring quality education to all children.

Challenges

- Improve enrolment of disadvantaged groups at Secondary Level
- Girls belonging to SC/ST and Minorities form a major chunk of the drop-out children after elementary across the country
- Alarming gender gaps in enrollment at Secondary levels due to non enrollment and dropout rates of disadvantage girls
- Equity and Quality

Challenges

Contd.....

- **Areas/Pockets** which are generally educationally backward and those that have high gender and social group disparities.
- **Disadvantage** in their participation in secondary education owing to the specific difficult circumstances in which they and their families are placed.
- **Districts** with low retention rate and having high un-enrolled children.

STRATEGIES FOR disadvantaged girls

- Ensuring enrolment into school through:
 - Community & social Mobilization campaigns
 - **Sammelan, Maa Beti Mela**
 - **Conventions, special camps for girls**
 - **Door-to-Door contact campaign**
 - **Praveshotsav, retention drive, awareness programme etc.**
 - Involving PRI in Campaign.
 - Publicity materials e.g., Posters, Hand outs Mailers, Advertisements, T.V. spots
 - Motivation camps.
-

MAJOR SCHEMES

```
graph TD; A([MAJOR SCHEMES]) --> B[SSA]; A --> C[Girls Hostels]; A --> D[KGBV]; B --> B1[Rs. 15.00 lakh for each district per year under Innovations and free textbooks]; C --> C1[As an additional support for education of privileged/disadvantaged girls, but a separate hostel scheme]; D --> D1[Residential schools with boarding facilities for girls in the SC/ST/OBC minorities in those difficult areas not covered by any other scheme of any other ministry];
```

SSA

Rs. 15.00 lakh for each district per year under Innovations and free textbooks

Girls Hostels

As an additional support for education of privileged/disadvantaged girls, but a separate hostel scheme

KGBV

Residential schools with boarding facilities for girls in the SC/ST/OBC minorities in those difficult areas not covered by any other scheme of any other ministry

Key Activities

Thrust Area	Activities	States
Life Skill Training	Personality development, Development of reasoning capacity, Judo Karate Training, Accessing public services, Banking operation, Related to Health & Hygiene, Horticulture & Physical/Sports Training etc	Assam, Bihar, Chhattisgarh, Rajasthan, WB etc.
Vocational Training	Training like Suing, Stitching, Embroidery, Basket making, Pot painting, Flower making, Madubani painting, Lac Work, Jute work, Sikki, Local folk dance & music etc	Bihar, MP, TN, Chhattisgarh, Assam etc.
Additional Incentives	Uniforms to girls, stationary, workbooks, escorts to difficult areas etc.	Madhya Pradesh etc.
Remedial Teaching	Imparted to slow learners girls in tuff subjects, special summer camps focusing on specific subjects, teaching tackling the hard spots for girl children of classes VIII to IX enrolled in school	Bihar, Assam, West Bengal etc.
Learning through open school	Fee reimbursed to the girls 8 th -10 th with NIOS, Drop out girls of 8 th will be mainstreamed, Supplementary teaching, residential camps organized etc.	Bihar, TN, Rajasthan, Assam etc.
Community Mobilization & Awareness programme	Organize motivational programmes for children, teacher, guardians and stakeholders, Meena Manch, Meena Theatre, Balika Jyoti & Vidya Jyoti, Video Film on MEENA activities, Training of female members of PTA	Rajasthan, HP, Assam, MP, Rajasthan etc.

Key Activities under Innovation

Major Thrust Area	Activity	States
Life Skills and Health/Hygiene	<ul style="list-style-type: none"> ■ The Martial Art, Necessary support like dress, shoes, training materials, Postal Services for VI-VIII, Kishorie Manches to strengthen Self Esteem ■ Preparation/ Supply of Sanitary Napkins, Training on First Aid, Health and Sanitation, Karate, yoga, Paper Meshe, Soft Toy making, Candle making, English communication skill etc. 	Assam, Himachal Pradesh, Bihar, Tamil Nadu, Tripura, Kerala, West Bengal
Community mobilization & Capacity building	<ul style="list-style-type: none"> ■ Mushar Tola, Meena Campaign to motivate for girls education, Meena reading room, Kala Jatha programme, Meena Kit, Meena Utsav, Meena Week, MTA/Mahila Mandal, Celebration of Balika Divas at block level ■ Capacity Building of SHG, MTA, PRI's 	Bihar, MP, Chhattisgarh, Himachal Pradesh, Rajasthan, West Bengal
Exposure Visit and Experience Sharing	<ul style="list-style-type: none"> ■ Exposure visits will be made to areas like railway stations, airports, banks, industries, printing press, colleges, universities, museums and historic places ■ Sharing of experience for retention of girls, Heterogeneous grouping of girls would be made for talking them to the adjoining areas/cities 	Tamil Nadu, WB, Rajasthan,

Innovative Activities in Different States

1. **Andhra Pradesh:** Self Esteem and Health & Hygiene
2. **Bihar:** Community Mobilization through Meena Manch
3. **Chhattisgarh:** Strengthening Tribal Welfare Department Hostels to accommodate the additional strength of students
4. **Gujarat:** Summer camps for out of school and in school girls, training on communication skill, development of leadership qualities, cultural exchange among various girls & group building activities

-
5. **Haryana:** Providing bicycles girls, who are residing in the area where no regular transport services is available.
 6. **Kerala:** Personality Development programmes i.e. Sahvasa Camps, Drama Camps, Creative writing workshops, Film making etc.
 7. **Nagaland:** Exposure visits, Sports meet and Vocational training
 8. **Madhya Pradesh:** Retention and Mainstreaming out of school girls through provisioning of Hostel facilities
 9. **Orissa:** Community Mobilization through Balika Utsav Mela, Observation of important days etc.
-

-
10. **Rajasthan:** Establishment of Gender Cell through UNICEF, Exposure visits, Involvement of good NGOs and activating Mewat Hostels etc.
 11. **Tamil Nadu:** Life Skill Training, Health & Hygiene Camps, Vocational Training
 12. **Uttar Pradesh:** Exposure visits, Strengthening of Meena activities, Incentives for Non-NPEGEL blocks
 13. **West Bengal:** Orientation of Self Help Groups, Female Panchayat Members and MTA.

Major Concerns & Challenges

- Building environment for Girls Education
- Reaching out to girls from marginalised communities
- Lower Participation of Muslim Girls (7.9%)
- Availability and Retention of Teachers
- Empowerment oriented content and development of academic resource center
- Gender sensitive teaching learning curriculum & material
- Residential quarters for female teachers.

PRIORITY AREAS:

- **Addressing Equity & Quality**
- **Special focus on district with high gender gap**
- **Focused planning, Targeting girls from disadvantaged groups and weaker sections enhancing participation at upper primary level**
- **Gender sensitisation – Teachers, Community and Administrators**
- **Monitoring of Gender Issues**

NAXAL AFFECTED DISTRICTS

MHA has identified 35 Naxal Affected Districts in 9 states.
Also called Left Wing Extremism (LWE) Affected districts

Sr. No	State	District
1	Andhra Pradesh (1)	Khammam
2	Bihar (6)	Arwal, Aurangabad, Gaya, Jamui, Jehanabad, Rohtas
3	Chhattisgarh(7)	Bastar, Dantewada, Kanker, Rajnandgaon, Sarguja, Narayanpur, Bijapur
4	Jharkhand (11)	Bokaro, Chatra, Garhwa, Gumla, Hazaribagh, Latehar , Lohardaga, Paschim Singhbhum, Palamu , Purbi Singhbhum, Ramgarh
5	Madhya Pradesh(1)	Balaghat
6	Orissa(5)	Deogarh, Gajapati, Malkangiri, Rayegada, Sambalpur
7	Maharashtra(2)	Gadchiroli, Gondia
8	UP(1)	Sonbhadra
9	West Bengal(1)	West Medinipur

MONITORING OF NAXAL AFFECTED DISTRICTS

- **Planning Commission, GoI has developed a web-portal (<http://pcserver.nic.in/lwe>) to monitor *the monthly progress* of key items in these districts.**
- **District Coordinator has to go to district NIC office and get feed the monthly progress on Web portal.**
- **Progress is being monitored and reviewed by Secretary, Planning Commission on regularly basis.**

Request from the State:

1. To depute a nodal officer at State and Districts level.
2. To review the monthly progress on Planning Commission website.

