

FRAMEWORK FOR IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

A SCHEME FOR UNIVERSALISATION OF ACCESS TO AND IMPROVEMENT OF QUALITY AT THE SECONDARY STAGE

Chapter - I

1.1. INTRODUCTION

1.1.1. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

1.1.2. The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2005 was 9.48 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e., at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. The Gross Enrolment Ratio for classes IX-XII in 2005-06 was 40.49%. The figure for classes IX and X was 52.26 % whereas that for classes XI and XII was 28.54%.

1.1.3. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

1.1.4. Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. Paras 5.13 – 5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13 of the NPE, inter- alia, stated that “Access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams..... Vocationalization through specialized institutions or through the re-fashioning of secondary education will, at this stage, provide valuable manpower for economic growth”.

1.1.5. Hon'ble Prime Minister in his Independence Day Speech, 2007 has inter-alia stated that,

“We are setting out a goal of universalizing secondary education. This is clearly the next step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the Scheme for Universalisation of Access for Secondary Education (SUCCESS). Its details need to be quickly spelt out and discussed with States so that we are fully ready to launch it from 2008-09. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme”.

1.1.6. The Tenth Plan Mid-Term Appraisal (MTA) document of the Planning Commission has also, inter alia, recommended as follows:

“In order to plan for a major expansion of secondary education in the event of achievement of full or near full retention under SSA, setting up of a new Mission for Secondary Education, on the lines of SSA, should be considered.”

1.1.7. Central Advisory Board of Education (CABE) is the highest deliberative and advisory forum on Education in the country with Education Ministers of all States and eminent educationists as its Members. It was re-constituted and activated in mid-2004 after a gap of several years. After deliberations in the first meeting of the re-constituted CABE, held in August, 2005, seven Committees of CABE were constituted in September, 2005, two of which were particularly relevant for Secondary Education.

1.1.8. Besides the Committee on Universalisation of Secondary Education, CABE had also, at the same time, set up another Committee on “Girls’ Education & Common School System” under the Chairmanship of Chief Minister, Assam. Report of this Committee was also presented in June, 2005. The Committee has recommended, *inter alia*, that:

- ❑ “..... making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System”,
- ❑ State should invest in public schools system with standards, norms, building, etc., with the same standards as that of Kendriya Vidyalayas.

1.1.9. Reports of both the above CABE Committees were discussed and generally endorsed in the meeting of CABE held on July 14-15, 2005.

1.1.10. It is well recognized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult and citizen. The pressure on Secondary Education is already being felt due to the success of Sarva Shiksha Abhiyan. Therefore, while secondary education is not constitutionally compulsory, it is necessary and desirable that access to secondary education is universalized leading to enhanced participation, and its quality is improved for all. At the same time, it may not be possible to fully universalize education at the secondary stage during the Eleventh Five Year Plan as the drop out rates are as high as 28.49% from classes I-V and 50.39% from classes I-VIII. However, with rising expectation from improved access to secondary education, retention in classes I-VIII will further improve.

1.2. STATUS OF SECONDARY EDUCATION:

1.2.1. The following statistics give an overview of the present status of Secondary and Higher Secondary Education in the country (as on 30.9.2005),

1.	No. of secondary Schools (IX-X)	1,06,084
2.	No. of Hr. secondary schools (XI-XII)	53,619
3.	No. of Students at secondary level (IX-X)	2.50 crore
4.	No. of Students at Hr. secondary level (XI-XII)	1.34 crore
5.	Population of 14-16 age group (as on 30.9.2004)	4.78 crore
6.	Population of 16-18 age group (as on 30.9.2004)	4.91 crore
7.	Pupil Teacher Ratio (IX-X)	33
8.	Pupil Teacher Ratio (XI-XII)	34

Source: *Abstract of Selected Educational Statistics (2005-06) (provisional), population projections are based on census data compiled by Registrar General of India.*

1.2.2. The Table given below shows the status of enrolment, dropout rates and pass percentage in classes IX-XII (as on 30.9.2005),

S No.	Indicators	Boys	Girls	Total
1.	Enrolment (IX-X)	1.45 crore	1.05 crore	2.50 crore
2.	Enrolment (XI-XII)	0.78 crore	0.56 crore	1.34 crore
3.	Gross Enrolment Ratio (IX-X)	57.72	46.23	52.26
4.	Gross Enrolment Ratio (XI-XII)	31.54	25.19	28.54
5.	Dropout rate (Class I – X)	60.04	63.56	61.59
6.	Pass percentage (Class X State Board Exam. -2006)	66.30%	70.26%	67.86%
7.	Pass percentage (Class XII State Board Exam.-2006)	67.49%	77.25%	71.28%

Source: Abstract of Selected Educational Statistics (2005-06) (provisional)

1.3. VISION

1.3.1. The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

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

1.4. Goal and Objectives

1.4.1. In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

1.4.2. The above goal translates into the following main objectives;

- i) To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- ii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- v) To ensure that all students pursuing secondary education receive education of good quality
- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

Chapter II

Approach and Strategy for Secondary Stage

2.1. In the context of Universalisation of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover upto class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

2.1.1. Access

There is a wide disparity in schooling facilities in different regions of the country. There are disparities among the private schools and between private and government schools. For providing universal access to quality secondary education, it is imperative that specially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. The norms for secondary schools should be generally comparable to those of Kendriya Vidyalayas.

