

**MINTUES OF THE 6<sup>th</sup> ROUND OF TWO DAYS WORKSHOP ON PLANNING & IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD AT SRINAGAR (JAMMUN & KASHMIR) ON 17<sup>th</sup>& 18<sup>th</sup> DECEMBER, 2011**

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

The 6<sup>th</sup> round of two-day Regional Workshops on capacity building of District functionaries on Planning & Implementation of **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** with a pair of three states was organised by Department of Secondary Education, MHRD, GOI at Srinagar on 17<sup>th</sup>-18<sup>th</sup> December, 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 Srinagar three states were invited to participate. All three states, **Himachal Pradesh, Uttrakhand & Jammu & Kashmir** 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, implementability 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 Srinagar, ranging from the Education Secretary, State Project Director, RMSA, Jammu & Kashmir & MHRD representatives, the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs and SI/DIs, gathered at Srinagar, from different parts of the districts of the three states-**Uttrakhand, Himachal Pradesh & Jammu & Kashmir.**

#### **4. Inaugural session**

The inaugural ceremony started with the welcome address by the State Project Director (i/c), RMSA, Jammu & Kashmir **Sri. S. Hafiz** followed by introductory remarks. Recapitulating the key points of the programme in the two days, various issues and strategies for achieving the goals of planning, implementation and monitoring of activities to ensure quality education was pursued. He stated the following key points:

- ✓ Workshop will benefit grass root level officers in identifying need based issues as such states like Jammu& Kashmir and Himachal having unduly geographical structure need rigorous planning and relaxation.
- ✓ RMSA aims to address universal access quality and equity. He hoped that equal preference may please be given for those regions/areas where there is sparse population and lack of facility such as transportation.
- ✓ The large gaps in the literacy rates from district to district and from rural and urban areas are mainly due to variegated geographical features of the state. The mountainous regions have lower literacy rates because these areas are victims of double marginality.
- ✓ The literacy rate among various ethnic groups also shows marked variation. The literacy rate of Gujjars, Bakerwals and Gaddies (all tribals) is the lowest. Majority of the tribal populations are nomads and, therefore, constitute “difficult to reach” group in the state population.
- ✓ In view of the mountainous terrain, difficult areas, low density populations, coming up of new habitation and border areas the norm of one secondary school within a radius of 5 km and one Higher Secondary school within a radius of 7 kms is unfavourable.
- ✓ Girls’ education in the state is a formidable challenge especially among Gujjars and Bakerwals due to cultural reasons.
- ✓ The state has inadequate schooling infrastructure. 6.77% of secondary schools are without their own buildings and are being run in private accommodations which are not generally conducive for good teaching atmosphere even after approval of buildings under strengthening for 79 building less schools during 2009-10 and 20 building less schools during 2010-11. A considerable number of secondary schools have inadequate accommodation which is projected in AWP&B 2011-12 based on the SEMIS 2009-10.

4.1 **Shri Altab Khan, Sr. Consultant** planning thanked the 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.

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

- More emphasis is on gender and social parity, improvement in enrolment of disadvantaged groups like girls, SCs, STs, Minorities and other disadvantaged groups. The districts having 20 % or more SCs, STs and Minorities' population are known as special focus districts.
- As similar to other states, three states are also having special focus districts like J&K is having one district Leh as minority concentrated district, ST concentrated districts (Kargil, Rajaouri & Poonch). In Uttrakhand, there are 15 SFDs whereas Himachal is having 08 special focus districts respectively.

