

MINTUES OF THE 13th ROUND OF TWO DAYS WORKSHOP ON PLANNING & IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD IN DELHI ON 18th OCT & 19th JANUARY 2012

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

The thirteenth and last round of two-day Regional Workshops on capacity building of District functionaries on Planning & Implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for the UTs was organised by Department of Secondary Education, MHRD, GoI at **Delhi (Puduchery, Daman & Diu, Dadra & Nagar Haveli, Lakshwadeep and Andaman & Nicobar Island) on 18th January -19th January, 2012**, 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 all the UTs were invited to participate. All UTs, **Andaman & Nicobar Island, Daman & Diu, Dadra & Nagar Haveli, Puduchery & Lakshwadeep** were participated. In total, around 20 participants only 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 complimentarity of the different agenda items, it was experienced that many of the sub-texts of the subsequent agenda items got unraveled 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 Deputy Project Director, RMSA, Project Coordinator and the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs gathered from different parts of the districts of all the mentioned UTs.

4. Inaugural session

4.1 The inaugural ceremony started with the welcome address by the TSG Senior Consultant Sh. Altab Khan, followed by introductory remarks recapitulating the key points of the programme in the two days, various strategies for achieving the goals of planning, implementation and monitoring of activities to ensure quality education was pursued. He highlighted the following key points related to various issues:

- That all issues pertaining to RMSA will be discussed in this workshop so as to ensure need based districts plan.
- All the participants will improve their understanding of basic concepts of educational planning, monitoring, data collection, need based analyses and implementation.
- Advised for need based planning at UT, District and school levels. Further assured that this discussion may also resolve to some extent the problems at grass root level.
- Informed that RMSA Framework will be revised in order to make it suitable for difficult areas like north eastern states and others states/UTs having difficult terrain/hilly areas. RMSA will definitely fulfil the gaps between elementary to higher educations' wherein- Access to schooling facility is the main goal along with quality with equity.

He informed that similar programmes have been organised in 12 locations/regions including Delhi all over India for district and state functionaries. He further informed that Sub-Groups have been constituted for the purpose in 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:

- 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.
- Targeting those areas having sparsely populated and remedy for the same.
- UTs being the smallest regions in the country need more rigorous exercises to identify the need for the schooling facility and accordingly planned the strategy.
- He also said that since the inception of RMSA programme UTs could not able to facilitate the need for schooling facility in the far flung areas like forest and coastal areas through convergence or with any other means which is a major concern.
- School mapping exercise need to be revamped so as to ensure the coverage of those disadvantaged groups.
- He retreated that quality education in UTs may be quite different from other states due to unique in nature and its dependency for several purpose like curriculum revision; teachers training etc. which partly borrowed from the adjoining states like Gujarat etc.

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)

5.1 Revisiting some of the key issues of AWP&B which are as under:

- Absence of holistic approach towards universalization of secondary education (USE) with integrated quality and measurable outcomes.
- The State/UT Component Plan reflects insufficiency and gaps in data and resourceful information in the process of bringing out district and annual plans.

- The present system of education requires drastic reforms and expansion towards pedagogy and knowledge.
- Poor planning of the weaker sections such as tribal and costal inhabitants who dropped out at large number from the secondary level
- Involvement of Academic institutions such as DIET, CTE, SIEMAT etc. in planning and plan formulation.
- Effective participation of local self government bodies in the development of schools is yet to be materialized.
- Staffing Pattern for planning and implementation of the RMSA Scheme at district and state level need to be streamline
- The drop out and retention level at 9th standard is reported to be high due to low achievement level at 8th and 9th standard
- There is an overwhelming need for capacity building on planning and implementation as well as creating a sense of accountability and professionalism, more especially at the DPO level.
- Geographical peculiarity and isolation necessitates treating each and every inhabited area as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning. (**Copy of Presentation at Annexure-IV**)

Tea Break

Session : I

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

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)**

Session: II

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 form 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 analyse 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 school 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)

Session: III

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

7. Dr. Mukhtar Alam Sr. Consultant, Planning, stated the following points pertaining to quality component:

- Infrastructure has to be provided like additional classrooms, separate toilets blocks for boys and girls, display of materials in the classroom, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers and in-service training of teachers, ICT enabled education, Proper lightning in the rooms, Science and math labs, computer labs etc.
- Outside visits for students and excursion visit for teachers are required for improving the quality of education. There should be subject specific training for the teachers.
- There are norms for deployment of teachers in govt. and aided schools based on teacher pupil ratio. NCERT, SCERT and IASES etc are the academic bodies which are specialized institutions for teacher training that could be availed time to time.
- Different types of modules need to be prepared according to UTs perception or otherwise avail the same from other states if suitable.

