

**MINTUES OF THE EIGHT ROUND OF TWO DAYS WORKSHOP ON PLANNING &
IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD
AT AIZWLE (MIZORAM) ON 28th NOVEMBER & 29th NOVEMBER 2011**

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

The Eight 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 organized by Department of Secondary Education, MHRD, GoI in Delhi **on 28th November -29th 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 Aizwle three states were invited to participate. All three states, **Tripura, Mizoram and Arunachal Pradesh** 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 neighborhood 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 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 , Aizwle, ranging from the Education Secretary, State Project Director, RMSA, Deputy State Project Directors 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-**Mizoram, Tripura & Arunachal Pradesh**.

4. Inaugural session

The inaugural ceremony started with the welcome address by **Shri T. Romingliana**, State Project Director (SPD), RMSA followed by introductory remarks. He welcomed the MHRD members and participants of **Arunachal Pradesh, Mizoram and Tripura**. He stated the following key points:

- Mizoram is a most remote, difficult and backward state. It falls under zone (V) of earthquake.

- There is no facility in Mizoram. Material for construction is very costly as it is imported from the nearby states.
- There are 8 Districts in Mizoram. He informed that although 90% money is born by the Central Government but the arrangement of remaining 10% money is very difficult for the state.

Session-I

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

5. 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-IV)**

Session: II

Topic : Status of SEMIS: Challenges and Strategies

6. 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-V)**

Session: III

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

7. 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-VI)**

Tea Break

Session-IV

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

8. Shri. Rupan Sehgal, 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-VII)**

Session-V

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

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

- That need based and norm based planning at district level should be done. She informed that Rs. 46.86 lakh, for one section school, Rs. 58.12 lakh, for 2 section school, Rs. 5.63 lakh, for additional classroom, Rs. 6.10 lakh, for science lab, Rs. 5.0 lakh, for arts and crafts room, Rs. 7.0 lakh, for library science Rs.1.0 lakh,

toilet-blocks for girls 0.50 lakh, for drinking water, Rs. 4.0 lakh, for major repair and Rs. 6.0 lakh for teachers quarter are provided by RMSA.

- Recurring grant for one lab attendant and one daftary, Rs.50000/- recurring school grant, Rs. 25000/- for minor repair are provided under RMSA. There is provision of in service teacher training, induction training for new teachers, training to master trainer/key resource person, excursion trip for students and teachers, book fair, science exhibition, remedial special teaching, sports equipments, training of SMDC members and science kit etc.
- She also informed that 12th five year plan proposals will also contain, schemes like ITC@school, IEDSS, girls' hostel and vocational education along with RMSA.
- MMER will be enhanced from present level of 2% to 6%. Aided secondary schools and higher secondary schools will be included in RMSA.
- She also explained procurement and disbursement procedure, for purchasing computers, stationary, vehicles, furniture and books etc. e-procurement should be adopted, e-procurement is a paperless, time savvy and easy process for procuring goods. **(Copy of Presentation at Annexure-VIII)**

Session: VI

Topic : Monitoring, Research, Supervision & Convergence

10. 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-IX)**

Session: V

Topic : Documentation, Resource Centers & 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-X)**

2ND Day Programme

Session: VI

Topic: Planning, Plan Preparation and Key Priorities for AWP&B 2012-13

12. 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 Maharashtra. Similarly, the state of Gujarat consists of 12 SFDs.

12.1 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 Prioritization for AWP&B 2012-13.

- ✓ Key features of an ideal Annual Work Plan & Budget (AWP&Bs)

12.2 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-XI)**

Tea Break

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-XII)**
 - 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.

14. Group Work / Discussion on the Following Components:

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

Group discussions were held in the afternoon of 2nd day after all the sessions are completed. Five groups for 6 components **viz- Access, Quality, Equity & Monitoring, SEMIS, Civil 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:

14.1 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:

- 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.

The participants on SEMIS also mentioned the following problems and sought additional ties: While filling the DCF, following were missing:

- Address of the school
- Medium of instruction
- Medium code
- Total enrolment
- Full time and part time teachers
- Infrastructure facilities
- Library and science labs
- Signature of DEO

The group was made aware with the above.

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.

14.2 Shri Kalicharan, Consultant, Planning, explained the calculation method for GER, NER, Dropout Rate, Teacher Pupil Ratio, Percentage of trained teachers etc. to the participants of in the group discussion. The material showing definitions etc. was distributed for their future reference.

14.3. 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

14.4 The group also raised the following points related to Civil and Access:

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

14.5 QUALITY

Following points have been asked to discuss to the group taking into account different parameters of Quality. In view of the expected action taken by the States, the plans presented by them and there is a need to discuss this issue for a focal and sustainable initiative. Mainly, the focus on the following aspects:

- State vision on quality:
- How to ensure a deeper pedagogical understanding across the state.
- How to ensure unity of thoughts across various agencies/ stake holders, like SCERT, SIE, DIET, CTE, Edn. Officials at State and Districts etc.
- Desired Outcome Indicators for children/Students.
- Core components like Curriculum & text-books, Pedagogical processes, Class room organization, Assessment measures, Improving language competencies, Community support etc.
- Enabling components, like initiatives taken with regards to recruitment of teachers, rationalization 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

14.5 Following Points have been identified by the group:

- Different enabling environment is needed for developing effective social and academic environment for quality.
- Separate modules as per local needs have to be prepared.

- Local dialects need to be considered while preparing curriculum and revising the text books.
- Different types of quality interventions have been required to improve the learning level of different groups belonging to tribal belts.
- Due to different languages within the tribal community at least language teachers must be included according to population.
- Provision of text books.
- Cost of teachers training must be enhanced from the present rate.

15. FINANCE

The group on finance was asked to carry out the three exercises as follows:

- A sample budget (costing sheet) was provided to the group where the total budget proposal was of Rs. 9 cr and the group was required to reduce the budget to Rs. 7 cr, based on the priorities and providing the justification for the same. The aim of the exercise was to create an understanding on how to prioritize the activities in an annual plan in view of budget limitation in that year.
- Given a scenario that there is shortage of funds at any point of time, the group was required to list the activities in the prioritized manner so as to use the funds effectively
- To prepare a month-wise fund flow statement for all the activities where against each activity, the month and the % of the total approved outlay of the respective activity of the funds to be released was to be indicated.

15.1 Group on Finance stated that in most part of North Eastern States, the school session starts from January to December or February to January. Maximum funds are required in the beginning of the year. It was suggested that school grant as Rs.50, 000/- should be released in January. Participants desired to know that how the payment of salary of regular teachers is made. Due to shortage of funds, strengthening of existing schools, construction of new schools and up-gradation of Upper Primary schools is hampered. Group on Finance also stated the following:

- Timely release of funds from GOI
- Rs. 10 lakh per district per annum to manage the office expense
- Separate funds for data entry operators at district level
- Rate of photocopy is Rs. 2 per copy in Mizoram
- Hiring of vehicle is costly in NE states
- Cost of material is extremely high

15.2 Civil Works

Group discussion was held for civil works component and their plans. 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”.

15.6 EQUITY

The group on equity was assigned the following activities:

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

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

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

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

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

16. The participants of Arunachal Pradesh, Mizoram & Tripura pointed out the following points/suggestions:

- Funds are provided for library rooms. Funds for library books should also be provided.
- Similarly, funds for computer room are provided. Fund for computers should also be provided.
- State Rate of Schedule (SOR) is very high
- The size of the classroom has been prescribed by RMSA as 7 * 7 Sq. Mt. Can it be constructed in rectangular shape
- Rs. 6 lakh for a residential quarter is very less.
- Entrance / Direction to toilets for girls and boys should be back to back or in different directions.
- Staffing problem at district level due to less MMER
- 80 to 90 percent are original Mezzos and they are Scheduled Tribes, remaining are migrated and belong to Minorities and Christians. The original community is backward and poor. Additional funds are required for their development
- Hostels are required for girls
- Cost of Construction is very high.
- Cost of living is very high.

VELIDICTORY

Hon'ble Education Minister, Education Secretary and Parliamentary secretary attended concluding session of the workshop. They made the following key points:

1. Shri Lalsawta, Hon'ble Minister, School Education welcomed the parliamentary Secretary, Secretary of School Education, SPD, Project Manager (RMSA), TSG Consultants and Participants from Arunachal Pradesh, Mizoram and Tripura. He praised for inviting them all in such a programme. He put forward the following points:

- Mizoram is the 3rd corner of North Eastern States where journeys are very difficult. The training will benefit to all the participants although ground realities are different.
- Geographical problems made several hurdles. RMSA is a National Programme that could generate lots of opportunity in future.
- People of Arunachal Pradesh, Mizoram and Tripura are hard and dedicated worker as they even came here on holiday from long distances.

2. Shri Chawngthanga, Parliamentary Secretary stated that he had spent whole day with the Chief Minister, however, it was privilege for him to attend this special occasion. He emphasized on; Economic justice, Academic justice and Educational justice and requested to provide the good Educational justice to Mizoram as well as North Eastern States. Centre has given opportunity to Mizoram by sending their representatives. Mizoram is a very small state. Revenue collection is very less. Mizoram is very slow in development process. Transportation is very costly. He requested for special consideration and attention for Mizoram.

About 200 years ago, Mizo people got the land of Mizoram and communication problem still exists in the state. E-mail cannot be received due to server problems. Mizoram cannot be equated with Assam. Basic problems are always there. Villages are scattered. There should be flexibility in approving plans in PAB.

3. Mrs. Estherlalruatkimi, Secretary, School Education Department & State Mission Director, MEMS stated that it is the gracious occasion that Education Minister and Parliamentary Secretary came together to attend this workshop. This is the real time to learn. It will help in preparing plan as per RMSA norms. Training in North Eastern States is difficult. RMSA program will go on long way. She requested the participants to learn more for resolving their issues.

4. Shri S.K. Sharma, Project Manager, RMSA thanked the Education Minister, Parliamentary Secretary and Education Secretary for spending their valuable time. He thanked the ASPD for making excellent arrangement and providing hospitality in Aizawl. He invited participants to come forward with effective solutions in such difficulties. State representatives may come with better plans keeping in view of local issues, grievances and demography specific touch as per RMSA norms. Calendar for conducting 15 such workshops has been prepared.

This is the 8th workshop of same series in Mizoram. Government always accords preferential approach in addressing issues of North Eastern States. It is their rights. This programme will benefit to district beneficiaries in understanding of RMSA approach. RMSA will move fast in coming 3 years. This is the 2nd major step in the direction of universalization of secondary education after SSA, which is for elementary education.

The workshop ended with vote of thanks.

10

ANNEXURE - I BANGALORE WORKSHOP

Karnataka 66 / 82
Kerala 16 / 82

Workshop/Capacity Building Programme on Planning & Implementation Of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajajinagar, Bangalore

Sl.No	Name of the State	Participants Name Sri / Smt	Designation	Mobile No	E-Mail Id	Signature (15.12.2011)	Signature (16.12.2011)
1	X	Amita Singla	Sr. Consultant	9871014825	amitasingla@gmail.com		
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ANNEXURE - I BANGALOR WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajajinagar Bangaluru.

Sl.No	Name of the State	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
1	BAGALKOT	B.K.Nandanura, DYPC, RMSA	DYPC	Basalkot YMSRA@gmail 9448313048		
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12	CHIKKAMANGALORE	Venkatarana, DYPC, SSA	DYPC	 948023488		

ANNEXURE - I BANGLORE WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajaj Nagar Bangaluru.

Sl.No	Name of the State	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
25	MYSORE	Sushilamma, DYPC, RMSA	DYPC	87 92662780 RMSA Mysore@gmail.com		
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ANNEXURE - I BANGLORE WORK SHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajaj Nagar Bangaluru.

