**MINTUES OF THE SEVENTH ROUND OF TWO DAYS WORKSHOP ON PLANNING &
IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD
AT DELHI ON 21ˢᵗ NOVEMBER & 22ⁿᵈ NOVEMBER 2011**

*"An initiative not only brings change
But also brings growth"*

The seventh round of two-days 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 in Delhi **on 21st November -22nd November, 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 Delhi three states were invited to participate. All three states, **Rajasthan &
        Delhi** were participated. In total, around 70 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 Scope Complex, New-Delhi, ranging from the State Deputy Project Director, RMSA, and the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs gathered at Delhi, from different parts of the districts of the three states-**Rajasthan & Delhi**.

4. Inaugural session

4.1 The inaugural ceremony started with the welcome address by **Shri S.K Sharma**, Project Manager, RMSA, EdCIL, New Delhi followed by introductory remarks. He stated the following key points:

- That this two days' workshop will benefit the states of **Delhi** and **Rajasthan** in improving their planning & implementation at district level as the RMSA is a decentralised programme at District/School level.

- He also recalled that the programme was launched in 2009 where 33 states/UTs submitted their plan in the first phase. And further informed that this is the 7th workshop in series where all types of issues will be discussed in detail.

- The programme is going ahead. The vision of this programme is universal enrolment in secondary education by 2017 and universal retention by 2020. Great efforts made by our team to make the Participants well trained & equipped.

- This workshop will be very helpful for newly recruited/deputed officers in RMSA at grass root level. He wished for success of this workshop.

4.2 Shri. Altab Khan, Coordinator of the workshop and Senior Consultant, Planning, RMSA welcomed the participants and highlights the following points:

- This two days' workshop is for resolving the issues that emerged at grass root level in preparing the plan at District level.

- This programme will focus on all the components viz...Access, Quality, Civil and Equity etc on Universalization of Secondary Education.

- Apart from the above areas there is also need to focus on community mobilization, coverage of gender gap, concentration on SC, ST and Minority dominated districts. He hoped for improvement in planning and implementation level and will definitely enhance the capacity of district level functionaries.

- Advised for need based planning at State, District and school levels. Further assured that this discussion may also resolve to some extent the problems at grass root level.

He informed that similar programmes will be organised in another 6 locations/regions all over India for district and state functionaries. He further informed that Sub-Groups have been constituted for the purpose of the 12th five year plan

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:

- 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 15 SFDs (SC, ST, Minority districts in the state of Maharastra. Similarly, the state of Gujarat consists of 12 SFDs.

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 of AWP&B 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

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 the following key points:

- Implications of Access under the objectives of RMSA,

- Approach and strategy

- School mapping exercise and its essentialities in identifying the gaps on schooling facilities.

- Planning tools essential for new schools proposals.

- The good quality education for the children of age group 14-18 years will be made accessible, available and affordable.

- In 11th 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 schools in 7-10 km distance.

- Success is the part of Access. For success, access has to be achieved by means of transportation also, 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 play vital 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 the strategy for access, Planning, School mapping, Geographical Information System (GIS) and Public Participation.

He suggested 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)**

<div align="center">**Session: II**</div>

Topic   : Status of SEMIS: Challenges and Strategies

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

- Each and every Field officer maintain their registers or Diary with the information related to components like: Schools, Enrolment by Caste & Category, Classrooms / Sections, Infrastructure like Water / Toilets / Furniture, Teacher (Subject Wise/ Trained), Examination results etc. These all necessary information's are collected into a format called DCF.

- What a district has to do is, only to concentrate on the quality of data which is coming from school in the form of DCF. After maintaining the SEMIS software we will see the result, that the data which is coming manually in a weak from a field can be generated within a minute at your district office.

- Requested to all the state government for supply of SEMIS data for the year 2010-11 online at the earliest.

- Mis-matching of data may be there. Indicators like Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), dropout rates, teacher pupil ratio and percentage of trained teachers etc. are derived from this data. These indicators are useful for planning at district, state and national levels

- The SEMIS data should be collected for government and private aided schools both. SEMIS data are important for planning & implementation. He instructed to maintain quality of data collected from the schools and forward to TSG.

- Now at field level, collect and analyze information on the education system to improve planning, resource allocation, monitoring, policy information and decision making.

- Required to monitor that all secondary schools should have physical facilities and trained teaching staff and ensure that each schools equipped with infrastructure like, Black Board, Furniture, Libraries, Science & Mathematics Laboratories , computer labs, toilet cluster etc.

- He discussed the 30 model tables where he pointed out that higher transition rate at secondary level would be possible if repeaters and migrants are checked time to time. **(Copy of Presentation at Annexure-VI)**

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

8. Ms. Beas Bhowmik, Sr. Consultant, Planning (Quality) emphasized the following points pertaining to quality:

- There should be clear focus on science, mathematics and English subject for improvement of quality of education.

- ICT enabled education and adolescent education should be included. Teacher community relations and students teacher interaction improve the learning environment.

- Outside visits for students and excursion visit for teachers are required for improving quality of education.

- Sometimes school building is broken and there is no light in the room. Therefore, class rooms should be constructed keeping in view of natural lighting. There should be a safe environment for girl child in the school.

- SMDC member should be given regular training. There is a provision for in-service teacher training @ Rs.300/-per day, per teacher for 5 days in RMSA for improvement of the quality of education.

- Progress should be monitored continuously. She also emphasized on additional class rooms, separate toilets for boys and girls, display of materials in the classrooms, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers for improvement of Quality of education.

She also informed that an annual grant of Rs. 50000/- per school is provided in RMSA for several purposes including purchase of sports materials. **(Copy of Presentation at Annexure-VII)**

Session: IV

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

9. 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-VIII)**

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 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.

Session: V

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-IX)**

Session: VI

Topic : Monitoring, Research, Supervision & Convergence

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

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

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

2ND Day Programme

Session: VII

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

13.   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-XI)**

  ➤ 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.

13.1 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 e.g. Posters, handouts, T.V, etc.
-Motivation camps, involving Panchayati Raj Institutions (PRT).
-Involvement of NGOs in consultation with SMDC.

Session: VIII

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

14.   Mrs. Amita Singla, Sr. Consultant, Finance stated the following key points in respect to finance:

- That planning process should be adopted on the basis of sector analysis i.e. factual overview, desired status and gaps.

- Strategies for setting of targets should be adopted and action plan be prepared. Budget should be prepared as per norms of RMSA and priorities must be accorded.

- The quality of secondary school needs interventions. Some schemes like ICT, IEDSS and girls hostels are going to be included in RMSA in 12th five year plan, Govt. aided schools will also be included. Provision for residential schools, Hostels, transport, toilets and ramps will be made available in RMSA. Rs. 1 crore will be given to Odisha tribal areas for improvement of quality and access. 75% share will be borne by the central govt. and 25% by the state govt.

- For North East States, the sharing pattern is 90:10. There is also provision for enhancing MMER from 2.2% to 6% in 12th five year plan. There are provisions for Rs. 58.12 lakh for 2 section schools and Rs 46.86 lakh for 1 section school under RMSA. One section school can be opened with minimum of 25-35 enrolment. If land is made available, standalone secondary school can also be opened. KGBV schools may be upgraded if the walking distance from the habitation is more than 5 km. Rs 1 lakh one time grant for laboratory, Rs 50000/- per school per year for purchasing of lab equipments and Rs 20000/- for purchase of sports equipments will be provided.

- There are provisions of teachers for new school as 1 head master + 5 teachers (2 language teachers, 1 science teacher, 1 social science teacher and 1 mathematics teacher) in RMSA. On additional enrolment of 30 children, one additional teacher will be provided. One lab attendant and one office assistant will also be provided by RMSA. There are provisions for excursion trip for teachers, visit by students to the places of heritage importance, arts and culture and in service training of teachers under RMSA. She also discussed the 30 model tables furnished by the state. **(Copy of Presentation at Annexure-XII)**

Session: IX

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

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

- To make aware of the state and district functionaries on implementation of procurement provision under RMSA.

- To aware about levels of procurement & methods of procurement.

- To aware about e-procurement procedure to be followed under RMSA for more efficiency at all the levels.

- To aware about obtaining digital signature & training from district level NIC office.

- To know the status of e-procurement platform being used by Corporation of the State.

- After brief presentation it was insisted that States should gradually move towards e-platform which is paperless, time savvy and also convenient. As e-procurement saves time, bring transparency into system, it shall be mandatory for states to adopt the electronic platform as per threshold mentioned in annexure IX.2 of FMP

manual. The procedure of getting training from district offices of NIC is free of cost. How to obtain a digital signature certificate from NIC was also informed to participants from states. The procedure for getting a user ID & password and process for obtaining DSC (Digital Signature Certificate) was also informed. For issuing DSC generally NIC charges a very nominal amount of Rs 555/- for two years which is renewable after lapse of time. To get familiar and hands at practice, it was advised to the participants that they could start e-procurement starting from small tenders like hiring of vehicles, appointment of auditors and supply of stationary etc. **(Copy of Presentation at Annexure-XIII)**

16. 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. Five groups for 5 components **viz**- **Access, Quality, Equity, SEMIS and finance** were formed. The participants took keen interest in the respective components. An exercise consisting agenda items was given separately for these above components. The queries raised by the participants were also replied to their satisfaction.

Each group of the above components highlighted the key observations/clarifications after the group work activities:

16.1 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

The participants relating to SEMIS mentioned the following problems and sought additional ties:

- 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.

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.

16.2. 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

16.3 The group also raised the following points related to Civil and Access:
- Upgradation and strengthening of Ashram schools.
- Rs. 50000/- per school grant is very less; it should be increased to Rs. 1 lakh. This money should be released earlier. Delhi govt. has not received the school grant so far.
- In desert and rural areas of Rajasthan 3 km and 5 km distance is too much for girls.
- Money for Civil Work should be released earlier.
- State schedule of Rate (SOR) is high in both the states.
- Iron and stone are used for roof in Rajasthan. The school buildings are called semi pucca.
- Budget should be released in two instalments 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.

16.4 QUALITY
Following points have been asked to discuss to the group taking into account different parameters of Quality. In view of the expected action taken by the States, the plans presented by them and there is a need to discuss this issue for a focal and sustainable initiative. Mainly, the focus on the following aspects:
- State vision on quality:
- How to ensure a deeper pedagogical understanding across the state.
- How to ensure unity of thoughts across various agencies/ stake holders, like SCERT, SIE, DIET, CTE, Edn. Officials at State and Districts etc.
- Desired Outcome Indicators for children/Students.
- Core components like Curriculum & text-books, Pedagogical processes, Class room organisation, Assessment measures, Improving language competencies, Community support etc.
- Enabling components, like initiatives taken with regards to recruitment of teachers, Rationalisation of teacher deployment, improving functional efficiency of SCERT, SIE, DIETs and all middle level functionaries, teacher training on active pedagogy, Strengthening and academic role defining of district level academic institutions, Monitoring apparatus/ mechanism for class room processes, tracking of performance indicators and the initiatives required to be taken by the State to address the problems of the teachers.

- Different creative environment such as physical environment, social environment, effective environment, academic environment etc may be taken into consideration and accordingly set the result oriented interventions.

The group on quality highlighted the following issues & suggestions:

Physical Environment	Solutions under RMSA
i. In adjusted class room, lab, library etc. ii. In adjusted drinking water, toilet facilities. iii. In adjusted play ground and play material. iv. Poor transportation facility.	-Funds provided for new schools for physical environment up to 58.12 lakh, for existing schools under strength 36.18 lakes, minor repair 2, 5000.
Social Environment i. Gender disparity. ii. Poor relationship between teacher students. iii. Social economic condition of people. iv. Ignorant parents.	• Girls incentives • Training for teachers for guidance and counselling. • Meeting to be conducted and (SMDC) training for SMDC members
Affective Environment i. Remote areas student ii. Accessibility lack of connect with neighbour villages. ii. Hurdles of higher education. v. People teacher ratio variation among schools. v. Poor nutrition.	• Provision of girls hostels. • Additional teachers to be appointed.
Academic Environment i. In time table no emphasis for co-curricular activities. ii. Lack of TLM materials. ii. Now learning is teacher's cantered. v. Learning is monotonous. v. Slow learners dropping out.	• Art room must be provided. • Financial assistance may be provided for procuring TLM. • Educational tour to be organized. • ALM (+) methodology to be adopted. • Special case for children with learning gap.

- 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.
- There should be a separate toilet for disabled/physically challenged students.
- Management training is needed for the Head Master for improvement of the leadership quality and efficiency. IIM professors should be engaged in training to the head master.
- Guidelines for utilization of school grant of Rs. 50000/- is also needed.
- Teaching skills should be developed. Remedial coaching for some specified months is needed to the Students who fail in IXth class to cope up with other Students.
- Separate common room for Girls.
- Quality of Training Learning Material (TLM) should be improved.
- Additional class rooms, toilets, computer rooms should be increased in proportion to increase in enrolment.

16.5 FINANCE

Group on Finance stated the following key pints:
- It was suggested that school grant as Rs.50,000/- should be released in the month of 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.

Mrs. 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.

16. 6 The participants also requested for the following:
- To raise the MMER for appointment of one programmer per district. There is no District Programmer in Maharashtra.

- The participants from Gujarat stated that funds for construction of school building are given to the Road and Building Department(R & B). It needs revision. They suggested that the money should be channelized, though District Education Officer (DEO), Education Inspector (EI) and Assistant Education Inspector (AEI) for proper functioning
- For shortage of land in Gujarat, vertical construction was advised. For Construction from the students of polytechnic IITs etc. It was advised that it is the responsibility of the State.

16.7 Equity & Monitoring

a) The Group on Equity also worked on Monitoring mentioned the following Problems/ Suggestions:

- Monitoring is not possible in Rajasthan due to shortage of staff.
- Additional district project coordinator (ADPC) monitors the civil works only.
- Quality of bricks, cement, quantity of iron, proper mixture of concrete, cement etc. can only be monitored if sufficient staff is available.
- The representatives of both the states repeatedly demanded the enhancement in MMER for recruiting the staff and proper functioning of administration at district level.

b) The following problems/suggestions were given by the representatives of both the states:

- Guidelines for filling in the Data Capture Format (DCF).
- Timely monitoring of quality of schools, classrooms, transition of money.
- No separate computer room, however, computers are there in some schools of Delhi.
- Need for norms of habitations.
- Population based norms should be there.
- Transportation should be provided in desert and rural areas of Rajasthan.
- Amount for library need to be enhanced to Rs. 8.5 lakh from the present level of Rs. 7.0 lakh.
- Relaxation in norms for desert areas in Rajasthan.
- Govt. aided schools should be included under RMSA.
- Representatives from Rajasthan stated that additional district project coordinators (ADPC) did not get the salary from RMSA since last two years.
- They also stated that manpower is required for maintenance of accounts; MMER needs to be enhanced.
- They also suggested that there should be some more schools exclusively for girls. Rajasthan govt. conducted ICT training but funds were provided.

16.8 The group on Equity made the following observations:

Issues & strategies

Enrolment:		
Sr. No.	Issues	Strategies
1	Poverty	Incentives likes scholar ships, and books free bus pass, uniform etc.
2	Illiteracy of parents	Adult education & motivating parts towards education by NGO is already working is education field
3	Child marriage	Campaign for discouraging parents and incentive to girls students who have not got married below 18 years
4	Migration	To provide jobs i.c starting of factories establishment of partial residential school for each block to accommodate the children (students) of migrated parents

5	Religious reasons (i.c Muslim girls schools not allowed common schools	To start separate girls school start schools for minorities.
6	Poor Access	Implementation strictly and imposing major penalties who bonded the child. Introducing vocational education especially for the child labour student to encourage them earning by learning.
7	Bonded labor	To provide treatment provide transport facility.
Retention:		
8	Girls child	Activities must be conducted specially for girls to attract them to schools.
9	Vocational activity for earning.	Some provision must be adopted by the state in this regard.
10	Special classes/Bridge Courses	Special attention must be paid towards those students who drop-out and need special to come at par with regular students.
Drop-Out		
11	Early marriages, Child labour, Sipping care, Religious & social policies	No examination at secondary level, Grading system, Smile centred and Practical oriented education etc.
12	School fear, lack of axes , lack of frame parts, lack of lavatories etc.	Special school (night school). Day care (calves (ICDS) and school fear counselling etc. Following strategy may be seriously adopted: • Child tracking system. • Village education record. • Age appropriate admission. • Special training/ bridge courses. • Economical/social constraints- identified & wiped out
Convergence & Coordination		
13	• Lack of coordination related. • Lack of staff and infrastructure in hostel. • Lack of community involvement.	Regular coordination committee meeting .Provide staff and infrastructure. Convergence meeting in state level between dept. heads headed by chief secretary. The same at Dist. level under the Dist. collector.

- 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. Group relating to Equity emphasized on the fallowing points.
- Secondary Education is not properly accessible in Tribal areas.
- Girl's students realised necessity of separate Washrooms.
- Continuous and comprehensive evaluation is needed.

- Awareness about benefits of vocational courses must be done.
- Teachers should be enhanced the capacity on counselling and guidance.

The above points kept 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 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.

VALEDICTORY

Sh. Altab Khan, programme coordinator thanked the participants, organisers, ASPDs and other officers of the Rajasthan & Delhi Government for making excellent representation in the 2 days workshop. He also stated that the progress of this workshop will be helpful to the participants at grass root level. Further he extends thanks on behalf of the MHRD and TSG about the interest shown by the participants coming from far flung districts of both the states. He specially thanks the ASPDs and his team regarding the support provided in the two days workshop. He thanked to all the participants as well as TSG members who took pain to join and made a successful workshop.
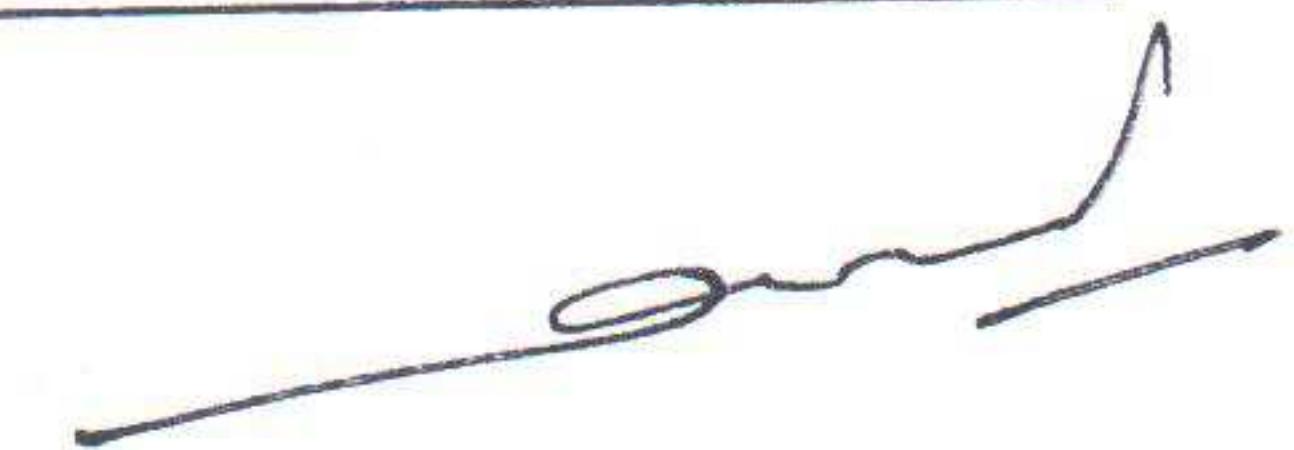
The workshop ended with vote of thanks