#### **5.1 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)

## **5.2 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 9<sup>th</sup> standard is reported to be high due to low achievement level at 8<sup>th</sup> and 9<sup>th</sup> standard
- There is an overwhelming need for capacity building on planning and implementation as well as creating a sense of accountability and professionalism, more especially at the DPO level.
- Geographical peculiarity and isolation necessitates treating each and every inhabited area as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning. **(Copy of Presentation at Annexure-IV)**

*Tea Break*

**Session : I**

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

6. Shri. Manoj Mishra explained that under RMSA all children of age group of 14-18 years will be covered. No child will be deprived of secondary education. He emphasized on Access, objectives of RMSA, approach and strategy, school mapping exercise, planning tools essential for new schools proposals. He highlighted the following points in respect to schooling facility:

- The good quality education for the children of age group 14-18 years will be made accessible, available and affordable. In 11<sup>th</sup> five year plan, 11,188 upper primary schools were proposed for up-gradation, out of this 89 % target has been achieved, 44,000 secondary schools were proposed for strengthening of which 60 % target was achieved. As per norm, one secondary school should be within a radius of 5 km. These norms have been relaxed to 3 km for hilly areas and there should be one higher secondary school in 7-10 km distance.
- Success is the part of Access. For success, access has to be achieved by transportation, financial capacity and social stratification.
- There are challenges and problems like Physical access by Walking/Cycling, Economic condition of household, Social and conservative attitude of parents, caste/class and religion etc. Local politics plays role in opening of new schools.
- District is the adequate level for planning process. He also briefed on the following key issues:
  - Strengthening of existing secondary school
  - Construction of Additional classrooms.
  - Deployment of subject teachers
  - Up-gradation of existing upper primary schools and Ashram schools
  - Opening of new secondary schools, if required
  - New standalone secondary schools.

He advised for appropriate strategy for access, School mapping, Geographical Information System (GIS) and Public Participation.

He suggested for listing of all habitations/ Villages, High schools, Distance matrix exercises, availability of Land and Resources. Suggested for total requirement of new schools, list of notified secondary schools and list of notified upper primary schools.  
**(Copy of Presentation at Annexure-V)**

## Session: II

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

7. Ms. Beas Bhowmik Sr. Consultant, Planning (Quality) stated the following points in regard to quality:

- That infrastructure has to be provided like additional classrooms, separate toilets blocks for boys and girls, display of materials in the classroom, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers and in-service training of teachers, ICT enabled education, Proper lightning in the rooms, Science and math labs, computer labs etc.
- Teacher community relationship should be developed for improvement of 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 the 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.
- NCERT, SCERT and IASES etc are the academic bodies which are specialized institutions for teacher training that could be availed time to time. **(Copy of Presentation at Annexure-VI)**

## Session: III

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

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

- Each and every Field officer maintain their registers or Diary with the information related to components like: Schools, Enrolment by Caste & Category, Classrooms / Sections, Infrastructure like Water / Toilets / Furniture, Teacher (Subject Wise/ Trained), Examination results etc. These all necessary information's are collected into a format called DCF.
- What a district has to do is, only to concentrate on the quality of data which is coming from school in the form of DCF. After maintaining the SEMIS software

we will see the result, that the data which is coming manually in a week from a field can be generated within a minute at your district office.

- Requested to all the state government for supply of SEMIS data for the year 2010-11 online at the earliest.
- Mis-matching of data may be there. Indicators like Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), dropout rates, teacher pupil ratio and percentage of trained teachers etc. are derived from this data. These indicators are useful for planning at district, state and national levels
- The SEMIS data should be collected for government and private aided schools both. SEMIS data are important for planning & implementation. He instructed to maintain quality of data collected from the schools and forward to TSG.
- Now at field level, collect and analyze information on the education system to improve planning, resource allocation, monitoring, policy information and decision making.
- Required to monitor that all secondary schools should have physical facilities and trained teaching staff and ensure that each schools equipped with infrastructure like, Black Board, Furniture, Libraries, Science & Mathematics Laboratories , computer labs, toilet cluster etc.
- He discussed the 30 model tables where he pointed out that higher transition rate at secondary level would be possible if repeaters and migrants are checked time to time. **(Copy of Presentation at Annexure-VII)**

