# GUIDELINES FOR ACCESS TO SECONDARY EDUCATION

December 2014

Government of India
Ministry of Human Resource Development

# Access to Secondary Education

**1.1** **Universal Access:-**Rashtriya Madhyamik Shiksha Abhiyan, envisions universal access to secondary schools by providing secondary school within a reasonable distance of any habitation to ensure access for universal enrolment of children in the age group of 14 to 18 groups. In other words, all children in the age group of 14 to 18 years, should have access to secondary schools without any discrimination on grounds of sex, religion, caste, place, or socio economic status.

**1.2** **Strategy on Universal Access**: - In order to ensure universalization of secondary education, the State needs to adopt multidimensional strategy which may be categorized into two heads: Infrastructure development and ones that build on these infrastructural strategies.

**1.2.1 Infrastructure development for enhancing access to secondary school:** The interventions that can be undertaken under this head are:
   **i.** Upgrading Upper Primary Schools to Secondary schools,
   **ii.** Enhancing intake capacity of the existing school by Strengthening existing secondary schools, through additional class rooms, laboratories, Libraries, Art and crafts room, Toilet blocks, Drinking water and Repair of existing secondary school buildings
   **iii.** Providing infrastructure for vocational education as tools, equipments and furniture.
   **iv.** Providing ICT enabled schools and strengthening of schools by providing computers along with hardware and software
   **v.** Making the school building accessible to CWSN by providing facilities like ramp, barrier free toilets, and block resource room with equipments, etc.
   **vi.** Residential facilities/ Hostels for urban deprived children and children without adult protection.
   **vii.** Residential quarters for Teachers in remote areas.
   **viii.** Up-gradation of Upper Primary Ashram Schools to Secondary Ashram Schools
   **ix.** Providing girls hostels specifically through up-gradation of KGBVs
   **x.** Opening of residential Schools in remote and sparsely populated areas.

**1.2.2 Strategies that build on the infrastructural development:** Providing infrastructural access to secondary school would not be sufficient to achieve the goals of RMSA. These facilities have to be supplemented by other softer strategies which would ensure enrolment/ retention of students in the schools. Some of these strategies are:
   **i.** Strategies for ensuring 100% transition from Class VIII to class IX aschild tracking system and fixing the responsibility of the Headmaster for ensuring the transition of students from elementary to secondary school.
   **ii.** Mapping of catchment area of secondary schools along with community profile & feeder schools

iii. Drive for enrolment in Class IX by Identifying community leaders, SMDC members for proactive counselling.
iv. Sensitization Programme
v. Identifying probable dropout students for proactive action by way of providing additional academic support
vi. Environment Building programmes for awareness on social access and peer sensitization
vii. Incentives like scholarships, Books, Uniform, monetary benefits, award, bags etc.
viii. Facilitating CWSN in accessing schools by providing escort and transport allowances, boarding and lodging allowances, Reader Allowances, aidsandappliances. (Details in section on Inclusive Education)
ix. Providing Transportation facilities like bicycle passes for transportation, outsourced transportation facility and others.

**1.3 Steps for planning for providing Access to secondary school:**

**1.3.1 Mapping of schools (secondary & Upper Primary Schools) to habitations -** One of the greatest challengefor educational planners and administrators has been to equalize educational opportunities for all, by providing easy access to secondary educational facilities to all children. School mapping exercise could be the solution to this challenge. Since RMSA framework envisages to provide a secondary school within a radius of 5km, therefore during school mapping exercise, it is mandatory for the State to map the catchment area of existing secondary schools within a radius of 5 km and identify the un-served habitations. These identified un-served habitations may be considered for opening a new secondary school as per RMSA norm/ State norms. The school mapping exercise can be carried out in two ways: using GIS and manual mapping.

**A) School mapping using GIS:-** The School mapping exercise should preferably be carried out using satellite imagery with the help of Geographical Information system (GIS) technology. Entire schooling facility of the area is mapped on a satellite image (open source) based on latitude and longitude of the school. This mapping is available with the features like zooming, resizing and scrolling. This representation of data would be base for all decision regarding schooling facility

**Steps for GIS mapping:**

a) **GPS survey of Existing Schools:** - First step for GIS mapping of schools is GPS survey of the schools. Under GPS survey of a school, surveyors visit the schools with the required instrument to capture the spatial position of the school i.e. latitude and Longitude. All the existing schools have to be covered.

b) **Preparation of GIS base map and then digitized Map:-** After collection of geographical location of the school, all the schools have to be plotted on the base map/ Raster Map (village boundaries along with school locations) which may be further Geo referenced and digitized. The preparation of accurate GIS base map depends on the quality, complexity and contents of the input received through surveyed data. The base map must show the important landmarks like Roads, Rivers etc. along with the radius of the secondary schools (5 Km radius or as per state norm). The other information related to the mapped school may also be overlaid on the map.

c) **Linking and Coding:** For providing unique code to schools mapped, UDISE code of the schools should be used. These codes then should be linked to the spatial data collected for the school. Codification and Linking unique code helps understand and analyse the spatial and non-spatial data in a same set up and in scientific manner.

d) **GIS integration: -** After collection of data, linking and codification, integration of available non spatial data and digitization of map is to be undertaken. For integrating the available school data and digitization, utility applications like Map info, Q GIS & Arc GIS, are required. The selected GIS utility application must facilitate query with a graphic display of school's facilities. This information must then be used for developing school implementation plan, educational plan for block, district and finally the state consolidated plan, SMDC management, future analysis, etc. by generating on line query. Census data of the State or any other data of the State can also be linked to this UDISE data so that this database then can be utilised for planning for other facilities in the village/ city/ town.

e) **Use of data in planning:-** The integrated GIS maps thus created should be made available to educational planners (through Web GIS). In this map, they may generate online query in terms of availability of secondary education facility in the area and un-served areas along with future requirement. The required information generated through the query along with the graphic display, can be used by the state and district authorities for identifying gaps in the existing secondary schools as well.

B) **School Mapping Through manual mapping exercise: -** If the state is unable to conduct GIS mapping they can also opt for manual mapping exercise. Under manual mapping exercise, the database of schools and habitations is created using standard Data Capturing formats. To maintain consistency in manual mapping exercise, it is suggested that model format given at http://rmsaindia.org/en/programme-components/access-civil-works.html may be utilised by the States.

# GUIDELINES FOR SCHOOL INFRASTRUCTURE AND STRENGTHENING (CIVIL WORKS)

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Government of India
Ministry of Human Resource Development

## School Infrastructure and Strengthening of Secondary and Higher Secondary Education

RMSA programme has provision for infrastructure support to enhance the access and to provide enabling condition for quality education. Infrastructure support can accordingly be classified in to 5 categories:

- Opening of new secondary schools or up gradation of upper primary schools to the secondary stage. This would include class rooms with furniture, library, Integrated Laboratory, Computer room, Head Master room, Art and Craft room, Toilet Blocks, Drinking water etc.
- Strengthening of existing secondary schools through construction of additional classrooms, Laboratories, Library ,computer room, separate toilets for girls and boys, resource room for CWSN, etc
- Girls hostel for EBBs
- Vocational Education related workshops
- Major repair for school building
- Teachers Quarter

### 1.1    Enabling provision for infrastructure support:

**1.1.1 New Schools/ Upgraded school:** New schools buildings constructed under the programme school should have the following facilities**:**

- 4 class room for 2 section school / 2 classroom for 1 section school
- 1 Science Laboratory
- Laboratories for vocational education
- Headmaster room
- Office room
- Computer room
- Art/craft/culture room
- Library room
- Separate toilet blocks for boys and girls
- Drinking water facility

Plinth area for 1 section and 2 section school should be 540 sq.mt. and 672 sq.mt. respectively considering the above items of constructions. All the building should have provision for electrification, sanitation and plumbing work etc. Estimate should be inclusive of electrical and sanitary/plumbing works. Provision of lump sum % for these items is to be avoided and is bound to be normalised at national level. The unit cost, where not specifically mentioned in the RMSA norms, would be based on SSOR or CPWD rates whichever is lower.

**1.1.2 Strengthening of existing secondary and higher secondary school:** Civil works under RMSA should start with a proper assessment of the infrastructure requirement for each

district. There need to be a school-wise compilation of physical and monetary requirements. While planning for strengthening of existing schools following points to be considered:

- The gaps with respect to infrastructure in the existing school should be identified based on the UDISE data.
- While adding infrastructure to a school, it should be ensured that all the required infrastructure works are planned in a single go. This will ensure a school once covered has all the required facilities. (Whole school Approach). In this approach all the aspects like ramps, railing, and toilet for CWSN, labs for vocational trades etc. needs to be planned in single year.
- The components that can be undertaken under the programme are listed below with specifications to be followed:

| Class rooms/Additional classrooms | Class Room- Pupil Ratio: 1:40<br>Minimum ratio :1:25<br>Class Room size: as per State norm, or plinth area of 66 sq. mt.<br>At least two additional class rooms should be built in one secondary Schools<br>At least four additional class rooms, two sections each for classes IX & X should be built in one upgraded upper primary schools<br>Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc. |
|---|---|
| Science Laboratory | One Integrated Science Laboratory- for Physics, Chemistry, Biology & Mathematics.<br>Room size: as per State norm or 66 sq.mt of plinth area.<br>Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc. |
| Lab Equipments | Necessary equipments for Physics, Chemistry, Biology and Mathematics' will be needed initially to facilitate academic activities.<br>Provision of Rs. 1 lakh per Laboratory<br>One time grant<br>For schools where Science laboratory has been approved under the programme |
| Headmaster/ Principal room | 1 HM room for schools where there is no HM room<br>In case there is one HM for elementary and secondary room, it would be available under SSA- RTE |
| Office Room | 1 office room for schools where there is no office room<br>In case there is one office room for elementary and secondary room, it would be available under SSA- RTE |
| Girls' Activity Room | 1 Girls activity room for each Govt school |
| Computer | Room size: as per State norm or plinth area of 66 sq.mt. . |

| room/laboratory | Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc. |
|---|---|
| **Art/ Craft/Culture Laboratory** | Class Room size: as per State norm or plinth area 66 sq.mt. Cost of construction will include furniture/ equipments/ tools, fixtures, fittings, circulation area (verandah) etc. |
| **Library** | Library will be established and run in a room of adequate size as per the norms fixed by the State Government or plinth area of around 100 sq.mt. Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc. |
| **Toilets and Drinking water facilities** | Requisite number of toilet blocks in each school, separately for Boys, Girls, staffs & teachers and differently abled children Adequate drinking water facilities in every school. Every school to have atleast one toilet which CWSN can access. In case as exiting toilet can be converted to CWSN friendly toilet, funds for conversion may be sought. Proper drainage system in every school |
| **Resource Room at block level for CWSN** | Resources room for CWSN may be provided at block level /urban cluster. Efforts should be made to converge with similar efforts made by SSA. In case the Resource room created under SSA can be utilised by secondary and higher students with some additional strengthening, it should be done instead of constructing a separate resource room Equipment for block level resource rooms can be provided @ Rs. 70000 per resource room for equipping the resource room. |
| **Ramp and Railing** | All the rooms in the schools including the lab and Libraries should be accessible to CWSN. Wherever there is a gap, it can be undertaken. |
| **Lab for Vocation Education** | As far as possible integrated lab may be utilised for education of vocational trades. Separate Lab would be approved under vocational education for trades that may need special provisions In case where construction of lab/ workshops has to be undertaken it should be within the premises of the existing secondary/higher secondary school. The size of the workshop as per the norms approved is 10 x10 sqm |

**1.1.3 Major Repair:-**Civil components of RMSA allow major repairs up to Rs. 4 lakh for 2 section schools and Rs. 2 lakh for 1 section school. The ceiling of 50% or 60% would not include expenditure on major repair. The Major repair grant can be utilised for following:

- Adaptation of existing building environment (indoor and out-door) towards new pedagogy. It is important to systematically identify the nature of adaptations and find the most cost effective method to achieve it.
- Retrofitting the existing buildings towards hazard resistance thermal comfort, better light and ventilation.

- Drinking water and sanitation facilities

**1.1.4 Teachers Quarter:** Residential quarters for teachers in remote/hilly areas/in areas with difficult terrain can be considered. Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. The cost will be approved as per SSOR. While accommodating teachers preference for female teachers should be given.

**1.1.5 Girls Hostel:** There is provision to construct one hostel with the capacity of 100 girls in each of the 3500 EBBS. Wherever there is space is KGBV compound, the hostels would preferably be constructed there. While preparing the design for Girls Hostel following needs to be considered:
- The minimum living space available to each inmate should be 40 sq. feet excluding kitchen, toilet and other common space.
- The total plinth area of 100 bedded Girls hostel to be kept 11650 sq.ft. with provision of +/- 5%.
- The unit cost will be on SSOR. Estimate with detail measurement for electrical and plumbing installation should be part of main estimate. Submission on lump sum %basis should be avoided.
- The buildings will be designed as earthquake resilient and will be fitted with basic fire safety equipments.
- Efforts will also be made to design the buildings with provision for solar energy generation, use of solar cooker and biogas

**1.1.6 Minor Repair**: Minor repair grant @ Rs. 25000 per school per annum may be considered under special circumstances. Following repairing works can be undertaken under the head:
- School building
- Toilets
- Tanks
- Play Ground
- Campus
- Conservancy Services
- Electrical fittings
- Sanitary & Other fittings
- Furniture and fixtures etc.

Expenditure on repair & maintenance of building would not be included for calculating the 50% limit for civil works. Grants will be available only for those schools which have existing buildings of their own. The fund available in a year cannot be carried forward to next year. Neither can grants of two years or more can be accumulated to utilise in consequent year.

**1.2 Key Features for construction work under the programme**
- The allocation for civil works will not exceed 50% of the approved Perspective Plan. However, in a particular year's Annual Plan, provision for civil works can be

considered up to 60% of the Annual Plan expenditure depending upon the priorities assigned to various components of the scheme in that year within the overall project ceiling of 50%.

- The unit cost, where not specifically mentioned in the RMSA norms, would be based on SSOR duly notified by state Government or CPWD whichever is lower.
- Incorporation of child-friendly internal and external elements will be mandatory in all the new construction and repair works. All schools will be fitted with rain water harvesting system and disabled friendly provisions. RMSA will encourage use of local construction materials and low cost technologies.
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- All schools will be fitted with rain water harvesting system and disabled friendly provisions.
- Use of local construction materials and low cost technologies to be given preference.
- Maximizing pedagogic potential of indoor and outdoor school spaces. "Bala" concept can be referred to.
- School building to incorporate safety features for resistance against hazards
- The new structures will be constructed as earthquake resistant and will have facilities for water harvesting.
- Provisions for renewable energy utilisation may be explored in the school buildings strengthened/ upgraded under RMSA. Solar panels for water heating, running water pump, solar lantern etc. are suggested as some of the possible activities.

Report on Environmental assessment can also be referred to at http://rmsaindia.org/images/Environment_Management_Framework.pdf

**1.3** **School buildings to adhere to specified construction standards:** The national building code of India 2005, developed by the Bureau of Indian standard (BIS) provides guidelines for regulating building construction activities across the country. The code should serve as reference for all States and UTs, for design and construction of school infrastructure. This requirement does not preclude the use of local constructions design, materials and practices. Details are available on RMSA website http://rmsaindia.org/images/Extract_of_National_Building_Code_of_India.pdf

**1.4** **Technical support for implementation**
- Creating/accessing technical capacity for large scale school infrastructure create and for quality assurance.
- Quality assurance:-In order to assure quality of civil works, on independent assessment of the technical quality of civil works through third party evaluation (TPE) is mandatory. The TPE is to highlight good practices, bring out strength and weaknesses and share with district/state level engineers. In addition inbuilt quality control test for building materials are undertaken by in-house engineering cell or agency supervision/facilitating technical support.

**1.5**   **Construction practices while executing the works can be referred to at RMSA website at** http://rmsaindia.org/images/Construction_Practices_and_Quality_Control_Tests.pdf

**1.6**   **Capacity building of SMDC for undertaking building construction:-**RMSA will encourage use of local construction materials and low cost and environment friendly technologies without compromising on the structural soundness and safety of the building. The SMDC will need to be trained in certain specific technical aspect such as collaborating in the development of drawings understanding cost estimates, assessing building material quality, keeping accounts, material procurement etc. maintaining transparency about funds received and used through social audits, display boards etc. the training can be imparted in a simple and effective manner in the local language, through technical/ other experts who are themselves trained to communicate effectively and demystify these issues.

- The School Management and Development Committee headed by the Principal would be empowered to conduct any civil works including repairing & maintenance for improvement of schooling facilities after following procedures as per rules. The scheme, however also recognizes that all try to mobilize resources under Rural Employment Programme and other developmental schemes for constructing school buildings must be undertaken first before engaging any other modes getting civil work done.

- School Management and Development Committees will have to carry out the civil works activities through a transparent system of account keeping.

- The School Management and Development Committee could certify the maintenance and repair work undertaken in a school. For repair and maintenance as well as new construction, technical provisions will be followed. The Communities' right to know the cost parameters has to be fully respected.

- Efforts to improve the school environment by addition of a few inexpensive internal and external elements will be made. Use of local materials and cost effective technologies will be encouraged. Repair and maintenance of buildings will be given priority. The States may make use of designs already developed in their specific local contexts or the designs adopted by the Kendriya Vidyalaya Sangathan.

**1.7**   **Checklist of document required to be prepared / submitted for civil works proposal:** While submitting proposal for civil works components, State need to ensure that requisite details and document are part of the Annual Work Plan and budget. The checklist is available on RMSA website at http://rmsaindia.org/images/Checklist_for_Civil_Work_Proposal.pdf

**1.8**   Suggested Civil engineering tips at construction site of school buildings to be followed by SMDC are available at http://rmsaindia.org/images/Tips_for_SDMC_for_conctruction_works.pdf

# GUIDELINES FOR COMMUNITY MOBILIZATION & SMDCs

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Government of India
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**Community Participation, Mobilization &School Management & Development Committees (SMDCs) under RMSA**

**1.1** Community mobilisation and close involvement of community members in implementation of secondary education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the government programmes by the community. Active participation of the community also ensures transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of schools. Field level research has shown that school functioning has improved significantly in places where communities have been involved actively.