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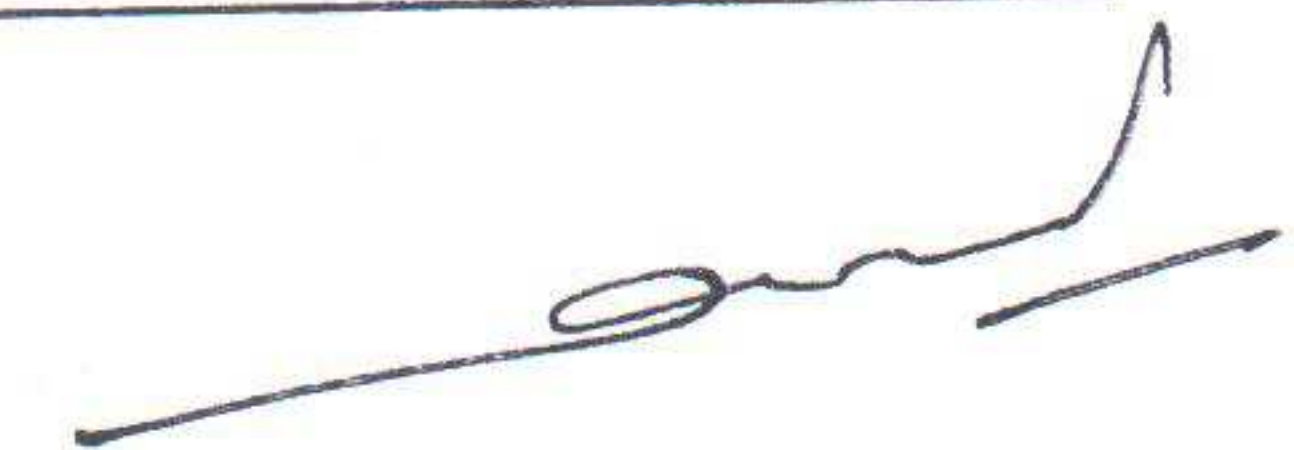
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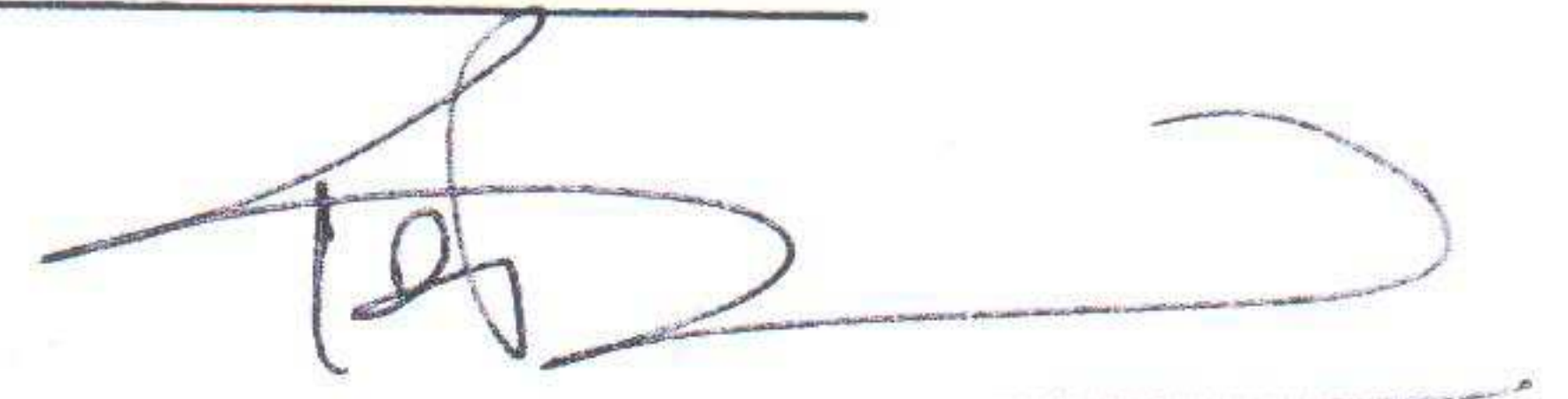
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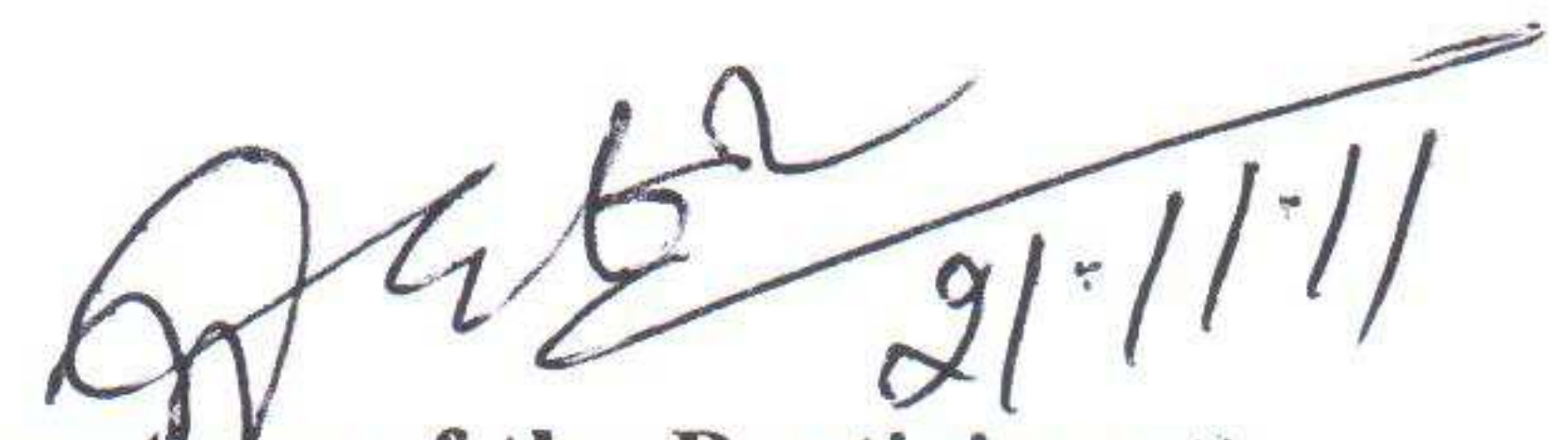
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ADPC BANSWARA (RAJ.)

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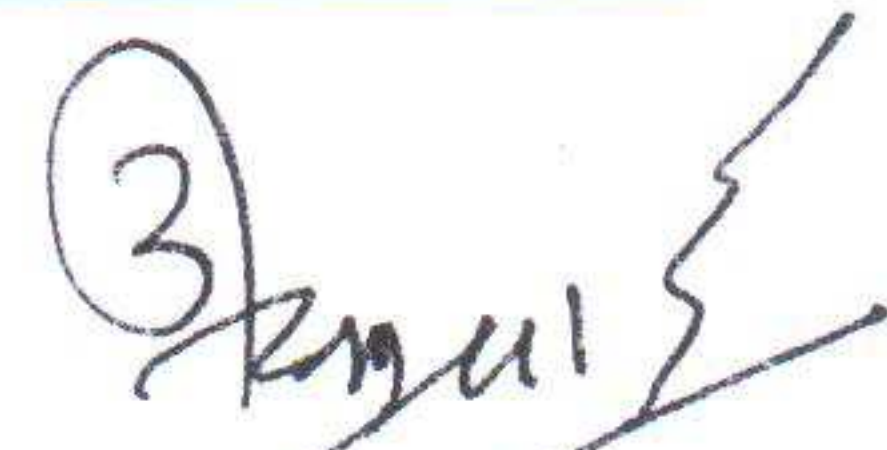
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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)   KISHAN PAL SINGH

Designation   Additional District Education Officer (sec)

State / District Name   RAJASTHAN JAISALMER

Address (Off)   Office of District education officer
Seecondary Jaisalmer Rajasthan

Address (Res.   C/o BAKHTAWAR MAL SANWAL
BHAIYA PARA JAISALMER

Phone   Off. 02992-252372 Res.

Fax   02992-252228

Official Email:

Personal Email: KPSr@55 @ yahoo . com.

Mobile #   9414291058

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

<u>VENUE</u> :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)   RANG LAL MEENA

Designation   A D PC

State / District Name   JHALAWAR (RAJASTHAN)

Address (Off)   ADPC RMSA, JHALAWAR office.
DEO secondary, Bus Stand, New Block
school ke Pass Jhalawar

Address (Res.   H.N. 44 'A' TILAK NAGAR KHANDIA
NAKA, KHANPUR BY PASS ROAD,
JHALAWAR

Phone   Off. 07432-232337 Res. 9887339688, 9680772484

Fax

Official Email: adpcrmsajhalawar gmail.com.

Personal Email:

Mobile #   9887339688, 9680772484

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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VENUE :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	GAJANAND – SHARMA
Designation	A. D. P. C.
State / District Name	KARAULI. RAJASTHAN.
Address (Off)	DISTRICT. EDU. OFFICE KARAULI.
Address (Res.	SATYAWATI – VIHAR – COLONY Near – ROADWAYS – BUS – STAND. KARAULI
Phone	Off. 221940 Res. 9783501552 07464
Fax	
Official Email:	adpcRMSH KARAULI @ Gmail.com.
Personal Email:	
Mobile #	9783501552

21/11/11
(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)
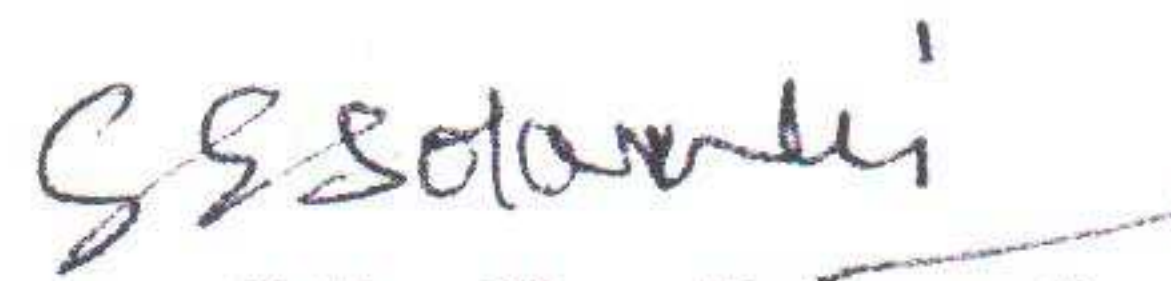
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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	SARVESH KUMAR GUPTA
Designation	HEAD MASTER
State / District Name	KARAULI (RAJ)
Address (Off)	GOVT SECONDARY SCHOOL RAGHUVANSHI DST- KARAULI (RAJ)
Address (Res.	NEAR OLD NAGER PALIKA KARAULI - 322241 (RAJ)
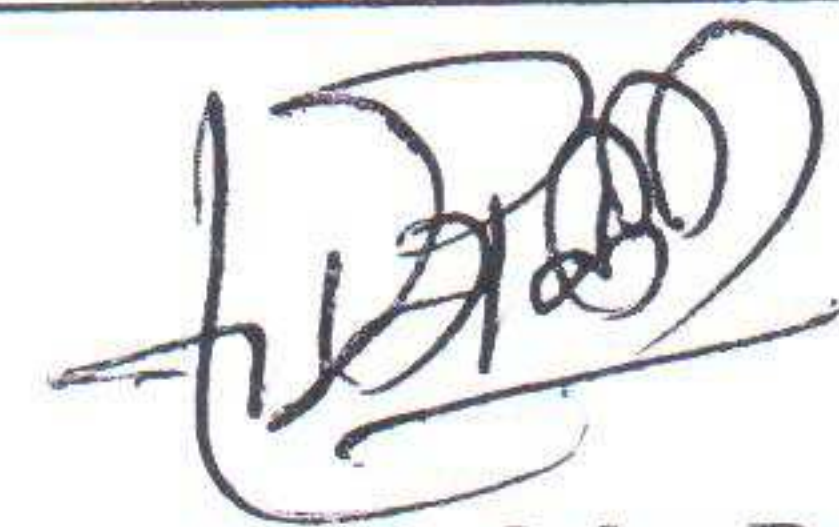
Phone   Off._____ Res. 09414668608 / 08094568760

Fax _____

Official Email: _____

Personal Email: _____

Mobile # 09414668608

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	YUDHISTHIR GAUR
Designation	A. D. P.C. (R.M.S.A.)
State / District Name	Rajasthan ; Jodhpur
Address (Off)	D. P.C (R.M.S.A.)
	Govt Girls Hostel, Govt Girls Sr. Sec. School, Sardarpura Campus, Rotary Choraha Jodhpur (Raj)
Address (Res.	'ANKUR' Gayatri Colony Ganesh Marg, Ratanada Jodhpur - 342011 (Rajasthan)
Phone	Off. 0291-2613140 Res. 0291 - 2517777
Fax	0291 - 2510847
Official Email:	adpcrmsajodhpur @ gmail.com
Personal Email:	—
Mobile #	09414720444.

(Signature of the Participant)

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**WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.**

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	BHERA RAM CHOUDHARY
Designation	ADEO (SEC.) JALORE
State / District Name	RAJASTHAN / JALORE
Address (Off)	DISTRICT · EDUCATION OFFICE (SEC.) JALORE — RAJASTHAN PIN — 343001
Address (Res.	BHERA RAM CHOUDHARY F.C.I. ROAD, NEAR CHAMUNDAJI MAND JALORE (RAJ.) PIN — 343001
Phone	Off. 02973-222292 Res. 02973-223642
Fax	02973 — 222292
Official Email:	deo.sec.jalore @ gmail. Com.
Personal Email:	
Mobile #	9460494588
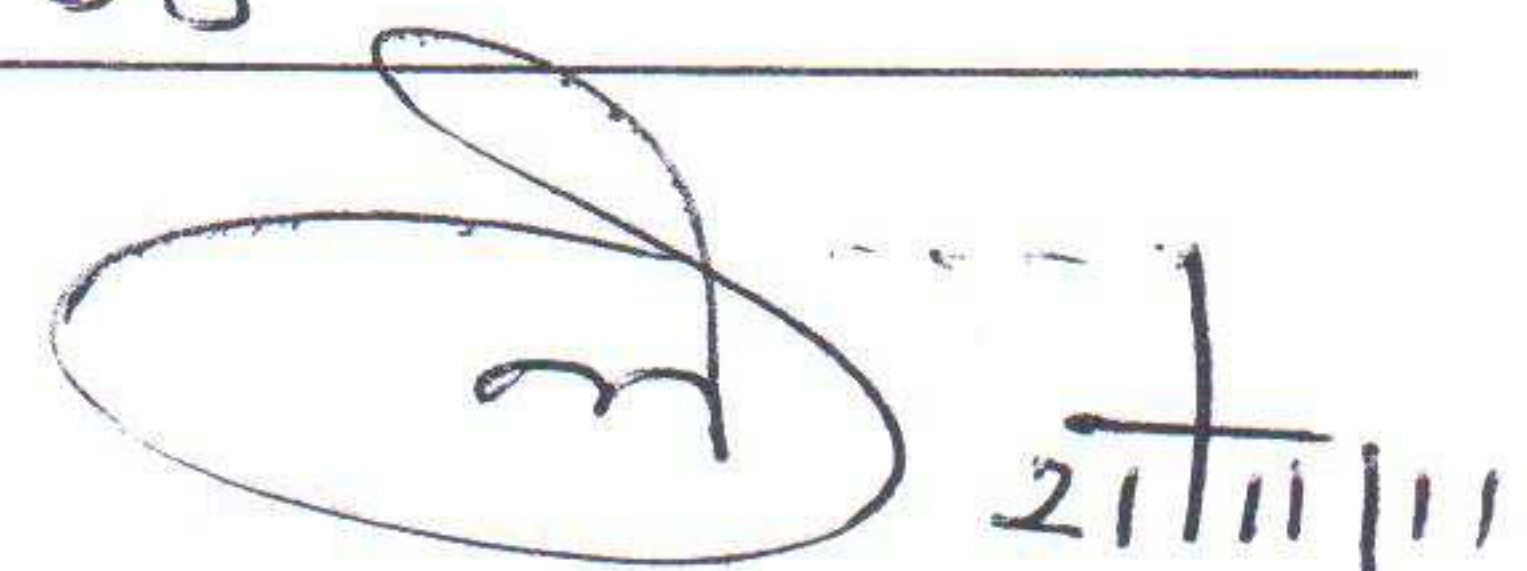
2/11/11

(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	SHYAM SUNDER SOLANKI
Designation	A. D. P. C.
State / District Name	RAJASTHAN/ JALORE
Address (Off)	DISTRICT. PROJECT CORDINATOUR RMSA. NEAR T.V. RELE CENTRE, JALORE
Address (Res.	RAMDEV COLONY JALORE (RAJ.)
Phone	Off. 02973-296050 Res. ___
Fax	02973-224382
Official Email:	adpcrmsAJalore @ gmail. com.
Personal Email:	solankisanwara @ gmail. com.
Mobile #	09414534375

GSSolanki
(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator
(this will enable us to correspond with you).   **(EMAIL ADDRESS AND MOBILE NO.
IS COMPULSORY)**

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	SHYAM SUNDER SOLANKI
Designation	A. D. P. C.
State / District Name	RAJASTHAN/ JALORE
Address (Off)	DISTRICT. PROJECT GORDINATOUY RMSA. NEAR T.V. RELE CENTRE, JALORE
Address (Res.)	RAMDEV COLONY JALORE (RAJ.)
Phone	Off. 02973-296050 Res. —
Fax	02973-224382
Official Email:	adpcrmsaJalore @ gmail. com.
Personal Email:	Solankisanwara @ gmail. com.
Mobile #	09414534375

SSSolanki

(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	MUNJOLE PADMAKAR SHREEKANT
Designation	ADEO ADPC
State / District Name	RAJASTHAN, NAGAUR
Address (Off)	DEO (Sec) I Hawai Patti Nagaur Rajasthan
Address (Res.	Near Tahasil Jamwa Ramgarh Jaipur - 303109
Phone	Off. 01582 240738 Res.
Fax	01582 240738
Official Email:	RMSA Nagur
Personal Email:	
Mobile #	9414822558

(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters) RAMESH SINGH

Designation A.D.P.C.

State / District Name Tonk, Rajasthan

Address (Off) A.D.P.C. (RMSA)
D.E.O. (Sec.) Office
Near Roadways Dwipo. Tonk (Raj.)

