

**MINTUES OF THE NINTH ROUND OF TWO DAYS WORKSHOP ON PLANNING &  
IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) HELD  
AT JABALPUR (MADHYA PRADESH) ON 5<sup>th</sup> DECEMBER & 6<sup>th</sup> DECEMBER 2011**

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

The Ninth round of two-days Regional Workshops on capacity building of District functionaries on Planning & Implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with a pair of two states was organised by Department of Secondary Education, MHRD, GoI in Jabalpur on **5th December -6th December, 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 Jabalpur two states were invited to participate. All two states, **Madhya Pradesh and Chhattisgarh** were participated. In total, around 70 participants were present in the workshop.

1.3 The list of the participants is attached at **Annexure I**.

1.4 The list of the objectives and schedule are at **Annexure II and III** respectively

## **2 Approach and methodology of the workshop: -**

2.1 Context for the discussion on agenda items was set up by four documents: minutes of the states/UTs, recommendations of several forums/discussion on RMSA, RTE Act, 2009 and the key observations of the appraisal reports of the States/UTs on all the components/aspects of the planning including infrastructures. Before the participants buckled down to the analysis of the issues agenda item wise, their attention was drawn to the term need based incorporated in the framework and grass root realities which talks of enabling each and every child to compete secondary education up-to class-X and this secondary education stipulates, has to be in the mother tongue, as far as practicable, in a 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, implementability and efficacy of the suggested measures. TSG Consultants facilitated the group discussions. Given the inevitable inter-linkages and complementarity 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 Jabalpur, ranging from the RMSA, Deputy State Project Director and the TSG Consultants & Senior Consultants to the delegates of DEOs/DPCs gathered at the conference hall of Hotel Prestige Prince, Jabalpur from different parts of the districts of the two states-**Madhya Pradesh and Chhattisgarh**.

### **4. Inaugural session**

The inaugural ceremony started with the welcome address by **Shri Prabhat Raj Tiwari**, Deputy Director, RMSA, Directorate of Public Instruction, Government of Madhya Pradesh, RMSA followed by introductory remarks. He welcomed the MHRD members and participants of Madhya Pradesh and Chhattisgarh. He stated the following key points:

- Although 75% funds are provided by RMSA but arrangement of 25% is problem for the state.
- Funds for construction should be released in time for timely completion of projects.
- Recruitment of additional teachers is in progress. RMSA is a vision for secondary education. Efforts are being made to fulfil the aim of RMSA
- MMER needs to be enhanced. More money is required to run the RMSA scheme in the state.

- An enrolment drive in classes IX-X was started in Madhya Pradesh and 80-90% target was achieved.
- Cost of teacher training needs to be doubled.
- Construction of boundary walls should be included under RMSA
- Madhya Pradesh and Chhattisgarh are one, not separate. Problems of both the states are common. Data Capture format (DCF) should be revised in order to fulfil the data requirements of RMSA.
- District functionaries should interact and exchange views for better coordination and planning.

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

- There was a proposal for opening of 11,188 new secondary schools and strengthening of 44,000 secondary schools during 11th Five Year Plan, targets for 32 lakh additional enrolments, 1.79 lakhs additional teachers and 88,500 additional classrooms under universalization of secondary education.
- More emphasis is on gender and social parity, improvement in enrolment of disadvantaged groups like girls, SCs, STs, Minorities and other disadvantaged groups. The districts having 20 % or more SCs, STs and Minorities' population are known as special focus districts.
- There are 15 SFDs (SC, ST, Minority districts in the state of Maharashtra. Similarly, the state of Gujarat consists of 12 SFDs.

#### **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 of AWP&B which are as under:**

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

### **Tea Break**

### **Session: I**

#### **Topic : Status of SEMIS: Challenges and Strategies**

6. **Shri. Rajeev Mehra**, Sr. Consultant- Management Information System (SEMIS) emphasized on the following points:

- Each and every Field officer maintain their registers or Diary with the information related to components like: Schools, Enrolment by Caste & Category, Classrooms / Sections, Infrastructure like Water / Toilets / Furniture,



Teacher (Subject Wise/ Trained), Examination results etc. These all necessary information's are collected into a format called DCF.

- What a district has to do is, only to concentrate on the quality of data which is coming from school in the form of DCF. After maintaining the SEMIS software we will see the result, that the data which is coming manually in a weak from a field can be generated within a minute at your district office.
- Requested to all the state government for supply of SEMIS data for the year 2010-11 online at the earliest.
- Mis-matching of data may be there. Indicators like Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), dropout rates, teacher pupil ratio and percentage of trained teachers etc. are derived from this data. These indicators are useful for planning at district, state and national levels
- The SEMIS data should be collected for government and private aided schools both. SEMIS data are important for planning & implementation. He instructed to maintain quality of data collected from the schools and forward to TSG.
- Now at field level, collect and analyze information on the education system to improve planning, resource allocation, monitoring, policy information and decision making.
- Required to monitor that all secondary schools should have physical facilities and trained teaching staff and ensure that each schools equipped with infrastructure like, Black Board, Furniture, Libraries, Science & Mathematics Laboratories , computer labs, toilet cluster etc.
- He discussed the 30 model tables where he pointed out that higher transition rate at secondary level would be possible if repeaters and migrants are checked time to time. **(Copy of Presentation at Annexure-V)**

## **Session-II**

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

7. **Shri. Manoj Mishra** explained that under RMSA all children of age group of 14-18 years will be covered. No child will be deprived of secondary education. He emphasized on the following key points:

- Implications of Access under the objectives of RMSA,
- Approach and strategy
- School mapping exercise and its essentialities in identifying the gaps on schooling facilities.
- Planning tools essential for new schools proposals.
- The good quality education for the children of age group 14-18 years will be made accessible, available and affordable.

- In 11th five year plan, 11,188 upper primary schools were proposed for up-gradation, out of this 89 % target has been achieved, 44,000 secondary schools were proposed for strengthening of which 60 % target was achieved.
- As per norm, one secondary school should be within a radius of 5 km. These norms have been relaxed to 3 km for hilly areas and there should be one higher secondary schools in 7-10 km distance.
- Success is the part of Access. For success, access has to be achieved by means of transportation also, financial capacity and social stratification.
- There are challenges and problems like Physical access by Walking/Cycling, Economic condition of household, Social and conservative attitude of parents, caste/class and religion etc.
- He also suggested for essential documents / requirements for opening of new school proposal like list of notified Secondary Schools, notified upper primary schools, total requirement of new schools and prospective progress report etc. He also explained six tables out of 30 model tables relating to new school proposal. While furnishing the data, it should be verified with SEMIS/ DISE.
- Local politics play vital role in opening of new schools. District is the adequate level for planning process. He also briefed on the following key issues:
  - Strengthening of existing secondary school
  - Construction of Additional classrooms.
  - Deployment of subject teachers
  - Up-gradation of existing upper primary schools and Ashram schools
  - Opening of new secondary schools, if required
  - New standalone secondary schools.

He advised the strategy for access, Planning, School mapping, Geographical Information System (GIS) and Public Participation.

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

### **Session: III**

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

8. **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-VII)**
  - 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.

8.1 He highlighted several examples on different interventions/strategies adopted by different states/UTs such as:

- Sammelan, Maa Beti Mela.
- Conventions, special camps for girls.
- Door to Door contact campaign.
- Praveshotsav, retention awareness programme etc.
- Publicity material e.g. Posters, handouts, T.V, etc.
- Motivation camps, involving Panchayati Raj Institutions (PRT).
- Involvement of NGOs in consultation with SMDC.

## **Session: IV**

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

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

- Civil work includes construction of additional classroom, science laboratory, purchase of laboratory equipments, construction of Head Masters room , office room , girls activity room, computer room, arts and crafts room, separate toilets for boys and girls, staff and teachers room.
- The plan at district and State level should be prepared as per the norms of RMSA frame work. It should be according to school mapping exercise.
- Besides construction, there are two parts of repairing the rooms, one is for major repair and other is for minor repair. In both the cases the school building should be owned, not rented and not on lease.
- For major repair the room should be more than 10 years old and for subsequent repair, it should be completed 5 year of the last repair. In major repair school building, class rooms, laboratory, library head master room, office room, computer room, arts and crafts room and cultural room are to be taken.
- For minor repairing the school building should be pucca, partly pucca or kachha type and it should be more than or equal to 05 years old. For major repair maximum of Rs.2 lakh for 2 section school and Rs. 4 lakh for 4 section schools are being provided by RMSA. This amount is being provided only once.
- For minor repair Rs. 25 lakh per year are being provided. Demand for repair can only be considered if it is technically sanctioned and administratively approved. The plan should be prepared need based. He also advised that earth quake resistant building should be made to avoid the risk. **(Copy of Presentation at Annexure-VIII)**

### **10. Separate Group Discussion on Civil Works**

Group discussion was separately held for civil works component and their plans. Six groups were formed and an exercise was given to each group consisting DCF format of a particular school to each group. Participants took keen interest in the group work

activities and all the queries were replied. Following issues & strategies have been highlighted by the groups:

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

#### **10.1. Group on Civil Put the Following Points:**

- The Group did exercise on Private unaided schools.
- The size of the class room is 7×7 mt.sq. Can it be constructed in rectangular shape? What is the size of the toilet? Funds for school boundary walls should be provided in RMSA.
- Rs. 1.50 lakh is not sufficient for toilet blocks and drinking water.
- Separate money for furniture
- Does the whitewash is covered under minor repair?
- Do the table repair and door repair are covered under minor repair?
- If land is available in the upper primary schools, is it eligible for up gradation?
- Vertical construction can be done or not?

**10.2 Shri. Sushil Kumar** replied that Government Schools should be taken in to account only.

- The size of the toilet as per national building code is 0.9 sq.mt.
- Separate Funds for school boundary and furniture are not permissible in RMSA.
- No provision for increasing money for toilet blocks and drinking water.
- Whitewash and door repair are covered in minor repair but table repair is not covered.
- If land is available in the school, it can be proposed for up-gradation.
- For vertical construction engineer will examine and decide.

### **Session: V**

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

**11. Ms. Beas Bhowmik** Sr. Consultant, Planning (Quality) stated the following points pertaining to quality component:

- Emphasized that focus should be on science, mathematics and English subject for improvement of quality of education.

- ICT enabled education and adolescent education should be included.
- Teacher community relations and student teacher interaction both improve the learning environment.
- Outside visits for students and excursion visit for teachers both are required for improving quality of education.
- Infrastructure development is an important enabling condition for quality education for e.g. Sometimes school building is dilapidated and there is no light in the room. Therefore, class rooms should be constructed keeping in view of natural lighting.
- There should be a safe environment for girl children in the school.
- SMDC member should be regular given training.
- There is provision for in-service teacher training @ Rs.300/-per day, per teacher for 5 days in RMSA for improvement of the quality of education. Progress should be monitored continuously.
- She also emphasized on additional class rooms, separate toilets for boys and girls, display of materials in the classrooms, residential accommodation for teachers in rural and hilly areas, appointment of additional teachers for improvement of Quality of education.
- She also informed that an annual grant of Rs. 50000/- per school is provided in RMSA.
- She explained as how to plan for Quality under RMSA. Planning process has to be followed while planning for quality education. From situation analysis to preparing an action plan, the state would have to follow logical process as while planning for access and infrastructure.

11.1 The factors affecting quality should be kept in mind while planning for quality education. The various factors affecting quality:

- a) Infrastructure
- b) Teacher & Teacher Preparation
- c) Learning Environment
- d) Learning process
- e) Curriculum
- f) Monitoring

11.2 These factors were then connected with the interventions being funded under RMSA currently and how these interventions affect the factors. The lacunae in planning were clarified and discussions were continued on how to go beyond the existing norms and to plan quality under RMSA. Field realities were also discussed and connected with the planning process to make the session more interactive. **(Copy of Presentation at Annexure-IX)**

## **Session: VI**

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

**12. Shri Harish Kumar**, Sr. Consultant, Procurement and Disbursement stated that for purchasing of goods like Computers, Vehicles, Furniture, Stationary and books etc procurement procedure should be followed at school level, district level and State level as per guide lines described in Financial Manual & Procurement Manual of RMSA. With the advancement of technology E-procurement should be adopted. E-procurement is a paperless, time savvy and easy process for procuring goods, services and even for hiring of vehicles. He further highlighted the following points:

- Proposals of district level should be need based and norm based. Achievable targets should be fixed, the targets should be logical, realistic and properly worked out.
- State Govt. is also an important stake holder of RMSA programme. 75% share is to be borne by the Central Government and remaining 25% share by the state Government.
- The sharing pattern is 90:10 in North Eastern states. Some schemes like ICT@school, IEDSS, girl's hostel and vocational education are proposed to be included in RMSA in 12th five years plan.
- Aided Secondary schools and Higher Secondary schools are also likely to be included.
- MMER likely to be enhanced to 6% from the present level of 2%. He explained the norms for payment for one section school, two section school, additional class rooms, Science lab, Lab equipments, Arts and Craft-room, Library Science, toilet blocks, major repair, minor repair, teachers quarter etc. under RMSA.
- He stated that an amount of Rs 50000/- per school per annum is provided under RMSA for repair and replacement of laboratory equipments, purchase of lab consumables, purchase of books periodicals, newspapers, electricity charges, water charges, sports equipments, music, dance, painting maps, charts and stationary etc. **(Copy of Presentation at Annexure-X)**

### **13. Group Work / Discussion on the Following Components:**

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

Group discussions were held in the afternoon of 2<sup>nd</sup> day after all the sessions are completed. Five groups for 5 components viz- **Access, Quality, Equity, SEMIS and finance** were formed. The participants took keen interest in the respective components. An exercise consisting agenda items was given separately for these above components. The queries raised by the participants were also replied to their satisfaction.

**Each group of the above components highlighted the key observations/clarifications after the group work activities:**

#### **13.1 SEMIS**

The Group was asked to work on the following areas pertaining to SEMIS:

- i) Find out the inconsistent data from the given data capture format.
- ii) List out the items which are missing in the data capture format, which is important for planning and missing in DCF.
- iii) Identify the issues based on the given table for example:
  - Top 3 districts which are best in overall GER, Girls Retention, and Good Girls gender gap.
  - Top three districts having larger fall in SC/ST GER, SC/ST drop-out and Girls GPI

The participants relating to SEMIS mentioned the following problems and sought additional ties:

- Eighth All India School Education Survey is also going on. The comparison of SEMIS data and survey may be done accordingly.
- Separate funds for emergency are required. In Assam children take shelter in the schools for 10-20 days at the time of flood.
- Provision for name of council, constituency under which the school is covered. It is not available in DCF.
- Provision for writing the school name is required.
- Provision in DCF is required for representative from educationally backward minority community in SMDC.
- Provision for CWSN category children in DCF.
- School has the library facility but no separate room provision is required in DCF.
- Stream wise range of marks should be there in DCF.

Shri. Rajeev Mehra concerned consultant replied that DCF has been prepared according to National requirement. If problem exist as mentioned above, DCF may be revised/added as per State requirements. The above suggestions will be taken into consideration at later stage.



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

### **13.3. ACCESS**

In the group, distance matrix (0.1) exercises have been carried out manually and identified the need for schooling facility like up-gradation of schools and new schools in the areas as per RMSA framework, having appropriate population and as per existing upper primary schools including the feeder schools nearby. According, the group has come-up with the consensus to fill the gaps of secondary schooling facility. The group has identified causes of non-up gradation of upper primary schools:

- Low population
- Enrolment less than 10 in existing upper primary school
- Low enrolment in outgoing students
- Non-availability of land in urban areas
- No enrolment in classes VII & VIII due to newly upgraded from primary to upper primary

#### **Major issues to be considered:**

- GIS Mapping exercises covered the plain areas identifying the needs for new schooling facilities although GIS did not reflect the hilly and unduly structures and their actual needs.
- Distance and population norm largely factor for identifying the actual needs for up-gradation & new schools in the far flung areas and heavily equipped hilly areas.
- Residential schools and hostels to cater to the schooling needs of the children of scattered habitations.
- Policies and provision for opening of new schools in the scattered and hilly areas with unduly structures must be made available in the states/UTs.
- There must be disaggregated information's of un-served & served habitations by the secondary schooling facility in both rural and urban areas.
- Absence of planning for access in ineligible habitations as per state norms at secondary level.
- States have recognised the prevalence of social barriers in access to schooling facilities for certain areas/sections of children belonging to most marginalised among SC/ST/Muslims and intend to provide separate schools in habitations having concentration of such groups.
- Identification and coverage of out of school children has emerged as the major concern.
- States have been sought clarifications on the inclusion of recognised Madarasas/Maktabas in the states under the purview of secondary education.
- Lack of mainstreaming through bridge courses is a matter of concern for continuation and reducing the gaps of secondary schooling facility and consideration of age appropriate enrolment in the schools.

### **13.4 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.

### **13.5 The group on quality highlighted the following issues & suggestions:**

- Insufficient infrastructure.
- Communication problem.
- Extra duties for teacher's other than teaching work.
- Lack of Evaluation of students and teachers is not done properly.
- Remedial coaching classes for poor students are needed.
- General awareness and social awareness are needed.
- Enhancement of the quality of teacher.
- Modernization of schooling to compete with the present world.
- Less female teachers.
- Appointment of subject teachers along with principal and office staff is needed.
- Regular training to SMDC.

### **13.6 Ms. Beas Bhowmik suggested the following:-**

- Appreciation to good students.
- Optimum use of resources.
- Proper distribution of teachers according to their profile.
- Awareness campaigning should be launched.
- Monitoring by the principal on regular basis.
- Capacity building programme for teachers to improve quality.
- Capacity building programme to the principal and SMDC members.

### 13.7 EQUITY

The group on equity was assigned the following activities:

- -Survey/identification of disadvantaged groups SC/ST/Minority/Naxalite and children affected by natural disasters.
- -Enrolment & Retention
- -Drop-out and never enrolled children
- -Open schooling facility
- -Policy & provision to be adopted by the state/UTs regarding disadvantaged children and their continuation
- -Coordination and convergence with other departments and schemes
- -Need based strategies, monitoring and supervision at all the levels
- -Any other issues related to equity component
- The group was being asked to prepare a plan in regard to the above points and solution for the same.