In line with the above, the integrated scheme of RMSA assigns special importance to decentralised planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of secondary education through establishment of multi member School Management and Development Committees.

The RMSA framework provides that every secondary school will constitute a School Management and Development Committee (SMDC) at the school level. As per the framework, SMDCs should include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/ guardians of students.**The composition of the SMDCs as outlined in the Framework is only suggestive in nature. It is notexhaustive andprescriptive .Sufficient flexibility is provided to the States/UTs to nominate members keeping in view their local and regional requirements, precedence and practices.**The ultimate aim is to ensure wide participation of all stake holders in the management of schools.

**1.2** **Sub Committees of SMDCs:-**The SMDCs are to be assisted in their work by two other Committees:

**1.2.1** **The School Building Committee:-** which is responsible for planning, estimation, management, monitoring, supervision, reporting, and maintenance of accounts relating to construction, renovation, repairing and maintenance and other related civil works.

**As per UDISE 2013-14 only 28.63% of secondary schools have constituted School Building Committees. In the States of Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Odisha, Uttar Pradesh, West Bengal and UTs of Puducherry and Chandigarh less than 20% of schools have constituted School Building Committees.**

**1.2.2** The Academic Committee is responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for UDISE.It is also responsible for ensuring quality improvements, equity, reducing barriers- like socio economic, gender and disability, teachers and student's attendance, recommending teachers for training, guidance and counselling, student's achievements, co-curricular and extracurricular activities and overall academic and personality development of students and teachers.

For suggested composition of the above Committees please refer RMSA Framework available on the website www.rmsaindia.org.

**Common School Management Committee (SMC) and School Management and Development Committees (SMDC) in Composite School:**

The constitution of School Management Committee (SMCs) in respect of Government and Government aided schools is a statutory obligation under section 21 of RTE Act 2009.With a view to encourage convergence and to avoid functioning of multiple Agencies with similar objectivesat the school level, it has been recommended by the Ministry that in case of composite schools (i. e a school having, primary, upper primary and secondary section) only a SMC may be constituted .The SMC may also perform the functions of SMDC as (provided for in the RMSA guidelines in addition to its statutory functions mentioned in Section 21 and 22 of the RTE Act.).The RTE Act, 2009 is available on the website of the Ministry www.mhrd.gov.in.

However in all such cases where SMC is also to perform the functions of SMDC, a School Building Committee and an Academic Committee with the same constitution and functions as mentioned in the RMSA Framework may be constituted.  A letter in this regard has already been issued by MHRD  (**Even letter number F. No. 1-3/2011 EE4/72293** dated 24.11.2011 available on the website of RMSA www.rmsaindia.org under the section of Letters and Circulars.

**1.3    Meeting of SMDCs:** The District Programme Coordinator in consultation with the Education Department is to prepare a schedule of meetings for every school within his/her jurisdiction. It will be ensured that `**meetings are held frequently and in any case at least once in a fort night'. It is important that the Principal of the school ensures presence and active participation of members of the SMDC in all the meetings.**

**1.4    SMDCs and PTAs**: Parental involvement in children education is largely believed to lead to improve learning outcomes. The School Management and Development Committees are expected to co exist with and leverage on the Parents Teachers Association. Under RMSA every school should have a Parents Teachers Association. The meeting of PTA should be

held once a month and Register containing complaints and suggestions including action taken on the same should be placed before the SMDC in its meetings.

*As per UDISE 2013-14 38.37 secondary schools have Parents Teachers Association.*

1.5 **Training of SMDC Members:**Proper training and capacity building of SMDC members about their roles and responsibilities is extremely critical towards ensuring their active and effective participation in planning, plan preparation, monitoring & supervision of the school level activities.

**RMSA provides for training of maximum 25 SMDC members including the members of both the Committees (Academic &School Building) @ Rs. 300 per person per day for 2 days.**

**States/UTs should endeavour to adopt and adapt the training modules developed under SSA or as developed by other States under RMSA to avoid re inventing the wheel.** In case of requirement, suitable Agency, and areas in which training Module is to prepared should be identified and included in the Plan proposal with clear timelines.Themes of modules may differ from State to State as per need identification done at the school level.

**To ensure maximum participation of community members thetrainings should be conducted at the village/school level**.

1.6 **Role and Responsibilities of SMDCs:** Involvement of Panchyati Raj Institutions, Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of secondary education through bodies like School Management Committees and Parents Teachers Associations is to be ensured in planning, implementation, monitoring and evaluation of RMSA. SMDCs are expected to take necessary steps for overall growth and development of the school leading to conducive educational environment for academic excellence.

For convenience, an attempt has been made to detail the role and responsibilities envisaged for the SMDCs in the various Chapters of RMSA Framework:

- The SMDC will be responsible for all activities including planning, collection of data, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme-infrastructural as well as academic and others at the school level.

- The SMDC shall prepare a school level Perspective Plan and Annual Plan.

- The SMDC through various stakeholders should undertake extensive community mobilisation to overcome barriers in children belonging to SC, ST, OBC, educationally backward minorities at secondary and higher secondary stage.

- SMDC can to conduct civil works including repair and maintenance for improvement of school facilities in accordance with laid down rules and procedures.

- The SMDC can certify the maintenance and repair work under taken in a school for which technical provisions need to be followed. The community's right to know the cost parameters has to be fully respected.

- The SMDC will maintain all relevant records for recurring as well as non-recurring expenditure. These records will be updated on a regular basis and placed before the Committee in every meeting. The records and progress on each component / interventions of the scheme will also be placed in the meetings of the Panchayat/Urban local bodies.

- The SMDCs will inspect the work sites and takes stock of progress of recurring and non-recurring expenditure under various components of the scheme, of consumables, availability of required facilities and text books, status of education including teachers attendance, students attendance, conduct of teachers and students, quality aspects, law and order situation in and around school premises, health condition and immunizations of students, equity aspects like problems and counters by girls, SC/STs, children belonging to BPL families and educationally backward minorities.

**1.6.1 Empowering the School Management & Development Committees (SMDCs):**Recently vide order dated 22$^{nd}$ July, 2014 the Ministry has enhanced the financial limit of civil works which can be under taken by SMDCs from Rs. 10lakhs to Rs. 30 lakhs.As per the Order under RMSA `it is mandatory to carry out construction of all civil works through community participation. In places where the community is in a position to undertake construction work, within the financial limit of Rs. 30 lakhs, the same can be entrusted to the community. SMDC shall arrange to carry out the civil works through a transparent way and maintain system of account keeping'.

Further, it has been provided that `wherever the procurement is at the school level, funds to be used for construction/civil works, up gradation, repair and maintenance of schools, school grant and local management should be transferred to SMC/SMDC upto Rs. 30 lakhs for construction activity as specified in Annexure-XXV for the items listed in Para 8.2.2.2 The village/school- based body that is SMDC may make a resolution regarding the best way of procurement within the procedures prescribed in this manual. The involvement of

community through SMDC in the procurement process not only creates a sense of ownership among the stakeholders but also achieves transparency in procurementprocesses.

## 1.7 Financial Documents to be maintained by SMDCs

- Since a number of interventions have to be carried out by SMDCs a bank account of SMDC should be opened.

- A separate Cash Book, Bank Passbook, Procurement related documents should be maintained. All the financial transactions should be recorded in this cash book.

- Monthly Bank Reconciliation should be done and signed statement should be maintained in a register or as part of cash book.A separate file should be maintained for vouchers properly linked to cash book and numbered.

- Stock Register and Fixed Asset Register should be maintained and updated by SMDC. Annual physical verification of these register should be carried out.

- The School fund shall be subject to audit by internal/departmental officers at any time and the SMDC shall be responsible for submission of annual accounts at the end of each financial year without which no further grants shall be permissible.

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### GOOD PRACTICE

**Assam:-**The Secondary Education Department of Assam in 2011-12 has developed a comprehensive Training Manual for School Management and Development Committee members. The Manual covers the problem and issues of secondary education in Assam, RMSA Programme- its objectives, power and functions of SMDCs and its committees, preparation of school Development Plan, utilization of School Annual and Minor Repair Grant, execution of civil works, UDISE maintenance of Accounts, etc. It also provides for a feedback form.

The State has also issued a detailed Notification regarding composition, tenure, vacancy, functions;roles and responsibilities of SMDCs and the sub committees vide notification dated 6th August, 2014.

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# GUIDELINES FOR FINANCIAL MANAGEMENT

December 2014



Government of India
Ministry of Human Resource Development

# Financial Management

1.1 **Allocation of Resources as per Approved Plans:-**Budget allocation to the States and UTs under the integrated RMSA is made as per the budget allocation for the scheme under Union budget. The budget allocation to States/ UTs is based on the proposals received from the States and UTs. The States Plan are appraised and placed before Project Approval Board for approval of State's target along with the budget for that year. The budget allocation will mainly depend on all these factors:

- Commitment from the State Government with regard to the State Plan ,its institutional pace and financial share;
- Performance of the State in previous years;
- Reports of supervision teams regarding the quality of programme implementation;
- Availability of financial resources in a particular year.
- States/ district with huge gaps to get priority

The approval is in two parts: first fresh approval for the year and secondly spill over budget for the activities to be carried over from previous year (Total Budget= Fresh Budget +Spill Over).

1.2 **Proposal and Financial Estimates for AWP&B:** The States have to submit the Annual Work Plan and Budget along with the Budget estimate for the year in the format as uploaded as Costing sheet and Overview format for AWP&B on RMSA website. This format provides enough flexibility to budget the activities as per the need of the State. For any activity for which unit cost is not prescribed, detail and justification on cost needs to be included in the plan itself. While budgeting under RMSA, convergence of funds with other schemes/ other sources needs to be looked into and the same also should form part of the plan. Necessary documents to substantiate the proposal on basis of SOR should be part of the plan document.

The plan also needs to indicate the spill over activities of previous year to be carried forward. The formula for working out spill over is Approval of previous year less the expenditure incurred less any activity to be surrendered or cancelled.
**Spill over = Approved budget of previous year - Expenditure incurred up-to 31st March of the FY - budget for surrendered activity - any savings**

**Total Budget approved in a year = Fresh budget + Spill over budget**.

Recurring activities approved in a year are approved to be implemented in that year and are not valid for implementation in the next financial year. Hence such activities of recurring nature cannot be spilled over unless approved as special case. On the other hand non-recurring activities mainly civil works and purchase of hardware/ equipment etc are activities which have to be completed even if these have to be carried to next year. Accordingly approval for non recurring activities is carried over to next year.

**Before proposing for fresh activities, the State needs to take stock of the carried over activities and assess its capacity to implement in a year.** However, for certain activities like training, school grant, excursion trip, science kits etc, unit cost as per the schemes needs to be adopted.

The progress against the approval of previous year is also integral part of planning and appraisal. Hence financial Status has to be indicated in the format given as progress and costing format at website.

The formats given here are model format and revised versions will be shared with States by MHRD as and when needed.

**Dos/ Don't**
- The format for costing should not be the basis for planning
- For certain activities like training, school grant, excursion trip, science kits etc, unit cost as per the schemes needs to be adopted.
- Progress (financial and physical ) to be reported in the formats
- Mismatch in the expenditure to be avoided
- Tentative/ Expected Expenditure as on 31st March of the FY to be reported.

1.3 **Sharing Pattern under RMSA (Integrated):** Since 2015-16, the sharing pattern for RMSA, ICT and Vocational Education component (all interventions) would be 75:25 for all non-eastern States/ UTs and 90:10 for north eastern States. Under Girls Hostel Component, funds are shared in the ratio of 90:10 between Central Government and State/UT Government. In case of IEDSS, presently Central Government funds 100 per cent across the States/UTs which has been approved by National Mission to be amended in line with RMSA as 75:25 and 90:10 for NE States. This is subject to approval of cabinet.

1.4 **Flow of funds: S**ince 2014-15 funds from Government of India under the integrated RMSA to the State Implementation Society are being routed through State Government (treasury)**.** The State Government has to release the central Share to SIS immediately on receipt and its commensurate State share to the SIS within 1 month of receiving the Central Share. For all the components of RMSA (RMSA, ICT, IEDSS, GH and VE), funds are released in an integrated mode.

**Do's /Don'ts**
- On receipt of Central share, the funds from treasury should be released immediately to the SIS preferably along with the commensurate State share. However in the event of any delay expected in releases of State share, the Central share should be released to SIS immediately.

- To avoid delay in release of Central Share from Treasury to SIS, it has to be ensured that sufficient budget provision is made in the State budget for the Central share along with the State share provision.

- The fund received from GoI in State treasury should be released as full amount to the Society instead of releasing in parts.

- State should inform the MHRD about the release of State share immediately on receipt of State share in Society's account or at least as part of online QPR.

**1.5** **Frequency of fund release:** The funds under the scheme is and will be released in mainly 2 tranche: 1st instalment after the approval of the annual work plan and Budget of the State and second instalment on request of the State after at least 50% of the fund has been utilised. Funds under recurring and non-recurring heads are released separately.

To expedite the utilisation of fund and timely implementation of scheme, an adhoc release will be made as 25% of expenditure incurred in the last financial year under recurring head generally in the month of April- May pending approvals for that year. This is further subject to adjustment of GOI balance lying with the State under recurring head. The adhoc release is to be treated as partial release of 1st instalment. After the approval of AWP&B for the year, balance of 1st instalment (after adjusting the adhoc release) will be released subject to fulfilling of requirements as laid down by MHRD.

Second instalment is released after 50% of the fund available with the Society has been utilised and the request has been received by MHRD from the State for release of 2nd instalment.

| Condition for release of 1st instalment | Condition for release of 1st instalment |
|---|---|
| ● Provision for sufficient State share in State budget<br>● Release of commensurate State Share against the total Central funds released so far. This must be accompanied with (i) a copy of the order sanctioning the State Share;<br>● Submission of QPR for preceding financial year.<br>● Any other condition indicated from time to time. | ● Submission of Utilization Certificate along with the latest QPR showing utilisation of at-least 50 per cent of funds available at the time of submission of the proposal for the next instalment.<br>● Release of commensurate State Share against the total Central funds released so far. This must be accompanied with (i) a copy of the order sanctioning the State Share;<br>● Submission of QPR up to last quarter<br>● Any other condition indicated from time to time. |

**Do's / Don'ts**
- The UC in the prescribed format should be for entire fund available with the Society(GOI release and State releases)with the Society
- QPRs / UC should be accurate and sent on time so that Adhoc release and any release can be processed based on the expenditure reported in UC/ QPR

- QPR/ UCs to be signed by authorised signatory of the State
- In case the State share is released after the submission of QPR, MHRD to be informed immediately so that the fund release can be processed, if eligible
- Audit report should be submitted the prescribed time
- State share if released as single tranche for recurring and non-recurring, should be segregated under recurring and non-recurring in proportion to GOI releases.
- Funds released under non-recurring funds are not to be diverted to recurring head and vice versa.

**1.6** **Expenditure:** The fund available under RMSA has to be utilised for the activities approved by the PAB as part of AWP&B. In no case the expenditure incurred under a head can exceed the approved budget for that particular head in that year. Neither can there be any expenditure on any activity which is not approved as part of AWP&B of the State.

**The activities approved under recurring head are lapsable after 31$^{st}$ March of the year for which it has been approved. Hence in no case expenditure should be incurred against the approval of previous year after 31$^{st}$ March 2014**

**1.7** **Reporting and Monitoring:** Integrated financial and physical progress has to be reported on monthly and annual basis by the State Implementing Societies through dedicated website of RMSA. Executive Director/State Project Director would be responsible to report the project expenditure to Government of India in the form of Integrated Monthly Progress Reports (QPRs), Utilisation certificates (UCs) and Audit Report (if required).

**The QPR should be made available to MHRD by 10th of the month following the end of the month. States/ UTs to adopt the online monitoring system developed by MHRD. (detailed handbook available on website http://rmsaindia.org/images/Project_Monitoring_System.pdf )**

**1.8** **Procurement& Disbursement:** The fundamental rule of any public buying is to provide the Works/ Goods/ services of the specified quality, at the most competitive prices, in a fair, just and transparent manner. To achieve this end, it is essential to have a uniform and well documented policy guidelines in integrated RMSA scheme which shall be based on latest provisions of GFR (at present GFR- 2005) and as per latest CVC guidelines. The provision of GFR (at present GFR-2005) and CVC guidelines can be referred to at
http://finmin.nic.in/the_ministry/dept_expenditure/GFRS/GFR2005.pdf &
http://cvc.nic.in/man04.pdf. Under RMSA, for any procurement the limits to be followed for determining the method of procurement are as follows:

**Table No. XXV**

| S.No. | Financial Limit | Procurement Type |
|---|---|---|
| 1 | Up to Rs 15000/- | No Tender or Direct Purchase (Certificate to be furnished as per rule under 145 of GFR 2005) |
| 2 | Above Rs 15000/- and up to Rs 1.00 Lakh. | Three member committee (Certificate to be furnished as per rule under 146 of GFR 2005) |
| 3 | Above Rs 1.00 Lakh and up to Rs 10.00 Lakh | Limited Tender |
| 4 | Above Rs 10.00 Lakh and below Rs 50.00 Lakh | Open Tender |
| 5 | Rs 50.00 Lakh or above | Open tender using e-procurement process for Civil works, goods & services. (For details refer to----) |
| 6 | | Service Contract |
| 6(a) | Up to Rs 1.00 Lakh | Direct Contracting (with three quotations) |
| 6(b) | Above Rs 1.00 Lakh and up to Rs 10.00 Lakh | Limited Tender |
| 6(c) | Above 10.00 Lakh | Open Tender |

The financial limit of works to be carried out by the community in State/UTs has been enhanced to **Rs. 30 Lakhs.** However where the tendering is carried out at District/State level financial limits of table XXV would be applicable. These limits may be revised by MHRD and accordingly the revised limit will be applicable. (Details can be referred to in Manual on Financial Management and Procurement)

**1.9 Procurement Plan: After the AWP&B of the State is approved every State has to** prepare a Procurement plan and upload it on their website under intimation to MHRD/ TSG

- The preparation of annual procurement plan is an essential requirement.
- The procurement plan covering civil works, equipment, goods, vehicles and consultancy services and resource support shall be prepared on a firm basis for each year of the programme.
- Procurement plan shall be prepared every year by the State / UT, within one month of the approval of the AWP&B by the PAB of RMSA & uploaded on State's RMSA website with intimation to MHRD. This will facilitate proper monitoring and execution of the procurement plan.
- The procurement plan/schedule shall be prepared contract wise.