Address (Res. Ramesh Singh.
Sharma kalony
Tonk (Rajasthan)

Phone Off. 01432-243421 Res. 9413803130

Fax 01432 - 253562

Official Email: ADPC RMSATONK @ gmail-com

Personal Email: sing. ramesh118 @ gmail.com

Mobile # 9413803130

(Signature of the Participant)
ADPC (RMSA)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	HARI PRASAD SHARMA
Designation	Principal
State / District Name	TONK (Rajasthan)
Address (Off)	Principal, Govt. Sr. Sec. School, Lawa Distt. Tonk (Rajasthan)
Address (Res.	15, Pratap Nagar, Jaipur Road Malpura Distt. Tonk (Raj.)
Phone	Off. 01437 228401 Res. —X—
Fax	—X—
Official Email:	—X—
Personal Email:	hPkumbhya @ gmail.Com
Mobile #	09414439891
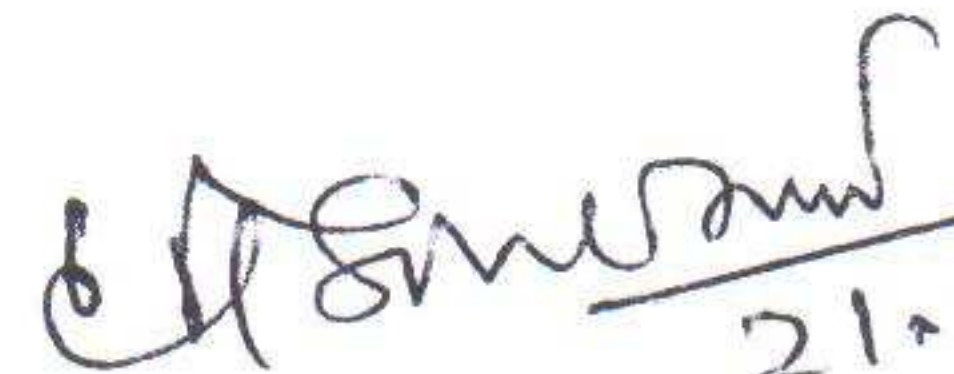
21.11.11

(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	JAG NARAYAN VYAS
Designation	PRINCIPAL
State / District Name	NAGAUR (RAJASTHAN)
Address (Off)	GOVT. S. SEC. SCHOOL THANWALA, NAGAUR (RAJ.)
Address (Res.	572 PRAWTI NAGAR KOTRA AJMER (RAJ.)
Phone	Off. 01587-268369 Res. 9982337332
Fax	—
Official Email:	—
Personal Email:	JNVYAS66@gmail.com
Mobile #	9982337332
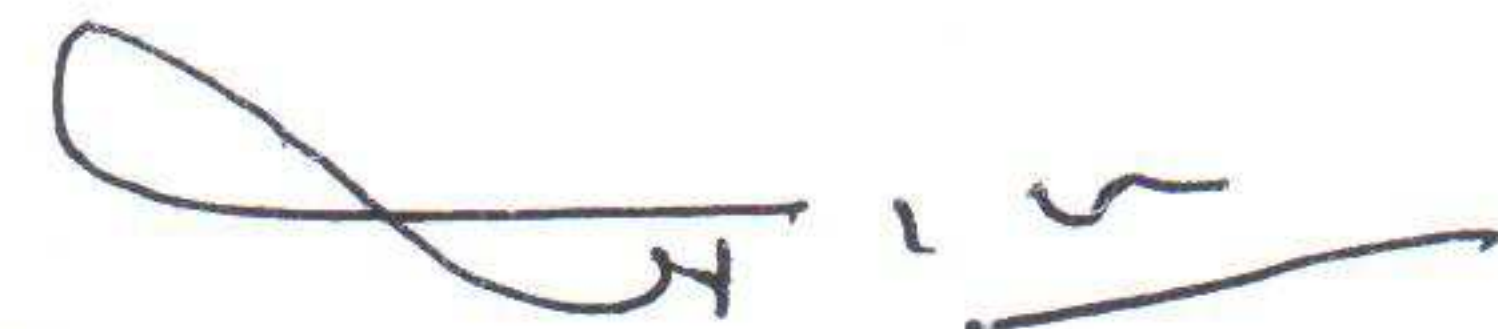
(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	SHANKAR SINGH UDAWAT
Designation	PRINCIPAL
State / District Name	RAJASTHAN, PALI
Address (Off)	Principal
	Gov't Sr. Sec. School, Khairwa
	Distt- Pali (Rajasthan)
Address (Res.	Khairwa (Pali)
	Rajasthan
Phone	Off. 0293-245568 Res. —
Fax	
Official Email:	adpc rmsa pali @ g-mail. Com.
Personal Email:	SSudawat65 @ gmail. Com
Mobile #	094145-91730

(Signature of the Participant)

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WORKSHOP CAPACITY BUILDING PROGRAMME ON PLANNING AND

IMPLEMENTATION OF RMSA AT DELHI 16 to 17th & 17th Nov. 2011

ZENITH - Scouts Complex, Lodi Road, New Delhi

Name in block letters	
Designation	Consultant (ACCESS)
State / District Name	Delhi
Address Off	office of SSA
Address Res.	
Phone	Off ... Res ...
Fax	
Official Email:	
Personal Email	
Mobile #	

Signature of the Participant

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this will enable us to correspond with you. EMAIL ADDRESS AND MOBILE NO.
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**WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	GATULAL BALAI
Designation	ADPC RMSA
State / District Name	RAJ. DUNGARPUR
Address (Off)	DISTT EDUCATION OFFICER DUNGARPUR. (RAJASTHAN)
Address (Res.	2/72 HOUSING BOARD. SHIVAJI NAGAR DUNGARPUR (RAJ)
Phone	Off. 02964/234966 Res. 02964/234176
Fax	02964 / 232221
Official Email:	adPC RMSA Dungarpur@Gmail.com .
Personal Email:	
Mobile #	9461576183
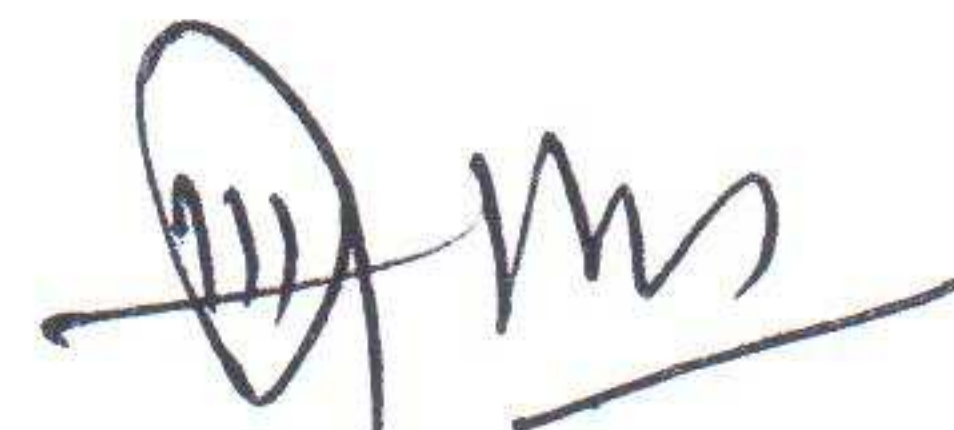
(Signature of the Participant)

ADPC RMSA Dungarpur
(RAJASTHAN)

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VENUE :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	SATYA NARAYAN SHARMA
Designation	ADPC
State / District Name	Chittorgarh - Rajasthan
Address (Off)	ADPC C/O DEO (Secondary) Chittorgarh (Rajasthan) PIN - 312001
Address (Res.	C-16 Bapu Nagar, Behind Girls UPS, Senthi - Chittorgarh Rajasthan
Phone	Off. 01472-247059 Res. 9414374329
Fax	01472-241059
Official Email:	adpcrmsachittorgarh @ gmail.com
Personal Email:	-
Mobile #	9414374329

(Signature of the Participant)

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VENUE :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	ASHOK KUMAR PANOT
Designation	HEAD MASTER, GOVT SEC. SCHOOL
State / District Name	RAJASTHAN. PRATAPGARH
Address (Off)	GOVT SECONDARY SCHOOL RATHAYANA
Address (Res.	DEV GARH DARWAZA LOHAR GALI PRATAPGARH
Phone	Off. 01478 264550 Res. 01478 223954
Fax	
Official Email:	
Personal Email: Gmail	ashok Panot @ Gmail.com.
Mobile #	979935 1718
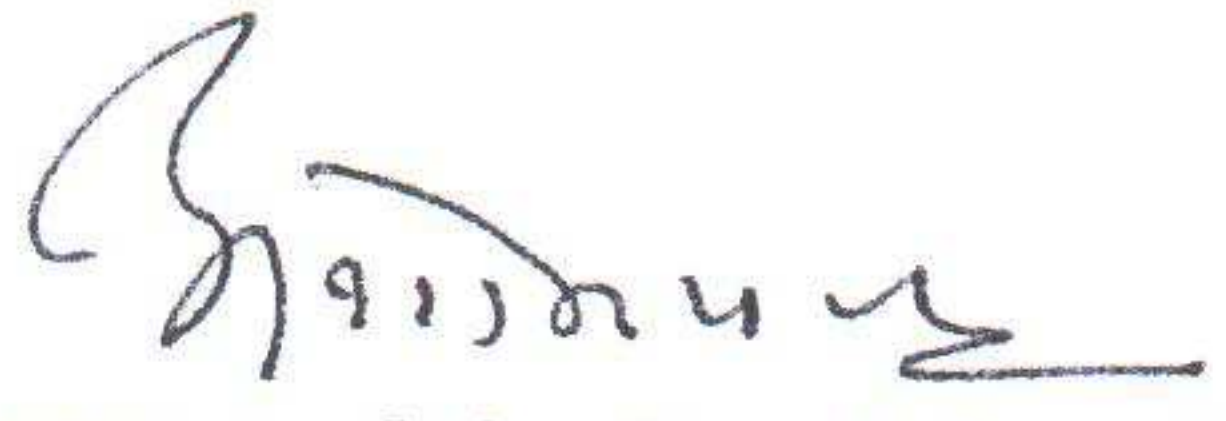
(Signature of the Participant)

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IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.**

VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	DEVENDRA KUMAR BANDI
Designation	A·D·P·C·
State / District Name	State- Rajasthan Dis - PRATAPGARH
Address (Off)	D·E·O· @ @ (Sec.) PRATAPGARH, PIN 312605
Address (Res.	KASARA GALI, PRATAPGARH - PIN 312605
Phone	Off. 01478/220051 Res. 01478/223513
Fax	01478/ 221217
Official Email: Gmail	adpcrmsapratapgarh@gmail.com
Personal Email: Gmail	dkbandi@gmail.com
Mobile #	9460225591

देवेन्द्र कुमार बंदी

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator
(this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO.
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...NING AND	WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLAN...
..., 2011.	IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov...
	VENUE :- Scope Complex Lodi Road, New Delhi

...NDEY	**Name (in block letters)**	SURESH CHANDRA PA...
...st.	**Designation**	D.U.R.C.C
	State / District Name	Delhi / North-E...
...d Gardens	**Address (Off)**	D.I.E.T.
		J. & K. Block Dilsha...
...yane Khand I		Delhi - 110095
...B. (U.P.)	**Address (Res.**	B-1, Plot No-201, Gh...
		Indra Puram, Gz...
...9115785	**Phone**	Off. 22598936 Res. 98...
	Fax	
...com	**Official Email:**	disttnortheast @gmail...
	Personal Email:	
...85.	**Mobile #**	98991157...

...of the Participant)   (Signature...

...ative/Co-ordinator
...ND MOBILE NO.

Kindly fill the Registration form clearly and hand over to our represent...
(this will enable us to correspond with you).   (EMAIL ADDRESS AN...
IS COMPULSORY)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters) — PARDEEP KUMAR

Designation — DURCC

State / District Name — DELHI (NORTH-WEST)

Address (Off) — DIET CAMPUS, "FU" BLOCK PITAMPURA, DELHI-52

Address (Res. — E-245, Netaji Subash Marg, Chhajjupur, Babarpur Delhi

Phone — Off. 011-27344179 Res. 8800944822

Fax — —

Official Email: — districtnorth west @ yahoo.com

Personal Email: — pardeep688 @ gmail.com

Mobile # — 8800944822

P.s~

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	SURESH CHANDRA PANDEY
Designation	D.U.R.C.C
State / District Name	Delhi / North-East.
Address (Off)	D.I.E.T.
	J. & K. Block Dilshad Garden Delhi - 110095.
Address (Res.	B-1, Plot No-201, Ghyan Khand I Indra Puram, G.Z.B. (U.P.)
Phone	Off. 22598936. Res. 9899115785
Fax	
Official Email:	disttnortheast@gmail.com
Personal Email:	
Mobile #	9899115785.

(Signature of the Participant)

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Rashtriya Madhyamik Shiksha Abhiyan

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**WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.**

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	M.P.S. DANGI
Designation	Consultant (Access)
State / District Name	Delhi
Address (Off)	office of SSA. Lucknow Road Timarpur Delhi - 110054
Address (Res.	203 chandu lok colony Mandoli Road - Delhi-93
Phone	Off. 23812072 Res. 9910890670
Fax	
Official Email:	
Personal Email:	mps.dangi_2009@rediffmail.com.
Mobile #	9910890670
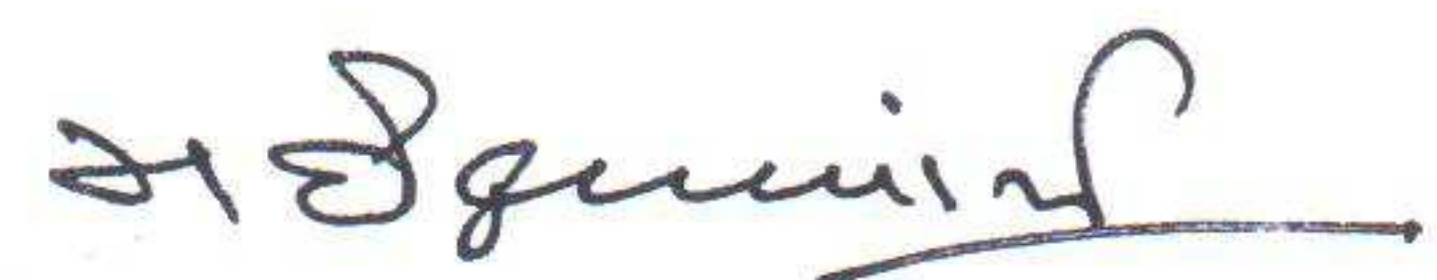
(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator
(this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO.
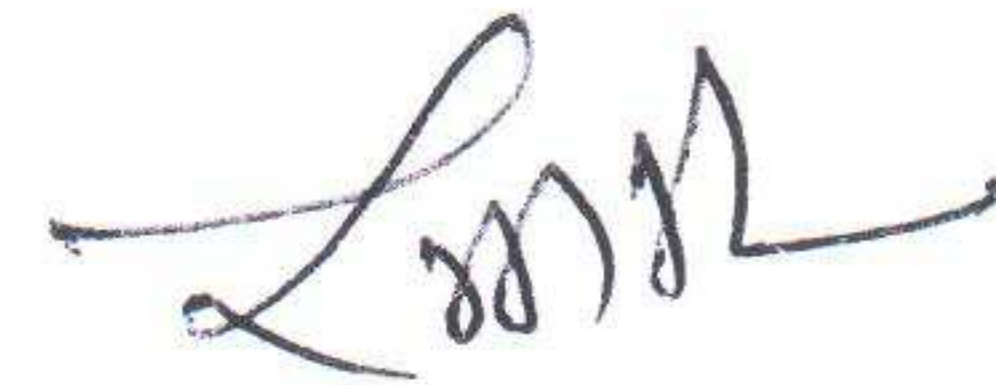IS COMPULSORY)

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Rashtriya Madhyamik Shiksha Abhiyan

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters) ASHA CHOPRA

Designation DURCC

State / District Name DELHI / EAST

Address (Off) Office of DURCC (SSA) SV, Anand Vihar (East) Delhi - 110092.

Address (Res. 78-A, Pocket-I, Dilshad- Garden, Delhi-110095

Phone Off. 22158509 Res. 9650835162

Fax

Official Email: distteast @ gmail.com

Personal Email: chopra.asha88 @ yahoo.com

Mobile # 9650835162

Chopra 21/11/11
(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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Registration Form

WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	DR. ANJU PAL
Designation	DURCC
State / District Name	DELHI / NORTH-EAST
Address (Off)	DILSHAD GARDEN - J4K POCKET, NORTH-EAST, DELHI - 95
Address (Res.	C-28, L-1 KESHAV KUNJ SHALIMAR GARDEN EXT-II SAHIBABAD
Phone	Off. 22598936 Res. 9650015550
Fax	
Official Email:	disttnortheast@gmail.com
Personal Email:	dranjupal @ yahoo. com
Mobile #	9650015550

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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Rashtriya Madhyamik Shiksha Abhiyan

Registration Form

**WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.**

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	SURENDRA SINGH BHATI
Designation	ADPC
State / District Name	RAJASTHAN, BIKANER
Address (Off)	KOTHI NO-3
	HANUMAN HATHA
Address (Res.	200, GANDHI NAGER
	NEAR FLAME GAS GODOWN
	BIKANER (Rajcesthri)
Phone	Off. 0151- 2205788 Res. 0151-2200870
Fax	0151-2544098
Official Email:	adpcrmsabikaner@gmail.com
Personal Email:	bhatimokexar@gmail.com
Mobile #	9414324298

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator
(this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO.
IS COMPULSORY)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	MUKESH KUMAR GARG
Designation	ADPC RMSA
State / District Name	DHOLPUR RAJASTHAN
Address (Off)	D.E.O (Sec) Top Tiraha DHOLPUR (RAJ.)
Address (Res.)	C-16 Mittal Colony DHOLPUR (RAJ.)
Phone	Off. 05642 220004 Res. 05642 220368
Fax	05642 - 220796
Official Email:	adpc rmsa dholpur@gmail.com
Personal Email:	
Mobile #	09351806533

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	MAHENDR KUMAR CHOUDHARY
Designation	Principal
State / District Name	Raj. Sri Gomganagar
Address (Off)	Principal
	Govt. Sr Sec. School - 40 G.B.
	Sri Ganganagar
Address (Res.	48, K. Block
	W.N. 8 Sri Vijay Nagar
	Sri Ganganagar (Raj)
Phone	Off. 01498-236270 Res. 01498- 231142
Fax	
Official Email:	govtsss40gb@rediffmail.com
Personal Email:	mchodiel@gmail.com
Mobile #	94143 80906

ΞME

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

**VENUE** :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	RAJVEER SINGH GILL
Designation	Ad. DPC
State / District Name	Rajisthan , Sri GangaNagar
Address (Off)	Ad. DPC , RMSA Old Girls Hostel, Govt Girls Sr. Sec School, Mataka Chok, SriGangaNagar (Raj.)
Address (Res.	W.No 15, Near. Hanuman Mandir PADAMPUR , Distt Sri GangaNagar (Raj)
Phone	Off. 0154-2444018 Res. 01505-232534
Fax	
Official Email:	adpc rmsa gn@gmail.com
Personal Email:	
Mobile #	9414328103

(Signature of the Participant)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.
VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	MAHENDR KUMAR CHOUDHARY
Designation	Principal
State / District Name	Raj. Sri Ganganagar
Address (Off)	Principal Govt. Sr Sec. School - 40 G.B. Sri Ganganagar
Address (Res.)	48, K. Block W.N. 8 Sri Vijay Nagar Sri Ganganagar (Raj)
Phone	Off. 01498-236270 Res. 01498- 231142
Fax	
Official Email:	govtsss40gb@rediffmail.com
Personal Email:	mchodird@gmail.com
Mobile #	94143 80906

(Signature of the Participant)

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VENUE :- _Scope Complex Lodi Road, New Delhi_

Name (in block letters)	SAYED ALI SAYED
Designation	A.D.P.C.
State / District Name	UDAIPUR (RAJASTHAN)
Address (Off)	District Project Coordinator Office of the District Edu. Officer (I) Goverdhan Vilas Udaipur (Rajasthan)
Address (Res.	SAYED ALI SAYED F-9. Polo Ground Udaipur (Raj.)
Phone	Off. 0294-2482044 Res. N.A.
Fax	
Official Email:	adpc rmsa udaipur@gmail.com.
Personal Email:	SayedASayed786 @gmail.com.
Mobile #	9928689195

(Signature of the Participant)

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(this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO.
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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	ANIL KUMAR JAIN
Designation	HEADMASTER
State / District Name	RAJASTHAN, UDAIPUR
Address (Off)	Govt. SECONDARY SCHOOL SINGHATWARA, Distt. UDAIPUR
Address (Res.	2-GA-7, SARDAR PATEL NAGAR, SECTOR 11, UDAIPUR (RAJ.) - 313002
Phone	Off. _____ Res. 0294-2484741
Fax	—
Official Email:	—
Personal Email:	anil_kumar_jain@yahoo.com
Mobile #	9461016378

(Signature of the Participant)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	ANUJ KUMAR GAUTAM
Designation	DURCC South.
State / District Name	DELHI / Distt. - South.
Address (Off)	SSA office, DIET Moti Bagh. Distt. South. Delhi.
Address (Res.	H.No-122 C, Gali No-9, Kanti Nagar Ext. East Delhi - 51
Phone	Off. 01124107584 Res. 07827876783
Fax	NIL
Official Email:	South.motibagh @ gmail.com.
Personal Email:	gautam.anujkumar.6@gmail.com.
Mobile #	07827876783

(Signature of the Participant)
DURCC
South.