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

- 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.
- Shortage of schools, poverty, socio economic conditions of the parents, child labour & language problem
- Lack of attractive Teaching Learning Material (TLM)
- Other work for teachers like election duty, Census survey etc. hampers in teaching.
- Lack of coordination and infrastructure, lack of hostel facilities for girls, poor health conditions etc.
- Early child marriage
- Frequent transfers, opening of new schools, incentives for attendance of students, community awareness, 5 Km distance should be reduced to 3 Km. in norms etc.
- Joyful teaching methods should be developed.
- Remedial teaching, other work for teachers should be avoided, Mass media support, residential schools, and more hostels for girls and enhancement in Infrastructure.

13.9 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.

**14. Group on Equity also made the following points:-**

- Gender gap in secondary is too high that needs serious attention.
- Student class ratio (SCR) is 65:1 is too high; it should be 40:1.
- Community mobilization is required.
- Involvement of SMDC is needed in planning & plan preparation.
- Regular Health checkups of students and teachers.
- Forest allowance for teachers posted in inaccessible / hilly areas.
- At least 2 female teachers per school.

**15. FINANCE**

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

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

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

- Timely release of funds from GOI
- Rs. 10 lakh per district per annum to manage the office expense
- Separate funds for data entry operators at district level
- Hiring of vehicle is costly in the states
- Cost of material is extremely high
- They requested to increase the school grant from Rs. 50000/- to 1 lakh.
- Purchase of vehicle from MMER funds

**VALIDICTORY**

**The workshop ended with vote of thanks.**



# ANNEXURE - I JABALPUR WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 5th to 6th December, 2011 at Hotel Prestige Princess, Jabalpur

Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(05.12.2011)	Signature(06.12.2011)
1	C.G. / KORBA	Laxmi Kant Sahu	ADPO	9993629905 KantSahu@gmail.com		
2	—————	MANOHER PRATAP SINGH	MIS Ad.	9424165367 manohersingh.korba@gmail.com		
3	M.A. / ICDRI	S. K. S. S. S.	ADDC	9826591513		
4	K.C. Gupta					
5	Burguja C.G.	K.P. Gupta	A.D.P.O.	9425581689		
6		K.C. Gupta	M.P.S. Ad.	9826462155		
7		S. K. Nair	Planner.	9977620877		
8	Kanker C.G.	Ajay Mahapatra	MIS Adm.	9425259202		
9	Kanker C.G.	Rajendra Dubey	ADPO	94252-61730		
10	Mar Aa.	V.K. Narvaria	ADPC.	9981863294		
11	Ratlam.	J.K. Sharma	DEO	94250-78143		
12	Sagar R.H. Sharma	R. H. Sharma	DEO	94259-52256		
13	SAGAR	DR. Ashutosh GOSWAMI	ADPC	9425380894		
14	Khandwa	R.K. Upadhyay	D.E.U.	9754442674		
15	—————	A.K. Vijay Verma	Princ. (ADPO)	9229444908		
16	CG / Rajnandgaon	V.P. Rao	ADPO	94241-27408		
17	CG / Rajnandgaon	Rohit Ramteke	S.K.	9179994445		



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18	M.P. / Tikamgarh	Dr. D. P. Dixit	D.E.O.	9993484003		
19	MP / Tikamgarh	Harish Awasthi	ADPC	9993243425 hr-awasthi@rediff		
20	MP / Bhopal	S.S. Rathore	ADPC	9926022481		
21	MP / Bhopal	C.M. Upadhyay	D.E.O.	9425119297		

06/12/11	

	CHHATTISGARH	Dr. Rajesh Kumar	MIS Administrator	9406105980
6	M.P. DHAR	Anil Verma	DBO	942533405
7	M.P. DHAR	Keshav Verma	ADPC	992604...

Rewa	Munindra Poddhukh	ADPC	9424670139		
Rewa	Satish Pawar	Asst-Dir.	9977500743		
Mandla	L.S. Masram	Planning Officer	9425851491		
Mandla	M.S. Sindhu	ADPC	9425117253		
atlam	Ashok Lodhi	ADPC	9425927141		
kele	M.L. Jain	OSD	9407266715		
State	G.P. Sharma	ADPC	9826231436		

RATHI	DEO	9826213753		
...	D.E.O.	9425068883		
...	ADPC-RMSA	9617945400		

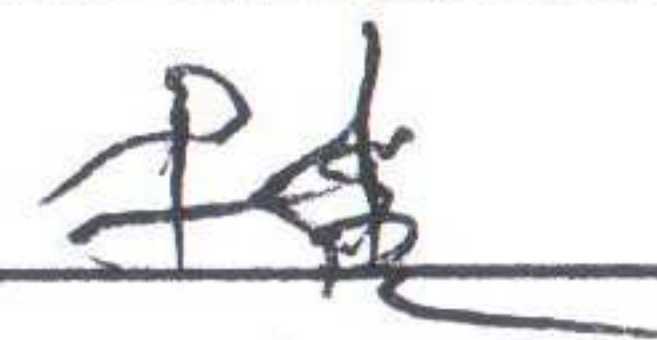
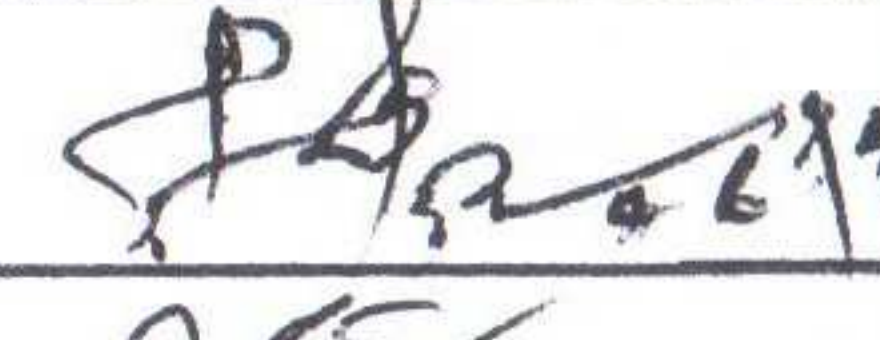
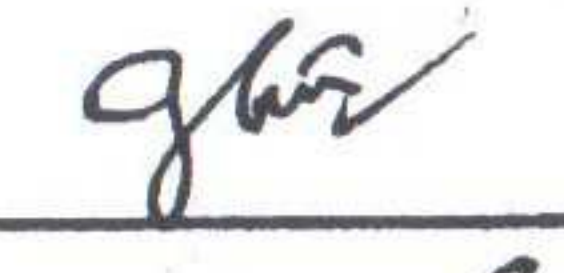
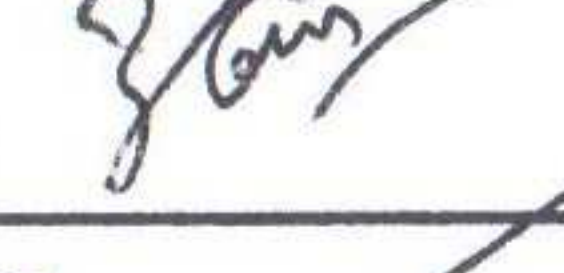

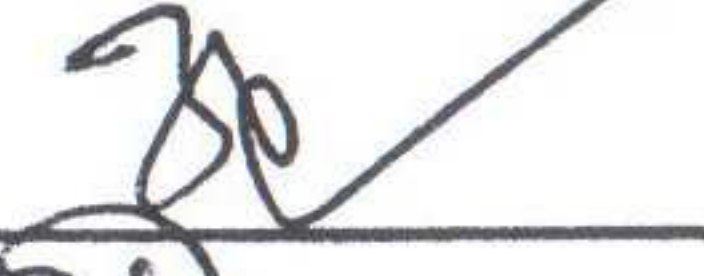
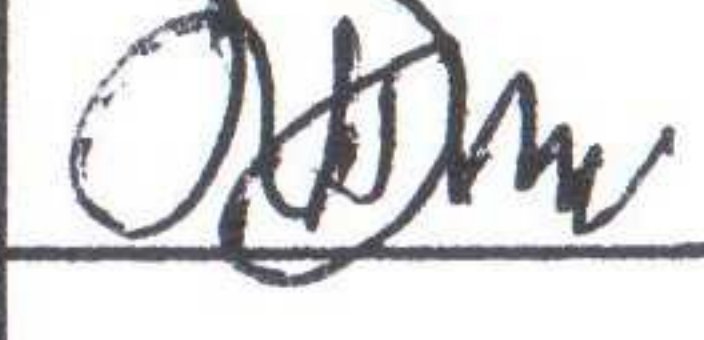



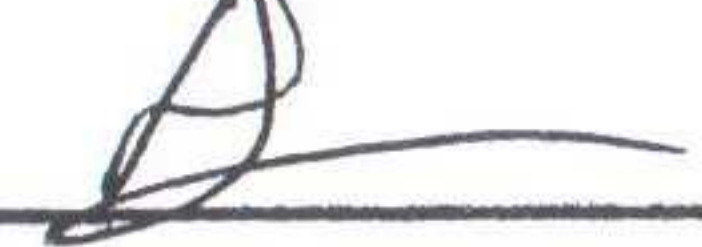
15	HARDA (MO)	M.T.
16	<del>P. Patel</del> et al	Ch. P. P.
17	GIDHI	Y.P.S.

2

15 MP = 15



# ANNEXURE — I JABALPUR — WORKSHOP

Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 5th to 6th December, 2011 at Hotel Prestige Princess, Jabalpur						
Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(05.12.2011)	Signature(06.12.2011)
35	Balaghat	P. K. Kaka	Secy	9425892775		
36	BARWANI	Ashraf Khan	ADPC	9893443764		
37	—	Santosh Dama	Rep. DEO	7415707536		
38	SHAMBOL	N.D. Sonwani	D.E.O	9425891053		
39	—	S.P.S. Chandel	ADPC	9424955469		
40	CG/Deepti Sharma	Deepti Sharma	MIS Incharge	9893730719		

50011 CG - 6



Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 5th to 6th December, 2011 at Hotel Prestige Princess, Jabalpur

Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(05.12.2011)	Signature(06.12.2011)
1	M.P. SURYA	B.K. Padwar	DBO	9753142829	[Signature]	[Signature]
2	C.G. बस्तर	Amit Yadav	Data E.O.	9039373421	Amit	Amit
3	C.G., BASTAR	D.K. GHOSH	Principal	9981359585	[Signature]	[Signature]
4	C.G., Raipur	JESSY KURIAN	ADPO	9424226330 jessy-kurian2002@yahoo.com	[Signature]	[Signature]
5	CHHATTISGARH	Dr. Rajesh Kumar	MIS Administrator	9466105986	[Signature]	[Signature]
6	M.P. DHAR	Anil Verma	DBO	9425334259	[Signature]	[Signature]
7	M.P. DHAR	Keshav Verma	ADPC	9926060273	[Signature]	[Signature]
8	M.P. BETUL S.S. THAKUR	S.S. THAKUR	DEO	9424691885	[Signature]	[Signature]
9	M.P. BETUL	S. SHARMA	ADPC	9229585414	[Signature]	[Signature]
10	Dindori MP K.S. ARJARYA	K.S. ARJARYA	Deo	9425814280	[Signature]	[Signature]
11	Dindori MP	A.K. Pandey	Adpc	9425359307	[Signature]	[Signature]
12	Umaria	R.C. Sharma	ADPC	9928871463	[Signature]	[Signature]
13	MP Anuppur	D.R. Shrivastava	ADPC	9424683072	[Signature]	[Signature]
14	MP Anuppur	Santosh Kumar	V Adhyaksh	9885458850	[Signature]	[Signature]
15	HARIDA (M.D.)	M. T. PATNI	DEO	9826213753	[Signature]	[Signature]
16	<del>Ch. P. Patel</del> Hata	Ch. P. Patel	D.E.O.	9425068883	[Signature]	[Signature]
17	GIDHI	Y.P. Singh	ADPC-RMSA	9617945400	[Signature]	[Signature]



# ANNEXURE - I JABALPUR WORKSHOP

**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 5th to 6th December, 2011 at Hotel Prestige Princess, Jabalpur**

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18	VIDISHA	R.P. Sen	DEO	9826566996		
19	VIDISHA	K. Sult	ADPC	9993062622		
20	MORENA	M.M. Shukla	ADPC	730272859		
21	JHABUA	T.S. BHURIYA	DEO	9424064236		
22	Jhabua	A.S. Maechor	ADPC	9253330474		
23	Ujjain	Sangeeta Shrivastava	ADPC	9752893193		
24	Singrauli	Harish Chandra Singh	ADPC	9826384419		
25	Kabirdham	M.K. Gupta	Asstt. Director	9893605268		
26	do	S.K. Yadav	MIS. Admin.	9893128411		
27	Dantewada	Sudhakar Tulsiyani	MIS Incharge	7587192555		
28	Dantewada	Bhawani Manjhi	Data Entry op.	9407749927		
29	BILASPUR (C.G.)	Mr. AKHILESH MEHTA	M.I.S. Admin.	9425219255		
30	do	Mr. R. SAISWAL	A.P.O.	9926274141		
31	do	SANJAY PANDAY	Data Entry op.	9755304597		
32	CHATTISGARH	RAJKUMAR TIWARI	A.D. SPO	9755885899		
33	do	Deepthi Sharma	MIS Incharge	9893780719		
34	JABALPUR	S.K. Tirkey		9406385244		

IMP-6 CG-17



# ANNEXURE - I JABALPUR WORK SHOP

**Workshop/Capacity Building Programme on Planning & Implementation of RMSA during 5th to 6th December, 2011 at Hotel Prestige Princess, Jabalpur**

Sl.No.	Name of the State/District	Participants Name	Designation	Mobile No. & E-Mail Id	Signature(05.12.2011)	Signature(06.12.2011)
35	<del>Sareen Equbal</del> Jaspur	Sareen Equbal	Incharge MIS	9479837666		
36	Jaspur	Prem Sankar Yadav	AO-	9466028670		
37	Jashpur	Anuranjana	DEO	9424189276		
38	Jashpur	Prithvansu Parthak	DEO	7489394420		
39	Chhatarpur	S.K. Tripathi	DEO	9074350303		
40	Chhatarpur	S.K. Upadhyay	ADPC	9425305742		

2 MP + 4 CG = 6



# **ANNEXURE-VI**

## **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	<p>At least 70 children should be enrolled in class 8 of feeder UPSs within catchment area.</p> <p>Availability of at least 25 children in class 8 in the UPS proposed for up gradation.</p>
Relaxation	Relaxations on National norm on case to case basis (As per Para 2.1.1 and Para 4.2 of RMSA framework)

## **2 Access : Approach and Strategy**

# Processes for Universalization of Secondary Education

- **1. Access** - This means universal provision of secondary schools and universal enrolment of children in the age group of 14 to 18 group . All children in the age group of 14 to 18 should have access to secondary schools. There should not be any discrimination on grounds of sex, religion, caste, place, or socio economic status.

## Contd..

- **2. Success:-** Along with access to schools we should make adequate provisions in the schools so that children can experience success in secondary education. Adequate number of trained teachers, qualitative learning and teaching materials, aids and equipment, classrooms, etc. should be provided in each and every school to facilitate successful completion of secondary education. Success is to be determined in terms of attainment of Minimum Levels of Learning which means most of the students would acquire most of the competencies.

## VARIOUS KINDS OF ACCESS

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

## **ACCESS:- CHALLENGES FOR EDUCATIONAL PLANNER**

<b>Area</b>	<b>Challenges/ Problems</b>
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**

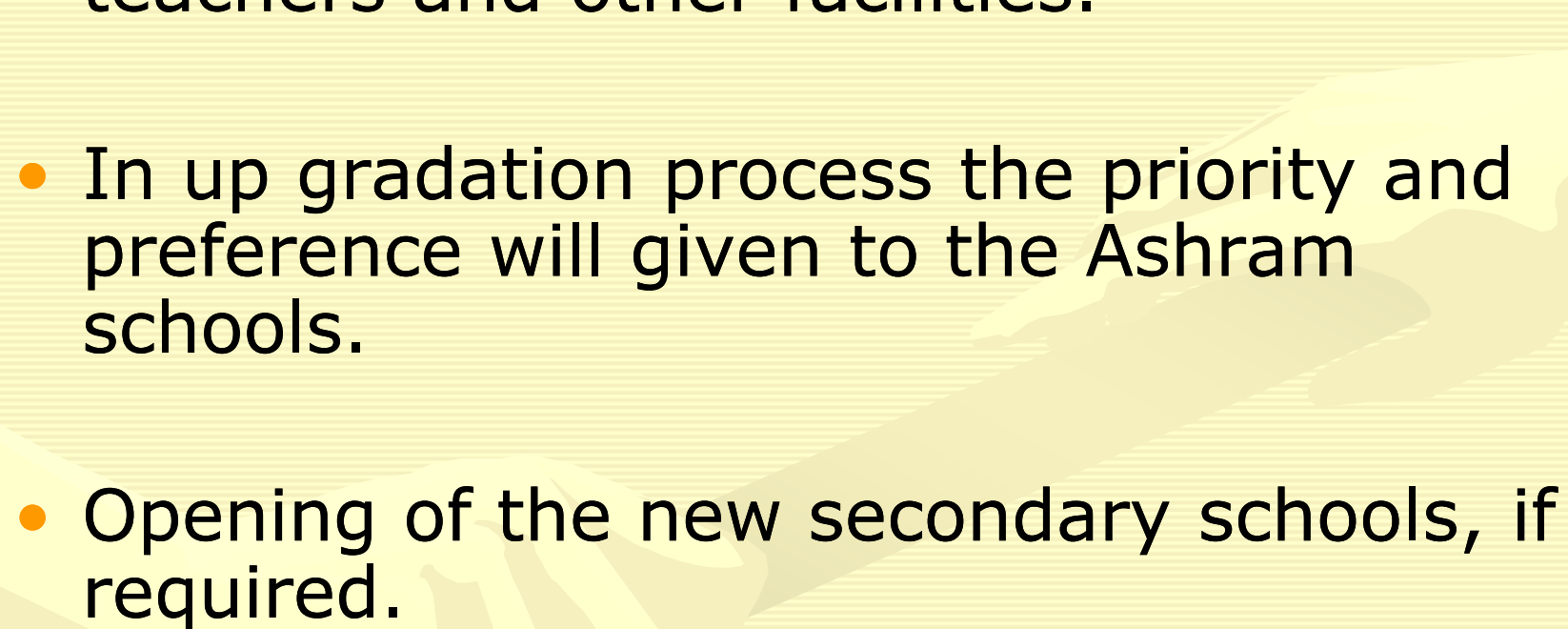
<b>Area</b>	<b>Challenges/problems</b>
Educational	<ol style="list-style-type: none"><li>1. Uninspiring methods of teaching</li><li>2. Defective curriculum</li></ol>
Geographical	<ol style="list-style-type: none"><li>1. Inaccessible areas</li><li>2. Small and scattered habitations</li><li>3. Particularly in tribal and hilly areas</li></ol>
Administrative	<ol style="list-style-type: none"><li>1. Lack of suitable admission policy</li><li>2. Inequality of educational opportunity</li></ol>

## IMPROVING ACCESS- Strategy

- Keeping in mind the basic objective of providing “access” within 5 kms. of every habitation the following strategies need to be followed :
- Strengthening of existing secondary schools and deploying desired number of subject wise teachers.
- Opening of additional classrooms and laboratories in the existing secondary schools.
- Deploying desired number of subject teachers etc. if required on the basis of survey.



