MINTUES OF THE SECOND TWO DAYS WORKSHOP ON PLANNING & IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD AT BHUBANESHWAR (ODISHA) ON 26th& 27th SEPTEMBER 2011

"An initiative not only brings change
But also brings growth"

The second two-day Regional Workshops on capacity building of District functionaries on Planning & Implementation of **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** with a pair of two states was organised by Department of Secondary Education, MHRD, GOI at Bhubaneshwar on 26th-27th September, 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 Bhubaneswar two states were invited to participate. All two states, Odisha & West Bengal were participated. In total, around 100 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 neighbourhood school and in a child friendly manner.

2.2 The spirit when they underscore the issues of Social Access, mechanism to track the retention and learning achievement of mainstreamed students, arrangements for continued education of migrant children, flexibility in the formal secondary school education framework and special attention to the need of disadvantaged children, especially in the special focus districts, it was explained. As regards the implications of the terms 'Need Based', it was mentioned that it subsumes all the measures required to be taken to enable an out-of-school-child to join a formal secondary school in a class appropriate to his/her age and pursue education up to class-X and these may take the form of open schooling facilities, residential schools, hostels etc.

2.3 In view of the consensus that it has been long since a comprehensive experience sharing on Quality and Equity related issues among the States/UTs happened, it was decided to discuss each of the agenda items in a group of five to six concerning all the components of RMSA and this was done by each State/UT first getting down its response to the questions/issues underlined in respect of that agenda item, sharing them with other States/UTs, discussing if the strategies adopted by them answer or meet some of the key concerns and challenges faced by the state adequately and tracing out the future course of action in respect of the agenda item.

2.4 Each group then presented its future course of action to the whole body of participants to be followed by the sharing of views on the desirability, implement ability and efficacy of the suggested measures. TSG Consultants facilitated the group discussions. Given the inevitable inter-linkages and complimentarily of the different agenda items, it was experienced that many of the sub-texts of the subsequent agenda items got unravelled 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 Bhubaneswar, ranging from the Education Secretary, State Project Director, RMSA, Odisha & MHRD representatives, the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs and SI/DIs, gathered at Bhubaneswar, from different parts of the districts of the two states-**Odisha** & **West Bengal**.

4. Inaugural session

The inaugural ceremony started with the welcome address by the State Project Director (i/c), RMSA, Odisha Sri. Bhaskar Chandra Patnayak followed by introductory remarks. Recapitulating the key points of the programme in the two days, various strategies for achieving the goals of planning, implementation and monitoring of activities to ensure quality education was pursued. He stated the following two key points:

- ✓ Workshop will benefit grass root level officers.

- ✓ RMSA aims to address universal access, quality and equity. He hoped that private aided schools will also be included in RMSA.

4.1 The workshop was inaugurated by **Smt. Aparajita Sarangi, Commissioner cum Secretary**, School & Mass Education, Govt. of Odisha. She welcomed all the participants. She said that this two days workshop will widely benefit the states of Orissa & West Bengal. The RMSA scheme was launched in the year 2009, things are smoothly moving forward although proper outcome is not reflected. She further remarked that planning needs for right directions. Frame work is acknowledged although proper guide lines are needed. She pointed out the following few issues:

- Opening of new schools and strengthening of existing secondary schools are the major problem. Funds are the constraint. It has to be supported from the centre in time, then only state can move forward.
- Data of 2009-10 has become old but the data of 2010-11 are not available due to some technical problems.
- 30 posts of district project coordinators will have to be created. State government is serious in creating these above posts.
- Construction work of 300 schools is under progress in the state.
- Need based and subject based trainings are necessary for which recurring grants are needed.

She requested to the participants to discuss and resolve their problems being faced by them in the field. RMSA vision will be achieved, if Secondary Education becomes accessible to all. She wished for success of workshop as well as RMSA.

4.2 Director SCERT, Odisha stated that it was his great pleasure to have a workshop at Odisha regarding RMSA. He informed that Shri S.C. Khuntia, the Joint Secretary in the Ministry of Human Resource Development had contributed a lot in initiating this programme on the line of Sarva Shiksha Abhiyan (SSA) with the aim that all children in this country will be completed secondary education under RMSA. NCERT and SCERT are apex bodies for preparing the text books relating to secondary education.

4.3 Shri Altab Khan, Sr. Consultant Planning thanked the secretary, school and mass education, State Project Director (SPD), TSG members and the participants. He outlined the concept of planning, stated the following key points:

- All issues pertaining to RMSA will be discussed in this workshop so as to ensure need based districts plan. He said that all the participants will improve their understanding of basic concepts of educational planning, monitoring, data collection, need based analyses and implementation.
- He further alleged that the two days workshop is for resolving the issues that arise at grass root level in planning, implementation and collection of data pertaining to RMSA.
- Two days interaction programme will emphasis on the major components like -Access, Quality, Civil Works and Equity etc. on universalisation of secondary education. He

regretted that some participants could not attend the workshop because of flood fury in some districts of Odisha.

- He further said that RMSA programme has already completed 3 years of its implementation. There is need to focus on community mobilization, coverage of gender gaps, districts with high concentration of minority and SC, ST dominated districts.

5. Shri. Altab Khan, Senior Consultant, Planning (RMSA) listed the key priorities for Annual work plan & Budget (AWP&B) 2012-13 and revisiting key issues on planning & implementation. Before submitting the priorities & issues he highlighted the following:

- 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 7 ST concentrated districts, 01Minority districts in the state of Manipur. Similarly, the state of Nagaland consists 100% ST concentration

5.1 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 Prioritisation for AWP&B 2012-13**.**
- Key features of an ideal Annual Work Plan & Budget (AWP&Bs)

5.2 Revisiting some of the key issues 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 9^{th} standard is reported to be high due to low achievement level at 8^{th} and 9^{th} standard
- There is an overwhelming need for capacity building on planning and implementation as well as creating a sense of accountability and professionalism, more especially at the DPO level.
- Geographical peculiarity and isolation necessitates treating each and every inhabited area as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning. **(Copy of Presentation at Annexure-IV)**

Tea Break

Session : I

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

6. Shri. Manoj Mishra explained that under RMSA all children of age group of 14-18 years will be covered. No child will be deprived of secondary education. He emphasized on Access, objectives of RMSA, approach and strategy, school mapping exercise, planning tools essential for new schools proposals. He highlighted the following points in respect to schooling facility:

- The good quality education for the children of age group 14-18 years will be made accessible, available and affordable. In 11^{th} 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 school in 7-10 km distance.

- Success is the part of Access. For success, access has to be achieved by transportation, 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 plays 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 for appropriate strategy for access, School mapping, Geographical Information System (GIS) and Public Participation.

He suggested for listing of all habitations/ Villages, High schools, Distance matrix exercises, availability of Land and Resources. Suggested for total requirement of new schools, list of notified secondary schools and list of notified upper primary schools. **(Copy of Presentation at Annexure-V)**

Session: II

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

7. Ms. Beas Bhowmik Sr. Consultant, Planning (Quality) stated the following points in regard to quality:

- That infrastructure has to be provided like additional classrooms, separate toilets blocks for boys and girls, display of materials in the classroom, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers and in-service training of teachers, ICT enabled education, Proper lightning in the rooms, Science and math labs, computer labs etc.

- Teacher community relationship should be developed for improvement of the quality in the secondary education. Students – Teacher interaction and learning environment

are needed. Outside visits for students and excursion visit for teachers are required for improving the quality of education. There should be subject specific training for the teachers.

- Secondary education is a bridge between the elementary and higher education. Future of youths depends on the level of secondary education.
- Recruitment of teachers should be decided by teacher pupil ratio. There are norms for deployment of teachers in govt. and aided schools based on teacher pupil ratio.
- NCERT, SCERT and IASES etc are the academic bodies which are specialized institutions for teacher training that could be availed time to time. **(Copy of Presentation at Annexure-VI)**

Session: III

Topic : Status of SEMIS: Challenges and Strategies

8. Sr. Consultant- Management Information System (SEMIS) emphasized on the following points:

- SEMIS data and requested to all the state government for supply of SEMIS data for the year 2010-11 online at the earliest.
- 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.

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 **(Copy of Presentation at Annexure-VII)**

Session: IV

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

9. Mrs. Amita Singla, Sr. Consultant, Finance stated the following key points in respect to finance:

- That planning process should be adopted on the basis of sector analysis i.e. factual overview, desired status and gaps.
- Strategies for setting of targets should be adopted and action plan be prepared. Budget should be prepared as per norms of RMSA and priorities must be accorded.
- The quality of secondary school needs interventions. Some schemes like ICT, IEDSS and girls hostels are going to be included in RMSA in 12^{th} five year plan, Govt. aided schools will also be included. Provision for residential schools, Hostels, transport,

toilets and ramps will be made available in RMSA. Rs. 1 crore will be given to Odisha tribal areas for improvement of quality and access. 75% share will be borne by the central govt. and 25% by the state govt.

- For North East States, the sharing pattern is 90:10. There is also provision for enhancing MMER from 2.2% to 6% in 12th five year plan. There are provisions for Rs. 58.12 lakh for 2 section schools and Rs 46.86 lakh for 1 section school under RMSA. One section school can be opened with minimum of 25-35 enrolment. If land is made available, standalone secondary school can also be opened. KGBV schools may be upgraded if the walking distance from the habitation is more than 5 km. Rs 1 lakh one time grant for laboratory, Rs 50000/- per school per year for purchasing of lab equipments and Rs 20000/- for purchase of sports equipments will be provided.

- There are provisions of teachers for new school as 1 head master + 5 teachers (2 language teachers, 1 science teacher, 1 social science teacher and 1 mathematics teacher) in RMSA. On additional enrolment of 30 children, one additional teacher will be provided. One lab attendant and one office assistant will also be provided by RMSA. There are provisions for excursion trip for teachers, visit by students to the places of heritage importance, arts and culture and in service training of teachers under RMSA. She also discussed the 30 model tables furnished by the state. **(Copy of Presentation at Annexure-VIII)**

Session: V

Topic : 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 are also discussed in detail with the participants. She further stated that monitoring is collection & analysis of data whereas evaluation is comparison of actual impact of the programme against the approved planned. **(Copy of Presentation at Annexure-IX)**

Session: VI

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

11. Shri. Sushil Kumar, 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-X)**

Shri. Rupan Sehgal Sr. Consultant Civil stated that earth quake resistant school building should be made to avoid the risk. RMSA is made it 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 be less than 9".

12. Separate Group Discussion on Civil Works

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

- Need for additional classrooms, toilets blocks, art & craft rooms, drinking water facilities etc have been observed.
- Gaps of major & minor repairs have been identified.
- Data discrepancy in providing the gaps is also identified.
- Steps on analysing the gaps and its priorities are also observed by 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.

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2ND Day Programme

Session: VI

Topic : Documentation, Resource Centres & Libraries under RMSA

13. 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-XI)**

Session: VII

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

14. 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-XI)**

  - 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.

14.1 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 eg. Posters, handouts, T.V, etc.
-Motivation camps, involving Panchayati Raj Institutions (PRT).
-Involvement of NGOs in consultation with SMDC.

15. Group Work / Discussion on the Following Components:

- ✓ **SEMIS**
- ✓ **Access**
- ✓ **Quality**

- ✓ **Equity**
- ✓ **Finance**

Group discussions were held in the afternoon of 2nd day after all the sessions are completed. It was very fruitful session. Five groups for 5 components **viz- Access, Quality, Equity, SEMIS and Finance were formed**. The participants took keen interest in the components. An exercise was given for these above components. The queries raised by participants were also replied to their satisfaction.

15.1 Each group of the above components highlighted some of the key observations after the group work activities which are as under:

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

1.1 The participants relating to SEMIS after the group activities highlighted the following problems:

- Eighth All India School Education Survey is also going on. The comparison of SEMIS data and survey may be done accordingly.
- Separate funds for emergency are required. In Assam children take shelter in the schools for 10-20 days at the time of flood.
- Provision for name of council, constituency under which the school is covered. It is not available in DCF.
- Provision for writing the school name is required.
- Provision in DCF is required for representative from educationally backward minority community in SMDC.
- Provision for CWSN category children in DCF.
- School has the library facility but no separate room provision is required in DCF.
- Stream wise range of marks should be there in DCF.
- Below point 2(a) at page 2 of DCF there should be YEAR OF CONSTRIUCTION, Below point 16 at page 8 there should be types of Disability of CWSN Students
- Minor repair in class room required at point no. 23 in page 13. There should be the population for age group 13 -16 to calculate education indicators

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.

2. EQUITY

2.1 The group on equity has been 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.

2.2 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.

2.3 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.

3. 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 prioritise 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 prioritised 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.