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)
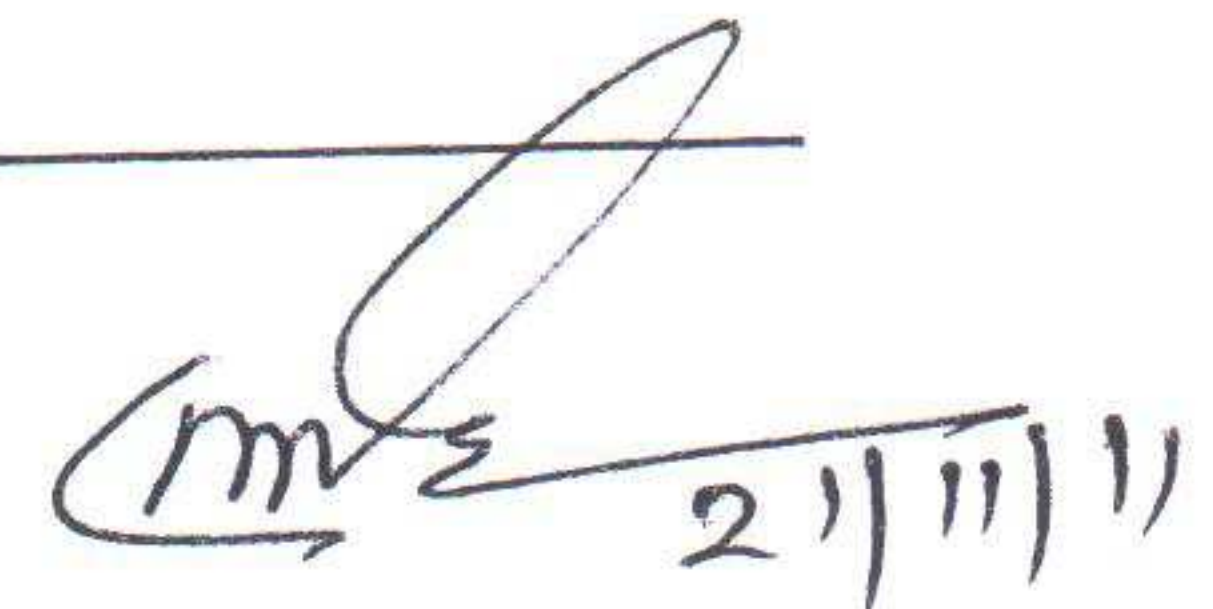
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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	NISAR AHMED KHAN
Designation	ADPC
State / District Name	RAJ / CHURU
Address (Off)	RMSA DEO (SEC.) CHURU (RAJ.)
Address (Res.	C/O SH: YUSUF KHAN RTD. POSTMASTER. W.NO.31, AGUNA MOHALLA CHURU RAJ.
Phone	Off. 01562-250319 Res. 8764338787
Fax	01562-250319 adpcrmsachuru @gmail.com
Official Email:	adpcrmsachuru @gmail.com
Personal Email:	—
Mobile #	8764338787
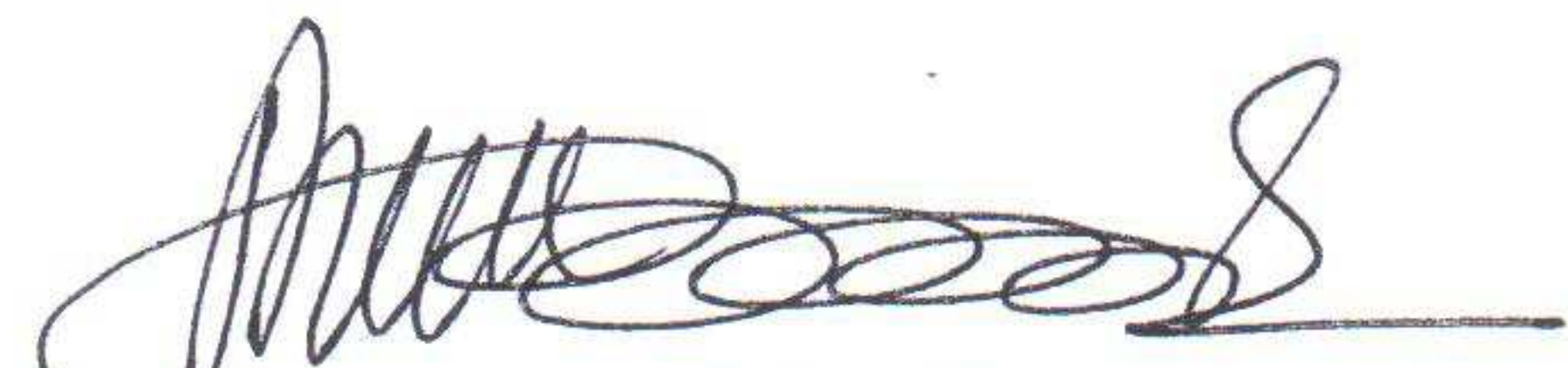
(Signature of the Participant)

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	SAJJAN SINGH SAINI
Designation	HEADMASTER [SEC.EDU.]
State / District Name	CHURU [RAJASTHAN]
Address (Off)	Govt. Secondary School, Dhadhria Banirotan [Churu]
Address (Res.	Untwalia House, Bissau Road, Churu (Rajasthan]
Phone	Off. 01562-275821 Res. —
Fax	—
Official Email:	—
Personal Email:	—
Mobile #	9413172606
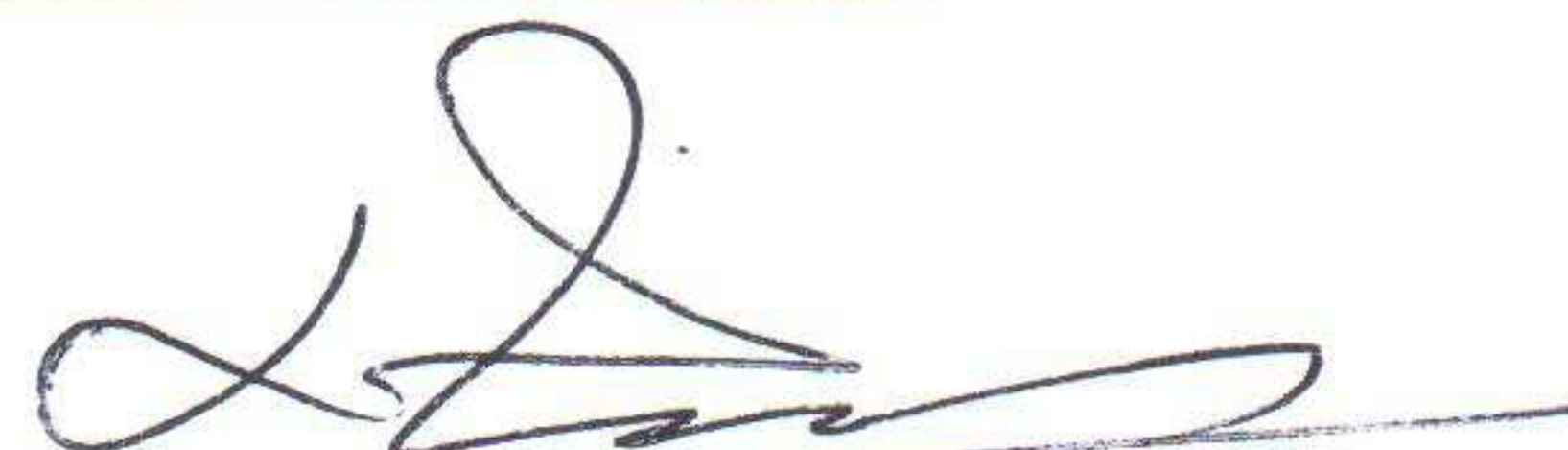
(Signature of the Participant)

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<u>*VENUE*</u> :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)   ANAND RAJ ARYA

Designation   PRINCIPAL

State / District Name   RAJASTHAN — SIROHI

Address (Off)   GOVT. Hr. SEC. SCHOOL SIRODI
SIROHI — RAJASTHAN

Address (Res.   SHARNESHWAR ROAD, JAIN KHETLAJI
MANDIR- GALI-NO-2
SIROHI- RAJASTHAN   307001

Phone   Off.02975-256915 Res. 9414544143

Fax

Official Email: GHSS-@ Gmail.Com.

Personal Email: anandrajarya.@gmail.com.

Mobile #   9414544143

(Signature of the Participant)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	Dr. Kheem Singh Dahiya
Designation	ADPC
State / District Name	SIROHI , Rajasthan
Address (Off)	ADPC ; RMSA
	Old girls College Building
	SIROHI Rajasthan
Address (Res.	Velagi street
	Post- PINDWARA
	St. SIROHI ROAD Distt. SIROHI Rajasthan
Phone	Off. 9460017396 Res. —
Fax	
Official Email:	adpcrmsasirohi @gmail. com
Personal Email:	—
Mobile #	09460017396

21/11/11

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<u>*Registration Form*</u>

WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
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<u>*VENUE*</u> :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	RAMCHANDRA PILANIYA
Designation	ADPC - RMSA
State / District Name	SIKAR (RAJASTHAN)
Address (Off)	District Project coordinator RMSA Hindi Vidya Gout. See. School. BHAWAN Near Smrat takiz, BAJAJ ROAD - SikAR
Address (Res.	RAMAWAT-NAGAR, NEAR CHUNGI-NO-12 NAWALGARH - ROAD - SIKAR RAJASTHAN
Phone	Off. 01572-258011 Res. 01572-29900|
Fax	
Official Email:	ADPCRMSASIKAR @ Gmail, com
Personal Email:	RamchandraPilaniya @ yahoo.com
Mobile #	09460168101

(Signature of the Participant)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	RAJEEV SHARMA
Designation	LECTURER
State / District Name	RAJASTHAN
Address (Off)	GOVT. SR. SEC. SCHOOL DHIGARIYA (DAUSA) RAJ.
Address (Res.	VYAS BHAWAN, C - 35 PANCHAYAT SAMITI ROAD DAUSA (RAJ.) 303303
Phone	Off._____ Res._____
Fax	
Official Email:	
Personal Email:	rajeev_dsa @ yahoo.co.in
Mobile #	09460760930

(Signature of the Participant)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	ANUJ KUMAR GAUTAM
Designation	DURCC South.
State / District Name	DELHI / Distt. - South.
Address (Off)	SSA office,
	DIET Moti Bagh.
	Distt. South. Delhi.
Address (Res.	H.No-122 C, Gali No- 9,
	Kanti Nagar Ext.
	East Delhi - 51
Phone	Off. 01124107584 Res. 07827876783
Fax	NIL
Official Email:	South moti bagh @ gmail.Com.
Personal Email:	gautam.anuj kumar.6@gmail.C
Mobile #	9571329859

21/11/2011

(Signature of the Participant)

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WORKSHOP CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters) युगल बिहारी शर्मा YUGAL BIHAREE SHARMA

Designation अतिरिक्त जिला परियोजना समन्वयक A.D.P.C.

State / District Name राजस्थान सवाई माधोपुर Rajsthan Sawai Madhopur

Address (Off) रा.मा.शि.अभियान Rastreeya Madhyamik Shiksha
रा.मा.वि. मानटाउन परिसर Abhiyan, Govt. Sec. School Compoun
behind Colloctorate
कलेक्ट्रेट के पी छे- सवाई माधोपुर Sawai Madhopur(Raj

Address (Res. 1/124 शिवाजी नगर 1/124 Shivaji Nagar
सवाई माधोपुर (राज.) Sawai Madhopur-Raj.
पिन - 322021

Phone Off. 0746 - 224388 Res. 9414727011

Fax 07462-221430

Official Email: adpcrmsasm@gmail.com

Personal Email: yugal629@gmail.com.

Mobile # 09414727011 - 09887077011

29.99.2099
(Signature of the Participant)

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**WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND
IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.**

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters) MAN MOHAN DADHICH

Designation PRINCIPAL

State / District Name Delhi state

Address (Off) S.S.A. UEE Mission.
Directorate of Ed,
Lucknow Road. N. Delhi

Address (Res. C-58 fateh Nagar
New-Delhi 110018

Phone Off. 23810508   Res. 9313542950

Fax

Official Email: Same as below

Personal Email: Jagseetkaus Bindra @.G.Mail.

Mobile # 9313542952,

(Signature of the Parti

(Signature of the Participant)

Kindly fill the Registration form clearly, and hand over to our representative/Co-or
(this will enable us to correspond with you). (EMAIL ADDRESS AND MOBIL
IS COMPULSORY)

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VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters)	SHIV CHARAN LAL MEENA
Designation	A.D.P.C.
State / District Name	BARAN RAJASTHAN
Address (Off)	D.E.O SECONDARY BARAN RAJASTHAN
Address (Res.	—
Phone	Off. 07453-230601 Res. —
Fax	07453-230233
Official Email:	—
Personal Email:	—
Mobile #	9413171519
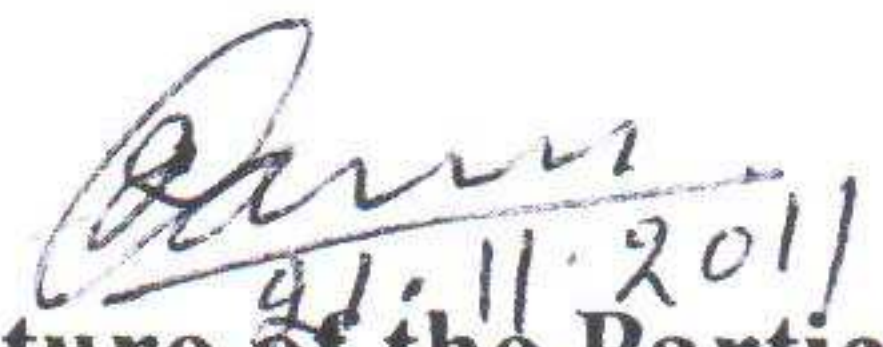
(Signature of the Participant)

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- *Scope Complex Lodi Road, New Delhi*

Name (in block letters) JAGJEET KAUR.

Designation Co-ordinator SC-ST. Minorities Delhi state

State / District Name Delhi state

Address (Off) S.S.A. UEE Mission.
Directorate of Ed.
Lucknow Road. N.Delhi-54,

Address (Res. C-58 fateh Nagar
New-Delhi 110018.

Phone Off. 2381058   Res. 9313542952.

Fax

Official Email: Same as below

Personal Email: Jagjeetkaur Bindra @.G.Mail. com.

Mobile # 9313542952.

(Signature of the Participant)

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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 AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	SAVITA KALRA
Designation	DURCC Distt West Delhi
State / District Name	Distt west State-Delhi
Address (Off)	Deputy Director of Edu. Karampura New Delhi-15
Address (Res.	43, Harsh VIHAR New Delhi
Phone	Off. _____ Res. 27021462
Fax	
Official Email:	Distt west district westssa@gmail.com
Personal Email:	
Mobile #	9910890672

Skalra
(Signature of the Participant)
21·11·2011

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Technical Support Group
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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	GOPAL LAL MEENA
Designation	A.D.P.C
State / District Name	KOTA RAJASTHAN
Address (Off)	~~DE~~ DISTIC EDUCATION OFFICE SECONDARY GUMANPWR KOTA
Address (Res.	3|294 SWAMI VIVEKANAND NAGAR KOTA RAJASTHAN.
Phone	Off. 07442390250 Res. 9413424422
Fax	
Official Email:	~~AD~~ adpcrmsakota.@Gmail.com.
Personal Email:	—
Mobile #	9413424422

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

EdCIL (India) Ltd.
Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

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WORKSHOP/ CAPACITY BUILDING PROGRAMME ON PLANNING AND IMPLEMENTATION OF RMSA AT DELHI on 21st & 22nd Nov., 2011.

VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)   JYOTI KALRA

Designation   DURCC D&H NEW DELHI

State / District Name   DELHI

Address (Off)   OFFICE OF THE DURC
Sarvodhya Vidhyalaya Malcha
Marg.

Address (Res.   B-001 Golf Enclave
Sec-21-C Faridabad

Phone   Off._____ Res. 9873341031

Fax
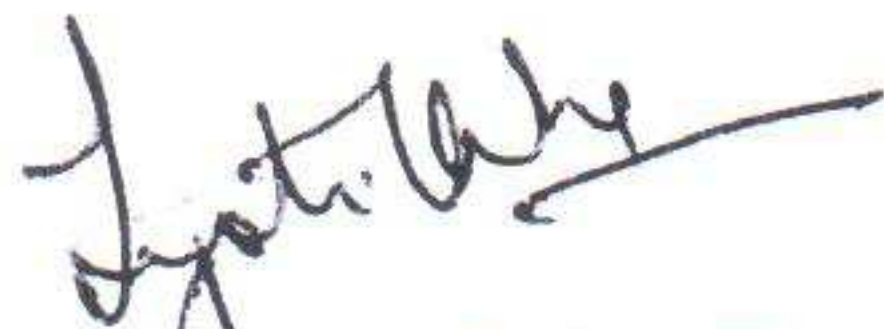
Official Email:

Personal Email: bhuppesh-j @ yahoo.co.in

Mobile #   9873341031

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). **(EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)**

ANNEXURE-I N.DELHI - WORKSHOP

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Technical Support Group
Rashtriya Madhyamik Shiksha Abhiyan

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VENUE :- Scope Complex Lodi Road, New Delhi

Name (in block letters)	MRS SONIA DEVGUN
Designation	DURCC- North
State / District Name	Delhi - North
Address (Off)	DDE office North LUCKNOW ROAD TIMARPUR Delhi-54
Address (Res.	130, VIGYAN VIHAR DELHI- 92
Phone	Off. — Res. 43074463
Fax	—
Official Email:	disttnorth @ gmail.com
Personal Email:	devgunsonia @ gmail.com
Mobile #	9910677590

21/11/11

(Signature of the Participant)

Kindly fill the Registration form clearly and hand over to our representative/Co-ordinator (this will enable us to correspond with you). (EMAIL ADDRESS AND MOBILE NO. IS COMPULSORY)

ANNEXURE-V
Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Access and Participation : Approach and strategy

PRESENTED BY:

M. K. MISHRA

1

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 <u>available, accessible and affordable</u> to all young persons in the age group of 14-18 years.

- To provide secondary school within a <u>reasonable distance of any habitation, which should be 5 kms. for secondary schools</u> and 7-10 kms. for higher secondary schools.

- Ensure <u>universal access of secondary education by 2017 (GER of 100%)</u>,and

- <u>Universal retention by 2020</u>.

3

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 <u>proximate location, efficient and safe transport</u> arrangements/<u>residential facilities</u>, depending on local circumstances including <u>open schooling</u>.

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 <u>access to secondary schools</u>. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status.

- **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	1. Conservative attitude of parents towards secondary education 2. Conservative attitude towards girls education
Economic	1. Poverty of parents 2. Less financial provision in the budget
Political	1. Local politics in respect of opening of new school

ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER
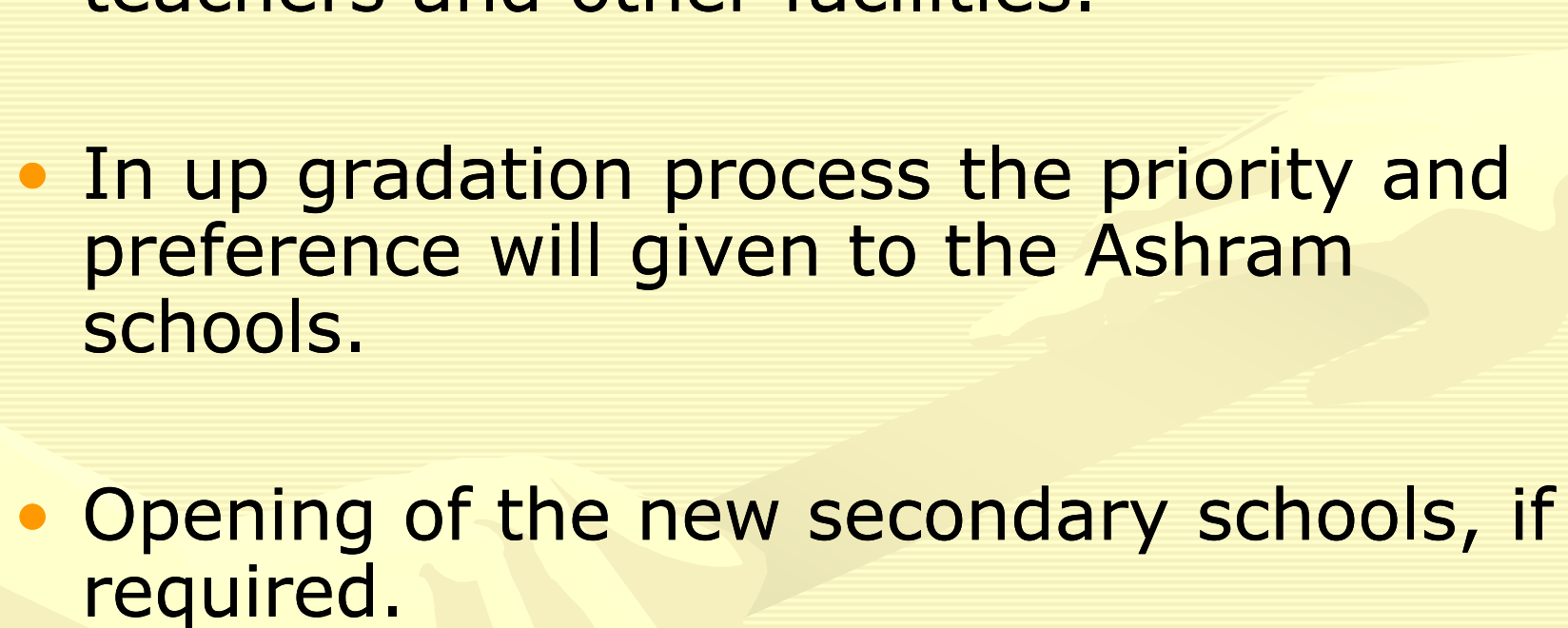
Area	Challenges/problems
Educational	1. Uninspiring methods of teaching 2. Defective curriculum
Geographical	1. Inaccessible areas 2. Small and scattered habitations 3. Particularly in tribal and hilly areas
Administrative	1. Lack of suitable admission policy 2. Inequality of educational opportunity

13

IMPROVING ACCESS- Stretegy

- 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 <u>subject teachers</u> 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 <u>spatial and demographic dimensions</u> into the educational planning process.