## Contd..

- Up gradation of existing upper primary schools with required infrastructure and teachers and other facilities.
  - In up gradation process the priority and preference will given to the Ashram schools.
  - Opening of the new secondary schools, if required.
- 
- A faint, stylized illustration of two hands shaking, symbolizing agreement or partnership, is positioned in the lower right background of the slide.

# **SCHOOL MAPPING EXERCISE :- AS A PLANNING TOOL**

# Introduction

- How do we decide on the village/habitations where schools are to be opened so as to ensure equality of educational opportunities?
- The answer of this question /issue is found at the center of any discussion of School Mapping(SM), geographical information systems (GIS) and public participation GIS (PPGIS) that attempts an honest inclusion of decentralized participants at any scale.

## **School Mapping**

- School mapping is an essential planning tool to overcome possibilities of regional inequalities in the provision of educational facilities.

### **Meaning**

- SM incorporates spatial and demographic dimensions into the educational planning process.
- Location of educational facilities depends on the norms and standards prescribed by the authorities.

### **Importance**

- Help to identify the most appropriate locations of schools or their alternatives so that maximum no of children can be benefited from the same level of investment and to reduce regional inequalities in the educational facilities.

## **School mapping as a norm based planning**

- Minimum size of population to be served by a school
- Norms regarding catchments area of a school.
- The maximum distance a child has to travel from home to school
- Expected size of a school to begin with
- Minimum no. of teachers to be provided in a school

## Micro Planning

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

## School Mapping

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

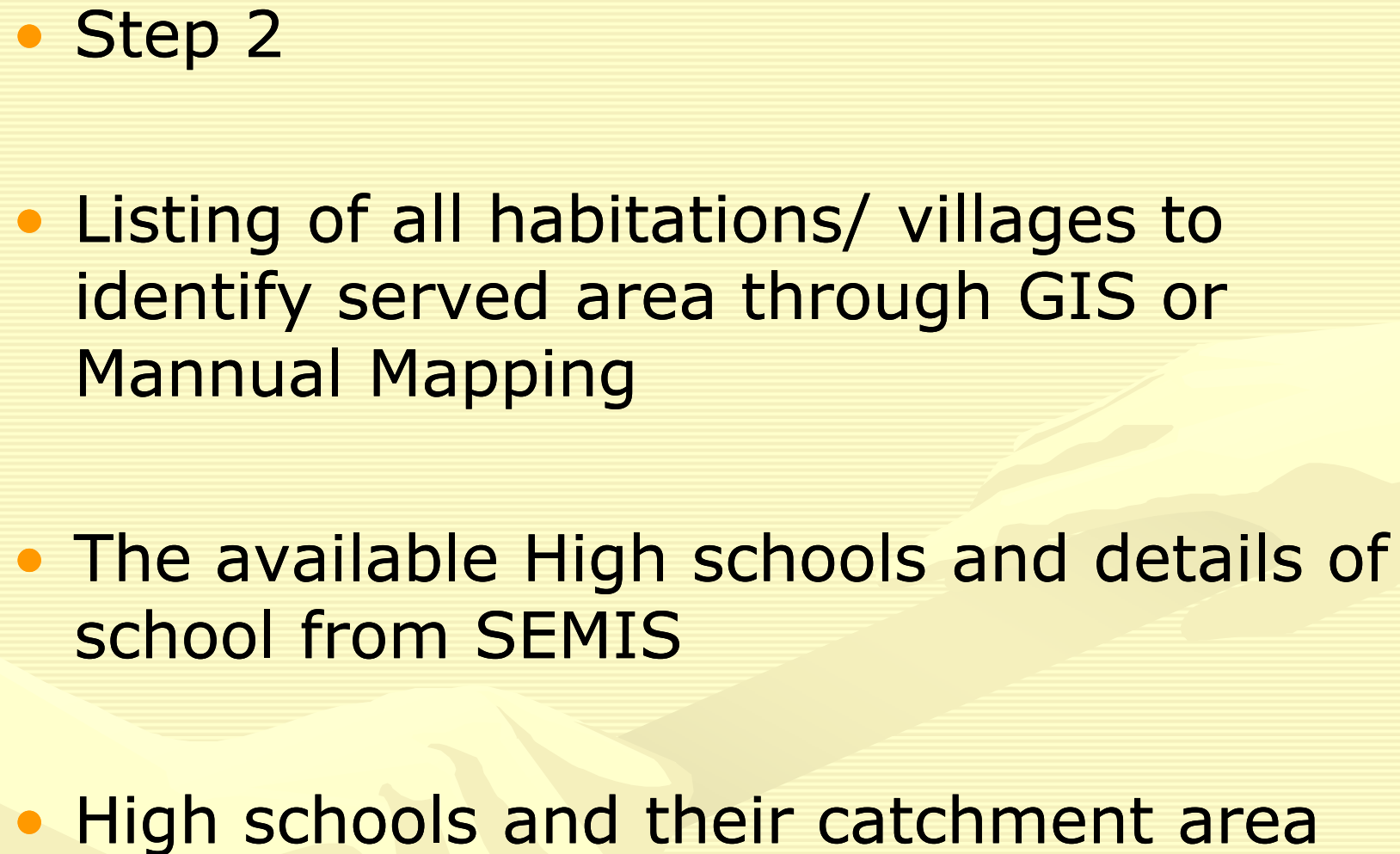
# Major Objectives

- ❖ To identify most appropriate location (Habitation or Village) for opening of new Secondary School or alternatives.
- ❖ To identified most appropriate location (Habitation or village) to open a new school.
- ❖ To identify the location for opening of alternatives to formal school.
- ❖ To level out existing disparities in the distribution of educational facilities.
- ❖ To create equality of educational opportunities.

## **Suggestive Steps :- School Mapping**

- Step 1
- Each and every habitation may be listed for mapping exercise
- Habitation wise population with availability of schooling facility with distance data may be collected through GIS or Mannual Mapping



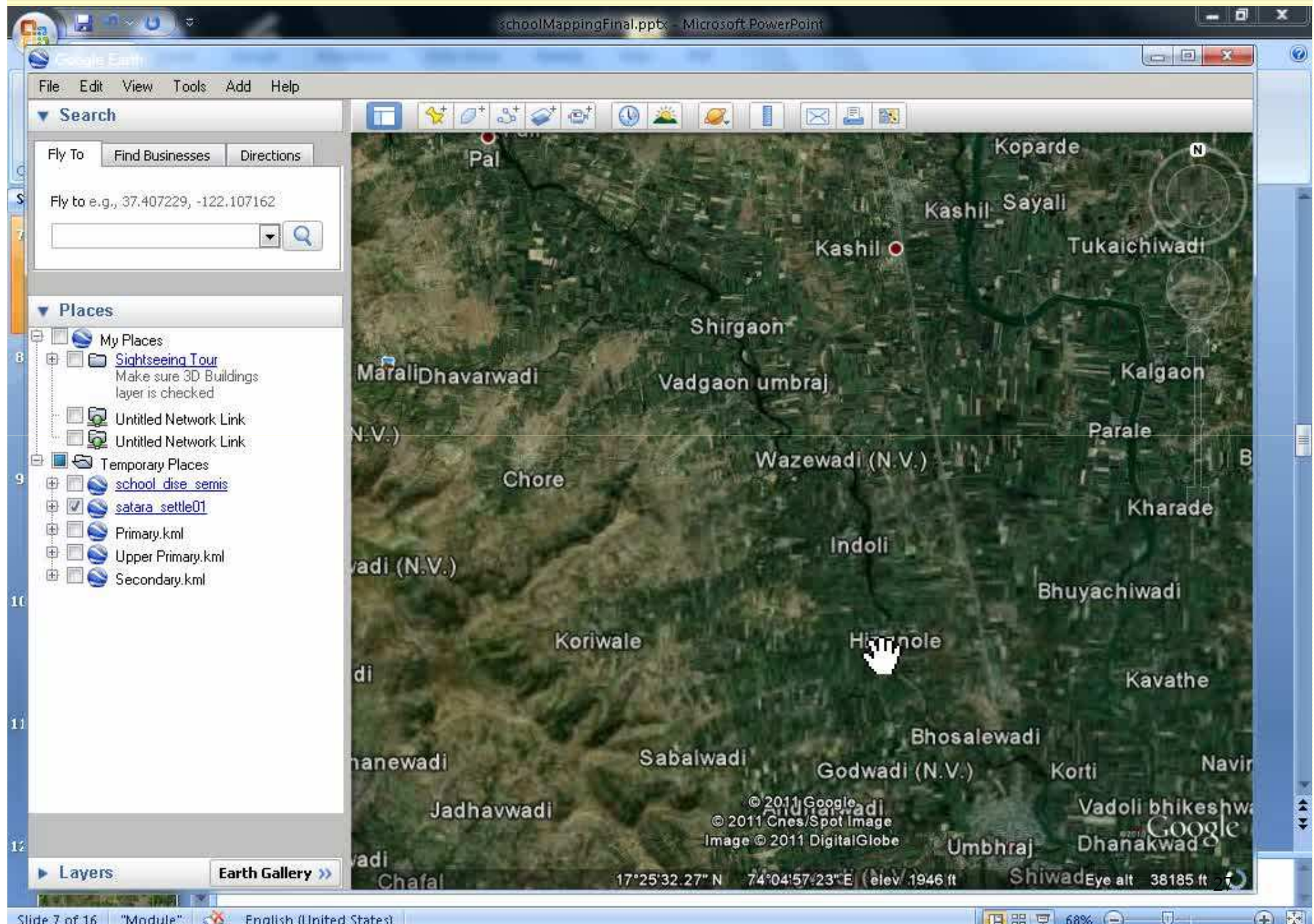
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- Step 2
  - Listing of all habitations/ villages to identify served area through GIS or Mannual Mapping
  - The available High schools and details of school from SEMIS
  - High schools and their catchment area

## 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.



# Essentials of proposal

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

## Contd...

1. Name of the Upper Primary Schools With full address :
2. School DISE Code :
3. Special geo-physical and other features of the habitation
4. Village Panchayat / Town panchayat / Municipality /Corporation / Township / .....(other/ specify)
5. Cluster Name (CRC) :
6. Block Name :
7. Educational profile of block :-
8. Educational District:
9. Revenue District :



## Contd..

10. Parliamentary Constituency:
11. Date of upgradation as Middle School
12. Enrollment Particulars:(From latest DISE Data)
13. Details of nearby Upper Primary/ Middle Schools within a distance of 5 K.M from this school (All kinds of management including private self-finance )
14. Details of nearby Govt. and Govt. Aided High /Higher Secondary Schools within a distance of 10 K.M from this School.
15. Land details of the Middle School (In acres)
16. Details of land acquired for the purpose of upgrading the school into High School
17. Details of Community Contribution
18. Signature and name of the Authorized Signatory with seal .(AEE0/AEE0/DEO/ Chief Educational Officer/ Dist. Prog. Coordinator)



# THANKS



# **ANNEXURE-VII**

## **ORIENTATION ON PLANNING FOR CIVIL WORKS**

Senior Consultant-Civil, RMSA-TSG  
26<sup>th</sup> September, 2011

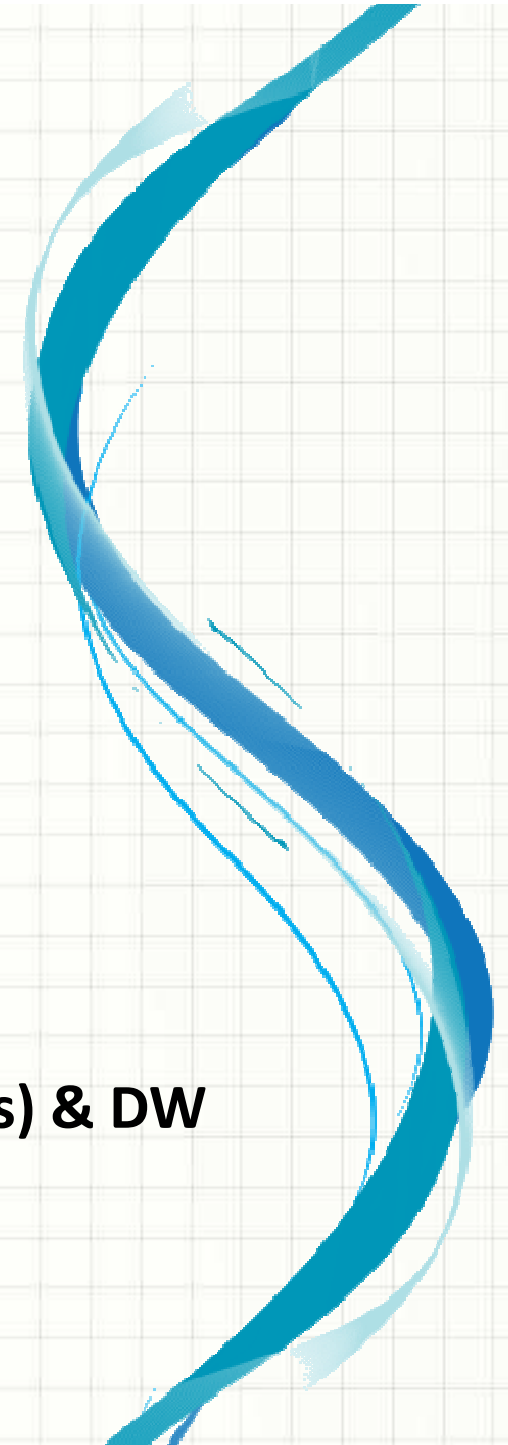


# Orientation issues

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

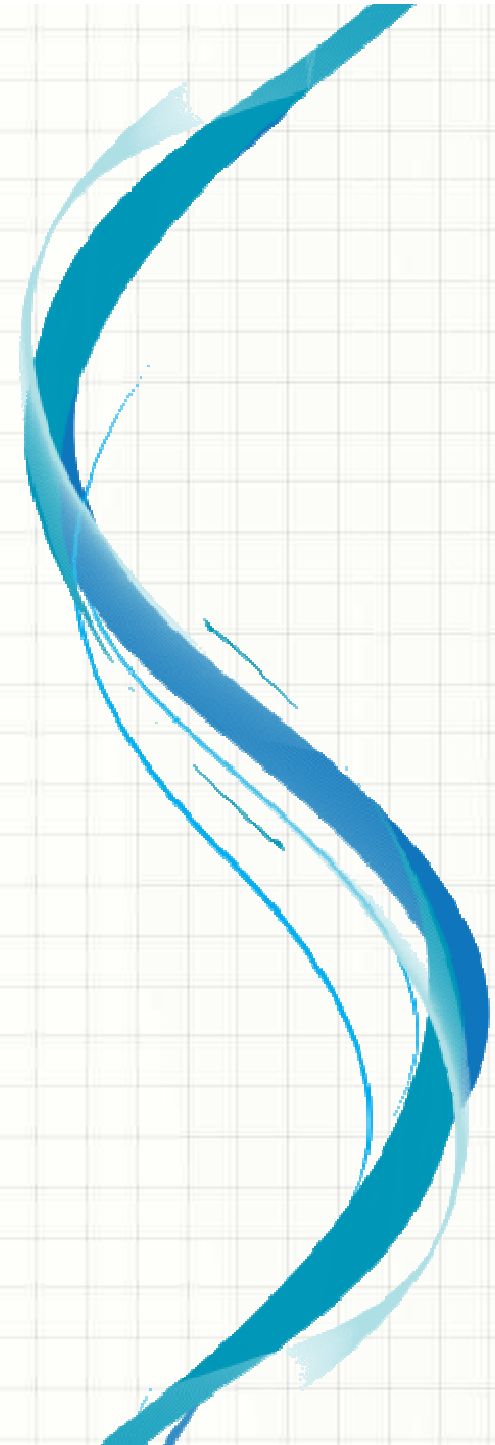
# New Work

- opening of New Secondary School in
  - unserved areas
  - by upgradation of Upper primary school
- Strengthening of Existing School
  - ACR
  - Sci lab & Lab Equip
  - HM Room
  - Office Room
  - Girls Activity Room
  - Computer Room
  - Art/craft/culture Lab
  - Library
  - Toilet (Separate for Boy, Girl, Staff & Teachers) & DW (Adequate no.)
  - Proper drainaye system
  - Development of Play Ground



# New Work (CONTD.)

- Repairing and Renovations
  - Minor
  - Major
- Residential Quarters for Teachers.
- Mandatory
  - Rain water harvesting system
  - Disable friendly
  - child friendly element (internal & external)
  - earthquake resistant
- Black board & furniture



