

PRIORITIES FOR ANNUAL WORK PLAN & BUDGET (AWP&Bs)-2012-13

- (I) **Universal Access (Schooling Facility):** Universal access is not merely an issue of providing physical access, but also ensuring social access to school. While significant progress has been made under RMSA in providing physical access, it would be necessary for you to ensure that interventions for bridging social distances are included in the plan. Your AWP&B should necessarily cover the following:
- i) School and social mapping exercises with community involvement to ensure that all children who cannot access secondary school for social, cultural, economic and geographical barriers/reasons are enabled to do so. As you are aware, the RMSA provides for age appropriate admission after class VIII, and therefore school and social mapping should facilitate the identification of older children, who have never accessed or have dropped out of school after class VIII for placing them in a secondary education. Strategies for their inclusion in the class would include special training so that they are supported to cope in mainstream secondary schools.
 - ii) Steps taken to review State norms for opening new schools at secondary level. Many States have a norm that include with distance & population criterion for opening new schools where there is no up-gradation or schools not eligible for up-gradation. At times, it may deprive children in small and sparsely populated habitations from access to secondary school. These State norms, to make them advantageous for children in such habitations, may need to be reviewed, and an estimation of new secondary schools or any other options/alternative may be incorporated in the AWP&B. While doing so, you would need to factor in providing the details related to population, households, number of students available including the feeder schools nearby and also the private schools wherever such facility is warranted.
 - iii) Provisions for open schooling facility in existing secondary schools for those students who refuse or could not attend regular secondary schools due to socio- economic reasons.
 - iv) Saturation of up-gradation of upper primary access to all eligible habitations within 5 kms and 3 Kms for those hilly & remote areas including North-Eastern States with priority to (a) special focus districts, Category A, with adverse upper primary: secondary ratio, and (b) villages with 40% SC, ST or minority populations. This should be done by up-grading existing upper primary schools, which are conveniently located, to have secondary infrastructure and teachers. It follows, therefore, that the building for the new up-graded upper primary classes/sections should be located within the premises of an existing upper primary school that is being upgraded for providing access to secondary schools.
 - v) Provision for class VIII in existing upper primary schools in the States where the elementary cycle ends at class VII.

(II) Bridging Gender and Social Category Gaps: There have been rigorous efforts in narrowing gender and social category gaps in enrolment and retention.

- (i) Girls Education: The equity interventions particularly in States/UTs where girl's only secondary schools and girls hostels have contributed to their functioning. In the case of KGVB centers, however, there is need for greater focus on effective community mobilization & their up-gradation, support to disadvantaged girls, particularly out-of-school older girls (who should be mainstreamed into secondary schooling facility), and special vocational training with clear targets and outcomes. As per latest equity action plan/guidelines, planning should be for the whole block & district, and targets and outcomes should be clearly quantified. In the case of KGBV, operationalization and optimum utilization of KGBV capacity to be up graded should be a key factor in planning and estimating cost.
- (ii) Children from disadvantaged groups and weaker sections: Discrimination against marginalized groups (girls, SC, ST, Muslim minorities, children with special needs) should be dealt with systemically and in all aspects, for example classroom practices, teacher behavior, peer relations, female teachers etc. The AWP&B should ensure that systems are in place for providing education for equality and removal of disparity in the curriculum, syllabi, teaching learning material, training modules, etc. There should be focus on eliminating discriminatory practices in classrooms and schools against children belonging to disadvantaged and marginalized groups and weaker sections. In the AWP&B 2012-13, we would like to see a more cohesive and comprehensive approach to bridging gender and social category gaps through a more inclusive utilization of outlays provided under community mobilization, innovation fund, special teaching and other equity interventions etc.
- (iii) Inclusive Education: In the case of Children with Special Needs (CWSN), the key priority areas are (a) strengthening identification system of CWSN, (b) ensuring full coverage of CWSN, (c) formulation of resource support team for regular and effective academic support to the CWSN and (d) ensuring barrier free access, particularly the availability of ramps and barrier free toilets. To ensure genuine inclusiveness in formal schools it is necessary that the teachers have a good grounding on issues relating to care and educational needs of CWSN. Several training modules have been prepared for this purpose, including the training module. Adequate provisions should be made in the AWP&B to train an optimum number of regular teachers in collaboration with RCI, so that a pool of resource persons is available within the system for effectively addressing the education and in-class inclusion of CWSN in collaboration with ICDS.

(III) Universal Retention: There has been overall consistent decline in dropout rates though the decline in dropout rates has been somewhat slow particularly among girls. In this context it would be important for States/UTs to assess their own progress for improving retention. The following critical aspects will also help in developing and understanding strategies to promote and increase retention:

- i) Teacher availability is a critical factor in ensuring universal retention. States should ensure elimination of single cadre schools, provide for subject teacher including language teacher and ensure availability of subject teachers at secondary level by recruiting teachers against vacant positions.