- The limit applicable to the particular procurement method shall be strictly adhered to.
- In case the procurement activity could not be completed in a year as per the plan and the same is to be carried over to the next year, then the procurement activity schedule will be changed and sent to the SE Bureau, GOI stating the reasons for not procuring the items in the particular year. The same should be uploaded in the RMSA state society website. It should also be mentioned to the Bureau that except for the carry forward of the procurement, all other procedures remain unchanged.
- It shall be ensured that the procurement is based on actual requirements. Format of Procurement plan is at Annexure -F1 to F3.

**1.10 Procurement of Computer Hardware for ICT in school component:** Under Boot Model, the supplier would make available the ICT infrastructure for the duration of the contract period (normally five years) on the basis of a service level agreement and assurance of a periodic payment subject to satisfactory maintenance.

In exceptional cases where such arrangements are difficult to implement, ICT infrastructure can be procured on 'Outright Purchase Basis. The State/UT Govt. shall be free to partner with private organizations or integrate it with other similar schemes for implementation of the 'ICT in schools' scheme including providing for maintenance. The direct procurement of hardware by the State would be last resort. While placing order the minimum specification items &maximum price (all inclusive) must be clearly specified. If procurement is being made through DGS&D rates the service conditions should also be mentioned.

**1.11 Procurement of aids and appliance for differently-abled children:** To assist the needy disabled persons, sophisticated and scientifically manufactured, modern, standard aids and appliances that can promote their physical, social and psychological rehabilitation, by reducing the effects of disabilities and enhance their economic potential are to be procured. The aids and appliances thus purchased must be ISI certified and from reputed manufacturer and preferably from organisation which are subsidised by the Government like ALIMCO (Artificial Limbs Manufacturing Corporation of India). (Doc. Ref. SCHEME OF ASSISTANCE TO DISABLED PERSONS FOR PURCHASE/FITTING OF AIDS/APPLIANCES (ADIP SCHEME) link http://socialjustice.nic.in/pdf/adipsch.pdf

Before proceeding for procurement of aids & appliances for various types of disabilities, the concerned national level Institutes should be consulted:-

- *AYJNIHH (Ali Yavar Jung National Institute for the Hearing Handicapped.*
- *NIMH (National Institute for the Mentally Handicapped)*
- *NIOH (National Institute for the Orthopedically Handicapped)*
- *NIVH (National Institute for the Visually Handicapped)*

- *DDUIPH (Pt. Deen Dayal Upadhayay Institute for the Physically Handicapped)*

**1.12 Threshold Limit of procurements:** Since RMSA (integrated) is an externally funded program, all procurements under the scheme in order to be eligible for reimbursement (from WB) should not give out any individual contracts of the amount of Rs. 54 crore and above with regard to civil works, Rs.2.7 crore and above for goods, Rs. l.62 crore and above for Consulting firms and Rs 54 Lakh & above for any individual consulting services under RMSA from F.Y 2012-13. Year wise complete details of tender (for Works/Goods/Services) in prescribed format (annexure F4) should be provided to MHRD/TSG.

**1.13 Separate procurement certificate to be provided along with audit report:-**Along with submission of annual audit report by the Auditor, separate procurement certificate should be provided in compliance to adherence of procurement rules & regulations.

**The details on Financial Management System and Procurement are available in the Manual on Financial Management and Procurement.**

*Procurement Schedule for Goods under RMSA for the year _____*

**Name of State :**

| S.No. | Description of Goods | Quantity in numbers | Method of Procurement | Estimated Cost (Rs. in lakhs) | Procurement Actions for the year_____ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | April | May | June | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | March |
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**Method of Procurement**

**Without tender**
**Single tender**
**Open tender**
**Limited tender**
**Rate contract**
**E.procurement**

**Procurement Actions**

1.Preparation of specifications and bids document.
2.Issue of Invitation to bid.
3. Open bids
4. Evaluation
5. Award Contracts
6. Delivery

*Procurement Schedule for Civil Works under RMSA for the year _____*

**Name of State :**

| S.No. | Description of works | Quantity in numbers | Method of Procurement | Estimated Cost (Rs. in lakhs) | Procurement Actions for the year_____ | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | April | May | June | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | March |
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**Method of Procurement**

**Community Construction**
**Open tender**

**Procurement Actions**

1.Preparation of specifications and bids document.
2. Issue of Invitation to bid.
3. Open bids
4. Evaluation of bids
5. Award of contracts
6. Construction 25% complete
7. Construction 50% complete
8. Construction 75% complete
9. Construction 100% complete

*List of Consultancy Services to be hired*

**Name of State :**

| S.No. | Name of Consultancy | Estimated man months for each consultancy | No. of consultancy | Total Estimated cost (Rs. in lakhs) | Quarter wise procurement for F.Y _____ | | | | | | | | Remarks on proposed method of procurement (single source / Short listing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | I | | II | | III | | IV | | |
| | | | | | No. | Cost | No. | Cost | No. | Cost | No. | Cost | |
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Details of contracts awarded during 01/04/2012 to till date:-

| F.Y._ | Tender for | Contract ref. No. & Date | Brief description of Procurement eg. Schools, classrom, walls, labs, etc. | Method of Procurement (Whether manual/ paper tender or e-tender) | Estimated cost in Crores | Contract award date | Contract value | Contract completion date | | Name of Contractor/consultant | Payment made till date | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | in Crores | As per contract | Actual | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | Civil Works | | | | | | | | | | | |
| | Goods | | | | | | | | | | | |
| | Services | | | | | | | | | | | |
| | Civil Works | | | | | | | | | | | |
| | Goods | | | | | | | | | | | |
| | Services | | | | | | | | | | | |
| | Civil Works | | | | | | | | | | | |
| | Goods | | | | | | | | | | | |
| | Services | | | | | | | | | | | |
| | Civil Works | | | | | | | | | | | |
| | Goods | | | | | | | | | | | |
| | Services | | | | | | | | | | | |

* The report compiled at State level should also include all the contracts carried out at district level.

Signature:-_____

Name:-_____

Designation:-_____

Phone No:- _____

e-Mail:-_____

# GUIDELINES FOR APPROACH AND STRATEGY FOR PLANNING AND IMPLEMENTATION

December 2014

Government of India
Ministry of Human Resource Development

# Approach and strategy for Planning and Implementation on integrated RMSA

## 1.1 Integration of Schemes under RMSA and 12th Plan

12$^{th}$ Plan document emphasizes the need for convergence of other secondary schools related schemes under the RMSA (as umbrella programme) and to subsume the four (4) other centrally Sponsored Schemes viz. ICT in Schools, Girls Hostel, IEDSS and Vocational Education under RMSA. Integration of these 4 schemes under the ambit of RMSA was approved by the Cabinet on 5th May 2013. It was appreciated that subsuming of these schemes under RMSA in addition to effective implementation, would also lead to significant financial savings and rationalization of efforts. Moreover, an integrated approach also aims to provide a wider range of options to States to explore and enhance the outreach of the programme which now includes (though limited in scope) aided schools and higher secondary classes also.

Benefits to aided schools as of now are being limited to the current interventions under other schemes and to the exclusion of the core (infrastructure and salary) components of the existing RMSA provisions. At the State level, the convergence would certainly bring an integrated and inclusive (aided schools and higher secondary classes) planning and implementation.

With the revised integrated RMSA, since 2013-14 States have had to restructure the implementation mechanism for integrated RMSA and Society implementing RMSA has been made the nodal agency for planning, implementation and monitoring of all components of RMSA.

## 1.2 Convergence with other Agencies:

Implementation of RMSA ensures convergence & strengthening of resource institutions at various levels, SCERTs, State Open Schools, SIEMATs, CIET etc., at the State level; and University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs). In addition, focus is on convergence and coordination with various other ministries, Departments, Schemes etc. In this respect, all States/UTs may put in institutional mechanism for ensuring convergence & coordination with the different existing ministries in the states like Ministry of Tribal Affairs, Ministry of Youth Affair and Sports, Ministry of Science and Technology, Ministry of Women and Child Development, Ministry of Health and Family Welfare, MP LAD fund, MLA LAD fund, by constituting and including representatives of these Departments at State and District level Committees that anchor the RMSA planning and implementation activities.

Further, to strengthen the process of convergence with the above ministries, department, institutions, schemes etc. States/UTs may also nominate at least one representative from the said ministry/department /institution etc. in the State Resource Group (SRG) so as to enable the RMSA society to explore the same. For instance, the states of Tamilnadu and Uttrakhand have adopted this approach.

**1.3    Role of educational Institutions:**

A systematic approach is urgently needed to identify and effectively use the synergies that exist among the existing institutions in the State's/UTs.

In view of improving planning & implementation of the integrated programme, academic as well as other resource institutes like NCERT including RIEs, SCERT, SEIMAT, State Open schools, IASE's, CTEs, State Board, QCI, Universities etc. that exist particularly in the State's/UTs and at national level in general will play vital role in enhancing and enlightening the States/UTs educational strategies in the following key areas:

- Plan formulation process
- Development of teachers training modules and other modules
- Development of SMDCs training modules and Training of SMDCs
- Capacity building of district and state functionaries
- Curriculum revision
- Academic Monitoring & Supervision and Research
- Assessment of students & teachers performance
- Facilitating meetings between the State Boards, and regular education department and other resource institute

**1.4    Project Based Planning:**

All the five schemes (**RMSA, IEDSS, ICT, and VE& GH**) were operational for different duration and in different forms with revision happening from time to time. With the subsuming of these schemes under the ambit of RMSA and experience gained during the implementation of these schemes, it has been felt that approach and strategy towards planning and implementation also need to be holistic and result oriented. Hence it is imperative that strategy to address any gap at secondary level under RMSA has to be in the form of a **complete school level package aimed at achieving certain target within a set timeframe.** Set of activities which may help addressing the identified gap and will lead to desired outcome within the set time period may be referred to as '**Packaged Intervention**'

**1.5    Plan Preparation:**

The Secondary Education plan for a State should be aimed at addressing the following components of secondary education:

- Physical access to secondary school, preferably composite ones
- Ensuring equitable access for special category of students/ location as identified by the State as disadvantaged category in the State/ district

- Improving quality of secondary education - teachers in place, learning / achievement of students, overall outcomes, empirical regular assessments
- Improving governance- institutional strengthening

**Access and Infrastructure:** Providing access to secondary school to all the eligible children is the basic requirement under the programme. Access to secondary schooling facility can be improved mainly through upgrading the existing upper primary (UPS) to secondary school or through opening a new secondary school and enhancing intake capacity of existing secondary schools by way of strengthening infrastructure of these schools.

**Equitable Quality:** An equitable facilities/interventions in the form of activities need to be provided in an integrated manner. Focus on Special Focus Districts (SFD) and Coverage of Special Focus Groups (SFG) (SC/ST/Minority, Backward tribal blocks etc.) should be given highest priority.
The State may certify that such focus areas have been provided with schools before locating new schools elsewhere.

The AWP&B should essentially refer to the following points while preparing, finalizing/consolidating the said individual or the group of projects:

- Integrated guidelines for preparing AWP&B and the formats
- Planning & Appraisal manual on how to go for preparing need based planned targets in the form of projects and the detail requirement for a project.
- Financial Manual for an integrated financial implications, financial management, costing for the project etc.
- Other guidelines like National Skill Qualification Framework ( www.skilldevelopment.gov.in ), ICT Policy for school Education (http://www.cietncert.org/ICT-Schools/Policy/national-policy-ict-school-education-2012) etc.

An Annual Work Plan & Budget (AWP&B) is nothing but an integrated combinations/ accumulations of 'School Improvement Plan' representing a district or the group of district. Thus, a consolidated state AWP&B is the complete reflection of the school improvement plans. Therefore, a comprehensive and holistic planning for the development of SIP needs to include integrated targets for all those components under the programme.

### 1.6 Evidence Based Planning:

The objective of planning exercise is to ensure rational allocation and the optimum use of resources. The focus of planning will be less on issues pertaining to the allocation of resources and more on making the best use of the available resources. Planning is not to be initiated as a onetime exercise, it is a continuous process and unfolds itself in the process of implementing and operationalizing decentralized or district plans.

Further, it focuses on operational details to ensure the achievement of the integrated plan targets in the selected unit of the exercise. Strengthening the educational process at the local level is the major focus of the micro-planning exercise so as to ensure an integrated approach. Hence, it should be seen as a regular feature and should be with the active participation of stakeholders at every stage and level.

## 1.7 Unit of Planning:

One of the first steps in initiating holistic planning is to select a suitable unit for planning. The major consideration for the selection of the unit is the feasibility of initiating and preparing a local plan with the active participation and support of the community. It needs to be noted that realistic planning exercise envisages close interaction between community and school. The basic plan framework is to be generated at the school level through the micro planning process where SMDCs, PRI members and other stakeholders need to be involved in the process. Thus the plan is to be developed at the school and habitation level. **Hence, habitation is the unit of planning**. Understanding the habitation/village may mean identifying the facilities available in the village, understanding the people, their means of livelihood, their social interaction, attitudes towards education etc. Hence, those who are developing plans may be aware of several dimensions.

## 1.8 Need identification process:

It is to be started right from the community level in respect to equitable Access, Infrastructure gaps, Equity, Quality in terms of teachers, teachers training, Curriculum etc., Civil Works and other components including coverage of SFG should be identified by the community (SDMC) itself after intensive interaction with the headmasters/principals and teachers is done. Proposals and issues related to the above components need to be streamlined and verified at the district level before finally consolidating at the state level. Analysis of the data and a write-up on the result of the analysis is also important.

## 1.9 UDISE based Planning:

Secondary Education database is of paramount importance for universalization of access to and improvement of quality at this stage right from the preparatory stage. Some of the urgent activities include identifying deficiencies in existing secondary schools/Higher Secondary schools, identifying upper primary schools for up-gradation, identifying underserved areas to establish new schools, streamlining for non-government schools, developing states specific norms for physical facilities etc. In order to initiate a comprehensive school mapping exercise at Secondary and Higher secondary level, it is necessary to develop a reliable data base, i.e. creation of databank under UDISE with disaggregated data at the State, District, Block and School Levels.

## 1.10 School Improvement/Development Plan:

Each SMDC has been authorized to initiate the plan in collaboration with the active community members, NGOs, Civil Society, individuals etc. Now, there has been the emergence of a realistic and need based school level plan which is termed as "**School Development Plan" or "School Improvement Plan".** The preparatory phase starts with

the SMDC meeting which ensures the community participation in the school development plan. School improvement plan (SIP) includes identification of gaps w.r.t infrastructure gaps, achievement of students, needs of teachers, parent's expectation, classroom transaction process etc. and finally undertaking the holistic gaps in an integrated manner.

School improvement guidelines need to be prepared and in the light of the guidelines SIPs focusing all those essential gaps need to be reflected in the school as well as habitation plan. It is important that a format may be maintained for preparation of SIP for all schools but it should at the same time provide for innovation ideas. Hence, **SIP** provides requirement of each school which is compiled at district level & which in turn need to be compiled at State level for formulation of **State Consolidated Plan -**SCP

## 1.11  Plan Formulation Process:

Need-based planning has to be ensured to develop realistic and contextual plans from the grass root levels to the District and then to the State level; facilitating smoother implementation of the project by effective and optimal utilization of available resources. The steps that may be followed for preparation of district plan are as follows:

- The State will have to first set target in terms of basic educational Indicators like GER, Transition rate, dropout rate etc. There could be two ways of setting the target first is in tandem with RMSA goals and second is assessing the present status and projecting the targets based on the growth rate of previous year. These goals have to be further broken down into year-wise targets and objectives.

- Next step in setting the target is setting targets for lower units like districts and sub-district level (block, school). First step in this process is to assess the present status of all its lower units on different indicators, pass growth rate, special issues of the area and then taking into accounts all these aspects, challenging but realistic targets should be set for each of these units. In the process, all the districts and sub district units may set different targets which aggregated together will lead to the target set for the State.

- Analysis of different educational indicators to assess the gap is integral part of planning. The indicators need to be analysed- social category-wise, district-wise, block-wise, etc. The indicators that can be studied are: **GER, NER, GER** at elementary level, **GER** at upper primary level, Transition rate from class VIII to IX, Transition rate from IX to X, Drop-out rate, Repetition rate, habitations having access to secondary school, **PTR, SCR, Ratio** of UPS to Secondary schools, GPI, representation of students of different social category group, presence of CWSN in schools etc.

- Focus under RMSA is to provide <u>equitable</u> access to secondary school with <u>quality</u> education. These indicators may be categorized under these heads for identification of the concern areas. For instance access related indicators points that schooling facility is sufficient in the State but retention of students at secondary level is an issue or there are certain pockets in the States with adverse educational status. The

planning units will have to accordingly set targets and devise strategies to address each of the issues and gap areas.

Some of the key features for **Outcome** based or project based planning specially with respect to RMSA planning are listed below:

a) While planning for access, the main criteria will be to saturate the infrastructure gaps of the schools in a single go. This not only helps in better perspective planning to cover all schools in a phased manner but also is the cost effective strategy. Perspective is to provide the entire required infrastructure to a set of schools in a year and to cover all the schools in stipulated time frame of the scheme. Any school covered for strengthening of infrastructure should be completed in all respects be it inclusiveness (ramps, railing, CWSN friendly toilets) or IT laboratory or offering of vocational courses or science laboratory or library etc.

b) While ensuring minimum infrastructure and access to secondary schools, the interventions aimed at improving quality of education in schools, education of Girls, education of socially disadvantaged group, community participation etc, cannot be addressed by one or even few strategies implemented as standalone strategies. Hence quality and equity issues need to be addressed in packaged or project mode.

c) Under **project mode** planning, the planner has to first identify the area to be addressed and the reasons therein. Strategies looking to address this area/ gap should address all the aspects linked to the selected area. Hence expected outcome has to be defined.

d) The expected **outcome** could be improvement in some indicators like enhancement of pass percentage, more involvement of girls in classroom process, increased number of ST/ SC students opting for science subjects, improvement in % of students passing, increase in average marks of students etc. and outputs are tangible outputs like school building, training module, workshops, trained teachers, etc. The planners then need to define multifaceted interventions; outputs expected in the process and prepare time schedule and calendar.