Development of the infrastructure facilities and Learning Resources will be carried out in following ways,

- ❑ Expansion/ Strategy of existing Secondary Schools & Higher Secondary Schools shift in existing schools.
- ❑ Up gradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools.
- ❑ Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements.
- ❑ Opening of new Secondary Schools/ Higher Secondary Schools in un-served areas bas on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly.
- ❑ Rain harvesting systems will be installed in existing school buildings also.
- ❑ Existing school buildings will also be made disabled friendly.
- ❑ New schools will also be set up in PPP mode.

2.1.2. Quality

- ❑ Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster.
- ❑ Appointment of additional teachers and in-service training of teachers.
- ❑ Bridge course for enhancing learning ability for students passing out of class VIII.
- ❑ Reviewing curriculum to meet the NCF, 2005 norms.

- Residential accommodation for teachers in rural and difficult hilly areas. Preference will be given to accommodation for female teachers.

2.1.3. Equity

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/ needy students at secondary level.
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools.
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation / enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children.

2.1.4. Institutional Reforms and Strengthening of Resource Institutions

Making necessary administrative reforms in each State will be a pre-condition for Central assistance. These Institutional reforms include,

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability.
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization / e-governance and delegation / de-centralization;
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and
- Streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at, various levels, e.g.,
 - NCERT (including RIEs), NIEPA and NIOS, at the national level;
 - SCERTs, State Open Schools, SIEMATs, etc., at the State level; and
 - University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

2.1.5. Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.

2.1.6. Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer

education and computer aided education in secondary and higher secondary schools, (ii) Integrated Education for Disabled Children (IEDC) for assisting State Governments and NGOs in mainstreaming the disabled children in school education, (iii) Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access and Equity) for providing assistance to NGOs to run Girls' Hostels in the rural areas, and (iv) Quality improvement in schools which included provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting International Science Olympiads. All these schemes, in the present or modified forms, will subsume in the new Scheme. (v) provision for earning while learning for financially weaker children by preparing them for self employment or part-time employment. States/UTs may establish vocational training centers (VTC) and institutions at the block, district levels.

2.1.7. Number of Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas will be increased in view of their importance as pace-setting schools, and strengthening their role.

Chapter-III

PLANNING, APPRAISAL, AND FUND FLOWS UNDER RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

3.1. Preparatory Activities

3.1.1. The scheme assigns due importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. The states are expected to put in place certain basic reforms as a pre-condition for receiving central assistance under the Scheme. Many of the State Governments have constituted a high level Task Force to work out comprehensive policies, plan and programmes for their states. All other states are expected to constitute the Task Force without further delay.

3.1.2 Strengthening of the offices of the District Education Officer and Block level Education Officer has to be undertaken in the preparatory phase in order to adequately equip them to handle the larger tasks during programme implementation. Setting up of an effective information system is most important activity besides procurement of essential office equipment and computers along with necessary software. An assessment of the additional manpower needs has also to be made during this period.

3.1.3 Undertaking detailed mapping of Secondary Schooling Provisions, course mapping and streamlining the Secondary Education database has special significance for Universalization of access to and improvement of quality at this stage right from the preparatory stage. Some of the urgent activities includes identifying deficiencies in existing secondary schools/ Higher Secondary schools, identifying potential upper primary schools for upgradation, identifying under served areas to establish new schools, streamlining for non-government schools, developing state specific norms for physical facilities etc.

3.1.4 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 Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels. Keeping in mind the objective of the scheme that access to a secondary school will be provided to every one for a Secondary school within 5 Km and a higher secondary school within 7-10 Km of every habitation. The preparation of educational plans for micro planning is also the greatest challenge of the preparatory phase. It is, therefore, essential to develop the capacity of the District Planning Committee, Panchayati Raj functionaries and State and district level officers engages in the planning and administration of secondary education.

3.1.5 The Micro planning exercise will include a number of studies on the Base-line assessment in a district, in order to reflect the current situation with regard to learning achievements, transition rates, retention, access, gender, equity, social equity, physical infrastructure, etc. that have to be undertaken as preparatory activities. Basic inputs for this would be validated with household data. Effort

should be made to involve regional research institutions in this process. The reports must be diagnostic and should be able to feed into the planning process. Besides these locally relevant studies, baseline achievement would also be carried out in all districts by the NCERT. Several available studies that are State specific may also be utilized to determine the base-line status in a State.

3.1.6 Another important mapping exercise has to be done with respect to courses at the Secondary and Higher secondary level. The availability of the facilities for science subjects, e.g., Physics, Chemistry, Biology, Mathematics and Computer Courses and all subjects in other academic courses (Commerce and Humanities courses) will also be assessed in all the schools located in rural and urban areas.

3.1.7 National University of Educational Planning and Research (NUEPA) will act as a nodal agency for the SEMIS. The NUEPA and State Governments would undertake the necessary exercises right from the preparatory stage.

3.1.8 De-centralization of school education with adequate delegation of powers to local bodies, school management committees' etc. should be undertaken on priority basis. Appropriate involvement of Panchayati Raj Institutions and Municipal Bodies, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations would make these bodies more meaningful, transparent, effective and efficient.