3.1 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. Assam experiences difficulties in appointing the teachers because of funds are released quiet late. Participants suggested following priorities to be taken at least in time in case of shortage of funds:

- Teachers salary
- Major repair
- Minor repair
- Teacher training
- Strengthening of existing schools
- Construction of new school
- Quality intervention
- Equity oriented activities.

4. 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 organisation, Assessment measures, Improving language competencies, Community support etc.

- Enabling components, like initiatives taken with regards to recruitment of teachers, Rationalisation 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.

The group on quality highlighted the following issues & suggestions:

ISSUES	***STRATEGIES***
1) In the appointment process, teachers have been appointed after passing many tests like DEd, BEd, TET, TRB, DSC etc. **2)** Being well qualified & skilled teachers are not preparing themselves before going to class rooms. **3)** Teachers are not preparing modules or TLM. **4)** Teachers do not have staff rooms. **5)** Teachers are totally disturbed by performing other than teaching works like census work etc. **6)** Grading of students is not being done (like average, below average) **7)** Reference books are not provided avoiding to subject needs **8)** Targets are not fixed. **9)** Teaching methods are not update avoiding latest changes. **10)** Teachers are depending other than text books for teaching purpose.	**1)** Teacher has to prepare themselves before going to class rooms. **2)** Teacher has to prepare modules &TLM and utility them properly in class room. **3)** Teacher has to identify their responsibility towards students and society. **4)** Teacher has to divide the students into groups like below average & above average & teach adorningly by taking extra classes. **5)** Teachers may not be disturbed other than teaching. **6)** Teacher should be provided with good reference books. **7)** Targets should be fixed by authorities & monitor regularly. **8)** Teacher has to be provided with latest teaching equipment like audio/visual materials for attractive teaching. **9)** Teacher may be provided with incentives that are performing well.
• **Insufficient land.**	a) Purchase of land by govt. b) Taking support local sets govt / donors'.
• **Cosmetic issues.**	a) Bridging new structure with old structure using local architecture b) Using major repair fund for improvement of cosmetic value.
• **Formation of play ground & gardening.**	a) Pancha soulabya. b) NAREGA funds. c) ZP/ MLA/ MP/ Funds. d) Involving N.G.O.
• **Construction of boundary wall with gate**	a) Using NAREGA funds. b) State funds c) MLA./ MP/ ZP/ TP/ funds

	Involving N.G.O

- School grant of Rs.50, 000/- should be raised to 1Lakh for improvement of quality.
- Management training should be given to the Principal/Head master to improve the leadership quality.
- Teaching Learning Material (TLM), News Papers, Magazines, and stationary should be made available in time.
- Training modules should be prepared.
- Lack of training facility in Sikkim and Meghalaya should be made available at district level.
- There is lack of training institutes for Secondary Education. It should be made available.
- Untrained teachers are an issue in North Eastern States.
- Motivation of teachers and parents must be done on regular basis.
- Master trainer should be from Higher Education and not from teacher community.
- Book fair should be organized in vacation i.e. in December or in January
- There is lack of books in local/regional languages. Therefore, books in regional languages should be made available.
- Public awareness must also be given priority.
- Transport facility should be made available in case of difficult to reach areas.
- Competitive Seminars should be organized on regular basis.
- Teachers should be sent in vacation for visiting good performing Govt. school.
- Study tours for teachers and students could encourage and oriented.

16. OVERALL KEY ACTION POINTS EMERGED OUT OF DISCUSSION AND SUGGESTIONS:

- Apply of State Schedule of Rate as early as possible
- Enhancement of MMER Funds so as to enable to recruit more staff specially at the DPOs levels
- Norms related to Quality & Equity may be cleared-out
- Govt. Aided Schools may be included under the purview of RMSA as maximum numbers of schools in West Bengal are Govt. Aided.
- Strengthening of DPOs should be done.
- Quality of syllabus, curriculum, quality of teachers should be improved.
- Engagement of teachers in other works like elections, Census survey's etc. should be avoided so as to improve the quality of education.
- Schools are not enough equipped to cope up with the increasing population.

- Students travel the long distances to reach the school.
- Students face problems in naxal affected areas.
- Teachers should be deployed for quality of education.
- Girl's toilets should be separately provided.
- Ramps should be provided in multi-storeyed buildings.
- Public awareness programmes should be made available to stop the absenteeism of students & teachers.
- Distance & population norms may be relaxed for those areas having difficult & peculiar geographical conditions.
- Infrastructures gap should be fulfilled to ensure good quality.
- Effective plan should be prepared under the equity component to enable coverage & retention of the disadvantaged groups.
- Specific survey for the regions having high drop-out exists.
- Separate planning for the special focus districts should be done.
- Study on teacher's absenteeism must be carefully done in those districts having similar problem.

VALEDICTORY

Project Manager, Shri S.K. Sharma thanked the participants, organiser, SPD and other officers of the Odisha Government for making excellent arrangement & hospitality for 2 days workshop at Bhubaneswar. He also stated that the progress of this workshop will be helpful to the participants at grass root level. Project manager informed that sub-groups constituted on secondary education, Adolescent education and teacher education etc. for 12^{th} five year plan are expected to submit its report shortly. Sh. Altab khan Coordinator of the workshop extent thanks on behalf of the MHRD and TSG for the wonderfull arrangement made by the RMSA, Odisha. He specially thanks the SPD, Sh. B.C. Patnayak and his team regarding the support provided in the two days workshop. He thanked to all the participants as well as TSG members who took pain to come and made a successful workshop.

The workshop ended with vote of thanks.

****

ANNEXURE-II
RMSA

Workshop/Capacity Building

On

Planning & Implementation

OBJECTIVES OF THE WORKSHOP

- To help participants draw blue print of a need based AWP&B with relevant strategies and interventions against each component.

- To inform participants regarding latest developments in RMSA, specific requirements for the forthcoming Appraisal of AWP&B

OBJECTIVES OF THE WORKSHOP

- To help participants improve their understanding of basic concepts of educational planning, Monitoring, data collection, need based analysis and implementation.

- To help participants undertake assessment of the progress made by their respective UT/state against each of the Components of RMSA , major impediments and plan for remedial measures in forthcoming AWP&Bs.

cont.....

EXPECTED OUTCOMES

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

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

THANKS'

ANNEXURE-V
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 transportable by means of Walking / Cycling distance between schools and households, is to be minimized**
ECONOMIC	Implies the financial capacity of households to send children to, schools even when facilities are easily accessible in a geographical sense.
SOCIAL	Social stratification based on caste, class and religion has implications for access available public provisions

ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER

Area	Challenges/ Problems
Social	1. Conservative attitude of parents towards secondary education 2. Conservative attitude towards girls education
Economic	1. Poverty of parents 2. Less financial provision in the budget
Political	1. Local politics in respect of opening of new school

ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER

Area	Challenges/problems
Educational	1. Uninspiring methods of teaching 2. Defective curriculum
Geographical	1. Inaccessible areas 2. Small and scattered habitations 3. Particularly in tribal and hilly areas
Administrative	1. Lack of suitable admission policy 2. Inequality of educational opportunity

IMPROVING ACCESS- Stretegy

- 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	School Mapping
• Continues process repeated every year.	• One time activity
• Habitation/Village based.	• Block based/Cluster based.
• Does not strictly adhere to any norm.	• Based on certain norms.
• Process oriented it also ensure that local level capacity is developed.	• Norm based activity deals with creation of educational facilities.
• Focus on issues pertaining to process and outcomes both at local level.	• Focus on inputs provision.
• Successes more on non financial resources.	• It estimates are extent of financial resources reduced to provide educational facilities.
• Deals with optimum utilisation of resources.	• Deals with optimum allocation of resources.
• Large no of villagers are to be trained.	• 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 Mannual Mapping

- Step 2
- Listing of all habitations/ villages to identify served area through GIS or Mannual 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.

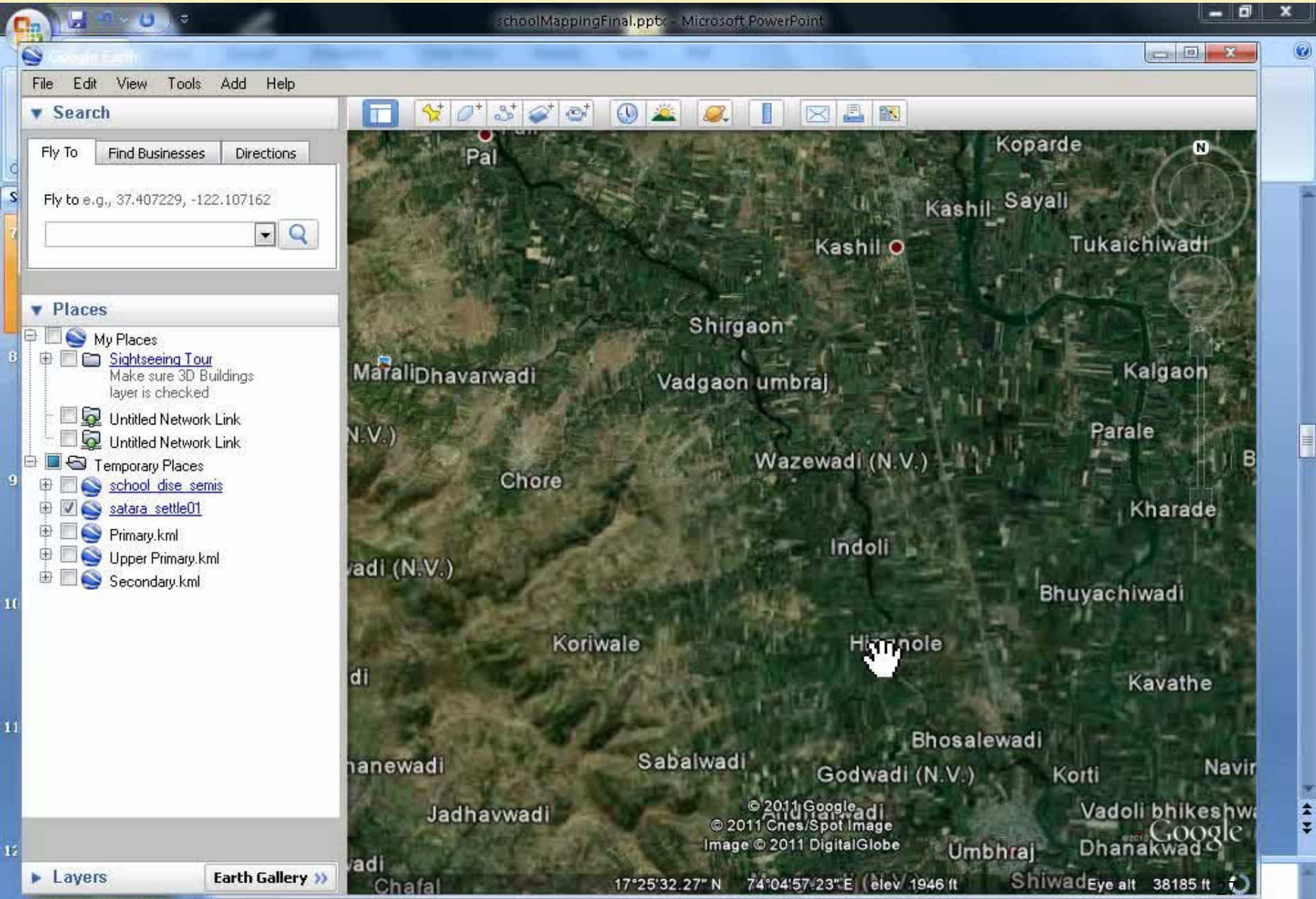
- Actual physical verification should be done by a team block and district level officers for confirming details of Upper Primary Schools eligible for upgrading into secondary level.