- Training must be given on cascade mode so as to ensure authenticity of the training. **(Copy of Presentation at Annexure-VII)**

Session-IV

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

8. Mrs. Amita Singla Sr. Consultant Finance explained the financial norms under RMSA. She highlighted the following points:

- Suggested that need based and norm based proposals should be prepared at District level. Achievable targets should be fixed, the targets should be logical, realistic and properly worked out.
- State Govt. is also an important stake holder of RMSA programme. 75% share is to be borne by the Central Government and remaining 25% share by the state Government.
- The sharing pattern is 90:10 in North Eastern states. Some schemes like ICT@school, IEDSS, girl's hostel and vocational education are proposed to be included in RMSA in 12th five years plan.
- Govt. Aided Secondary Schools and Higher Secondary schools are also likely to be included. MMR likely to be enhanced to 6% from the present level of 2%.
- 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-VIII)**

Session: V

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

9. 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-IX)**

Session: VI

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

10. Shri Rupan Sehgal, Senior Consultant civil explained the need for orientation on planning for civil works component. Preparation of plan for next year was also explained. Civil work is an important component as it covers 70% -90% budget of the total outlay. There is need to know on new assignments, familiarizing with new environment and meeting with new colleagues. The new work is for opening of new secondary schools in un-served areas, strengthening of existing secondary schools and up-gradation of upper primary schools. He focussed on the following key points:

- Civil work includes construction of additional classroom, science laboratory, purchase of laboratory equipments, construction of Head Masters room , office room , girls activity room, computer room, arts and crafts room, separate toilets for boys and girls, staff and teachers room.
- The plan at district and State level should be prepared as per the norms of RMSA frame work. It should be according to school mapping exercise.
- Besides construction, there are two parts of repairing the rooms, one is for major repair and other is for minor repair. In both the cases the school building should be owned, not rented and not on lease.
- For major repair the room should be more than 10 years old and for subsequent repair, it should be completed 5 year of the last repair. In major repair school building, class rooms, laboratory, library head master room, office room, computer room, arts and crafts room and cultural room are to be taken.

- For minor repairing the school building should be pucca, partly pucca or kachha type and it should be more than or equal to 05 years old. For major repair maximum of Rs.2 lakh for 2 section school and Rs. 4 lakh for 4 section schools are being provided by RMSA. This amount is being provided only once.
- For minor repair Rs. 25 lakh per year are being provided. Demand for repair can only be considered if it is technically sanctioned and administratively approved. The plan should be prepared need based. He also advised that earth quake resistant building should be made to avoid the risk. **(Copy of Presentation at Annexure-X)**

11. Separate Group Discussion on Civil Works

Group discussion was separately held for civil works component and their plans. Six groups were formed and an exercise was given to each group consisting DCF format of a particular school to each group. Participants took keen interest in the group work activities and all the queries were replied. Following issues & strategies have been highlighted by the groups:

- Need for additional classrooms, toilets blocks, art & craft rooms, drinking water facilities etc have been observed.
- Gaps of major & minor repairs have been identified.
- Data discrepancy in providing the gaps is also identified.
- Steps on analysing the gaps and its priorities are also observed by the each team.
- Teams were able to identify the needs and priorities the gaps accordingly.
- Teams were also able to understand the gaps in filling the formats on civil works components of the existing schools.
- Teams were further trained in understanding and identifying the needs at the schools/habitations.

Shri. Rupan Sehgal, Sr. Consultant, Civil stated that earth quake resistant school building should be made to avoid the risk. RMSA demands for its mandatory. There were five zones of earth quake earlier now these are only four i.e. zone II, III, IV and V. Zone I has been excluded. The external walls of the school should not less than 9”.

2ND Day Programme

Session: VII

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

12. Sh. Altab Khan, Sr. Consultant mentioned the importance of equity in general and under RMSA programme in particular. He reiterated that equity may be looked into several aspects such as equal opportunity to all; irrespective to cast, creed, gender & religion, disadvantaged groups in general including all categories and in other way it focussed towards SC, ST, Minorities & OBCs (Other Backward Communities). Several issues and circumstances among the groups belonging to disadvantaged categories such as SC/ST/Minority/other disadvantaged families deprived them in receiving education in both elementary and secondary education may be highlighted. He further highlighted that RMSA seeks for an opportunity & platform for an equal facilities 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. Following points have been subsequently highlighted:

- 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. He 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.
- There is need to improve girls, SC, ST and Minority access to schooling.
- The problems relating to access, quality and equity need to be addressed under the programme.
- North Eastern States have different geographical situation and therefore, have different types of problems & issues likewise Jharkhand has unique problems in this regard and demands separate strategies/interventions for such regions like naxalite affected districts/blocks.
- Dropout is high in Bihar & Jharkhand. There is need to improve the enrolment of disadvantaged groups at secondary level. SC, ST and Minority concentrated districts and blocks are to be focused.
- District education officers should analyse the areas in holistic way.
- He highlighted several examples on different interventions/strategies adopted by different states/UTs such as:
 - Sammelan, Maa Beti Mela.
 - Conventions, special camps for girls.
 - Door to Door contact campaign.