Any strategy thus planned should be a package of various interventions with interlink-ages to the desired results. Desired outcomes would be achieved in long term; hence the proposed strategies should be with at least 3 years perspective. Month-wise and year-wise calendar of activities should be prepared.

e) Under **equity**, the State and districts need to identify the disadvantaged group within the State and district respectively. The planner has to also look beyond the standard categories as girls, SC/ ST and SFDs. The disadvantaged group may not be girls in all States as is generally assumed as is the case in Sikkim. However the disadvantaged group could be with respect to social category, gender, geographical location, economic conditions etc. All the different perspective should be used to identify the disadvantaged group and the strategies again has to be in project mode as package of interventions as described above.

f) **Monitoring and evaluation** will be a critical factor for successful implementation of any strategy is still more important to be carried out in a time bound manner at all three levels (School, Dist. & State). Regular monitoring and evaluation should be an

in built characteristics of any strategy planned/ proposed. This will further help in strengthening the implementation process as it enables option of corrective action if required at point of time during implementation.

**Progress against set outcome and outputs to be monitored on regular basis and will also be the basis for further support under RMSA**.

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**Examples of outcome based  and theme oriented planning**

- To encourage Science and Maths- The target could be to either increase average marks in Maths and Science or more number of students opting for these subjects. The interventions that could be planned are availability of science and Maths teacher, training of science and Maths teachers, making provision for practical's hence laboratory is required (which is provided to all schools as part of minimum infrastructure in the schools), changing the time tables to include period for practical's, ensuring interesting books on science and maths  are available in library, organizing quiz, organizing fairs on models development at school level, inter school competition, participation in Olympiads, remedial teaching/ additional teaching support, use of IT  for teaching these subjects, visit to science museum, workshops etc. **These interventions are to be planned as a package.**

- There could be a packaged strategy focusing on increasing enrolment in particular pockets of the districts, the first step is to identify the root cause of low enrolment in that area. The interventions that could address this issue could be packaged are improving the cosmetic factors of the school like improving the areas (Inner & Outer) of the school, making education relevant - availability of vocational education, ensuring sufficient number of teachers, guidance and counselling of students and parents being made available to reduce dropout, sufficient infrastructure, availability of transport in case school is not well located (convergence can be done), exposure to sports, changing the school timing, community mobilisation, etc.

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### 1.12 Consolidation at district & state level:

After getting approval from the concerned district education officer (DEOs), the School Improvement Plans have to be submitted to District Level Planning Teams.  The District Planning Team to appraise all SIPs, prioritise and consolidate them to prepare and finalize the '**District Secondary Education Annual Work Plan & Budge**t'. All the AWP&B of districts need to be apprised and evaluated by the state planning team at the SPO level and finally state consolidated plan is to be prepared; accordingly a state level Annual Work Plan and Budget is prepared.

# GUIDELINES FOR QUALITY

December 2014

Government of India
Ministry of Human Resource Development

# Quality

In order to achieve good quality education it is important that there is a broad agreement on aspirations, processes and outcomes. Traditionally, using test results as a method to judge the quality of education has been common, likely because results are obtainable at a very low cost and satisfy simple notions of 'accountability' and 'performance management.' However, over the past two decades, countries around the world have been successful in their efforts to improve education by focusing on improving schools, as that is where the service of education is delivered and by monitoring student learning outcomes.

**1.1  Dimensions of 'quality' school education:** Schools that are well-provided for staffed with people who are qualified to do their jobs; it has facilities that enable children to experience a rich curriculum; it has sufficient resources for teachers to teach and children to learn. A school that is governed & managed well by leaders at all levels. Such a school has safe and healthy environment for all members of the school community

Quality education through school improvement is best carried out by understanding a set of dimensions that are to be improved within each school i.e. students' learning outcomes (what students learn) and the governance of schools (how schools are run). The third dimension for school improvement is through provisioning (providing the resources the school needs to improve).

The content of the three dimensions must remain dynamic and aspirational, however the following may be considered as a start:

## 1.1.1 Student Learning Outcomes

- students' achievement on the curriculum expectation
- students' social development

Secondary education is an important link from the foundation stage of elementary education to the worlds of further education and skills development and the world of work. One of the aims of secondary education is to ensure that all students are learning a curriculum that is relevant and useful to them as well as learning the skills and attitudes that will make them positive and productive members of society.

## 1.1.2 Governance of school

- leadership and management
- safety and health
- inclusion and support
- teaching and assessment of learning

This needs to represent the different requirements and aspirations of all students, whether boys or girls, whether rich or poor, from whichever social category or geographical area, and with whatever special needs. Therefore good quality education ensures that there is equity and inclusion in learning.

### 1.1.3 Provision to schools

- staffing
- facilities
- resources for learning

Good quality education ensures that there is equity and inclusion also in the provisioning of staff, facilities and resources for learning, including using technology as a key enabler in this endeavour.

RMSA is supporting schools to improve the quality of student learning and governance by funding the provision of resources to schools. This chapter of the guidelines is to help states to consider the resources that are needed in secondary schools in order that more students learn more and schools are better governed.

**1.2 Planning Approach and Methodology:** The approach to planning is that of focusing on school improvement which is a local undertaking to be managed by school level stakeholders and the first two dimensions of quality i.e. students' learning outcomes and governance of schools must be focused and managed there.

However, it is critical that school improvement is supported by districts, state, regional and national educators and managers through the third dimension of provision. <u>By using this approach, there is adequate opportunity for states to plan for the three key areas of provision to support school stakeholders in their efforts to improve: staffing, facilities and resources for learning.</u>

The Programme Logic Model (PLM)is atool for integrated planning. A template for planning comprehensive quality interventions has been shared and practiced in the NCERT's QAT workshops and was much appreciated by the state delegates. This template can also be used to monitor and assess the implementation of the interventions, thereby enabling the states districts and schools to be held accountable to each other.

The PLM methodology for planning the quality component for AWP&B is based on a causality chain which is critical to ensure efficiency and effectiveness:

1. Assessing the current situation to identify needs and develop goals
2. Identifying resources
3. Developing strategies for implementation
4. Producing outputs
5. Resulting in outcomes

A snap shot of stages and representative table is provided below to understand this causality linkage. In the current status of students' learning outcomes and provision, country level resourcing needs have been highlighted. Based on this the resources are to be allocated that will help implement the strategies which will demonstrate outputs and eventually over the longer term, outcomes.

### 1.2.1 Programme Logic Model for Improving Students' Learning Outcomes across India

| Goal: | Improve students' learning outcomes | | |
|---|---|---|---|
| **Resources** | **Strategies** | **Outputs** | **Outcomes** |
| **Staffing**<br>• Numbers of subject wise teachers and head masters required<br>• The deployment and redeployment status<br>• Availability of teachers and head masters for recruitment and its processes<br>• Teacher training needs (including head teacher training)<br>• Availability of the teacher training institutions | • Provisioning of teachers<br>• Training of teachers<br>• School leadership programmes<br>• Enablement of teachers in ICT<br>• Partnership with Community/ Parents/SMDCs | • % of states with sufficient, subject-based, trained teachers deployed based on need<br>• % of states with trained Head Teachers<br>• % of states with teachers trained in ICT | • Improved time on task<br>• Better quality teaching and learning<br>• Better governance of school |
| **Physical Facilities**<br>• Classrooms<br>• Toilets<br>• Laboratories<br>• Libraries<br>• ICT labs, ICT resources, Broadband Connection, digital learning resources<br>• Ramps, furniture and other facilities required for CWSN students<br>• Vocational facilities required by the schools | • Conduct baseline of numbers of physical facilities needed<br>• ICT in schools resource provision – recurring and non-recurring<br>• Sports resource provision<br>• IEDSS resource provision<br>• VE resource provision | % of states with sufficient, functional physical facilities | |
| **Resources for Learning**<br>• science kits<br>• maths kits<br>• reference books | • Curriculum, syllabus and textbook review and revision<br>• School readiness materials and | % of states with approved curriculum syllabus and textbooks | Students are learning relevant knowledge, skills and attitudes |

| Goal: | Improve students' learning outcomes | | |
|---|---|---|---|
| **Resources** | **Strategies** | **Outputs** | **Outcomes** |
| • excursions<br>• laboratory equipment<br>• Teaching aids<br>• Guidelines on remedial teaching or camps<br>• Guidelines on setting up counselling for adolescent students<br>• Equipment for vocational education<br>• Technology enabled education | training<br>• Inclusive Education materials and training<br>• ICT focused interventions<br>• Vocational Education and Skill Development programmes<br>• Libraries and knowledge centres | % of states implementing:<br>• school readiness programmes<br>• inclusive education programmes<br>• ICT programmes<br>• VE programmes<br>• Libraries and knowledge centres | Lessons are fun, interactive and stimulating<br><br>All children are included in all lessons<br><br>Teaching makes use of a variety of resources for learning |

**1.3  Current Status at the National Level:** A principle of all improvements is to demonstrate measurable change to motivate those who are engaged in the process of change and to remove scepticism of those who do not believe in possibility of change. This requires baseline data/information on outcomes against which change may be measured over a period of time. As the planning for the future begins it is important to take stock of the condition of secondary education by understanding the current situation. Only once this has been done, can meaningful and realistic goals be set.

The key challenges in quality  in secondary schools ( *especially in the govt and govt aided sector*)  continue to be the learning levels of students graduating from the elementary schools and the timely and effective provision of teachers, infrastructure and materials to schools

**1.4  Student learning outcomes:**

**1.4.1 How many students achieve what the curriculum expects?**
There are currently two methods for measuring learning: National Achievement Surveys (NAS) and State Board Examination results.  ANAS Class VIII survey has recently been carried out, which provides information on the levels of learning of those entering secondary education.  In addition to this, a NAS Class X survey is in the process of being carried out. Once the NAS Class X results are released, this will give a more comprehensive diagnosis of the current situation.Currently across India, an analysis of the Class X state board examinations is available.

a) **Learning Assessments:** The National Achievement Survey (NAS) provides information on the 'spread' of learning performance rather than 'mean average' scores. The analysis of NAS state level data will be accepted for further continuity of any quality interventions under RMSA. Some of the key aspects of the NAS are as follows:

- NAS assesses the students' abilities in languages, mathematics, science, etc.
- The focus of the assessment is at classes VIII & X and is subject wise
- NAS uses international good practice of *"Item Response Theory (IRT)"*, which measures the true ability of students to respond correctly to different levels of difficulty in tests
- State/UTs should compare its own results and findingsof NAS over time and by addressing the gaps increase the efficiency, accuracy and usefulness of results
- NCERT is in the process of development of "Quality Assessment Tool" and the State/UTs mayuse these to assess the status of their schools to provide support.

Details of National Assessment Survey conducted by NCERT are available at http://www.ncert.nic.in/departments/nie/esd/pdf/NAS%20Class%20VIII.pdf.

b) **Levels of learning at Grade 8:** Overall, the NAS class VIII sample comprised of 188647 students and 244486 teachers from 6722 schools across 33 states/UTs

A. English

| Number of students | 10th percentile | 90th Percentile |
|---|---|---|
| | 6276 | 10239 |

B. Mathematics

| Number of students | 10th percentile | 90th Percentile |
|---|---|---|
| | 6629 | 10039 |

C. Science

| Number of students | 10th percentile | 90th Percentile |
|---|---|---|
| | 6574 | 10417 |

D. Social Science

| Number of students | 10th percentile | 90th Percentile |
|---|---|---|
| | 6414 | 10192 |

There could be a detailed analysis of the grade VIII results including the grade 8 NAS results in every state. Accordingly 'learning enhancement' strategies could be formulated. The dissemination of the results to schools would ensure that the secondary school readiness to learning programmes' could be finalised in a timely fashion.

c) **Analysis of Results of State Class X Board Examinations**: As per the UDISE data of 2013-14, secondary level pass percentage is 74% in Government schools, with very

little difference in the pass percentage of girls and boys. However, an analysis of the percentage of students from different social categories who scored above 60% in the examinations at the national level shows clear disparities:

- 23% of students in the general category
- 6% of students in the ST category
- 2% of students in the SC category.

Pass percentage of students in grade X board exams as a percentage of those who sat for the exams for 2012-13

**Pass percentage Class X**
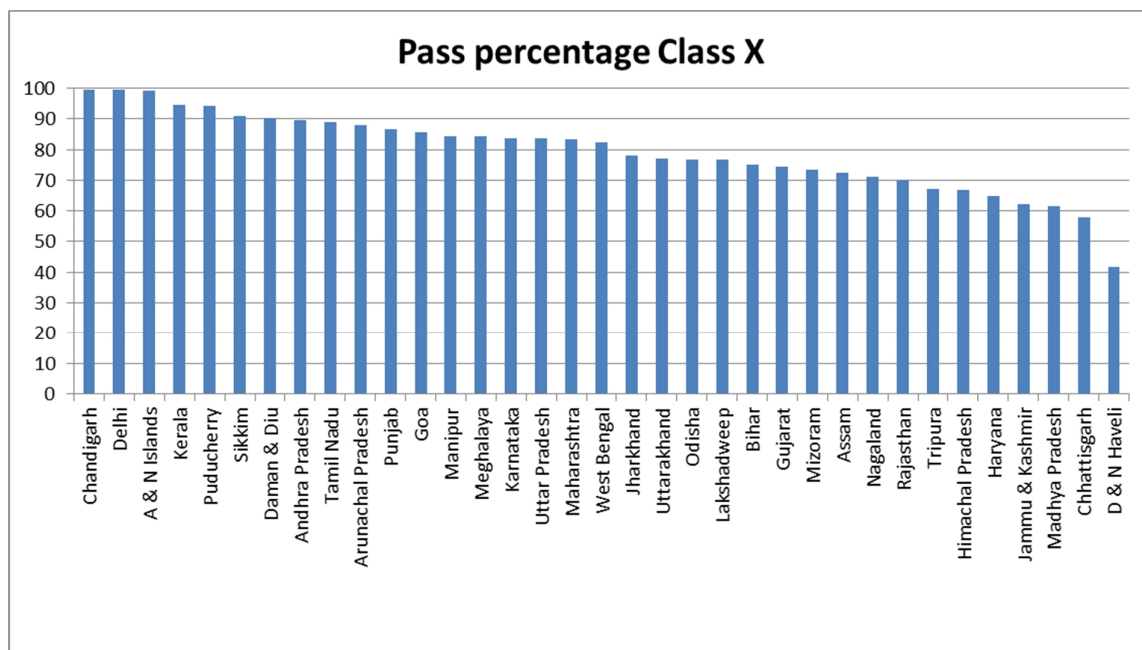


¹

d) **Levels of learning at Grade 9 and 10:** Each state needs to clearly set out that it will contribute to improve the quality of learning based on the identification of learning gaps of a particular subject such as Mathematics, Language, etc.  Assessment of schools based on 'Cycle of Accountability' method is one of the strategies to identify these gaps. Subject-wise, grade-wise learning levels in schools could be assessed and compiled at district level – either through using internal student assessments or by using the Class X Board examination results. The assessment result would help to identify the gap of a particular subject or grade in the district.

## 1.4.2 How good is our students' social development?

This is about the psycho-social progress in students' development. It focuses upon the development of young people who will be able to participate in and contribute to society as adults. It considers behaviours and attitudes, including the simple choice to attend school. It asks about the development of leadership skills and the abilities of students to be fair, kind, gentle and just in their relations with others. It also asks if students make good choices..  Currently there is no scientific assessment of these traits and thus data is not

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available. However, anecdotal evidence could be gathered from education stake-holders such as institutes of higher education and skills, parents, employers besides students themselves.

On the elements of the school governance i.e. leadership, safety and health status, inclusion of all and practices of teaching and assessment of learning, there is no information available as there is neither self-assessment nor external assessments.

## 1.5    Governance of school

### 1.5.1  How good are the leadership and management of our school?

This question asks about leadership and management, by the Head and other staff members. It asks if there is a clear direction for the school, based upon clear understanding of the school's strengths and what needs to improve. Leadership should be inclusive as they act on the priorities. Leadership should be exercised by many, not a few people. Management should be effective, timely and honest. Leaders should build relations with parents and the local community that strengthen the school. Leaders should be accountable for results.

### 1.5.2  How safe and healthy is our school?

This question asks if the school is a safe and healthy place to study and work. Everyone should feel safe at all times. The grounds should be secure from intruders. There should be no bullying or intimidation of any member of the school community. Students should be supervised while on school grounds. They should be protected from harm by anyone. The entire school should be kept clean and the kitchens and toilets should be kept hygienic. The food and water should be clean and the food that is served should be nutritious.

### 1.5.3  How inclusive and supportive is our school?

This question asks if the school welcomes all eligible students and how well it supports them. Schools should strive to retain students until they have completed the schooling upto senior secondary stage. Schools should support students having academic or personal difficulties. Students with special needs (SWSN) should be identified and given planned, personal support, including students of low and high ability. Students should be provided with appropriate guidance about their futures. Students should be disciplined and counselled fairly and kindly.

### 1.5.4  How good are the teaching and assessment of learning?

This question is directed at the central activity of schools. It asks about the overall quality of teaching and assessment that any student will experience. It is not about individual teachers, but teaching across all subjects and classes. Teaching is considered to be closely linked to learning; that is, students learn as a result of what teachers do and say. Teaching quality should be consistent across subjects and classes. Teaching should begin at the developmental zone of students, building upon what they have learned. It should allow students to become increasingly independent as they get older. The assessment of learning should be continuous and comprehensive; that is, more than just tests. Assessment should be for learning, not merely of learning. The results of assessment should have implications for how the curriculum is planned and how students are grouped.