- Location of <u>educational facilities depends on the norms and standards prescribed</u> 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	School Mapping
• Continues process repeated every year.	• One time activity
• Habitation/Village based.	• Block based/Cluster based.
• Does not strictly adhere to any norm.	• Based on certain norms.
• Process oriented it also ensure that local level capacity is developed.	• Norm based activity deals with creation of educational facilities.
• Focus on issues pertaining to process and outcomes both at local level.	• Focus on inputs provision.
• Successes more on non financial resources.	• It estimates are extent of financial resources reduced to provide educational facilities.
• Deals with optimum utilisation of resources.	• Deals with optimum allocation of resources.
• Large no of villagers are to be trained.	• Selected group of people are trained.
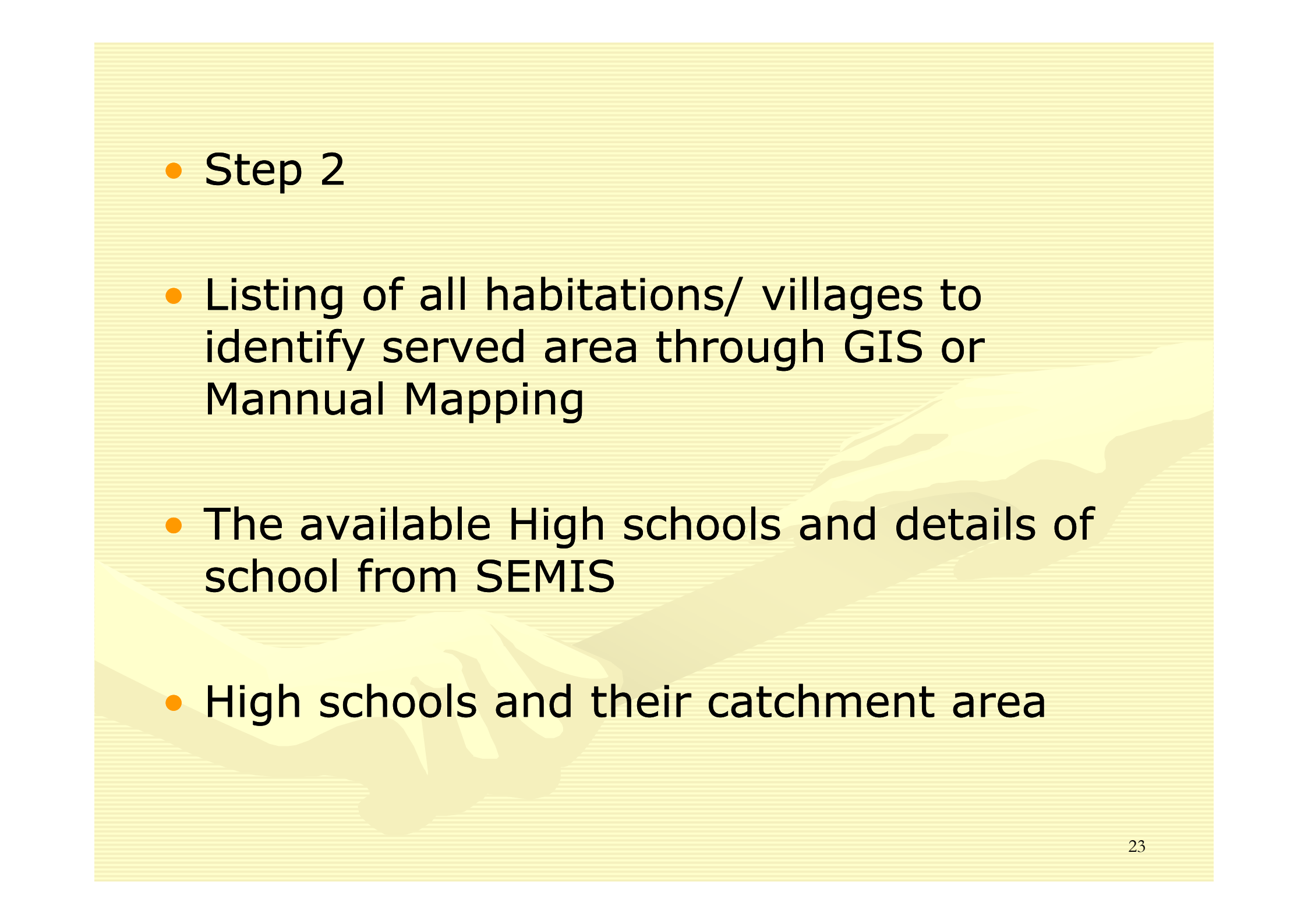
Major Objectives

❖ 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 Mannual 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

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 /Corpopration / 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 .(AEEO/AAEEO/DEO/ Chief Educational Officer/ Dist. Prog. Coordinator)

ANNEXURE-VIII

ORIENTATION ON

PLANNING FOR CIVIL WORKS

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
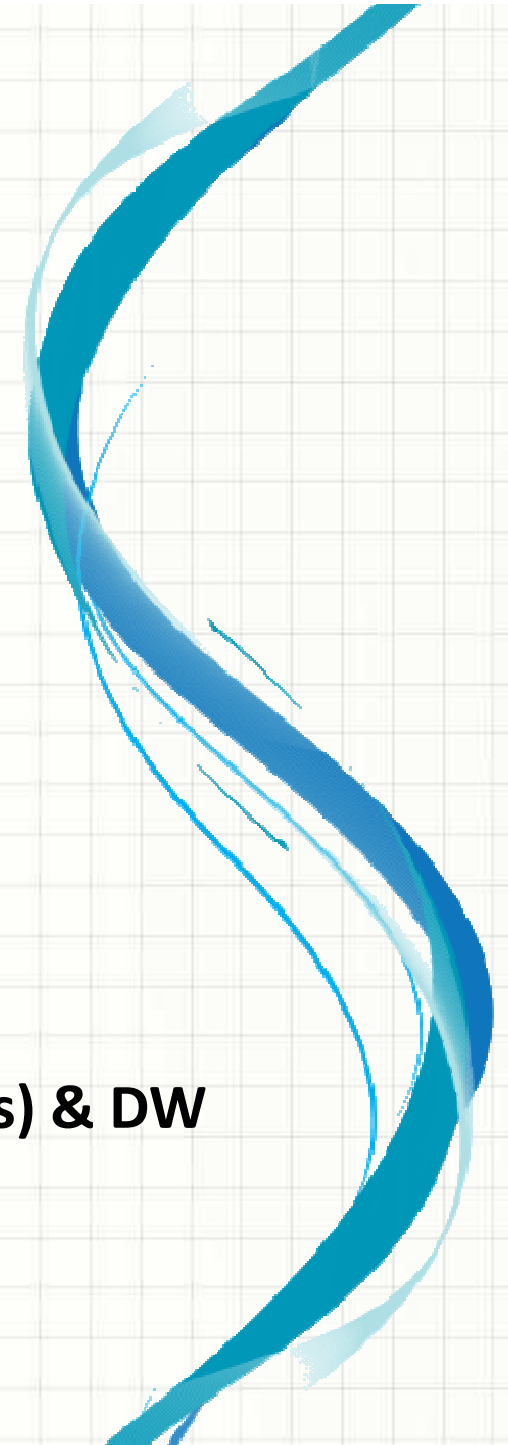
New Work (CONTD.)

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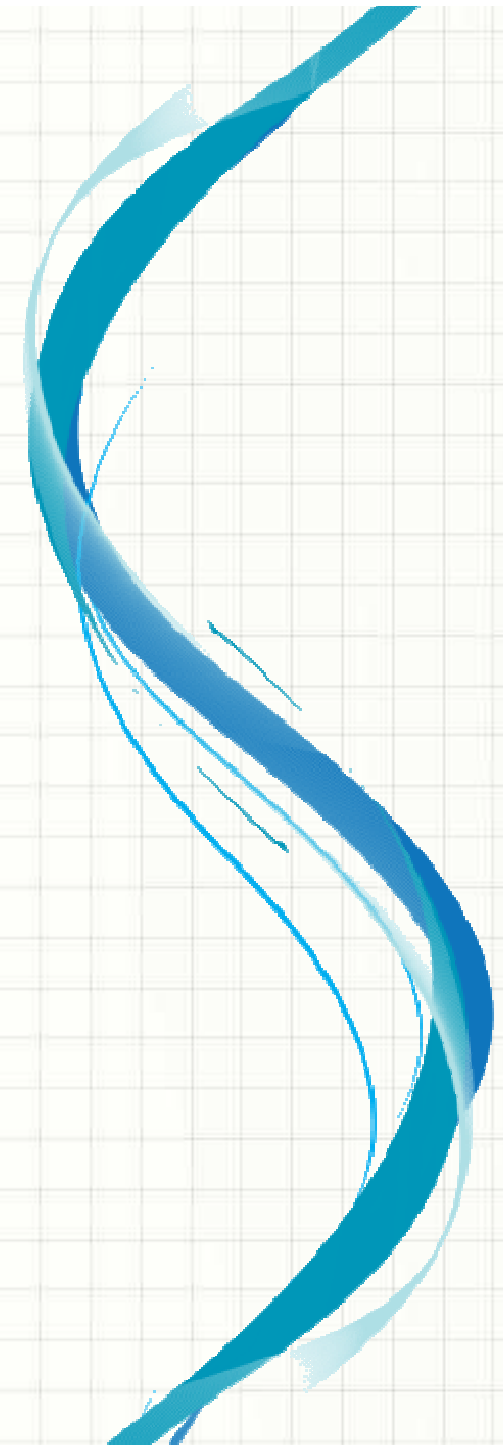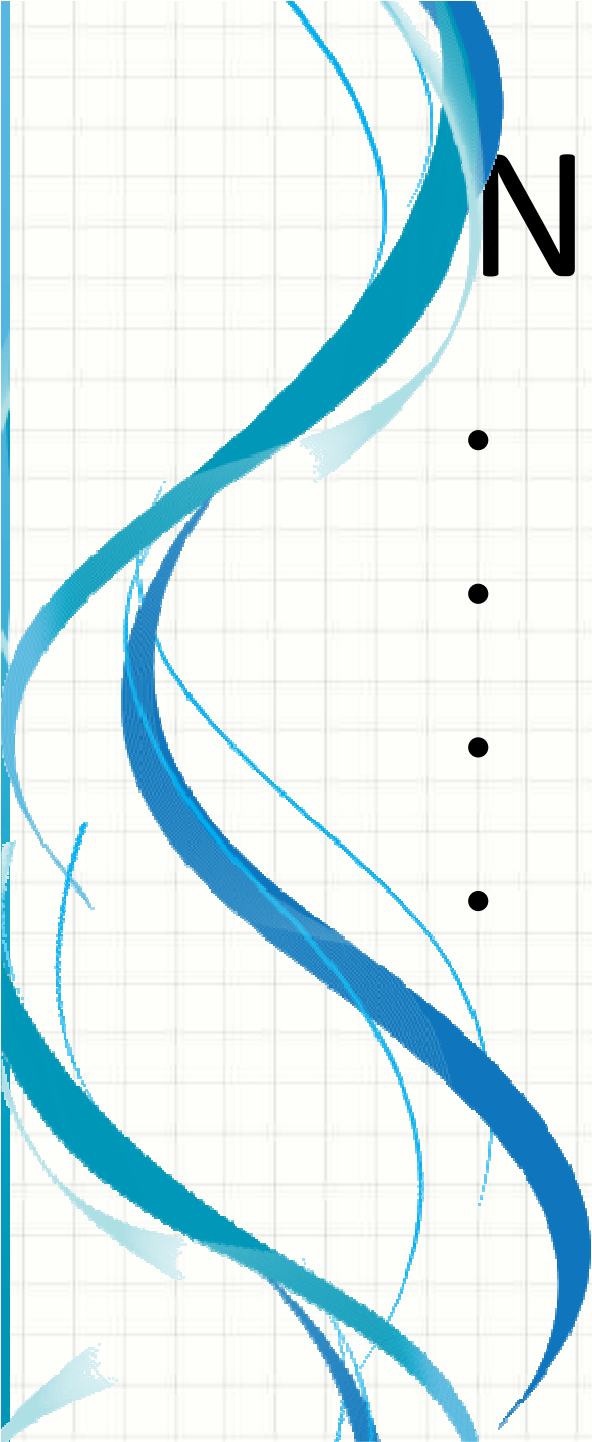
New Work(CONTD.)(right now not allowed)

- For Higher Secondary Three lab for science subjects.
- ICT Resource room and library may be housed in one big room   r
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 Constructions	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 Constructions	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 Constructions	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 Constructions	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 Constructions	Cost (Rs. In Lakh)	Remarks
10.	Repairing & Rennovation	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.**

- **<u>Reg. Major Repair</u>**

> 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
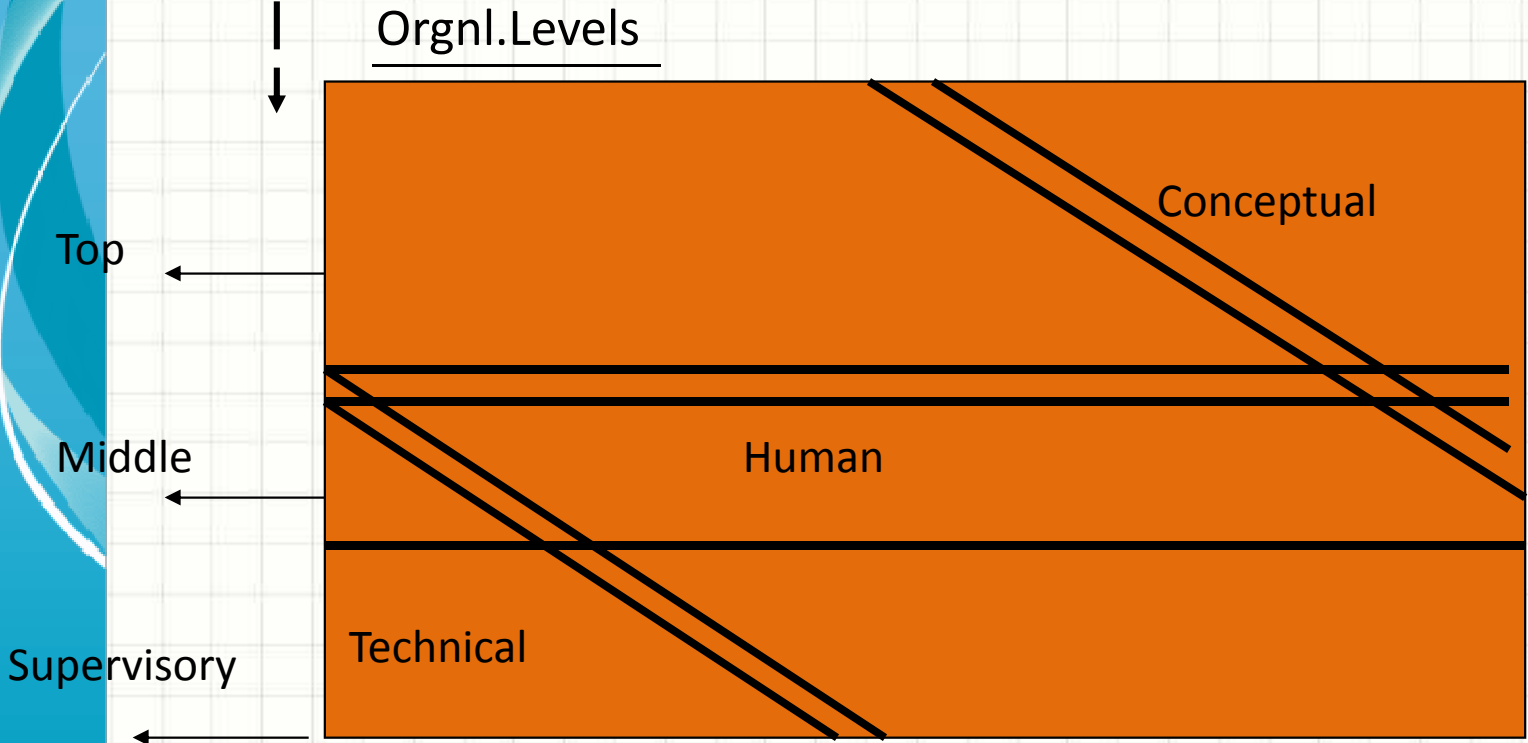
Knowledge and Skill vary with organizational Levels

The various steps in financial analysis are as follows:

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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ DEVELOP          │   │ DEVELOP GENERAL  │   │ DEVELOP PLAN FOR │
│ CONSTRUCTION PLAN│   │ AND              │   │ EXECUTION        │
│                  │   │ ADMINISTERATIVE  │   │                  │
│                  │   │ PLAN             │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘
         ▲                      ▲                      ▲
         └──────────────────────┼──────────────────────┘
                                │
                    ┌───────────────────────────┐
                    │ ESTIMATE TOTAL PROJECT COST│
                    └───────────────────────────┘
                                │
                                ▼
                    ┌───────────────────────────┐
                    │ ESTIMATE FINANCING NEED    │
                    └───────────────────────────┘
                                │
                                ▼
                    ┌───────────────────────────────┐
                    │ PREPARE PROFORMA INCOME        │
                    │ STATEMENT                      │
                    └───────────────────────────────┘
                                │
                                ▼
                    ┌───────────────────────────────┐
                    │ EVALUATE PROJECT FEASIBILITY   │
                    └───────────────────────────────┘
                                │
                                ▼
         ┌─────────────────────────────────────────────┐
         │ DOES PROJECT SATISFY INVESTMENT DECISION     │
         │ CRITERIA?                                    │
         └─────────────────────────────────────────────┘
          NO  ↙                                  ↘  YES
   ┌──────────────┐                    ┌────────────────────────────┐
   │ TERMINATE    │                    │ ANALYZE PROJECTIONS OF     │
   │              │                    │ OPERATING CONDITIONS       │
   └──────────────┘                    └────────────────────────────┘
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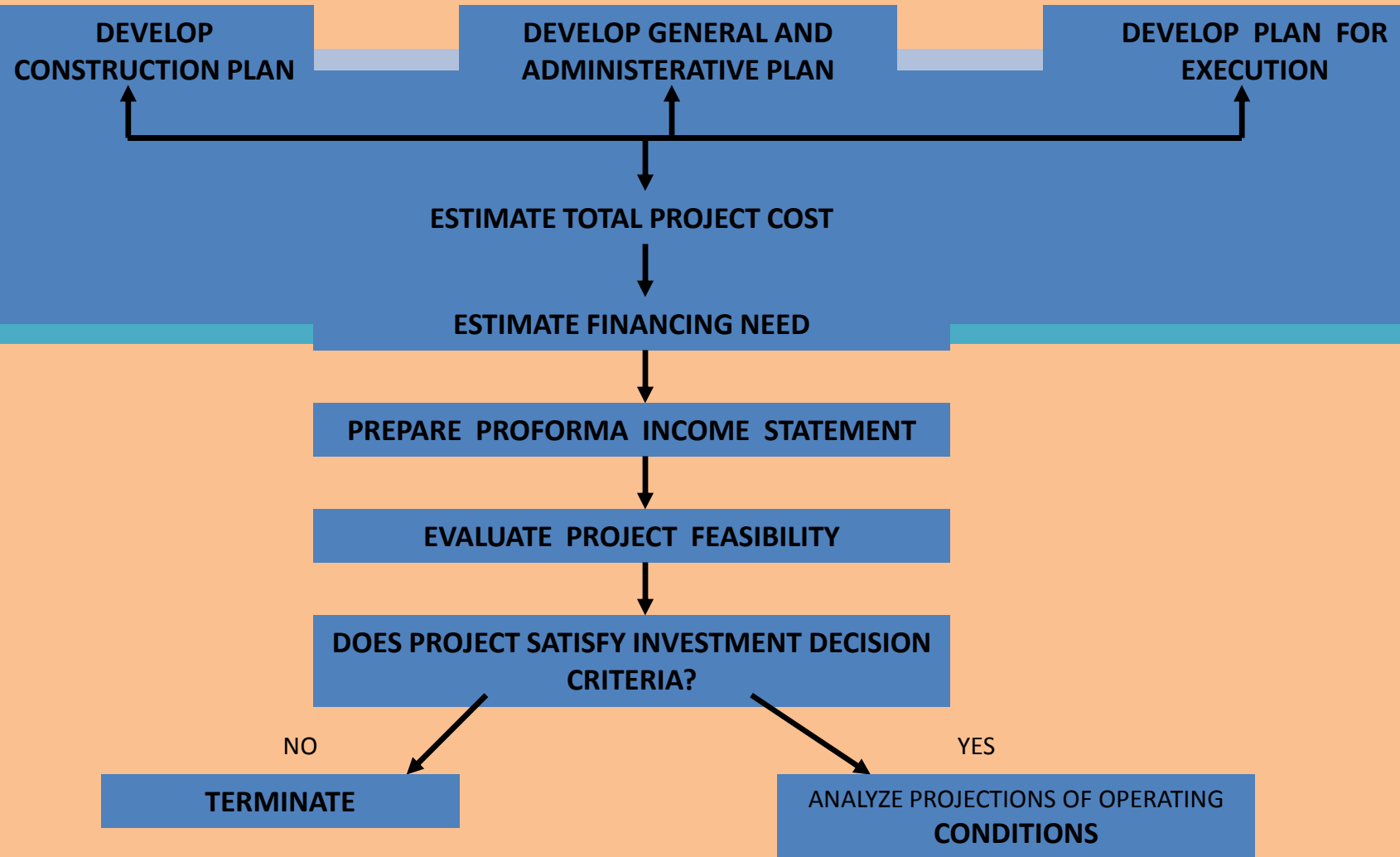
Summary

