

**KEY POINTS EMERGED OUT OF THE SERIES OF WORKSHOPS
ORGANISED ON PLANNING & IMPLEMENTATION OF RMSA**

Planning & Implementation

- Intelligent & careful assessment of local need, gap between need and present situation and reasons for the gaps remaining.
- Above assessment would then lead to formulation of strategies and interventions which can be then translated into activities to facilitate implementation and monitoring.
- Reflection of interactive processes with children, teachers and community besides household surveys, school based MIS (SEMIS), evaluations, assessments and studies etc in the district plan.
- The document needs to reflect a holistic approach towards USE with integrated quality and measurable outcomes. This helped in backward districts and 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.
- The most significant aspect of RMSA is that it envisages on participation and involvement of parents and community in identifying the local educational needs and accordingly provides inputs in the preparation of annual plan. The plan does not clearly focus on this aspect
- The plan does not specify if the meetings of the School Management Development Committee were held. Information about the number of such meetings and the outcome of the discussions is also not provided. Therefore the extent of actual participation of community, PTA, SMDCs in the formulation of plan is not clear from the document.
- Details about the frequency of meetings at various levels and the suggestions made in these meetings have not been mentioned.
- The plan in general describes the need for planning but does not specifically mention as to how the planning process was carried out in the preparation of Annual Plan for 2010-11.
- The management structure at state and district level is not cleared. Who actually involved in plan preparation, monitoring, research and supervision are also not reflected in the state component plan.
- Need based analyses have to be properly carried-out at schools/habitation level.
- Concrete plan for the remaining large number of disadvantaged groups.
- The interventions/activities proposed under quality component seem to be unrealistic. Need based analysis as per norms have to be looked into.
- The RMSA plans require to be based more on actual needs and as per RMSA norms. This requires to be looked into in the annual plan and budget making process. Different geographical and context specific factors must be taken into consideration while making the State plans. However the state still needs to plan in a more focused way to keep tab on the execution of the planned interventions, monitoring and supervision and a regulated time line to achieve the Goals of RMSA in a mission mode.
- The State Component Plan witnessed for the poor planning of the weaker sections such as tribal and costal inhabitants who dropped out at large number from the secondary level.
- Proper involvement of Academic institutions such as DIET, CTE, SIEMAT etc. in planning and plan formulation has been absent as informed by the district.
- Research and dissemination activities need to be improved for long term planning and interventions in education.
- As envisaged that there are large numbers of overcrowded secondary schools therefore, upgrading upper primary schools and establishing new schools have to be considered.

- The State Component Plan also reflects need for teacher empowerment programmes at secondary level with modern technology and generate empowerment centers with all advance equipments for secondary and higher secondary teachers.
- 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 taking into consideration lack of vacancies/functionaries.
- Community involvement and social assessment survey needs to be carried out to examine the factors keeping the eligible children out of school and such children needs to be persuaded by special derive to enroll and re-admit in Secondary Classes.
- Small size of population in the islands does not fit in the population norms as adopted in the rest of the country. Separate strategies are required to handle the challenges of USE in each island.
- The states having more of sparsely populated area, where access to schooling facility is very less due to non availability of school which increases the need of opening new secondary school, residential schools and upgrading upper primary schools in such areas.
- The schools governance system and the community and local bodies involvement in the Schools governance also need to re-look by decentralizing the management and accountability of school management and by involving Panchayat Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in t he management of Secondary education.
- To provide access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the differently abled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM) is a challenge.
- Based on the current trends of enrolment, up-gradation of schools and strengthening of existing schools have both been felt very important to reach 100% GER .
- Enhancing quality in secondary Education at schools is addressed by introducing innovative methodology in teaching learning, teacher enrichment and transformed evaluatory system. And also all-round development of- physical, emotional, intellectual, psychological development of children need to be looked into.
- There are large numbers of SC, ST and minority concentrated districts in the states although the plan document does not reflect such planning against these districts which should be expedited as early as possible.
- Level of involvement of Academic Institutions in planning process and plan preparation is not reflected in the State Component Plan which may be expedited so as to ensure academic support at the district level.
- The Appraisal Team acknowledges considerable improvement in the planning process when compared with the last year. Despite this, however, there is an overwhelming need and scope for improvement. Also, there are very little details of strategies and practically no analysis. Sufficient detailing has not been done on interventions and strategies. Sustainability and making availability of staff/personals under RMSA is to be maintained.