## 1.6 Provision to schools

**1.6.1 Staffing:** This section considers if the government has staffed the school well enough, in terms of both quantity and quality. The staffing should be sufficient to allow all students to experience the full curriculum. Staffing should enable an inclusive, supportive school environment. It should allow all staff members to focus upon doing their specific jobs well. Staff members should be properly deployed and attend school reliably.

a) **Availability of trained and qualified teachers in the State**: All the States have their own recruitment policy. Most of the States/ UTs recruit teachers at the secondary level through a combination of direct recruitment and promotion method. The States which have policy of 100% direct recruitment are Bihar, Delhi Goa, Gujarat, Haryana, Jharkhand, Kerala, Maharashtra, Meghalaya, Mizoram Nagaland, Punjab, Tripura and West Bengal. On the other hand, Jammu and Kashmir is one State where 100% secondary teachers are recruited through promotion. The current status on availability of teachers with B.Ed. and M.Ed. qualification is as follows:
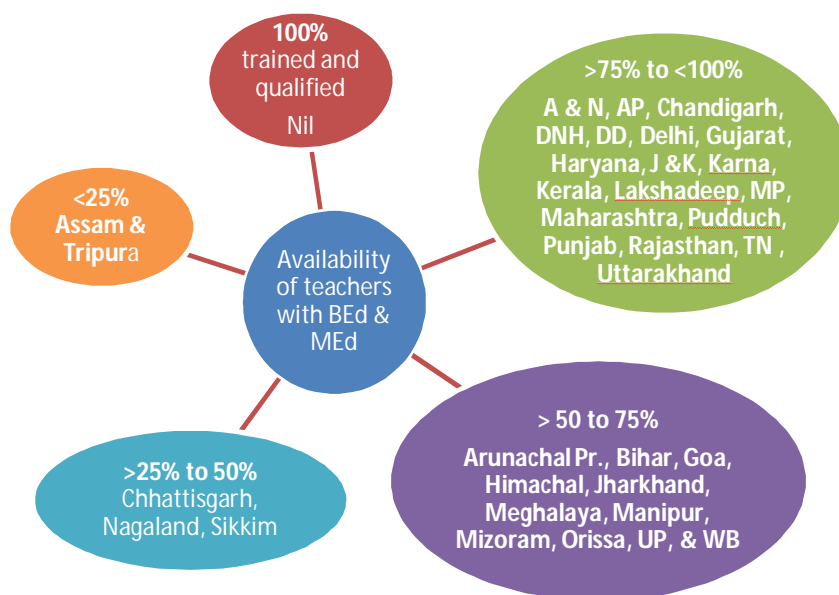


b) **Pupil Teacher Ratios (PTRs):** In 2009-10, PTR was 30:1 which decreased to 26:1 at national level in 2013-14. States/UTs having PTR less than or equal to the ratio of 20:1 are A&N, Andhra Pradesh, Chandigarh, Daman Diu, Goa, Haryana, J&K, Karnataka, Kerala, Lakshadweep, Orissa, Puducherry, Punjab, Sikkim, Uttarakhand and all north eastern states (except Tripura and Arunachal Pradesh). Bihar (50:1), Jharkhand (68:1) and Uttar Pradesh (51:1) have a PTR more than 50:1, which also have a significant vacancy against the sanctioned posts of teachers (Bihar-35.3%, Jharkhand-76.7% and

Uttar                                                                    Pradesh-54.8%).
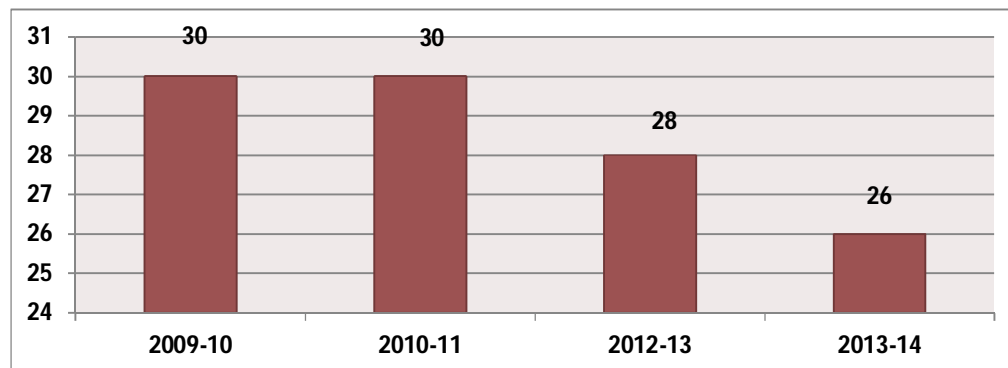


c) **Vacancy status:** As per Model Table, AWP&B 2014-15, there are 6,22,060sanctioned posts of teachers in Government Secondary Schools at national level and 76.6% teachers are in position i.e. 4,76,270. Grouping of States by range of vacancies is shown in the table below:

| Range | State/UTs |
|---|---|
| **0%-30%** | A&N, Arunachal, Andhra, Chandigarh, DNH, Delhi, Goa, Gujarat, HP, J&K, Karnataka, Kerala, Lakshadweep, MP, Maharashtra, Meghalaya, Manipur, Mizoram, Nagaland, Orissa, Puducherry, Punjab, Rajasthan Sikkim, Tamil Nadu and West Bengal. |
| **30%-50%** | Bihar, Daman & Diu, Haryana and Uttarakhand |
| **%50 & above** | Chhattisgarh, Jharkhand and Uttar Pradesh |

The other area of concern with respect to teacher posting is availability of subject teachers in every school. Since teacher recruitment is a State subject, MHRD has limited role to play on teacher recruitment policy. However some of the other issues include recruitment on untrained teachers or lack of provision to post subject teachers in every school. Further, poor rationalization of teachers and inadequate training institutes are also challenges to address the situation of teacher vacancies.

Under RMSA, 46% teachers have been recruited out of the total approval of 65,979 teachers in schools upgraded under RMSA and 70% teachers are in place out of the approved 41,507 additional teachers in existing schools (see the chart below).

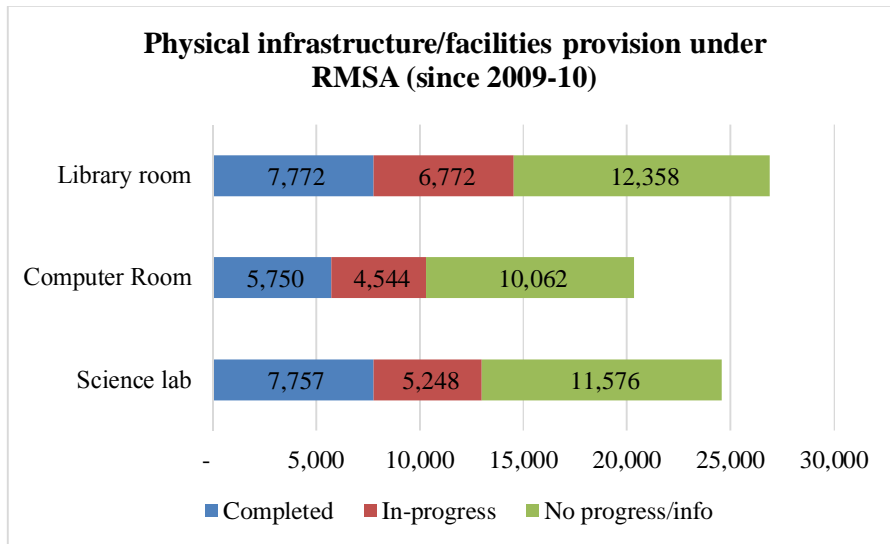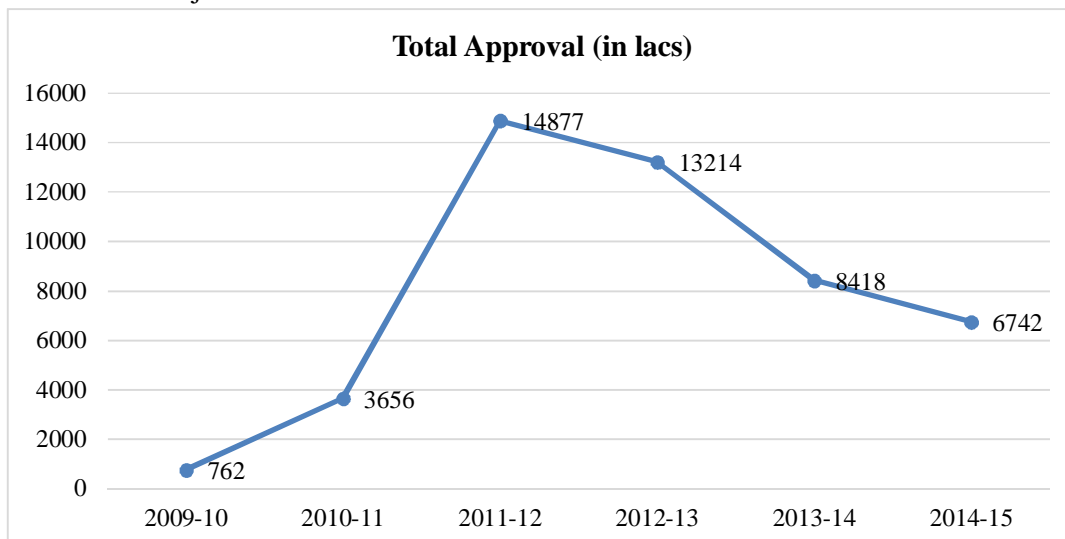**Overall Teacher Vacancy Status**
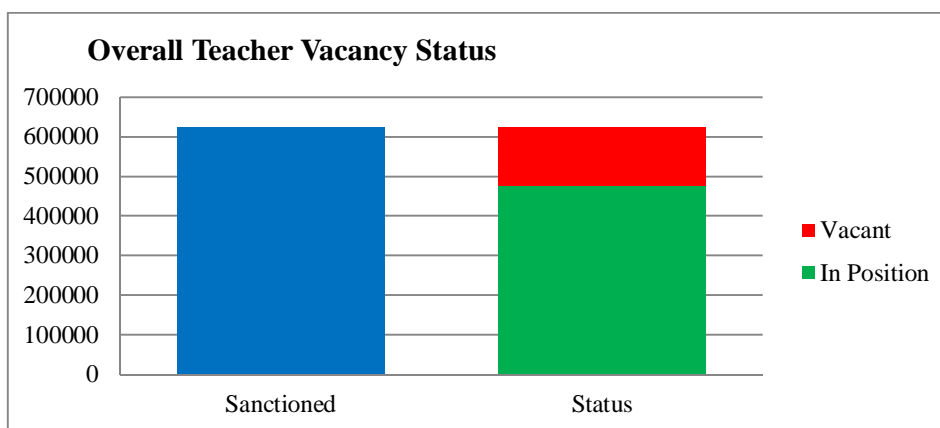
**d) Status of Teachers Training:** From 2009-10 to 2014-15, training of 33,78,089 teachers was approved, out of which training has been imparted to only 25.9% of teachers (8,74,368).The top 5 States/UTs where performance of training is satisfactory are Punjab, Chhattisgarh, Manipur, Maharashtra and Daman & Diu. States/UTs which need to give more attention to teacher training in are Bihar, Meghalaya, Jharkhand, Lakshadweep and Sikkim. In addition, orientation to Head Masters i.e. In-service training of HMs in teaching, Management Training to Headmasters by states and Leadership Training to HM through NUEPA has increased over the years.

| Year | Headmasters' In-service Training | | Management Training to Headmasters | | Leadership Training to HM Through NUEPA | |
|---|---|---|---|---|---|---|
| | *PAB Approved* | *Training Completed* | *PAB Approved* | *Training Completed* | *PAB Approved* | *Training Completed* |
| 2009-10 | 300 | 1301 | 0 | 0 | 0 | 0 |
| 2010-11 | 16361 | 25942 | 0 | 0 | 0 | 0 |
| 2011-12 | 60826 | 41082 | 7329 | 3653 | 0 | 0 |
| 2012-13 | 50402 | 5121 | 1425 | 596 | 0 | 0 |
| 2013-14 | 62589 | 2342 | 5043 | 1000 | 11093 | 0 |

**1.6.2 Physical Facilities:** This section looks at how well the facilities enable teaching and learning in a school setting. The facilities should be large enough to accommodate all students and teachers. They should be free of obstacles and hazards. They should be in good repair and reliable. The facilities should support the full range of experiences that are provided to students, including libraries, laboratories and playgrounds. There should be enough room for teachers to work. There should be proper places to eat and sufficient toilets and water facilities for all.  The chart below shows the physical infrastructure and facilities provision under RMSA since 2009/10.

**Physical infrastructure/facilities provision under RMSA (since 2009-10)**

| Facility | Completed | In-progress | No progress/info |
|---|---|---|---|
| Library room | 7,772 | 6,772 | 12,358 |
| Computer Room | 5,750 | 4,544 | 10,062 |
| Science lab | 7,757 | 5,248 | 11,576 |

■ Completed  ■ In-progress  ■ No progress/info

**1.6.3 Resources for learning:** This section looks at the adequacy and quality of resources supplied to the school to support the curriculum. There should be enough desks and chairs for all students to be comfortable. Visual and audio aids should be available and well matched to all course syllabi. Books and other sources of information should be current and available to all students. Resources should support interactive learning, including the use of information technology.  The charts below show the total approved spending on quality resources under RMSA since its inception and for each year, how much was spent on the major heads.

**Total Approval (in lacs)**

| Year | Value |
|---|---|
| 2009-10 | 762 |
| 2010-11 | 3656 |
| 2011-12 | 14877 |
| 2012-13 | 13214 |
| 2013-14 | 8418 |
| 2014-15 | 6742 |

**Spend under 'Quality' component under RMSA - major heads**
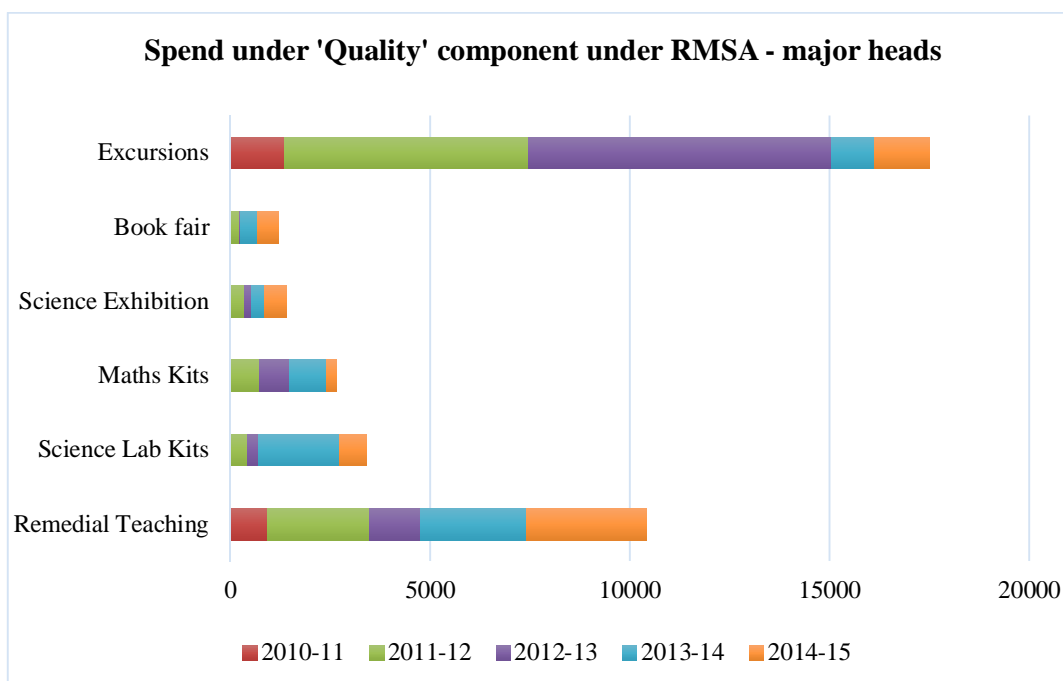


1.7 **Identify the resources and plan the implementation strategies:** Conducting a baseline of learning levels in grade 8is important to decide for appropriate remedial interventions and an end line survey in class 10 can demonstrate the success rate and status of learning levels to demonstrate difference over the baseline if any. Baseline data can help identify areas of weakness and gaps in teaching and assessment of learning under the area of school governance and that may need additional resources and support. While identifying resources indicates 'what needs to be done', the implementation strategy would guide 'how it needs to be done'. For example, while the baseline of learning levels may indicate the areas and subjects for strengthening teaching and learning, the strategies would outline the types and methods of training, classroom pedagogy and methods of assessment. This section describes the resources available under RMSA and the strategies with respect to staffing, facilities and resources for learning. As mentioned above these are not stand alone strategies but have to be planned in an integrated way so as to have maximum impact on quality of secondary education. This can be done not only through the RMSA in-service training norms but also through other central government sponsored institutions such as College of Teacher Education, SCERT and Regional Institutes of Education etc.

Interventions aimed at improving student learning outcomes and school governance will be planned and carried out at the school level supported by the state and /or districts through guidelines and frameworks. For example, guidelines may be developed by the state on the overall quality of teaching and assessment that all the students will experience in schools. Or guidelines on how students should be disciplined and counselled with fairness and kindness and these programmes may be undertaken by school management to improve the 'governance' of the school.

On the other hand, interventions which are direct provisions to schools will be planned and implemented by the state/ districts. For example, if a school identified a training need for its teachers, training will be provided by state/ district under the provision of 'staffing' besides hiring of adequate number of teachers with requisite qualification and experience. School readiness programmes for grade IX students would be provided the necessary materials, training etc. under the provision of 'resources for learning'.

**1.7.1 Staffing:**

a) **Resources**
  - Numbers of subject wise teachers and head masters required
  - The deployment and redeployment status
  - Availability of teachers and head masters for recruitment and its processes
  - Teacher training needs (including head teacher training)
  - Availability of the teacher training institutions

b) **Implementation Strategies**
  - **Provisioning of teachers:** RMSA provides flexibility to the states and UTs to provide headmasters and subject teachers to upgraded government schools and additional teachers to existing secondary schools. However, an integrated approach is required while planning for teachers under various schemes such as IEDSS, ICT in schools or Vocational Education.