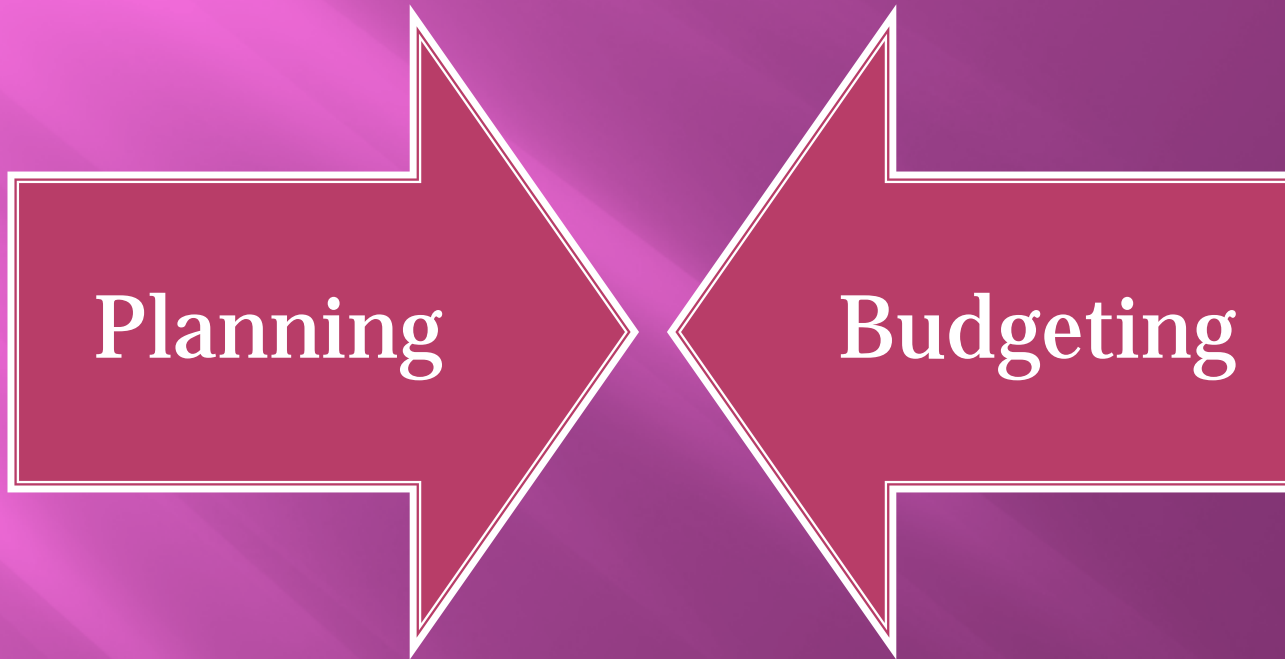
THANKS

ANNEXURE-VIII

**BUDGETING OF AWP
& FINANCIAL
MANAGEMENT**

Rashtriya Madhyaimk
Shiksha Abhiyan

Planning And Budgeting



Planning and Budgeting are interlinked with each other.



TOTAL ESTIMATION OF BUDGET

Total Budget = Fresh
Budget of current year +
Spill Over

EFFICIENT BUDGETING FOR AWP

- ❖ **Targets fixation based on indicators (including timeline).**
- ❖ **Realistic and achievable targets.**
- ❖ **Performance track recorder (Plan progress).**
- ❖ **Norm based proposal.**
- ❖ **Costing based on state unit cost.**
- ❖ **Assurance from state on sharing.**
- ❖ **Focus on convergence from other programs .**

MAJOR CHANGES FOR BUDGETING DURING 12TH FYP

There are following scenarios which may be included during the 12th FYP.

- ❖ No major changes.
- ❖ Inclusion of Secondary Aided schools may be possible.
- ❖ Inclusion of Higher secondary schools.
- ❖ State schedule of Rates may be taken.
- ❖ Enhancement of MMER up to 6%.
- ❖ Subsuming of other schemes like ICT @ school, IEDSS and Girls Hostel.
- ❖

Last Years Over View of Bihar & Jharkhand

Financial Status of Bihar (Rs in lakh)

Expenditure Head		Opening Balance	GOI releases	State releases	Total available fund	Expenditure	Unspent Balance	AWP&B	% Exp to fund
2009-10	Rec	0	372.96	124.31	497.27	0	497.27	2294.23	0%
	Non Rec	0	7742	433.33	8175.33	10170.14	-1994.81	20342	124%
	S Total	0	8114.96	557.64	8672.6	10170.14	-1497.54	22636.23	117%
2010-11	Rec	497.27	1285.76	427.3	2210.33	2214.5	-4.17	3868.34	100%
	Non Rec	-1994.81		2147.08	152.27	0	152.27	41574.08	0%
	S Total	-1497.54	1285.76	2574.38	2362.6	2214.5	148.1	45442.42	94%
Grand total	Rec	0	1658.72	551.61	2210.33	2214.5	-4.17	6162.57	100%
	Non Rec	0	7742	2580.41	10322.41	10170.14	152.27	61916.08	99%
	Sub Total	0	9400.72	3132.02	12532.74	12384.64	148.1	68078.65	99%

Financial Status of Jharkhand (Rs in lakh)

Expenditure Head		Opening Balance	GOI releases	State releases	Total available fund	Expenditure	Unspent Balance	AWP&B	% Exp to fund
2009-10	Rec	0	1.44	6.15	7.59	0	7.59	183.21	0%
	Non Rec	0	69.73	13.28	83.01	93.7	-10.69	7.61	113%
	S Total	0	71.17	19.44	90.61	93.7	-3.09	190.82	103%
2010-11	Rec	7.59	5.98	0	13.57	8.77	4.8	13.6	65%
	Non Rec	-10.69		20	10.69	0	10.69	249.68	0%
	S Total	-3.09	5.98	20	24.26	8.77	15.49	263.28	36%
Grand total	Rec	0	7.42	6.15	13.57	8.77	4.8	196.81	65%
	Non Rec	0	69.73	33.28	104.39	93.7	10.69	257.29	90%
	S Total	0	77.15	39.44	117.96	102.47	15.49	454.1	87%

APPROVED OUTLAY FOR 2011-12

Head/Components	Bihar		Jharkhand	
	Outlay (Rs in lakh)	%	Outlay (Rs in lakh)	%
CW (New schools and Strengthening of exiting schools)	46545.44	86.68	27583.44	82.21
Quality Components (only recurring)	5902.86	10.99	5277.69	15.73
Equity Components (only recurring)	197.22	0.37	35.02	0.10
MMER (2%)	1052.91	2.00	657.92	2.00
Total Approved outlay	53698.43	100.00	33554.07	100.00

OTHER ISSUES & STEPS TO BE TAKEN

□ Audit report for 2009-10 has not been submitted by Bihar. However, by the time Annual Audit report for 2010-11 should also have prepared for timely release of fund.

□ Accounts should be maintained properly.

❖ Cash Book

❖ Ledger

❖ Journal

❖ Cheque issue register.

❖ Register of advance

❖ Bank Passbook/ Statement etc.

OTHER ISSUES & STEPS TO BE TAKEN

- Staff should be strengthened at SPO & DPO

Name of the post	Bihar				Jharkhand			
	SPO		DPO		SPO		DPO	
	Sanction post	In position	Sanction post	Inposition	Sanction post	Inposition	Sanction post	Inposition
Finance/ Chief account officer	1	0	Not sanctioned any staff		1	0	0	0
Internal Audit officer	0	0			0	0	0	0
Cashier	2	0			0	0	0	0
Accountant	2	0			0	0	0	0
Assistant Accountant	1	0			1	1	24	0

OTHER ISSUES & STEPS TO BE TAKEN

- Pace of expenditure is a team effort depending on effective monitoring & supervision.
- Monthly Expenditure Plan should be prepared after approved outlay for 2011-12 to expedite the utilization of funds.
- Quarterly progress report should be prepared at the end of each quarter to know the progress.
- To control the functions by examining and evaluating adequacy and effectiveness , internal audit should be done.

OTHER ISSUES & STEPS TO BE TAKEN

- Opening of bank accounts – Nationalized/scheduled bank – Joint signatory SB account, Accounts in one bank .
- e-transfer of funds at all levels subject to availability of banking facility.

Common Mistakes on Financial Reports

- **Calculation error:** Please ensure that the addition of all Financial cost is arithmetic.
- **Fund released by state for Recurring & Non recurring:** Distribution of funds released by state should be done into recurring and non recurring components.
- **Mismatches of approved outlays:** Outlays approved by PAB and shown in financial reports should be tallied component wise with each other.
- **Calculation of Spill over/Balance amount:** Calculation of spill over/balance amount should be done on the basis of approved outlay and expenditure on date.

THANKS

ANNEXURE-XI

Library & Documentation

Present by
Trupti Parida
Consultant
TSG ,RMSA Delhi

Learning and resource center/ Library

- Library is an important part of learning system. It is called as a store house of knowledge.
- RMSA suggest that each school should have a library .
- RMSA grants Rs. 10000 per year to each of the RMSA School for purchasing of magazine and news paper.

- Rs. 835 per month can be spent for magazine and news papers.
- Within this less amount of money its possible to purchase only one or two magazines or news papers .
- The resources are very limited. Now the question is how can we utilise the minimum of the recourses in the maximum possible way.
- Here comes the concept of resources sharing where we can share our resources in the block, district and state level. This is possible through library networking at block district and state level.
- For this purpose computerization and digitations of the library is required through a library software.

Granthalaya

This is a library software developed by National Informatics Centre (NIC). This is a library automation software through this we can computerised library system. This software is available free of cost and can be downloaded from NIC site.

Green Stone

This is a digital library software developed by a Newzeland based company , through this we can develops our digital resources . To download it please visit vanastali University Library ,Rajasthan Web Site, There you can get information about the steps and procedures of downloading the software.

KOHA and D-Space

- Besides these KOHA and D-Space are the open source software available free of cost on the web for digitisations of the library resources. Any one can download it from Google site free of Cost.
- Through this software we can computerise the documents and share it among other schools on line.

➤ We can suggest the schools to purchase different magazines and newspapers and then share it online. For example two schools should not repeat the same newspaper and magazines at a time.

➤ Besides these there are certain free E-Newspapers and E-Magazines are available online on Google Site.

➤ For teachers reference purpose there is a site called directory of open access journal (DOAJ,) where all the journals and magazines of all the subjects and disciplines are available free of cost. anyone can accesses it through Google site.