- ii) Teacher availability should be targeted through the dual strategy of teacher redeployment to remove inter-block and urban rural imbalances in teacher postings, as also recruitment of teachers against existing State vacancies, as well as additional teachers sanctioned under RMSA. The AWP&B must elaborate mechanisms for transparent, objective systems of teacher redeployment and recruitment. It should also include a schedule for recruitment of teachers against the State and the RMSA funded vacancies.
- iii) The AWP&B should make reference to the findings of studies on student attendance, and indicate strategies for improving their attendance, for example, through decentralized academic calendars/ short term hostels, etc., which factor in agricultural and migration patterns, as also geographical and climatic conditions prevalent in the area to enable children to attend school more regularly.
- iv) The low transition rate from upper primary to secondary is a cause of serious concern. The AWP&B must show evidence of the State's approach and efforts to smoothen the transition of children from upper primary and secondary level. For example, it should be the responsibility of every Head Teacher to ensure that all children completing the upper primary level in a school that terminates at upper primary level are enrolled in one or the other secondary school in the area. You may also consider instituting a system of community supported enrollment drives for the secondary stage.
- v) We are also concerned about the high drop out rates, particularly among SC, ST children and girls. Kindly ensure that your AWP&B specifies pockets of low retention/ high drop out, low transition and low attendance, and makes specific proposals for improvement in attendance, retention and transition, ensuring full community participation.

(IV) Quality Interventions: Interventions for quality improvement should be in consonance with NCF-2005 and quality vision document of NCERT. Quality improvement is largely contingent on curriculum, syllabus, textbooks, teaching learning material, teacher training and assessment systems being in conformity with each other.

- i) At the instance of NCERT, many states/UTs have initiated processes of curriculum renewal. It is quiet necessary to asses whether the textbooks, reference books and other supplementary teaching learning material, as also training modules and assessment systems are in harmony with each other. This contradicts the basic principles of NCF 2005. The AWP&B should indicate the progress achieved in the curriculum renewal process, and the steps proposed to be taken to ensure that (a) syllabus, (b) textbooks and reference books, (c) other TL material, (d) teacher training modules, (e) assessment procedures are based on a shared system of beliefs and assumptions about students, teachers and teaching learning material, and conform with the NCF -2005 principles.
- ii) RMSA provisions for learning improvement programme like excursion tour, science & book fairs, teacher's tour etc and counseling centers are generally used as add-on academic performance, and also tend to increase the learning on children. Children requiring special teaching come from vulnerable backgrounds, and are expected to transact learning from additional learning improvement programme/ learning material along with the regular textbooks. You may need to review the effect of the add-on such programme and learning material together with the regular textbooks on children – whether it facilitates comprehension or merely adds to the burden of incomprehension.

Indeed, if the material developed under the above programme and special teaching is found to be better then please take steps to ensure that this programme is adhere to/adapted. Your AWP&B should indicate how RMSA provisioning under such programmes and special teaching would seamlessly integrate with normal classroom processes during school hours without creating any problem on children.

- iii) The teacher is most critical for improved quality of transaction in the classrooms. It is therefore important to pay attention to teacher training and development.
- a. Untrained teachers: Some states have resorted to appointment of professionally ‘untrained’ teachers in order to meet the requirements of new enrollments in schools. There is, therefore, need to develop strategies to train all ‘untrained’ teachers. The AWP&B should indicate how the ‘untrained’ teachers will acquire equivalent professional qualifications in a time bound manner. Wherever necessary, the AWP&B must reflect convergence with the Centrally Sponsored Teacher Education Scheme, which provides support for DIETs, CTEs, SCERT and IASEs. You may also consider the possibility of organising Study Centres at appropriate locations, and identifying teacher mentors for undertaking training of ‘untrained’ teachers in distance mode. The course content of such training programmes for untrained teacher would, of course, require to be approved by the NCTE.
 - b. In-service teacher training: Learning is greatly influenced by the social environment/ context from which children and teachers come. Given this, there is need to provide for a major shift in in-service training programmes to the social, cultural and economic context of the learners, while focusing on subject/content enrichment of teachers. We are concerned training continues to be dominated by lecture systems. You will agree that concepts like activity based teaching, cooperative and collaborative learning which requires experiential and participatory training cannot be taught through lecture method. We would like to see a shift in the training designs to more participatory and inclusive methods.
 - c. District Education Officer (DEO)/DPO: Another important aspect will be to plan for shift in academic supervision by DEO/DPO. The system of DEO/DPO revealed that academic support provided by these institutions need immediate attention, and DEO/DPO faculty members are reduced to administrative functionaries. The AWP&B should articulate approaches for rejuvenating DEO/DPOs, and developing an effective linkage with DIETs, SCERTs and other academic institutions. You may wish to review the recruitment/ placement systems, including the qualifications and experience criteria laid down for DEOs/DPOs faculty, modify their roles and functions, and take up programmes for their capacity development. The AWPB should reflect (a) their training, (b) the teacher training they will conduct, (c) the school visits they will make, and (d) systems for monitoring that the manner in which DEOs/DPOs functions is indeed in consonance with NCF – 2005 and necessary vision.
 - d. Education Administrators: It would be critical, therefore, to consider aspects which prevent children from weaker sections and disadvantaged groups, as also girls, from **completing** secondary education. Secondly, need to provide for the child’s right to