Sl.No.	Name of the State	Participants Name Sri/Smt	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
1	BAGALKOT	S.R. Manahalli	DDPI	9448999324		
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3	BANGALORE U NORTH	T.C. Chandraiah	DDPI	9448999326		
4	BANGALORE U SOUTH	C.Nagarajan	DDPI	9448999327		
5	BELGAUM	G.H. Veeranna	DDPI	9448999328		
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12	CHIKKAMANGALORE	V.M.Kantharaju	DDPI	9448999334		

ANNEXURE — I BANGLORE WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajaj Nagar Bangaluru.

Sl.No.	Name of the State	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
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18	GULBARGA	B.S. Paramesha	DDPI	9448999341		
19	HASSAN	A.T. Chamaraja	DDPI	9448999342 chamaraja-andini@jalco.co.in		
20	HAVERI	S.B.Kodli	DDPI	9448999343		
21	KODAGU	N.A. Ramaswami	DDPI	9448999344		
22	KOLAR	H.D.Govidaiah	DDPI	9448999345		
23	KOPPAL	Mantelingachari	DDPI	9448999346		
24	MANDYA	K.Gopal	DDPI	9448999347		

ANNEXURE - I BANGALOR WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajaj Nagar Bangaluru.

Sl.No.	Name of the State	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
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30	TUMKUR MADHUGIRI	P.Huccaiah	DDPI	9448999347		

7	BELLARY	H.Balaraja	DDPI	9448999329		
8	BIDAR	C.Anjneya Reddy Shetty	DDPI	9448999330		
9	BIJAPUR	B.N. Hakkim	DDPI	9448999331		
10	CHAMARAJANAGAR A	Bellashatti Shetty	DDPI	9448999332 bellashetty123@ymail		
11	CHIKKABALLAPURA	Ajith Prasad	DDPI	9845028924		
12	CHIKKAMANGALORE	V.M.Kantharaju	DDPI	9448999334		

workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, D.
Rajkumar road, Rajaj Nagar Bangaluru.

ANNEXURE - 1 BANGALORE - WORKSHOP

Sl.No	District Name of the State	Participants Name Sri/Smt	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
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3	Pathanamthitta	Sri. T.P. Sivaraman	Deputy Director (Education)&District Project Officer,RMSA	9747898660		
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5	Kottayam	Smt. Jessy Joseph	Deputy Director (Education)&District Project Officer,RMSA ddektm@gmail.com	9447330329		
6	Idukki	Smt. Anila George	Deputy Director (Education)&District Project Officer,RMSA ddeidk@gmail.com	9447006237		
7	Ernakulam	Sri. M.D Murali	Deputy Director (Education)&District Project Officer,RMSA ddeernakulam@gmail.com	9446192338		
8	Thrissur	Smt. S.M. Noorjihan	Deputy Director (Education)&District Project Officer,RMSA ddcdm@gmail.com	9446392616		

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 15th to 16th December 2011 at Hotel Abhimani Vasathi, Dr. Rajkumar road, Rajaj Nagar Bangaluru.

ANNEXURE - I BANGALOR WORKSHOP

Sl.No	Name of the State	Participants Name Sri/Smt	Designation	Mobile No. & E-Mail Id	Signature(15.12.2011)	Signature(16.12.2011)
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11	Kozhikkode	Smt. K. Kamalam	Deputy Director (Education) & District Project Officer, RMSA	Kozhikkode dde@gmail.com 9495414004		
12	Wayanad	Smt. N.I. Thankamany	Deputy Director (Education) & District Project Officer, RMSA <i>dde wayanad@gmail.com</i>	9447219050		
13	Kannur	Sri. A. Arunkumar	Deputy Director (Education) & District Project Officer, RMSA	9495270316		
14	Kasargode	Smt. P. Padmini	Deputy Director (Education) & District Project Officer, RMSA	8089879477		
15	KERALA State	Sri. Jimmy K Jose	Academic Project Officer, State Project Office, RMSA	944635489 <i>Jimmy katrikath@gmail.com</i>		
16	KERALA State	Sri. Mathew P.S	Academic Project Officer, State Project Office, RMSA <i>matkply@gmail.com</i>	9495558092		
17						
18						
19						
20						

ANNEXURE-IV

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Access and Participation : Approach and strategy



**PRESENTED BY:
M. K. MISHRA**

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 available, accessible and affordable to all young persons in the age group of 14-18 years.
- To provide secondary school within a reasonable distance of any habitation, which should be 5 kms. for secondary schools and 7-10 kms. for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and
- Universal retention by 2020.

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

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

Contd..

- **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 by means of Walking / Cycling 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	<ol style="list-style-type: none">1. Conservative attitude of parents towards secondary education2. Conservative attitude towards girls education
Economic	<ol style="list-style-type: none">1. Poverty of parents2. Less financial provision in the budget
Political	<ol style="list-style-type: none">1. Local politics in respect of opening of new school

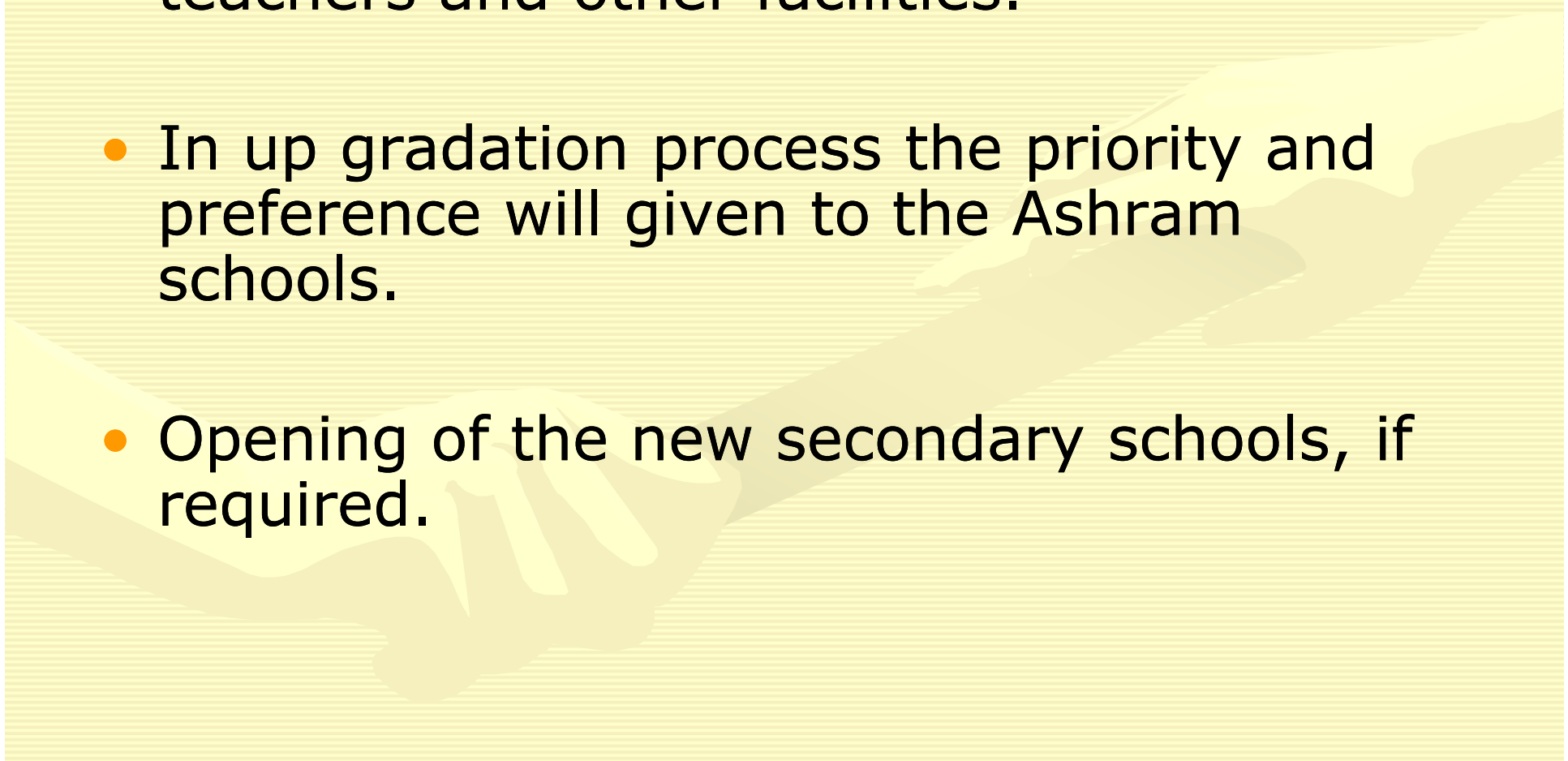
ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER

Area	Challenges/problems
Educational	<ol style="list-style-type: none">1. Uninspiring methods of teaching2. Defective curriculum
Geographical	<ol style="list-style-type: none">1. Inaccessible areas2. Small and scattered habitations3. Particularly in tribal and hilly areas
Administrative	<ol style="list-style-type: none">1. Lack of suitable admission policy2. Inequality of educational opportunity

IMPROVING ACCESS- Strategy

- 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 subject teachers 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 spatial and demographic dimensions into the educational planning process.
- Location of educational facilities depends on the norms and standards prescribed 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

- Continues process repeated every year.
- Habitation/Village based.
- Does not strictly adhere to any norm.
- Process oriented it also ensure that local level capacity is developed.
- Focus on issues pertaining to process and outcomes both at local level.
- Successes more on non financial resources.
- Deals with optimum utilisation of resources.
- Large no of villagers are to be trained

School Mapping

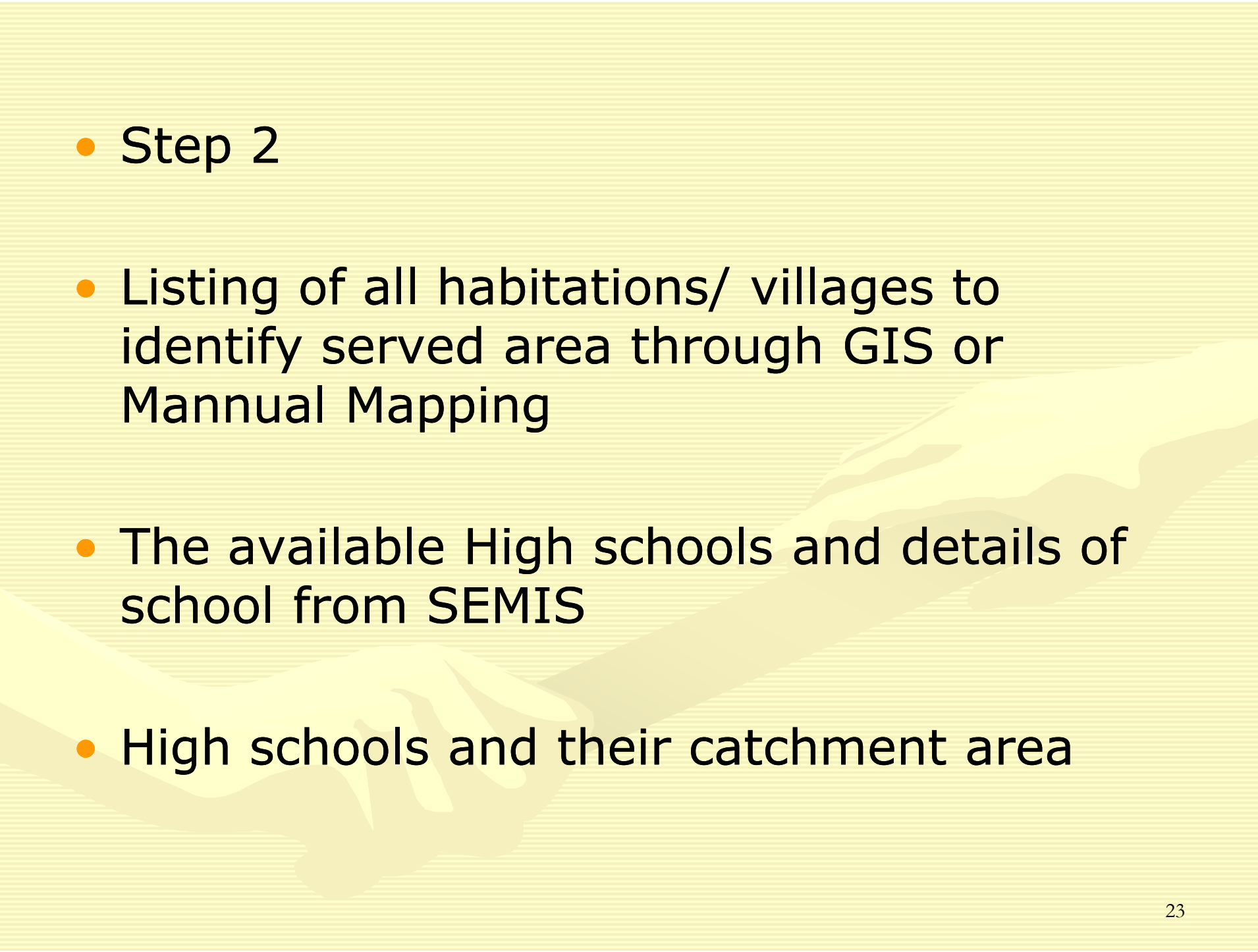
- One time activity
- Block based/Cluster based.
- Based on certain norms.
- Norm based activity deals with creation of educational facilities.
- Focus on inputs provision.
- It estimates are extent of financial resources reduced to provide educational facilities.
- Deals with optimum allocation of resources.
- 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 Manual Mapping