- 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.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Kalgaon
Parale
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Chore
Kharade
Indoli
Bhuyachiwadi
Koriwale
Kavathe
Bhosalewadi
Sabalwadi
Godwadi (N.V.)
Korti
Jadhavwadi
Vadoli bhikeshwa
Umbhraj
Dhanakwadi
Chafal
Shiwadi
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Image © 2011 DigitalBodwe
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Eye alt 38185 ft
Google
Slide 7 of 16 "Module" English (United States) 68%

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 /Corpopration / 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 .(AEEO/AAEEO/DEO/ Chief Educational Officer/ Dist. Prog. Coordinator)

THANKS

ANNEXURE -I ODISHA WORKSHOP @ODISHA

Workshop / Capacity Building Programme on Planning & Implementation of RMSA during 26th – 27th September, 2011 at Hotel Pal Regency, Bhubaneswar, Oddisa

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
1	Orissa Balaswar,	Suryanarayana Hota	Planning Coordinator	9437213976		
2	Odisha Deogarh	Shreekhar Sahu	I/c Planning Coordinator	9938520991	26/9/11	
3	ORISSA Rayagada	Jayadayan Trailanya Nath	Planning Coordinator	9439941085		
4	ODISHA KALAHANDI	SAROJ MOHAN PALO.	I/c Planning Coordinator	94375-29074		
5	ODISHA GAJAPATI	Santoshkr. Sahu.	I/c. planning coordinator.	09437592657		
6	~~NORTH 24 PGS~~ WB	D. ———	———	———	———	———
7	ODISHA Sundargarh	Bhabani Sankar Nayak.	Planning Coordinator.	9090416315		
8	Odisha Mayurbhanj	Udayanath Majhi	C.I. of Schools	9437414949O	26/9	27/9
9	Balasw.	Santan Kum Patra	Inspector of Schs, Oshs	9437387265-		
10	ODISHA.	Dr Hrushikesh K.S.	Inspector of Schools	9437303501		

ANNEXURE -I - ODDISA WORKSHOP ODISHA

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
11	Orissa, Cuttack	Brundaban Sahoo	Inspector of Schools, Cuttack	9437113521		
12	Orissa, Koraput	Pradeep Kumar Nag	Inspector of Schools, Koraput	9437120640		
13	Odissa, RMSA	Dr. Sujata Pattar	Asst. Director	9437966119 dr_sujata27@yahoo.com		
14	Odisha RMSA	Smita Mishra	I/c Planning coordinator	9438643772 Smita.ssa-snp@rediffmail.		
15	Odisha, Keonjhar	K. C. Nayak	C-I of Schools.	9437089331 nayak-kc@yahoo.co.in.		
16	Odisha, Kandhamal	Bokash Ch. Pradhan.	Inspector of Schools, B.K. Circle, Phiringia	9438391484		
17	ODISHA JAGATSINGHPUR	PRASHANTA KUMAR SWAIN	INSPECTOR of SCHOOLS. JAGATSINGPur	9437186929 PrashantaSwain1963@rediffmail.com		
18	ODISHA Ganjam & Gajapati	Sudhanshu Parida	Inspector of Schools, Ganjam Circle	9861478943 isgcban@gmail.com.		
19	ODISHA Boudh.	Debabrata Dhal	Planning Coordinator	9692279782. ddhal9@gmail.com.		
20	Odisha Kandhamal	Narayan Sahu	AAO o/o. DSE, DKL	9432414152		
21	M.K.C. Balasore/Orissa	M.K. Nag	Inspector of Schools	9438079460		

ANNEXURE - I ODDISA WORKSHOP

ODISHA

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
22	Nayagarh	Prasanakumar Pratihari	Programme	9861333425		
23	Kendrapara	Basanta Kumar Sethy	Planning Coordinator	9938328540		
24	Cuttack	Manaswini Pradhan	Planning Coordinators	9437502171		
25	Puri	Niranjan Behera	C.I. of Schools	9438179280		
26	[illegible]	[illegible]	C.I.S [illegible]	9437962169		
27	Nabarangpur	Pradipta Ku. Samal	Plg. Coodn	9776961579		
28	Koraput	Himanshu Sekhar Das.	C.I. of schools Jeypore	9437096682.		
29	[illegible]	Sekhar Ch. Sahoo	C.I. of Schools Kendrapara	9439571333		
30	[illegible]	Tapan Kr Sahu	plg. cordinator	9438376646		
31	Ganjam	Jayanta Kumar Badi	Dist Coordinator Girls. IIC Planning	9861418080		
32	State Project Office	Bharat Kr Mishra	Asst. Director (MIS)	9437126232		

ANNEXURE – I - ODDISA WORKSHOP ODISHA

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
33	Balangir Odisha	Sanjib Kumar Singh	C.I. of Schools Balangir	9778644319 is.blgn2011@gmail.com	26/9/11	27/9/11
34	IMCR (Orissa)	Nibedita Mohapatra	F.O	8763311130	NA 26.9.11	
35	Keonjhar (odisha)	Aparna Tripathy	Planning co-ordinator	8763543254 richi.apu@gmail.com	Atry 26.9.11	Atry 27.09.11
36	Odisha Jagatsinghpur	Sarat Chandra Jena	Plng. coordinator	9861953837 (Double entry)	26/9/11	
37	Odisha Dhenkanal	Sasanta Ku Dash	Coordinator Planning	9437881668		
38	Odisha Nuapada	Biranchi Narayan Bahirpa	Plg. Coord.	9438403890		
39	Odisha Jajpur	Nirupama Ch Mohakud	Plg Co (IC) Jajpur	9861201028	26/9/11	27/9/11
40	Orissa	Chh Sub with	Planning Comm	9437349347		

6

ANNEXURE – I ODDISA – WORKSHOP

ODISHA/ MISC.

(14)

Workshop / Capacity Building Programme on Planning & Implementation of RMSA during 26th – 27th September, 2011 at Hotel Pal Regency, Bhubaneswar, Oddisa

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
1	Delhi	HARISH KUMAR	SR. CONSULTANT	9810421107 HARISHSHISHODIA@rediffmail.com		
2	Delhi	Dr. Mukesh Ahuja	Sr. Const.	9885955569		
3	Delhi	Bharat	Consultant	9250891575		
4	Delhi	Beas	Sr. Consultant	9810489904		
5	— do —	R. Mehra	— do —			
6	— do —	Sushil Kr.	— do —			
7	— do —	Altab Khan	— do —			
8	Odisha	S.S. Patnaik	Plg. Co Y.C	9437411950 sspatnaik@email.com		
9	Odisha	Sukanta Mahanty	Plg Co-ord. SSA, Dhenkanal	9692088274		
10	Orissa Sambalpur	Purushottam Pradhan	Plg. Coord.	8895915464	26/9	27/9

3

ANNEXURE -I - ODDISA WORKSHOP (ODISHA) MISC.

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
11	Orissa / Bolangir	Mamata Behera	Planning Coord Bolangir	9937821649 sushree.mamata@yah.co.in	26/9/11	27/9/11
12	Orissa / Kandhamal	Archana Panda	Planning Coordinator Kandhamal	9437841494	26.9.11	27.9.11
13	Orissa / State Project office OPEPA	S.S. Swarupa	Planning Coord- OPEPA, SPO	9439339129	26.9.11	
14	Odisha / Malkangiri	Dojalayam Chudy	Planning Coordinator Malkangiri	9437591646	26/9/11	27/9/11
15	KAT CHARAN Amnesty (Delhi)	KALI Charan	Consultant			
16	Odisha / Khandh	Lipsa Rath	Coordinator, Planning	9437120306	26.09.11	27.09.11
17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
18	[illegible]	Tirumi	Edcil Consultant	[illegible]	[illegible]	[illegible]
19	Jaypur	Narayan Ch Mohale	Proj Co. C/O SSA Jyp	9861261028	26/9/11	27/9/11
20	Delhi	Vijay Kumar	WPO - Edcil (Planning)	9650213350 Vijaykumar.edcil@gmail.com	Vijay	Vijay
21	Orissa, Jagatsinghpur	Sarat Ch. Jena	Plan. Coord	9861953837	26/9/11	27/9/11

Double

ANNEXURE – I – ODDISA WORKSHOP

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
22	Delhi	Manoj Kr. Mishra	Sr. Consultant	monitoringrmsa.tsg@gmail.com	Vijay	Vijay
23	Delhi	Anita Singla	– do –		Anita	Anita
24	Delhi	Ruban Sahgal	– do –		Ruban	
25	Delhi	Babita Thakur	– do –		Babita	
26	ORISSA	Dilip Kr Roy	Asst. Dir.	9437227225		
27	Delhi	Anand	W.P.O. (MIS)	9968700587 misrmsa.tsg@gmail.com		
28	ORISSA	Debadatta Mohanty	Sr. Tech.	9438896907		
29	~~ORISSA~~ ODISHA	Bibhuti Bhusan Jan	Programmer. OMSM(RMSA)	bibhuti.Png@in.com 9438074347 mis.omsm@gmail.com.		
30	Delhi	Anup Kumar	O.A. Edcil Delhi		Present	Present
31	Delhi	S.K. Sharma	Project Manager RMSA – Edcil	———	Present	Present
32	Orissa	T. Mallick	P.A to SPD	9895788533		

ANNEXURE – I ODDISA – WORKSHOP

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
33	~~Sujan~~ Orissa	Sujan Das (Babar)	ASO	9337/28358		
34	ODISA	Ramkrishna 120 UL	Driver	8895080962		
35						
36						
37						
38						
39						
40						

Driver cafe

21

ANNEXURE-I - ODDISA W.B WORKSHOP

Workshop / Capacity Building Programme on Planning & Implementation of RMSA during 26th – 27th September, 2011 at Hotel Pal Regency, Bhubaneswar, Oddisa

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
1	BURDWAN	AJOY KR. DUTTA	H.M.	09434673477.		
2	HOOGHLY (W.B)	BIPLABKUMAR BHADURY	H.M.	09433532868 biplabkumarbhadury@gmail.com		
3	WB/ Birbhum	Arindam Mukhopadhyay	S.I/s (SE)	09434081032 arindam_mukherjee09@yahoo.com		
4	DO	Sujit Kr Ghosh	DO	09434432650 Sujit.ghosh38@gmail.com		
5	WB/ Burdwan	Debabrata Pal	S.I/S (SE) Burdwan	09475977629		25/9/11
6	W/B, NADIA	SAJITSARKAR H.M.	H.M.	09609451255		
7	W.B, NADIA	SUDHANSU KR. DAS	A I/s School	9474340816		
8	W.B, DARJEELING	DIPENDRA MUKHIA	Asst. TEACHER	09932747778		
9	W.B. Darjeeling	BALIKA GORAY	A.I.S Rangli-Rangliot	9434151266		
10	W.B. Uttar Dinajpur	NRIPEN BISWAS	S.I/S (SE) Raiganj Sub-Div.	9333823548		

ANNEXURE -I ODISA WORKSHOP

West Bengal

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
11	WB/NORTH 24 PGS	DEBASHIS CHAKRABARTY	TIC KOLSUR HIGH SCHOOL	9432334024	26/09/11	27/09/11
12	WB/North 24 Pgs.	SAMARESH SARKAR	TYPIST D.I. OFFICE	9831809697	26/09/11	27/09/11
13	WB/SPO RMSA	Bikram Choudhury	Asst Tech Computer	9232603282	26/09/2011	27/9/2011
14	WB/Paschim Medinipur	S. MAKUR	D.P.O RMSA	9434658514	26/9/11	
15	MP	S. MAITI	A.S/S. RMSA	9993032615	26/9/11	
16	WB/Jalpaiguri.	RANDOY DAS.	AT.	09434204765		
17	WB/Purba Medinipur	Subhas ch. Adak.	A.S/S(S.E)	09476327607		
18	WB. Bankura	MANIK CHANDRA GHANTA	A.I/S (SE) SS.D. Bankura	09434391122	26.09.11	27.09.11
19	W.B. Bankura	Rasamoy Kundu	A.I/S(SE) Bankura	9232514344	26/9/11	27/9/11
20	W.B. Purulia	Khushadhwaj Mahato	AIS(SE) Purulia	9434540344	26/9/11	27/9
21	PURULIA P.B.	Soumya Kanti Ghosh	A/T Raghunathpur Ed. Dist. Inst.	9434161829		

W.B ANNEXURE – I ODDISA – WORKSHOP

Workshop / Capacity Building Programme on Planning & Implementation of RMSA during 26th – 27th September, 2011 at Hotel Pal Regency, Bhubaneswar, Oddisa

Sl.No.	Name of the State / District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature (26.9.2011)	Signature (27.9.2011)
1	West Bengal South 24-Parganas	Mallika Chakraborty	DIS Academic	9831674178	M. Chakraborty	27/9/11
2	South 24-Pgs	DHRUBAJYOTI GHOSHMAULIK	S.I/S	9062140782 dhrubajyotighm@gmail.com	26/9/11	27/9/11
3	WB / Kolkata	SUDIPTA CHAUDHURI	Headmistress	9830728852 Buktnkchaudhu@ymail.com	S. Chaudhuri	S. Chaudhuri
4	WB/ Kolkata.	Krishna Chatterjee	ADJS(SE) Kol	09831529808		27/9/11
5	WB / Howrah	Pramila Sen	A.I/S (S.E) Howrah	09831458710	P. Sen	P. Sen 27-09-11
6	WB / Hooghly	Subhra Sen Gupta	Headmistress.	09477609373		27/9/11
7	WB/HOWRAH	Subhra Pradhan Bera	Assistant Teacher	09051847430		27/9/11
8	WB/Paschim Medinipur	PRAN GOBINDA SAHU	Teacher	9330848918		
9	WB/Siliguri	Samsul Alam	Headmaster	9434141813		27.9.11
10	WB/ Purba Medinipur	Jugal Kishore Bera	S.I/S (S.E)	9434137732		

ANNEXURE-X

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 or 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

Norms

Sl. No.	Items of Constructions	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 Constructions	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 Constructions	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 Constructions	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 & Rennovation	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.