secondary education that is free from fear, stress and anxiety. There are several provisions example, provisions prohibiting corporal punishment, detention and expulsion which need to be fore-fronted in RMSA interventions to ensure that we move towards a system that provides a warm, welcoming and encouraging approach for students to learn. RMSA provides for training of educational administrators at all levels and it would be necessary to undertake re-orientation and training of educational administrators to the “child rights for secondary levels.” In this context, we would like to see that a separate and clear proposal in the training design for educational administrators is provided in AWP&B.

(V) Civil Works:

- (i) In 2012-13, priority will be given to completion of secondary school buildings already sanctioned under RMSA. States with a backlog of civil works for new school buildings should first complete their backlog before seeking provision for other civil works. In addition, focus will continue to be placed on strengthening of existing secondary school buildings. The proposals should follow the one go approach instead of piecemeal based proposals.
- (ii) The proposal for strengthening of schools should be based on priority to schools with the worst student-classroom ratios, schools of scheduled-V/VI areas or tribal belt schools, schools with more differently abled children, girls schools etc. States/UTs are requested to display the list of Government Schools with adverse Student Classroom Ratio (SCR) as per SEMIS 2010-11 submitted by you.
- (iii) The civil works plan should indicate the modalities of convergence with the other Govt. Dept./Schemes of GoI or state or UTs.
- (iv) The proposals for civil works must include the year-wise/scheme-wise progress report of the works sanctioned in the previous years in the prescribed proforma of civil works unit.
- (v) The costing for civil works should be done as per the admissible normative cost of the scheme but the states/UTs should also work-out the estimated unit cost as per their state/UT schedule of rate. And you should also get the notification of the state/UT government for the same so that if the bureau gets the approval regarding SSR applicability from the concerned authorities then the same could be applied without holding the minutes for the same.

(VI) Special Focus Districts: There should be focused attention on districts with disadvantaged social groups and deficit infrastructure. Special Focus Districts (SFDs) identified for the purpose of AWP&B for 2012-13 are given in **Annexure-2** which include the following categories:-

- i) Districts with 25% & above SC/ST Population (61 SC +109 ST)–The plan of these districts should address the requirement of new schools. There should be more concentration on civil construction on these districts, requirement of infrastructures in existing secondary education schools only.

- ii) Districts with 25% & above Minority Population(87)– These are districts having more out of school children, districts with low Retention Rate and districts with a gender gap of more than 10% at upper primary level and more than 15% at secondary level. The district plan should provide for interventions to address these shortcomings. Other scheme funds should be utilized in gender gap districts in EBBs to the maximum. Convergence approach and linkages with other department and schemes must be assured in the AWP&B.
- iii) 34 Naxalite affected and 94 Border Area districts) – These are districts with a large population of disadvantaged social groups, Naxal affected districts and border districts. The district plan should provide for interventions to focus on the social aspects.

(IX) Key Decisions: It should be ensured that all the decisions/conditions listed at the time of PAB approval for 2011-12 have been complied with. The appraisal teams would specifically check achievement against these commitments/decisions. The AWP&B 2012-13 should be prepared so as to enable the States to give inter-alia the following:

- i) States will bring in objective and transparent systems for teacher deployment. States need to indicate progress made and clear strategies for achieving this decision in the coming year
- ii) Detailed strategy for clearing the backlog of untrained teachers as per the recommendations in the PABs.
- iii) Progress in putting in place systems for tracking teachers’ and student attendance and performance indicators for teachers and students respectively.
- iv) Improving teacher accountability through performance indicators and SMCs / SDMCs supervision by devolving of specific powers to them.
- v) State government to take policy decision to synchronize single cadre of teachers which means upper primary teachers and secondary teachers must be separated and made necessary provision for the same.
- vi) States will move towards unified or single system of educational statistics at the secondary level i.e., for SEMIS & SES. SEMIS data 2010-11 will be submitted/completed as early as possible so as to ensure in coming AWP&B 2012-13 after independent check for data validation.
- vii) Ending parallel post of District Coordinator/DEOs for RMSA implementation at district level in States where such arrangements are still in place.
- viii) Constitution of and holding of regular meetings of District Level planning Committee, for RMSA as specified in the RMSA Framework for implementation.