3.1.9 Identification of a team at District level would also have to be undertaken during the preparatory phase. Efforts to identify teachers for their appointment as District Programme Coordinators should also be taken up during this period. These identified District Programme Coordinators could then facilitate the planning process. Local level non-governmental Organisation must also be associated in the planning activities. The management needs in a particular district would also have to be assessed by the State level Implementation Society, to determine the kind of additional support required to operationalize the team at District level. Efforts to make an objective assessment of manpower needs and the restructured command system for the secondary and higher secondary education administration would have to be a priority. The National and State level Mission will facilitate this process of manpower planning for programme implementation through objective assessment by expert teams.

3.2. Reforms in educational administration & de-centralization:- Besides, other reforms in educational administration including modernization / e-governance and delegation / de-centralization should be undertaken for effective, efficient and better programme implementation.

3.2.1 Tasks like adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement should be undertaken. This will facilitate assessment of additional teacher requirements as also a convergent planning process that appreciates the presence of private schools. Improvement of pre-service and in service training of teachers with emphasis on use of ICT must be undertaken so as to ensure better quality education for all.

3.2.2 Curriculum renewal and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide-ranging process of deliberations and consultations. Existing curriculum and textual materials will be reviewed and modified to meet the needs of quality improvement by the states.

3.2.3 NCERT has already approved/ released Rs. 10 lakh to the State Governments to form Core Groups and undertake the curriculum reform process.

3.2.4 There is an urgent need for reform of the prevailing examination system to reduce stress on children and also to enhance its quality. The State Examination Boards, who are generally financially self-sufficient, should undertake this task on priority. The progress will be monitored regularly.

3.3 Building public opinion:- An important requirement for planning of universal access to Secondary Education is environment building and generating public opinion in favour of Universalisation of secondary education. Also, secondary education can supply good teachers for the primary stage. For the rural areas, PRIs would be entrusted with the task of building public opinion.

3.4 Opening of Bank Accounts:- Opening of Bank Accounts of School Management and Development Committee (SMDC) will also be monitored as a preparatory activity so that effective decentralization can be brought about. The financial norms clearly state that a number of interventions have to be carried out by the SMDC. State Governments/ UT administrations will designate the appropriate level of Panchayat that will monitor this activity

3.5. Preparatory activities at district level:-

3.5.1. In order to ensure an effective preparatory phase, up to Rs. 25.00 Lakh will be provided for such activities, based on the actual requirement in a particular district. Besides provision for training and orientation Principals, teachers, community leaders and Education Department functionaries, the preparatory phase provides for the following:

- ❑ Office equipment as per needs,
- ❑ Cultural Activities and other extension activities for community mobilization,
- ❑ Computer hardware and software for effective SEMIS as the district level,
- ❑ School-level planning and school based activities, Rs. 1000/- per school.
- ❑ Collection of initial data relating to availability of school infrastructure and course mapping
- ❑ A set of base line studies etc.

3.5.2. Fund for preparatory activities, as mentioned above, will be released from the amount earmarked for management, monitoring, evaluation and research (MMER) activities.

3.6. The preparatory phase is need-based and there is a lot of variation in the demand from districts. During the preparatory phase, States will also make an assessment of manpower needs at the state level. A State component plan will also have to be prepared, highlighting these needs. Assessment of manpower needs would require serious efforts at restructuring of education administration, wherever it has not been attempted so far. State level Resource Groups are expected to facilitate programme implementation.

3.7. The teams of resource persons sent by State or National level mission will monitor the preparatory phase. Support for planning activities will be provided by District/State/National level resource institutions. The districts can ask for resource support for carrying out planning activities and NCERT/NUEPA/ SCERT/ SIEMAT would provide the capacity building support as per requirement. Besides this, the National and the State Mission will have to effective monitoring and operational support group to facilitate capacity building at all levels and to meet specific need of districts.

3.8. The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of Secondary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, data collection and its analyses. It is expected that the preparatory phase will take anywhere from four to eight months.

3.9. Strengthening of resource institutions at various levels:-

Strengthening of following resource institutions are to be undertaken,

- ❑ NCERT (including RIEs), NUEPA and NIOS, at the national level,
- ❑ SCERTs, State Open Schools, SIEMATs, etc., at the State level and
- ❑ University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education
- ❑ Quality Council of India (QCI) which incorporates accreditation boards for health care organizations, Laboratories, Certification bodies on Quality, Environment etc; and Training & personnel.

3.10 PLANNING PROCESS

3.10.1 The starting point for planning activities has to be the creation of a Core Group of governmental and non-governmental persons at the District level, entrusted with the task of implementing RMSA. The State level Implementation

Society has to exercise utmost caution and care in ensuring that the core team at the District level is carefully selected and is committed to task of Universalization of Secondary Education. Besides Education Department functionaries, these teams could comprise of faculty members of SCERTs, NGO representatives, representatives of Teachers' Unions, representatives of Women's Groups, representatives of Self Help Groups, retired and serving National and State Award winning, Teachers, local literary figures, Panchayati Raj/ Autonomous Council representatives, etc. The starting point of the planning process should be an orientation of the District level Core Group. Like the selection of School Management Committee, the selection of Core Group also will be Process based.

3.10.2 These core teams should then undertake an extensive visit of the district, covering every habitation/village/urban slum and the process of micro planning should be initiated. This would involve intensive interaction with each household to ascertain the educational status and the educational need. The requirements have to be discussed at the local level (Gram Sabhas/ ward Sabhas for rural areas) before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching materials will have to be basis of the planning exercise.