➤ Please visit NEUPA library and documentation centre site to access all the E-magazine and newspaper related to school library resources free of cost.

Some suggested magazine for school library

- Education today
- India today (English)
- GK today
- Partiyogeta Darpan (Hindi)
- Competition success review
- Competition master
- Competition Wizard
- Sports today

- Sports today
- Cricket smart (Hindi)
- Reader Digest
- The week
- CHIP
- Auto car

Some Suggested news papers

- The Times of India
- Hindustan Times
- Indian Express
- The pioneer
- The asian age
- The Hindu

- The telegraph
- The Statesman
- Navbhart times
- Danik Baskar
- Rastriya Sahara
- Amar ujala

THANKS

ANNEXURE-IX

Monitoring & Evaluation

- **Definition** : Monitoring is considered to be the systematic collection and analyses of information as a project/prog./scheme progresses,
 - It is based on target and activity plan during planning phase,
 - It helps works on track and about the sufficiency/insufficiency of resources,
 - Let management to know things are going wrong/right,
 - Provides bases for evaluation
- Its internal function in any programme.

Evaluation

Definition

- It is a comparison of actual project impact\ against the agreed/approved strategic plans.
- It looks at what you set out to do, what you have accomplished and how you accomplish it.
- Evaluation is of two types :
 - ◆ Formative Evaluation and Summative
 - ◆ Evaluation

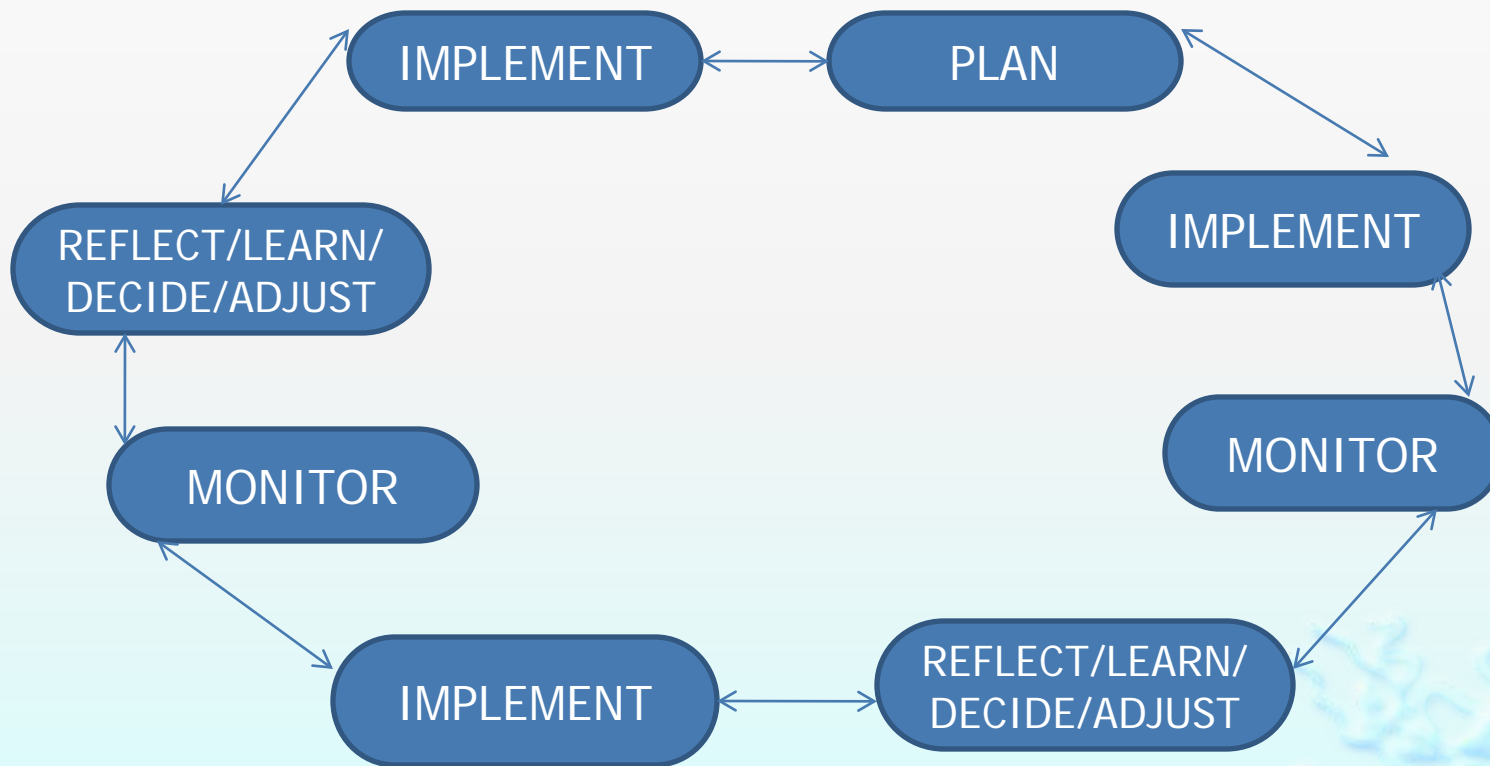
Importance of Evaluation

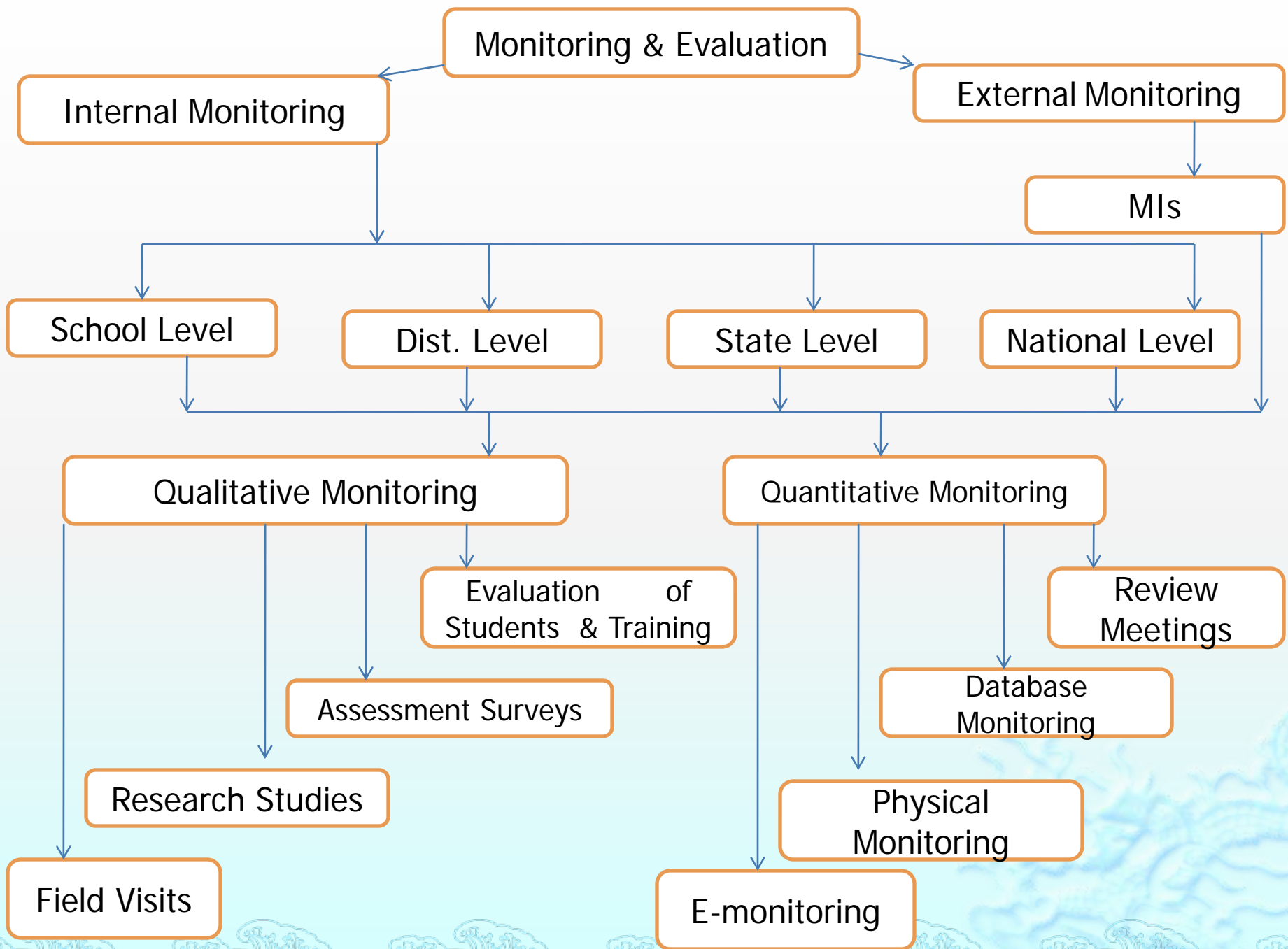
- Helps in identifying problems and their causes
- Suggests possible solution to the problem
- Raises questions about assumption & strategies
- Pushes you to reflect on where you are going and how you are getting there
- Provide you information and insight
- Increase the likelihood that you will make a positive development

Rationale of the Monitoring

- Provide constant feedback on the extent to which the USE achieving their goals.
- Identify potential problems at an early stage and propose possible solutions.
- Monitor the accessibility of the USE to all sectors of the target population.
- Monitor the efficiency with which the different components of the project are being implemented and suggest improvements.
- Evaluate the extent to which the project is able to achieve its general objectives.