- 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-IX

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,STand 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 Champaign.**
- **Publicity materials e.g., Posters, Hand outs Mailers, Advertisements, T.V. spots**
- **Motivation camps.**

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                    ┌─────────────────┐
                    │      MAJOR       │
                    │     SCHEMES      │
                    └─────────────────┘
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SSA	Girls Hostels	KGBV

| Rs. 15.00 lakh for each district per year under Innovations and free textbooks | As an additional support for education of under privileged/disadvantaged girls, but a separate hostel scheme | 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 8th -10th with NIOS, Drop out girls of 8th 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	■ 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	■ 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	■ 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

15

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-XII
BUDGETING OF AWP & FINANCIAL MANAGEMENT

Rashtriya Madhyaimk Shiksha Abhiyan

Planning And Budgeting

Planning
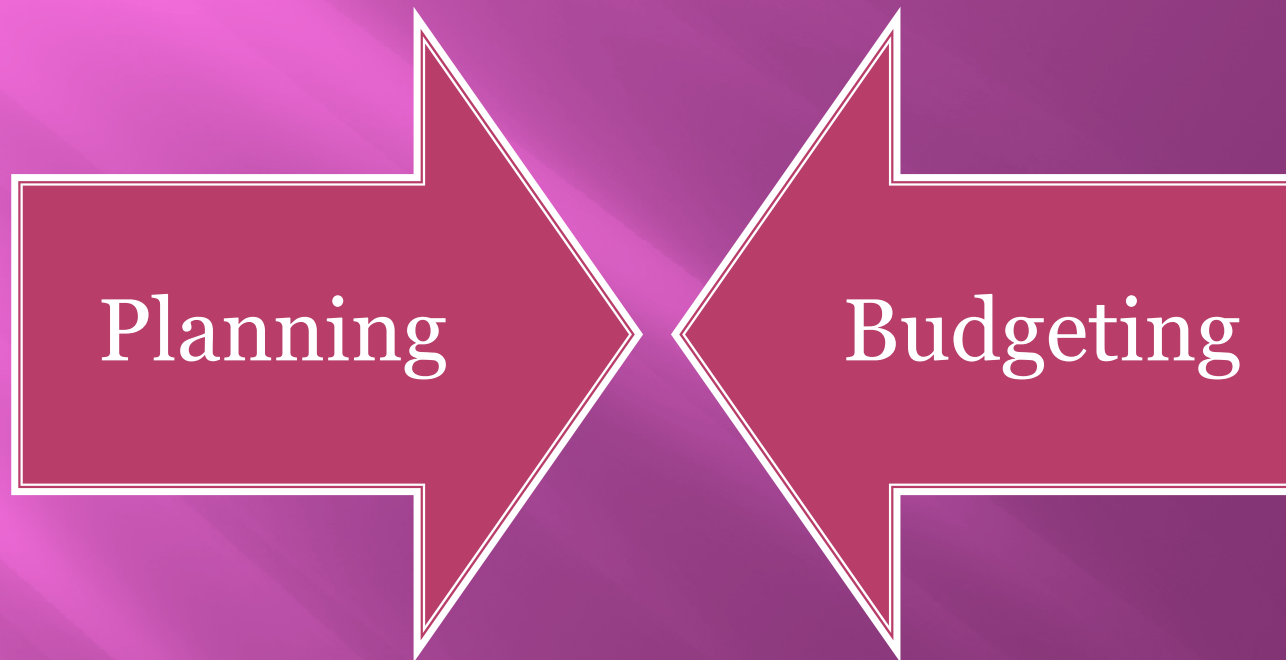
Budgeting

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%**

8

APPROVED OUTLAY FOR 2011-12

Head/Components	Bihar		Jharkhand	
	Outlay (Rs in lakh)	%	Outlay (Rs in lakh)	%
CW (New schools and Strenthening 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.
❖Regsiter 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-IX

Library & Documention

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-X
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
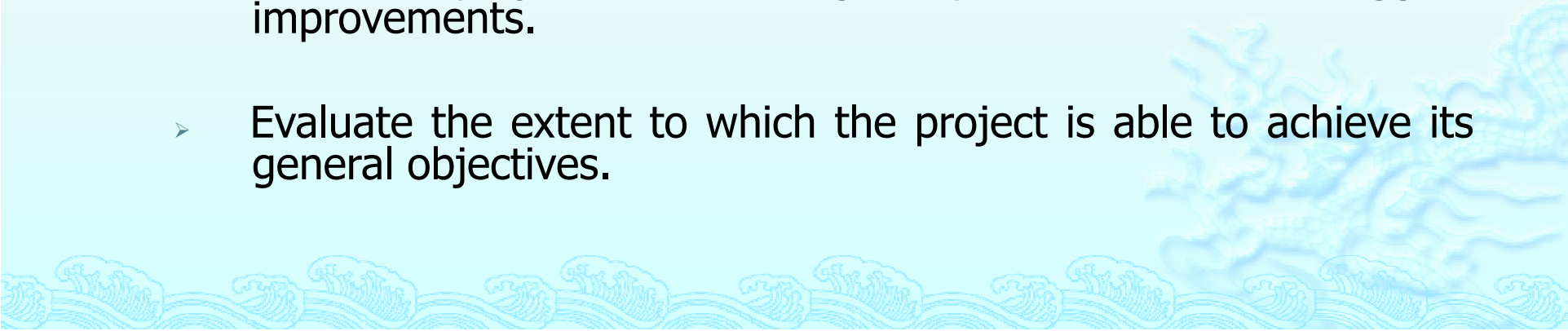
Importance of Evaluation

➢ 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
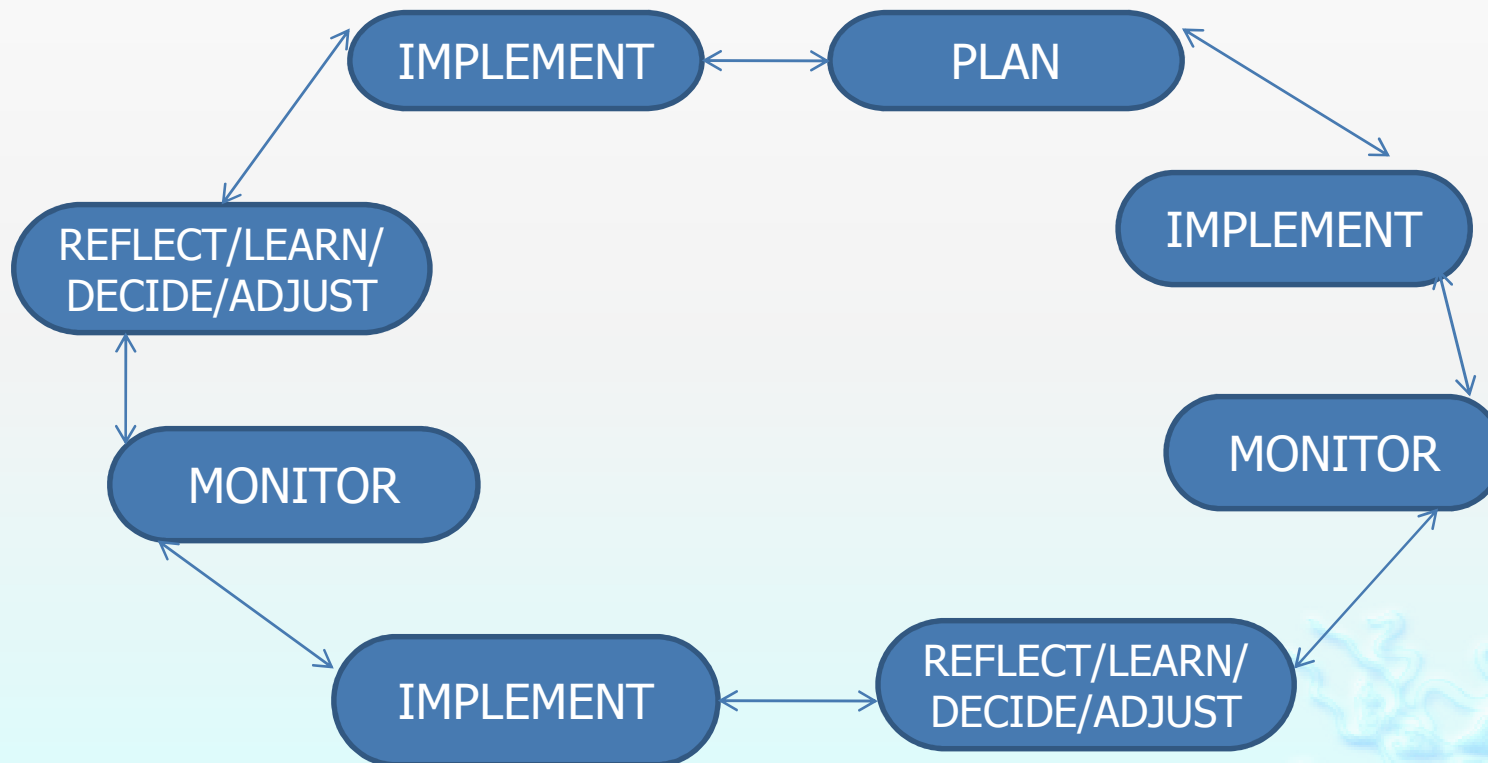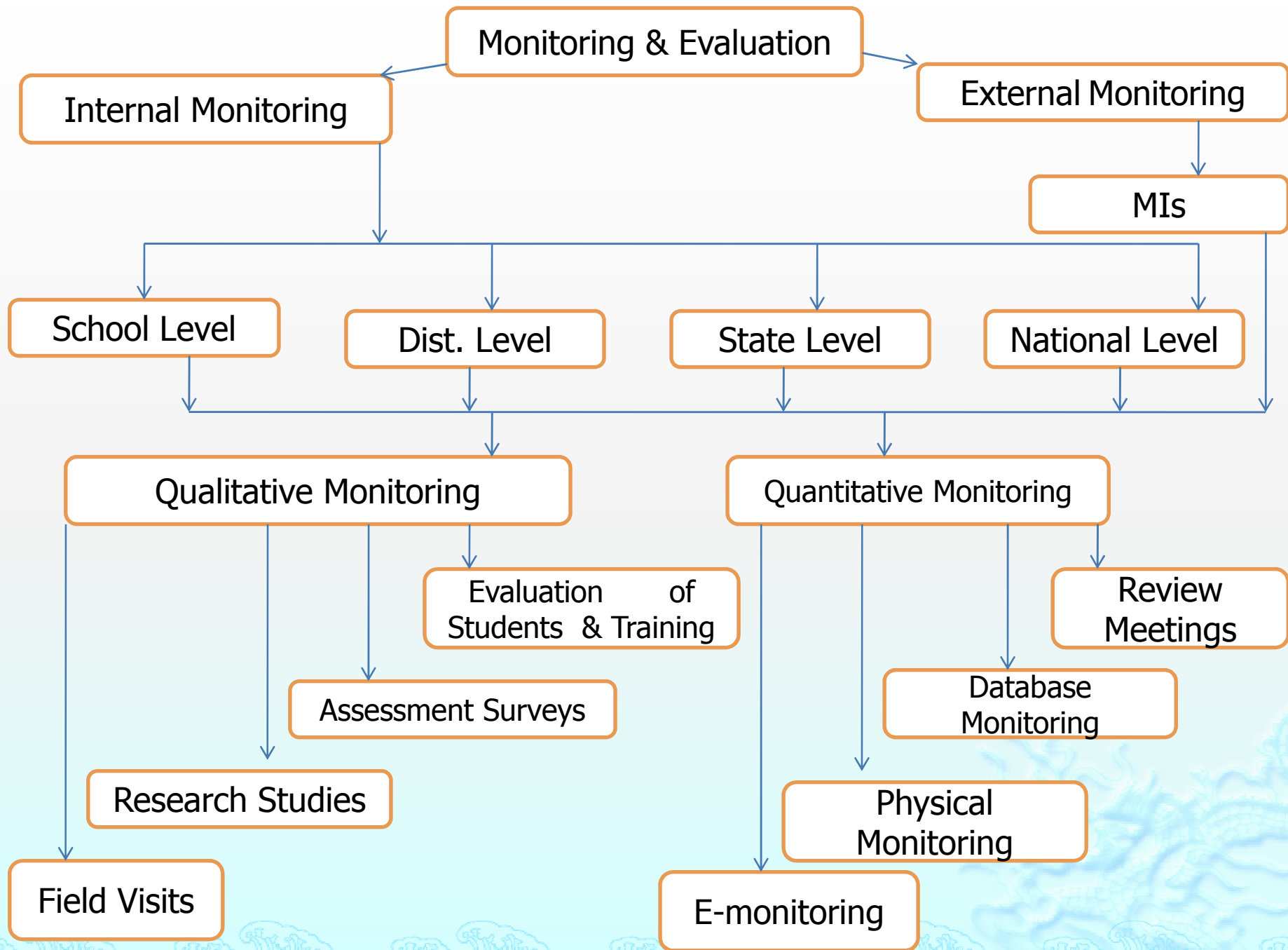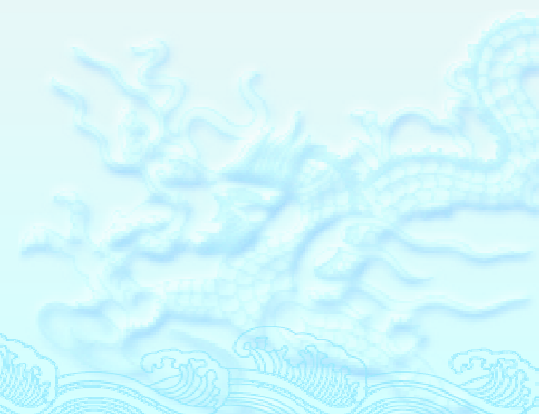
```
                        Monitoring & Evaluation

    Internal Monitoring                          External Monitoring

                                                          MIs

    School Level      Dist. Level      State Level      National Level

          Qualitative Monitoring              Quantitative Monitoring

                          Evaluation        of                    Review
                          Students  & Training               Meetings

                 Assessment Surveys                    Database
                                                       Monitoring

     Research Studies                              Physical
                                                   Monitoring

   Field Visits                          E-monitoring
```

Ann exure-1

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.

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'
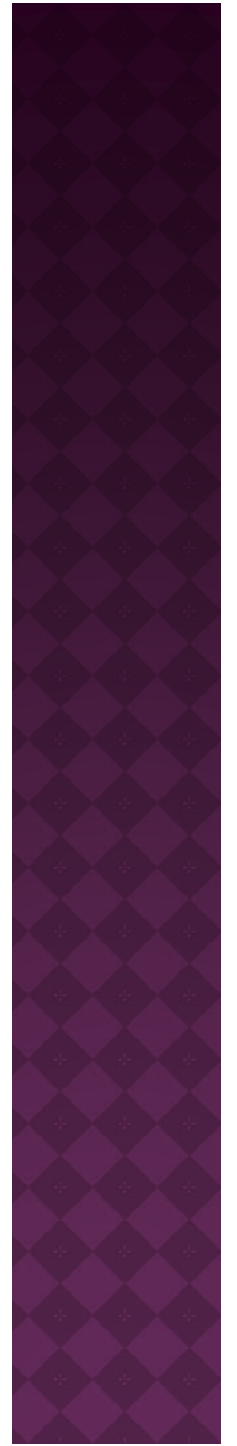
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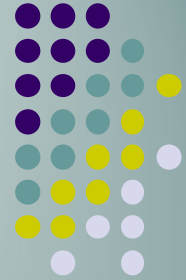
Procurement under RMSA

PROCUREMENT
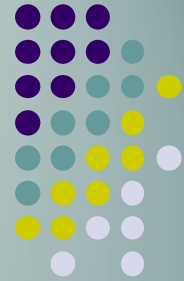
- Strictly follow procurement procedure prescribed in Chapter IX of the revised Manual on FM&P.

- Standard provisions mandatory for all procurements.

- Procurement procedure should be transparent, competitive, fair & to secure best value for money.

- All Procurement must be made through tenders, unless exempted under these rules.

- Invitation of competitive bids shall be open to all participants.

  Other condition being equal, the lowest tender should ordinarily be accepted

Points to be kept in view
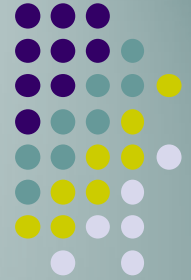
- **Identification of Needs.**
- **Requisition from users.**
- **Exists specific budget provision.**
- **Assessment of bulk requirement at the beginning of the financial year.**
- **Computer, Equipment, furniture, books etc in economic lots as per annual need.**
- **All purchases be made to the best advantage after comparison of competitive prices.**

PROCUREMENT
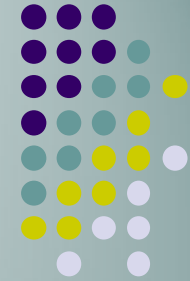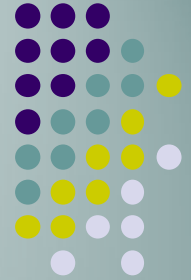
- **Strictly follow the levels of procurement provided in Financial Management & Procurement manual.**

  ➢**School level/SMDC**

  ➢**District level**

  ➢ **State level**

School/SMDC level
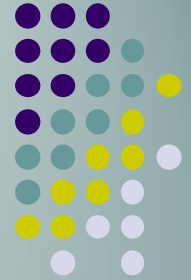
- ➢ **All civil works, related to Govt. Secondary Schools.**
- ➢ **Furniture in Govt. secondary schools.**
- ➢ **School library**
- ➢ **Teaching Learning Material**
- ➢ **School grant.**
- ➢ **Maintenance of school from maintenance grant.**
- ➢ **Teaching Learning Equipment for existing and upgraded secondary schools etc.**
- ➢ Community participation through SMDC is mandatory for all civil works.