- <u>Reg. Major Repair</u>

> 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

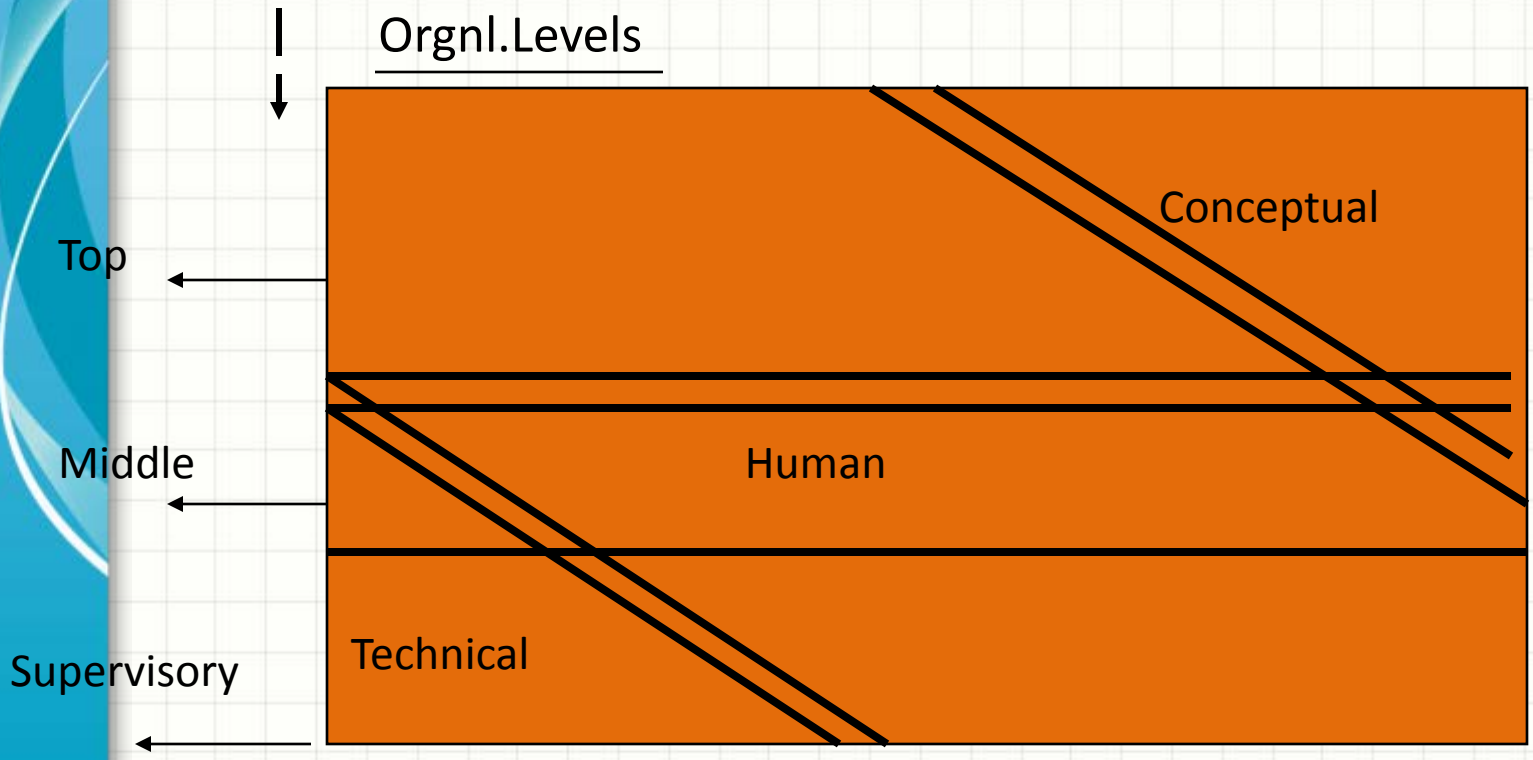
> School building should be more than or equal to 05 yrs. old

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

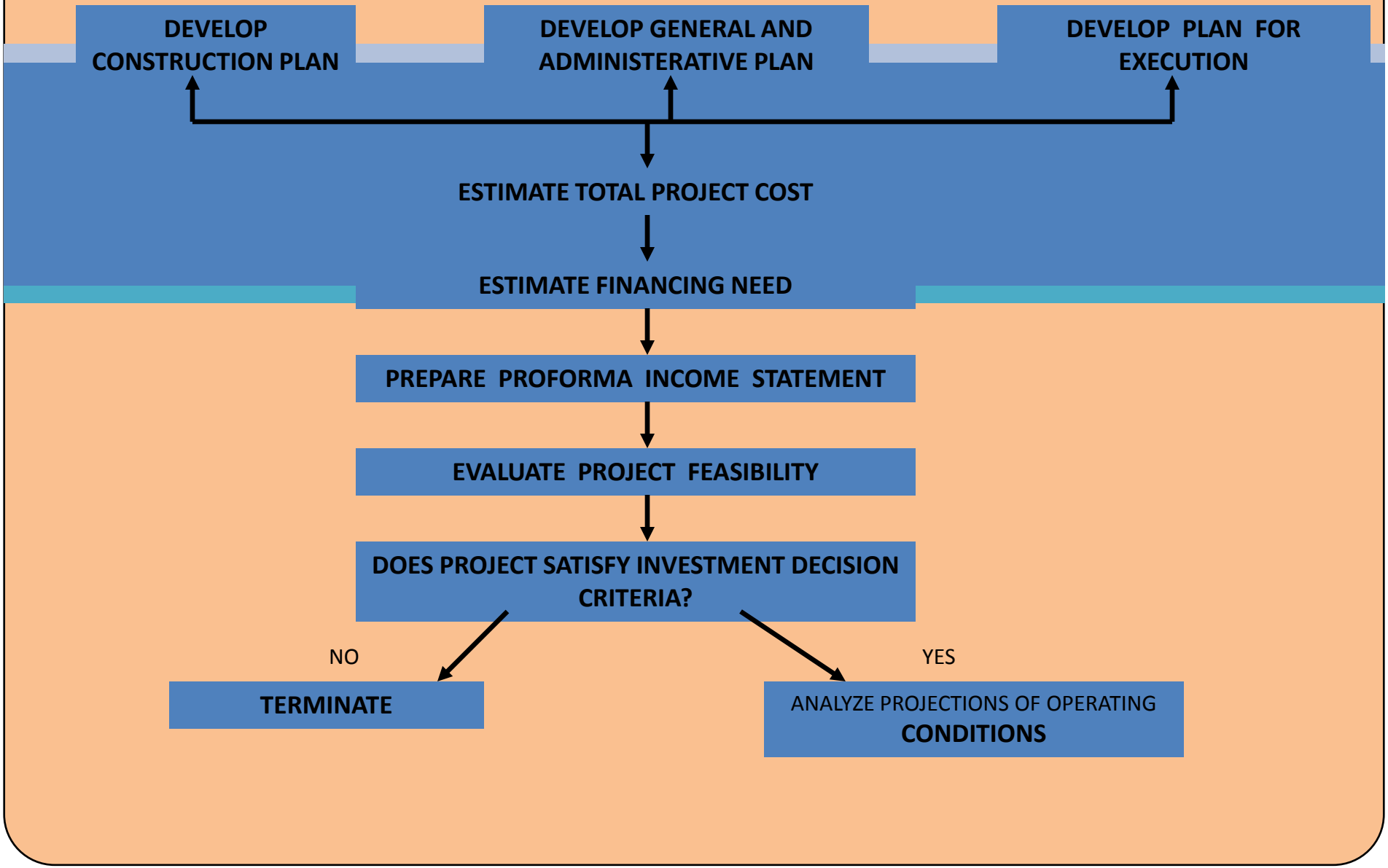
PHASING & PROJECTION FOR PLAN PROPOSAL

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?

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,STand 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

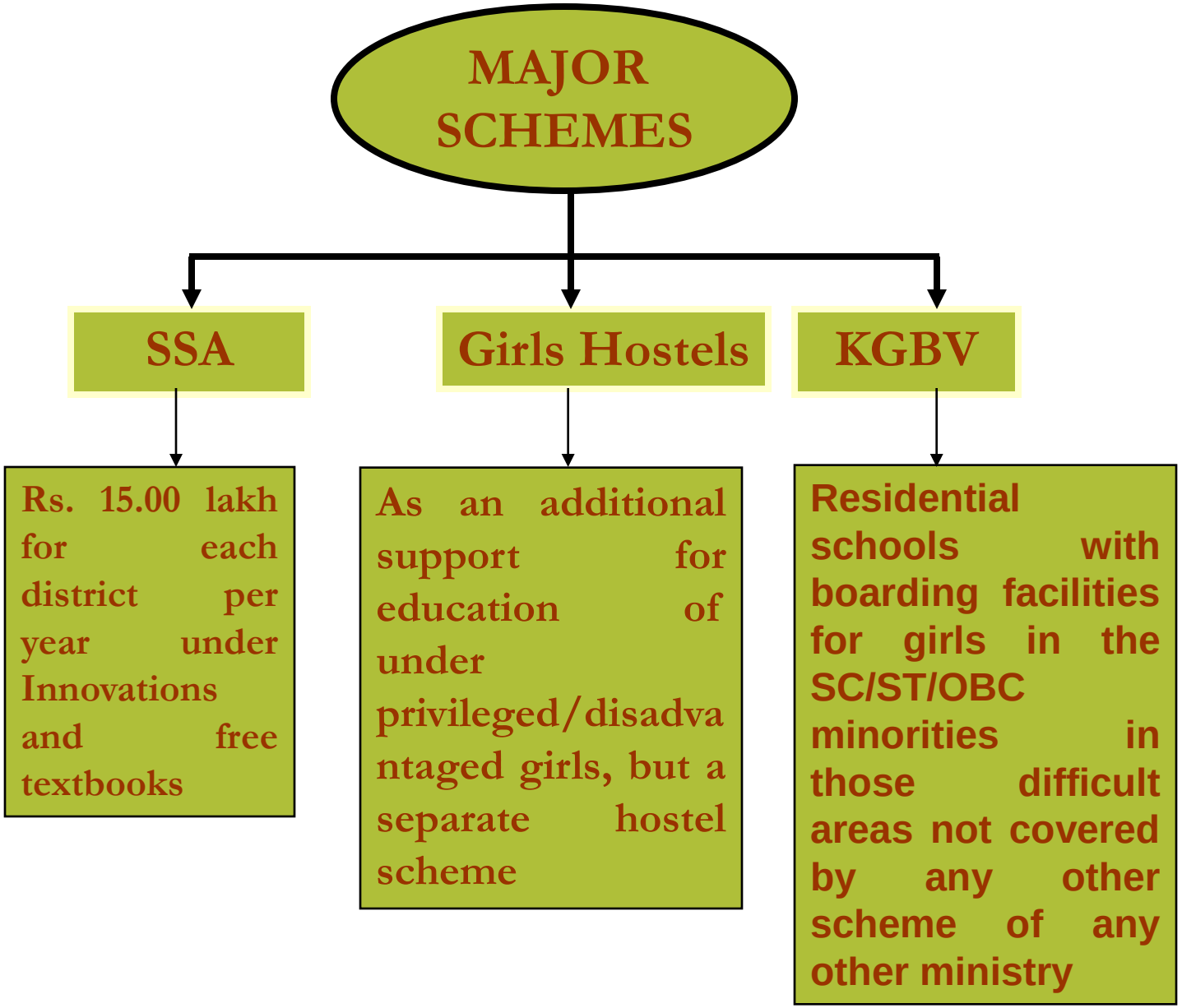
Challenges

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


MAJOR SCHEMES
SSA
Girls Hostels
KGBV
Rs. 15.00 lakh for each district per year under Innovations and free textbooks
As an additional support for education of under privileged/disadvantaged girls, but a separate hostel scheme
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	▪ 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	▪ 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	▪ 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 marginalished 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.