> *Important considerations for provisioning of teachers:*
> *The States/UTs should maintain unified teaching cadres and separate "RMSA cadre" should be avoided since the teachers are part of the teaching cadres of the state and UTs;*
> *States/UTs need to ensure to fill the vacant teaching posts and target not to exceed the vacancy more than 10% of the sanctioned posts; special attention is required towards the provisioning of subject-wise teachers as it is critical at the secondary education stage;*
> *States/UTs should adhere to the qualification norms laid down by National Council of Teacher Education (NCTE) available at http://www.ncte-india.org;*
> *Recruitment of untrained teachers is to be avoided. States/UTs which already have a cadre of untrained teachers should make immediate provision for completing their training on priority basis*

  - **Training of teachers:** State Council of Educational Research and Training (SCERT), Secondary School Education Board (SSEB), Department of Education in the States/UTs should be closely involved in the planning and implementation of teachers training. Under the Revised Teacher Education Scheme (http://mhrd.gov.in/teacher-education-overview), the role of SCERT, IASE, CTEs, have been enhanced to provide teacher training support to the secondary education. While an integrated approach to both pre-service and in-service training is critical, various other components such as development of training content, identification of resource persons and evaluation of training has to be carefully thought through.

> *Important considerations regarding training of teachers*

*NCERT developed training package in generic concern, mathematics, science, social studies and English can be used by the States/UTs and can also be customised accordingly;*

*States/UTs may use the strategies of National Mission on Education through ICT (NMEICT) for teacher training available at http://www.nmeict.ac.in, http://www.co-learn.in and http://aview.in;*

*Special emphasis on training for handling children with special needs (CWSN) through Rehabilitation Council of India (RCI) and other specialised institutes such as National Institute of Occupational Health(NIOH), National Institute for the Mentally Handicapped (NIMH), National Institute for the Visually Handicapped (NIVH), Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH), National Institute for empowerment of Persons with Multiple Disabilities (NIEPMD) and All India Institute of Speech and Hearing (AIISH);*

*States/UTs may prepare a panel of Master Resource Persons (MRPs) of the respective subject and the list of MRPs must be uploaded in the website. In addition, the State/UTs, may also identify Key Resource Persons (KRPs) and articulate the selection process of the MRPs and KRPs;*

*In addition a cadre of experienced teachers, principals or specialists should be identified as 'coaches' to observe classroom practices as follow-up of teacher training;*

*Pre and post "Evaluation Tools" of teacher training should be developed by States/UTs;*

*States/UTs are encouraged under RMSA to access leadership and professional development programs for school headmasters and other functionaries. The National Centre for School Leadership under NUEPA is one such program. More details at http://www.nuepa.org/ncsl.html;*

*MHRD would be extending support to States/UTs for institutionalisation of school standard and evaluation at the State level. NUEPA is engaged in development of National Framework on School Standard and Evaluation;*

*NCERT is in the process of taking up National Assessment survey to study the baseline for Class-X. The purpose of NAS is to derive policy directions with a view to keep a tab on general health on school education. The NAS will help in identifying the achievement levels of students of Class X in Modern Indian Language (MIL), English, Mathematics, Science and Social Science*

- **Amendment of the Teacher Training norms under RMSA:** Consequent to the subsuming of the stand-alone Centrally Sponsored Schemes of ICT in schools Scheme, Inclusive Education for Disabled at Secondary Stage (IEDSS) and Scheme for Vocationalization of Education under the Rashtriya Madhyamik Shiksha Abhiyan in 2013, the teacher training norms under different schemes are proposed to be harmonised as follows:

| Head | Present Norm | Revision |
|---|---|---|
| In-service training of teachers | • RMSA- @ Rs. 300 per teacher per day for 5 days for all teachers<br>• ICT - @ Rs. 400 per teacher per day for 5 days for all teachers<br>• IEDSS- No rate/no of days defined -training to all teachers | Integrate the no of days to 10 days @ Rs. 300 per day per teacher<br>(Subject teaching training mini 5 days , rest 5 days can be used for ICT and IEDSS/ Guidance and Counselling/ adolescent education/ CCE/Gender sensitization / Community Participation/ Leadership training,/ Classroom practices and techniques/ Classroom management etc) |
| Induction training | RMSA- @ Rs. 300 per teacher per day for 10 days for all teachers<br><br>ICT - @ Rs. 400 per teacher per day for 10 days for all teachers | RMSA - 10 day residential induction training @ Rs 300 per day per teacher<br><br>ICT - Basic Level residential Training course of 7 days by CIET or CIET approved Module. Funds can be released to CIET/ States @ Rs 400 per teacher per day |

- **School Leadership:** Leadership training to headmasters and principals is critical to ensuring quality learning in schools. It is important for the headmaster to understand the strength and weakness of the school and develop quality plans to monitor curriculum, lesson plans, conduct competency based assessments, track and analyse learner's performance, attendance and retention rates. As a school leader, the headmaster has to instill motivation among teachers and staff towards punctuality and attendance. And as an effective manager, the school leader has to ensure availability of resources in the school and ensure effective delegation. RMSA is committed to provide capacity development and leadership training to principals/ headmasters under RMSA schools through the Leadership Development Program by NUEPA. The State/UTs will plan prior confirmation from NUEPA. The State/UTs must ensure in the plan about the possible changes in overall school administration, teacher management and learning achievement of students. Details are available at http://www.nuepa.org details at http://www.nuepa.org/ncsl.html

- **Teacher Enablement under the National ICT Policy in School Education:** The National ICT Policy in School Education prescribes ICT literacy to be implemented in all Secondary Schools in the country (government and government aided ) within the XII$^{th}$ Plan period based on resource availability and capacity of the system. ICT Elective courses at the Higher Secondary Level, for which the courses should be modular in design to enable students to select appropriate software applications based on current needs of higher education and job prospects and courses should be revised frequently to keep pace with emerging trends in ICT. For the above, an ICT teacher will be needed in Secondary and Higher Secondary Schools. This teacher will be part of the 5 + 1 teacher provision of RMSA (+1 where ever schools are covered under ICT in schools component). Funds for meeting the provision of teachers will be part of the RMSA recurring (teacher) provision.

   All teachers, from teachers teaching Class 6–12, will be enabled and trained to be able to use ICT for teaching and learning. This would be part of the RMSA teacher training plan for ICT enablement, which will be based on the present level of ICT knowledge/skills of the teacher. Teacher training plan in ICT enablement will be harmonized with the CIET's (NCERT) ICT curriculum for teachers, starting with Level -0 for those teachers who do not have basic level knowledge and skills in ICT. States/ UTs would need to prepare ICT Enablement/ ICT Teacher training plan, after a survey of teachers' present skills. The ICT enablement of teachers should cover all teachers and should be completed within a planned time period and aligned with the teacher training plan under AWPB of RMSA/SSA. Teachers who are already acquainted with basic computer literacy should also be encouraged to take the ICT online course from CIET and States/UTs along with CIET should ensure mechanism and calendar for the same. The training plan should go hand in hand with the provision for teacher training under RMSA/SSA. There is a proposal that the eligibility for the ICT scheme implementation includes all teachers in a school receiving initial training on a subset of the ICT curriculum.

## 1.7.2 Physical facilities
a) **Resources**
- Classrooms
- Toilets
- Laboratories
- Libraries
- ICT labs, other ICT resources, Broadband Connection, digital learning resources
- Ramps, furniture and other facilities required for CWSN students
- Vocational facilities required by the schools

b) **Implementation Strategies:** A baseline of the available infrastructure can also help plan for improving teaching and learning and for greater safety, health and inclusion.

- **ICT Facilities:** Some key policy changes have been introduced to the ICT in schools programme. These are listed below:
  o Outsourcing or procurement of e-content - Role of SIET

  o provision for outsourcing of e-content development or procurement to be discontinued;

  o SIET funding to be restricted to e-content development only on reimbursement basis;

  o any other requirements for SIET to be met out by State/UTs; As per RMSA funding is made under recurring as well as non-recurring budget heads;

  o States/UTs may, apart from proposing for ICT/e-content development/outsourcing/evaluating through SIETs and their e-content committees, may choose to do so through other agencies located in the state (SCERT, CTE, IASEs, etc.);

  o The component of ICT Awards for teachers will be retained in Revised ICT in schools component of RMSA

  o Remove separate provision for smart schools.

  o Make operating system and software components choice agnostic (non proprietary);

  o Assume access to the NROER; enable integration of ICT into teaching learning and professional development of teachers.

While continuing to cater to all government and government aided schools from Class IX to Class XII, and to harmonize with the RMSA funding norms, the components for ICT in Schools under RMSA will now be seen as Non-Recurring Components for which a one-time approval will be made, and a Recurring Component, for which approvals will be made under the RMSA recurring provisions. The funding provision will be 75:25 as Central and State share; - except NE States and Sikkim, for which the Central and State share would be 90:10.

The **Non-Recurring** Components will be defined as ICT infrastructure for Secondary and Higher Secondary Schools which will:

o aim at maximising the number of access points; provide for e-classroom (s) for subject teaching;( thus moving away from the desktop and laptop model), server, UPS, etc to an arrangement which will best suit the school, students and teacher needs;
o prescribe flexibility in definition of access points (type and number) to enable cost and energy efficient solutions; not to be restricted to PC only;
o BOOT model to be restricted to provision of access points – quality of access to be defined;
o BOOT to be replaced by BOO; maintenance of access point with appropriate refresh of hardware.

o provide range of PPP models; participation of established agencies in education to be explored;

o provide ICT kit (Operating System, educational software and content for ICT course);

o ensure ICT curriculum for students to form the basis for the ICT classes; and

o ensure ICT preparedness of all teachers.

The **recurring c**omponent of ICT in School may include:

o maintenance and upkeep of ICT infrastructure- build in and define refresh/maintenance cycles through the period of BOO;

o stationery such as cartridges, paper, phone internet bill, electricity bill, etc., through enhancement of School Grant for those schools which are ICT enabled;

o e-content , software, etc.

- **Sports Facilities: Readiness to Spirit of Teamwork and Leadership: Sports and Games:** Sports activities are essential for physical, skill, aesthetics, creativity and psycho-social development. There is a need to cultivate recreational interests and promote the spirit of teamwork, sportsmanship and respect for others; leadership and obedience to rules.

  Sports, culture, libraries, use of ICT, are other important ways to instil values, team work, good behaviour and attitudes. While provisioning of sports teachers, equipment, books etc. is important, more critical is the actual use and ensuring that all students benefit from such provisions. The plan should incorporate schedules, ways to continue updating these provisions and opportunity to create impact through those interventions such as participation in regional/national competitions, cultural events etc.

  o States should ensure the availability of sports instructors and equipment in every school;
  o Emphasis on the inclusion of sports and games from the local area; and inclusive approach so that students of all communities, girls and CWSN students could participate equally;
  o State should ensure participation of SMDC members to monitor the performance of sports activities; district education officers and district RMSA coordinators will inspect consistently;
  o Inclusion of international and national best practices in sports activities; and

  The state will be prepared holistic need based plan on sports in a package mode.

- **Facilities for CWSN:** See section on resources for learning (CWSN). Detailed guidelines on inclusion aspect are available at http://rmsaindia.org/images/IEDSS_Guidelines.pdf

- **Facilities for Vocational Education:** See section on resources for learning (Vocational Education). **U**sing the skill-gap analysis conducted by National Skill Development Corporation (NSDC), each school may identify two vocational trades keeping in mind the needs of the disadvantaged students. The state may prioritise the implementation keeping in consideration the Educationally Backward Blocks (EBBs), tribal areas etc. The Revised Scheme Guidelines of the scheme are available on the websites: [www.rmsaindia.org.in](www.rmsaindia.org.in) and [www.mhrd.gov.in](www.mhrd.gov.in)under the section of Vocational Education

### 1.7.3 Resources for learning

a) **Resources**

- science kits
- maths kits
- reference books
- excursions
- laboratory equipment
- Teaching aids
- Guidelines on remedial teaching or camps
- Guidelines on setting up counselling for adolescent students
- Equipment for vocational education
- Technology enabled education

b) **Implementation Strategies**

- **Curriculum, Syllabus and Textbooks:** The States/UTs needs to ensure that the 'State Curriculum Framework (SCF)' has either been revised or formulated based on NCF-2005 ([http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf))and new syllabi and textbooks are accordingly prepared. The specific focus on curriculum study should be in the perspective of quality improvement at secondary education under RMSA.

  NCERT consistently analyses the State/UTs curriculum, syllabus and textbooks and supports the States/UTs curriculum developers during curriculum analysis. There is a need for State Councils of Educational Research and Training (SCERT), Secondary School Education Board (SSEB) and Education Department in State/UTs to work on this in an integrated manner.  This includes working on: curriculum development/revision, preparation of syllabi, textbooks and teaching-learning materials; assessment; and setting of question papers, quality improvement in teaching-learning process, etc.

- **School Readiness Materials and Training:** The challenges with the qualitative improvement of secondary education are poor infrastructure, first generation learners, low learning levels, etc. At the same time, the interventions proposed by the State/UTs s are lack of 'need assessment' and without specification of the

outcomes. There is also lack of clear objective, rationale, strategy, expected outcome and evaluation procedure. To make cost effective implementation of integrated RMSA programme, "School Readiness" approach could be more effective Secondary School Readiness Programme envisages the implementation of a 'differential classroom' with children working at different levels and paces. It takes into account levels of literacy, learning, and language proficiency and combines multidisciplinary areas including skill development. Details can be seen at

http://www.unicef.org/education/files/Chil2Child_ConceptualFramework_FINAL%281%29.pdf and www.floridaearlylearning.com

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*Resources which could be referred to develop school readiness and improve quality:*

- *Project Based Learning (PBL) of Karnataka http://karnatakaeducation.org.in;*

- *Tamil Nadu Rural Talent Scheme (http://rmsatn.com/index.html), training on heritage education, craft mapping;*

- *Uttrakhand-Learning Level Assessment at Secondary School (http://rmsa.uk.gov.in);*

- *Skill development in Haryana with special focus on girls and children with special needs;*

- *"Enhancement of Learning Level (ELL)" through identification of learning gaps, followed by remedial assistance in Mathematics, Science and English for Class IX students. Currently implemented in Uttrakhand and Himachal Pradesh;*

- *National Repository of Open Educational Resources (NROER) offers resources for all school subjects and grades in multiple languages. It brings together digital resources such as educational videos, audio, images, documents and interactive modules. Details are available at http://nroer.gov.in/home/;*

- *Credit Framework for skills and education under National Skills Qualifications Framework named SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) has been recently developed and launched. Details available at www.mhrd.gov.in*

- *Implementation of Bachelor of Vocation (B.Voc) has been approved by UGC for 127 Universities and Colleges and setting up of Community Colleges providing diploma courses in various sectors has been approved for 150 institutions across the country. Vertical mobility of students in the vocational stream can also be accordingly planned. More details at www.ugc.ac.in*

*Developing courses for teachers through Indian Institute of Science, Bangalore, Ramanujan Institute for Advance Study in Mathematics, Chennai*

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- **Inclusive Education Materials and Training: Readiness to Girls' Education: A Way of Social Transformation:** Major concern areas related with girl students are high dropout and low retention. Girl students of the marginalized social groups and girls with disability require special thrust. States/UTs need to conduct 'gap analysis' to improve the quality of education among the girl students. In order to do this and to develop strategies for improving the quality of education for girls, materials and training programmes need to be developed which will help schools to identify the issues and include these in the "School Development Plan" with curative measures. The role of SMDC will be defined to bring quality improvement and motivation to parents. The analysis of the "School Development Plan" would be included in the district and state plan. The concern of girl students in sports and vocational education would be integrated in this.

- **Readiness to Cumulative Disadvantage Group:** As NCF 2005 has envisaged "children with disability" often confront insensitive environments where their needs are completely ignored. To create an enabling environment not only through ramps but accessible classrooms, hostels, laboratories, playgrounds and toilets are more important. States/UTs would prepare plan for CWSN students in a package mode under integrated RMSA to articulate the learning goals that are being targeted and the strategies (methods, materials, models and measurement) that will be used to reach those goals.

  The CWSN related interventions need to be planned as part of whole school approach be it physical barriers being removed or providing for aids and appliances or resource support to the general teachers in the class. Detailed guidelines on inclusion aspect are available at http://rmsaindia.org/images/IEDSS_Guidelines.pdf

- **ICT focused interventions:** The current ICT in school scheme underwent revision in 2010, and later subsumed under RMSA. In addition, a National ICT Policy in School Education was brought out in 2012 and a wider range of cost effective and energy efficient hardware options were made available. Further, a National ICT curriculum for teachers as well as students has also been developed. http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf

  A National Repository of Open Educational Resources (NROER) with participation of all States has been developed with an aim to map teachers and students, schools and institutions into a nation-wide peer network offers digital and digitisable resources (audio, video, interactive, images, documents) in different languages together with online activities to service the needs of all stakeholders, especially students and teachershttp://nroer.gov.in/home/

  Under the ICT in Schools Component of the RMSA, it is expected that all States/UTs would carry out large scale digitization of existing learning resources, translation and development of new learning resources through the NROER Core Teams in States/UTs. It is also envisioned, that all schools should eventually

become smart, connected schools, through a common resource internet based platform and fully utilize ICT for enhancing efficiency and improving quality of education.

- **Vocational Education and Skill Development:** The aim of introducing vocational education at secondary level and higher Secondary level is to enhance the employability of youth through demand driven competency based, modular vocational courses and at the same time reduce the dropout rate at the Secondary level. The Centrally Sponsored Scheme of <u>Vocationalisation</u> of Secondary and Higher Secondary Education approved by the Government in September, 2011has been recently revised on 12 February 2014 with a view to align it with the National Skill Qualification Frame work (available on www.skilldevelopment.gov.in ). The revised scheme while introducing vocational education at the secondary level, seeks to integrate vocational education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content. The Revised Scheme Guidelines of the scheme are available on the websites: www.rmsaindia.org.in and www.mhrd.gov.inunder the section of Vocational Education.
- **Libraries and Knowledge Centres**: Quality based information (books and periodicals) and convenient access to libraries in view of inclusive education could promote reading habits. States/UTs may initiate the following strategies to meet out the preceding needs of students.
    - o Library should be DIGITAL and capable to provide online resources;
    - o Library may approach National Informatics Centre for free training and free library software Like "GRANTHALAYA"; and

School library must develop in its own network for resource sharing with the help of digital library technologies like DRUPAL, MENDLEY, ZOTERO, DSPACE, EPRINTS GSDL (greenstone digital library software), CHATBOT, and WORDPRESS.