District level

- Office equipment for DPC
- Office furniture for DPC
- Textbooks/other books/supplementary materials
- Computers and accessories
- Office contingencies
- Hiring of vehicles
- Maintenance of equipment and vehicles
- District level training and workshops
- Printing work
- Learning Enhancement Programme (LEP)

State level

- ➢ **Computers and its accessories**
- ➢ **Office equipment for SPO**
- ➢ **Office furniture for SPO**
- ➢ **Office contingencies**
- ➢ **Hiring of vehicles**
- ➢ **Maintenance of equipment and vehicles**
- ➢ **State level training and workshops**
- ➢ **Printing work**
- ➢ **Engagement of consultancy firms (service contract)**
- ➢ **Engagement of Auditors for external and internal audit**
- ➢ **Engagement of experts/resource persons**
- ➢ **Engagement of NGOs**
- ➢ **Learning Enhancement Programme (LEP).**
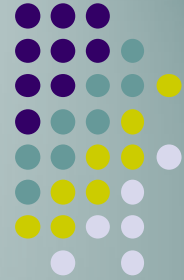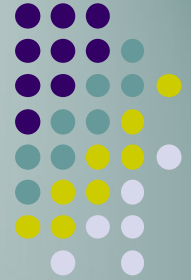
PROCUREMENT
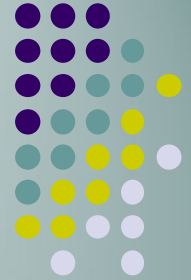
- **Prepare the Procurement Plan every year.**

- **Strictly follow financial ceiling prescribed for each method.**

- **States to prepare the annual procurement plan within one month of the approval of AWP&B by the PAB of RMSA.**

- **Linkage of all procurements with plan will be looked in audits, post review and concurrent review.**

- **It shall be ensured that the procurement is based on actual requirements.**

Method of Procurement

1. Open Tender

2. Limited Tender

3. Single Tender

4. Procurement without tender / quotation

OPEN TENDER

- **Items covered: Civil works construction.**
- **Steps**
  - **Preparation of tender documents**
  - **Notification / Advertisement;**
  - **Issue of tender documents;**
  - **Pre-bid Conference**
  - **Submission of tender documents;**
  - **Public opening of tender;**
  - **Evaluation;**
  - **Selection of lowest evaluated responsive tender based on post qualification;**
  - **Negotiation with L-1 should strictly be avoided.**
  - **Contract award; and**
  - **Contract performance**

Prescribe bidding documents covering :
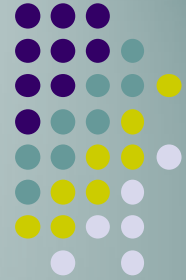
- **Documents user friendly, self contained, comprehensive, unambiguous and relevant to the objective of purchase.**
- **Schedule of requirements**
- **Bid form and price schedule**
- **Technical specifications**
- **Post qualification criteria**
- **Validity period**
- **Earnest money**
- **Signing of bids**
- **Pre-bid conference**
- **Submission of bids**
- **Opening of bids**
- **Evaluation criteria**

- **Negotiation with L1 should strictly be avoided.**
- **Award of contract**
- **Signing of agreement/contract**
- **Security deposit**
- **Retention money**
- **Payment terms**
- **Liquidated damages**

Repeat Orders

- **Quantity as per State procedure**
- **Place order within one month from the date of last supply**
- **Prices have since not reduced**
- **Purchases not made on urgent basis**

Rejection of all bids

- **Lack of competition**
- **Tenders not substantially responsive**
- **Obtain the approval of competent authority**

LIMITED TENDER
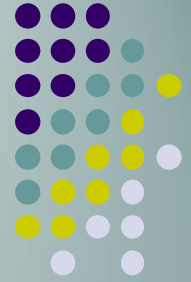
Items covered:

- goods including books, furniture
- teaching learning materials,
- school equipment,
- hiring of vehicles, and
- operation and maintenance of equipment

Invitation for quotations –

- Based on comparing price quotations obtained from several suppliers, usually at least 3 to ensure competitive prices.
- Issue a letter to the supplier to furnish the quotations for the required goods/equipment.

LIMITED TENDER

Invitation for quotations –

➢ **No need of publication of notification in the newspaper/website.**

➢ **Issue the request letters to suppliers on the State's approved list.**

➢ **The request letter should indicate description, specifications and quantity of the goods as well as desired delivery time and place.**

➢ **Only one quotation by each supplier.**

LIMITED TENDER
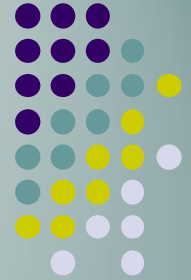
Bid Price

- Quote for the full quantity as described in the invitation letter.

- Include all duties, taxes and other levies payable by the Vendor/Supplier in the total price.

- The rates quoted by the Vendor/Supplier be fixed for the duration of the contract and not subject to adjustment on any account.

- The prices are quoted in Indian Rupee.

SINGLE TENDER

Followed in the case of

- articles specifically certified as of propriety nature; or
- manufactured by a particular firm;
- goods including books;
- teaching materials;
- school grant;
- hiring of vehicles; and
- operation and maintenance of equipment etc

Appropriate for

- Extension of existing contracts
- Standard equipment/spare parts for existing equipments from original supplier.
- Items obtainable from one source
- Early delivery
- In exceptional cases such as natural disaster.

WITHOUT TENDER / QUOTATION

- **Procurement of goods or group of goods estimated to cost the equivalent of the ceiling of State Govt.**

E- procurement
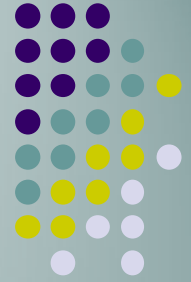
- The state societies can make use of NIC portal for e-procurement.
- E-procurement is paperless, time savvy, wide circulation, easy process. Therefore it is recommended that States which have so far not adopted E-procurement may process for use of NIC portal.
- Benefits of E-procurement :
- Paperless work
- Automation of the procurement transactions reduces human error, enhances the integrity of the data, brings in transparency to the Government procurements and facilitates standardization of process
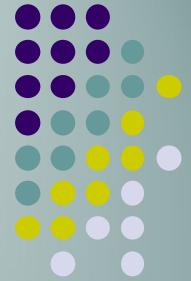
- The entire e-procurement process is designed to avoid human interface.
- Under e-procurement, tender documents containing all details are hosted on the web site.
- Improves internal efficiency within the departments shortened tender cycle times.
- Facilitates on line tendering based on internet technology to provide "any where any time".
- It allows equal opportunity to all vendors, bring transparency and ultimately reduce corruption.
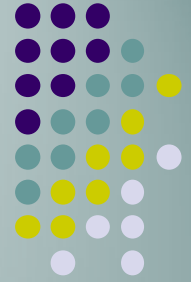
Conclusion

Through e-procurement purchases are made in a transparent, competitive and fair manner to secure best value for money. Public procurement procedure is also to ensure efficiency, economy and accountability in the system.

Thank You

SCHEDULE OF REGIONAL WORKSHOP/CAPACITY BUILDING ON PLANNING, APPRAISAL AND IMPLEMENTATION

Day 1: 21st NOV. 2011

09.30 – 10.00 hrs.	**Registration & Collection of Information**
10.00 – 10.50 hrs.	**Inaugural Session** ❖ Welcome Address by TSG/MHRD (5 min) ❖ Keynote Address-Joint Secretary/Director, MHRD (5 min) ❖ Introduction & objective of the Workshop (Altab Khan, 10 min) ❖ Planning, Plan Preparation and Priorities for AWP&B 2012-13 (35 min)
10.55 – 11:15 hrs.	**Tea Break**
Session 1 Progress, Issues & Suggestions against : SEMIS	
11:15– 12.00 hrs.	**Status of SEMIS: Challenges and Strategies – Rajeev Mehra** (45 min.)
Session 2: Progress, Issues & suggestions against Goal I -Acess	
12.00 – 12:45 hrs.	Overview of Goal I: Issues & Strategies (**Mr. Manoj Mishra** – 45 min.)
Session 3: Progress, Issues & Suggestions against: Quality & Teachers Training	
12.45 – 1 :30 hrs.	Strategies of Planning for Quality – **Mr. Alam/Beas Bhowmik** (45 min)
	LUNCH BREAK (2:00 – 2: 45)
	SESSION-4: EQUITY
2:45 – 3:15	**Revisiting Issues, Strategies and Planning for Equity including community mobilization/participation-Altab Khan** (45 min.)
Session 4: Progress & Constraint: Financial Management & Monitoring	
3 :15 – 4 :15	Review of AWP&BS based on PAB Approvals and Progress & Process of Funds flow – **Ms. Ishrat Jahan/Amita Singla**
Session 5: Monitoring under RMSA	
4: 15 – 6: 15 hrs.	Monitoring issues, strategies and constraints- **Ms. Babita Thakur**

Day 2: 22nd NOV. 2011

Session: 6 CIVIL WORKS	
10:00-11:00 hrs.	**Infrastructure**: Issues & Strategies– **Mr. Rupan Sehgal/Sushil Kumar** (45 min.)
11:00- 11:30 hrs.	Procurement & disbursement strategy at school, district & state level & its importance **– Mr. Harish Kumar**
	TEA BREAK (11:30 – 12:00)
12:00 – 1 :30 hrs.	**Briefing on Group work**
	Lunch Break (1:30 – 2:15 hrs.)
2:30 - 4:00 hrs	Discussions and Group work
4:00 -5:30 hrs	Presentations
5:30	**Valedictory**

ANNEXURE-VII

# IMPROVING

# QUALITY OF SECONDERY EDUCATION

UNDER

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN
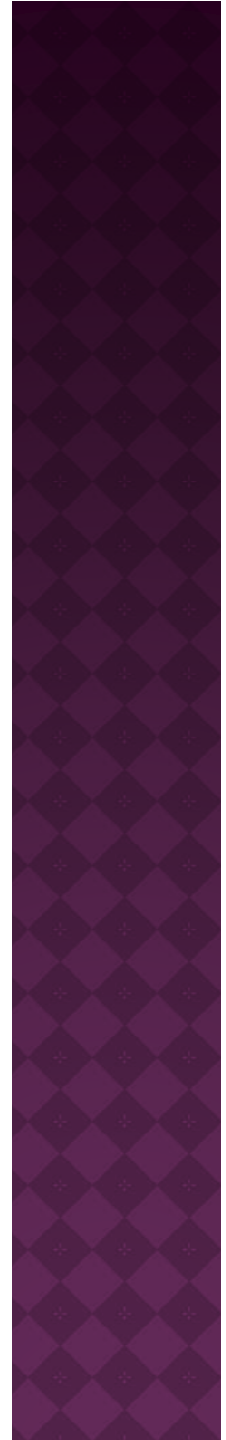
RMSA FRAMEWORK ON QUALITY