- Praveshotsav, retention awareness programme etc.
- Publicity material eg. Posters, handouts, T.V, etc.
- Motivation camps, involving Panchayati Raj Institutions (PRT).
- Involvement of NGOs in consultation with SMDC. **(Copy of Presentation at Annexure-XI)**

Session: VIII

Topic : Monitoring, Research, Supervision & Convergence

13. Smt. Babita Thakur, Sr. Consultant, Monitoring & Supervision briefed about the needs on the above themes and draw attention to:

- 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.
- In addition to above, evaluation and its importance were explained. Evaluation is more comprehensive than monitoring.
- Informed that data collected through reports and records during monitoring becomes the basis for evaluation.
- Further, there are different ways of collection of qualitative data like research, surveys, tests interview etc. while monitoring is continuing process. Evaluation is periodic and frequently used as external tool.
- The role & importance of SEMIS, field visit, e-monitoring, physical monitoring are also discussed in detail with the participants.
- She further stated that monitoring is collection & analysis of data whereas evaluation is comparison of actual impact of the programme against the approved planned. **(Copy of Presentation at Annexure-XII)**

Session: IX

Topic : Documentation, Resource Centres & Libraries under RMSA

14. 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 centre, 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-XIII)**

15. 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:

15.1 SEMIS

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.

15.2. ACCESS

In the group distance matrix exercises have been carried out manually and identified the need for schooling facility-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. According, the group has come-up with the consensus to fill the gaps of secondary schooling facility. **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

Major issues to be considered:

- GIS Mapping exercises covered the plain areas identifying the needs for new schooling facilities although GIS did not reflect the hilly and unduly structures and their actual needs.

- Distance and population norm largely factor for identifying the actual needs for up-gradation & new schools in the far flung and heavily equipped hilly areas and coastal areas including forest.
- Residential schools and hostels to cater to the schooling needs of the children of scattered habitations.
- Policies and provision for opening of new schools in the scattered and hilly areas with unduly structures must be made available in the states/UTs.
- There must be disaggregated information's of un-served & served habitations by the secondary schooling facility in both rural and urban areas.
- Absence of planning for access in ineligible habitations as per state norms at secondary level.
- States have recognised the prevalence of social barriers in access to schooling facilities for certain areas/sections of children belonging to most marginalised among SC/ST/Muslims and intend to provide separate schools in habitations having concentration of such groups.
- Identification and coverage of out of school children has emerged as the major concern.
- States have been sought clarifications on the inclusion of recognised Madarasas/Maktabs in the states/UTs under the purview of secondary education.
- Lack of mainstreaming through bridge courses is a matter of concern for continuation and reducing the gaps of secondary schooling facility and consideration of age appropriate enrolment in the schools.

15.3. EQUITY

The group on Equity made the following observations:

- There is no separate department in the UTs/ states for equity.
- Scholarships, opportunity cost for regular attendance in the schools should be given.
- Every child should get access to difficult situations; good quality of education, no discrimination should be there.
- Girl's children are more disadvantaged, Literacy is very low in some districts, and incentives should be given to girl children.
- Gender gap is wide in some districts. Temporary residential schools should be provided.
- Increase participation of community members in planning process.
- To address the gender gap and low literacy rate; the transport facility, books, hostels and more female teachers should be provided. Group relating to Equity emphasized on the following 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.

15.4. FINANCE

Group on Finance stated the following key points:

- That in most part of North Eastern States, the school session starts from January to December or February to January. Maximum funds are required in the beginning of the year.
- It was suggested that school grant as Rs.50, 000/- should be released in 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. Assam experiences difficulties in appointing the teachers because of funds are released quite late.

Mrs. Singla concerned 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.

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, through 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.

