APPRIASAL OF THE STATE ANNUAL WORK PLAN AND BUDGET (AWP&B 2011-12) (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan is to make good quality education available, accessible and affordable to all children in the age group of 14-18 Years. With this vision in mind, the following is to be achieved:

1. To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools?
2. Ensure universal access of secondary education by 2017 (GER of 100%), and
3. Universal retention by 2020,
4. Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

Appraisal

Appraisal is about judging the suitability of the proposed interventions to achieve the goals of RMSA in the backdrop of prevailing educational scenario.

● To undertake a comprehensive review of all aspects and components of RMSA programme in the State and district plans.

● To assess the individual programme components from the point of view of technical and financial feasibility.

● To undertake a holistic assessment of the strengths and weaknesses of the proposed interventions and whether these can be implemented.

Process for Appraisal by Multi-Disciplinary team

SE&L Bureau constitutes the appraisal team comprising of TSG Consultants, representatives from National and State level institutions like NCERT/NUEPA/SIEMAT, academics from universities, management institutes and MIs.

Appraisal Team will have to follow the instructions as given below for Planning and appraisal and make particular use of the **appraisal checklist** provided therein. Following is the list of appraisal issues, which the appraisal team should use as guidelines during appraisal of plans for 2010-11.

Non-Negotiable for Appraisal			
Component	**Information Need**	**Strategy**	**Comments**
Access	• Information regarding transition rate from upper primary to secondary level. • Information's on number of un-served habitation and children without facility of secondary schools within a distance of 5 Km. • No. of un-enrolled children in the age group of 14-16 yrs in both served and un-served habitations.	• The information needs to be provided. • Proposals for providing access in terms of up-gradation of upper primary schools with priority to a Ashram Schools, opening of new-schools preferably in PPP mode, provision of residential schools in sparsely populated areas, provision for transportation facility, provision for enrolment in open schools • Expansion of open & distance learning facilities for out of school children	New Schools to be provided with disabled friendly schools buildings with rain water harvesting facility and staff including teachers
Retention	• Information on retention rates • Information on reasons for poor retention rates • Information on PTR • Information on infrastructure facilities in schools.	• The strategy for improving retention rates including community mobilization, teachers sensitization, facilities in the schools like drinking water, separate toilets, major & minor repairs of school building including yearly maintenance , free TLM, provision of trained and qualified subject specific teachers and additional teachers	These are essential for retention of children in the schooling system
Equity	• Demographic profile disaggregated by gender, SC & ST, Minorities, Other backward classes (OBCs) and other weaker sections of the society along with information on such enrolled children	• Free lodging/boarding facility for students belonging to SC.ST,OBC and minority communities • Hostel/Residential schools, cash incentive, uniform books, separate toilets for girls • Providing scholarships to meritorious/needy students at secondary level • Efforts must be made to provide all necessary facilities for the differently abled children in the all the schools • Needs for open and distance learning to be undertaken.	Absence of these strategies would adversely affect the enrolment and retention of children from these communities.
Quality	• Information on vacancies of teachers. • Information of schools lacking basic infrastructures like furniture, blackboard, libraries, science & mathematics laboratories, computer labs, toilet cluster • Information on residential accommodation for teachers in rural and difficult hilly areas.	• Strategy for filling-up teacher vacancies and deployment subject specific teachers in every school. • Strategy for providing basic infrastructures in schools like furniture, blackboard, libraries, science & mathematics laboratories, computer labs, toilet cluster	

	• Information on in-service training of teachers including SCERT, and other NCTE recommended teacher training institutions.	• Provision for residential accommodation for teachers. • Strategy for in-service training of teachers.	
Management Issues:	**a) Institutional Reforms**	• Constitution of State implementation society and governing laws to be framed • Reforms in school governance- Improve schools' performance by decentralizing their management and accountability. • Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement • Undertaking reforms in educational administration including modernization / e-governance and delegation / de-centralization • Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and Streamlining financial procedures for speedy flow of funds and their optimal utilization.	
	b) Strengthening of Resource institutions and their involvement in the project/scheme Information on strengthening of Resource institutions and their involvement in the project/scheme	**Strengthening & Involvement of:** • NCERT (including RIEs), NIEPA and NIOS, at the national level; • SCERTs, State Open Schools, SIEMATs, etc., at the State level; and • University Departments of Education, Reputed Institutions of Science /Social Science / Humanities Education, and Colleges of Teacher • Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored 'Scheme of Teacher Education. • NUEPA	
	c) Involvement of SMCs/PTA in school related activities	• Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents	

		and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.	
	d) Management information system(MIS)	• Efficient system of collection & collation of data in the form of SEMIS • Use of data in planning and monitoring.	

Note: It is already included finally in the Appraisal Manual