3.10.3 Requirement of incentives like scholarship, uniforms, shoes, textbooks, note books etc. will have to be worked out on the basis of State norms. These would be part of the RMSA but the funding would be mainly from the State Plan. The school level educational plans will be consolidated and appraised by the District level Plan. Due care would require to be taken to ensure that the demand for teachers, classrooms etc. are as per the broad norm for RMSA. Efforts will be taken to identify the upper primary schools for up-gradation into Secondary and Higher Schools first, identification of existing Secondary Schools or Higher Secondary Schools for strengthening or opening of additional classroom. Opening of new schools should be the last priority. It should be done only in un-served areas.

3.10.4 The District Programme Coordinator (DPC) must also work out its information needs and steps to develop formats for household and school surveys should also be taken. This would require capacity support from National/ State level institutions. The local context must reflect in all such activities.

3.10.5 The School has to play a critical role in the planning process The Head Master/ Principal and his/her team have to function like the local resource team for planning. The School Management Committee of every identified secondary or upper primary school will prepare a school level Perspective Plan and Annual Plan. In the un-served areas new schools are required to be established. In case of such schools, the school plan will be prepared by the DPC with the help of District Core Group.

3.11 PERSPECTIVE PLAN AND ANNUAL PLAN

3.11.1 District will be the unit of planning for implementation of scheme. Based on School level Plan, each district will prepare a perspective Plan and an Annual Plan. The perspective Plan will be a Plan for universalisation within the time frame of RMSA. It will be based on the existing position with regard to attendance,

retention, transition rates, drop out and learning achievement. It will work out the total requirement for universalisation, spread over a number of years. A clear plan for improving access, increasing retention and ensuring achievement will be a part of the perspective Plan.

3.11.2 The Annual Plans have to be based on a broad indication of resource availability to a district in a particular year. The National and State Mission will try and finalize the resource likely to be allocated to a particular district at least six months before the first instalment is released to a district. The district would undertake a prioritization exercise in the light of the likely availability of resources. The Annual Plan will be a prioritized plan in the light of the likely availability of resources. The State Executive Committee will appraise these Annual Plans. The Project Appraisal and Approval Committee at the Ministry of Human Resource Development will appraise the District Plan and State Components (State Plan) at the National level.

3.11.3. The District level plans will be consolidated by the State Mission. The State Plan will inter alia indicate:-

- i) Overall GER target for the state/ UT.
- ii) Separate GER target for SC, ST, educationally backward minorities and other weaker sections
- iii) Separate GER target for rural and urban areas
- iv) Enrollment for secondary classes and transition rate from class VIII to IX
- v) Physical facilities required based on the GER target
- vi) Learning achievement targets

The State component plan will be appraised based on the targets set & achieved by the States/ UTs.

3.11.4 While the objective of the Perspective Plan is to assess and plan for the unfinished universalisation of access to and improvement of quality at the secondary and higher secondary Stage in a particular district, the Annual Plan is an exercise in prioritization. The perspective Plans of districts would be the basis for placing demand for additional financial resources in the years to come. As stated earlier, these Plans have to be as per broad norms under RMSA. The appraisal teams would ensure that planning is as per nationally/State accepted norms.

3.11.5 Preparation of Perspective and Annual Plans require creation of capacities at all levels. Besides, the teams of resource persons from the National/State mission, efforts to develop, State specific institutional linkage for planning support will also be explored. Consultation with research institutions for undertaking State specific educational has to be initiated. The same would be finalized in consultation with the State governments. The support of institutions of proven excellence for research, evaluation, monitoring and capacity building will also be sought.

3.11.6 The quality of planning exercise will depend on the efforts at capacity building and the supervision of the planning process. The RIEs, SCERTS, SIEMATs etc. have to be carefully nurtured to provide capacity for effective

planning. The starting point in any such exercise is for the States to accept the need for careful selection of personnel from the existing governmental functionaries and also to deploy experts on contract from the management costs provided under the RMSA. The State Mission will have a role in selection of personnel in order to ensure objectivity in such processes. It must be reiterated that quality-planning process will require institutional reforms and involvement of local communities to participate effectively in the affairs of the school (through School Management Committees). The involvement of the teaching community in the planning process would also be necessary to ensure that the school system emerges as the principal institution for community partnership.

3.12. ALLOCATION OF RESOURCES AS PER APPROVED PLANS

The allocation of resources will depend on the following.

- ❑ Preparatory steps taken by the State Governments as mentioned earlier.
- ❑ Preparation of District Plans and their appraisal;
- ❑ Commitment from the State Government with regard to the State share;
- ❑ Performance of the State Government regarding resources made available earlier;
- ❑ Institutional reforms in states to facilitate decentralized management of education,
- ❑ Reports of supervision teams regarding the quality of programme implementation;
- ❑ Availability of financial resources in a particular year.
- ❑ The actual allocation of resources will depend on all these factors.
- ❑ It is likely that districts with poor infrastructure will require more resources.
- ❑ However, the release will also be performance linked.
- ❑ If an educationally backward district does not utilize the resources in the manner intended, it is unlikely to continue to receive a priority.
- ❑ There are no fixed criteria for allocation of resources, as the actual allocation will depend on a large number of factors, including the availability of resources.
- ❑ The expenditure level of states will not be lower than that on 31.03.08.
- ❑ Funding of state schemes for Secondary education will be in addition to this scheme.