Methodologies of MONITORING





Ann exure-1



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.

cont.....

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: 20th Sept. 2011

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

Day 2: 21st Sept. 2011

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

ANNEXURE-XIII

IMPROVING

QUALITY OF SECONDERY EDUCATION

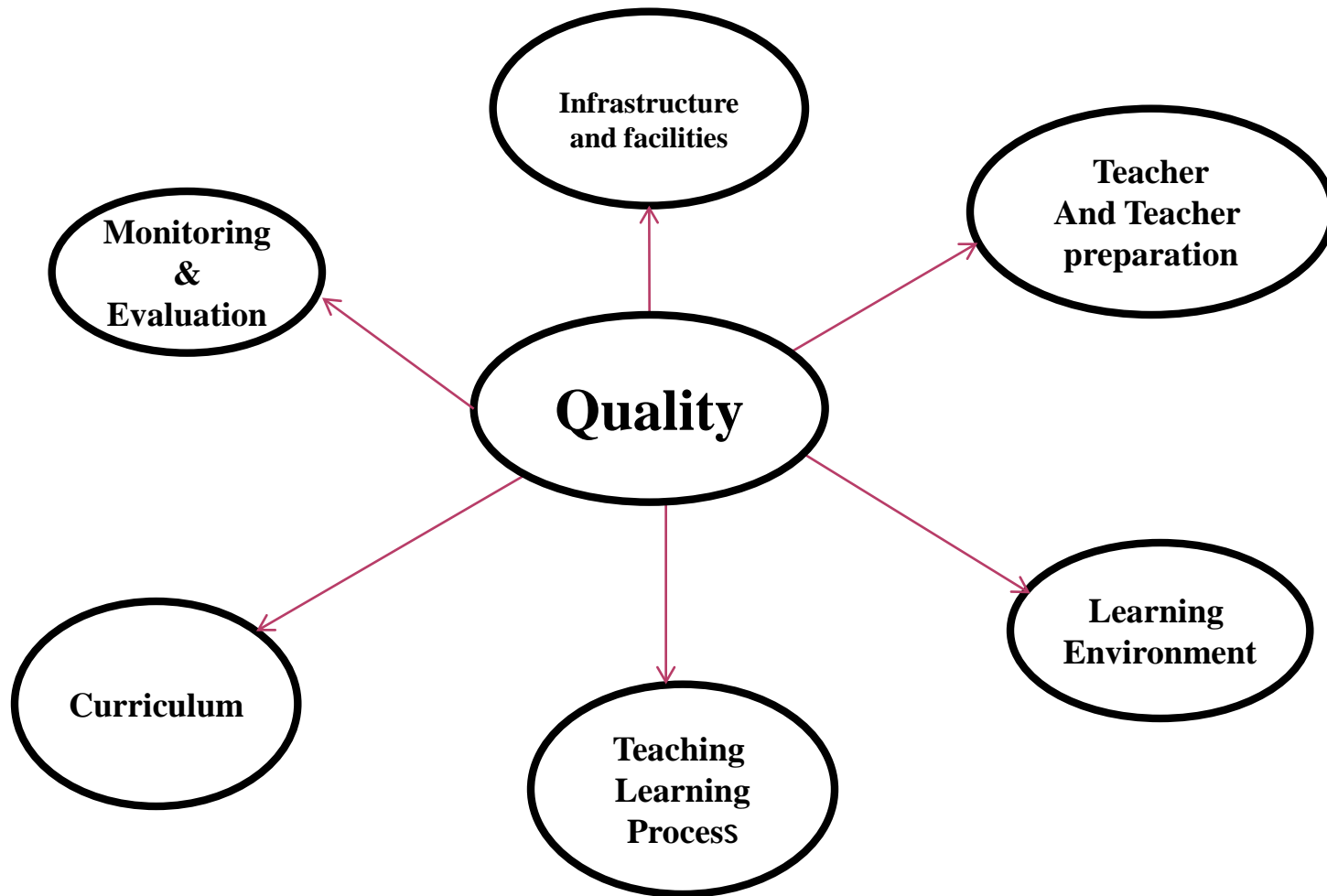
UNDER

RASHTRIYA MADHYAMIK SHIKSHA
ABHIYAN

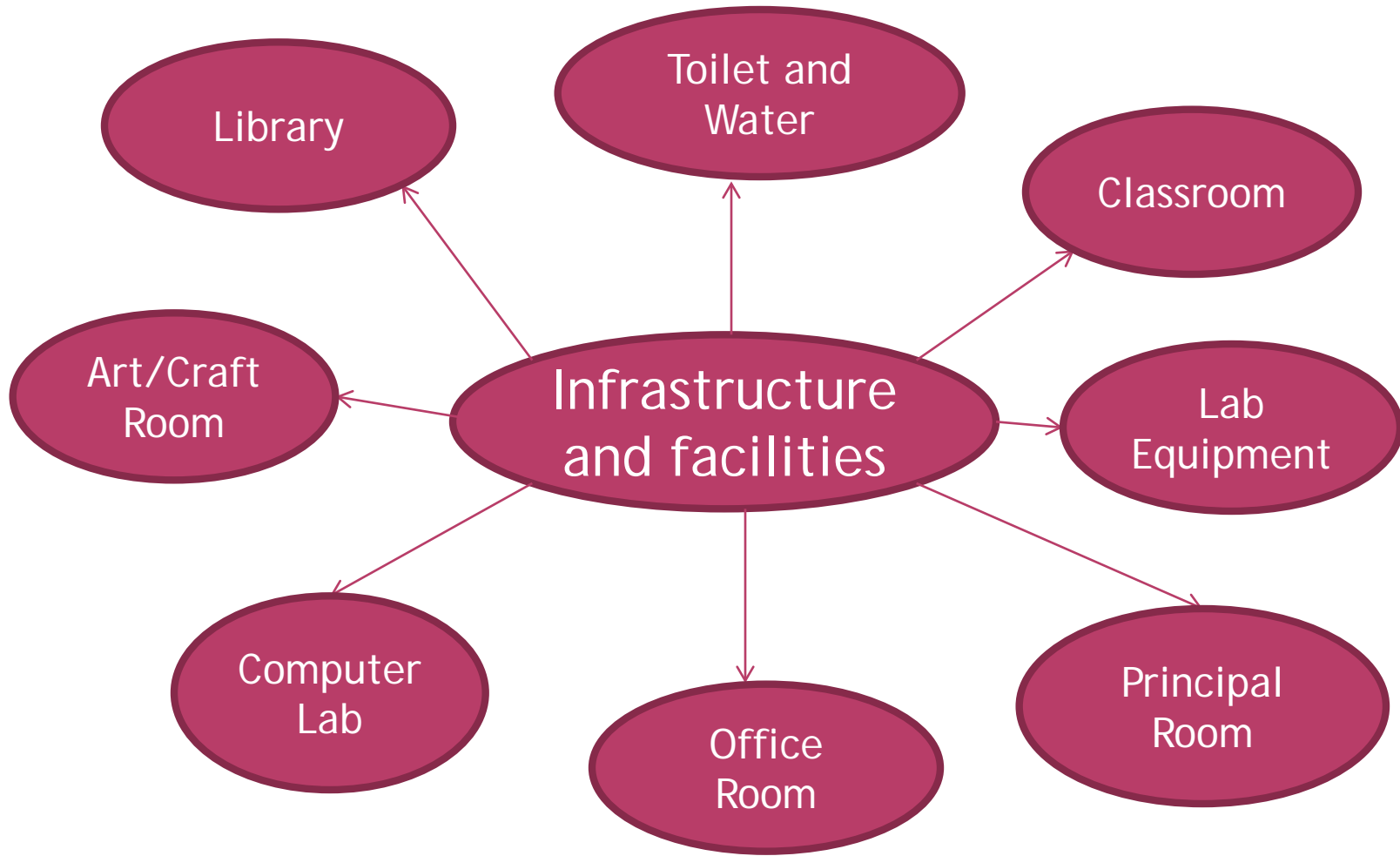
RMSA FRAMEWORK ON QUALITY

- ◉ **Providing required infrastructure like classroom, Libraries, Integrated laboratory, computer room, toilet cluster and water facility**
- ◉ **Residential accommodation for teachers in difficult hilly areas.**
- ◉ **Appointment of additional teachers**
- ◉ **Continuous professional development of teachers**
- ◉ **Focus on Science, Math and English Education**
- ◉ **ICT Enabled Education**
- ◉ **Link with EDUSAT**
- ◉ **Adolescent Education Programme**
- ◉ **Guidance and Counselling of Students**
- ◉ **Institutional Reforms and Strengthening of Resource Institutions**
- ◉ **Reviewing curriculum to meet the NCF, 2005 norms.**
- ◉ **Innovation under quality**