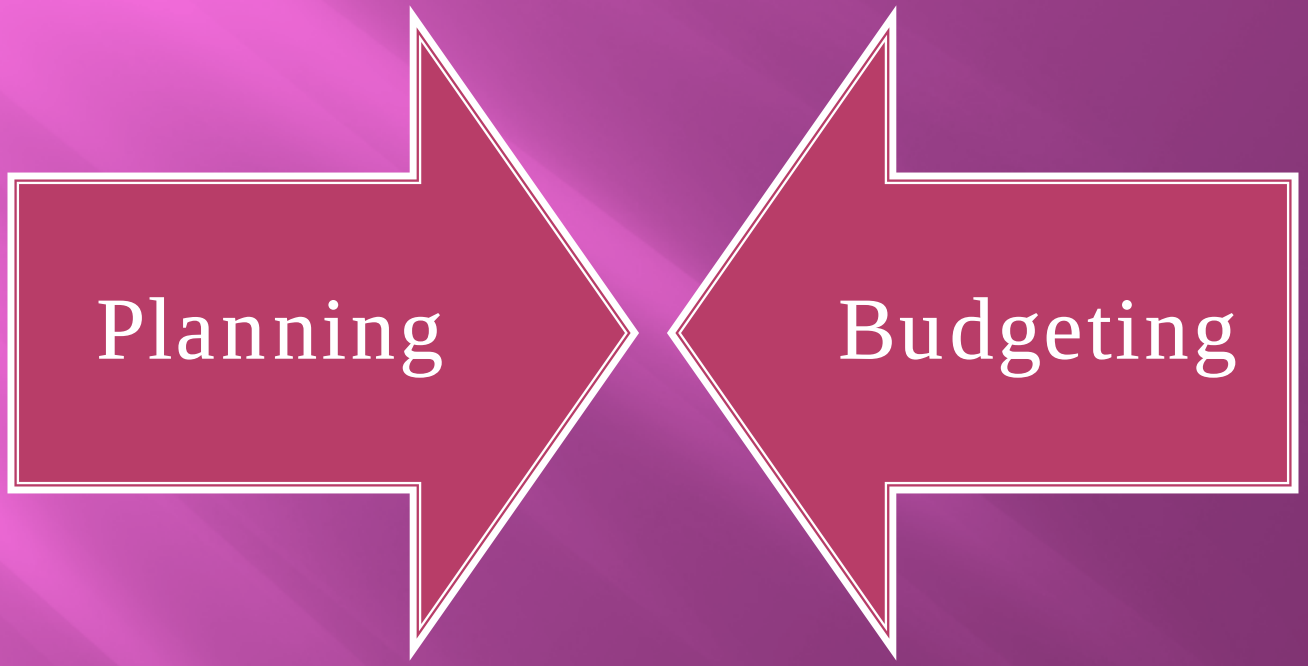
THANKS

ANNEXURE-VIII

BUDGETING OF AWP & FINANCIAL MANAGEMENT

Rashtriya Madhyaimk Shiksha Abhiyan

Planning And Budgeting



Planning and Budgeting are interlinked with each other.

Planning
Planning for additional requirement
Need Based Planning
Projection of Additional Enrolment
Planning to improve quality (Non Rec & Rec)
Planning to address equity issues (Non Rec & Rec)
New /Up gradation of schools with teachers
Additional Classrooms & Teachers in existing schools
Financial Norms
Financial Norms
Fresh Budget

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 Strenthening 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.
  - Regsiter 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-XI

Library & Documention

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 develops 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 accesses 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

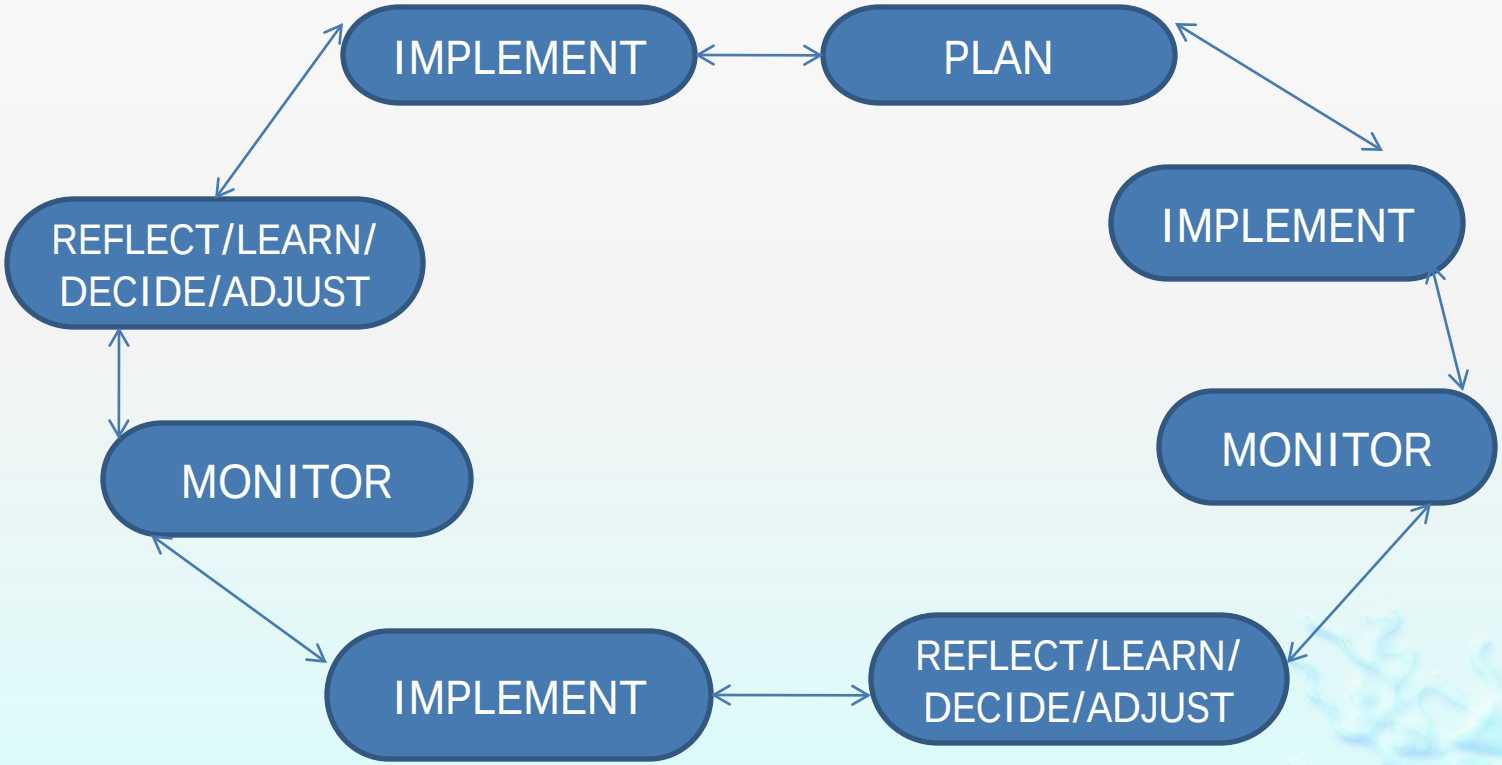
Importance of Evaluation

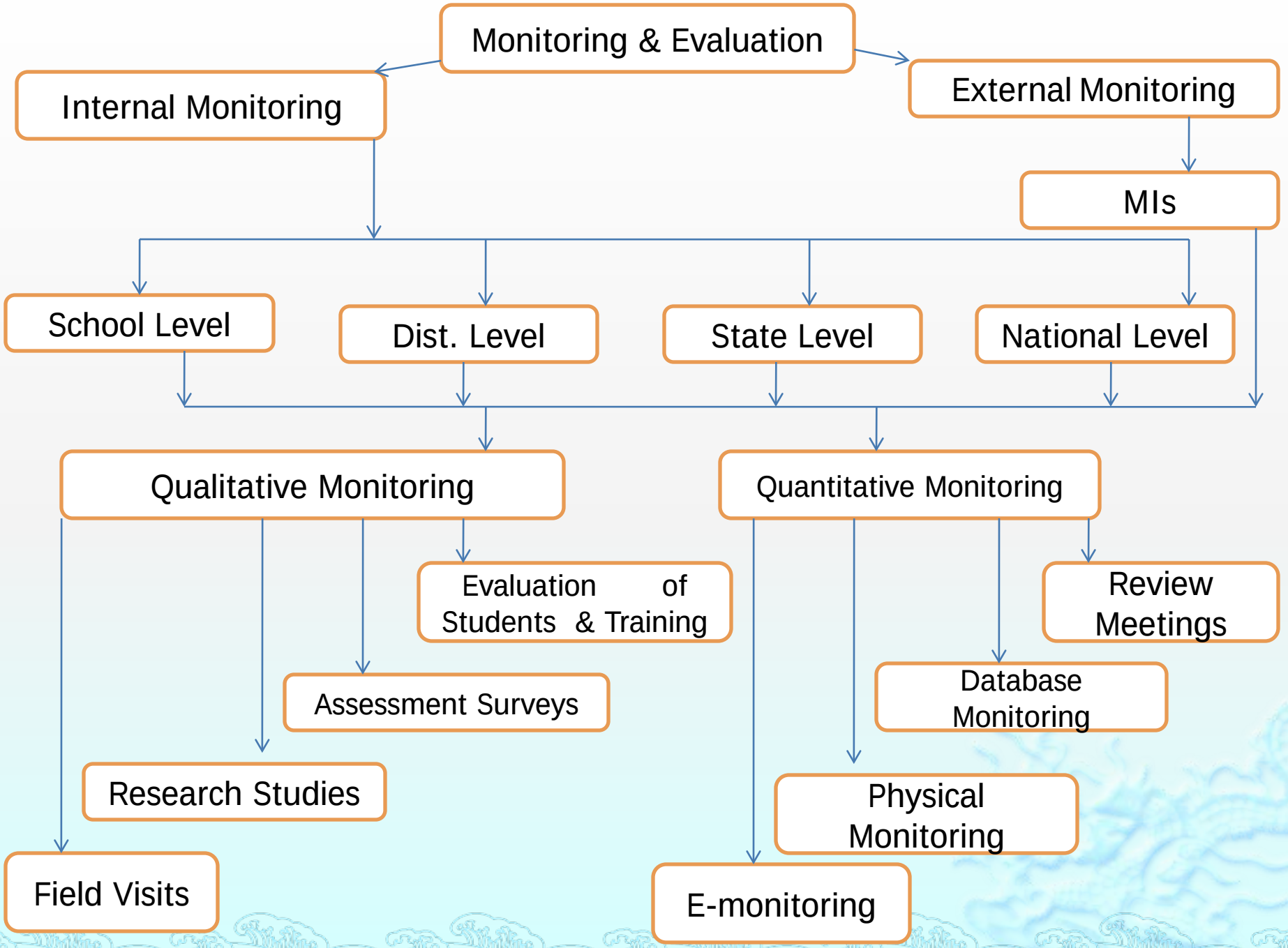
- Helps in identifying problems and their causes
- Suggests possible solution to the problem
- Raises questions about assumption & strategies
- Pushes you to reflect on where you are going and how you are getting there
- Provide you information and insight
- Increase the likelihood that you will make 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




Monitoring & Evaluation
Internal Monitoring
External Monitoring
MIs
School Level
Dist. Level
State Level
National Level
Qualitative Monitoring
Quantitative Monitoring
Evaluation of Students & Training
Review Meetings
Assessment Surveys
Database Monitoring
Research Studies
Physical Monitoring
Field Visits
E-monitoring

Ann exure-1

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

Day 1: 11th OCT. 2011

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

Day 2: 12th OCT. 2011

SESSION 8: GROUP WORK ACTIVITIES FOLLOWED EXCLUDING CIVIL WORKS	
10:00 - 1:45 hrs	**1. Goal – 1 – a) Universal Access** **Points for Discussion:** ▪ Policy, Provision, Coverage, Initiatives, Issues and Strategies. **(Issues, Strategies and Finance)** **- Group Coordinator – Manoj Mishra** **2. Goal – II – Satisfactory Quality** **Points for Discussion** ▪ Need based interventions, State initiatives, Need based quality norms, Vision for quality for secondary levels etc. **(Issues, Strategies and Finance)** **-Group Coordinator – Beas Bhowmik/Alam** **3. Goal – III – Bridging Gender & Social Category** **Points for Discussion** ▪ Need based equity interventions, Reducing Gender Gaps, Interventions for SC/ST/Minority, State Initiatives, Provision etc. . **(Issues, Strategies and Finance)** **-Group Coordinator – Altab** **4. Goal – IV – Universal Retention /SEMIS under RMSA & Educational Indicators** **Points for Discussion** ▪ Planning for Retention, Need based Strategies for Retention, State/UTs initiatives, Priorities, Issues etc. ▪ Status of SEMIS, Usage, Reporting Formats, SEMIS at District level, Issues etc. **(Issues, Strategies and Finance)** **Group Coordinator – Mr. Rajeev Mehra & Kalicharan** **5. Financial Issues & Constraints under RMSA & Procurement.** **Points for Discussion** ▪ Flow of Funds, Utilization & Constraints, Reporting Formats/Costing, Problems at District/School level, other Issues etc. ▪ Costing and 30 tables etc. **Group Coordinator – Ms. Ishrat & Harish** **6. Monitoring, Research & Supervision and Project Management** • Institutional arrangement, need for researches, staffing at all levels etc. • Third party evaluation and monitoring of the whole programme. • Group Facilitator-**Ms. Babita & Altab**
Lunch Break (1:45 – 2:30 hrs)	
Group Discussion Continues (2:30-3:30)	
SESSION-9: Group-wise presentations	
3:30 - 5:10 hrs	▪ Group-1 Presentation-by - the group -20 Min Each ▪ Group-2 Presentation- ▪ Group-3 Presentation- ▪ Group-4 Presentation- ▪ Group-5 Presentation- ▪ Group-6 Presentation-
TEA BREAK (Tea will serve inside the hall)	
5:10 -5:40 hrs	***Brief action plan for the next AWP&B (Manipur & Nagaland)-Each State will give gist of the focuses for next AWP&B 2012-13***
5:40 – 6:00 hrs.	**Road Map, Future planning and strategies: Progaramme of Action** **- Director Khongwar K. Deshmukh and TSG (Valedictory)**