### **Session: IV**

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

9. Ms. Ishrat Jahan, Consultant, (Finance) explained the financial norms of RMSA. She stated the following key points:

- That need based and norm based planning at district level should be done. She informed that Rs. 46.86 lakh, for one section school, Rs. 58.12 lakh, for 2 section school, Rs. 5.63 lakh, for additional classroom, Rs. 6.10 lakh, for science lab, Rs. 5.0 lakh, for arts and crafts room, Rs. 7.0 lakh, for library science Rs.1.0 lakh, toilet-blocks for girls 0.50 lakh, for drinking water, Rs. 4.0 lakh, for major repair and Rs. 6.0 lakh for teachers quarter are provided by RMSA.
- Recurring grant for one lab attendant and one daftary, Rs.50000/- recurring school grant, Rs. 25000/- for minor repair are provided under RMSA. There is provision of in service teacher training, induction training for new teachers, training to master trainer/key resource person, excursion trip for students and teachers, book



fair, science exhibition, remedial special teaching, sports equipments, training of SMDC members and science kit etc.

- She also informed that 12th five year plan proposals will also contain, schemes like ITC@school, IEDSS, girls' hostel and vocational education along with RMSA.
- MMER will be enhanced from present level of 2% to 6%. Aided secondary schools and higher secondary schools will be included in RMSA.
- She also explained procurement and disbursement procedure, for purchasing computers, stationary, vehicles, furniture and books etc. e-procurement should be adopted, e-procurement is a paperless, time savvy and easy process for procuring goods. **(Copy of Presentation at Annexure-VIII)**

### **Session: V**

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

**10.** Shri. Sushil Kumar, Sr. Consultant, Civil explained in detail about orientation on planning for civil works. One should know the new assignment and familiarize with new environment before preparing the plan. He briefed that civil works is the most important component in RMSA. It covers 70% to 90% budget. The new work is for opening of new secondary schools in un-served areas, up-gradation of upper primary schools and strengthening of existing secondary schools. He further pointed out the following:

- Civil works include construction of new school building, additional class rooms, science laboratory, purchasing of laboratory equipments, construction of head master room, office room, girls activity room, computer room, Arts and crafts room, staff and teachers room and separate toilets for boys and girls, residential quarters for teachers, rainwater harvesting system, black board and furniture.
- He advised that the plan of district and state levels should be prepared as per the norms of the RMSA frame work. It should be according to the school mapping exercise. Besides construction, there are two parts of repairing, major repair and 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 then 10 years old and for subsequent repair, it should be completed 5 years of the last repair.
- For major repair, school building, classrooms, laboratory, library, Head master's room, office room, laboratory, library, cultural room are 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 classrooms shall be provided on the basis of growth rate of enrolment. Balance money can be used for next year.

- In case of requirements of more funds, it can be arranged from NGO, State Government or from other heads/dept. The group discussion was held, exercise was done by each group, and problems were sorted out. **(Copy of Presentation at Annexure-IX)**

### **11. 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 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.

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

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### **Session: VI**

**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.
- He highlighted the following key points/strategies related to Equity: **(Copy of Presentation at Annexure-X)**
  - 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.

12.1 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.

### **13. Group Work / Discussion on the Following Components:**

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

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

#### **13.1 Each group of the above components highlighted some of the key observations after the group work activities which are as under:**

##### **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

Shri Rajeev Mehra concerned consultant replied that DCF has been prepared according to National requirement. If problem exist as mentioned above, DCF may be revised/added as per State requirements. The above suggestions will be taken into consideration at later stage.

## **2. ACCESS**

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

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

### **2.1 The group also raised the following points related to Civil and Access:**

- Up-gradation and strengthening of existing schools in the hilly & remote areas become difficult.
- Rs. 50000/- per school grant is very less; it should be increased to Rs. 1 lakh. This money should be released earlier.
- In hilly and remote areas of the three states 3 km and 5 km distance is too much for the coverage.
- Money for Civil Work should be released earlier.
- State schedule of Rate (SOR) is high in the states due to several reasons like- transportation, high cost of bricks, labor charge etc.
- Budget should be released in two installments or 40 % in May, 40 % in September and 20 % in January.
- 0, 1 matrix for school mapping was not known to the participants. It was made clear to them.