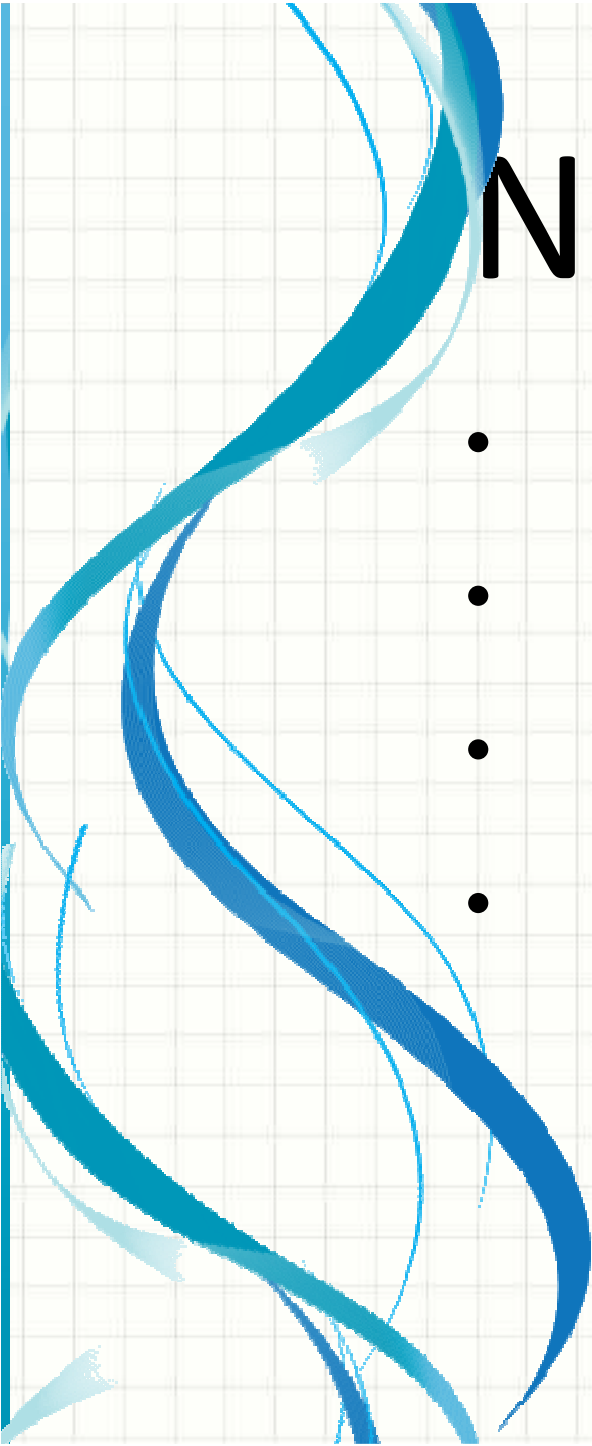
# **New Work**(CONTD.)(right now not allowed)

- For Higher Secondary Three lab for science subjects.
- ICT Resource room and library may be housed in one big room  
they may be housed in two adjacent rooms
- Provision for Hostel facilities
- For Educationally Backward Minorities children
- High Quality Govt. School
- Hostel Facilities
- Exclusive school for Girls
- For SC/ST/OBC/differently able children
- Boarding & lodging facilities for each child
- Provision for renewable energy utilization

# New Environment

- CONTRACTOR ORIENTED WORK DELIVERY (FOR WORKS MORE THAN 10 LAKH-as proposed in FM)
- SMDC ORIENTED WORK DELIVERY (FOR WORKS LESS THAN 10 LAKH-as proposed in FM)
- WORK DELIVERY THROUGH STRENGTHENING MAINSTREAM DEPARTMENT
- SCHOOL MAPPING & DEVELOPMENT PLAN





# New Colleagues

- TSG
- TECHNICAL ORGANISATION OR DEPARTMENT
- CONTRACTORS
- SMDC





# Welcome

# Today's Overview

1

- Familiarize yourself with your new assignment

2

- Gap Analysis

3

- Plan Projection

# Learning Objectives

- Norms
- When & How we Plan
- Phasing & Projection  
For Plan Proposal





**NORMS**

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
1.	Class rooms / Additional class rooms	4.625	1.00	5.625	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 66 square metre;
2.	Science Laboratory	4.60	1.50	6.10	-do-
3.	Lab Equipment			1.00	Along with Science Lab.

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
4.	Computer room /laboratory	4.60	0.40	5.00	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%);Total plinth area of 66 square metre;
5.	Art / Craft / Culture room	4.60	0.40	5.00	-do-

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
6.	HM Room	4.60	0.40	5.00	Room size of 7x7 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 66 square metre;
7.	Office Room	4.60	0.40	5.00	-do-

Sl. No.	Items of Construction	Cost of Construction (Rs. In Lakh)	Furniture Cost (Rs. In Lakh)	Total Unit Cost (Rs. In Lakh)	Remarks
8.	Library	6.75	0.25	7.00	Room size of 7x10.6 square meter with additional 35% for circulation area (20%) and wall area (15%); Total plinth area of 100 square metre;
9.	Separate Toilet blocks for boys and girls and drinking water facilities.	1.50	0.00	1.50	



Sl. No.	Items of Construction	Cost (Rs. In Lakh)	Remarks
10.	Repairing & Renovation	Minor – 0.25 Lakh Major –Max. 2 Lakh for 2 Section school & Max. 4 Lakh for 4 Section school	Minor repair is a grant and major repair under special circumstances.
11.	Residential Quarter	6.0 Lakh	For in-accessible rural/hilly/areas with difficult terrain

## OTHERS :

- The ceiling of per unit cost of strengthening of an existing secondary school is 36.85 lakhs with composition of Additional Class Room, Science Lab with lab equipment, Computer Lab, Art/Craft/Culture Room, Library and Toilet as well as Drinking water facility.
- The unit cost of New Secondary School with 4 sections is 58.12 lakhs.




# **WHEN & HOW WE PLAN**



- **Need Assessment by conducting School Mapping Exercise.**

- **Reg. Major Repair**

- > **The Class rooms taken up for major repair must be more than 10 yrs. Old.**
- > **The subsequent major repair should only be proposed after 05 completed yrs. Of last repair.**
- > **The estimated cost of repair should exceed the limit of minor repair viz. Rs. 25000/-**
- > **Under the major repair only the repair work of school building ( Structural components of Class rooms, Laboratory, Library, Office, HM Room, Computer room, Art/craft/culture Room) may be taken up.**


- 
- > That too only when the building is of its own not the rented or on lease or any form of non-permanent lending.**
  - > The in-completed building of other schemes or department should not be covered.**
  - > Structurally failed building should not form the part of it.**
  - > This should be allocated strictly on the basis of technically sanctioned as well as administratively approved estimates by the competent authority of the state / UT Govt.**

#### **Reg. Minor Repair**

- > Only for those schools who is having its own building that to either of Pucca or Partly Pucca or of Kuchcha type**
- > School building should be more than or equal to 05 yrs. old**

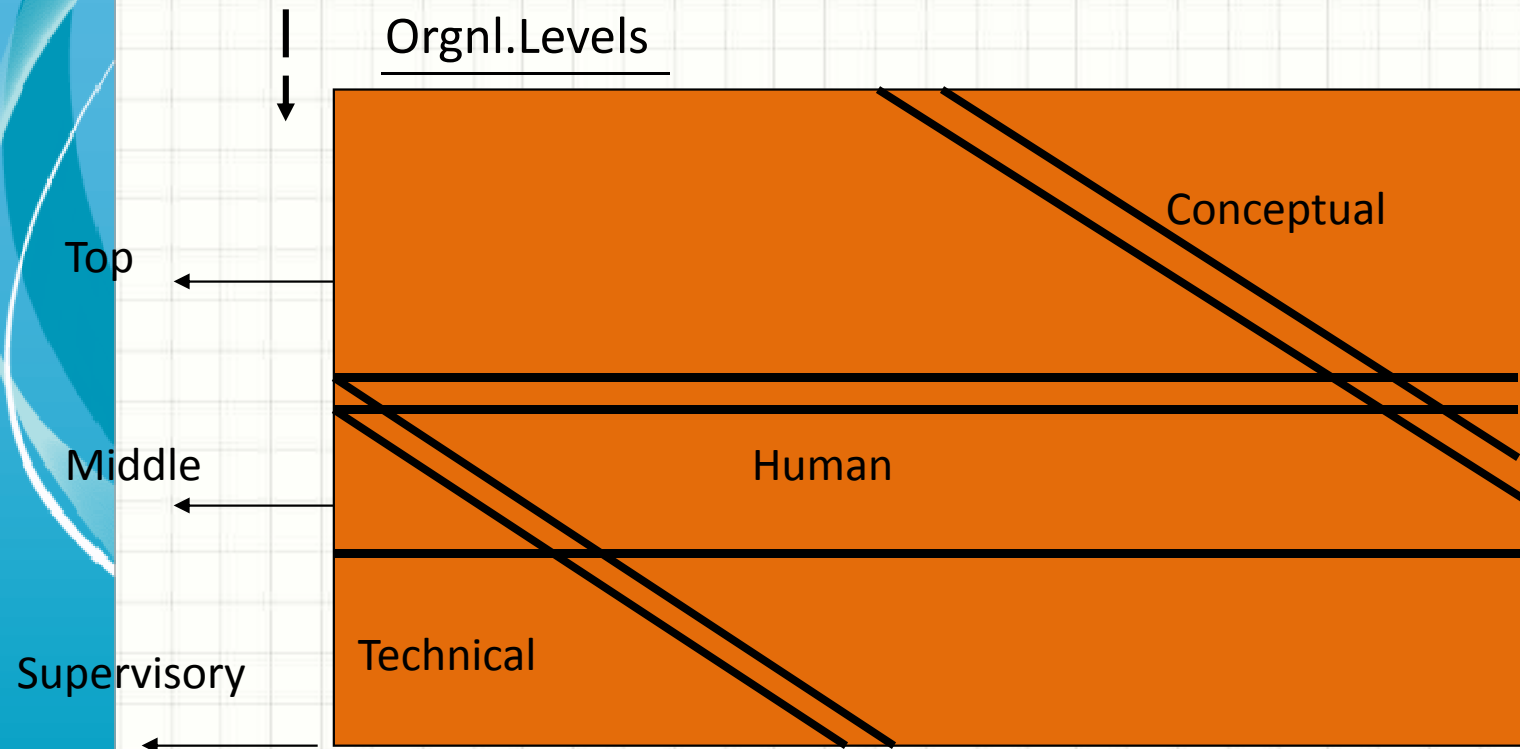
## **Reg. Residential Quarter**

- > Only for the schools which fulfills the following criteria  
Located in rural as well as hilly areas**
- > In schedule V / VI areas falls under rural location**
- > Not more than the sanctioned post of teachers for that particular School.**
- > Preference to the female teachers.**
- > Not for those teachers who is having his / her own accommodation in that particular block or in the adjacent block**



# **PHASING & PROJECTION FOR PLAN PROPOSAL**

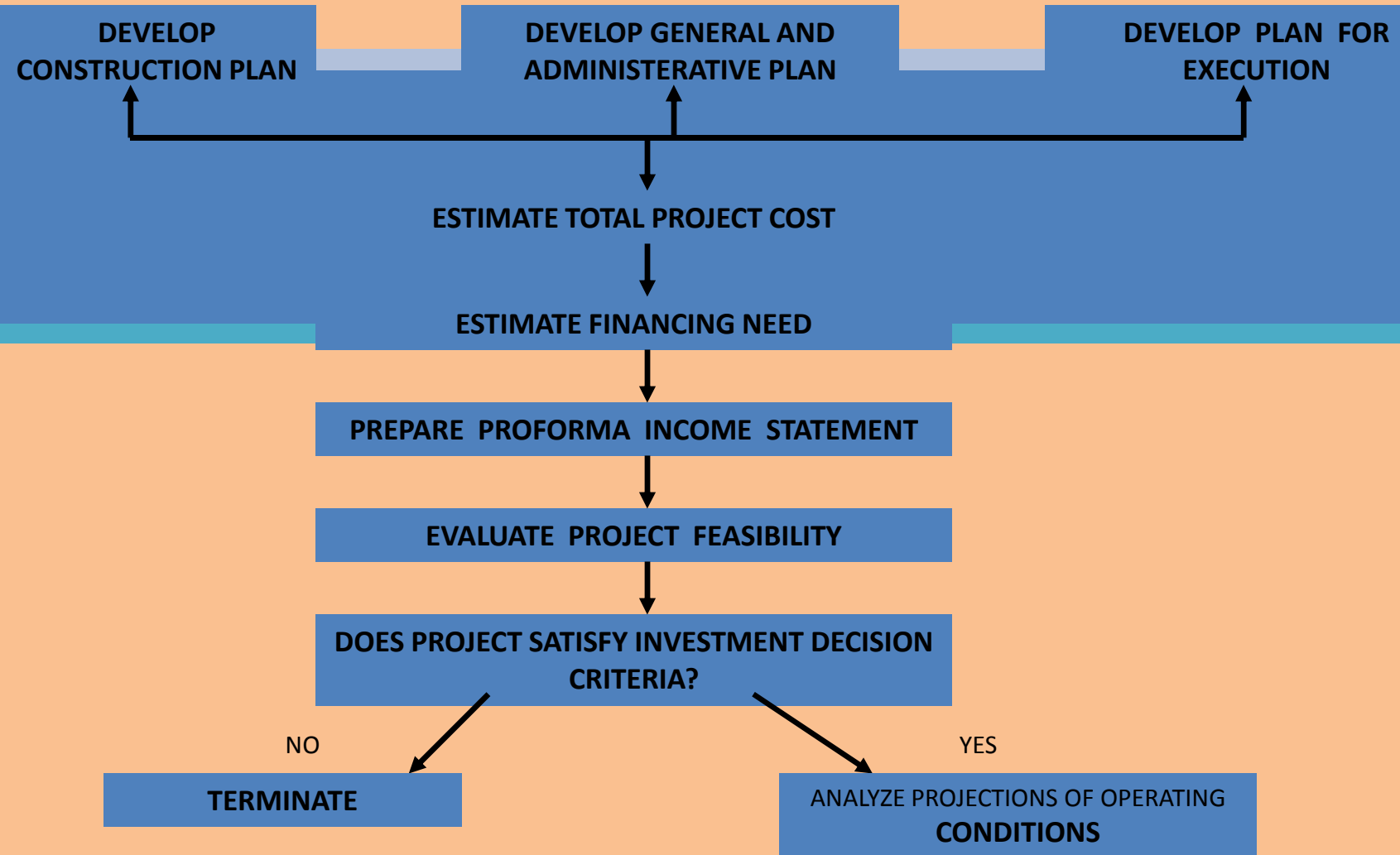
# Knowledge and Skill Required for Management



*Knowledge and Skill vary with organizational Levels*



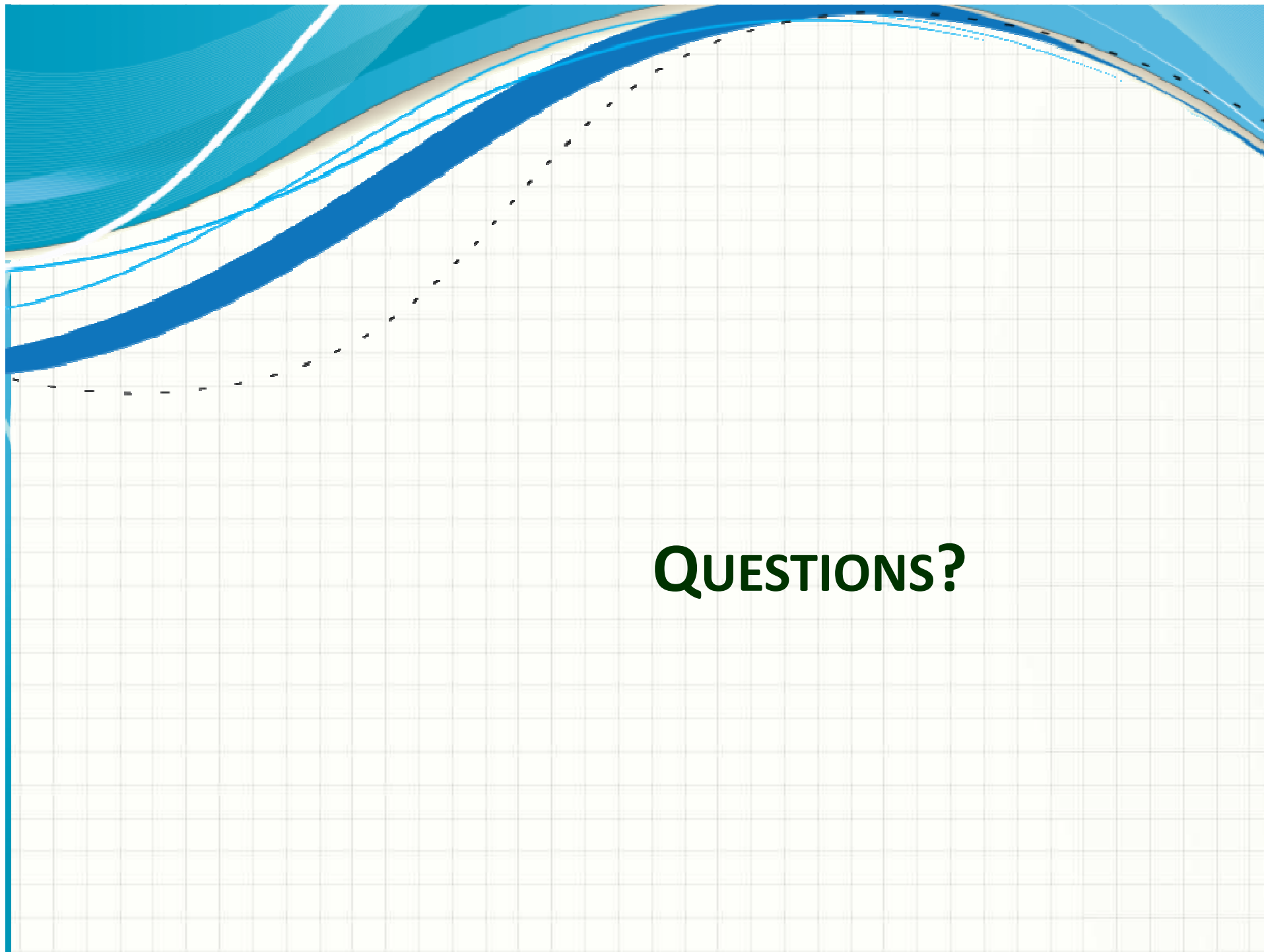
The various steps in financial analysis are as follows:



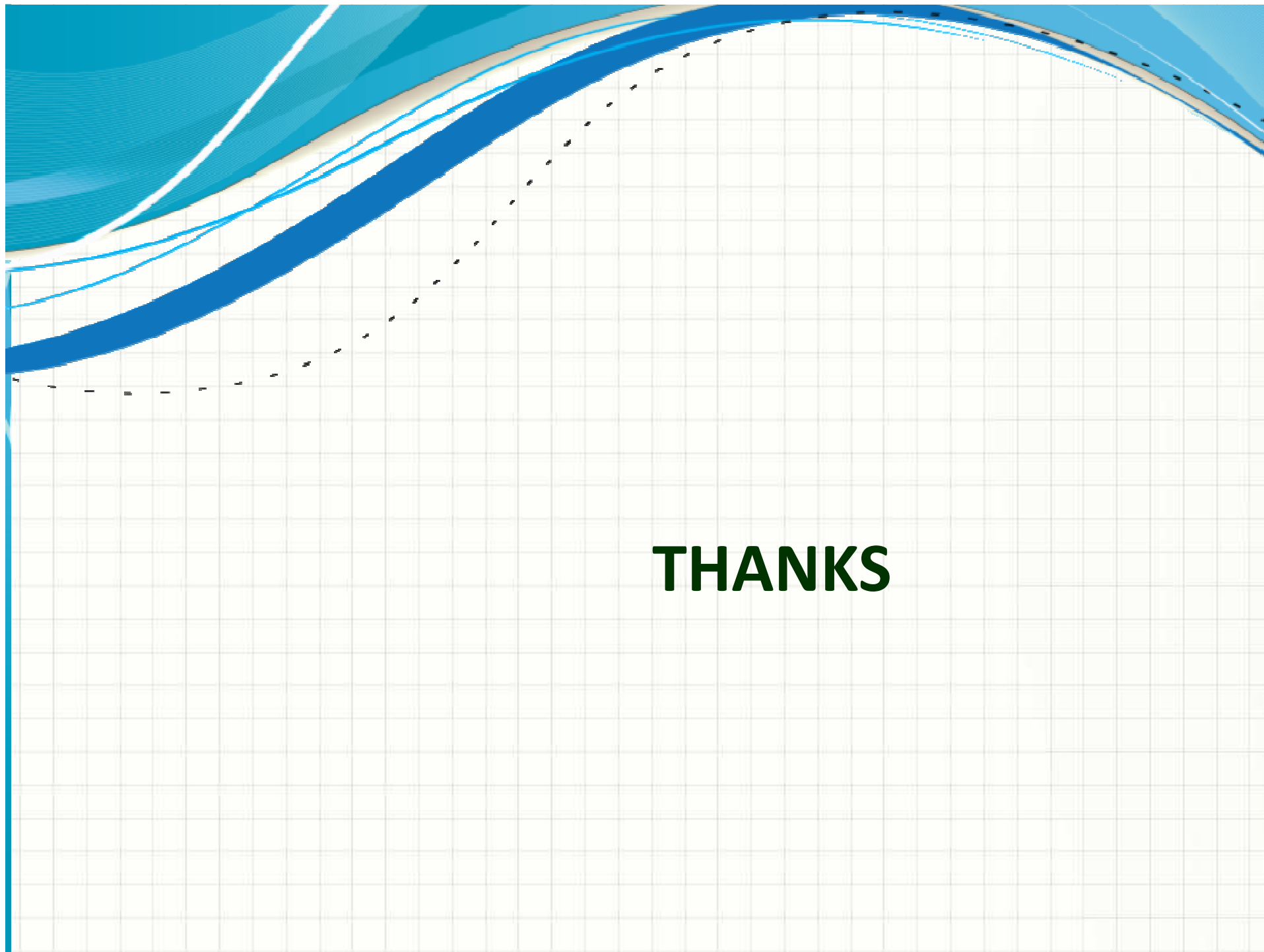


# Summary

- Define your challenges
  - Technological as well as personal
- Set realistic expectation
  - Mastery is not achieved overnight
- Keep your eye on the goal
  - Mentorship programs



**QUESTIONS?**



# ANNEXURE-VII

## GENDER & SOCIAL CATEGORY GAPS

Altab khan, TSG, Planning Unit

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**Bridging the Gender and Social Gap is one of the goals of RMSA. The programme has to undertake several measures to improve girls', SC,ST and Minority access to schooling and retention and more recently on addressing issues of quality and equity.**

---

# GENDER ISSUES IN EDUCATION

- Understanding Gender in a holistic way.
  - Gender concerns should weave into all subject areas in content portrayal and visual depiction.
  - Concept on Gender should be explained in context specific situation.
  - Focus is to adopt a substantive approach, towards equality of outcome, where diversity, difference and disadvantage are taken into account.
  - Education must have an empowering and liberating experience for both genders to overcome the disadvantages of unequal socialization and enable children to develop their capabilities of becoming autonomous and equal citizens.
  - Ensuring quality education to all children.
-

# Challenges

- Improve enrolment of disadvantaged groups at Secondary Level
- Girls belonging to SC/ST and Minorities form a major chunk of the drop-out children after elementary across the country
- Alarming gender gaps in enrollment at Secondary levels due to non enrollment and dropout rates of disadvantage girls
- Equity and Quality



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# Challenges

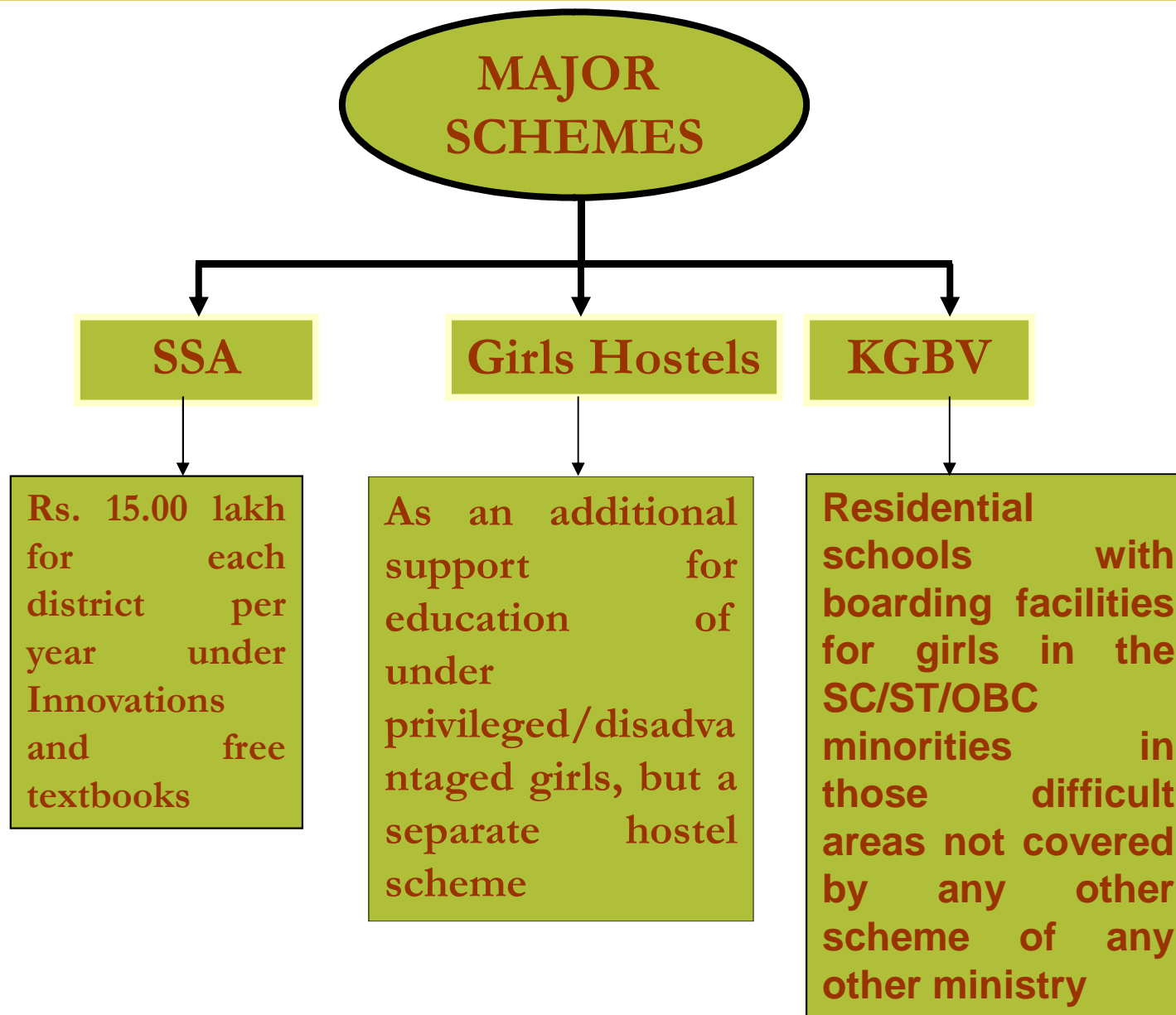
Contd.....

- 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.

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# 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.
-



## 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 <sup>th</sup> -10 <sup>th</sup> with NIOS, Drop out girls of 8 <sup>th</sup> will be mainstreamed, Supplementary teaching, residential camps organized etc.	Bihar, TN, Rajasthan, Assam etc.
Community Mobilization & Awareness programme	Organize motivational programmes for children, teacher, guardians and stakeholders, Meena Manch, Meena Theatre, Balika Jyoti & Vidya Jyoti, Video Film on MEENA activities, Training of female members of PTA	Rajasthan, HP, Assam, MP, Rajasthan etc.

## Key Activities under Innovation

Major Thrust Area	Activity	States
Life Skills and Health/Hygiene	<ul style="list-style-type: none"> <li>■ The Martial Art, Necessary support like dress, shoes, training materials, Postal Services for VI-VIII, Kishorie Manches to strengthen Self Esteem</li> <li>■ 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.</li> </ul>	Assam, Himachal Pradesh, Bihar, Tamil Nadu, Tripura, Kerala, West Bengal
Community mobilization & Capacity building	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Capacity Building of SHG, MTA, PRI's</li> </ul>	Bihar, MP, Chhattisgarh, Himachal Pradesh, Rajasthan, West Bengal
Exposure Visit and Experience Sharing	<ul style="list-style-type: none"> <li>■ Exposure visits will be made to areas like railway stations, airports, banks, industries, printing press, colleges, universities, museums and historic places</li> <li>■ Sharing of experience for retention of girls, Heterogeneous grouping of girls would be made for talking them to the adjoining areas/cities</li> </ul>	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.



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## Major Concerns & Challenges

- Building environment for Girls Education
  - Reaching out to girls from marginalised communities
  - Lower Participation of Muslim Girls (7.9%)
  - Availability and Retention of Teachers
  - Empowerment oriented content and development of academic resource center
  - Gender sensitive teaching learning curriculum & material
  - Residential quarters for female teachers.
-

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## **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

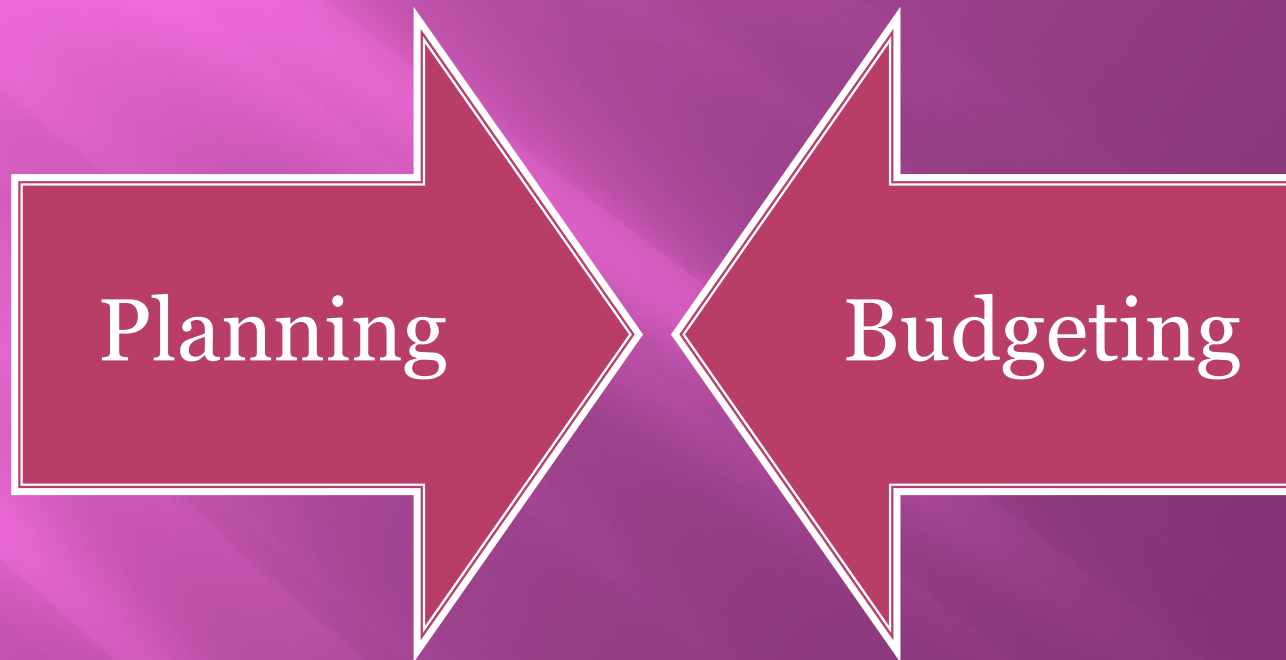


**ANNEXURE-XI**

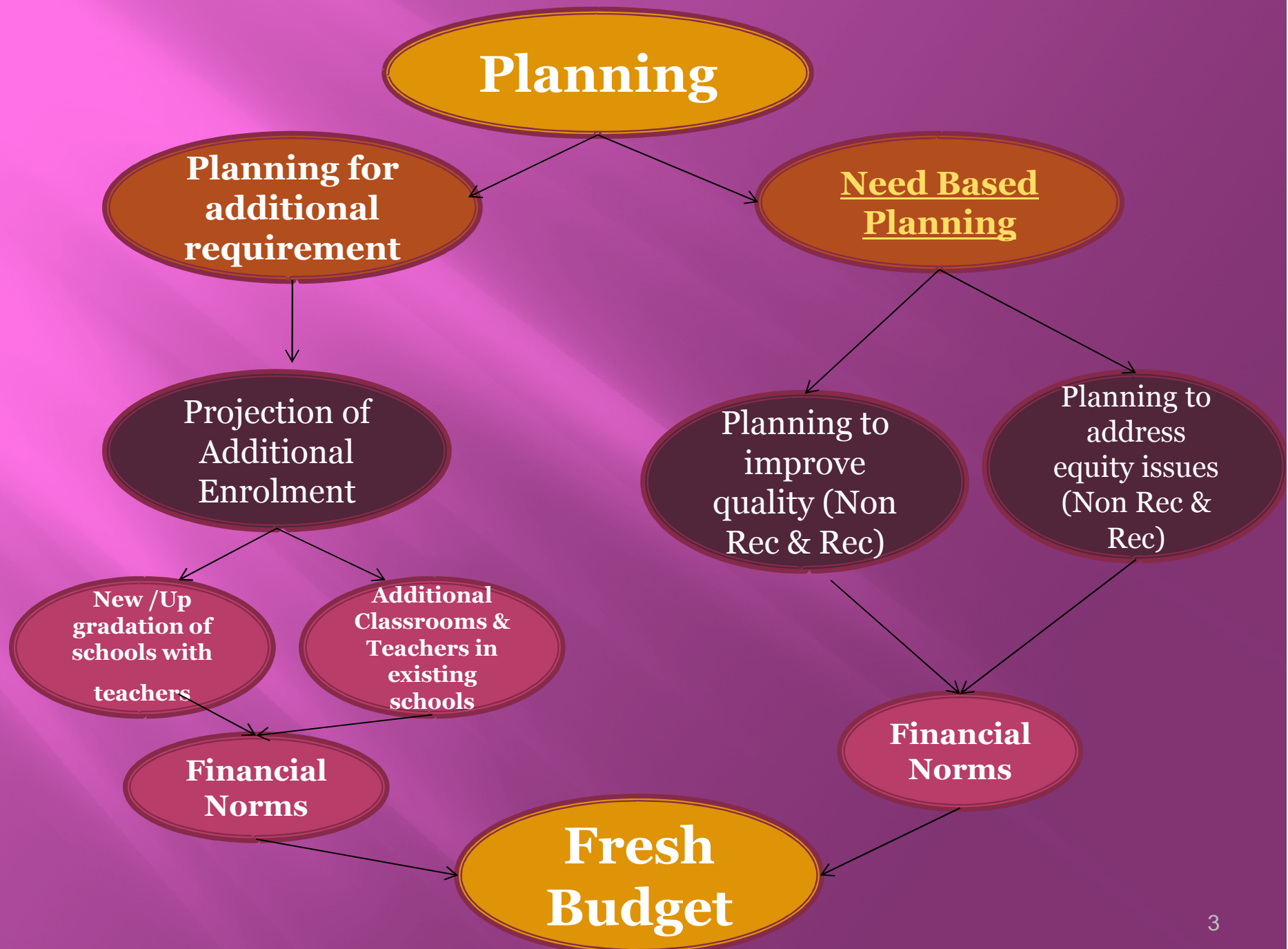
**BUDGETING OF AWP  
& FINANCIAL  
MANAGEMENT**

Rashtriya Madhyaimk  
Shiksha Abhiyan

# Planning And Budgeting



**Planning and Budgeting are interlinked with each other.**





# **TOTAL ESTIMATION OF BUDGET**

Total Budget=Fresh  
Budget of current year+  
Spill Over

# **EFFICIENT BUDGETING FOR AWP**

- ❖ **Targets fixation based on indicators (including timeline).**
- ❖ **Realistic and achievable targets.**
- ❖ **Performance track recorder (Plan progress).**
- ❖ **Norm based proposal.**
- ❖ **Costing based on state unit cost.**
- ❖ **Assurance from state on sharing.**
- ❖ **Focus on convergence from other programs .**

# **MAJOR CHANGES FOR BUDGETING DURING 12<sup>TH</sup> FYP**

There are following scenarios which may be included during the 12<sup>th</sup> 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
<b>2009-10</b>	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%
	<b>S Total</b>	<b>0</b>	<b>71.17</b>	<b>19.44</b>	<b>90.61</b>	<b>93.7</b>	<b>-3.09</b>	<b>190.82</b>	<b>103%</b>
<b>2010-11</b>	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%
	<b>S Total</b>	<b>-3.09</b>	<b>5.98</b>	<b>20</b>	<b>24.26</b>	<b>8.77</b>	<b>15.49</b>	<b>263.28</b>	<b>36%</b>
<b>Grand total</b>	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%
	<b>S Total</b>	<b>0</b>	<b>77.15</b>	<b>39.44</b>	<b>117.96</b>	<b>102.47</b>	<b>15.49</b>	<b>454.1</b>	<b>87%</b>

# APPROVED OUTLAY FOR

## 2011-12

Head/Components	Bihar		Jharkhand	
	Outlay (Rs in lakh)	%	Outlay (Rs in lakh)	%
CW (New schools and Strengthening of exiting schools)	46545.44	86.68	27583.44	82.21
Quality Components (only recurring)	5902.86	10.99	5277.69	15.73
Equity Components (only recurring)	197.22	0.37	35.02	0.10
MMER (2%)	1052.91	2.00	657.92	2.00
Total Approved outlay	53698.43	100.00	33554.07	100.00

# OTHER ISSUES & STEPS TO BE TAKEN

□ Audit report for 2009-10 has not been submitted by Bihar. However, by the time Annual Audit report for 2010-11 should also have prepared for timely release of fund.