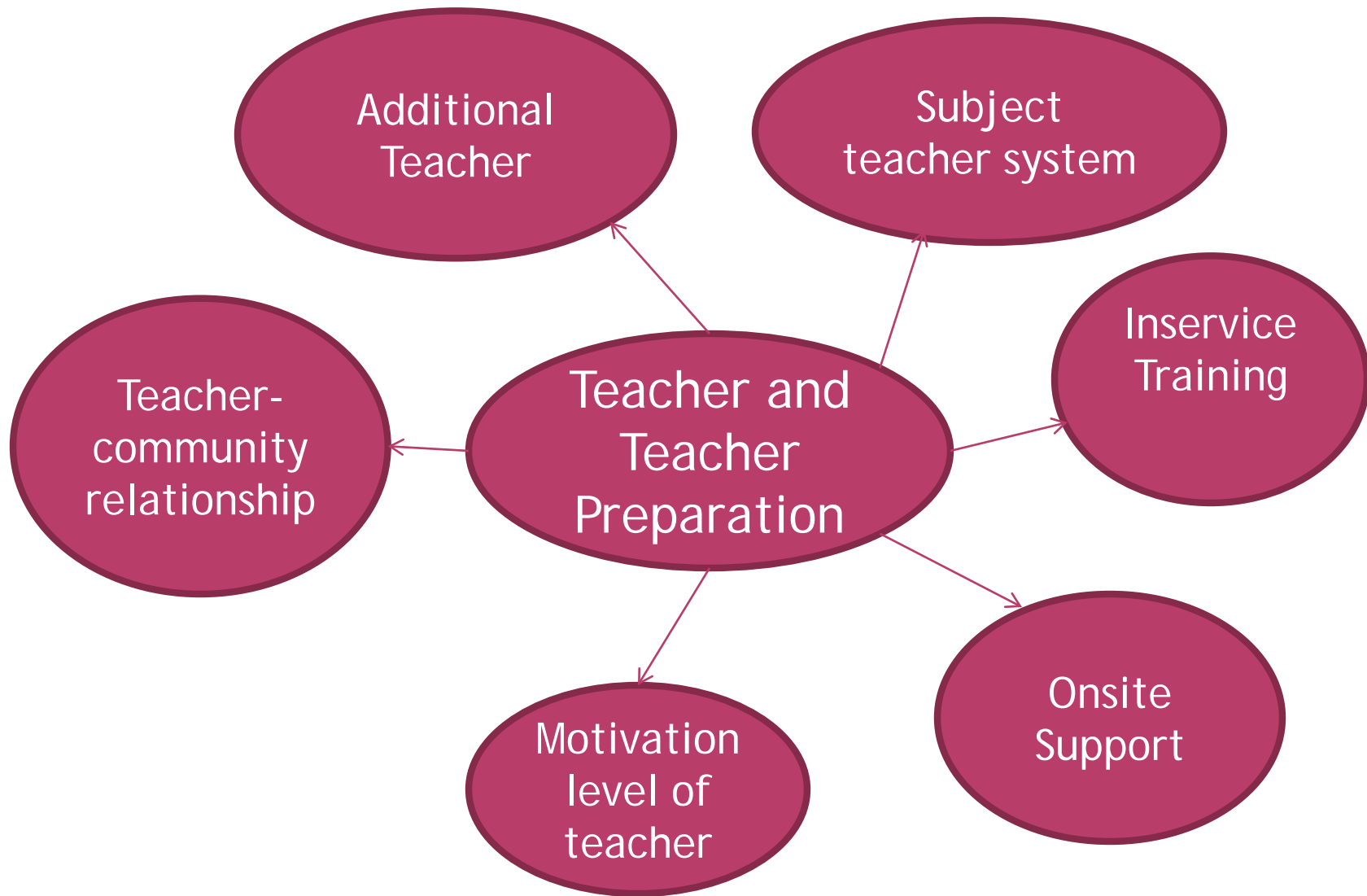
Factors affecting Quality



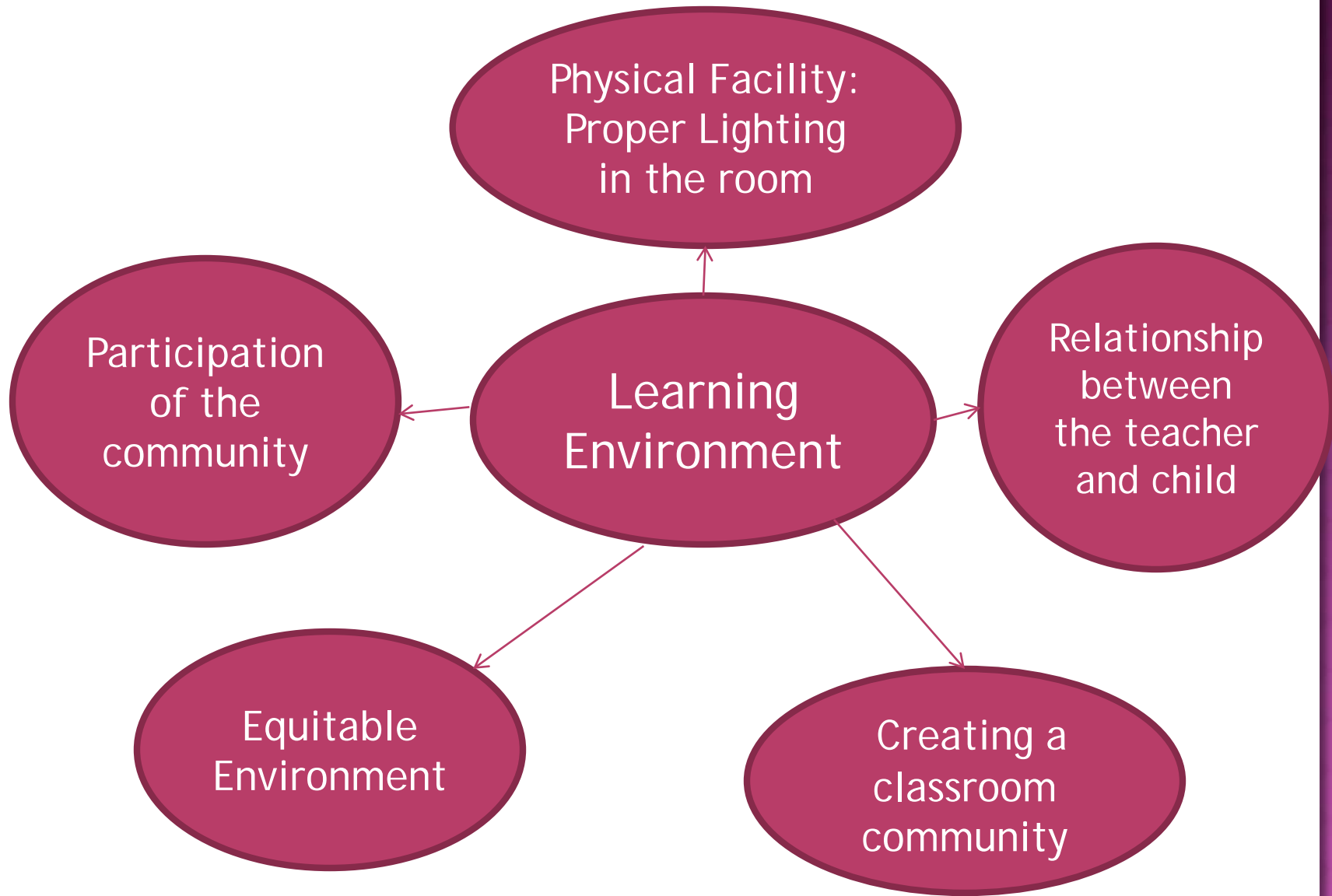
Infrastructure and facilities



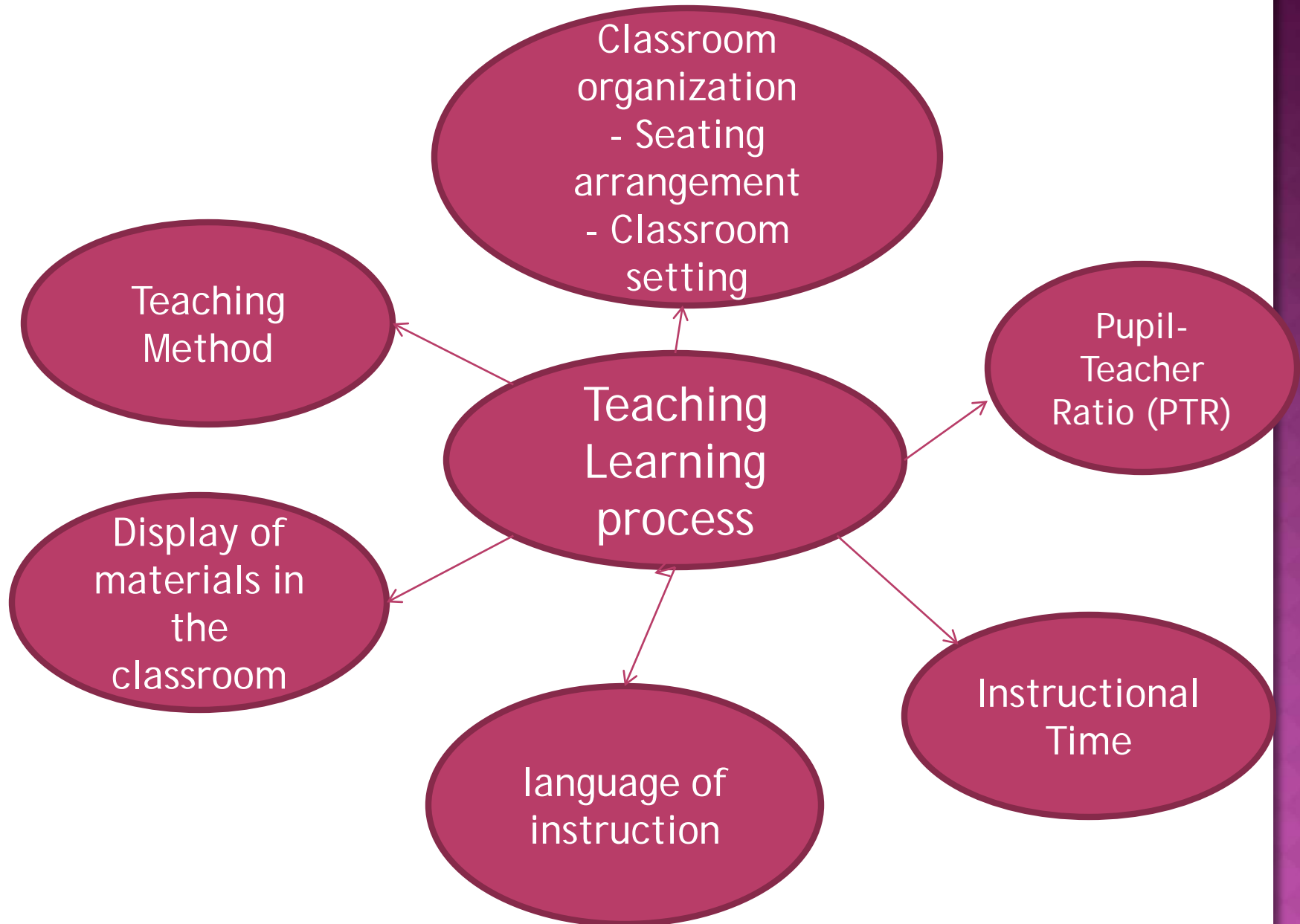
Teacher and Teacher Preparation



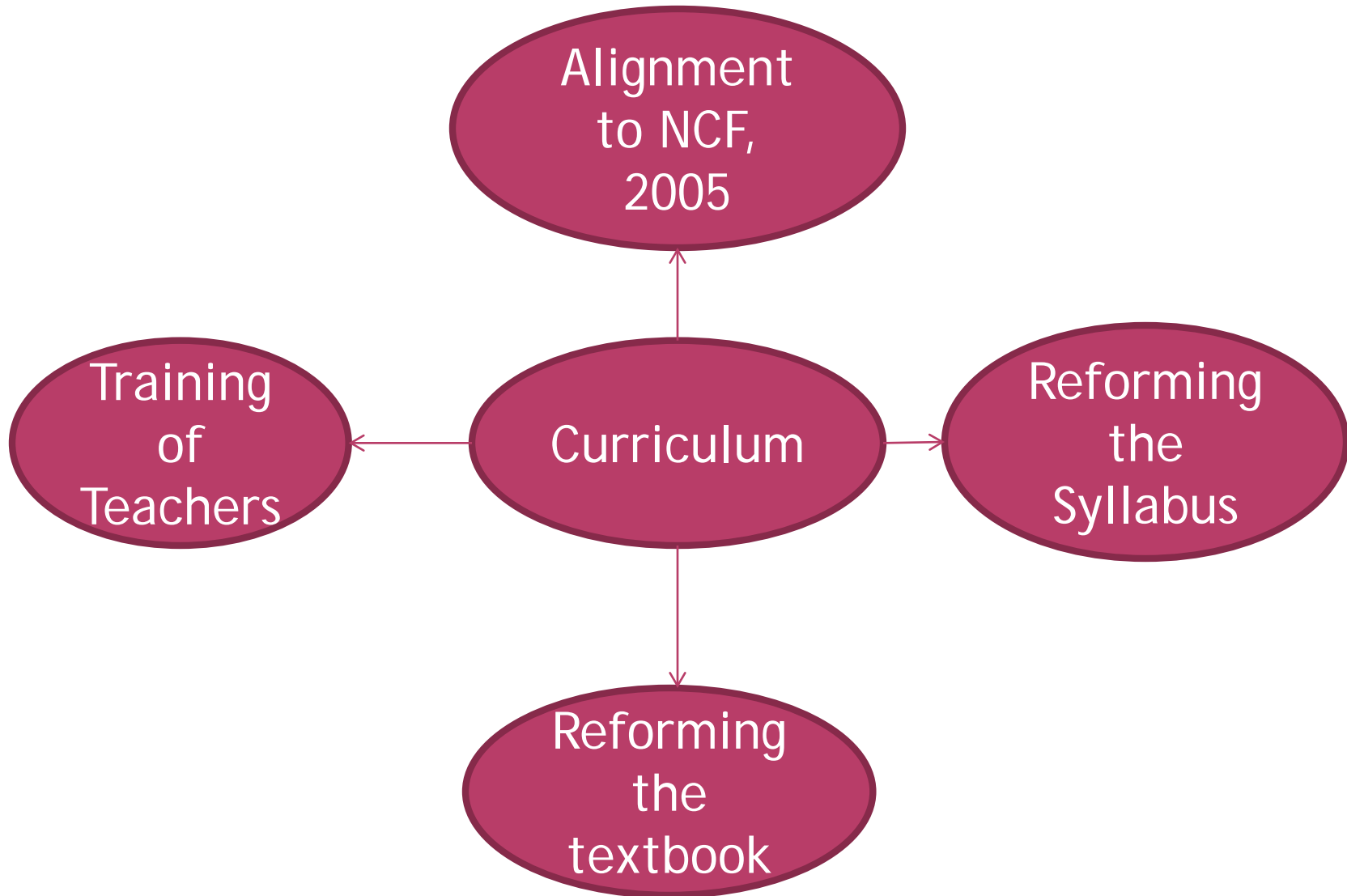
Learning Environment



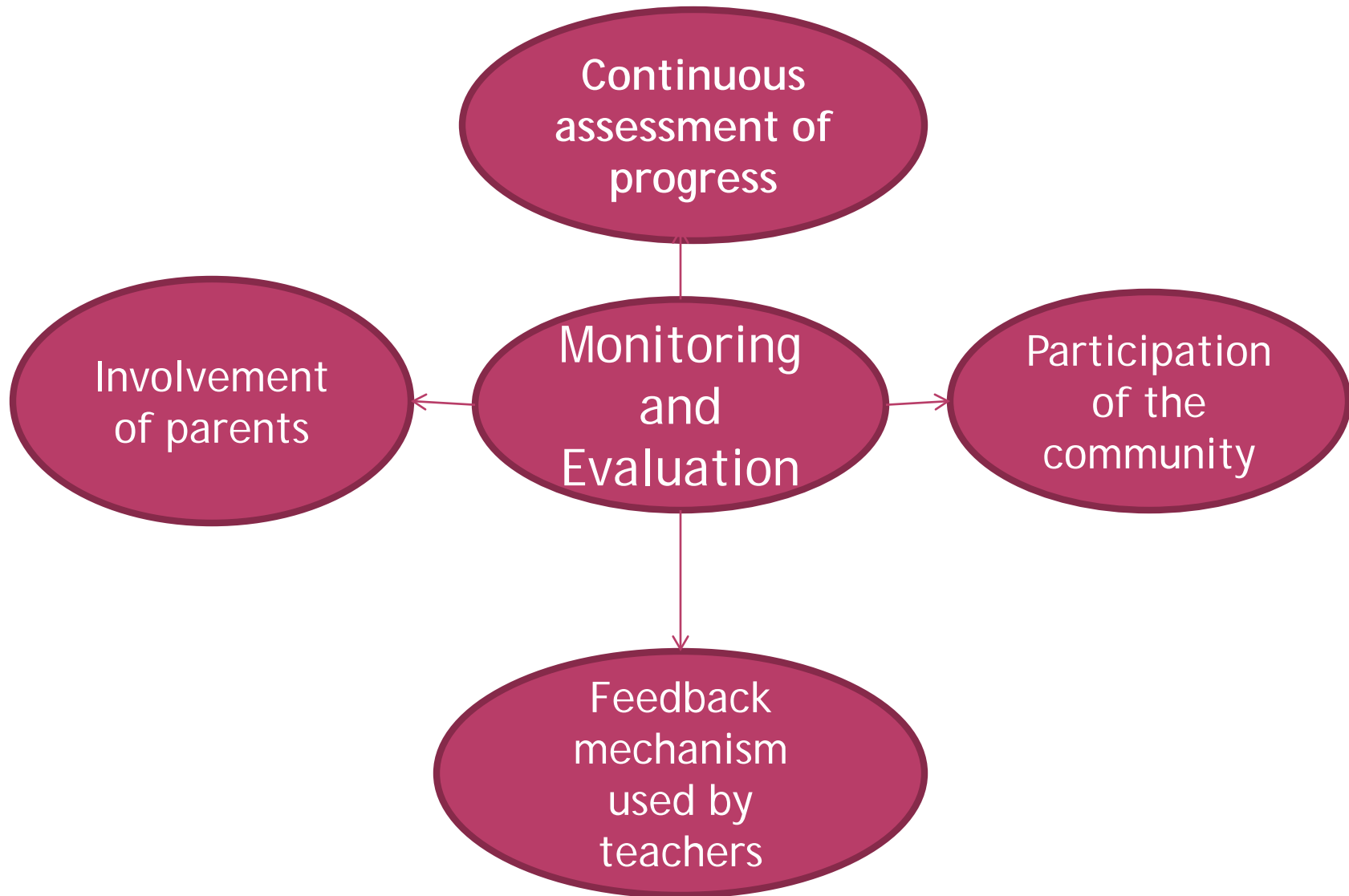
Teaching Learning process



Curriculum



Monitoring and Evaluation



ISSUES ON PLANNING FOR QUALITY

- Planning is focused on providing inputs. There are no detailed analysis of how the inputs would have an impact on the process and its subsequent link with the outcome
- District specific peculiarities are missing in the Plan.
- Plan is centralized as opposed to need based, decentralized planning.
- The Budget is not a reflection the strategies and interventions that have been planned. The plan is the budget. The background, description, rationale, of each intervention linking it to an outcome is missing in the plan.
- Even where the state has planned certain strategies, the effective implementation and the follow up plans are not present e.g lack of continuous follow-up-application of Teacher Training.