### **3. EQUITY**

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

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

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

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

- 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.

3.3 The above points highlighted by the group have been taken into consideration although Mr. Altab Khan explained to the group in briefs that Equity in itself as a component under RMSA does not have any norms so far. State/UTs are free to come with various innovative interventions as per need although some of the facilities like incentives in the form of cash, uniforms, awards, books etc have not been allowed separately, these may be provided by the state but not under RMSA. RMSA looks forward for the kind of interventions which are need based for improving coverage, retention and reducing drop out at larger scale with more emphasized to disadvantaged groups either affected by the natural disaster or belonging to SC/ST and Minority underprivileged groups/societies. He also further advised to look into the equity action plan recently developed by MHRD accordingly state/UTs could prepare their plan otherwise they should identify the priorities.

#### **4. 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. 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.

#### **5. 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.

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

- 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.

<i>ISSUES</i>	<i>STRATEGIES</i>
1) In the appointment process, teachers have been appointed after passing many tests like DEd, BEd, TET, TRB, DSC etc.	1) Teacher has to prepare themselves before going to class rooms.
2) Being well qualified & skilled teachers are not preparing themselves before going to class rooms.	2) Teacher has to prepare modules & TLM and utility them properly in class room.
3) Teachers are not preparing modules or TLM.	3) Teacher has to identify their responsibility towards students and society.
4) Teachers could not re-arrange the students according to performance and grade.	4) Teacher has to divide the students into groups like below average & above average & teach adorningly by taking extra classes.
5) Teachers are totally disturbed by performing other than teaching works like census work etc.	5) Teachers may not be disturbed other than teaching.
6) Grading of students is not being done (like average, below average)	6) Teacher should be provided with good reference books.
7) Reference books are not provided avoiding to subject needs	7) Targets should be fixed by authorities & monitor regularly.
8) Targets are not fixed.	8) Teacher has to be provided with latest teaching equipment like audio/visual materials for attractive teaching.
9) Teaching methods are not update avoiding latest changes.	9) Teacher may be provided with incentives that are performing well.
10) Teachers are depending other than text books for teaching purpose. <ul style="list-style-type: none"> <li>• <b>Insufficient land.</b></li> <li>• <b>Cosmetic issues.</b></li> <li>• <b>Formation of play ground &amp; gardening.</b></li> <li>• <b>Construction of boundary wall with gate</b></li> </ul>	a) Purchase of land by govt. b) Taking support local sets govt / donors'.  a) Bridging new structure with old structure using local architecture b) Using major repair fund for improvement of cosmetic value. a) Pancha soulabya. b) NAREGA funds. c) ZP/ MLA/ MP/ Funds. d) Involving N.G.O.  a) Using NAREGA funds. b) State funds c) MLA./ MP/ ZP/ TP/ funds Involving N.G.O

#### **14. OVERALL KEY ACTION POINTS EMERGED OUT OF DISCUSSION AND SUGGESTIONS:**

- Apply of State Schedule of Rate as early as possible
- Enhancement of MMER Funds so as to enable to recruit more staff specially at the DPOs levels
- Norms related to Quality & Equity may be cleared-out
- Govt. Aided Schools may be included under the purview of RMSA as maximum numbers of schools in West Bengal are Govt. Aided.
- Strengthening of DPOs should be done.
- Quality of syllabus, curriculum, quality of teachers should be improved.
- Engagement of teachers in other works like elections, Census survey's etc. should be avoided so as to improve the quality of education.
- Schools are not enough equipped to cope up with the increasing population.
- Students travel the long distances to reach the school.
- Students face problems in naxal affected areas.
- Teachers should be deployed for quality of education.
- Girl's toilets should be separately provided.
- Ramps should be provided in multi-storeyed buildings.
- Public awareness programmes should be made available to stop the absenteeism of students & teachers.
- Distance & population norms may be relaxed for those areas having difficult & peculiar geographical conditions.
- 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**

The Education Minister was invited in the conclusion session at SKICC Srinagar. The Minister expected better results of RAMSA in coming years like SSA and other Centrally Sponsored schemes already under implementation in the State. He stated the key points:

- He said that the Jammu and Kashmir being a hilly state has its own implications and 1947 onward sincere efforts have been made by the authorities to make the State progressive in education sector, but due to some impediments, the State lacked behind in this sector.