3.13. WHAT A DISTRICT PLAN MUST HAVE

3.13.1. Details of,

- ❑ Preparatory steps taken by the State Governments
- ❑ Targets for GER (separate targets for SCs/ STs/ Girls/ Minorities & Rural population)
- ❑ Participation of women, SCs/ STs, parents of Differently abled Children, Educationally Backward Minorities and other disadvantaged groups in the planning process.
- ❑ A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive.

- Evidences of school-based cultural / sports activities etc.

3.13.2. Evidences of;

- Interface with elected representatives at all levels.
- Process based constitution of committees at each level.
- Institutional arrangements for decentralized decision making
- Consultation with teachers.
- Community contribution for universal elementary education.
- School mapping and micro planning habitation wise/village wise/cluster wise/urban wise/slum wise/ward wise.
- Joint Bank accounts in each School Management and Development Committees to receive and spend government grants.
- Focus on making education relevant to life.

3.13.3. Survey of;

- Available school facilities, including non-governmental educational institutions;
- Available facilities in schools
- Pass percentage and Transition Rates of 14-18 (VIII to IX and X to XI) years age group children studying at classes I-VIII and facilities for their education and development
- Population of 14-18 age children through preparation of Education Registers and
- Relocation of teacher units taking into accounts the presence of the non-governmental sector and its impact on school attendance.

3.13.4. Assessment of;

- Training needs and survey of capacities for orientation and training with existing institutions;
- Needs, school-wise/ habitation-wise of additional school facilities, teachers, etc;
- Needs, school wise of consumables for Science lab, Mathematics lab, ICT facility, Art/ Craft and Culture education, excursion trips and other activities as per the scheme
- School wise incentives of scholarships, uniforms, free textbooks and notebooks, etc.
- Teaching-learning materials;
- Information systems;
- Available financial resources and priority of needs.
- Open schooling facilities.

3.13.5. A plan for quality education including a plan for,

- Girls, SC/ ST, Educationally Backward Minorities education, and
- Children with special needs.

3.13.6. Incorporation of issues like local specific school timings, teachers' attendance, students' attendance etc;

3.13.7. Reflection of all investments (in Plan as well as Non-Plan) being made in a particular district for Secondary and Higher Secondary Education.

3.14. APPRAISAL OF DISTRICT PLANS

3.14.1 The Executive Committee of States and Union Territory on Rashtriya Madhyamik Shiksha Abhiyan will undertake Appraisal of plans. The State appraised plans will be appraised by the Executive Committee (Plan Appraisal and Approval Committee) of the Mission at Ministry of Human Resource Development with the assistance of Technical Support Group, which will also act as a Monitoring and Operational Support Unit. The Technical Support Group will be fully oriented for undertaking the task of appraisal.

3.14.2 The TSG and the Resource Persons of Centre/State Mission will undertake regular visits to districts in order to monitor the quality of preparatory activities and programme implementation. The cost of the Appraisal teams will be fully borne by the National/State Mission. The monitoring and operational support teams at the National/ State level Mission will constitute the Appraisal teams.

3.14.3 Appraisal teams will be jointly constituted by the National and the State level Mission. One of the National Mission nominees could be a representative of the research institution that undertakes responsibility for that state. The National Mission will compile a list of resource persons experienced in Secondary and Higher Secondary Education. The nominees of the State Mission will also have to

be approved by the National Mission. A checklist of activities will be prepared for the guidance of the Appraisal team.

3.14.4 For non-governmental representatives in appraisal teams, besides the TA/DA as admissible for government servants, a modest honorarium will be available.

3.14.5. A few salient features of the Appraisal process will be as follows:

- ❑ To be conducted jointly by central and state Government representatives in the initial phase, along with experts to be selected by NUEPA/NCERT/ SCERT/ SIEMAT.
- ❑ States to undertake appraisal after sufficient institutional capacities are developed through networking with national level institutions
- ❑ Assessment to ensure that plan reflects participatory planning process.
- ❑ Participation of NGOs, institutions, individuals, Panchayati Raj Institutions and urban local bodies
- ❑ Assessment of community contribution, if any in school activities.
- ❑ Assessment of institutional arrangements for decentralized decision making and capacity building in local resource institutions.
- ❑ Assessment of involvement of teachers in the planning exercise
- ❑ Assessment of Participation of women, SCs/ STs, parents of Disabled Children, Educationally Backward Minorities and other disadvantaged groups in the planning process.
- ❑ Any other activity.

3.15. DETERMINING THE BASE LINE STATUS

The provision for base line studies focusing on the local context has been provided as part of the preparatory activities to be undertaken by the State Governments. These studies have to be diagnostic in nature so that these studies contribute to the planning process by taking note of the local context. NCERT will provide technical guidance. Besides State level Baselines studies, Base line achievement tests would be carried out by the NCERT on a priority, to ascertain the current levels. The National and the State Mission will monitor on the basis of these established base lines.

3.16 SUPERVISION OF ACTIVITIES

3.16.1 Rashtriya Madhyamik Shiksha Abhiyan requires regular supervision of activities. Ideally, School Management Committees and District Programme Coordinator and his/ her Core Team should be developed effectively to carry out supervision activities.