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ANNEXURE-XIII

IMPROVING

QUALITY OF SECONDERY EDUCATION

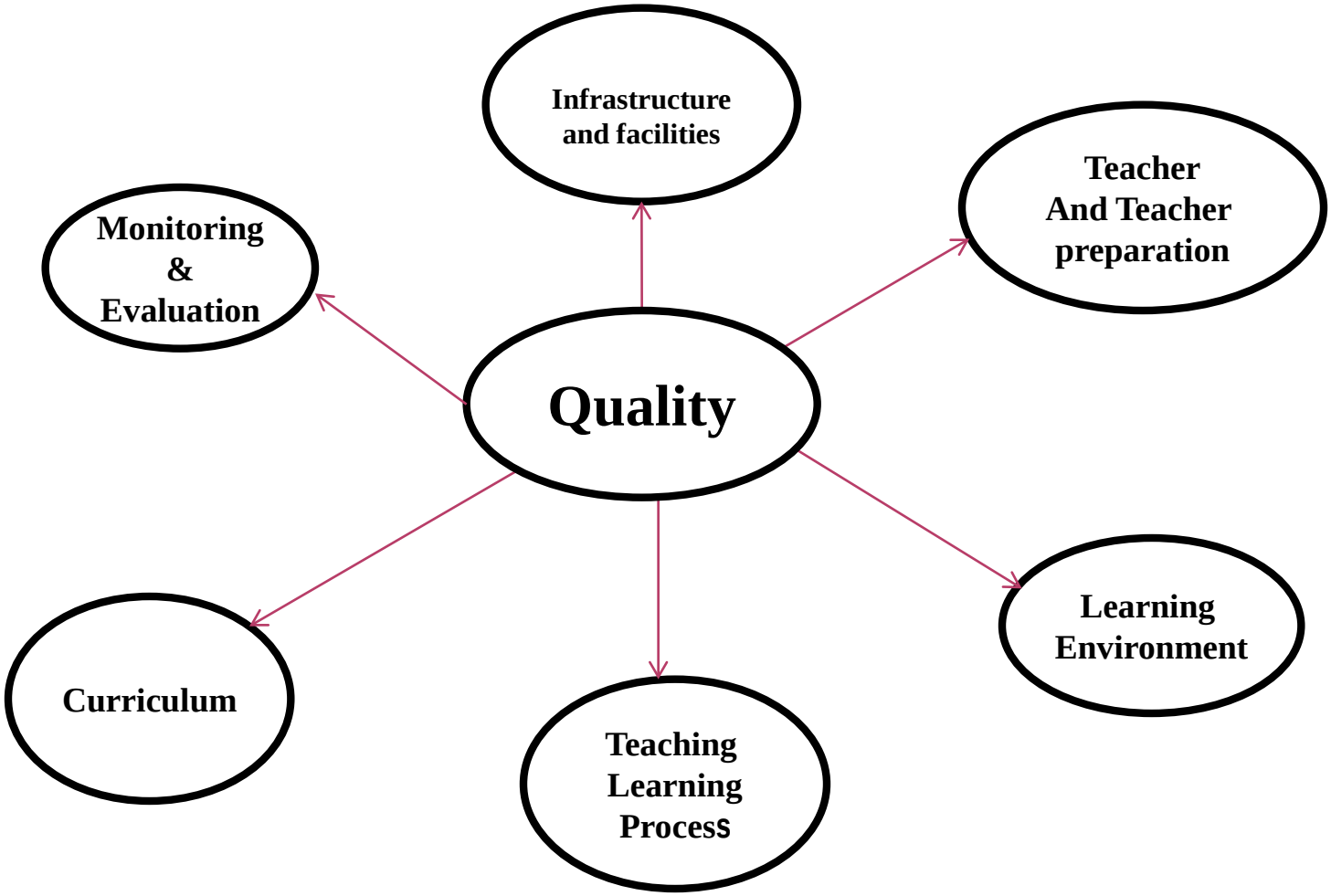
UNDER

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

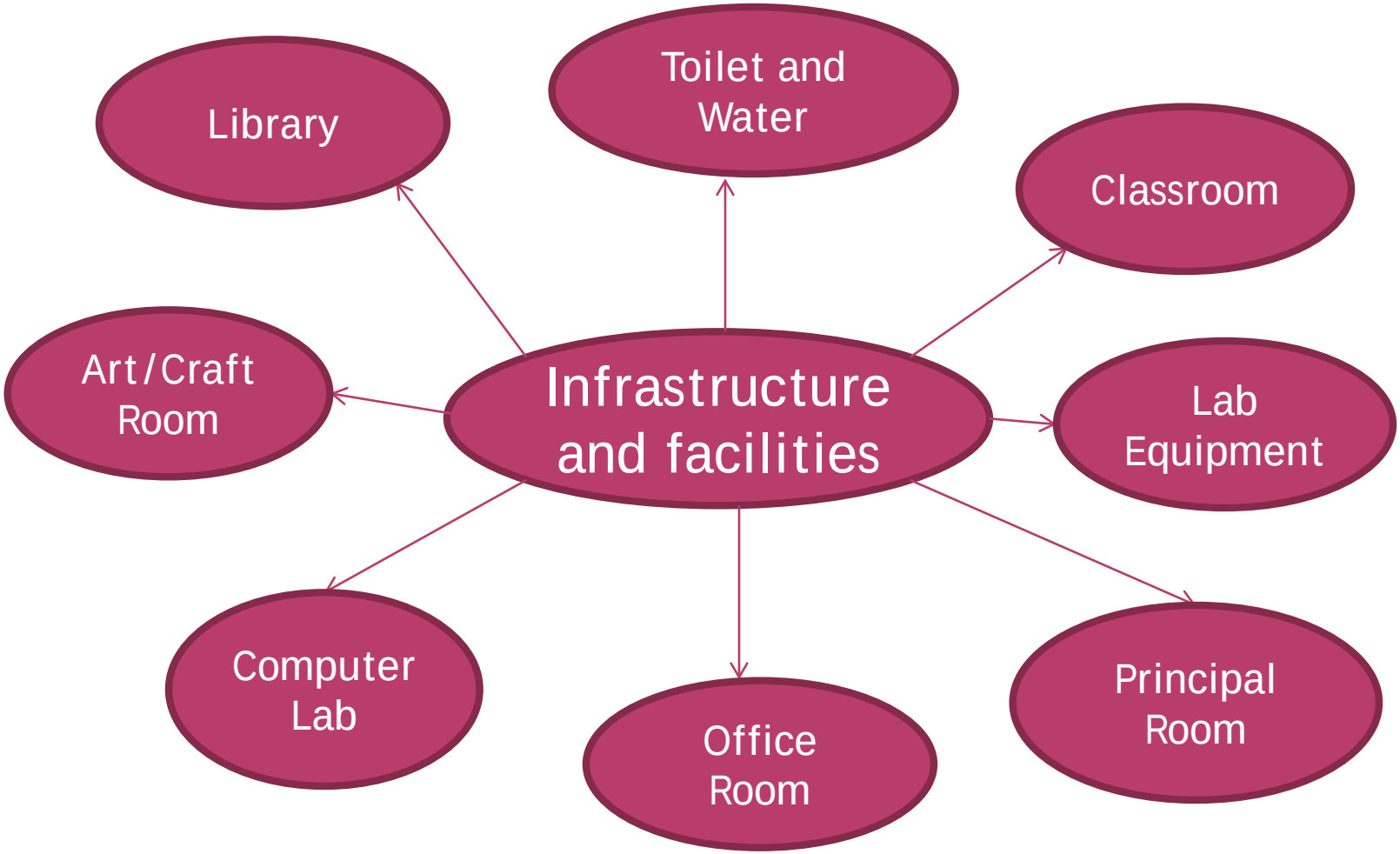
RMSA FRAMEWORK ON QUALITY

- **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**

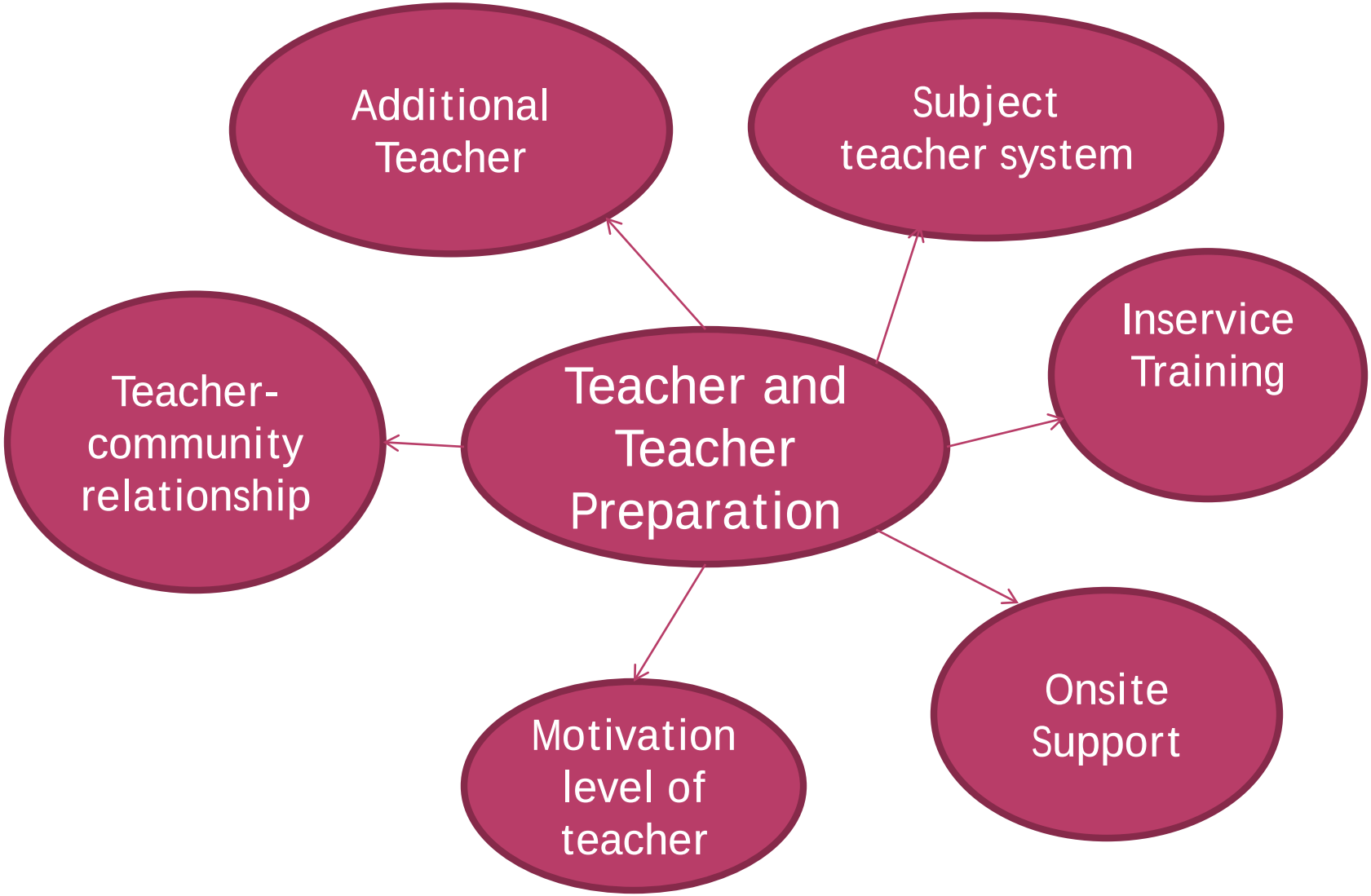
Factors affecting Quality



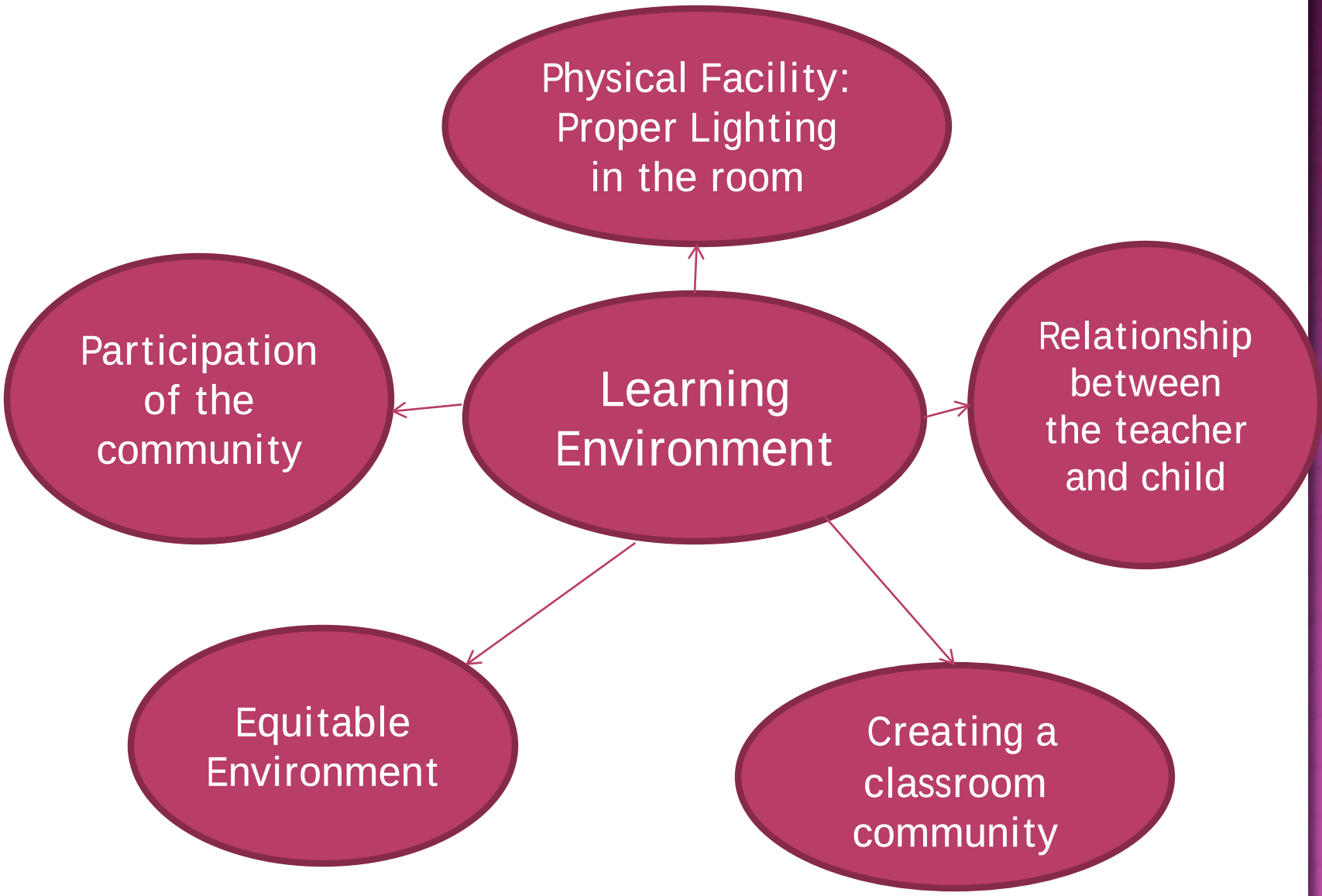
Infrastructure and facilities



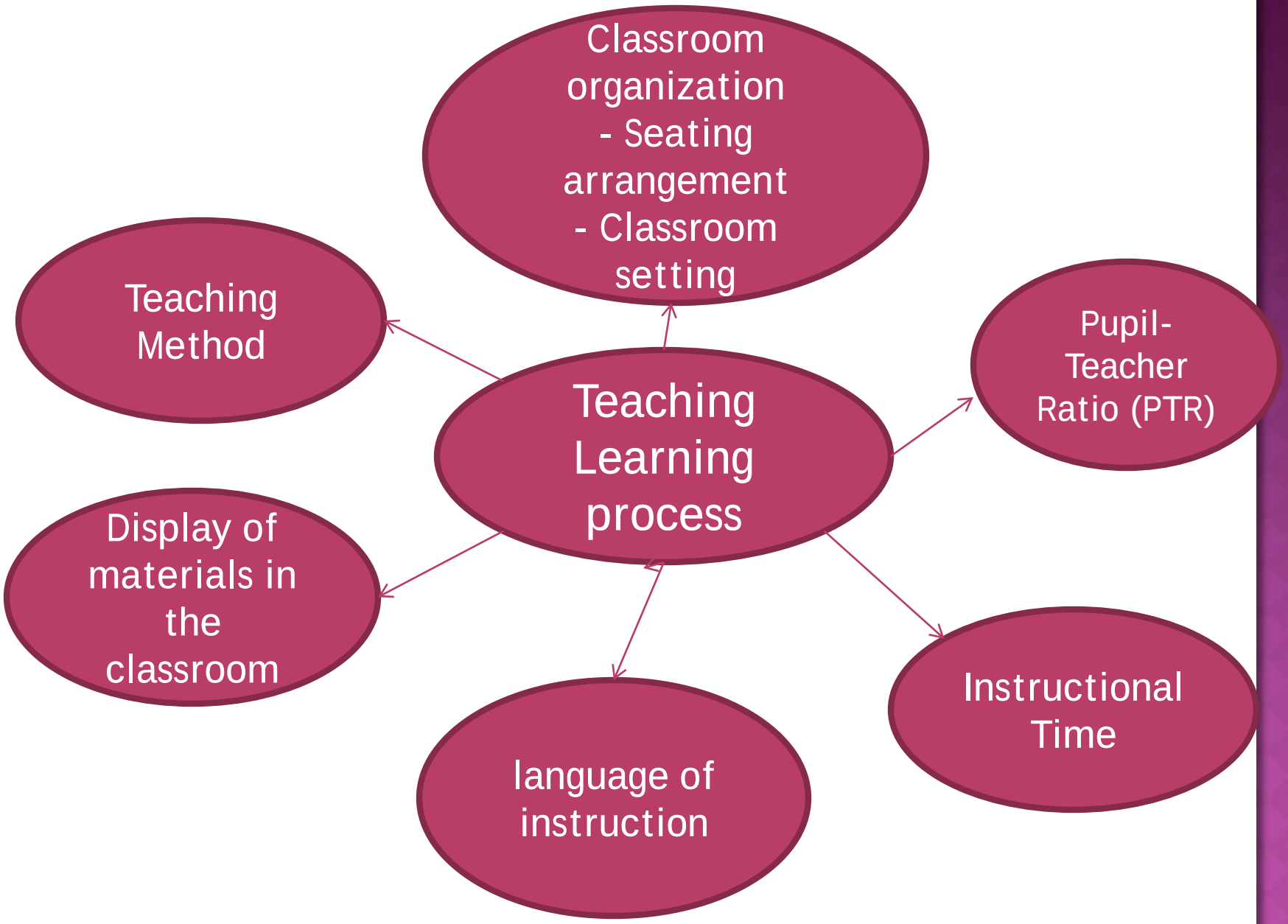
Teacher and Teacher Preparation



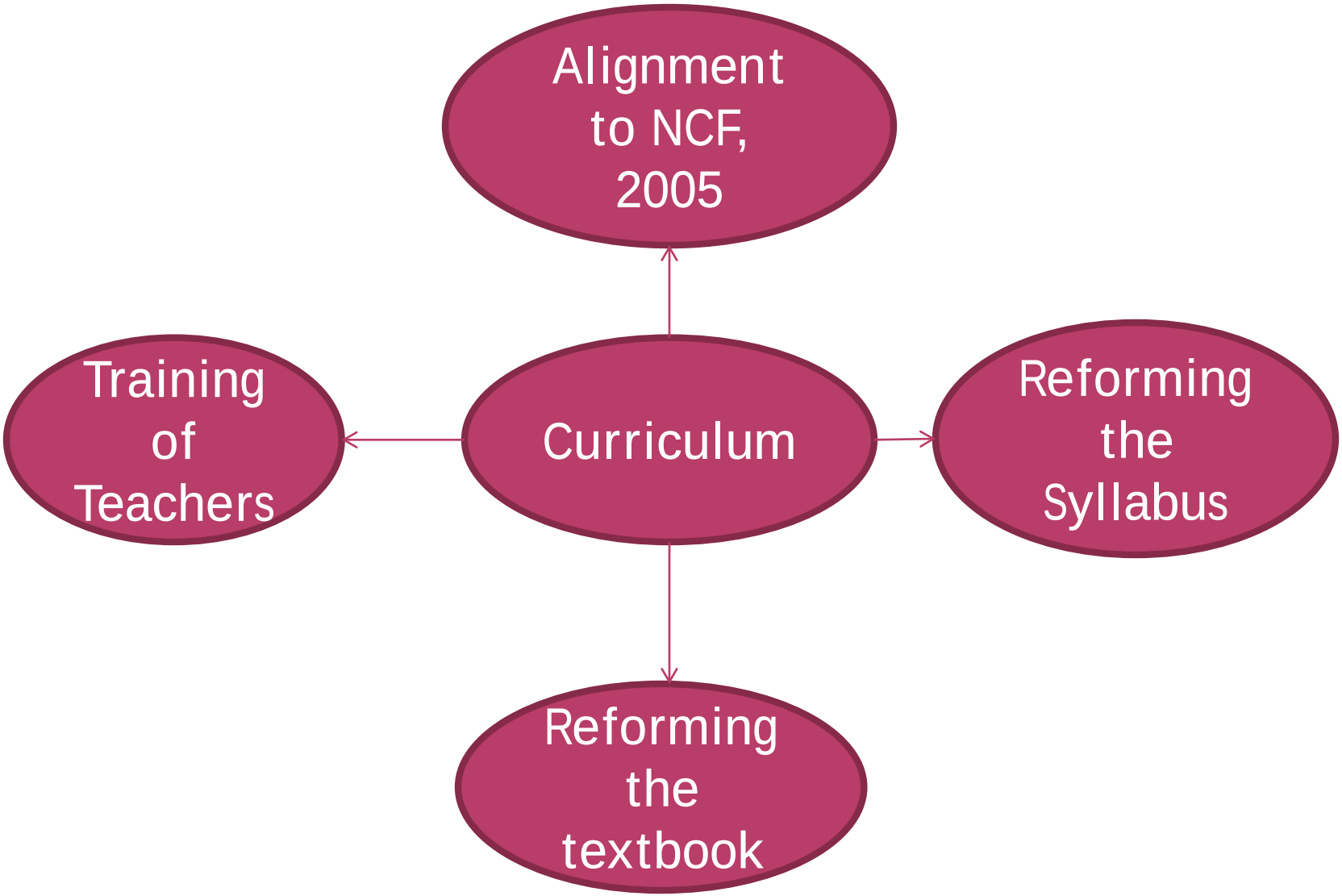
Learning Environment



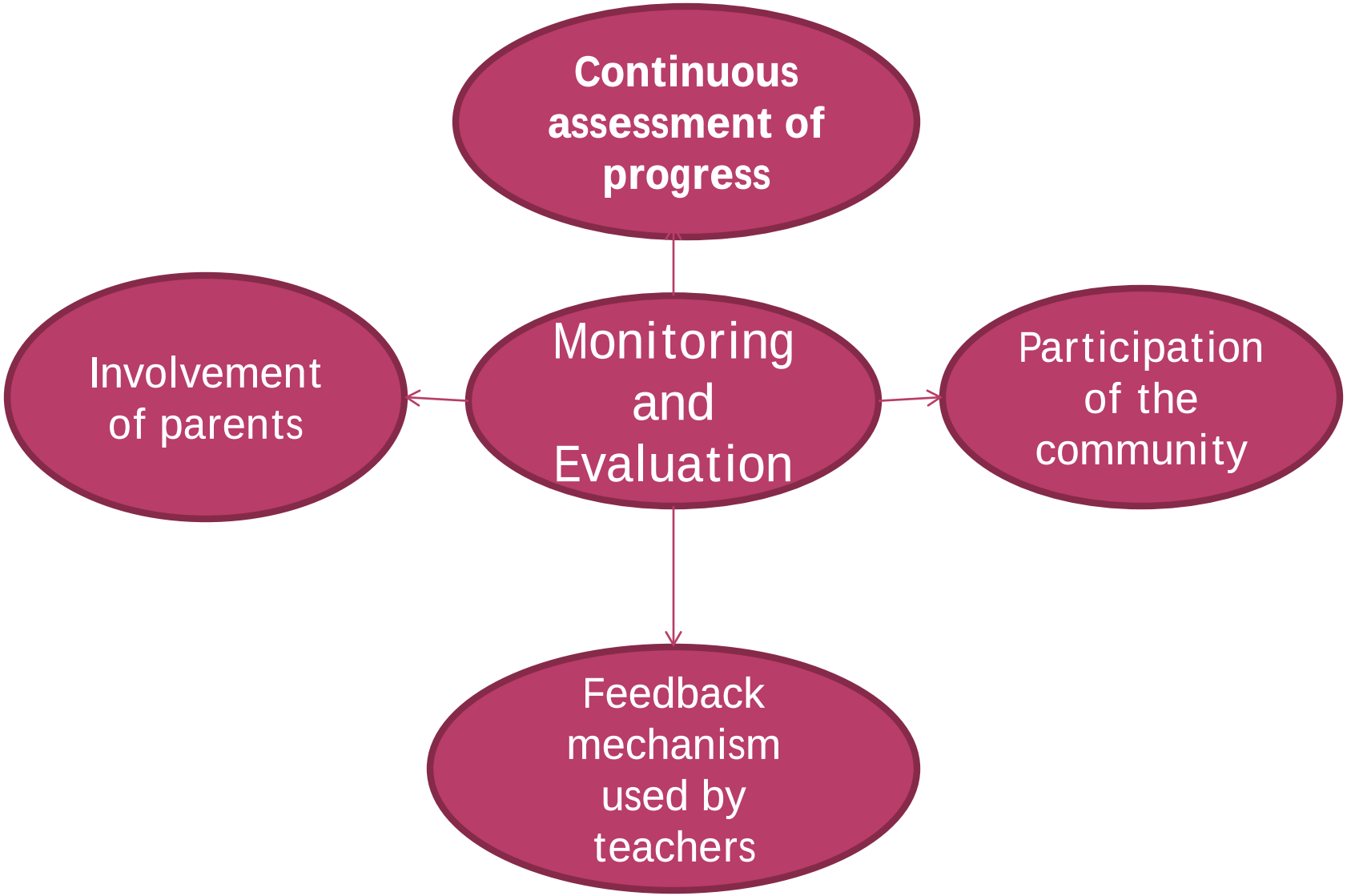
Teaching Learning process



Curriculum


Alignment to NCF, 2005
Training of Teachers
Curriculum
Reforming the Syllabus
Reforming the textbook

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-VII

Quality of Secondary Education in the Perspective of Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) and Vision of the 12th Five Year Plan

Dr. Mukhtar Alam (Senior Consultant)
Beas Bhowmik (Senior Consultant)
Planning and Appraisal, RMSA,
New Delhi

Introduction

- Secondary education is a bridge between the elementary and higher education;
- Launching paid to move across various domains of knowledge and skills;
- To achieve quality education is the emerging challenges for contemporary socio-economic needs;
- To generate required technical manpower, knowledge, skills and maintain competitive at global level are the essence and main objective of RMSA and 12th Five Year Plan.

Vision of RMSA in the Perspective of Quality Education

- RMSA is committed to universalize access, equity and quality Secondary Education and the focus in quality interventions:
  a. Quality infrastructure, Science & Mathematics laboratories, computer labs and Management Information System;
  b. Reviewing curriculum to meet the NCF, 2005 norms
  c. Qualification, competency, subject specific deployment in schools,
  d. In service training and academic support
  e. Residential accommodation in rural and difficult

Proposed Teachers' Deployment Norms in Schools in the 12th Five Year Plan

- To achieve quality, needs to decide that how many teachers should be in secondary school ?
- Whether it should be based on teacher-pupil ratio, classroom-teacher ratio, subject teachers, etc. ? Or
- Separate teachers need to be provided for Physics, Chemistry, Biology, History, Civics and Geography and Economics.

vision and mission of RMSA: Teachers' Norms in Schools

Proposed Staffing Pattern

No. Unit for VI to XII	Language Group	Science Group	Mathematics	Social Studies Group	Physical Education Group	Art, Music and dance	Skill Education Group	Total
16	4	6 (Chemistry-2, Physics-2 and Biology-2)	2	4 (Economics-1; History-1; Geogpraphy-1 and Psychology-1)	2	2	2	22

Vision of the 12th Five Year Plan: Providing Quality in Secondary Education

- Universal enrolment in the 9th and 10th grades by 2020;
- Universal retention achieving zero dropout rate;