□Accounts should be maintained properly.

- ❖Cash Book

- ❖Ledger

- ❖Journal

- ❖Cheque issue register.

- ❖Register of advance

- ❖ Bank Passbook/ Statement etc.



# OTHER ISSUES & STEPS TO BE TAKEN

- Staff should be strengthened at SPO & DPO

Name of the post	Bihar				Jharkhand			
	SPO		DPO		SPO		DPO	
	Sanction post	In position	Sanction post	Inposition	Sanction post	Inposition	Sanction post	Inposition
Finance/ Chief account officer	1	0	Not sanctioned any staff		1	0	0	0
Internal Audit officer	0	0			0	0	0	0
Cashier	2	0			0	0	0	0
Accountant	2	0			0	0	0	0
Assistant Accountant	1	0			1	1	24	0



# **OTHER ISSUES & STEPS TO BE TAKEN**

- ❑ Pace of expenditure is a team effort depending on effective monitoring & supervision.
- ❑ Monthly Expenditure Plan should be prepared after approved outlay for 2011-12 to expedite the utilization of funds.
- ❑ Quarterly progress report should be prepared at the end of each quarter to know the progress.
- ❑ To control the functions by examining and evaluating adequacy and effectiveness , internal audit should be done.

# OTHER ISSUES & STEPS TO BE TAKEN

- ❑ Opening of bank accounts – Nationalized/scheduled bank – Joint signatory SB account, Accounts in one bank .
- ❑ e-transfer of funds at all levels subject to availability of banking facility.

# Common Mistakes on Financial Reports

- **Calculation error:** Please ensure that the addition of all Financial cost is arithmetic.
- **Fund released by state for Recurring & Non recurring:** Distribution of funds released by state should be done into recurring and non recurring components.
- **Mismatches of approved outlays:** Outlays approved by PAB and shown in financial reports should be tallied component wise with each other.
- **Calculation of Spill over/Balance amount:** Calculation of spill over/balance amount should be done on the basis of approved outlay and expenditure on date.

THANKS

# **ANNEXURE-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.

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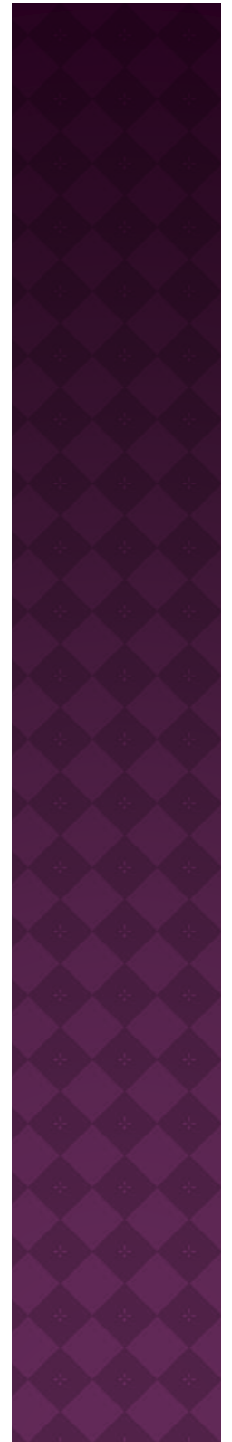
# EXPECTED OUTCOMES

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

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



THANKS!





Annexure-X

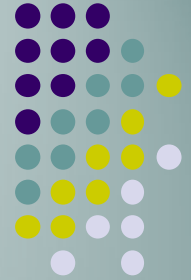
# Procurement under RMSA

# PROCUREMENT

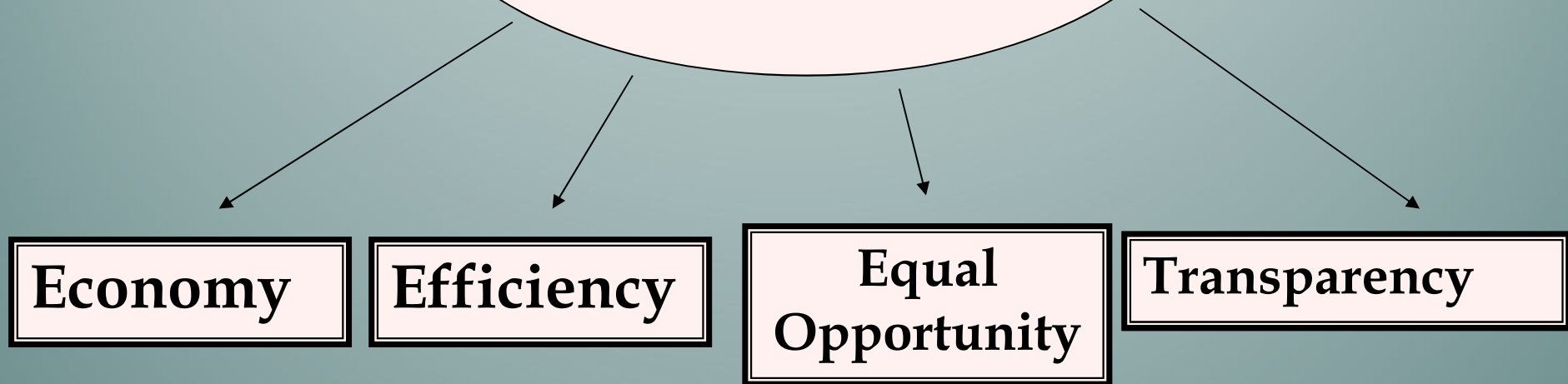


- Strictly follow procurement procedure prescribed in Chapter IX of the revised Manual on FM&P.
- Standard provisions mandatory for all procurements.
- Procurement procedure should be transparent, competitive, fair & to secure best value for money.
- All Procurement must be made through tenders, unless exempted under these rules.
- Invitation of competitive bids shall be open to all participants.  
Other condition being equal, the lowest tender should ordinarily be accepted

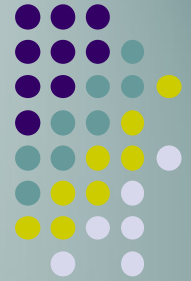
# PROCUREMENT



## Main Considerations

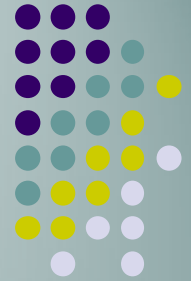


## Points to be kept in view



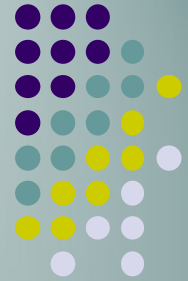
- Identification of Needs.
- Requisition from users.
- Exists specific budget provision.
- Assessment of bulk requirement at the beginning of the financial year.
- Computer, Equipment, furniture, books etc in economic lots as per annual need.
- All purchases be made to the best advantage after comparison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

# PROCUREMENT



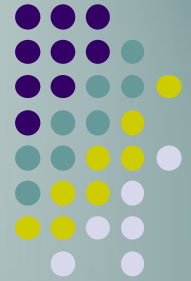
- **Strictly follow the levels of procurement provided in Financial Management & Procurement manual.**
  - **School level/SMDC**
  - **District level**
  - **State level**

## School/SMDC level



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

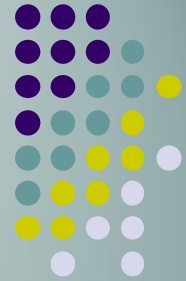
# District level



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

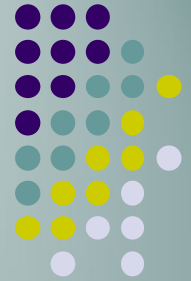


# State level



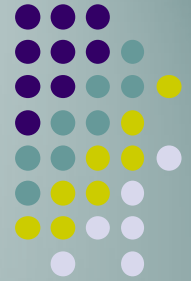
- **Computers and its accessories**
- **Office equipment for SPO**
- **Office furniture for SPO**
- **Office contingencies**
- **Hiring of vehicles**
- **Maintenance of equipment and vehicles**
- **State level training and workshops**
- **Printing work**
- **Engagement of consultancy firms (service contract)**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

# PROCUREMENT



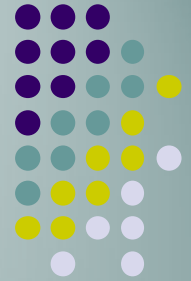
- Prepare the Procurement Plan every year.
- Strictly follow financial ceiling prescribed for each method.
- States to prepare the annual procurement plan within one month of the approval of AWP&B by the PAB of RMSA.
- Linkage of all procurements with plan will be looked in audits, post review and concurrent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

# Method of Procurement



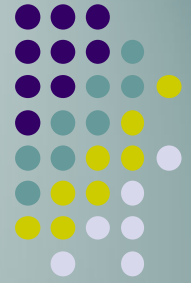
1. Open Tender
2. Limited Tender
3. Single Tender
4. Procurement without tender / quotation

# OPEN TENDER



- Items covered: Civil works construction.
- Steps
  - Preparation of tender documents
  - Notification / Advertisement;
  - Issue of tender documents;
  - Pre-bid Conference
  - Submission of tender documents;
  - Public opening of tender;
  - Evaluation;
  - Selection of lowest evaluated responsive tender based on post qualification;
  - Negotiation with L-1 should strictly be avoided.
  - Contract award; and
  - Contract performance

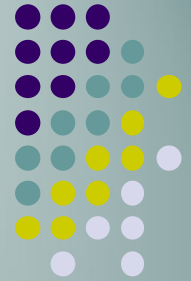
## Prescribe bidding documents covering :



- Documents user friendly, self contained, comprehensive, unambiguous and relevant to the objective of purchase.
- Schedule of requirements
- Bid form and price schedule
- Technical specifications
- Post qualification criteria
- Validity period
- Earnest money
- Signing of bids
- Pre-bid conference
- Submission of bids
- Opening of bids
- Evaluation criteria



- Negotiation with L1 should strictly be avoided.
- Award of contract
- Signing of agreement/contract
- Security deposit
- Retention money
- Payment terms
- Liquidated damages



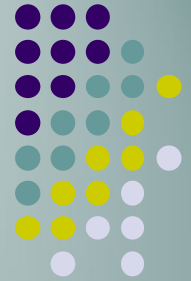
### Repeat Orders

- Quantity as per State procedure
- Place order within one month from the date of last supply
- Prices have since not reduced
- Purchases not made on urgent basis

### Rejection of all bids

- Lack of competition
- Tenders not substantially responsive
- Obtain the approval of competent authority

# LIMITED TENDER



## Items covered:

- goods including books, furniture
- teaching learning materials,
- school equipment,
- hiring of vehicles, and
- operation and maintenance of equipment

## Invitation for quotations –

- Based on comparing price quotations obtained from several suppliers, usually at least 3 to ensure competitive prices.
- Issue a letter to the supplier to furnish the quotations for the required goods/equipment.

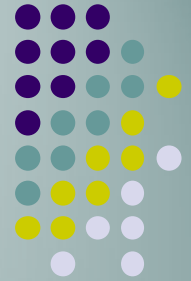
# LIMITED TENDER



## Invitation for quotations –

- No need of publication of notification in the newspaper/website.
- Issue the request letters to suppliers on the State's approved list.
- The request letter should indicate description, specifications and quantity of the goods as well as desired delivery time and place.
- Only one quotation by each supplier.

# LIMITED TENDER



## Bid Price

- Quote for the full quantity as described in the invitation letter.
- Include all duties, taxes and other levies payable by the Vendor/Supplier in the total price.
- The rates quoted by the Vendor/Supplier be fixed for the duration of the contract and not subject to adjustment on any account.
- The prices are quoted in Indian Rupee.

# SINGLE TENDER



## Followed in the case of

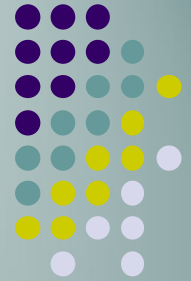
- articles specifically certified as of propriety nature; or
- manufactured by a particular firm;
- goods including books;
- teaching materials;
- school grant;
- hiring of vehicles; and
- operation and maintenance of equipment etc

## Appropriate for

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

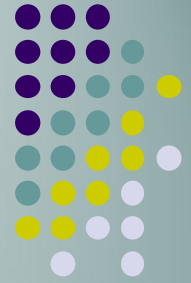


# WITHOUT TENDER / QUOTATION

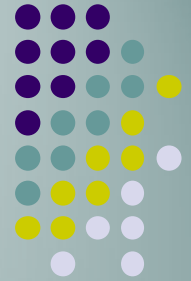


- Procurement of goods or group of goods estimated to cost the equivalent of the ceiling of State Govt.

# E- procurement

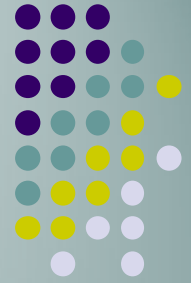


- The state societies can make use of NIC portal for e-procurement.
- E-procurement is paperless, time savvy, wide circulation, easy process. Therefore it is recommended that States which have so far not adopted E-procurement may process for use of NIC portal.
- **Benefits of E-procurement :**
- Paperless work
- Automation of the procurement transactions reduces human error, enhances the integrity of the data, brings in transparency to the Government procurements and facilitates standardization of process



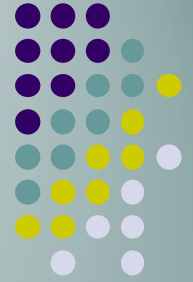
- The entire e-procurement process is designed to avoid human interface.
- Under e-procurement, tender documents containing all details are hosted on the web site.
- Improves internal efficiency within the departments shortened tender cycle times.
- Facilitates on line tendering based on internet technology to provide “any where any time”.
- It allows equal opportunity to all vendors, bring transparency and ultimately reduce corruption.





## Conclusion

Through e-procurement purchases are made in a transparent, competitive and fair manner to secure best value for money. Public procurement procedure is also to ensure efficiency, economy and accountability in the system.