3.16.2 Supervision teams will be periodically sent by the National/ State Mission usually once in six months. Such supervision visits would also include the state specific resource institutions that have undertaken the task of research and supervision in that State/UT.

3.16.3 Theme specific supervision visits besides the overall assessment visits would also be undertaken. Classroom observation by resource persons has also been provided for. States will work out their supervision/appraisal/monitoring and research Plans, based on the indication of resource availability as per the norm approved from time to time by the National Mission.

3.16.4 Presently, the norm for such activities under the RMSA will be Rs.1500 per school per year subject to the availability of resources within 2.2% allocation earmarked for Management and Monitoring, Research and Evaluation. This amount would be divided between the National/State and District Mission. Rs.100 per school will be spent at the National level. The State Government will decide regarding the balance amount to be spent on monitoring, research, supervision and evaluation at the various levels, from the school to the State level.

3.16.5 Two supervision visits of at least three days each would be undertaken by the National/State level Mission each year, to each of the States. Initially these supervision teams will be constituted by the National Mission in partnership with the States. Subsequently, States will constitute their own supervision teams. Each Supervision team will have four Members, two from the State Mission and two from the National Mission, Representatives of National Resource institutions, State specific research institutions and University Departments of education would be encouraged to participate in the supervision team.

3.16.6 The non-governmental representative who undertakes supervision visits will be entitled to a modest honoraria, over and above the TA/DA. The visits will be coordinated by the State and the National Mission. Suitable supervision formats will be designed through special workshops to be organized by the National/ State level resource institutions. Resource persons involved with training teachers will also undertake classroom observation. Modest honoraria may be provided for non-governmental/ retired resource persons involved in this work. Supervision reports should necessarily be shared with district and block Panchayats and mission officials.

3.17 PROCEDURE FOR RELEASE OF FUNDS

3.17.1 Rashtriya Madhyamik Shiksha Abhiyan is conceived as a long –term partnership between the Central and the State/UT governments. The procedure for release of funds incorporates this idea of a partnership. Under the programme the districts will prepare their Perspective Plan & Annual Plan proposals based on the broad Framework for implementation. The State level Implementation Society for Rashtriya Madhyamikh Shiksha Abhiyan will forward these proposals to the National Mission for release after appraisal by the State level Executive Committee with the assistance of TSG. The Technical Support Group of National Mission will appraise the Perspective as well as the Annual Plans. The Project Appraisal and Approval Committee of the National Mission will approve the Annual Plan on the basis of the Appraisal Report, the recommendation of the State Implementation Society, the availability of Central Plan funds, and the commitment of the State government regarding financial resources. The Central Government will release the funds directly to the State Implementation Society.

3.17.2 The State Governments have to give written commitments regarding its contribution towards the Rashtriya Madhyamik Shiksha Abhiyan. The recommendation of the State level Implementation Society must also be accompanied by a commitment of the State Government regarding transfer of its share to the State Society within thirty days of the receipt of the Central contribution, as per the approved sharing arrangement. They will also give an undertaking in writing that funds allocated to Rashtriya Madhyamik Shiksha Abhiyan will not be used for any other purposes under any circumstances.

3.17.3 The release of the first instalment to the State/UT will be processed after receipt of these written commitments. The appraisal and approval of Plans should be completed in time for the first instalment, to meet the proposed expenditure of the first six months, to be released by 15 April. Some departure from this norm would be necessitated in the first year of programme implementation.

3.17.4 There would be two installments each year: one in April for expenditure between April and September and the second in September for expenditure between October to March. A pool of resource persons selected by the National/State Mission for, before the second instalment is processed will undertake a supervision visit to the programme implementation districts. The second installment will be based on the progress in expenditure and quality of implementation. The utilization certificates from the districts to the States and to the national Mission for funds released in the first instalment would become due at the time of the release of the first instalment in the subsequent year.

3.17.5. After utilizing at least 50 per cent of the funds earlier released, the State Government may apply to the Ministry of Human Resource Development for the next installment. The release will be subject to the following conditions.

- ❑ Submission of Utilization Certificate showing that at least 50 per cent of funds/ resources already released have been utilized at the time of submission of the proposal for the next installment.
- ❑ Submission of certificate regarding the release and receipt of the State Share against the amount of the Central funds released so far. This must be accompanied with (i) a copy of the order sanctioning the State Share; and (ii) a certified copy of the bank statement indicating the credit of the State Share. The Branch Manager and the Authorized Signatory at the State level must authenticate the bank statement.
- ❑ Submission of non-diversion and non-embezzlement certificate.
- ❑ Any Other condition indicated from time to time.

3.18 FINANCING PATTERN AND OPENING OF BANK ACCOUNT:

3.18.1 The Central Government will bear 75 percent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) for all States/ UTs except North Eastern States during the 11th Five Year Plan. For the North Eastern States, 90 percent of such cost will be borne by the Central Government.

3.18.2 The State Governments and Union Territories will bear 25 percent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) during the 11th Five Year Plan. The North Eastern States will bear 10 percent of such cost.

3.18.3 The State Government will design a comprehensive Financial Management System for the transfer and use of funds through the existing SSA society. This must ensure transparency, efficiency and accountability, and track the use of funds towards the final outcomes.

3.18.4 Separate bank accounts shall be opened for funds under the scheme at the State, District and School levels. The accounts shall be opened in public sector banks. The Head Master or Principal & Vice Principal of the School Education Committee will be the joint holder of the account at School level; the District Programme Coordinator will be a joint holder of the account at the District level.