- Universal performance (at least 60% of the students of the 10th grade will achieve 60% learning in subjects) with successful completion by all who are enrolled in the secondary education.

Teacher Education: Issues and Challenges in the 12th Five Year Plan

- 55.56% and 32.38% (7th survey) secondary school teachers are trained graduate and post graduate respectively;
- Discrepancy in the recruitment of teachers; proposed recruitment criteria:
    1. General Knowledge and Current Affairs;
    2. Geographical, Historical & Culture Knowledge of India;
    3. Educational Psychology;
    4. Educational Methodology (Science); and
    5. School Subject (at least two of the respective subject/stream, examples (Physics + Chemistry; Physics +Mathematics, Geography + History, Geography + Economics, English +Regional Language; English + Hindi)

Continue-

- 40% secondary education is managed privately (aided and unaided). the percentage of untrained teachers is higher Teachers' of these schools should bring in the ambit of in-service training either at the cost of the government or the respective school management.
- The teachers from the marginalized (SCs, STs and minorities) are either language problem or other unseen factors could not getting effective and meaningful trainings.

Continue-

- The quality of in-service teacher's training and its larger impact on learns depends on the trainer (resource persons).
- The trainer should be the best trainer from the specialized institutions (NCERT, Institutes of Advanced Study in Education (IASEs). etc.
- In-service teacher's training is without monitoring, evaluation and appraisal, it has affected quality of education and it is directly associated with dropout;

Continue-

- Is the existing institutional set up and training methods cater the need of quality of education? The cluster based training institutions within 20 kms radius would be time and cost effective.
- Needs a paradigm shift in designing courses to improve knowledge, skills and competencies towards educational issues. Preparation of teaching modules should not be one time job, it should be regularly re-formulate and up dated with the changes in time and space.

Proposals for New Schemes for Professional Enhancement of Secondary School Teachers

Targets

- In the initial stage, targeted 300 teachers per state annually (estimated total 10,000 teachers). selected criterion:
- Out of 300 teachers, 200 (i.e. two third) will be trained teachers and 100 (i.e. one third) will be untrained teachers.
- These teachers shall be from secondary level (teaching 9^{th} and 10^{th}).
- Upper age should not exceed 45 years.
- Duration for each batch shall be one year.
- The course material will be designed and developed by NCERT and at the state level SCERT

Planning for Quality Secondary Education

- Planning for quality has been attempted at elementary level under SSA but not the same culture at the secondary level.
- RMSA visualize a planning for the same at various levels with the experts in education, administrators, the community representatives and institutions