- However, by the best efforts of the present government a lot has been done for improving the quality of education and construction of other basic infrastructure.
- The government has accorded top priority to the education and it came in the limelight once again for which he thanked to the Central Government for funding whole heartedly.
- He said in the previous year, state did not allow any body to disrupt the education system and waste the academic years of the students.
- He asked the concerned agencies of the Jammu and Kashmir State to implement the scheme in transparent manner.
- The Minister said that 251 Middle schools have been approved for up gradation during the year 2009-10 and 2010-11 besides strengthening of 99 existing High schools.
- He also said that provision of drinking water and toilet facilities has also been provided to 281 schools and a separate directorate established in the State under RMSA R&B department has been assigned the job for construction.

The State Project Director stressed upon the need of holding of such workshops for capacity building of field functionaries for proper planning and implementation of RMSA. He said that intensive sessions were conducted on SEMIS, Quality, Equity, Civil Works, finance, access and aimed at bridging the gender and social category gap.

Shri Altab Khan thanked the participants, organiser, SPD and other officers of the J&K Government for making excellent arrangement & hospitality for 2 days workshop at Srinagar. He also stated that the progress of this workshop will be helpful to the participants at grass root level. He further informed that sub-groups have been constituted on secondary education, Adolescent education and teacher education etc. for 12th five year plan that are expected to submit its report shortly. He thanked to all the participants as well as TSG members who took pain to come and made a successful workshop.

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

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**ANNEXURE - I SRINAGAR WORK SHOP**  
**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 17th 18th November,**  
**2011 at HWinter Conference Hall of Sher i Kashmir International Convention Centre(SKICC),**  
**Srinagar.**

Sl.No.	Name of the State/District	Particulars Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
1	Himachal/Kullu	Jagdish	Dy. Dir. Higher Education	94180-52186		
2	H.P. Lahaul & Spiti	I.N. Pathana	Dy Director	94181-36950		
3			Dy. Director			
4	HP/Simons	Ram Nath Sharma	Dy Director	9805053671		
5	Baldar Kumar M.P./Shimla	Baldar Kumar	Dy Director	94180 67457		
6	H.P. Solan	Renuchal Singh	DHE Solan	9805273378		
7	HP. Hamirpur	R.C. Talyal	Dy Director	9805004901		
8	H.P. Shimla (HP)	Dr. Girdiya Choudhary	Inch. Voc-Cum O.S.D. (Schools)	9459767811		
9	H.P. Kinnaur	PADAM CHAND	officiating Dy. Director Kinnaur	094181-19762		
10	H.P. SPO Shimla	Vikas Sharma	Co-ordinator RMSA SPO Shimla	094181-24594		
11	HP Dist Chamba	Vijay Singh Thakur	D.D HE Chamba	94180-61629		
12	HP P. Wang Shimla	Yogesh Sharma	DHE HP	98161-66490		
13	HP SPO (RMSA) Shimla	Sumant Kumar Sharma	Co-ordinator DHE RMSA	94155 35363		

# ANNEXURE - I SRINAGAR WORKSHOP

**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 17th 18th November, 2011 at HWinter Conference Hall of Sher i Kashmir International Convention Centre(SKICC), Srinagar.**

Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
14	SPO office Shimla	Yadvender Sharma	MIS Coordinator	9817113912		
15	Uttarakhand/ Rageshwar	Sheeraj Nailwal	DRP (Planning)	9756477399		
16	Uttarakhand/ Rageshwar	Shailendra Arabela	DRP (Account)	9412925319		
17	Uttarakhand/ Almora	Dr. V-K. Kishor	DRP (P.)	9411334271		
18						
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**ANNEXURE - I SRINAGAR WORKSHOP**  
**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 17th 18th November,**  
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**Srinagar.**