3.18.5. For the 12th Five Year Plan, the sharing pattern between Central and States will change to 50:50. For the North Eastern States, the sharing pattern will be 90:10 for both 11th and 12th Five Year Plans.

Chapter-IV

SCHOOL INFRASTRUCTURE, LEARNING RESOURCES, TEACHERS AND OTHERS

4.1. It is imperative to have projection of additional enrolments at Secondary Stage and the targets during the Eleventh Plan period, based upon which strategy to accommodate additional enrolment could be decided. Keeping mind the basic objective of “access” within 5 Km of every habitation the following strategies need to be followed,

- (i) Strengthening of existing Secondary School and deploying desired number of subject wise teachers;
- (ii) Opening of additional classrooms in the existing Secondary Schools and laboratories and deploying desired number of subject wise teachers etc; if required on the basis of habitation level micro-planning;
- (iii) Upgradation of existing Upper Primary Schools with required infrastructure and teachers etc on the basis of habitation level micro-planning; for which Ashram schools will be given preference,
- (iv) Opening of New Secondary Schools, if required on the basis micro planning.

4.2. Considering the fact that in most habitations the upper primary schools have been established, it would be preferable to follow first three options to overcome the access problem. The new schools would be considered only in the cases of deficient or un-served areas. While deciding the preference for any of the above option, it is desirable to keep in mind the objective of access within 5 Km of every habitation, viability (i.e. ensuring adequate numbers of students enrolment) and cost effectiveness. This norm is only prescriptive and may be relaxed in hilly areas, in areas with difficult terrain and in sparsely populated areas.

4.3 At present there are 72755 High / Post Basic Schools under Government, Local Bodies and Aided Private management (Source: SES, 2004-05). The existing Secondary Schools need to be strengthened depending upon the requirements worked out through School level micro planning. The additional enrolments could be accommodated in the existing secondary schools by opening additional classrooms. While strengthening infrastructure, a rain water harvesting system will be installed and school buildings will be made disabled friendly.

4.4 At present there are 226595 Middle/ Senior Basic Schools under Government, Local Bodies and Private management receiving govt. aids (Source: Abstract of SES, 2004-05 (Provisional). The additional enrolments will be accommodated in these schools by upgrading their capacity. The State/ UTs will identify such schools on the basis of School level micro planning. Based upon the demand and requirements, additional sections will be opened. However, to make them viable, at least two sections each for classes IX and X would be opened with other infrastructure etc. Ashram schools will be give preference while upgrading upper primary schools.

4.5 The New Secondary Schools will be opened on the basis of the Perspective Plan and demand worked out through micro planning by the State Governments for a project for opening of new & viable schools, especially in deficient or un-served areas would be approved. In these schools at least two sections each for classes IX and X would be opened with other infrastructure etc. All these schools will have rain harvesting system in their building plan itself. The school buildings will be designed to make them disabled friendly.

4.6. Followings are the illustrative list of components;

Physical Infrastructure- Non Recurring	
Class rooms/ Additional classrooms	<ul style="list-style-type: none"> • Class Room- Pupil Ratio: 1:40 • Minimum ratio :1:25 • Class Room size: as per State norm. • At least two additional class rooms should be built in one secondary school • At least four additional class rooms, two sections each for classes IX & X should be built in one upgraded upper primary schools • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.
Science Laboratory	<ul style="list-style-type: none"> • One Integrated Science Laboratory- for Physics, Chemistry, Biology & Mathematics. • Room size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.
Lab Equipments	<ul style="list-style-type: none"> • Necessary equipments for Physics, Chemistry, Biology and Mathematics' will be needed initially to facilitate academic activities.
Headmaster/ Principal room	<ul style="list-style-type: none"> • One room for Principal. • Room will also be used for meeting room. • Room size should be adequate as per state govt. norms for holding meetings • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.
Office Room	<ul style="list-style-type: none"> • One room of adequate size as per state govt. norm for office staff

	<p>and teachers</p> <ul style="list-style-type: none"> • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.
Girls' Activity Room	<ul style="list-style-type: none"> • One room of adequate size as per state govt. norm • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include fixtures, fittings, circulation area (verandah) etc.
Computer room/ laboratory	<ul style="list-style-type: none"> • Room size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.
Art/ Craft/ Culture Laboratory	<ul style="list-style-type: none"> • Class Room size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture/ equipments/ tools, fixtures, fittings, circulation area (verandah) etc.
Library	<ul style="list-style-type: none"> • Library will be established and run in a room of adequate size as per the norms fixed by the State Government or Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc. • Community should be approached to provide books and furniture etc. in the library.
Toilets and Drinking water facilities	<ul style="list-style-type: none"> • 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 • Proper drainage system in every school etc
Furniture & fixtures	<ul style="list-style-type: none"> □ As far as possible, existing furniture should be repaired □ Actual requirements for classrooms, laboratories, libraries and others will be worked out on the basis of approved scales of furniture fixed by the State Governments □ In case of condemnation through due process and/ or deficiency, purchase of furniture for following will be subject to the ceiling of