- The accountability and synergy of the teacher, teacher educators, educational administrators and supervisory staff are needed.

Plan of Action under RMSA

- National and state level institutes viz. NCERT, NUEPA, SCERT, DIET, IASE, College of Teacher Education (CTE), State Boards and University Departments etc., need to be strengthened under RMSA
- **National Level**
- National Resource Group (NRG) will be set up to provide policy guidance, direction and capacity building for quality improvement with regard to Curriculum reforms, ICT enabled secondary education, appropriate pedagogic and evaluation practices, pre-vocational courses for skill development, in-service professional development of secondary school teachers and management of quality issues.
- Members of NRG will be from NCERT, NUEPA, Planning Commission, NCTE, IGNOU, NIOS, TSG (Ed. CIL) etc.

Continue-

State/Uts and Districts Level

- States/UTs need to prepare perspective and annual plans for central assistance under RMSA
- The State Governments will take the responsibility for setting up State Resource Group (SRG) on the line of NRG
- The State Governments will take the responsibility for setting up District Resource Group (DRG) for planning and managing all quality components within the time frame and reflecting adequately in the district level plans.

Conclusion

- Quality of teaching depends on learning skills of a teacher through collecting, processing and summarizing data.
- The observation, reading, writing, imitation, memorization, understanding, analysis, synthesis, making assumptions and self evaluation work as a multiplier effect in the quality of education.

Continue-

- Reflection and communication systematically and meaningfully inculcate interest for learning skills, self-discipline, motivate and train individual to manage time effectively.
- In-service education support and assist the professional development and provide avenues for teachers to refresh their knowledge, to improve their competencies and to bring about paradigm shift in their outlook towards educational issues.

ANNEXURE-IV

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 9^{th} standard is reported to be high due to low achievement level at 8^{th} and 9^{th} 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.

THANKS

Management Inform ation 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
Secondary Education Management Information
Home | Data Entry | Initialization | Reports | States | Data Status | Contact us
Login
Reports
User ID: RAN1001
Password: ••••••••••
Login
Change Password?

http://semisonline.net/
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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
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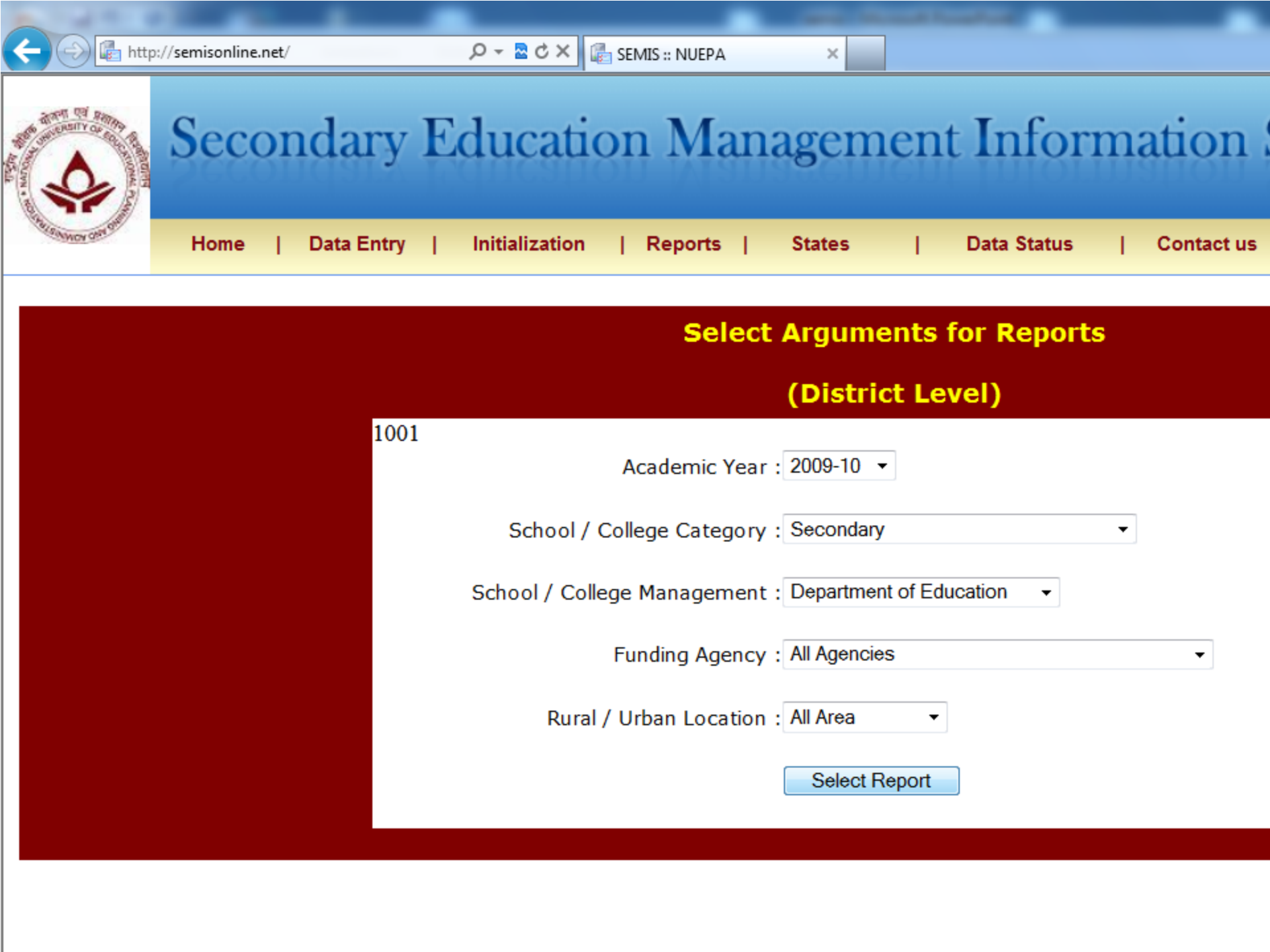
Click on the reports listed below:

State Reports

District Reports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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

1100 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	