Sl.No.	Name of the State/District	Particiant's Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
27	UTTRAKHAND ALMORA	GAURI SHANKAR KANDPAL	D.R.P.	9411894256 gaurida2010@gmail.com		
28	RAJENDRA PRASAD UTTARAKHAND RUDRAPRAYAG	RAJENDRA PRASAD MAIKHURA	DRP	7500282197		
29	DEHRADUN	SHAI LENDRA SINGH NEGI	DRP (Acq)	9410771099 rmsadehra@gmail.com		
30	Champawat	PRADYUMAN SINGH RAWAT	DRP (Plan)	09456559055 pradyumansawat2007@gmail.com		
31	CHAMPAWAT	SHIVA NARESH YADAV	DRP (Academy)	9412061331 nshiv47@gmail.com		
32	Tehri	Devesh Joshi	DRP (AC)	9411352197 devesh.joshi07@gmail.com		
33	Uttarakhand - Tehri	Devendra Prasad Darmora	DRP (Planing)	9456770992 dp_darmora@hotmail.com		
34	Uttarakhand Distt - Pithoragarh	Gayendra Singh Bhatn.	DRP (AC)	9412908987		
35	Uttarakhand Chamoli	Bharat Singh Bisht	D.R.P. (P.)	9457572110		
36	Uttarakhand Chamoli	RAM SINGH BISHT	DRP (A)	9412117757		
37	HARIDWAR UTTARAKHAND	RAMENDRA KUSHWAHA	DPO	9410549727		
38	HARIDWAR UTTARAKHAND	MAYANK MISHRA	DRP (P)	9410309289		
39	Uttarakhand	CHANDRAMOHATI SATI	DRP (P)	8006189481		

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Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
40	Uttarakhand Pithoragarh	V.K. Pandey	DRP (Planning)	9412351874 Pandeyvijay24@yahoo.com		
41	Uttarakhand U.S. Nagar	Bilal Hassan Sinha	DRP (Planning)	9957066499 bshassan@gmail.com		
42	Uttarakhand U.S. Nagar	Hem Chandra Pandey	D.R.P. (Planning)	9411432163 hcbdrmsa@gmail.com		
43	Uttarakhand Dehradun	Rakesh Kala.	DRP (Planning)	9412917675 Kulakalrao65@gmail.com		
44	Uttarakhand Pauri	Dr Pramoj Kumar	D.R.P. (Planning)	9412113297 rmsa_pauri@gmail.com		
45	—do—	Roop Chandra Lakhera	DRP(A)	9837768003 r.choop23@gmail.com		
46	UTTARAKHAND Nainital	P.C. Tiwari	DRP [P]	9411321170		
47	—do—	A.K. Singh	DRP [A]	9458961739		
48	Uttarakhand Rudrapur	Yogendra Singh Negi	D.R.P.(A)	9456562020		
49	UTTARAKHAND DEEPAK RATI UTTARAKASHI DISTRICT	DEEPAK RATURI	D.R.P. (A)	9410521535		
50	J&K Baramulla	Bashir Ahmad Bhat	Dy. Secy.	9858086401		
51	J&K Kulgam	Nisar Ahmed	Sp. SEMIS	9906412862 ceekulgamzi@yahoo.com		
52	J&K Poonch	Ab. Hamid Fari	DPC	9469075812		

# ANNEXURE — I SRINAGAR WORKSHOP

**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 17th 18th November, 2011 at H Winter Conference Hall of Sher i Kashmir International Convention Centre (SKICC), Srinagar.**

Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
53	Poonch	Vikas Khajuria	Asstt. Programmer	9419674050 vkhajuria@rediffmail.com		
54	JAMMU	JAGDEEP PADHA	DISTT. PROGRAMME CORD.	9419237315		
55	JAMMU	VINAY SINGH ANDHRA	ASSTT. PROGRAMMER	9419203955 vms555555@rediff mail.com		
56	Anantnag.	G. R. Shah.	Distt. Prog. Co-ordinator	9419534821 gkrasoolshah08@ rediffmail.com.		
57	Anantnag.	Ashraf Hussain	Asstt. Coordinator RMSA AP.	9906663363		
58	Shopian.	M. Yaseen.	Jc RMSA.	9908539162		
59	do	J.A. Malik	SA P/CD	8803964231		
60	Budgam	Syed Rauf	DEPO/DPC	9419719267		
61	Budgam	Nuris Ahmad War	Asstt. DPC	9419419122		
62	Srinagar	Dr. Ashraf Hussain	Semis coord.	9419016558		
63	Srinagar	Pritam Lal	DEO	9796854071		
64	Kishtwar	Rajinder S/L	DPC	9469179164		
65	Kishtwar	Shah Nawaz	Jc SRMS	94191-54795		



# ANNEXURE - I SRINAGAR WORKSHOP

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Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(17.11.2011)	Signature(18.11.2011)
66	Do de	Umesh Sheel Singh	Stc Rmsa	9419257719	[Signature]	[Signature 18-11-2011]
67	do	Ajith Singh	Stc Rmsa	9415298575	[Signature]	[Signature 18/11/2011]
68	Kupwara	Mohd. Sheefi Lone	EMIS Coordinator	9906414765	[Signature]	[Signature]
69	do	Gh. Mdii-ud-din	Asst. Prog.	9419780768	[Signature]	[Signature]
70	Kathua	Pawan Kumar Gupta	DPC	9419150308	[Signature]	[Signature]
71	do	Shish Paul Singh	EMIS coord.	9419107997	[Signature]	[Signature]
72	Ramban	Sagar Singh	Asst Co-ord.	9906634666	[Signature]	[Signature]
73	do	Jag Preet Singh	Co-ordinator	9622399177	[Signature]	[Signature]
74	Udhampur	Ved Parkash Sharma	DPC	9858173780	[Signature]	[Signature]
75	Udhampur	Ashwani Kumari	EMIS Coordinator	9906041888	[Signature]	[Signature]
76	Srinagar Hilal Ahmad	Hilal Ahmad	RMSA Co-ordinator Dist Srinagar	9419074413	[Signature]	[Signature]
77	Ganderbal Mir Sana Ullah	Mir Sana Ullah	DPC	9419752378	[Signature]	[Signature]
78	Ganderbal Bashir Ahmad	Bashir Ahmad	SEMIS Co	9018072460	[Signature]	[Signature]

# ANNEXURE — I - SRINAGAR WORK SHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 17th 18th November, 2011 at HWinter Conference Hall of Sher i Kashmir International Convention Centre (SKICC)

Signature (18-11-2011)		S.No.	Name of the State / District	Participants Name	Designation	Mobile N. & Email ID	Signature (17-11-2011)
		1	J & K. Anantnag	Intijez Ali. Khan	L.O/Co-ordinator	09419090590 khanintijez32@rediffmail.com	
		2	J&K Srinagar	Ajaz Ahmed Khan	L/ officer. Master	9596154957	
		3	J & K.	SHOWKAT HUSSAIN,	L/ officer Master	9119090250	
		81	Reasi	Shri Charan	SP/Seane	9419146563	
		82	Samba	Pawan Kumar	DPC	94191-40997	
		83	Leh Sonam Wangchuk	Sonam Wangchuk	DPC	9622960851	
		84	Udh.	Reggion Deledar	ASST.	9622995665	
		85	Rajouri	Hemant Kumar	DPC	9506024228	
		86	Rajouri	Harjeet K. Shou	A.O.	9419172517	
		87					
		12	JK	Delipal Singh	PA	941909775	
		13	JK	Fayaz Ahmad Fayaz	Node/Officer	941957354	

13 JK

Workshop / Capacity Building Programme on Planning & Implementatin of RMSA during 17th & 18th November 2011 at Winter Hall, SKICC, Srinagar