DETAILS IN THE CHAPTER ON QUALITY

- Progress made under Quality so far
- Focus area/Target of the state in the current year
- How does it fit in with the Perspective Plan ?
- Strategies and Intervention
- Budget

THANK YOU

ANNEXURE-VII

Quality of Secondary Education in the Perspective of Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) and Vision of the 12th Five Year Plan

Dr. Mukhtar Alam (Senior Consultant)

Beas Bhowmik (Senior Consultant)

Planning and Appraisal, RMSA,

New Delhi

Introduction

- Secondary education is a bridge between the elementary and higher education;
- Launching paid to move across various domains of knowledge and skills;
- To achieve quality education is the emerging challenges for contemporary socio-economic needs;
- To generate required technical manpower, knowledge, skills and maintain competitive at global level are the essence and main objective of RMSA and 12th Five Year Plan.

Vision of RMSA in the Perspective of Quality Education

- RMSA is committed to universalize access, equity and quality Secondary Education and the focus in quality interventions:
 - a. Quality infrastructure, Science & Mathematics laboratories, computer labs and Management Information System;
 - b. Reviewing curriculum to meet the NCF, 2005 norms
 - c. Qualification, competency, subject specific deployment in schools,
 - d. In service training and academic support
 - e. Residential accommodation in rural and difficult

Proposed Teachers' Deployment Norms in Schools in the 12th Five Year Plan

- To achieve quality, needs to decide that how many teachers should be in secondary school ?
- Whether it should be based on teacher-pupil ratio, classroom-teacher ratio, subject teachers, etc. ? Or
- Separate teachers need to be provided for Physics, Chemistry, Biology, History, Civics and Geography and Economics.

vision and mission of RMSA: Teachers' Norms in Schools

Proposed Staffing Pattern

No. Unit for VI to XII	Language Group	Science Group	Mathematics	Social Studies Group	Physical Education Group	Art, Music and dance	Skill Education Group	Total
16	4	6 (Chemistry-2, Physics-2 and Biology-2)	2	4 (Economics-1; History-1; Geogpraphy-1 and Psychology-1)	2	2	2	22

Vision of the 12th Five Year Plan: Providing Quality in Secondary Education

- Universal enrolment in the 9th and 10th grades by 2020;
- Universal retention achieving zero dropout rate;
- Universal performance (at least 60% of the students of the 10th grade will achieve 60% learning in subjects) with successful completion by all who are enrolled in the secondary education.

Teacher Education: Issues and Challenges in the 12th Five Year Plan

- 55.56% and 32.38% (7th survey) secondary school teachers are trained graduate and post graduate respectively;
- Discrepancy in the recruitment of teachers; proposed recruitment criteria:
 1. General Knowledge and Current Affairs;
 2. Geographical, Historical & Culture Knowledge of India;
 3. Educational Psychology;
 4. Educational Methodology (Science); and
 5. School Subject (at least two of the respective subject/stream, examples (Physics + Chemistry; Physics +Mathematics, Geography + History, Geography + Economics, English + Regional Language; English + Hindi)

Continue-

- 40% secondary education is managed privately (aided and unaided). the percentage of untrained teachers is higher Teachers' of these schools should bring in the ambit of in-service training either at the cost of the government or the respective school management.
- The teachers from the marginalized (SCs, STs and minorities) are either language problem or other unseen factors could not getting effective and meaningful trainings.

Continue-

- The quality of in-service teacher's training and its larger impact on learners depends on the trainer (resource persons).
- The trainer should be the best trainer from the specialized institutions (NCERT, Institutes of Advanced Study in Education (IASSEs). etc.
- In-service teacher's training is without monitoring, evaluation and appraisal, it has affected quality of education and it is directly associated with dropout;

Continue-

- Is the existing institutional set up and training methods cater the need of quality of education? The **cluster** based training institutions within 20 kms radius would be time and cost effective.
- Needs a paradigm shift in designing courses to improve knowledge, skills and competencies towards educational issues. Preparation of teaching modules should not be one time job, it should be regularly re-formulate and up dated with the changes in time and space.

Proposals for New Schemes for Professional Enhancement of Secondary School Teachers

Targets

- In the initial stage, targeted 300 teachers per state annually (estimated total 10,000 teachers). selected criterion:
- Out of 300 teachers, 200 (i.e. two third) will be trained teachers and 100 (i.e. one third) will be untrained teachers.
- These teachers shall be from secondary level (teaching 9th and 10th).
- Upper age should not exceed 45 years.
- Duration for each batch shall be one year.
- The course material will be designed and developed by NCERT and at the state level SCERT

Planning for Quality Secondary Education

- Planning for quality has been attempted at elementary level under SSA but not the same culture at the secondary level.
- RMSA visualize a planning for the same at various levels with the experts in education, administrators, the community representatives and institutions
- The accountability and synergy of the teacher, teacher educators, educational administrators and supervisory staff are needed.

Plan of Action under RMSA

- National and state level institutes viz. NCERT, NUEPA, SCERT, DIET, IASE, College of Teacher Education (CTE), State Boards and University Departments etc., need to be strengthened under RMSA
- **National Level**
- National Resource Group (NRG) will be set up to provide policy guidance, direction and capacity building for quality improvement with regard to Curriculum reforms, ICT enabled secondary education, appropriate pedagogic and evaluation practices, pre-vocational courses for skill development, in-service professional development of secondary school teachers and management of quality issues.
- Members of NRG will be from NCERT, NUEPA, Planning Commission, NCTE, IGNOU, NIOS, TSG (Ed. CIL) etc.

Continue-

State/Uts and Districts Level

- States/UTs need to prepare perspective and annual plans for central assistance under RMSA
- The State Governments will take the responsibility for setting up State Resource Group (SRG) on the line of NRG
- The State Governments will take the responsibility for setting up District Resource Group (DRG) for planning and managing all quality components within the time frame and reflecting adequately in the district level plans.

Conclusion

- Quality of teaching depends on learning skills of a teacher through collecting, processing and summarizing data.
- The observation, reading, writing, imitation, memorization, understanding, analysis, synthesis, making assumptions and self evaluation work as a multiplier effect in the quality of education.

Continue-

- Reflection and communication systematically and meaningfully inculcate interest for learning skills, self-discipline, motivate and train individual to manage time effectively.
- In-service education support and assist the professional development and provide avenues for teachers to refresh their knowledge, to improve their competencies and to bring about paradigm shift in their outlook towards educational issues.

ANNEXURE-IV

Priorities Areas for AWP&B 2012-13

**By Altab khan
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RMSA TARGETS

- 11, 188 New Schools
- Strengthening 44,000 Existing Schools
- Provision of 32 lakh Additional Enrolment
- 1,79000 Additional Teachers
- 80,500 Additional Classrooms
- In Service Training for All Teachers Every Year
- Equitable Quality

Secondary Education : Current Position (2009-10)

- Enrolment (classes 9-10): 30.15 lakhs)
 - Enrolment (classes 11-12): 17.66 lakhs)
 - Enrolment in Open Schools: 18.6 Lakh
 - Gross Enrolment Ratio (2009-10):
 - 9-10 : 59.89%
 - 11-12 : 47.23%
 - GPI: 0.96 (IX-X)
- Dropout rate (1-10): 52.35%

Revisiting Key Issues

- Absence of holistic approach towards USE with integrated quality and measurable outcomes.
- The State 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.

Revisiting Key Issues

Contd.....

- 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 9th standard is reported to be high due to low achievement level at 8th and 9th standard

Revisiting Key issues

Contd....

- 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 areas as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning.

Looking Ahead for Prioritization aims to;

- ❑ Introducing key features of ideal AWP&B and Appraisal.
- ❑ Revisiting Key thrust areas for 2010-11 and underlining the need for course correction, and,
- ❑ Looking ahead for 2011-12.

Features of an ideal AWP&B

- Comprehensive guidelines for AWP&B preparation.
- Thrust of the guidelines:
- Encourage States to plan as per need
- Need based priorities for all RMSA components.
- Reinforced need for evidence based planning

Features of an ideal AWP&B Continued.....

- Focus on disadvantaged groups – advocating allocation of greater resources for such groups/educationally backward areas.
- States advised to include detailed activities under each component.
- Plan for USE in a holistic manner with an area approach

- Plans to be contextual. District specific.
- Also special sub-plans/projects for disadvantaged areas and groups. Funds under Project Management will be enhanced for ensuring greater investment in such areas.

REAL AWP&Bs vs. COSTING TABLES

- A need-based plan cannot be a mere aggregate of budgets for standardized-uniform activities like school grant, teachers grant, repair grant etc.
- List all activities without being constrained about cost components of RMSA. Almost all activities required for USE can be funded under some component of RMSA.
- Indicate a time frame since annual work plan is a document that details all activities proposed to be carried out. It is also a tool for monitoring.
- Cost tables & AWP&Bs produced for PAB approval are not Annual Work Plans. These are only summary statements for fund approvals.