# Thank You

**Annexure-II****SCHEDULE OF REGIONAL WORKSHOP/CAPACITY BUILDING ON PLANNING,  
APPRAISAL AND IMPLEMENTATION****Day 1: 5<sup>th</sup> DEC**

09.00 – 09.30 hrs.	<b>Registration &amp; Collection of Information</b>
09.30 – 11.20hrs.	<b>Inaugural Session</b> <ul style="list-style-type: none"> <li>❖ Welcome Address by TSG/MHRD (5min)</li> <li>❖ Keynote Address-Joint Secretary/Director, MHRD/TSG/State Secretary (10Min)</li> <li>❖ Introduction &amp; objective of the Workshop ( TSG/Director, MHRD-15 Min)</li> <li>❖ Revisiting Key issues in planning &amp; implementation and priorities for AWP&amp;B 2012-13 (<b>Mr. Altab Khan</b> - 40 Min)</li> </ul>
11.20 – 11:35 hrs.	<b>Tea Break</b>
<b>Session 1 Progress, Issues &amp; Suggestions against Goal I: Access</b>	
11:35– 12.30 hrs.	<ul style="list-style-type: none"> <li>(i) <b>Overview on Goal I (Mr. Manoj Mishra – 30 Min)</b></li> <li>(ii) <b>Reflections/Discussion of the Session-15 Min)</b></li> </ul>
<b>Session 2: Progress, Issues &amp; suggestions against Goal II -Gender and Social category gaps</b>	
12.30 – 1:15 hrs.	<ul style="list-style-type: none"> <li>(i) <b>Overview &amp; Issues on Goal II Gender &amp; Social Aspects–Altab Khan– (30 Min)</b></li> <li>(ii) <b>Reflections/Discussion of the Session-15 Min)</b></li> </ul>
<b>13.15-14.15</b>	<b>LUNCH</b>
<b>Session 3: Progress against Goal III – Education of Satisfactory Quality Including Teachers Training Progress, Modules Etc.</b>	
14.15 – 15:00 hrs.	<ul style="list-style-type: none"> <li>(i) <b>Issues &amp; Strategies on Goal IV-Beas Bhowmik/Alam (30 min.)</b></li> <li>(ii) <b>Reflections/Discussion of the Session-15 Min)</b></li> </ul>
<b>Session 4: Issues &amp; Suggestions against Goal IV - Universal Retention/SEMIS:</b>	
15:00hrs – 15:45 hrs	<ul style="list-style-type: none"> <li>(i) <b>Overview on Goal III Status of SEMIS: Challenges and Strategies –Rajeev Mehra (30 min.)</b></li> <li>(ii) <b>Reflections/Discussion of the Session-15 Min)</b></li> </ul>
<b>Session–5: Progress Against AWP&amp;B 2010-11 Including Financial Issues</b>	
15:45-16:30 hrs	<ul style="list-style-type: none"> <li>(i) <b>Review of AWP&amp;Bs based on PAB Approvals, Financial management, Procurement and Progress &amp; Process of Funds flow – Mr. Harish Kumar (30 min)</b></li> <li>(ii) <b>Reflections/Discussion of the Session-15 Min)</b></li> </ul>
<b>Session 7: Progress, Issues &amp; Constraints on Infrastructures: Civil works</b>	
16:30-18:30hrs (Onwards)	<ul style="list-style-type: none"> <li>(i) <b>Infrastructures: Issues, constraints &amp; strategies –Mr. Rupan Sehgal/Sushil Kumar (1hrs)</b></li> <li>(ii) <b>Reflections and Discussions (Comments and Suggestion from the State/Participants) – 1hrs. (Including group work)</b></li> </ul>



**Day 2: 6<sup>th</sup> DEC**

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

\*\*\*\*\*

**ANNEXURE-IX**

**IMPROVING**

**QUALITY OF SECONDERY EDUCATION**

**UNDER**

**RASHTRIYA MADHYAMIK SHIKSHA**

**ABHIYAN**

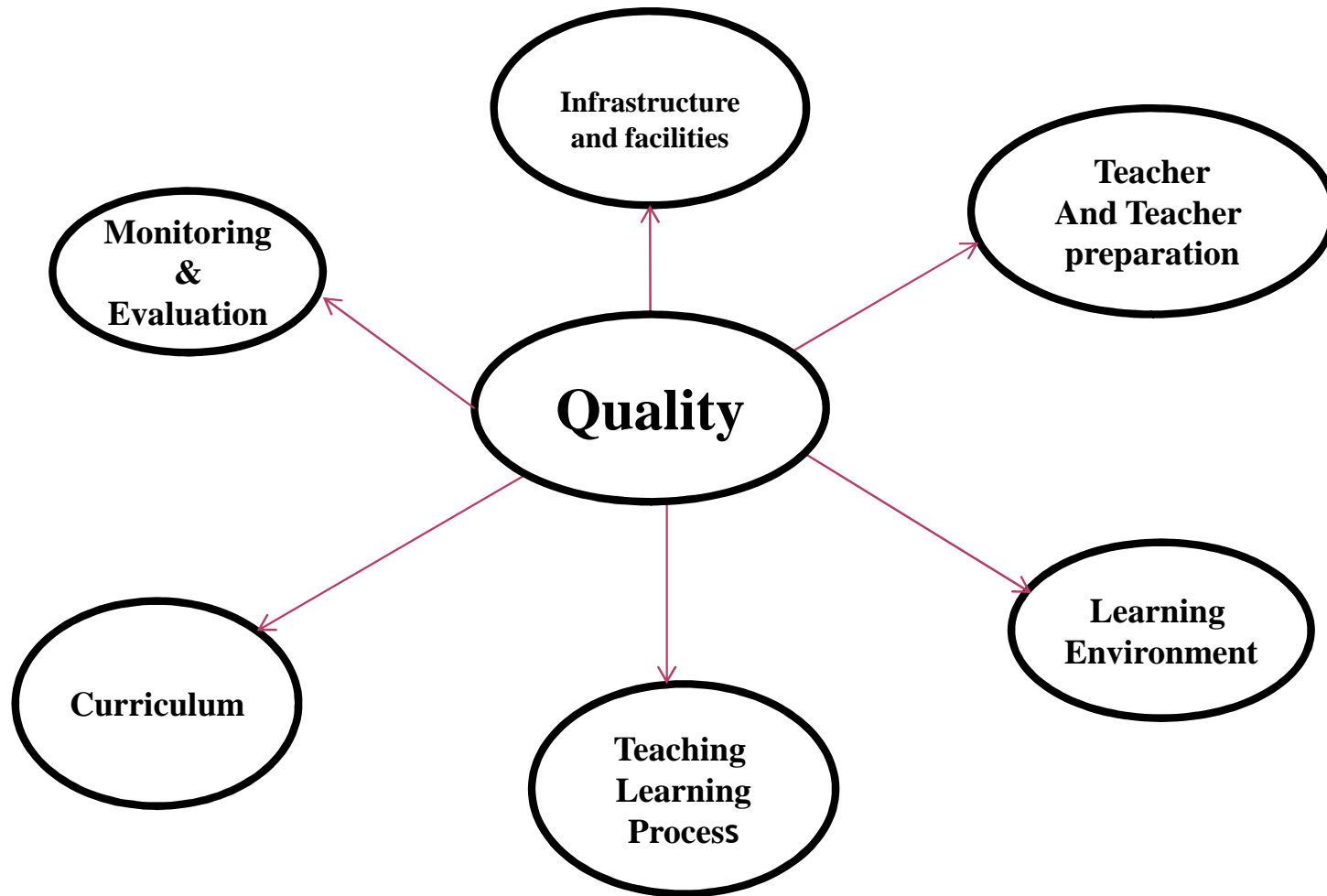


# **RMSA FRAMEWORK ON QUALITY**

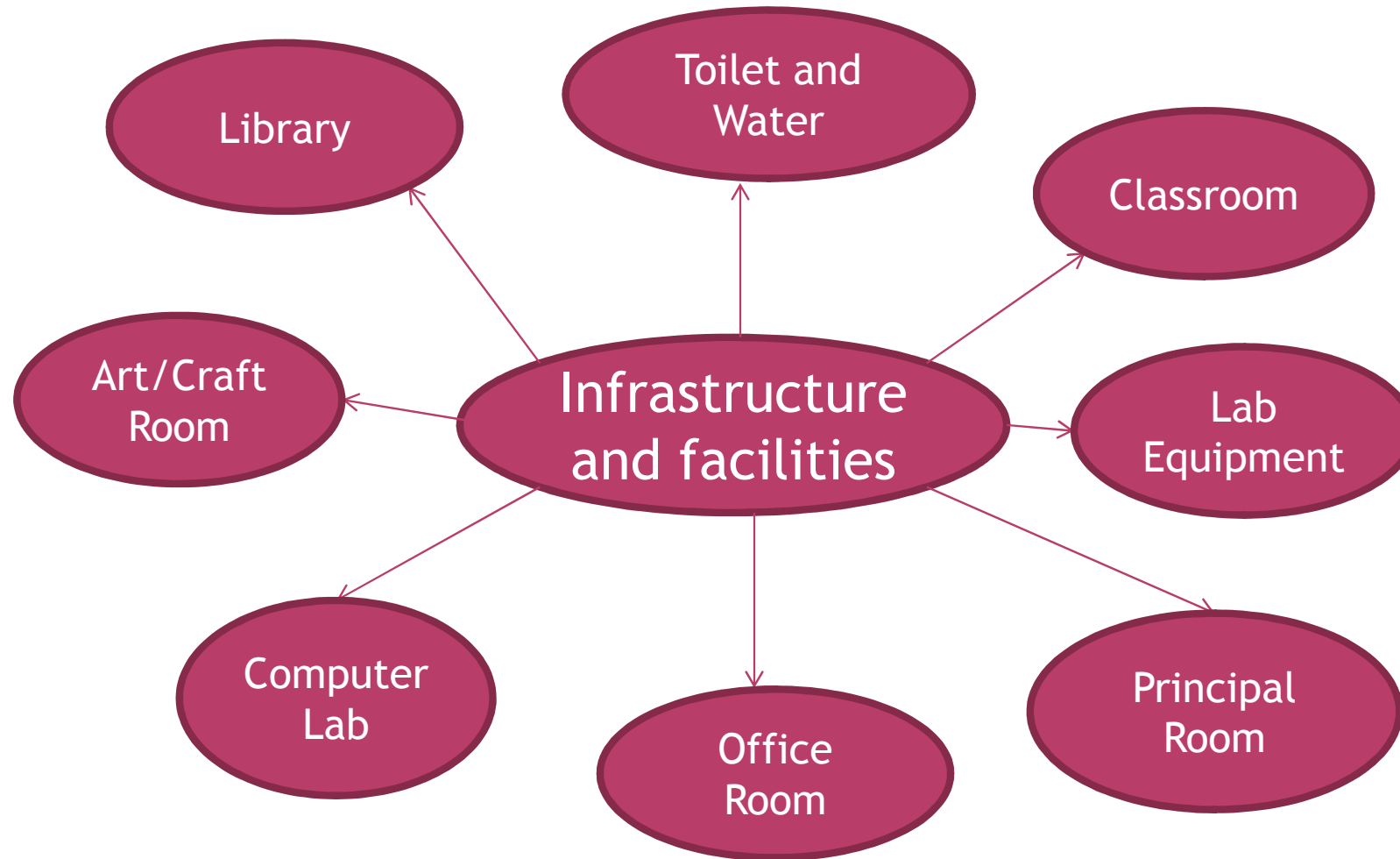
- ◉ **Providing required infrastructure like classroom, Libraries, Integrated laboratory, computer room, toilet cluster and water facility**
- ◉ **Residential accommodation for teachers in difficult hilly areas.**
- ◉ **Appointment of additional teachers**
- ◉ **Continuous professional development of teachers**
- ◉ **Focus on Science, Math and English Education**
- ◉ **ICT Enabled Education**
- ◉ **Link with EDUSAT**
- ◉ **Adolescent Education Programme**
- ◉ **Guidance and Counselling of Students**
- ◉ **Institutional Reforms and Strengthening of Resource Institutions**
- ◉ **Reviewing curriculum to meet the NCF, 2005 norms.**
- ◉ **Innovation under quality**