**1.7.4 Monitoring, evaluation and research:** By using the Programme Logic Model described in section 5.2 Planning Approach and Methodology states are provided with a framework which can be used not only for planning and implementation, but also for monitoring. The example used earlier is referred to again to demonstrate this. Monitoring and evaluation can be carried out at the strategy implementation level, output level and research can begin to investigate the outcome level.

| Resources | Strategies | Outputs | Outcomes |
|---|---|---|---|
| **Staffing**<br>• Numbers of subject wise teachers and head masters required<br>• The deployment and | • Provisioning of teachers<br>• Training of teachers<br>• School leadership programmes | • % of states with sufficient, subject-based, trained teachers deployed based on need | • Improved time on task<br>• Better quality teaching and learning |

| redeployment status | • Enablement of teachers in ICT | • % of states with trained Head Teachers | • Better governance of school |
|---|---|---|---|
| • Availability of teachers and head masters for recruitment and its processes |  | • % of states with teachers trained in ICT |  |
| • Teacher training needs (including head teacher training) |  |  |  |
| • Availability of the teacher training institutions |  |  |  |

a) **Strategies:** For example did the implementation go ahead as planned?Some of the monitoring parameters on processes could be:
- Number of training sessions given, number of teachers who attended, pre- and post-test conducted etc.
- Identification and selection of master trainers, trainer to teacher ratio, schedule of training etc.
- Development of training and teaching modules, distribution schedule, etc.

b) **Outputs:** This can be monitored and evaluated against criteria such as number of vacancies filled, number of teachers trained, quality infrastructure such as libraries, computers, sports made functional and so on.

c) **Outcomes:** This can be understood in terms of the improvement in areas related to:
- Teachers: PTR figures, teacher absenteeism, engagement with students, creating student friendly environments, and
- Students: Reduction in dropout rates, increase in pass-out rates, and rise in the level of achievement among students.

d) **Impact evaluation and research**: In order to carry out a robust impact evaluation or research, it would be necessary to develop a baseline audit to capture:
- needs and aspirations of targeted teachers; and immediate school community (parents, guardians and children);
- capacity development needs of possible teachers based on Recognition of Prior Learning (RPL) activity for all teachers, to measure levels of competence;
- overview of classroom practices; and
- material realities in which secondary education program is getting delivered such as regulatory and physical capacity constraints, willingness and motivation of the implementing cadres etc.

e) **Tracking progress:** Mapping the baseline audit or the current situation with that of UDISE or other sources of information at the end of each year of implementation can enable a State/UT level dashboard of information to assess the progress of program implementation. This can help to identify corrective action. Ideally, the monitoring dashboard should be an online tool and should be closely aligned to AWPB of RMSA (Refer to MI guidelines and reports at http://mhrd.gov.in/rmsa_monitoring )

# GUIDELINES FOR VOCATIONALISATION OF SECONDARY & HIGHER SECONDARY EDUCATION

December 2014

**Government of India**
**Ministry of Human Resource Development**

# Vocationalisation of Secondary & Higher Secondary Education

The aim of introducing vocational education at secondary level and higher Secondary level is to enhance the employability of youth through demand driven competency based, modular vocational courses and at the same time reducethe dropout rate at the Secondary level.

The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education approved by the Government in September, 2011has been recently revised on 12 February 2014 with a view to align it with the National Skill Qualification Frame work into which the NVEQF issued by the Ministry on 2nd Sep 2012 has been assimilated. The NSQF document is available on the website of National Skill Development Authority website: www.skilldevelopment.gov.in.  The Scheme covers vocational education from level 1 to level 4 of the NSQF starting from Class 9th to Class12th.

The revised scheme while introducing vocational education at the secondary level, seeks to integrate vocational education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.

The Revised Scheme Guidelines of the scheme are available on the websites: www.rmsaindia.org  and www.mhrd.gov.in under the section of Vocational Education.

**Planning and implementation strategy:-**

1.1     **Selection of Trades on the basis of Skill Gap Analysis:** Under the Scheme the State / UTs should select two Vocational Trades per school on the basis of the Skill Gap Analysis. Skill Gap Analysis has been conducted by National Skill Development Council (NSDC) for most of the State / UTs and the reports are available on the NSDC website: http://nsdcindia.org/knowledge-bank/index.aspx. The State / UTsmay also refer to any Skill Gap Analysis conducted by the State / UTsor any other Agency.Till September 2014 ,The National Skill Development Corporation has,  based on National Occupation Standards,  notified 339 Job Roles at Level 4 (Class 12th) across 22 sectors including Agriculture, Automotive, Beauty & Wellness, Gems and Jewellery, IT&ITeS, Security, Retail, Telecom, Travel &Tourism etc. The list of sector wise job roles is available on the website of Ministry & RMSAand also on the website of NSDC at http://www.nsdcindia.org. The State / UTs, while selecting trades, should endeavor to opt for trades which are well suited to the needs of disadvantaged communities and students with special needs.

1.2     **Selection of Schools**: The State / UTs should attempt to cover all the districts uniformly with special attention to Special Focus Districts (SFDs) including districts affected with Left Wing Extremism (LWE) and schools located in the Educationally Backward Blocks (EBBs). The selection of schools and trades should be based upon the proximity of schools to industry and the placement opportunities for students. Since the Scheme provides funding for secondary and higher secondary level, preference should be given

to schools that have sections from Class 9th to 12th. The State / UTs are not expected to seek changes in the schools once approved at a later date as it reflects poor planning.

1.3 **Assessment of Infrastructure and Resources and Convergence:** The assessment of Infrastructure and Resources available in the schools where vocational education is to be introduced, including teachers, classrooms, labs, computers, etc should be carried out well in advance. As far as possible, the Schools should endeavor to utilise the available infrastructure and resources for the vocational education programme and proposal for funding may be restricted to actual requirement on need basis.Funds should not be requisitioned under different heads simply because a provision exists.

In the first instance attempt should be made to select schools with sufficient infrastructure so that there is not much difficulty in implementation of the programme .Moreover these schools can serve as role models for expansion of vocational education to other schools.

Schools should necessarily map and utilise infrastructure available with Polytechnics and ITIs for training of students.

1.4 **Mobilization of Parents and Counseling of Students**: In order to sensitise parents and create awareness about the benefits of vocational education, orientation programmes should be organized by the Education Department. The concept of work education at the upper primary level should be strengthened so that the students opting for vocational education can be identified early. Counseling should be provided to the students to select trades according to their interest and ability. They should also be informed about the various progression pathwaysavailable. The State / UTs should also ensure equal participation of girls and children with special need in vocational education.

1.5 **Orientation of State / UTs Officials and Sensitization of School Principals**: The State / UTs should organize orientation training programmes for officials,   at State / UTs, District, Block level, Principals and officials of SCERT and State / UTs Boards of Education to enable them to understand the various nuances about the revised vocational education scheme - its objective and goals.

1.6 **Revision of Scheme of Subjects**: Before implementation of the Scheme, the State / UTs Education Board should adequately redesign and notify the scheme of combination of subjects to position Vocational Subject as an additional subject in Class 9th and 10th and as a compulsory elective in Class 11th and 12th.  Sufficient hours of study as mandated should be allotted for the subject and the period of Vocational Education should be accorded a prominent place in the school time table.

In case the scheme of subjects is not revised, not only will the students  be deprived of vertical and horizontal mobility and the benefits of the revised scheme but  also further coverage of schools in the State/UT under the Scheme will also not be possible**.**

1.7 **Curriculum& Courseware**: State / UTs Education Board need to adopt the NOS compliant curriculum and courseware for the Vocational Subject which is available on

website of Central Institute of Vocational Education (PSSCIVE) http://www.psscive.nic.in. Currently Curriculum and Courseware for job roles in nine sectors (Automobile, Security, Retail, IT&ITeS, Agriculture, Travel & Tourism, Healthcare, Physical Education & Sports and Beauty & Wellness) has been developed. Courseware for various job roles in Telecom, Rubber, Gems & Jewellery, Agriculture, Media & Entertainment, IT&ITeS, Retail ,Apparel and Banking, Financial and insurance Services, is under development. The State / UTs should indicate preference for the job roles suited to their local needs well in advance so that the curriculum development can be taken up or alternatively the State / UTs Education Board can also opt for development of the curriculum and courseware.

The State / UTs should ensure the timely translation & printing of books in the concerned languages well before the start of the academic session.

1.8 **Engaging Vocational Coordinator /Teachers/ Resource Persons**: The State / UTs may hire resource personnel from industry for vocational training of the students. The Scheme providesfor flexi pool for hiring human resources on contractual basis which include Vocational Teachers Guest Teachers, Skill Trainers etc. The State / UTs Boards of Education may accredit Skill Knowledge Providers in various sectors.Accreditation norms are currently being developed by NSDA.

1.9 **Industry Collaboration**: The State / UTs may appoint the industry coordinator at State / UTs level or District level to forge linkages with Sector Skills Councils, industry and their Associations. At the grass root level partnerships of schools may be drawn with industries andboth schools and industry should be sensitised about the potential benefits of partnership.  The school should involve the industry/Sector Skills Councils for training of teachers, on the job training of students, assessment of skill sets and placement of students. Details of Sector Skills Councils as set up are available on the website of NSDC: www.nsdcindia.org.

1.10 **Assessment &Certification:** The Stat Boars of Educationshould involve industry in the process of assessment of Vocational Education/skills. State / UTs Education Board and Sector Skill Council may jointly issue a separate certificate for the vocational skills.An assessment framework laying down standards and qualifications of assessors and process of assessment is under formulation and shall be made available shortly.

1.11 **Incentive to Government Aided and Private Schools**: State / UTs should encourage government aided and recognised private schools to introduce vocational subjects under the scheme. Rs. 6500 per student is available as incentive for students in government aided and private schools on successful completion of two levelsof the course. The guidelines for the same are currently being formulated and shall be made available shortly.

1.12 **Implementation Partners**: The State / UTs may also partner with institutes and organisations with quality experience in the field of vocational education and skill

development to implement the vocational education programme however the ultimate responsibility for effective implementation of the scheme shall lie with the State / UTs.

1.13 **Convergence and Coordination**: For effective implementation of vocational education and optimum utilisation of resources the State / UTs should seek to utilize infrastructure and resources available under various skill development projects and schemes being implemented at field level. Appropriate linkages should be drawn with the State / UTs Skill Development Mission, with the Schemes being implemented by the Ministry of Labour and Employment including ITIs, Skill Development Initiative Scheme, Skill Development programmes for North east states and Left Wing affected Districts facilities for skilling persons with special needs. Details of Programmes, Schemes are available on the website of the Ministry.www.labour.gov.in.
Skill Component of other schemes like SABLA, SAKSHAM being implemented by Ministry of Women and Child Development,scheme for Setting up of Vocational Training Centres in tribal areas being implemented by Ministry of Tribal Affairs ,Rehabilitation Centres set up by the Ministry of Social Justice and Empowerment for providing skill training to persons with special needs , Earn and Learn Scheme of the ,Ministry of Minority Affairs can also be appropriately leveraged.Details of the Schemes can be accessed from the website: www.socialjustice.nic.in , www.tribal.nic.in and www.minorityaffairs.gov.in .

1.14 **Monitoring:** Regular guidance and monitoring at the school, block, district and State/UT level is key to effective implementation of the Scheme. A Management Information System is currently under Development and will be shortly made available to the States/UTs to collect disaggregated data for all categories of students and the MIS shall on a real time basis track in terms of coverage, performance, placement etc. The SMC/ SMDCs, local bodies including PRIs should be closely involved in the monitoring of the Scheme.

1.15 **Enabling Smooth Transition to Higher Education or Work**: Departmentof Education at State / UT level should explore possibilities of vertical mobility of students to B.Voc courses, Community Colleges or Career oriented courses of UGC as feasible. Regular interface should be organised with the officials of Higher and Technical education to ensure seamless coordination on issues pertaining to mobility of learners. Till date implementation of B.Voc has been approved by UGC for 127 Universities and Colleges and setting up of Community Colleges providing Diploma courses in various sectors has been approved for 150 institutions across the country. List of Universities/Colleges/Institutions where implementation of B.Voc courses and Community Colleges has been approved is available on the website of the Ministry under vocational education section. Detailed guidelines of B.Voc Degree programme and Community Colleges can be accessed from the website of UGC www.ugc.ac.in

1.16 **Credit Framework**: In order to enable vertical and horizontal mobility of learners, a Credit Framework for skills and education under National Skills Qualifications

Framework named SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) has been recently developed and launched by the Ministry which is available on the website of the Ministry .The Credit framework, using the NSQF and NOS, is an exercise in recognising skills and education as part of an integrated learning system.It can be suitably adapted and adopted by the State / UTs.

For details MHRD &RMSA website www.mhrd.gov.in & www.rmsaindia.org can be referred.

*Good Practices*

**HARYANA:-**The State of Haryana has been a front-runner in the implementation of the Vocationalisation of Secondary Education scheme. The State started with 40 schools in 2012 and has now expanded to 240 schools. On the basis of learning's emerging from the pilot launched in 40 schools in 2012, the present Scheme has been revised. The pilot inter alia highlighted the need for flexible pool of resources for training , significance of counseling of parents and students ,potential of convergence of resources,  desirability of  enhancing funding for books, e learning material etc,  importance of having an assessment framework and critical need  of pathways for vertical mobility of students passing out with vocational subjects .The Pilot also field tested the concept of industry coordinators and projected   the need of factoring in the cost for engaging with the industry in a meaningful manner .The State of Haryana has also taken the initiative to develop curriculum and courseware for the job role 'Physical Activity Trainer"along with Assessment Tools for Vocational Education. The State's has set up a Centre of Excellence for carrying out research and innovation in the field of vocational education.

**MAHARASHTRA:-**The State of Maharashtra has issued recently on 21st August 2014, issued a Comprehensive Government Resolution incorporating   guidelines for implementation of vocational education scheme in a collaborative manner with involvement of all stakeholders with School Education Department as the Nodal Agency and Directorate of Vocational  Education as a significant partner.For ensuring effective coordination a Special Cell is being formed under RMSA .The resolutions clearly lays down the  roles and responsibilities of different stakeholders including Directorate of Secondary Education, Maharashtra State Board of Secondary and Higher Secondary Education,Maharashtra Board of Examination of Vocational education and Schools implementing vocation education under the Scheme .The State has also reformed the Scheme of subjects offering vocational education as one of the 6 subjects at the secondary level in lieu of 2nd and 3rd language as  per the choice of the students .Special incentives have been provisioned for students passing Standard 10th with vocational subjects.

पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

# GUIDELINES FOR EQUITY & SOCIAL INCLUSION

December 2014



सत्यमेव जयते

Government of India
Ministry of Human Resource Development

# Equity and Social Inclusion

**1.1 Background- vulnerable groups and dimensions of inequity:-**RMSA emphasises not only on access to quality secondary education for Special Focus Groups (SC, ST, Minority, Girls and CWSN), but also on removing social and gender disparity in secondary education. Marginalized studentsincluding those belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Minority communities, girls and children with special needs (CWSN) particularly with poor socio-economic background and residing in difficult terrain, tribal areas and educationally backward blocks are more vulnerable. Hence special focus is needed for development of multi-pronged strategy to address their concerns.

As far as the participation of girls at secondary level is concerned, the Gross Enrolment Ratio (GER) of Girls at secondary level has improved from 58.70 in 2009-10 to 76.47 in 2013-14. However still, some States like Bihar, Jammu & Kashmir, Uttar Pradesh, Gujarat, Nagaland, Rajasthan, and Jharkhand haveyetto achieve the national average of GER for girls. The ratio of girls to Boys enrolment at the secondary level in 2013-14 stood at 0.90. (Source School Education Statistics, 2013-14,NEUPA)

As per Flash Statistics UDISE - 2013-14, published by NUEPA, national Gross Enrolment Ratio (GER) at the secondary level is 76.64. During the same period GERfor Scheduled Tribestudents at secondary level is 70.20 and GER of Scheduled Caste studentsat secondary level is 78.73 which is higher than the national average. It is also observed that GER of SC girl students at the secondary level in 2013-14 is79.38 which is higher than the national average and GER of ST girl students is 70.11.

**1.2 Planning strategy for educationally vulnerable /disadvantaged groups:preparation of equity action plan:-** For the effective planning and implementation of strategies to improve participation, retention andlearning levels of SC, ST, Minority andGirl students , following steps are recommended:

**1.2.1 Identification of Disadvantaged Groups:** To identify the educationally disadvantagedgroups in the State/UT, analysis of educational indicators like Gross Enrolment Ratio (GER) , Net Enrolment Ratio (NER), Drop-out Rate, Retention Rate, Gender Parity Index (GPI), Gender gap etc. under different social category groups should be carried out with special reference to thegeographically disadvantaged areas like Special Focus Districts (SFDs), Educationally Backward Blocks (EBBs), Left-wing affected areas,districts with low female participation and high drop-out and districts with high gender gap and low Gender Parity Index (GPI). List of Special Focus Districts and EBBs is available on the website of the Ministry www.mhrd.gov.in and that of RMSA www.rmsaindia.org.in

The planners should also attempt to look beyond the pre-defined category of deprived communities such as those affected by natural disasters, relocated communities, riot affected areas, critical urban areas etc.

Research studies/identification surveys conducted by any educational institution, civil society organisations, SMDCs and any other agency or Institution may also be utilized for identification such groups.

**1.2.2 Need Assessment:** The next critical step for preparation of equity action plan is to determine, with the involvement of community members, teachers, civil society organisations etc, the factors that are adversely affecting the education of these identified groups. The process should be scientific and not perception based**.** After determining the critical factors, need assessment should be carried out in terms of requirement of infrastructure, teachers, teaching learning materials, remedial coaching, hostel facilities, transport facility, scholarship etc to address the gaps .

**1.2.3 Strategizing for Addressing Gaps:** In view of the fact that there are multiple interwoven factors that cause an un-equitable condition and therefore the strategies aimed at addressing the situation also need to be set of multi- dimensional activities. Interventions addressing different dimensions (like societal perception, teacher, availability of schooling facilities etc.) should be drawn and included in the Annual Work Plan.