- 
- The background of the slide features a faint, stylized illustration of two hands shaking, symbolizing agreement or partnership. The hands are rendered in a light, semi-transparent yellow color, blending into the overall light yellow background. The handshake is positioned diagonally across the lower half of the slide.
- Step 2
 - Listing of all habitations/ villages to identify served area through GIS or Manual 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.

Google Earth

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Fly to e.g., 37.407229, -122.107162

Places

- My Places
 - Sightseeing Tour
 - Make sure 3D Buildings layer is checked
 - Untitled Network Link
 - Untitled Network Link
- Temporary Places
 - school_dise_semis
 - satara_settle01
 - Primary.kml
 - Upper Primary.kml
 - Secondary.kml

Layers Earth Gallery >>

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17°25'32.27" N 74°04'57.23" E (elev. 1946 ft) Eye alt 38185 ft

Essentials of proposal

- Habitation wise School Mapping
- Total requirement of new schools
- List of notified Secondary Schools
- List of notified Upper Primary Schools

Contd...

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 /Corporation / 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 .(AEE0/AEE0/DEO/ Chief Educational Officer/ Dist. Prog. Coordinator)

THANKS



ANNEXURE-VII

ORIENTATION ON PLANNING FOR CIVIL WORKS

Senior Consultant-Civil, RMSA-TSG
26th September, 2011

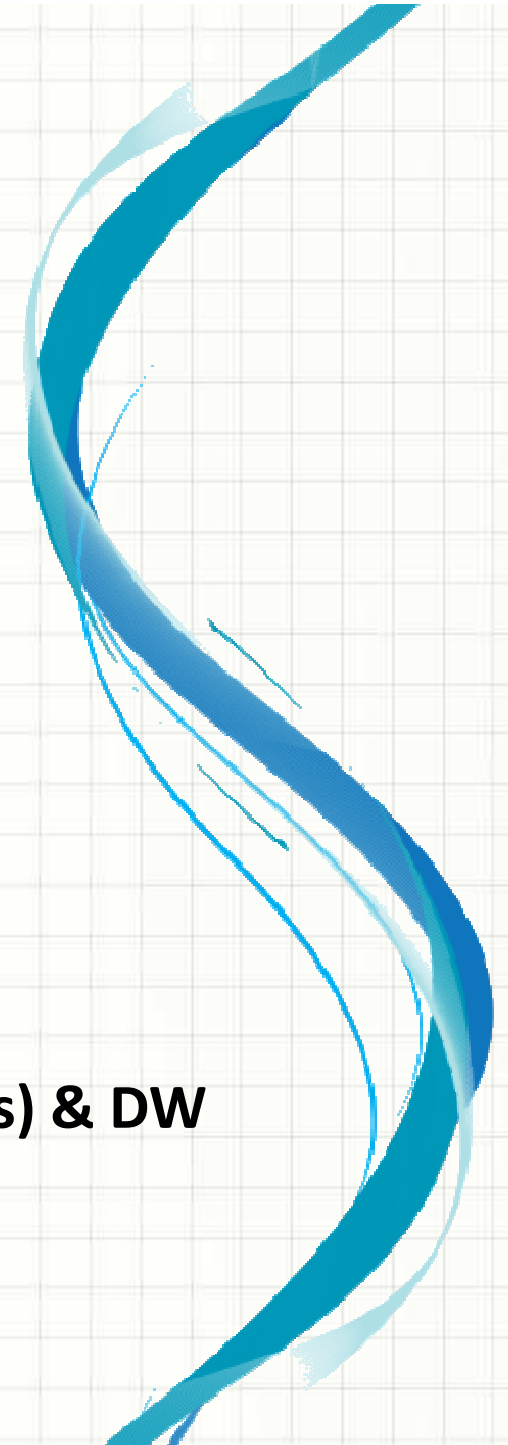


Orientation issues

- Getting to know your new assignment
- Familiarizing yourself with your new environment
- Meeting new colleagues

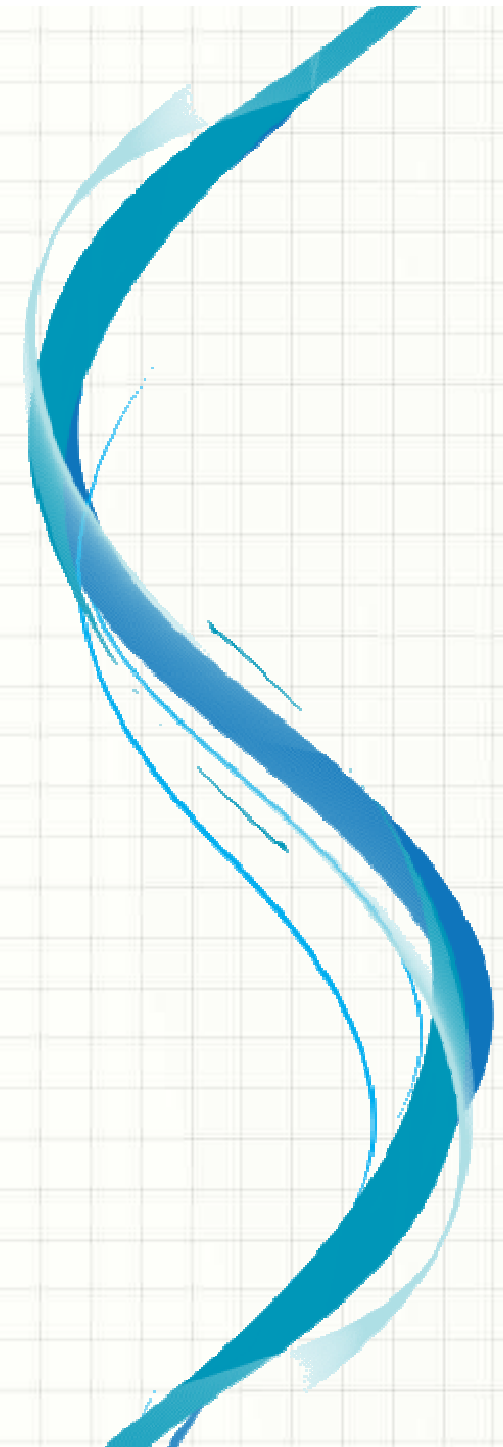
New Work

- 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**

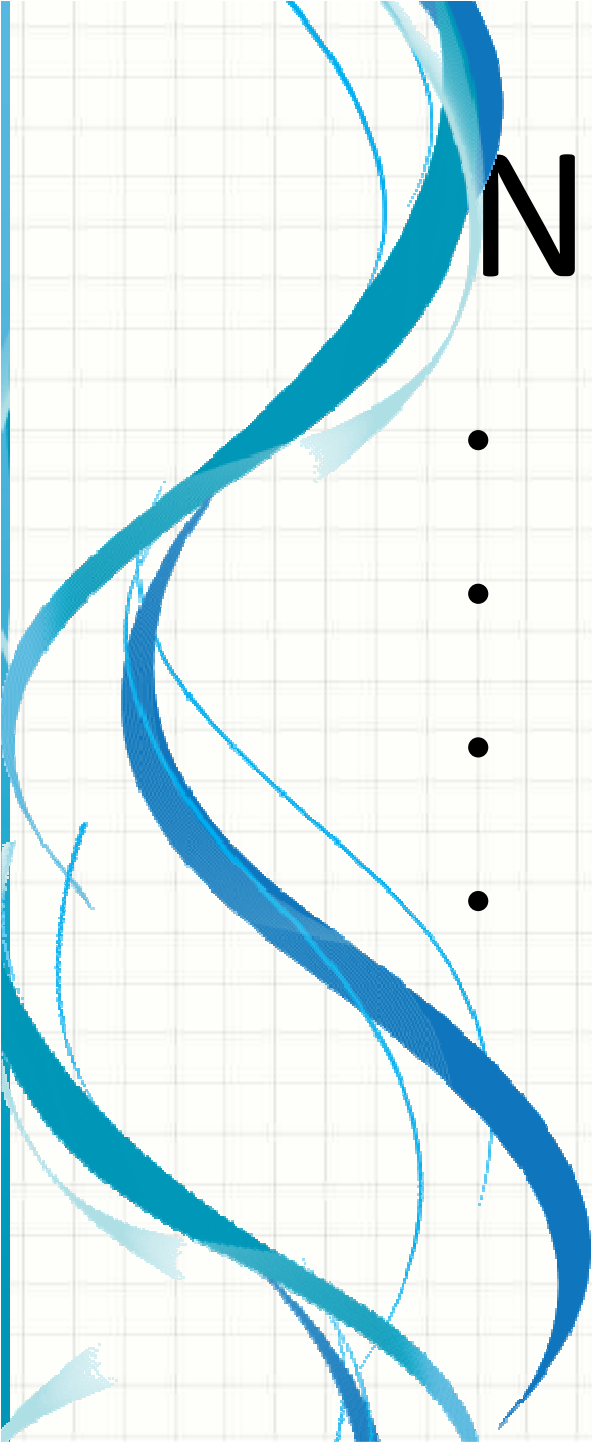


New Work(CONTD.)(right now not allowed)

- For Higher Secondary Three lab for science subjects.
- ICT Resource room and library may be housed in one big room
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



The image features a grid background with a blue and white abstract graphic at the top. The graphic consists of several curved lines, including a thick blue line and a dashed black line, both curving upwards from left to right. The word "NORMS" is written in a bold, green, sans-serif font in the lower right quadrant of the grid.