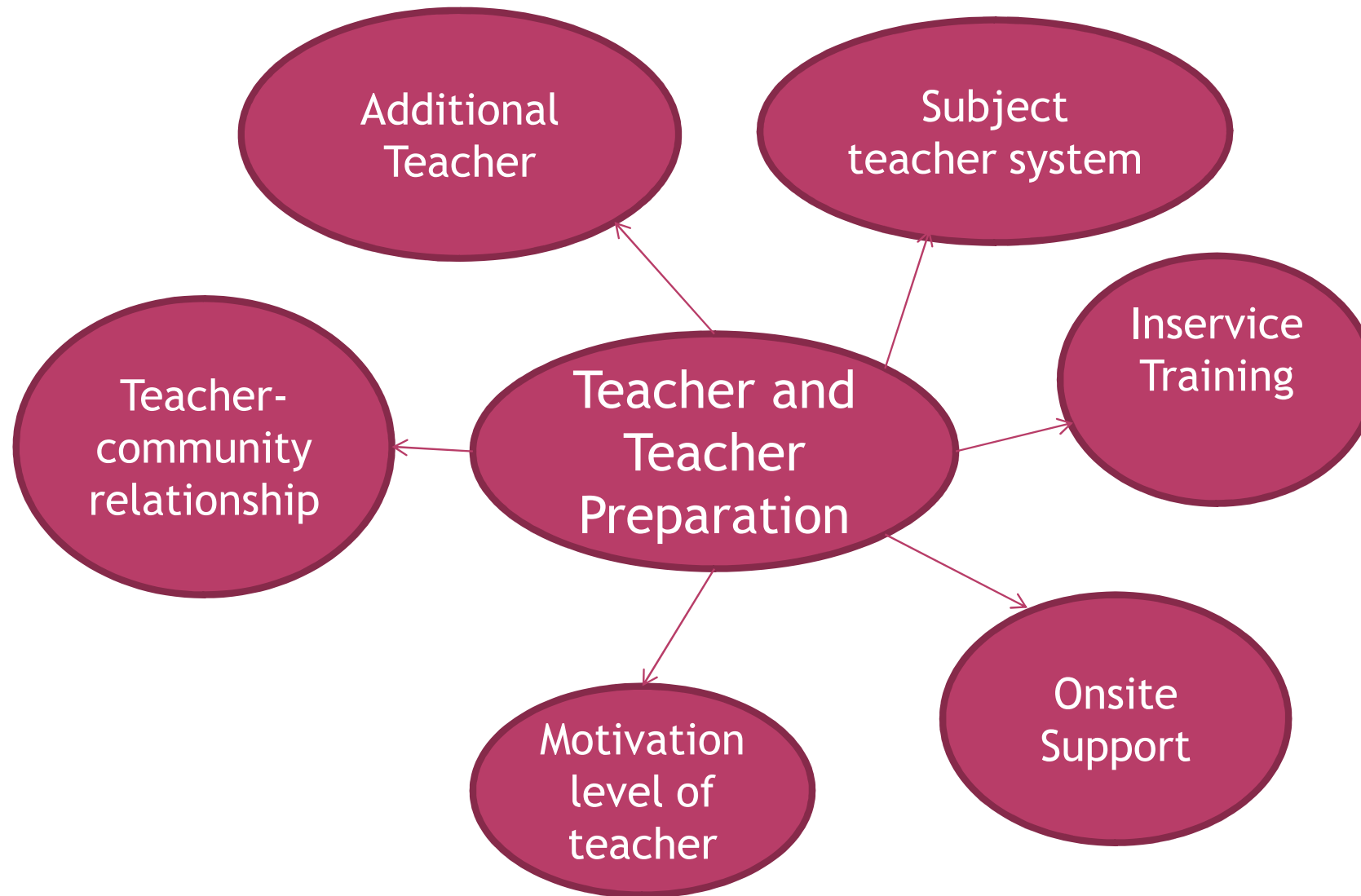
# Factors affecting Quality



# Infrastructure and facilities

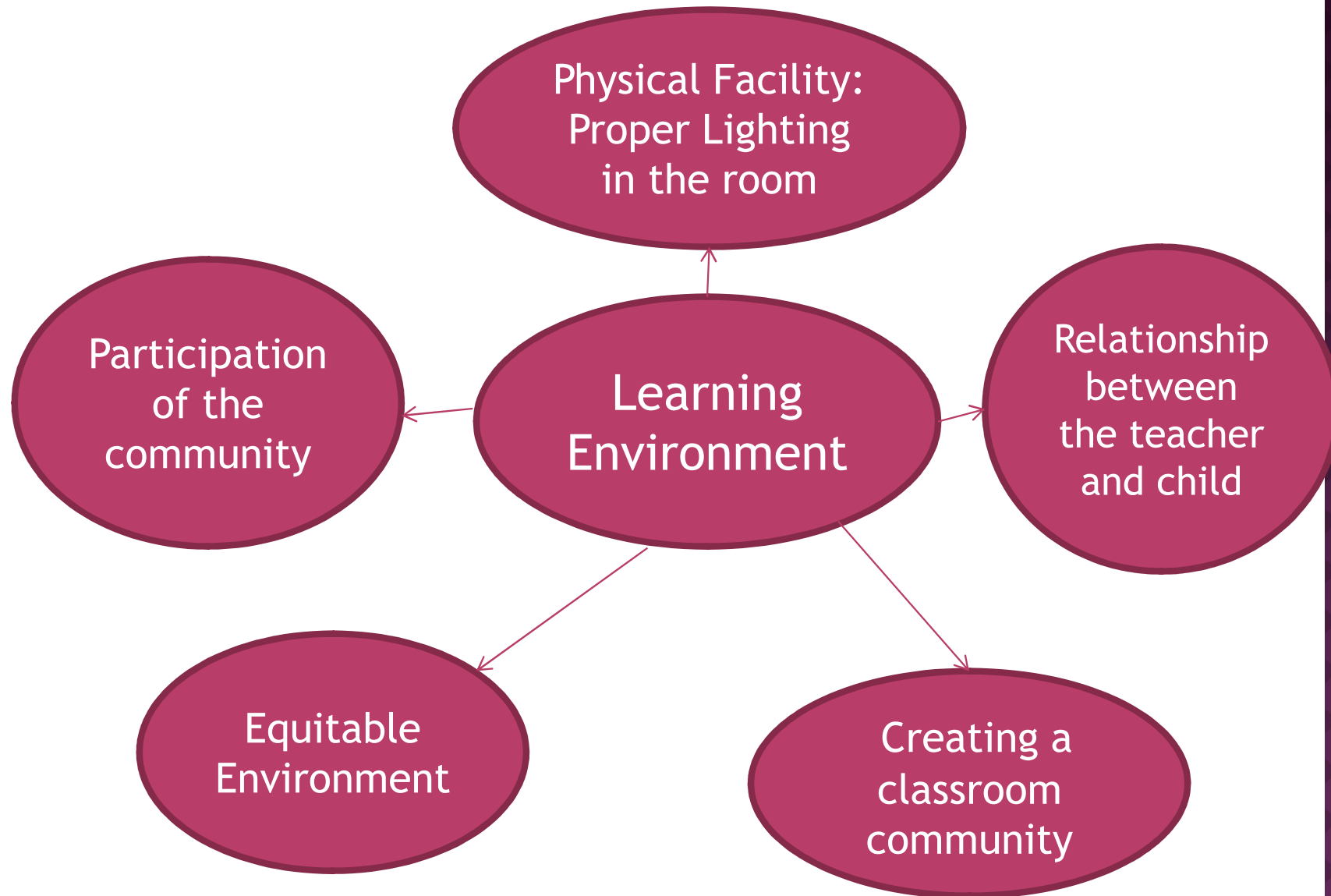


# Teacher and Teacher Preparation

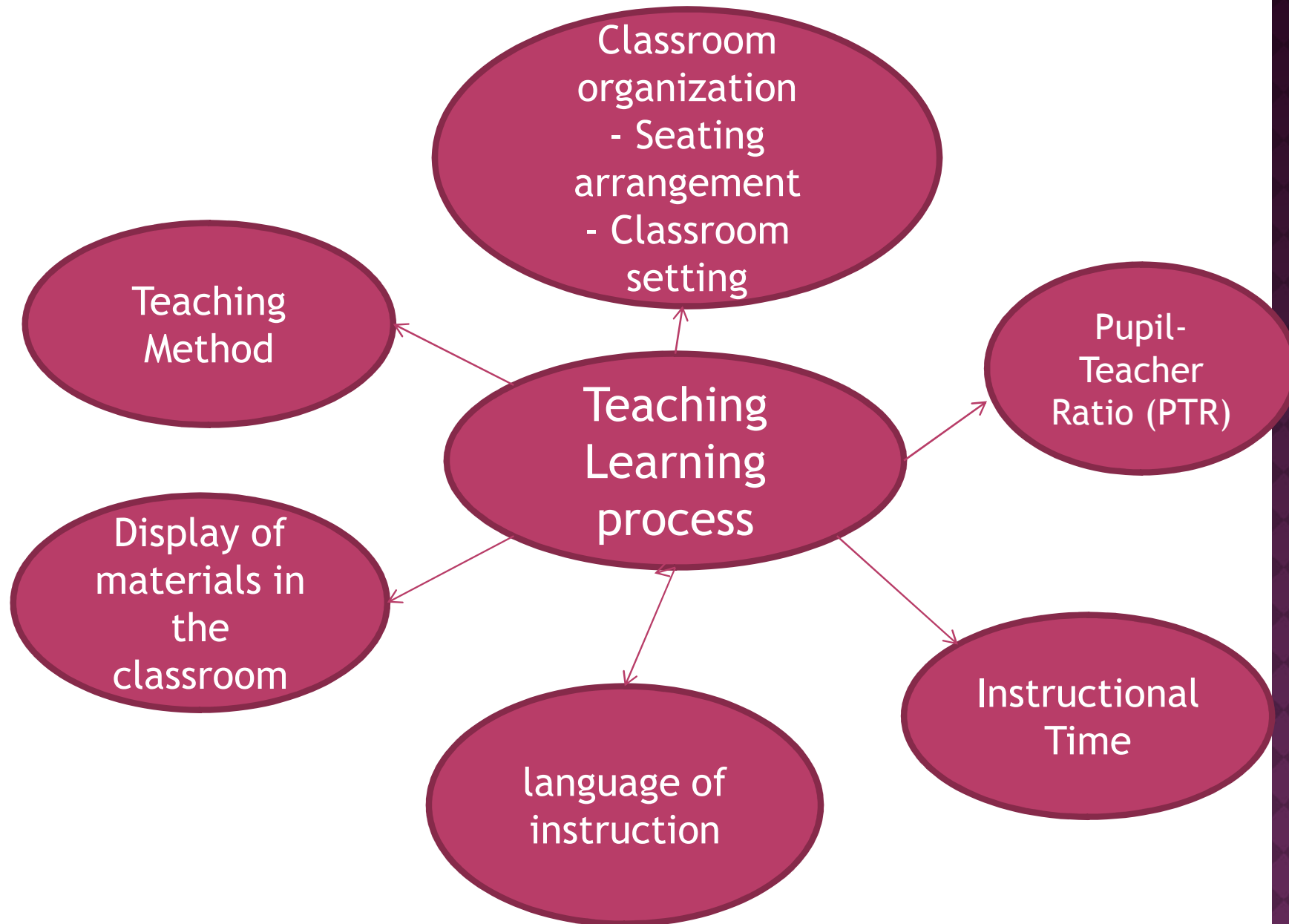




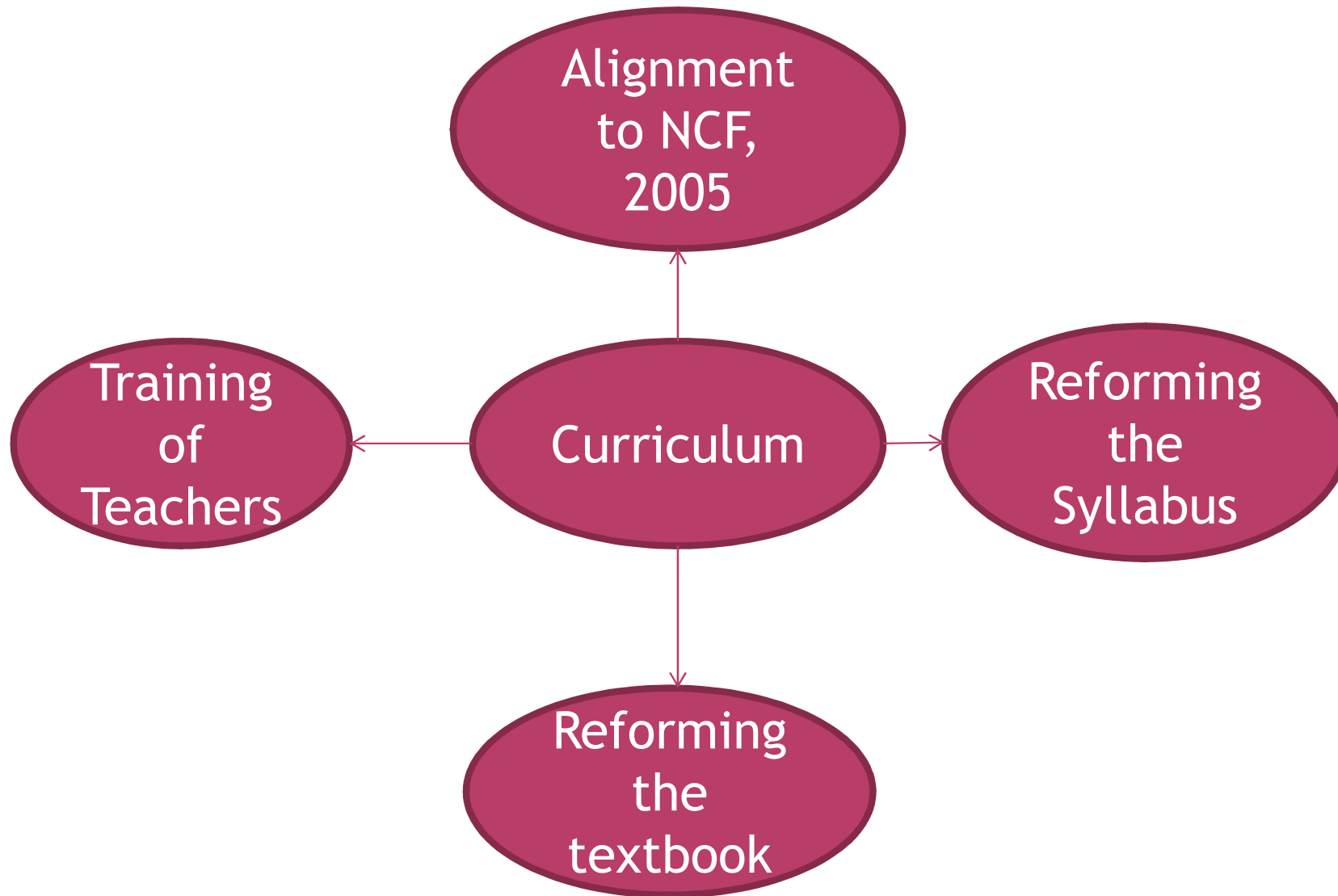
# Learning Environment



# Teaching Learning process

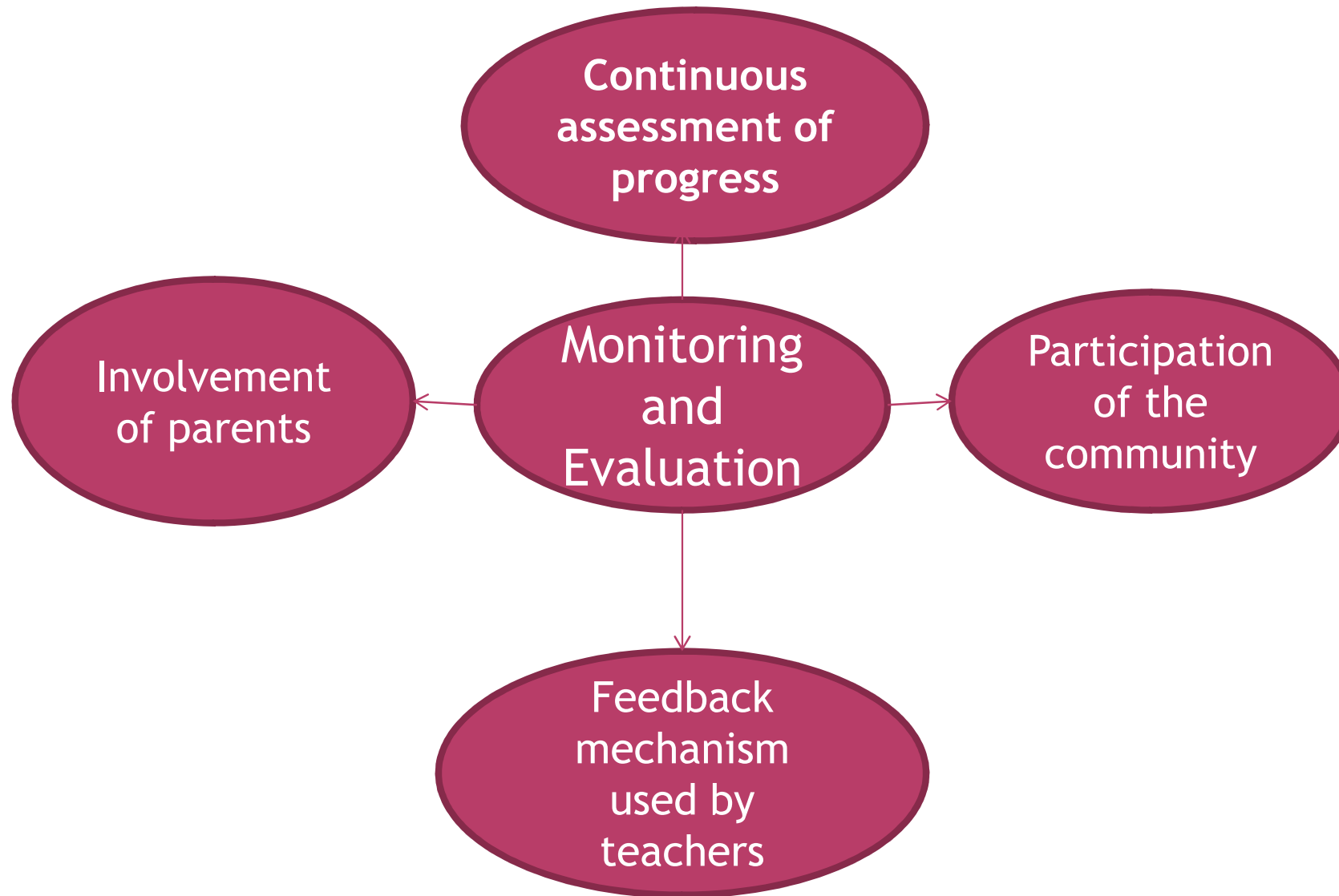


# Curriculum





# Monitoring and Evaluation



# **ISSUES ON PLANNING FOR QUALITY**

- Planning is focused on providing inputs. There are no detailed analysis of how the inputs would have an impact on the process and its subsequent link with the outcome
- District specific peculiarities are missing in the Plan.
- Plan is centralized as opposed to need based, decentralized planning.
- The Budget is not a reflection the strategies and interventions that have been planned. The plan is the budget. The background, description, rationale, of each intervention linking it to an outcome is missing in the plan.
- Even where the state has planned certain strategies, the effective implementation and the follow up plans are not present e.g lack of continuous follow-up-application of Teacher Training.

# **DETAILS IN THE CHAPTER ON** **QUALITY**

- Progress made under Quality so far
- Focus area/Target of the state in the current year
- How does it fit in with the Perspective Plan ?
- Strategies and Intervention
- Budget





**THANK YOU**

## **ANNEXURE-IV**

# **Priorities Areas for AWP&B 2012-13**

**By Altab khan  
Sr. Consultant, TSG.**

**Email : [planningrmsa.tsg@gmail.com](mailto: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<sup>th</sup> standard is reported to be high due to low achievement level at 8<sup>th</sup> and 9<sup>th</sup> standard



# Revisiting Key issues

## Contd.....

- There is an overwhelming need for capacity building on planning and implementation as well as creating a sense of accountability and professionalism, more especially at the DPO level.
- Geographical peculiarity and isolation necessitates treating each and every inhabited areas as independent planning unit, requiring complete infrastructure and capacity building support.
- Concerted efforts needed to ensure decentralized, participatory and need based planning.

# Looking Ahead for Prioritization aims to;

- ❑ Introducing key features of ideal AWP&B and Appraisal.
- ❑ Revisiting Key thrust areas for 2010-11 and underlining the need for course correction, and,
- ❑ Looking ahead for 2011-12.

## Features of an ideal AWP&B

- Comprehensive guidelines for AWP&B preparation.
- Thrust of the guidelines:
- Encourage States to plan as per need
- Need based priorities for all RMSA components.
- Reinforced need for evidence based planning



# Features of an ideal AWP&B

## Continued.....

- Focus on disadvantaged groups — advocating allocation of greater resources for such groups/educationally backward areas.
- States advised to include detailed activities under each component.
- Plan for USE in a holistic manner with an area approach

- Plans to be contextual. District specific.
- Also special sub-plans/projects for disadvantaged areas and groups. Funds under Project Management will be enhanced for ensuring greater investment in such areas.

# REAL AWP&Bs vs. COSTING TABLES

- A need-based plan cannot be a mere aggregate of budgets for standardized-uniform activities like school grant, teachers grant, repair grant etc.
- List all activities without being constrained about cost components of RMSA. Almost all activities required for USE can be funded under some component of RMSA.
- Indicate a time frame since annual work plan is a document that details all activities proposed to be carried out. It is also a tool for monitoring.
- Cost tables & AWP&Bs produced for PAB approval are not Annual Work Plans. These are only summary statements for fund approvals.



# REAL AWP&Bs vs. COSTING

## Continued

- Detailed planning of activities must be undertaken prior to the preparation of the costing summary for PAB approval. The cost tables are to be derived from the detailed AWP&Bs.
- The detailed AWP&Bs should be used for implementation and monitoring.

# DETAILING OF ACTIVITIES: EXAMPLES

- Community Mobilization
- C.1 Training of Community Leaders
  - C.1.1 VEC, SMDC members
  - C.1.2 PRI representatives
- C.2 Conduct of enrolment drives
- C.3 Special mobilization campaigns in disadvantaged areas
- C.5 Implementation of School management Education Register (SMER), its updating, collection of information, visits of resource persons.

# DETAILING OF ACTIVITIES

## Continued...

- J.6 Remedial teaching
- J.7 Child tracking for attendance, retention and achievement of all – risk children may be introduced.
- J.8 Parental counseling
- J.9 Construction of hostels for children with difficulties.



# ESSENTIAL ELEMENTS OF AN ANNUAL WORK PLAN

- data on enrolment, transition, dropout, (age & sex disaggregated with some qualitative details), and schooling facilities, school building conditions and space available, teacher availability, children's achievement.
- Identification of needs based on:
  - (a) Data and its meaningful analysis using objective criteria for taking decision
  - (b) Consultative processes at all levels

# Identification of strategies based on:

(a) analysis of physical progress/impact of earlier years' initiatives

(b) Analysis of operational issues that have impeded progress in certain aspects e.g.

- Teacher training
- Civil Works
- Quality Aspects

➤ Promote evidence based planning at all levels (based on SERs, school attendance registers, school-based records of students' performance, attendance and transition analysis of school level).

# *Appraisal Process*

## **Steps**

- **Initial scrutiny of Plans** (District Plans on sample basis) by appraisal team to identify data gaps, inadequate delineation of strategies/activities and other problems.
- **Discussion with State representatives** who participated in the appraisal process
- **Receiving clarification and additional information** from state offices
- **Detailed appraisal** by appraisal team (including state representative)
- **Discussion with Divisional Head** of the Department responsible for a particular state
- **Project Approval Board Meeting**



## *Guiding Principles*

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

## Revisiting Priority Areas for 2011-12:

- Requirement of new schools in all the States/UTs.
- Up gradation of Upper Primary schools as per need.
- Focus under quality component.
- Enhancement of competencies in science and mathematics
- Reducing gender gaps in special focus districts.
- More Enrolment strategies for special focus groups.
- Establishment of system of tracking children.

# Looking Ahead- Priority Areas for 2012-13

- Focus in opening new schools and up-gradation.
- Ensure universal student/ teacher attendance/ desired performance.
- *Universal Retention*
- Equity- Bridging Gender & Social Category Gaps.
- Ensure access to all special focus districts.
- Universalize enrolment
- Focus in urban areas on infrastructure and coverage of students belonging to disadvantaged groups



## Looking Ahead- Priority Continued.....

- Civil Works : Priority will be towards provision & completion of school buildings in schools sanctioned under RMSA.
- The Results Framework corresponding to the four RMSA goals must be appended with each district plan and a consolidated one for the State/ UT as a whole.
- There should be focused attention to the districts with disadvantaged social groups and deficit infrastructure.
- **Special Focus Districts (SFDs) identified for the purpose of AWP&B for 2011-12.**

## Looking Ahead- Priority Continued.....

### SFD-SC/ST/Minority/Naxalite

- District with 20% & above SC/ST/Minority
- Entitlement for civil construction
- District with ACR gaps.

## Looking Ahead- Priority Continued.....

- District with more than 20,000 OOSC (55 districts)
- Districts with more than Gender Gap (10% & above)
- Focus on improving planning, Implementation & Management.
- Filling of staffs at district and state levels.

The background of the slide is a dark green color with a subtle, repeating pattern of stylized leaves and veins in a slightly lighter shade of green. The leaves are oriented in various directions, creating a natural, organic feel.

# THANKS

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Annexure-V

# Management Information System (MIS)

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Rajiv Mehra

Senior Consultant (MIS)

RMSA, Edcil

[Semis.edcil@gmail.com](mailto: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





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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

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