**1.2.4 Project based Proposals:** RMSA calls for the development of Project-based strategy which would be evidence-based and outcome oriented. Multiple interventions can be clubbed under this project-based model for the achievement of goal within a stipulated timeframe.

**1.3    Broad strategies and interventions:-**

| Issues | Special Focus Group | Factors | Broad Strategies | | Expected Outcomes |
|---|---|---|---|---|---|
| | | | **General** | **Specific** | |
| Low enrolmentat secondary level | Girls and SC/ST/OBC/ Minorities | • Lack of school facilities<br>• Distance factor<br>• Negative attitude of parents and community towards girl's education<br>• Lack of importance of education<br>• Early marriage & Sibling care<br>• Gender& Castediscrimination Poor Economic conditions<br>• Resettlement of habitations | **i. Community mobilization**<br>• Awareness generationand sensitisation programmes for mobilising parents<br>• Enrolment drives in critical areas<br>• Counselling for parents and students<br>• Training of SMDC members<br>• Engaging Panchayat members | **i. Access:**<br>• Up gradation of Upper Primary schools to secondary schools in SC/ST/Minority concentrated areas on priority basis.<br>• Provision of Girl's toilets in secondary schools<br>• Provision of Girls Hostels<br>• Provision of transport facility<br>• Empowering girls with Self Defence technique<br>• Provision of employable skills at secondary stage to make education attractive.<br>• Provision of teachers in language subjects | Enhancing enrolment of Girls, SC, ST, OBC, Minority at Secondary level |
| High Drop-out/Low retention at secondary level | SC/ST/OBC/Minority &Girls | • Distance from habitation<br>• Inability to cope with academic rigour<br>• Poor Performance<br>• Insensitive school | **i. Creating Equal Learning Opportunities:**<br>• Conduct of School Readiness Programme for Secondary Education /Foundation course | **i. Educational facilities:**<br>• Facility of Girls Toilet<br>• Girls hostel | Improvement of retention and Arresting Dropout of girls |

| Issues | Special Focus Group | Factors | Broad Strategies | | Expected Outcomes |
|---|---|---|---|---|---|
| | | | General | Specific | |
| | | environment<br>• Gender &Caste discrimination<br>• Adolescent issues and Mismanagement sexual changes<br>• Lack of female teachers<br>• Poverty& Migration<br>• Early marriage<br>• Child labour<br>• Lack of toilet and other facilities in school | • Learning through Open SchoolingSystem<br>• Adolescent and Life SkillEducation<br>• Counselling<br>• Vocational skill<br>• Special Coaching Camps for Students Affected By left Wing Extremism<br>**ii. Provision of Teachers Quarters in case of remote location**<br><br>**iii. Community Mobilisation**<br>• Retention Drives<br>• Attendance Monitoring | **ii. Availability of Female teachers in school:**<br>Rationalisation of teachers Deployment.<br>• Recruitment/ deployment of tribal language teacher | |
| Low Learning levelsat secondary level | SC/ST/OBC/Minority &Girls | • Poor performance in Science and Mathematics<br>• Biased curriculum<br>• Poor Classroom transaction<br>• Poor performance in examination | Improvement of Learning levels of students<br>• Revision of Curriculum framework/syllabus/ textbookin as per National; Curriculum framework 2005<br>• Training of teachers on gender issues<br>• Adolescent Education and Life skill<br>• Vocational skills<br>• Career Counselling | | Improvement of Learning levels of girls/SC/ST/OBC/Minority |

**1.4 Convergence and coordination:-**For optimum utilisation of infrastructure and resources, greater linkage, convergence and coordination should forged amongst schemes being implemented by different departments at the State, district, block & school level targeted towards SC/ST/Minorities/Girls etc .

Some such Schemes are listed below:

1. **Ministry of Human Resource Development:** National Means cum Merit Scholarship, Incentive to girls for secondary education, Kasturba Gandhi Balika Vidyalayas. Details are available at **http://mhrd.gov.in/overview-secondary-education**
2. **Ministry of Health and family Welfare:** School Health Programmed. Details are available at **http://www.mohfw.nic.in**
3. **Ministry of Women and Child Development: (a)** Rajiv Gandhi Scheme for Empowerment of Adolescent Girls or SABLA (Adolescent Girls); Details are available at **http://wcd.nic.in/schemes/SABLA-guidelines141210.pdf**.**(b)** Rajiv Gandhi Scheme for Empowerment of Adolescent Boys (RGSEAB) – Saksham (Adolescent boys)**.** Details are available at **http://wcd.nic.in.**
4. **Ministry of Minority Affairs:** Scholarship Schemes includingPre-metric Scholarship, Post Metric Scholarship and Merit cum Means Scholarship. Details are available at **www.minorityaffairs.gov.in**
5. **Ministry of Tribal Affairs:** Establishment of Ashram schools in Tribal Sub Plan areas, Establishment of Ekalavya Model Schools ,Centrally Sponsored Scheme for Hostels for ST boys and ST girls, Pre-Metric and Post Metric Scholarship Scheme, Up gradation of Merit of ST students at Secondary and Higher Secondary Stage **:**Details are available at **http://www.tribal.nic.in/**
6. **Ministry of Social Justice and Empowerment:** Pre Metric and Post Metric Scholarship for Scheduled Caste Students, Babu Jagjivan Ram Chhatravas Yojna. Details are available at **http://socialjustice.nic.in/pdf/pmsscnew.pdf**

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### *GOOD PRACTICES*

***Maharashtra: Kishori Utkarsh Manch:-*** *Under Rashtriya Madhyamik Shiksha Abhiyan, as part of equity intervention ,Maharashtra has taken up the project of **"Kishori Utkarsh Manch"** with a view to reduce high drop-out of girls, address adolescent, gender and equity issues pertaining to girls and improve retention rate of girls at the secondary level.*

*Several activities have been clubbed under this programme including - awareness and motivational programmes for girls and parents, training of teachers on gender issues, career counselling, life skill education, adolescent education including issues of health and hygiene, self defence training and vocational training.*

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# GUIDELINES FOR INCLUSIVE EDUCATION FOR CWSN

December 2014

Government of India
Ministry of Human Resource Development

# Inclusive Education for CWSN

**1.1** **Inclusive Education:-**In view of the fact that children with disabilities form one of the largest groups that are still outside the fold of the general education system, the scheme provides an opportunity for children with disabilities, who have completed eight years of elementary education to continue their education in regular schools at the secondary level in inclusive environment.

**The scheme mainly constitutes two types of components viz:**

- Student oriented components
- Other components (those relating to infrastructure, teacher, awareness generation etc.).

**Coverage of CWSN in Secondary Education:** As per States' survey the number of CWSN covered under IEDSS scheme during 2009-10 to 2013-14

| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|
| No. Of students enrolled at secondary level | 3,06,75,872 | 3,18,52,309 | 3,32,38,810 | 3,46,40,103 | 3,72,16,844 |
| No. Of CWSN enrolled | 76,242 | 1,46,292 | 1,38,586 | 1,96,884 | 2,22,957 |
| % Of CWSN | 0.25% | 0.46% | 0.42% | 0.57% | 0.60% |

As per UDISE and SEMIS data, the table above indicates an overall increase in the enrolment of CWSN from 2009 to 2014, except in the year 2011-12 which shows slight decrease in the enrolment of CWSN. The reason for a dip seems to be as issue with data. As per 2013-14 data, of the total students enrolled in secondary education, only 1.07% of students are CWSN. **This is quite low as against the % of disabled population to the total population as per census 2011.**

**1.2** **Current Challenges & Issues for Inclusive Education:-**Major challenges and issues in the education of CWSN at secondary level in the country w.r.t education of children with special needs in respect of states / UTs are as under-:

- Lack of Resource Teachers and therapists.
- Lack of trained teachers on all disabilities.
- Gap between the students passing out of elementary classes and enrolling in secondary schools. Child Tracking System needs to be developed.
- Low enrolment of CWSN Girls

- Lack of proper and systematic supervision and monitoring system at state and District level
- Lack of specialists and Therapists in the states.
- Slow development of Inclusive Model schools in states.
- Barrier free environment are not appropriate and as per the norms.
- Non representation of CWSN parents and Special Teacher in SMDC.
- Lack of sufficient well equipped Resource Rooms.

**1.3** **Planning for Inclusive Education:-**The goal of the Inclusive Education at Secondary level is to reduce the gap in the enrolment, retention, completion rates and achievement levels of children with respect to gender and socially advantaged groups. The inclusion of CWSN has to be seen in terms of physical access, social access and quality of access

**1.4** **Physical Access**:
- **Identification and Mapping of CWSN-** As per the census data 2.13 % of the population are differently abled population. UDISE data at present indicate only1.07% of the students fall under this category. This points towards the under assessment of CWSN. Therefore, intensive identification must be given due importance. The state must give thrust for identification of left out CWSN by involving SMDC and also with the help of NGO working in the district/state. This must include training of the surveyors, enumerators and other government functionaries at different levels. Identification/mapping children with special needs is a part of micro planning and household surveys. A massive survey and household survey should be undertaken with the help of SSA teachers, NGOs, social welfare department, school readiness programme and Medical Assessment camps. To increase the enrolment of CWSN at Secondary school, counselling and Guidance session for the students and parents of class VIII may be organised during awareness programme launched in the state.

- **Assessment of CWSN:** Assessment of all CWSN entering the class IX must be carried out to ascertain the development level of the child, the nature of support services, assistive devices required and the most appropriate form of special training to be given to the child. Thereafter students with certain types of disabilities like MI, MR, Autism, etc. should be assessed periodically. The assessment professional team may include an interdisciplinary expert team of special educators, clinical psychologists, therapists, doctors and any other professional support based on the students' needs to ensure quality of assessment. Assessment should also be done to identify the educational needs of CWSN. States may also seek the assistance of NGOs in carrying out assessment.

- **Enrolment of Girls**- In order to cover and enrol more CWSN girls and retain them in the Secondary classes, the State Govt. has undertaken major steps through massive social drives in the local community involving the community leaders and the Headmaster playing a leadership role by making parents aware of the provisions in the Scheme with regard to availability of Gender sensitive interventions like availability of transport, helper support, secure environment, disabled friendly separate toilets for Girls, residential facilities ,transport & escort allowance and stipends to girl's students.

- **Aids and Appliances-** Based on assessment, all children requiring assistive devices should be provided with aids and appliances procured in convergence with the Ministry of MoSJE, State Welfare Departments, National Institutions, and ALIMCO, voluntary organisations or NGOs.

- **Removal of Architectural Barriers-**With the subsuming of IEDSS under RMSA as its component, the civil component of IEDSS has since been excluded from IEDSS and a comprehensive programme for removal ofArchitectural barriers has been subsumed with other civil works to promote inclusion of CWSN. Efforts have been madeto provide all kinds of disabled friendly facilities in school. An enabling environment must be designed by not only through ramps but accessible classroom, hostels, laboratories, playgrounds and toilets. Norms of MS&J must be followed strictly and accurately. Development of innovative designs for schools to provide an enabling environment for CWSN should also be a part of the programme.

- **NIOS:** Collaboration with NIOS / SOS and NGO (as the case may be) at state level for CWSN to complete secondary education. The provisions for CWSN for open schooling education are -:
  - Fee concession to the extent of 50% for CWSN.
  - A distance learner is registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme.
  - CWSN can appear in one/two subjects at a time as per his/her preparation. Credit is accumulated till a candidate successfully completes the requirement of a course.
  - Study-centres are taken as examination centre.
  - General and specific relaxations (Disability wise) during examination. Amanuensis are given as per disability wise
  - Flexibility in selecting examination dates.
  - Flexibility in choice of subjects.
  - There is no age limitation for admission in NOS programmes.

NIOS has also developed educational materials for teaching children with special needs in their own homes.The state Co-ordinator at the state level should work as a nodal officer for linking with NIOS for completion of secondary education. The NIOS also provides the programme on Open Basic Education for Universal Elementary Education (UEE), which includes programme for the disabled children.

**1.5 Quality Access to CWSN:-**A wide range of approaches, options and strategies may be adopted for the education of children with special needs in secondary education. This includes-:

- **Support Services-** A continuum of core essential support services is required for the access and retention of CWSN. The services should be category specific and should be made available as per the needs of the child. This would include availability and upgrading of aids and assistive devices according to individual needs, technological support in the form of augmentative and alternative communication tools, audio visual, communication board, and computer access. The maximum support services should be provided in the case of disabled student.

- **Curriculum Adaptation-** Curriculum adaptation should be made an important part of all teachers training programmes on inclusive education.For inclusive teaching, it is vital that adaptation of the curriculum is carried out to meet individual needs of children with disabilities.

- **Teacher Training-** Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service training need to be given special attention to building capacity of teachers for addressing the needs of children with disabilities. While NCTE deals with general education courses which have an optional paper on special education, Rehabilitation Council of India (RCI) runs special education courses which focus on specific disabilities. Lack of specialised personnel can only be met if general education courses are reformed and it is ensured that all teachers are able to address diversity in the classrooms. In service training to general teachers for adaptations to teach CWSN should be the main focus area because of the shortage of sufficient special educators in the states.The process for selection of more specialised teachers as approved by PAB should be initiated. Till date, the state may accomplish the task of fulfilling gaps so that sufficient special educators could be positioned. The state could train the teachers under induction programme and refresher programme.

- **Resource Support-** Resource teachers from different disability and Therapists (speech and Physiotherapist) may be deployed at Block/cluster level based on the

number of CWSN in the ratio of 1:5.They can be appointed as Key Resource Persons who can work with group of general teachers in Secondary and senior secondary classes. General teachers are there to teach specific subjects. Each Resource Teacher should be specialized in a particular disability such as vision, hearing impairment, learning difficulties, mental retardation etc. These set of resource teachers may be attached to the school with resource room/ resource room established at block level (BRC) and multi-category training should be provided to all these Resource teachers. These resource teachers can operate in an itinerant mode covering all schools in the Block/cluster where CWSN are enrolled. Resource teachers must be recruited before the beginning of the academic session to support the general teachers in classroom transaction for teaching CWSN.

Resource Room may include -:

- Academic Lab
- Low vision Lab
- Sound Proof Room
- Therapeutic Room
- ICT Room and Classroom
- Special Teaching Learning Materials

The following activities can be carried out in a Resource Room:

- Identifying learning needs of children, functional assessment in terms of identifying the strengths and weaknesses, developing teaching plan for an inclusive classroom.
- Use teaching techniques like multi-media, peer teaching, collaborative teaching, team teaching, Use of VAKT, Group/cooperative/collaborative learning, child-to-child learning, Activity based learning
- Development of inclusive TLMs (Tactile, 3D multisensory approaches Induction loop system, AAC etc.)

1.6 **Curricular Access-** The curriculum must be inclusive as envisioned in NCF 2005. It should be ensured that the same curriculum for CWSN is followed but with minor adaptations like small changes in learning content, learning friendly environment, appropriate learning approach, adaption in learning aids, flexibility in evaluation etc. It would be important to provide textbooks and curriculum in accessible formats for CWSN.

- **Vocational Education-**Skill development and vocational education can be imparted to CWSN as per their special ability &need, appropriate infrastructure and availability of Resource Person. **Independent living is the ultimate goal of education for children with disabilities.**

- **Building synergy with special schools, National Institutes and NGOs-** Special schools to become resource centres for inclusive education and provide support to IE. The nature of this resource support can cover aspects like tracking of CWSN passing out of elementary classes including drop outs, development of teacher training programme in inclusive schooling, capacity building and empowerment of professional development, vocational training, material and appropriate TLMs, providing support services to CWSN, assessment and identification, educational assessment tools, conducting awareness programmes etc. In this backdrop, concerned NGOs and SMDC may be associated.

- **National institutes that work in this field are:**
  - National Institute of Occupational Health(NIOH),
  - National Institute for the Mentally Handicapped (NIMH)**,**
  - National Institute for the Visually Handicapped (NIVH),
  - Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH),
  - National Institute for empowerment of Persons with Multiple Disabilities (NIEPMD),
  - All India Institute of Speech and Hearing (AIISH)
  - Collaboration with the Institutes in the states (SCERT, DIET, NIPCCD etc.) may be done for modification of book, Curriculum adaptation, preparation of modules for teacher training, monitoring, translation of books in regional languages.

- **Supervision and Monitoring-**Every state must develop a mechanism for supervision and monitoring of the implementation of the activities till the grass root level for better co-ordination, as inspection by central and state officials, reporting monthly by District Co-ordinator, monitoring format may be developed at state level and quarterly review meeting at District, State & National Level with field visits to the schools for handholding the schools.SMDC has been associated as per RMSA norms to oversee the aspects of CWSN also.

- **Research & Evaluation-** Research in states may be done on reasons of drop out at secondary stage, use of ICT, teaching learning methodology, poor enrolment of girls or study the practice of other states which are effectively implementing the scheme. RMSA will encourage research in all areas of education of CWSN including research for designing and developing new assistive devices, teaching aids, special teaching material and other items necessary to give a child with disability equal opportunity in education.

**1.7 Social Access to CWSN-** Ensuring social access is a great challenge, Orientation & Sensitization of School Principals, staff Parental Awareness & community mobilisation and peer sensitization. Awareness & sensitization programme should be organized for parents, community and peer group through awareness camps, Inclusive State Convention, Inclusive Rally, posters on all disabilities with positive messages and celebration of World Disabled day, Louis Braille Day, etc.

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*Good Practices*

- ***GAMES AND SPORTS ACTIVITIES FOR CWSN STUDENTS CARRIED OUT IN KERALA:*** *Special competition programme were conducted in different levels like school, district and state level for CWSN in games like Cricket, Football, Volleyball, High jump, long jump, swimming etc.   They are awarded certificates, cash prizes, trophies, etc. on the basis of their performance.*

- ***Convergence between IE SSA & IEDSS in Haryana****: Several activities are conducted under Inclusive Education through convergence mode. Pravesh Utsav is one of the Innovative activities celebrated to maximise identification and enrolment of CWSN and girl child so that the objective of zero rejection policy can be achieved.*

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