NORMS

Sl. No.	Items of Construction	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 Construction	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 Construction	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 Construction	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 & Renovation	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.**

- **Reg. Major Repair**

- > **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.**

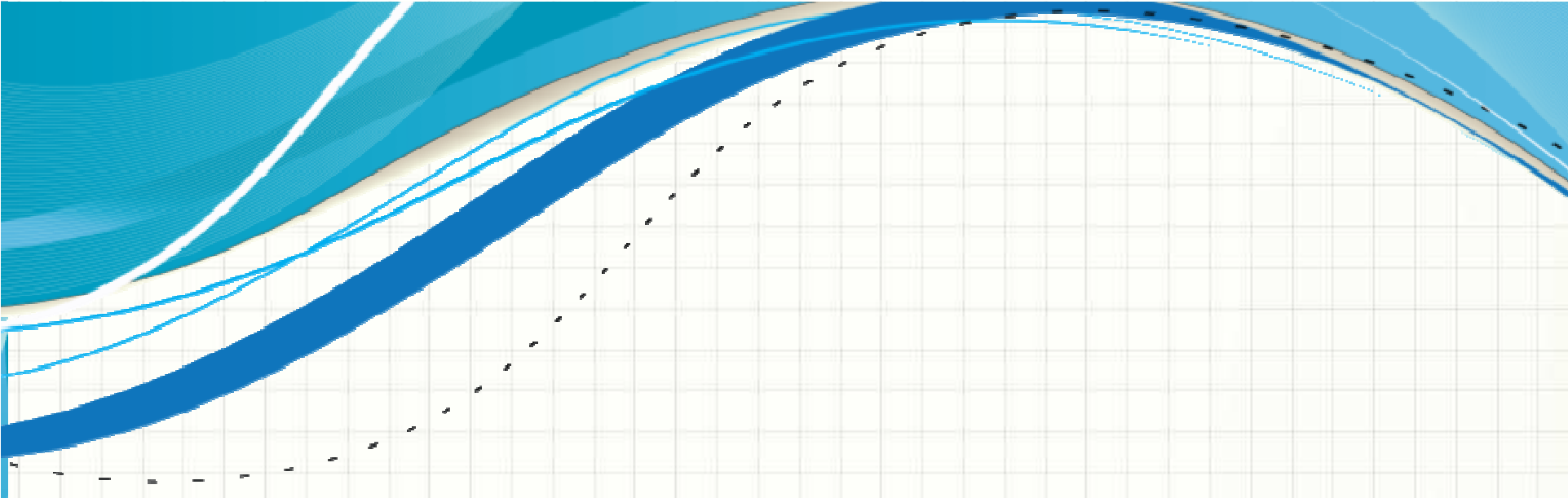
- 
- > That too only when the building is of its own not the rented or on lease or any form of non-permanent lending.**
 - > The in-completed building of other schemes or department should not be covered.**
 - > Structurally failed building should not form the part of it.**
 - > This should be allocated 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**

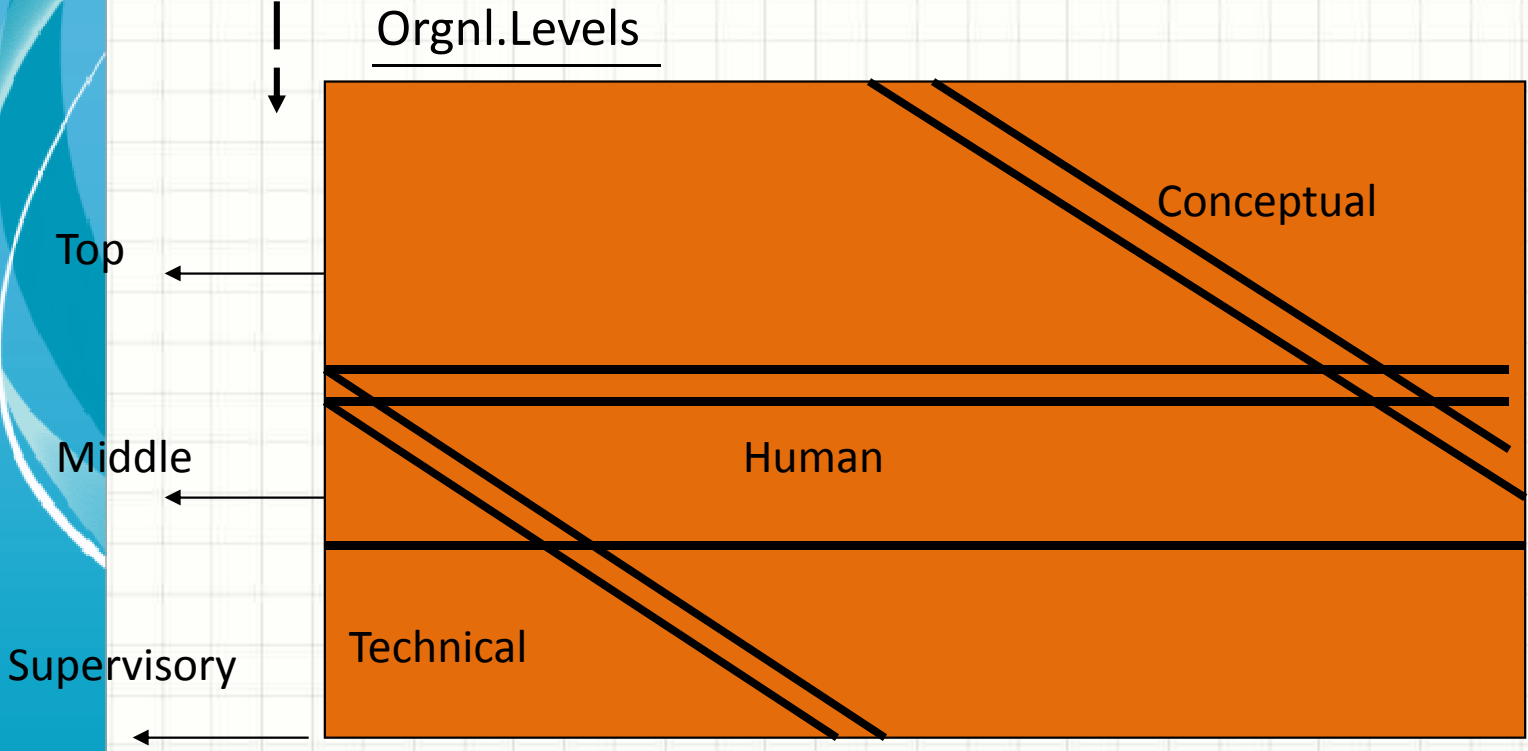
Reg. Residential Quarter

- > 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**



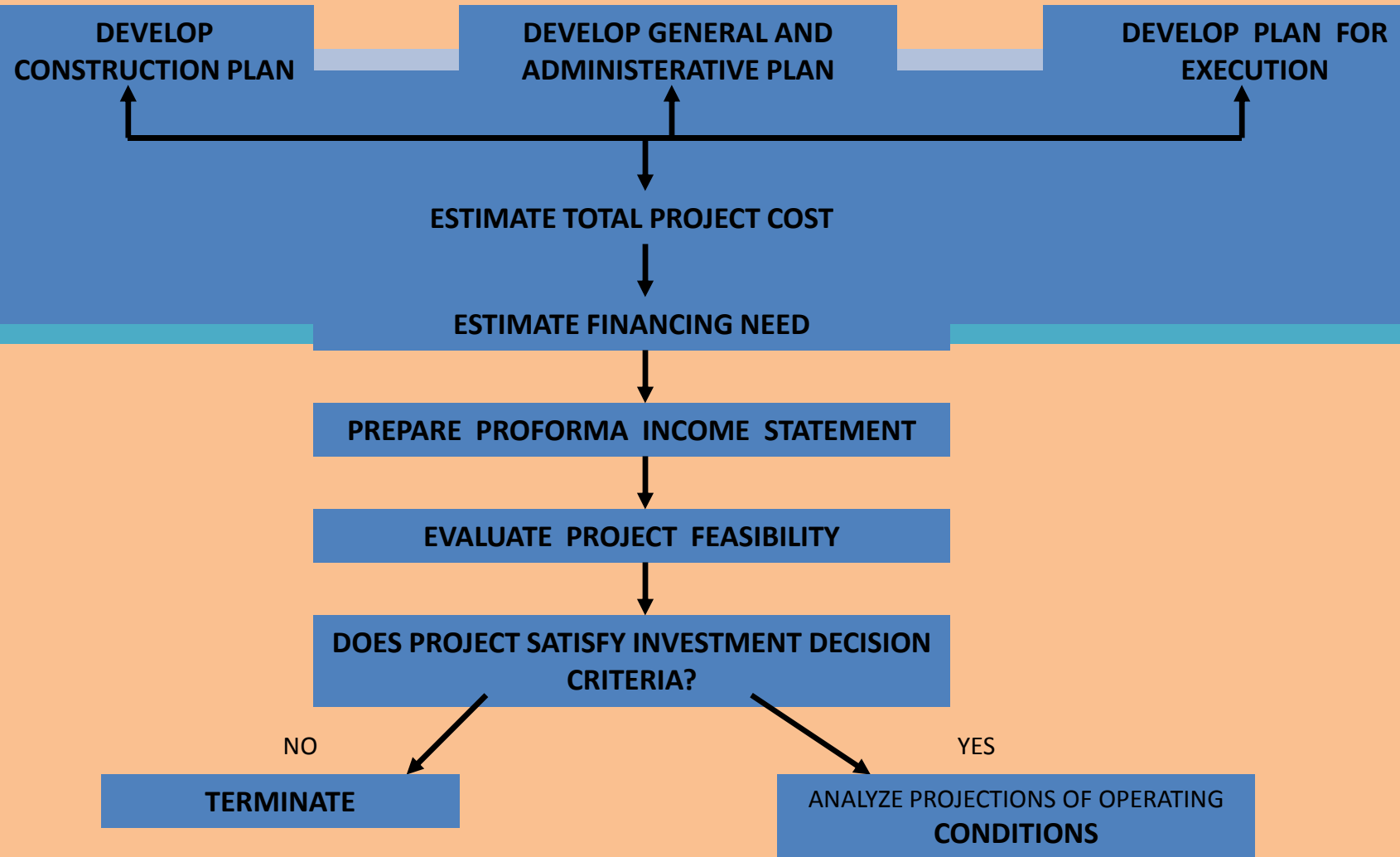
PHASING & PROJECTION FOR PLAN PROPOSAL

Knowledge and Skill Required for Management



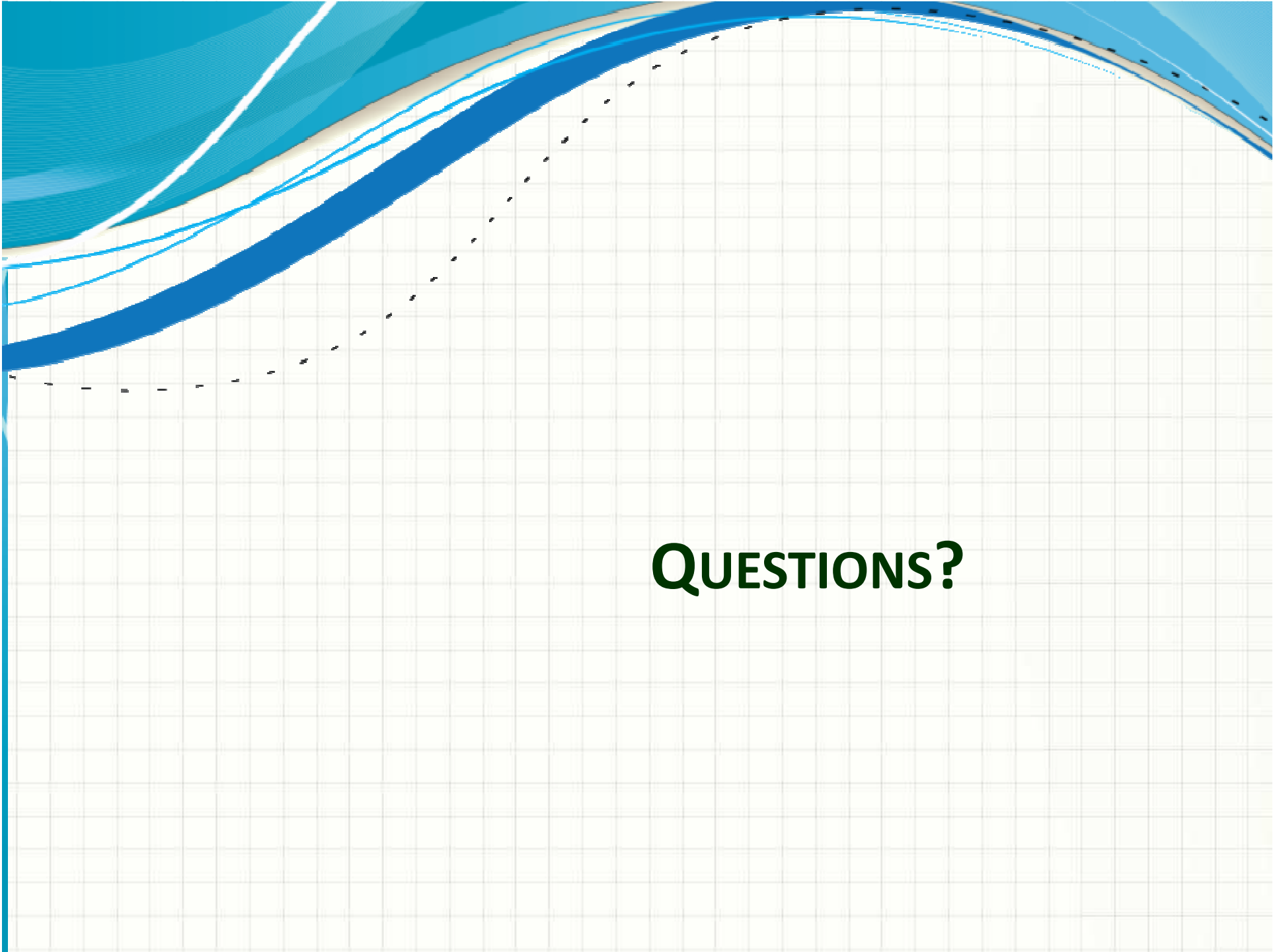
Knowledge and Skill vary with organizational Levels

The various steps in financial analysis are as follows:



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?