S.No.	Name of the State / District	Participants Name	Designation	Mobile N. & Email ID	Signature (17-11-2011)	Signature (18-11-2011)
14	J&K/Sgr.	Syed. Fayaz	Research officer	09697055672		
15	-do-	Zahoor Kirmani	DRP	9419085344		
16	-do-	Farooq Alw Pundit	Research officer	9419083077		
17	-do-	N.A. Kakporei	Nodal officer	9419049064		
18	J&K/Bla	S. BALBIR SINGH K...	Principal	9419033459		
19	J&K/Bla	Iflikhae Bashi's	Sr. Lecturer	9419593626		
20	J&K/Bla	Manzoor Ahmad Wani	Principal	9419603880		
21	J&K/RMSA	Qasim - Hussain	orderley	9896543023		
22	J&K/RMSA	IMTIYAZ AH.	orderley	9896216149		
23	J&K/RMSA	Ali - Mohd	Swaper			
24	J.K./RMSA	N.A. Reshi	sc.	9419034444		
25	-do-	Swami Raj Bhefat	SC	9419940389		
26						

# ANNEXURE - I SRINAGAR WORKSHOP

**Workshop / Capacity Building Programme on Planning & Implementatin of RMSA during 17th & 18th November 2011 at Winter Hall, SKICC, Srinagar**

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1	J & K. Anantnag	Intijez Ali. Khan	L.O / Co-ordinator	09419090590 khanintijez32@rediffmail.com		
2	J&K Srinagar	Ajaz Ahmed Khan	L/ officer. Master	9596154957		
3	J & K.	SHOWKAT HUSSAIN	L/ officer Master	9419072759		
4	J&K	Jawaid Rashid Perki	Asst. State coordinator	9419505820 Jawaidkashki@rediffmail.com		
5	J&K	M. Nurul Najjar	P.A. to SPD	9797090614 mnurajard00@gmail.com		
6	J & K	MURTAZA HUSSAIN	System Analyst	9419049420 mtz@rediffmail.com		
7	J&K	EMTIYAZ AHMED	P.A to SPD	9906678436		
8	J&K	Showkat Ahmad	DEO	9906418661		
9	J&K	ARIFA SHAIKH	Programmer RMSA	9419524252		
10	J & K	Mushtaq Ah.	ASC RMSA	9906530146		
11	J & K	MOHD YOUSUF JAN	Sr Lecturer DISTO	9419438934		
12	JK	Jehpal Singh	PA	991909775		
13	JK	Fayaz Ahmad Fayaz	NodeL officer	941957354		

13 JK

Workshop / Capacity Building Programme on Planning & Implementatin of RMSA during 17th & 18th November 2011 at Winter Hall, SKICC, Srinagar

S.No.	Name of the State / District	Participants Name	Designation	Mobile N. & Email ID	Signature (17-11-2011)	Signature (18-11-2011)
14	J&K/Sgr.	Syed. Fayaz	Research officer	09697055672		
15	-do-	Zahoor Kirmani	DRP	9419085344		
16	-do-	Farooq Alw Pundit	Research officer	9419083077		
17	-do-	N.A. Karkosi	Nodal officer	9419049064		
18	J&K/Bla	S. BALBIR SINGH K...	Principal	9419033459		
19	J&K/Bla	Iftikhar Bashir	Sr. Lecturer	9419593626		
20	J&K/Bla	Manzoor Ahmad Wani	Principal	9419603880		
21	J&K/RMSA	Qasim - Hussain	orderley	9896543023		
22	J&K/RMSA	IMTIYAZ AH.	orderley	9896216149		
23	J&K/RMSA	Ali - MATHD	Swaper			
24	J.K./RMSA	N.A. Reshi	sc.	9419034444		
25	-do-	Swami Raj Bhefat	SC	9419940389		
26						

# **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: 17<sup>th</sup> DEC. 2011**

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

**Day 2: 18<sup>th</sup> DEC. 2011**

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

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