REAL AWP&Bs vs. COSTING

Continued

- Detailed planning of activities must be undertaken prior to the preparation of the costing summary for PAB approval. The cost tables are to be derived from the detailed AWP&Bs.
- The detailed AWP&Bs should be used for implementation and monitoring.

DETAILING OF ACTIVITIES: EXAMPLES

- Community Mobilization
- C.1 Training of Community Leaders
 - C.1.1 VEC, SMDC members
 - C.1.2 PRI representatives
- C.2 Conduct of enrolment drives
- C.3 Special mobilization campaigns in disadvantaged areas
- C.5 Implementation of School management Education Register (SMER), its updating, collection of information, visits of resource persons.

DETAILING OF ACTIVITIES

Continued...

- J.6 Remedial teaching
- J.7 Child tracking for attendance, retention and achievement of all – risk children may be introduced.
- J.8 Parental counseling
- J.9 Construction of hostels for children with difficulties.

ESSENTIAL ELEMENTS OF AN ANNUAL WORK PLAN

- data on enrolment, transition, dropout, (age & sex disaggregated with some qualitative details), and schooling facilities, school building conditions and space available, teacher availability, children's achievement.
- Identification of needs based on:
 - (a) Data and its meaningful analysis using objective criteria for taking decision
 - (b) Consultative processes at all levels

Identification of strategies based on:

(a) analysis of physical progress/impact of earlier years' initiatives

(b) Analysis of operational issues that have impeded progress in certain aspects e.g.

- Teacher training
- Civil Works
- Quality Aspects

➤ Promote evidence based planning at all levels (based on SERs, school attendance registers, school-based records of students' performance, attendance and transition analysis of school level).

Appraisal Process

Steps

- **Initial scrutiny of Plans** (District Plans on sample basis) by appraisal team to identify data gaps, inadequate delineation of strategies/activities and other problems.
- **Discussion with State representatives** who participated in the appraisal process
- **Receiving clarification and additional information** from state offices
- **Detailed appraisal** by appraisal team (including state representative)
- **Discussion with Divisional Head** of the Department responsible for a particular state
- **Project Approval Board Meeting**

Guiding Principles

- Review progress against targets of previous year, reasons for unsatisfactory achievements
- Appropriateness of strategies
- Feasibility of the strategies and targets proposed and time frame.
- Conformity with RMSA norms
- Suggest alternative strategies and feasible targets

Revisiting Priority Areas for 2011-12:

- Requirement of new schools in all the States/UTs.
- Up gradation of Upper Primary schools as per need.
- Focus under quality component.
- Enhancement of competencies in science and mathematics
- Reducing gender gaps in special focus districts.
- More Enrolment strategies for special focus groups.
- Establishment of system of tracking children.

Looking Ahead- Priority Areas for 2012-13

- Focus in opening new schools and up-gradation.
- Ensure universal student/ teacher attendance/ desired performance.
- *Universal Retention*
- Equity- Bridging Gender & Social Category Gaps.
- Ensure access to all special focus districts.
- Universalize enrolment
- Focus in urban areas on infrastructure and coverage of students belonging to disadvantaged groups

Looking Ahead- Priority Continued.....

- Civil Works : Priority will be towards provision & completion of school buildings in schools sanctioned under RMSA.
- The Results Framework corresponding to the four RMSA goals must be appended with each district plan and a consolidated one for the State/ UT as a whole.
- There should be focused attention to the districts with disadvantaged social groups and deficit infrastructure.
- **Special Focus Districts (SFDs) identified for the purpose of AWP&B for 2011-12.**

Looking Ahead- Priority Continued.....

SFD-SC/ST/Minority/Naxalite

- District with 20% & above SC/ST/Minority
- Entitlement for civil construction
- District with ACR gaps.

Looking Ahead- Priority Continued.....

- District with more than 20,000 OOSC (55 districts)
- Districts with more than Gender Gap (10% & above)
- Focus on improving planning, Implementation & Management.
- Filling of staffs at district and state levels.

The background of the slide is a vibrant green color with a pattern of overlapping, semi-transparent leaf shapes. The leaves are rendered in various shades of green, creating a sense of depth and texture. The overall effect is a natural, organic feel.

THANKS

Management Information System (MIS)



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RMSA, Edcil
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Information System

- Information
 - Schools
 - Enrolment by Caste & Category
 - Classrooms
 - Water / Toilets
 - Teacher (Subject / Trained)
 - Infrastructures



Needs of SEMIS

- To collect and analyze data on the education system to improve planning, resource allocation, monitoring , policy information and decision making.
- For ensuring that all secondary schools have physical facilities and trained teaching staff
- For ensuring that schools should well equipped with infrastructure like, Black Board, Furniture, Libraries, Science & Mathematics Laboratories , computer labs, toilet cluster etc.



SEMIS

- Its an online software required an internet enabled computer system to operate.
- Can access from office, home, cyber cafe etc.
- Consists Secondary and Higher Secondary schools level information.
- Capable to manage and generate education related data for planning , monitoring and resource allocation.



Requirement to feed Data

- **Master list** : List of all schools executing class IX – XII (Government or private)
- **Data Capture Format** : Printing of DCFs in regional language
- **Distribution of DCFs** : Ensure the distribution of DCF to all schools listed in Master lists
- **Collection of DCFs**: Ensuring collection of filled DCFs from all schools
- Computer with good internet connectivity
- User Name & Password to access SEMIS



Checking of DCFs

- Before logging and starting Data entry of DCFs, kindly ensure that the following fields is filled correctly :
 - School Category / School Management / Funded By / SMDC related information
 - Government Aided & Private Aided
 - Number of Classroom in each grade should match with classroom status given in Infrastructure column and in Condition of classrooms (Pucca, Major & Minor)



Checking of DCFs

- Location of Schools Rural / Urban
- Enrollment with Caste , gender should match with Enrolment in Single age in Classes VIII, IX , X, XI and XII
- Teach Provision of Regular / Part Time teacher should match with Number of Teachers given in Educational Qualification details
- Ensure that each column in School facilities like Labs / Laboratory / Toilets / Water / Library room / HM room etc filled with Y/N and Number of rooms as and were required.
- Examination results



Checking Data before Freezing

- Before freezing your data, get your data checked by State so that there is no inconsistency left
- Before freezing get your **District Report Card** from state for re-checking. The card will show the comparison of your data with last year data.

Card will look like :.....

- After checking all parameters given in Report Card freeze your data.



Benefits

- You can facilitate your base data to your district higher authorities as and when required.
- You can use your data in RMSA annual work plan, following tables might be generated :
 - Table– 8 : School by Funding
 - Table– 9 : School by Management
 - Table– 10 : School by Category
 - Table– 12 : Teacher Status
 - Table– 13 : Subject Wise Teacher Status
 - Table– 14 : Teacher Training
 - Table– 16 : Enrolment Data
 - Table– 17 : Enrolment Status at Secondary level
 - Table– 19 : GER (Population should provide by District)
 - Table– 20 : NER
 - Table– 22 : Retention Rate
 - Table– 25 : Transition Rate (From IX – X)
 - Table– 26 : Gender GAP





Secondary Education Management Information S

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- Initialization
- Reports
- States
- Data Status
- Contact us

Login

Reports

User ID:

Password:

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http://semisonline.net/



SEMIS :: NUEPA



Secondary Education Management Information S

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Status: The data has been freezed on Wednesday, February 09, 2011.

Successfully logged in as : PASHCHIM CHAMPARAN

Reports Gateway - 2009-10

[Click here to Proceed](#)

[Logout](#)



http://semisonline.net/



SEMIS :: NUEPA



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Logged in as : PASHCHIM CHAMPARAN

Click on the reports listed below:

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[District Reports](#)



Secondary Education Management Information S

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Select Arguments for Reports

(District Level)

1001

Academic Year : 2009-10 ▾

School / College Category : Secondary ▾

School / College Management : Department of Education ▾

Funding Agency : All Agencies ▾

Rural / Urban Location : All Area ▾

Select Report



Secondary Education Management Information S

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Report Selection Menu - (District

1100 Academic Year : 2008-09

BASIC REPORTS

FACILITIES RELATED REPORTS

Enrolment Related REPORT

Summary	Summary List	Schools Without Classrooms	With Enrolment Summary/By Social Cat
Schools by Category		Schools Without Separate Room for HM	With
Schools by Management		Schools Without Water Facility	With Enrolment by Age (Secondary Clas
Schools by Funding Agency		Schools Without Electricity	With
Schools by School Type		Schools Without Canteen/Kitchen Shed	With Enrolment of CWSN (Secondary Cl
Schools Established before 2001		Schools Without Library	With
Schools Established after 2001		Schools Without Laboratory	With Examination Result (Secondary Cla
Schools Recognised before 2001		Schools Without Computer	With
Schools Recognised after 2001		Schools Without Internet	With
Schools only for CWSN		Schools Without Hostel for Boys	With
Schools in Tribal Area		Schools Without Hostel for Girls	With
Schools in Hilly Area		Schools Without Playground	With
Schools Without Teacher		Schools Without Building	With
Schools Without Enrolment		Schools Without Boundary wall	With
Single Teacher School		Schools Without Auditorium	With