The image features a background with a light gray grid. In the upper portion, there are several curved, overlapping lines in shades of blue and white, creating a sense of motion or a stylized landscape. A prominent dark blue curve starts from the left and arches towards the right. Below this, a dashed black line follows a similar path. The overall aesthetic is clean and modern.

THANKS

ANNEXURE-XII

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,ST and 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
 - Sannelan, Maa Beti Mela
 - Conventions, special camps for girls
 - Door-to-Door contact campaign
 - Praveshotsav, retention drive, awareness programme etc.
 - Involving PRI in Campaign.
 - Publicity materials e.g., Posters, Hand outs Mailers, Advertisements, T.V. spots
 - Motivation camps.
-

MAJOR SCHEMES

SSA

Rs. 15.00 lakh for each district per year under Innovations and free textbooks

Girls Hostels

As an additional support for education of privileged/disadvantaged girls, but a separate hostel scheme

KGBV

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 8 th -10 th with NIOS, Drop out girls of 8 th 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 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

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.

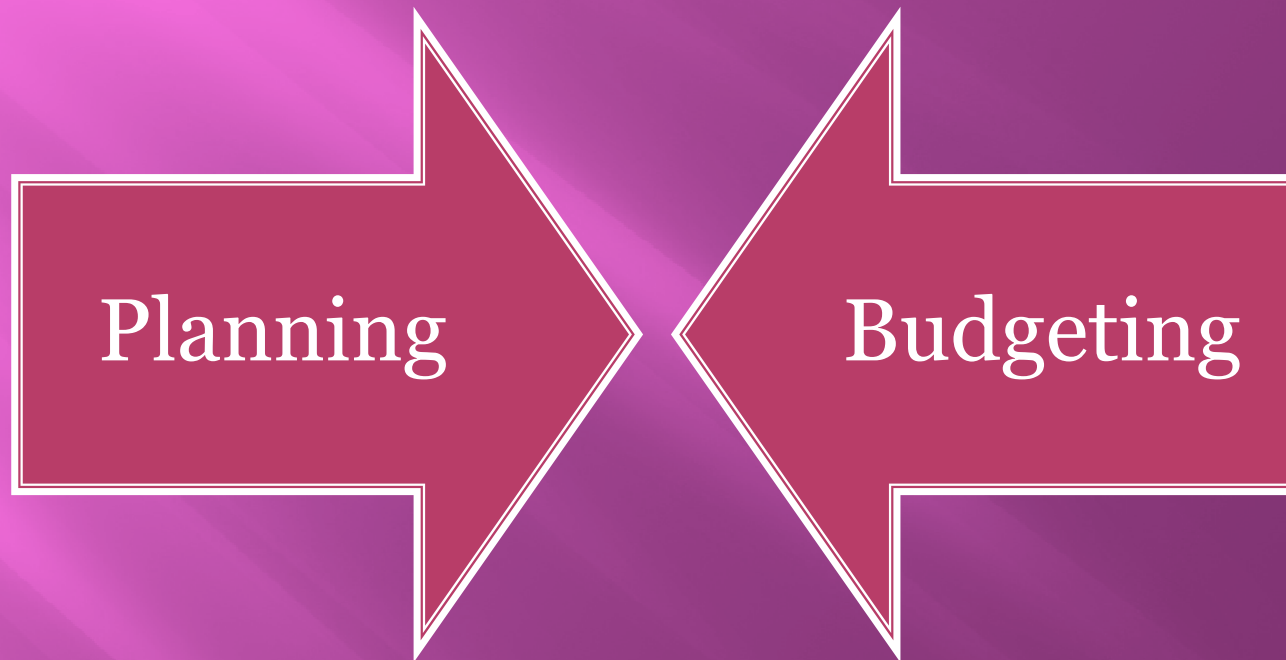
THANKS

ANNEXURE-VIII

**BUDGETING OF AWP
& FINANCIAL
MANAGEMENT**

Rashtriya Madhyaimk
Shiksha Abhiyan

Planning And 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%

APPROVED OUTLAY FOR 2011-12

Head/Components	Bihar		Jharkhand	
	Outlay (Rs in lakh)	%	Outlay (Rs in lakh)	%
CW (New schools and Strengthening 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.

❖Register 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-X

Library & Documentation

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 develop 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 access 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-IX

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

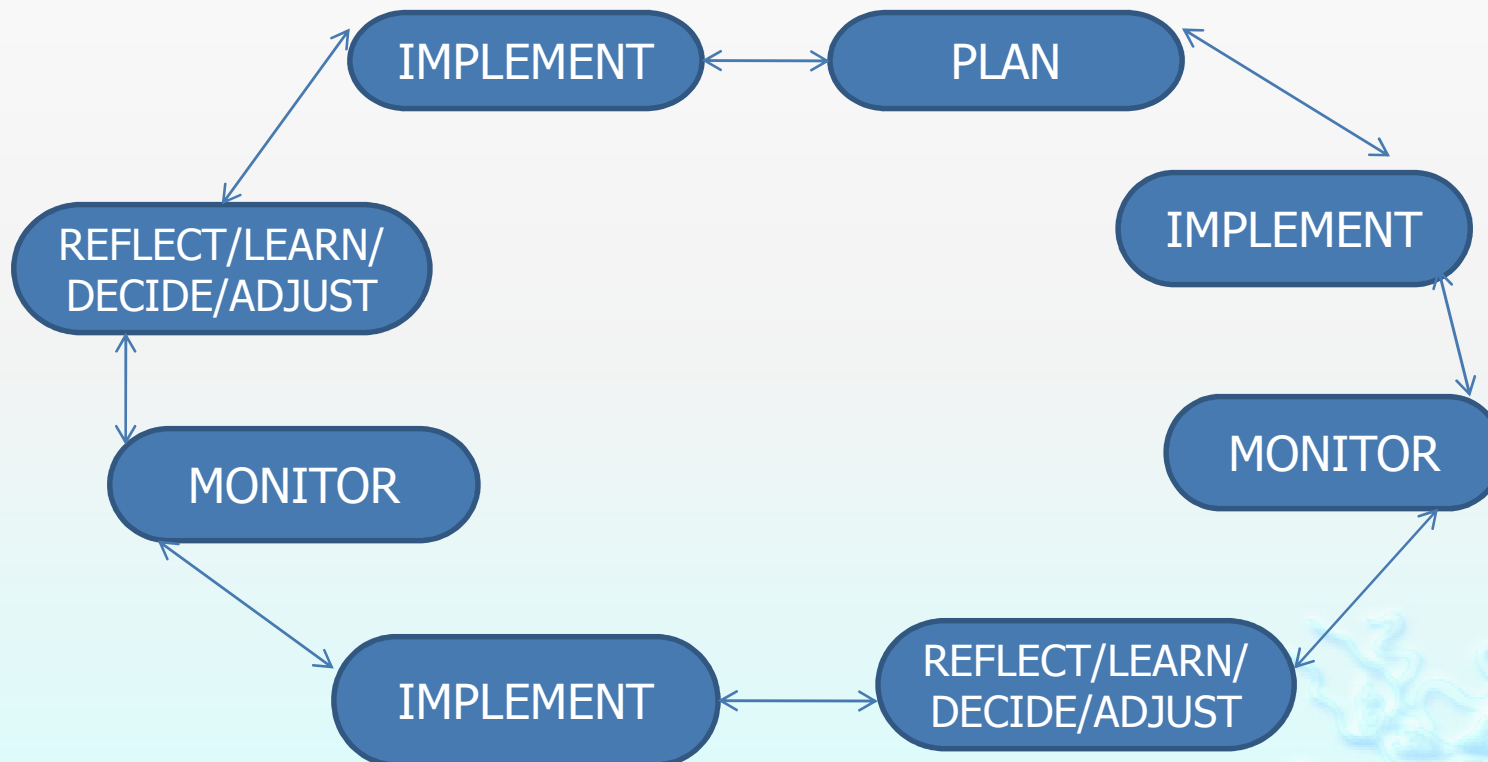
Importance of Evaluation

- 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
- 

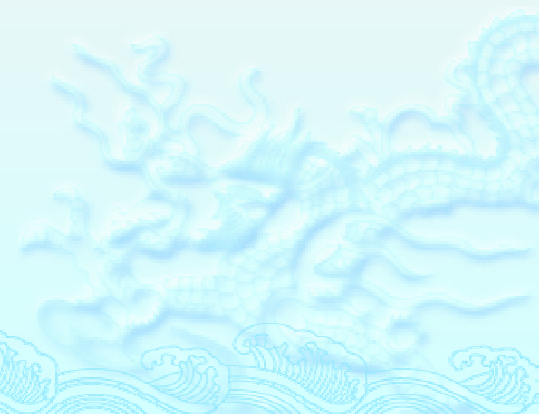
Rationale of the Monitoring

- 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



Ann exure-1



ANNEXURE-III

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.

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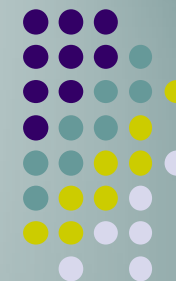
EXPECTED OUTCOMES

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!