15.5. QUALITY

The group on quality gave following suggestions:

- School grant of Rs.50, 000/- should be raised to 1Lakh for improvement of quality.
- Management training should be given to the Principal/Head master to improve the leadership quality.
- Teaching Learning Material (TLM), News Papers, Magazines, and stationary should be made available in time.
- Training modules should be prepared.
- Lack of training facility in Sikkim and Meghalaya should be made available at district level.
- There is lack of training institutes for Secondary Education. It should be made available.
- 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. OVERALL KEY ACTION POINTS EMERGED OUT OF DISCUSSION AND SUGGESTIONS:

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

- Distance & population norms may be relaxed for those areas having difficult & peculiar geographical conditions.
- Infrastructures gap should be fulfilled to ensure good quality.
- Effective plan should be prepared under the equity component to enable coverage & retention of the disadvantaged groups.
- Specific survey for the regions having high drop-out exists.
- Separate planning for the special focus districts should be done.
- Study on teacher's absenteeism must be carefully done in those districts having similar problem.

VALEDICTORY

Sh. Altab Khan, programme coordinator thanked the participants, organisers, SPD and other officers of the UTs Government for making presentations for 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 Andaman, Daman, Pondicherry, Lakshadweep & Dadra & Nagar Haveli. He specially thanks the Deputy SPDs who took pain to join such workshop and his team regarding the support provided in the two days workshop. He thanked to all the participants as well as TSG members who contribute a lot and made a successful workshop.

The workshop ended with vote of thanks.

Annexure-I**LIST OF PARTICIPANT**

Sr. No	Name of Participant	UT	Disig.	Ph/E-Mail
1	Sh. A. Nanapragasam	Puduchery	Asst. P Officer	<u>09488181774</u>
2	Sh. K. Chandrashekharan	Puducherry	P. Coordinator	<u>09488813906</u>
3	Sh. C. Krishnaraj	Puducherry	Consultant	<u>09443536414</u>
4	Sh. Karti kumar L. Patel	Daman & Diu	Asst. Director	<u>09925088136</u>
5	Sh. Arvind Kumar	Daman & Diu	Asst Teacher	<u>09426169228</u>
6	Sh. Narender S. Bamania	Daman & Diu	Asst. Teacher	<u>09825759013</u>
7	Sh. Solanki Dolat Sing	_D & N. Haveli	Resource Person	<u>09558817366</u>
8	Ms. Safiya CO	Lakshwadeep	P. Officer	<u>09446311002</u>
9	Sh. Chester Machodo	D & NH	Accountant	<u>09377010017</u>
10	Sh. Shukla Paritosh	D & NH	SLO	<u>09824231272</u>
11	Sh. R P Shukla	Puducherry	<u>Coordinator</u>	-
12	Sh. Roop Thakur	Daman & DIU	RP	-

ANNEXURE-II RMSA

**Workshop/Capacity Building
On
Planning & Implementation**

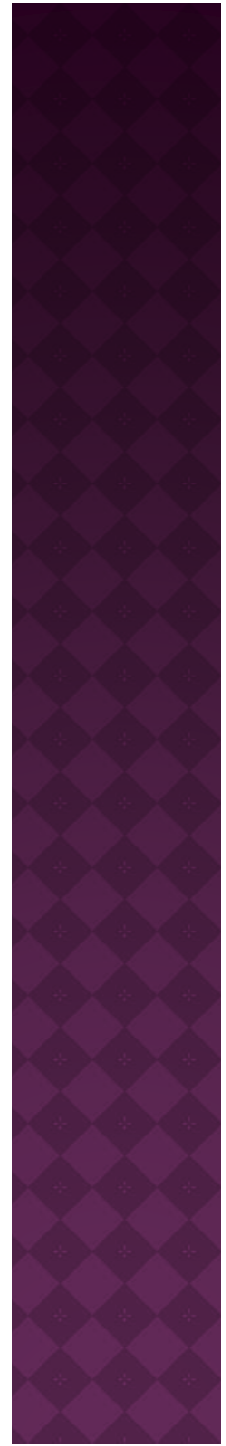
OBJECTIVES OF THE WORKSHOP

- ◉ To help participants draw blue print of a need based AWP&B with relevant strategies and interventions against each component.
- ◉ To inform participants regarding latest developments in RMSA, specific requirements for the forthcoming Appraisal of AWP&B

OBJECTIVES OF THE WORKSHOP

- ◎ To help participants improve their understanding of basic concepts of educational planning, Monitoring, data collection, need based analysis and implementation.
- ◎ To help participants undertake assessment of the progress made by their respective UT/state against each of the Components of RMSA , major impediments and plan for remedial measures in forthcoming AWP&Bs.

cont.....



EXPECTED OUTCOMES

At the end of the workshop, the participants will be;

- ◉ More aware of the concept and practice of educational planning vis-à-vis RMSA,
- ◉ More equipped to formulate need based AWP&B

THANKS!



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

Day 1: 18th JAN, 2012

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

Day 2: 19th JAN, 2012

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