- 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
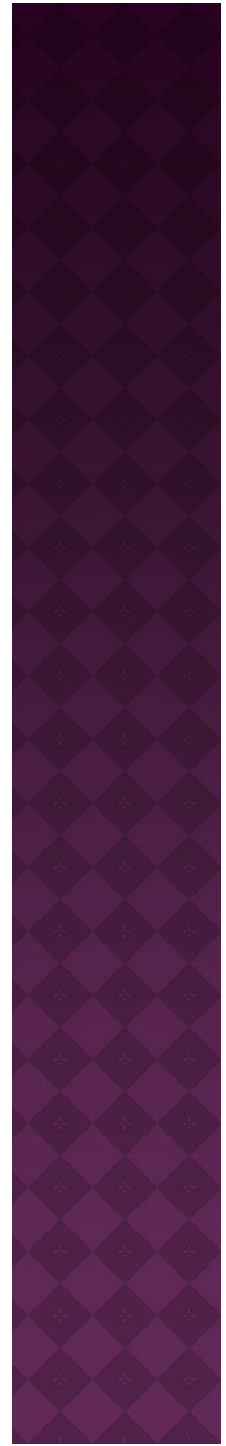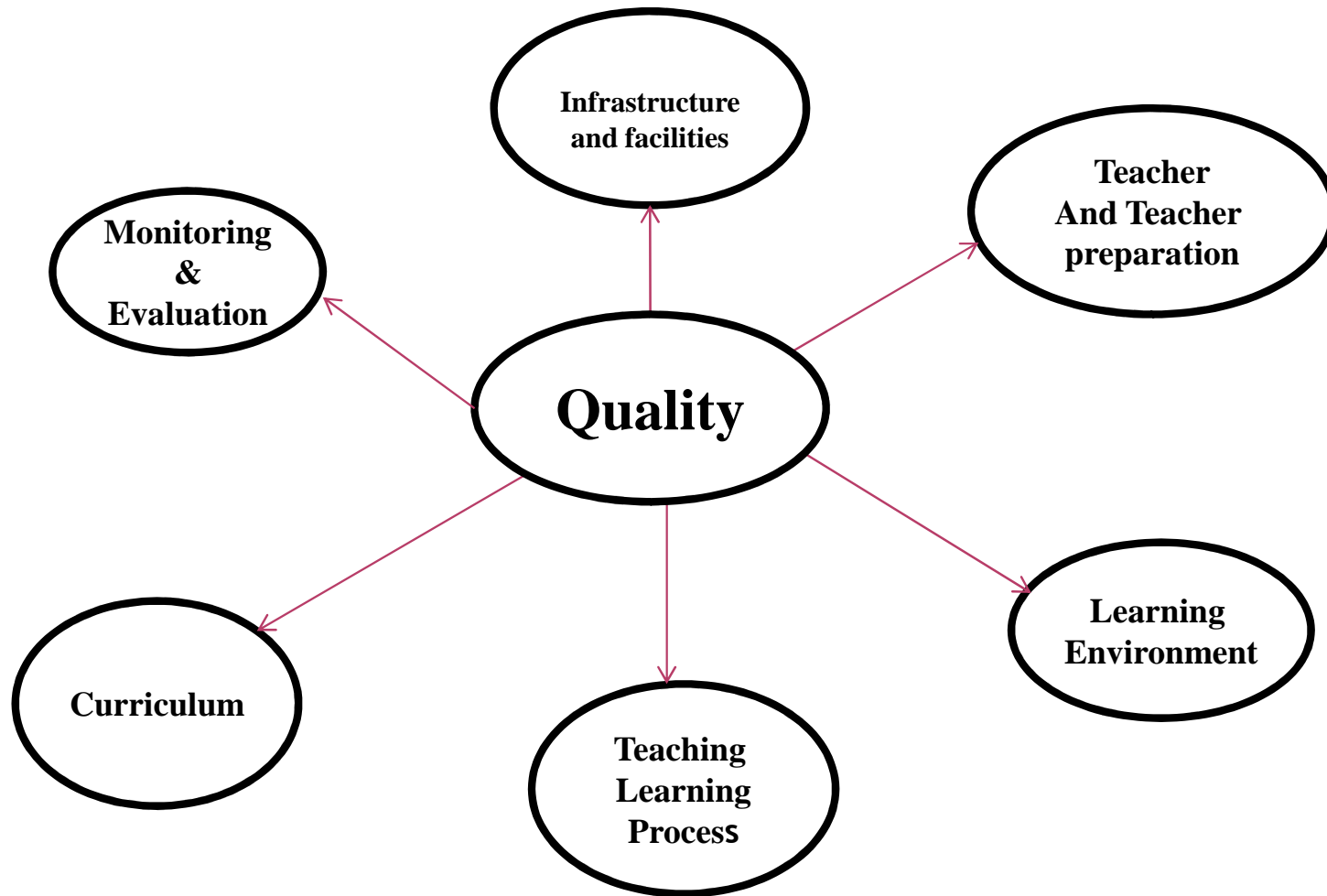
Infrastructure and facilities
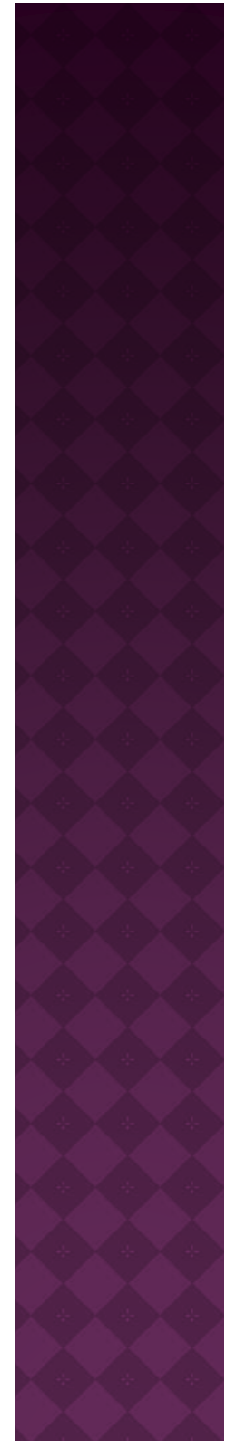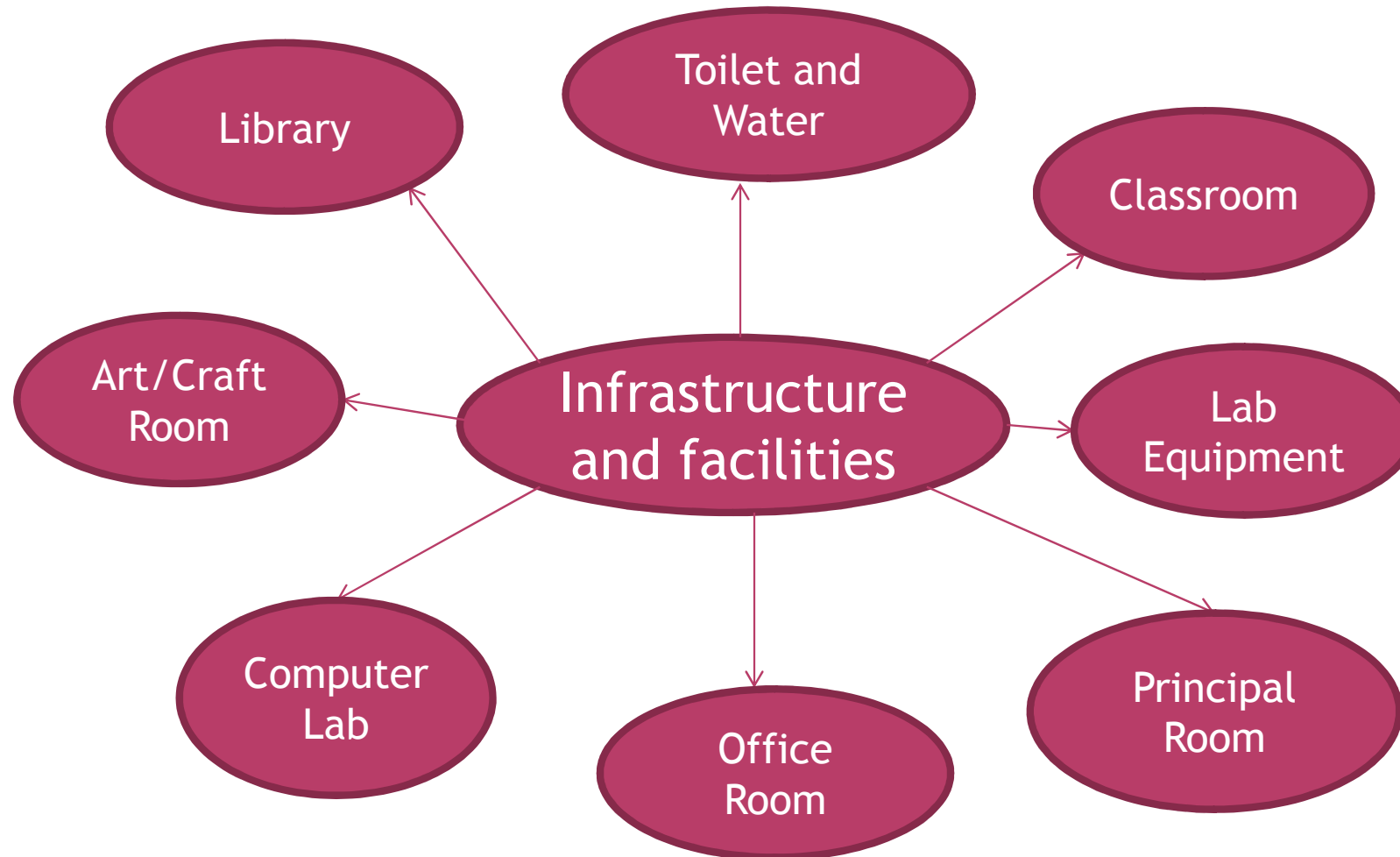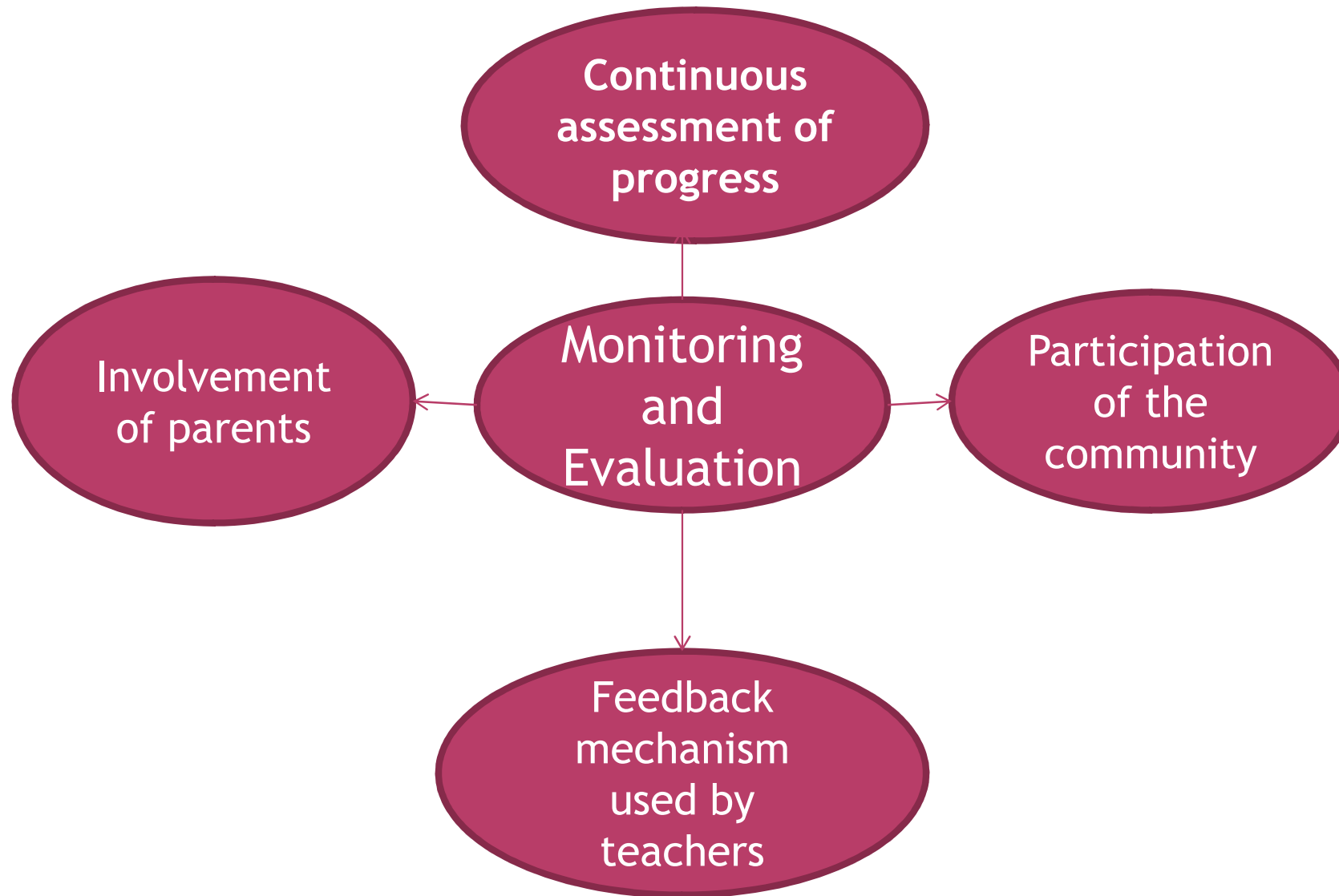
Teacher and Teacher Preparation
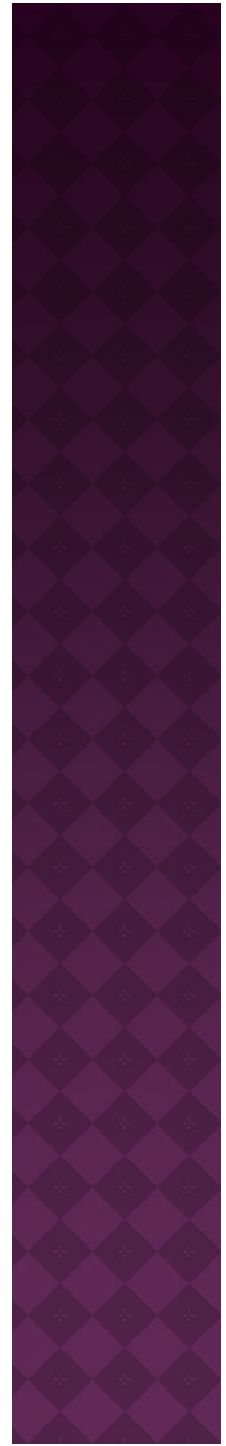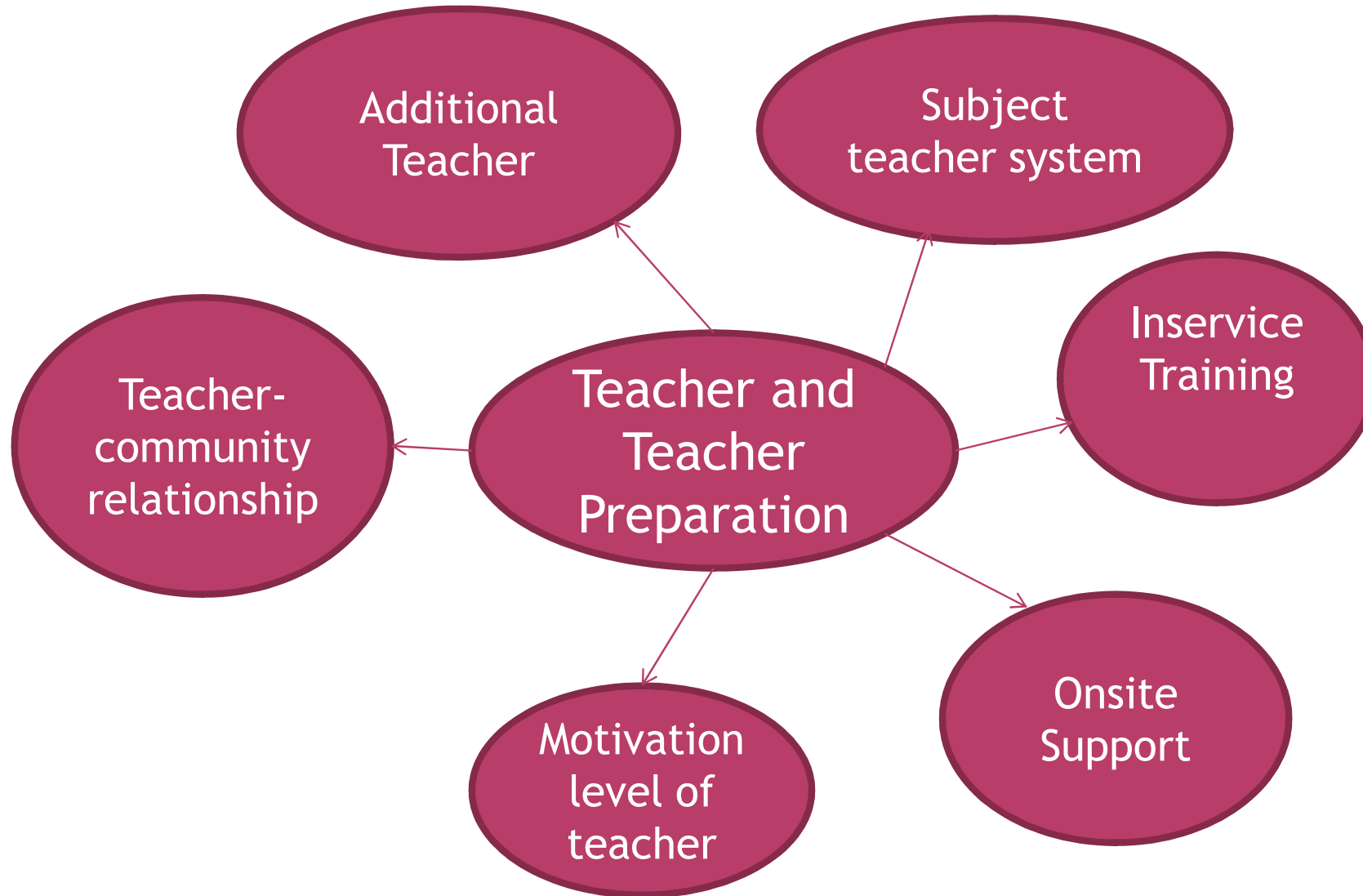
Learning Environment
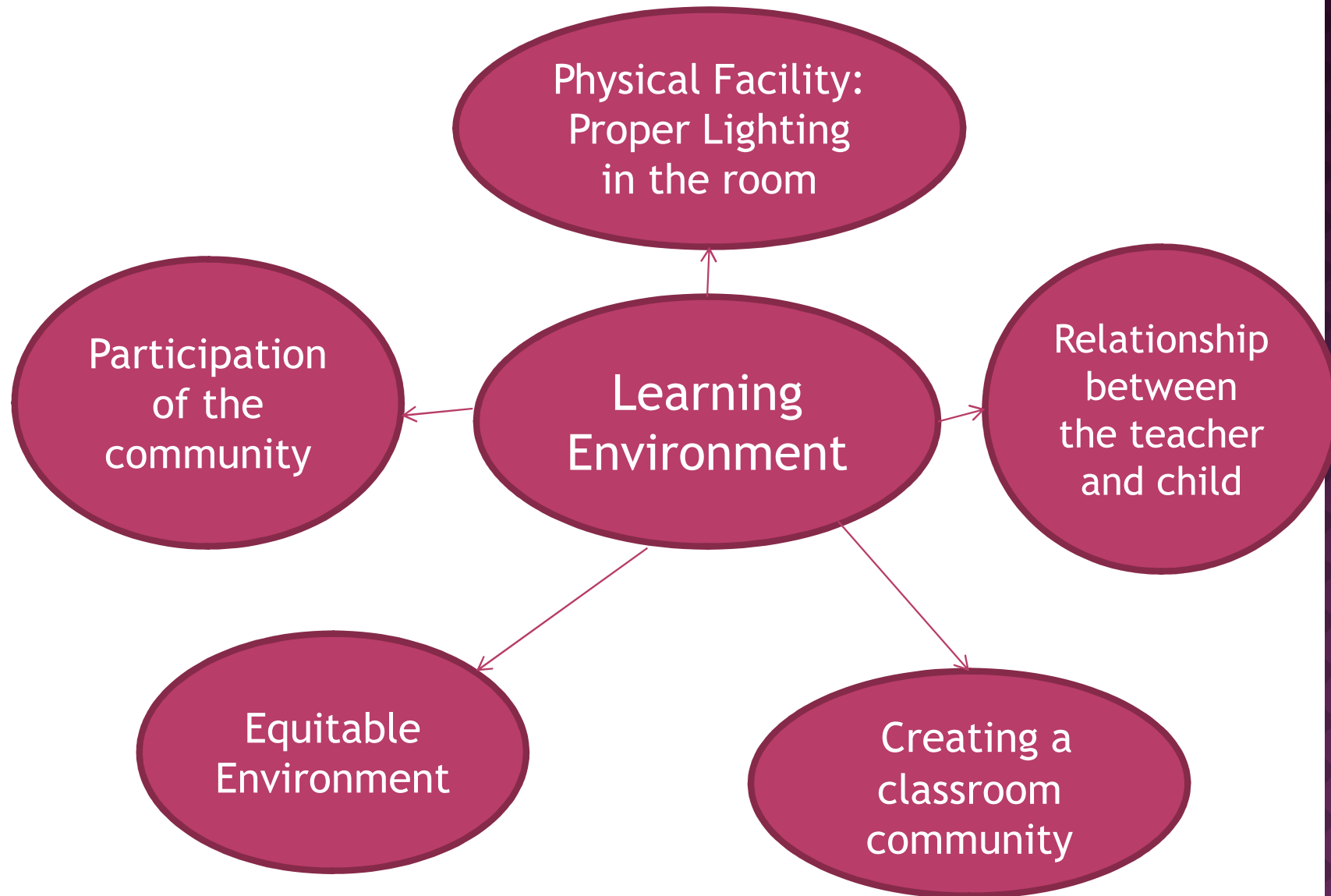
Teaching Learning process
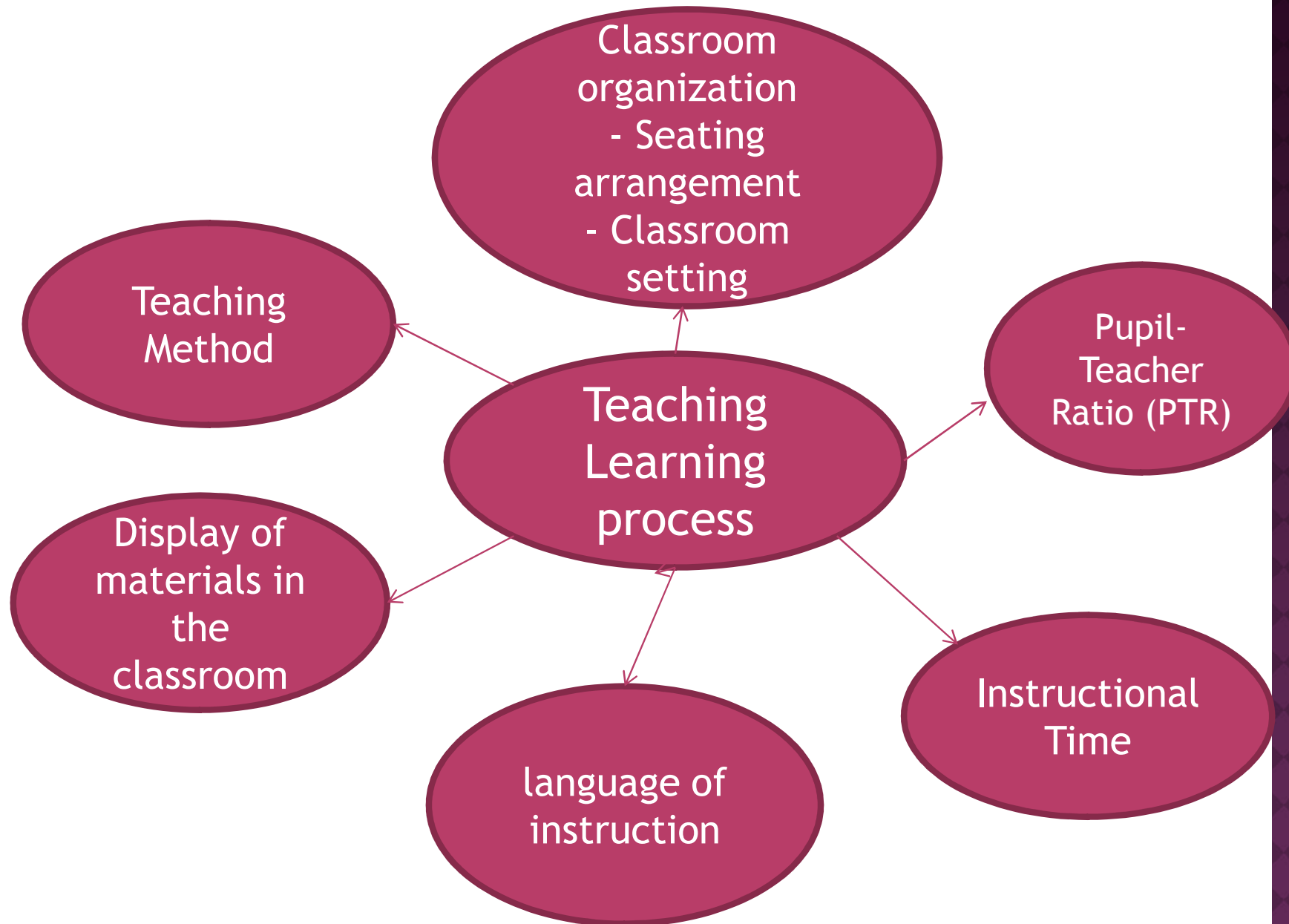
Curriculum
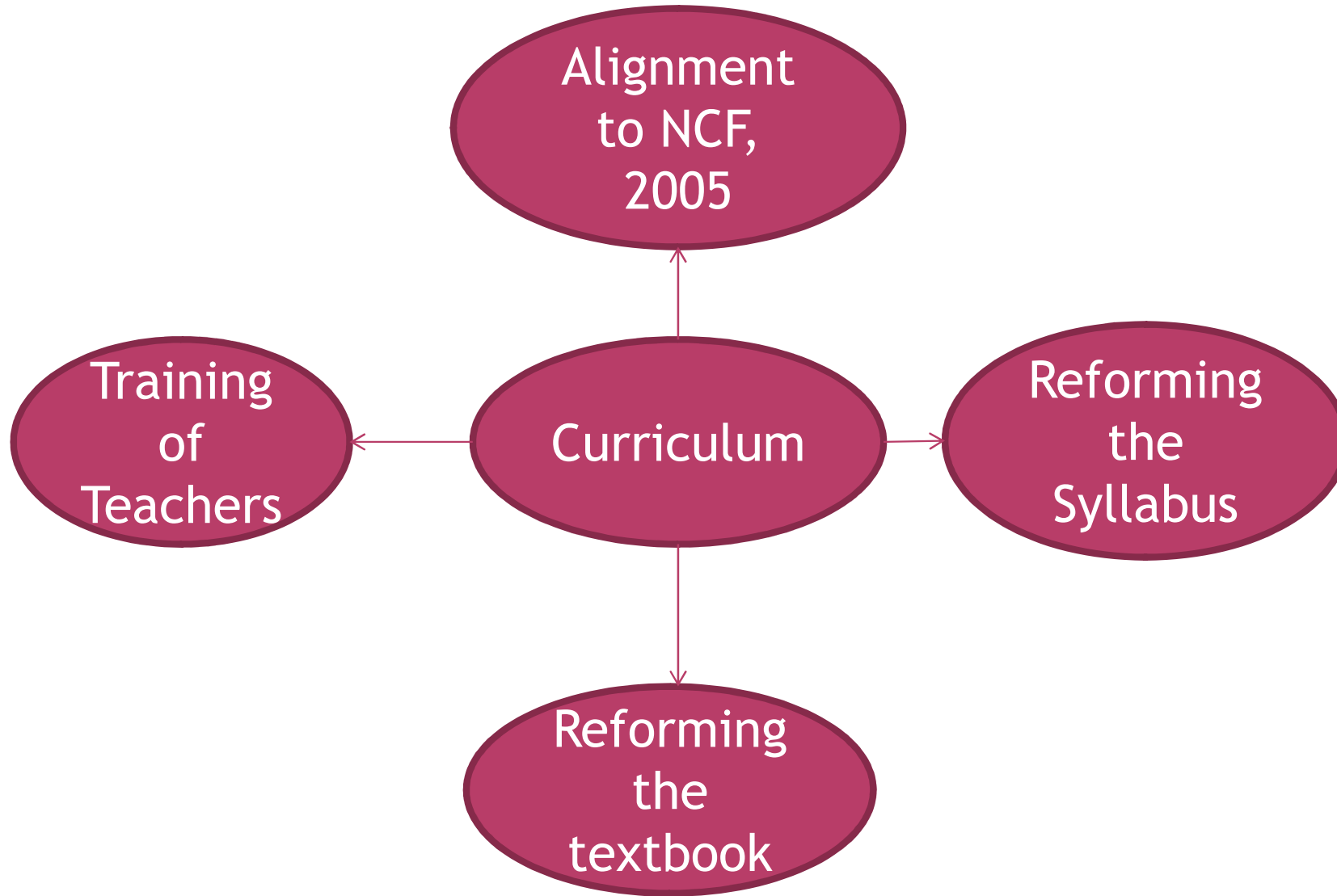
Monitoring and Evaluation

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-IV

Priorities Areas
for
AWP&B 2012-13

**By Altab khan
Sr. Consultant, TSG.
Email : planningrmsa.tsg@gmail.com**

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

2

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.

4

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.

6

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

8

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

9

- 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

- <u>Community Mobilization</u>
- 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).

16

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

$\rightarrow$ Review progress against targets of previous year, reasons for unsatisfactory achievements

$\rightarrow$ Appropriateness of strategies

$\rightarrow$ Feasibility of the strategies and targets proposed and time frame.

$\rightarrow$ Conformity with RMSA norms

$\rightarrow$ 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.....

<u>SFD-SC/ST/Minority/Naxalite</u>

- 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.

THANKS

Management Information System (MIS)

Rajiv Mehra

Senior Consultant (MIS)

RMSA, Edcil

Semis.edcil@gmail.com

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

Login

Reports

User ID: RAN1001

Password: ●●●●●●●●●

Login

Change Password?

SE

Secondary Education Management Information

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

Secondary Education Management Information

Home | **Data Entry** | **Initialization** | **Reports** | **States** | **Data Status** | **Contact us**

Logged in as : PASHCHIM CHAMPARAN

Click on the reports listed below:

State Reports

District Reports

Secondary Education Management Information S

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

Report Selection Menu - (District

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