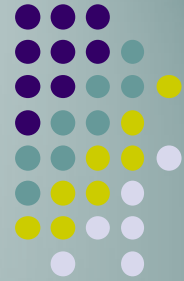




Annexure-XIII

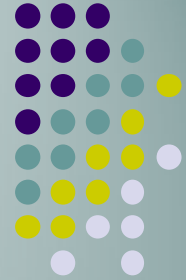
Procurement under RMSA

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

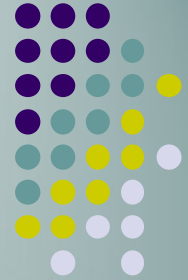
PROCUREMENT



Main Considerations



Points to be kept in view



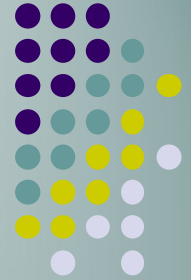
- Identification of Needs.
- Requisition from users.
- Exists specific budget provision.
- Assessment of bulk requirement at the beginning of the financial year.
- Computer, Equipment, furniture, books etc in economic lots as per annual need.
- All purchases be made to the best advantage after comparison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

PROCUREMENT



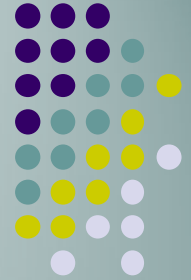
- **Strictly follow the levels of procurement provided in Financial Management & Procurement manual.**
 - **School level/SMDC**
 - **District level**
 - **State level**

School/SMDC level



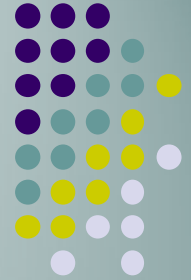
- All civil works, related to Govt. Secondary Schools.
- Furniture in Govt. secondary schools.
- School library
- Teaching Learning Material
- School grant.
- Maintenance of school from maintenance grant.
- Teaching Learning Equipment for existing and upgraded secondary schools etc.
- Community participation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

District level



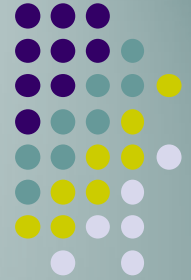
- **Office equipment for DPC**
- **Office furniture for DPC**
- **Textbooks/other books/supplementary materials**
- **Computers and accessories**
- **Office contingencies**
- **Hiring of vehicles**
- **Maintenance of equipment and vehicles**
- **District level training and workshops**
- **Printing work**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

State level



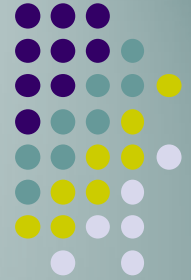
- **Computers and its accessories**
- **Office equipment for SPO**
- **Office furniture for SPO**
- **Office contingencies**
- **Hiring of vehicles**
- **Maintenance of equipment and vehicles**
- **State level training and workshops**
- **Printing work**
- **Engagement of consultancy firms (service contract)**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

PROCUREMENT



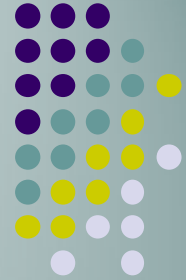
- Prepare the Procurement Plan every year.
- Strictly follow financial ceiling prescribed for each method.
- States to prepare the annual procurement plan within one month of the approval of AWP&B by the PAB of RMSA.
- Linkage of all procurements with plan will be looked in audits, post review and concurrent review.
- It shall be ensured that the procurement is based on actual requirements.

Method of Procurement



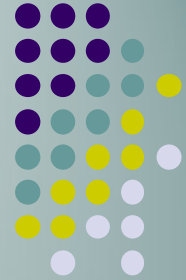
1. **Open Tender**
2. **Limited Tender**
3. **Single Tender**
4. **Procurement without tender / quotation**

OPEN TENDER



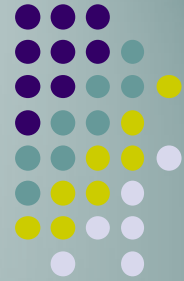
- **Items covered: Civil works construction.**
- **Steps**
 - **Preparation of tender documents**
 - **Notification / Advertisement;**
 - **Issue of tender documents;**
 - **Pre-bid Conference**
 - **Submission of tender documents;**
 - **Public opening of tender;**
 - **Evaluation;**
 - **Selection 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**



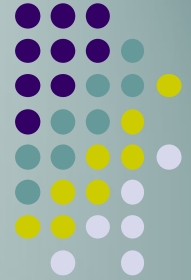
Repeat Orders

- **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.

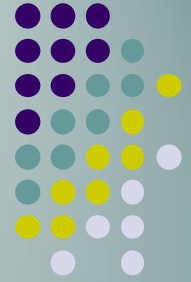
LIMITED TENDER



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

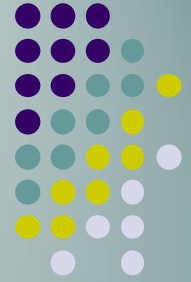
- Extension of existing contracts
- Standard equipment/spare parts for existing equipments from original supplier.
- Items obtainable from one source
- Early delivery
- In exceptional cases such as natural disaster.

WITHOUT TENDER / QUOTATION

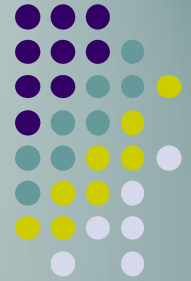


- Procurement of goods or group of goods estimated to cost the equivalent of the ceiling of State Govt.

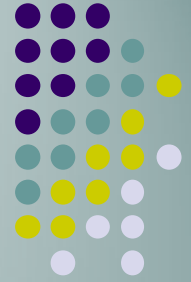
E- procurement



- 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-VI

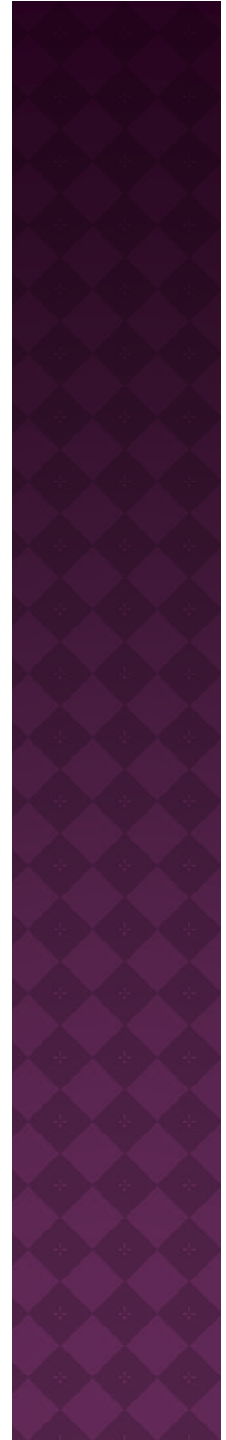
IMPROVING

QUALITY OF SECONDERY EDUCATION

UNDER

RASHTRIYA MADHYAMIK SHIKSHA

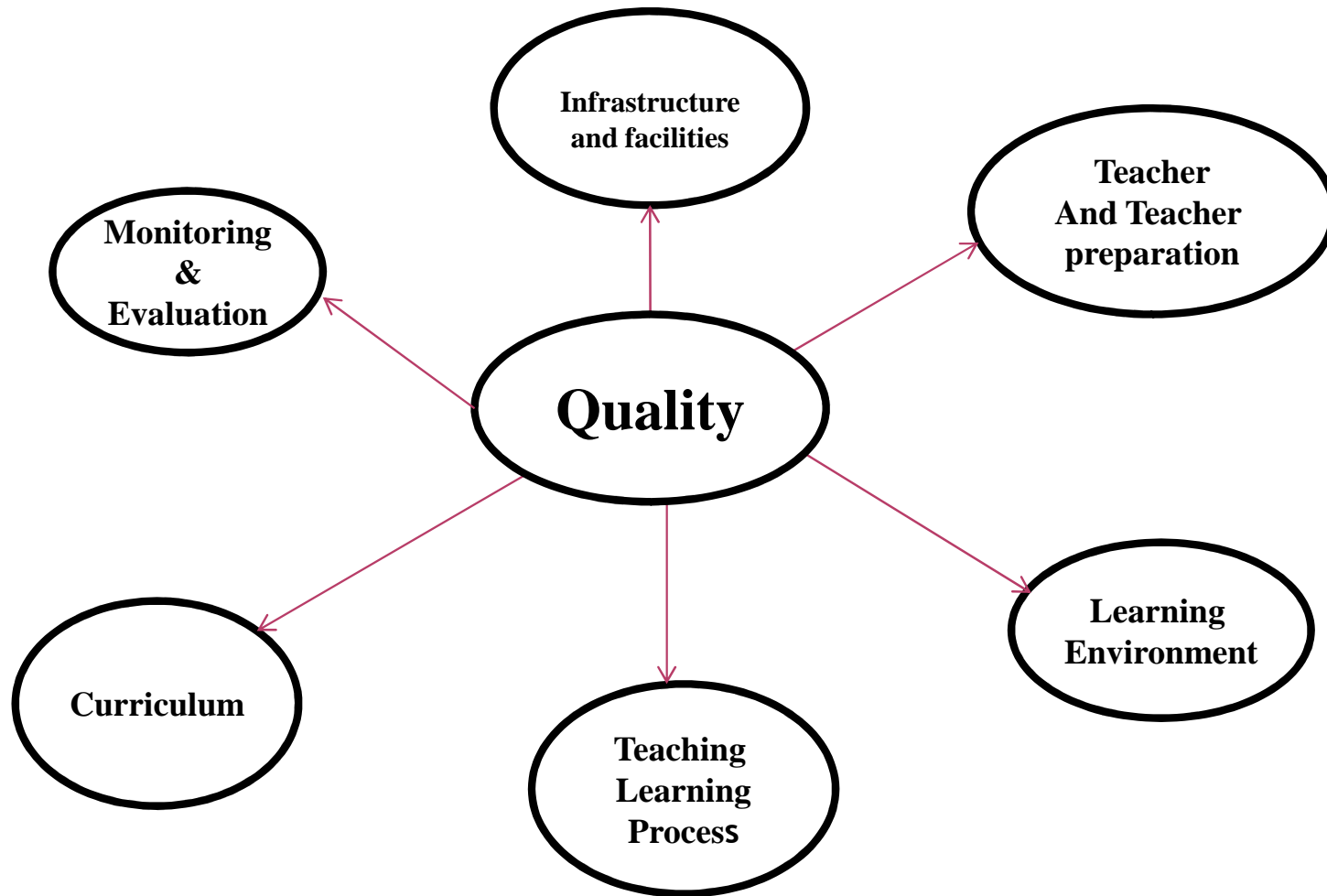
ABHIYAN



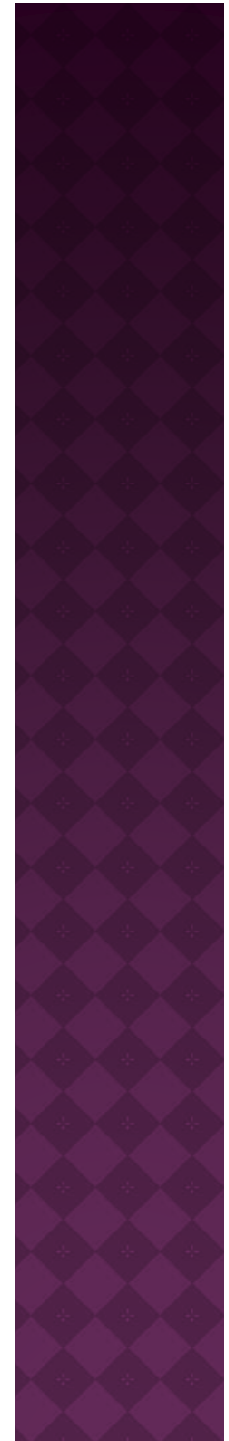
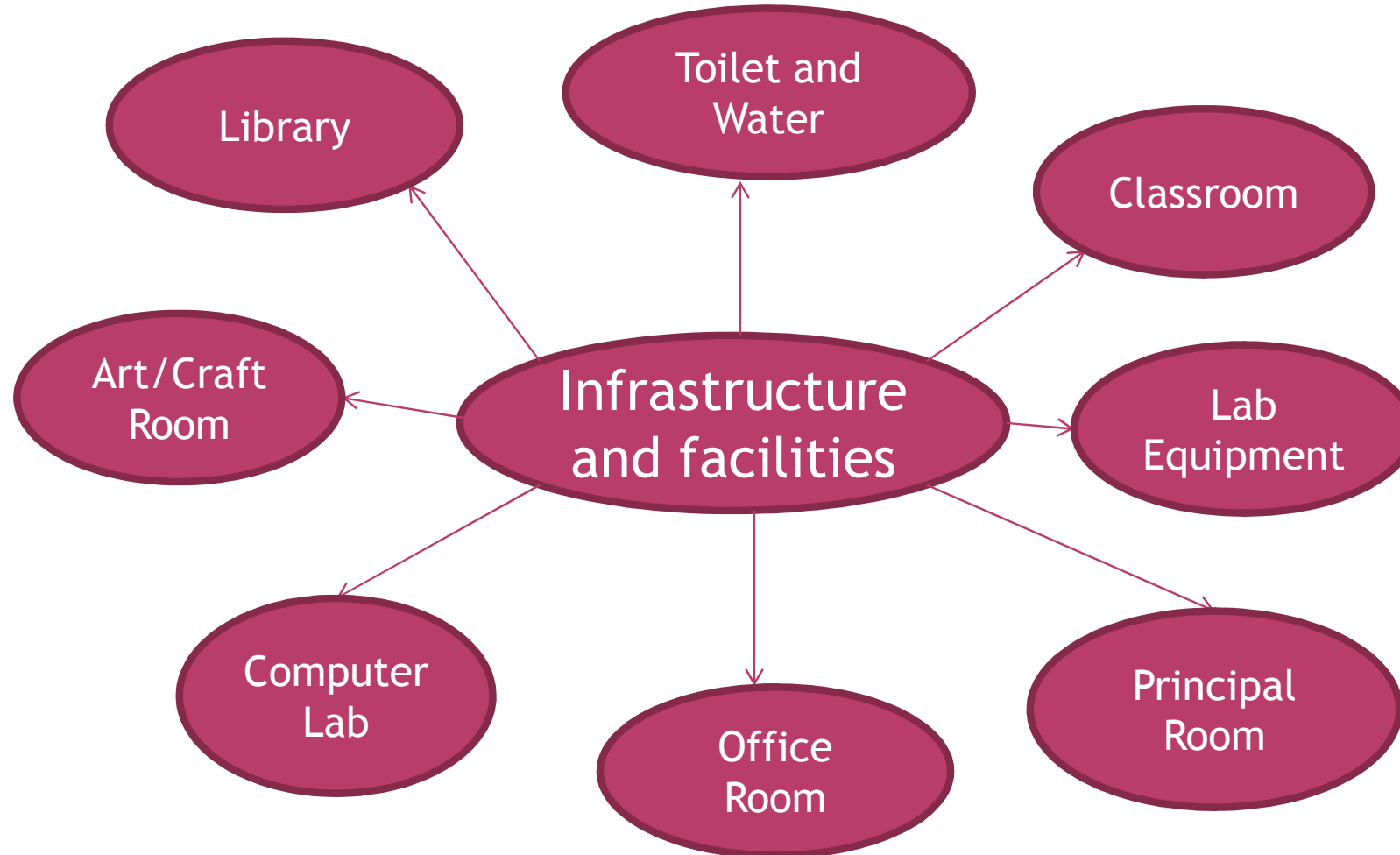
RMSA FRAMEWORK ON QUALITY

- ◉ **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**

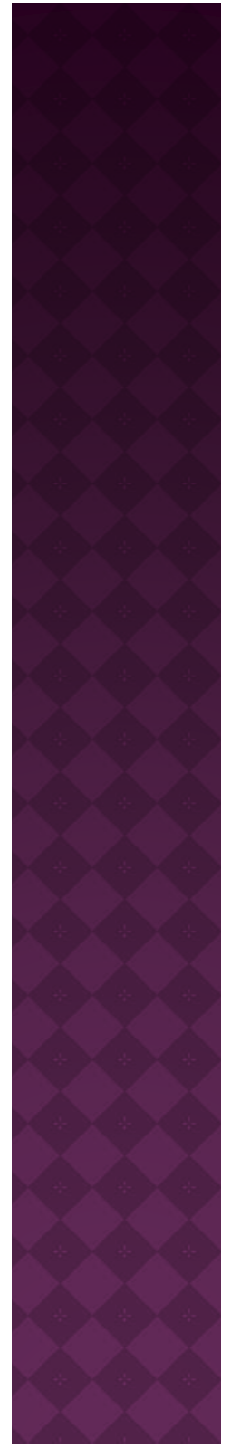
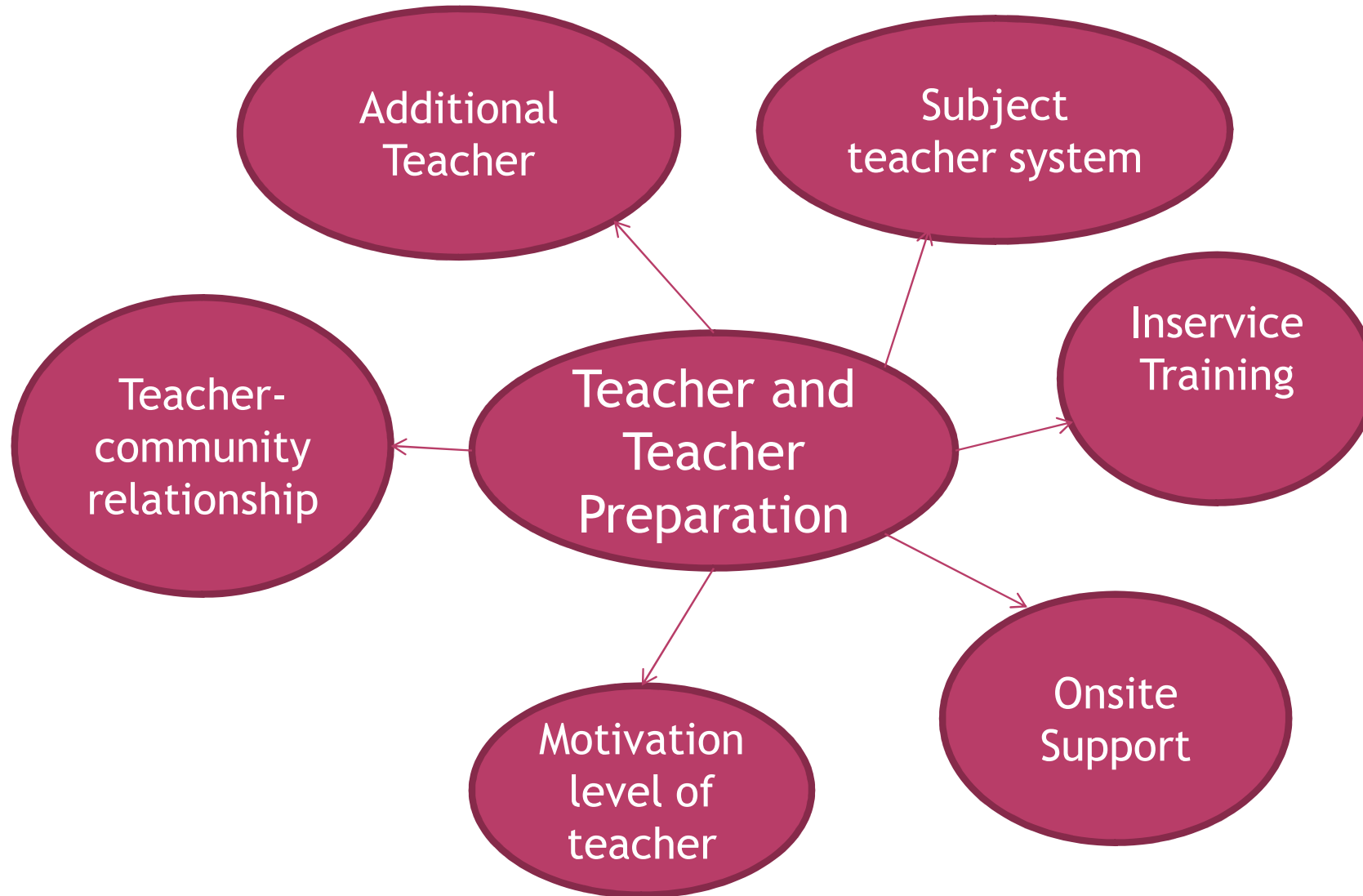
Factors affecting Quality



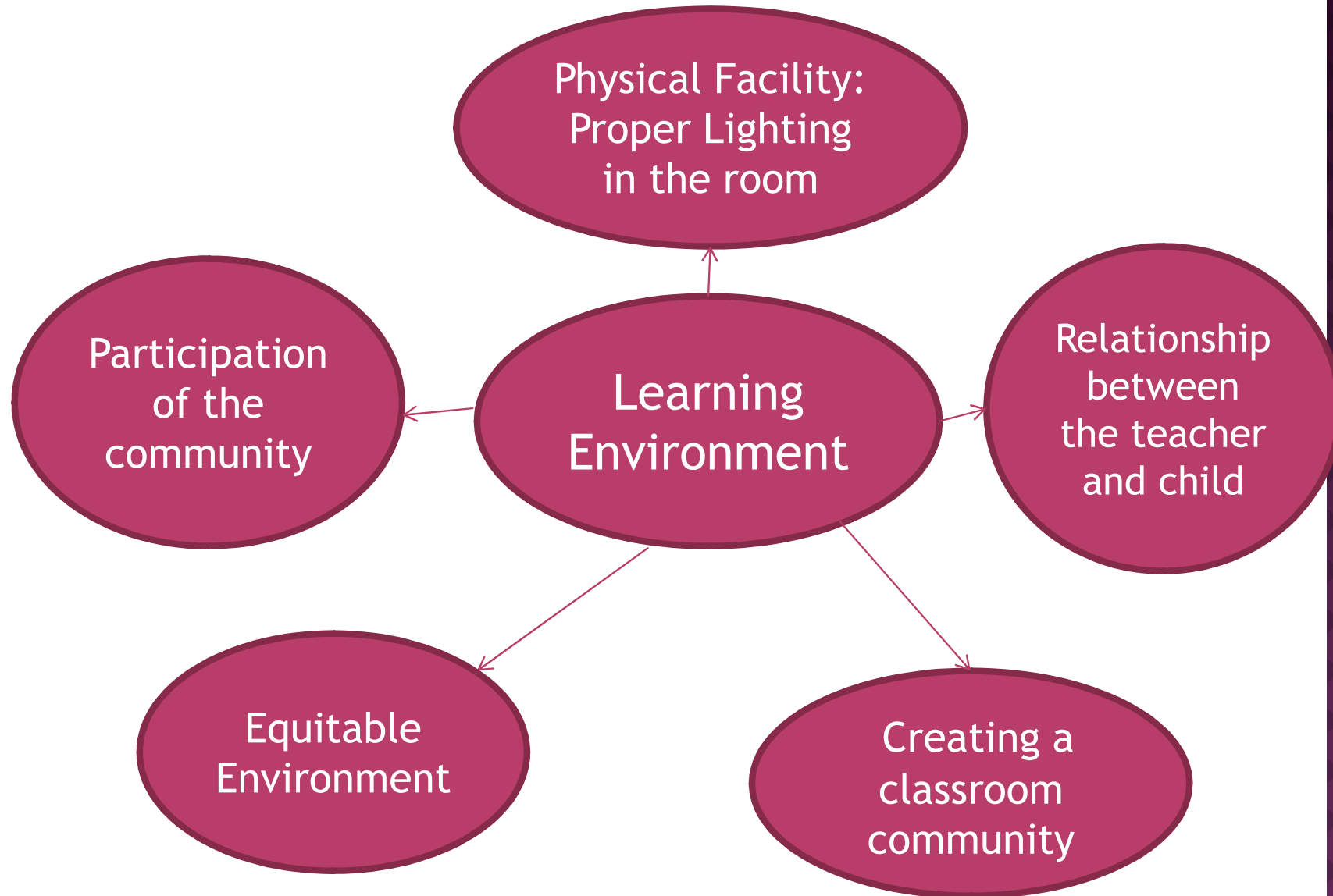
Infrastructure and facilities



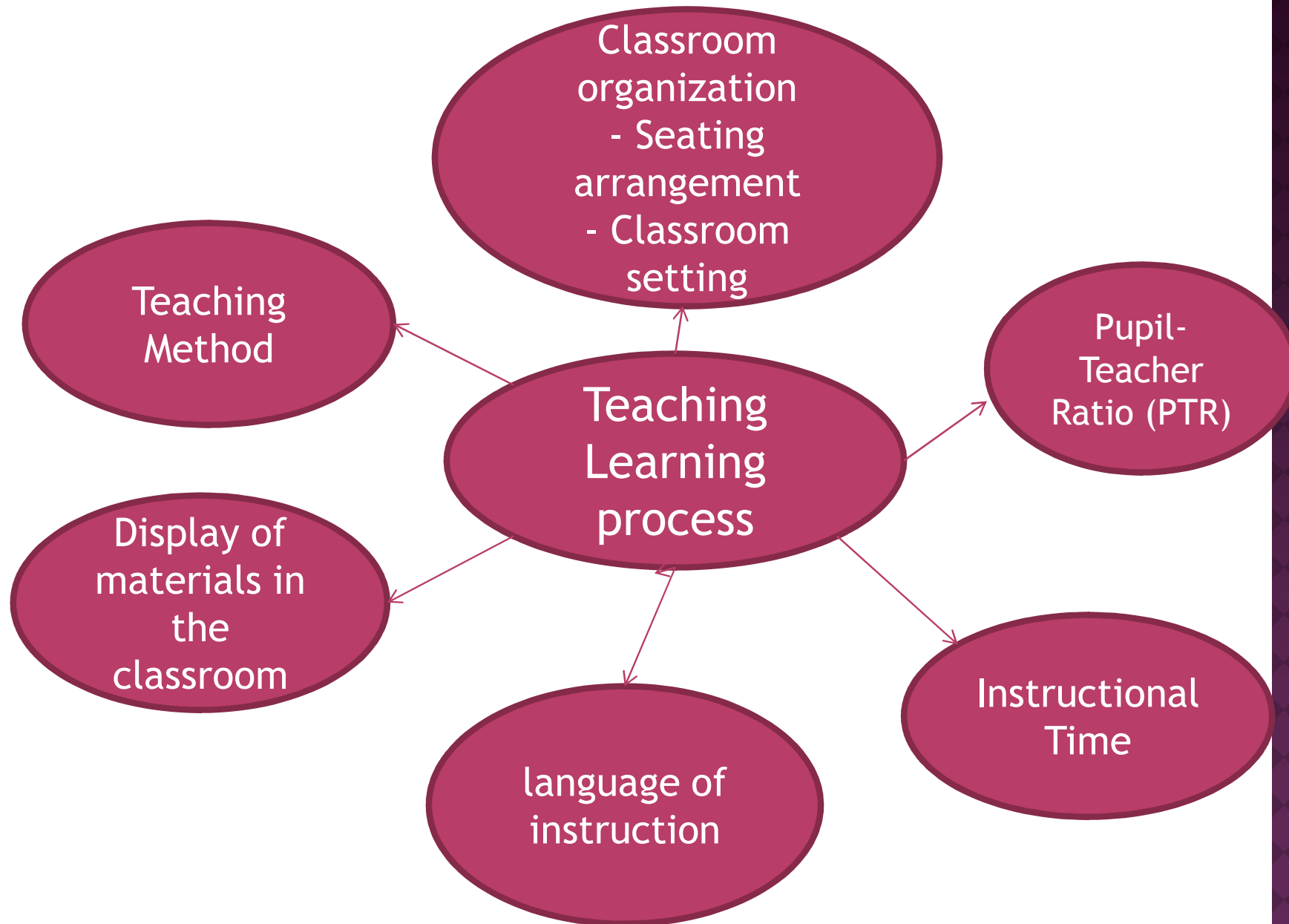
Teacher and Teacher Preparation



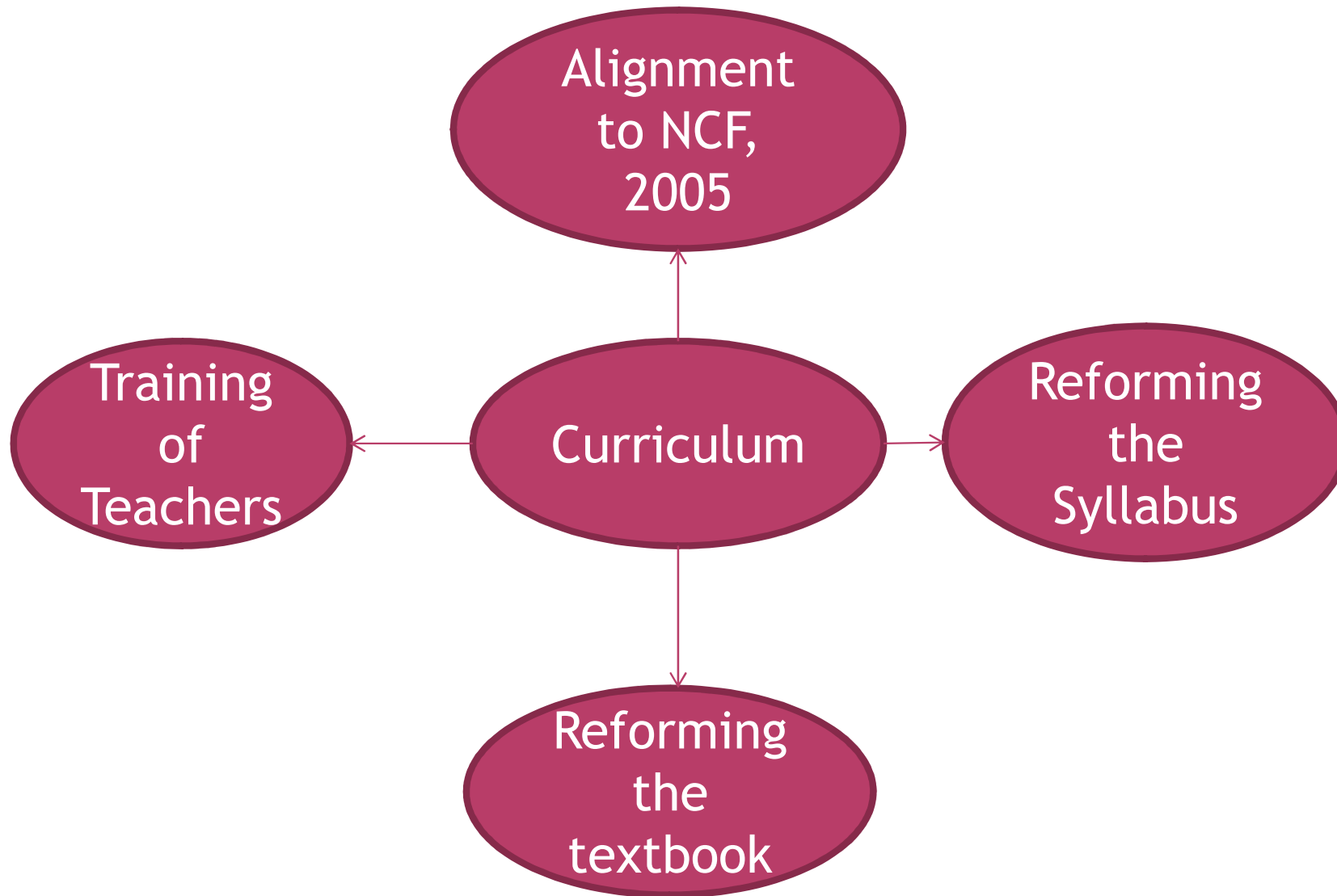
Learning Environment



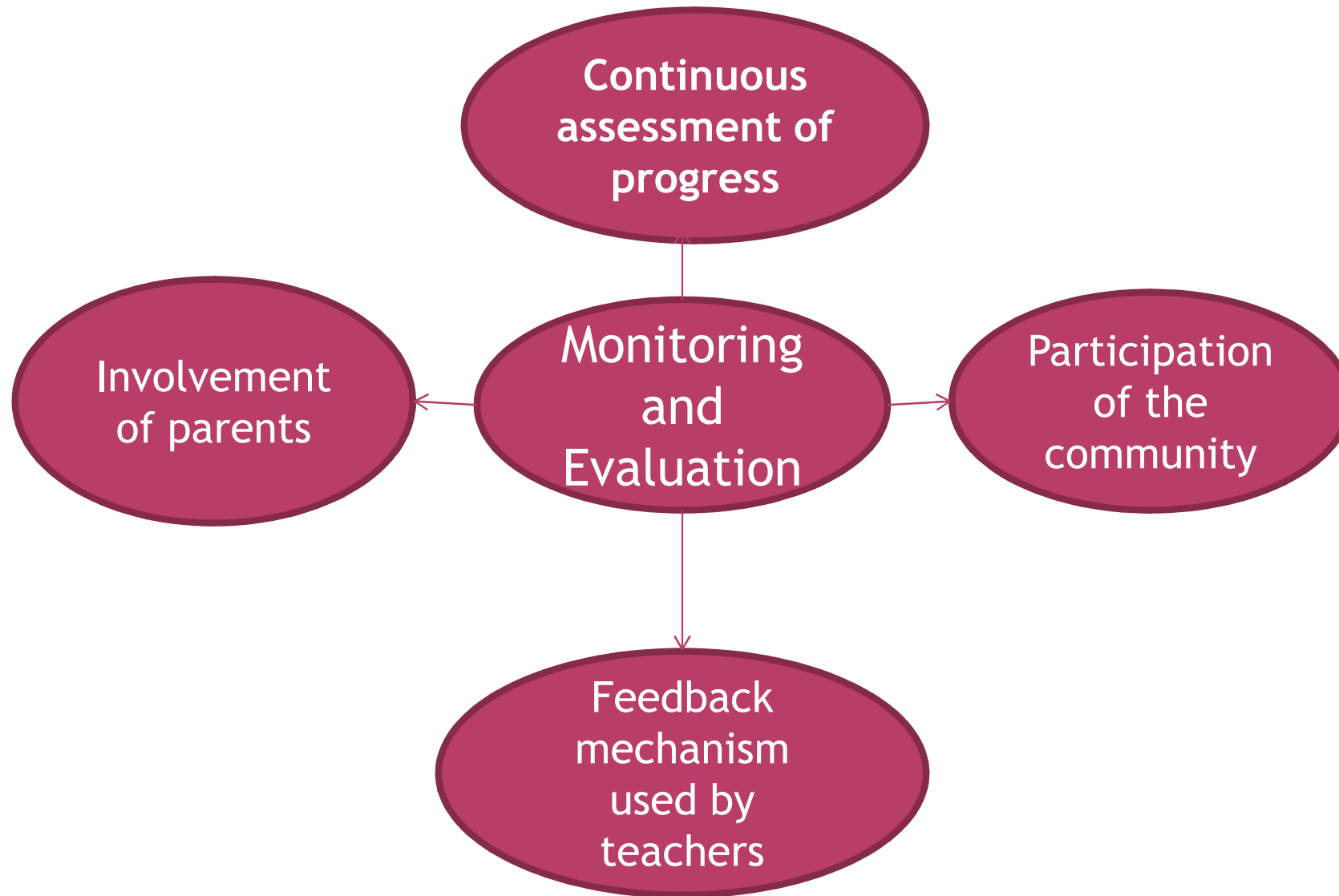
Teaching Learning process



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-XI

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

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.

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.

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

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

- 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

- Community Mobilization
- 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).

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

- Review progress against targets of previous year, reasons for unsatisfactory achievements
- Appropriateness of strategies
- Feasibility of the strategies and targets proposed and time frame.
- Conformity with RMSA norms
- 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.....

SFD-SC/ST/Minority/Naxalite

- 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.

The background is a solid green color with a pattern of stylized, overlapping leaf shapes in various shades of green, creating a textured, organic feel.

THANKS

Annexure-V

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





http://semisonline.net/



SEMIS :: NUEPA



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- Reports
- States
- Data Status
- Contact us

Login

Reports

User ID:

Password:

[Change Password?](#)

SEI



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Secondary Education Management Information S

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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](#)



http://semisonline.net/



SEMIS :: NUEPA



Secondary Education Management Information S

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Logged in as : PASHCHIM CHAMPARAN

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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



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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