	<p>Rs. 1.00 lakh per school,</p> <ul style="list-style-type: none"> • Principal Room • Office and Teacher Room <ul style="list-style-type: none"> ❑ Due Regard should be paid to usefulness and economy ❑ Luxury items should not be purchased ❑ Community will be approached to provide furniture in the schools ❑ Purchases, if any will be done through State owned small scale industries or NSIC.
Development of Play Ground, if available in school.	<ul style="list-style-type: none"> ❑ Schools not having playground will use play ground in neighborhood schools or the Community Playground ❑ Community, PRIs, MP LAD, MLA LAD may also contribute towards development & maintenance. ❑ Ministry of Youth Affairs and Sports will also be approached. ❑ Cost will not exceed Rs.10, 000/- per school
Boundary Wall	<ul style="list-style-type: none"> ❑ Need to be constructed by the States/ UTs, if not already constructed ❑ Community, PRIs, MP LAD, MLA LAD, private sector may contribute towards construction and maintenance of boundary wall. ❑ Department of Environment and forest may be approached to develop social forestry in the schools.
Physical Infrastructure- Recurring	
Repairing and Renovations – Major and Minor.	<ul style="list-style-type: none"> ◆ Repairing and renovations will primarily be undertaken through involvement of community or the private sector. ◆ On the basis of approved estimate by State Governments following grants may be considered under special circumstances; <ul style="list-style-type: none"> • In case of Major – one time total amount of expenditure should not exceed Rs. 2.00 lakh per school in case of two sections in school and Rs. 4.00 lakh per school in case of four sections in school • In case of Minor – total amount of expenditure should not exceed Rs. 25, 000/- in a year. <p>Following repairing works can be undertaken,</p> <ul style="list-style-type: none"> • School building • Toilets • Tanks • Play Ground • Campus • Conservancy Services • Electrical fittings • Sanitary & Other fittings • Furniture and fixtures etc. <ul style="list-style-type: none"> ◆ Expenditure on repair & maintenance of building would not be included for calculating the 33% limit for civil works. ◆ Grants will be available only for those schools which have existing buildings of their own

Repair/ replacement of Laboratory Equipments	<ul style="list-style-type: none"> ◆ Science lab for classes IX-X ◆ Replacement and/ or repairing of laboratory equipments ◆ Purchase of consumables/chemicals etc. ◆ Upkeep of laboratories ◆ Any other activity relating to Science and Mathematics. ◆ Annual grant of Rs. 25,000/- per school per annum or as per actual requirements.
Purchase of Lab consumable articles	
Purchase of Books, periodicals, news papers etc.	<ul style="list-style-type: none"> □ Purchase of books with due reference to the lists of books recommended by the KVS (or) □ List recommended by the State Governments (or) □ Rs. 10,000 per annum or the actual expenditure, whichever is less. □ Text Books and Reference Books for teachers should also be included. □ (or) as per the scheme formulated by Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems.
Study tours/ Excursion trips:	<ul style="list-style-type: none"> □ State Govt./ Community/parents / private sector may sponsor or contribute □ Study tours should be organized by the schools every year □ Willing students should be allowed to participate □ Adequate measures for safety and security of the students, especially girls should be made

School Annual Grants- recurring	
<ul style="list-style-type: none"> □ Sports, music, dance, painting, culture, teaching aids <ul style="list-style-type: none"> • Equipments for teaching geography as elective • Drawing equipments & painting materials • Maps, charts, specified instruments & appliances • Sports equipments, uniforms etc. □ To meet petty and contingent expenditure like Organizing meetings, Conveyance, stationeries □ Petty repairs & maintenance □ Water, electricity and telephone charges, internet charges/ other rates and taxes. □ Other expenditure. □ State Government/community/PRIs/ private sector may also contribute. □ Grant of Rs. 15,000/- per annum or actual expenditure, whichever is less to meet water and electricity charges. 	
Teachers, staffs and Lab Attendants	
Teachers	<ul style="list-style-type: none"> • Subject-wise TG/ PG Teacher • PTR of 1:30 .* • Teachers will be employed by the Society implementing RMSA.

Lab Attendant	<ul style="list-style-type: none"> • One lab attendant, • will be employed by the Society implementing RMSA
Duftary	<ul style="list-style-type: none"> • One daftary for office works.
Watchman	<ul style="list-style-type: none"> • One night watchman • May be appointed by Community/ PRI/ Parent –Teacher Association.
In-service training of teachers and heads of schools	<ul style="list-style-type: none"> ❑ Training of all teacher/ Principal/ Vice Principal for 5 days every year ❑ Rs.200/- per teachers per day** ❑ Unit cost is indicative, would be lower in non-residential training programmes
Residential quarters for teachers	<ul style="list-style-type: none"> ❑ Residential quarters for teachers in remote/hilly areas/in areas with difficult terrain ❑ Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. ❑ Rs. 6.00 lakh per quarter subject to availability of fund ❑ Preference for female teachers.
Others	
Science exhibition in District Headquarters or in a place within the District.	<ul style="list-style-type: none"> ❑ The DPC in each district will organize science exhibition ❑ All the schools will be invited to participate ❑ Local JNV and KV will also be associated ❑ The Community, PRIs, NGOs, intellectuals etc. will be invited ❑ Provision for felicitation/ award to best exhibitor will be made ❑ State Government/ Community/ PRI / Private Sector etc. may sponsor and contribute.

* CABE committee on USE and the Working Group on Secondary and Vocational Education have recommended PTR of 30:1

** Planning Commission has allocated Rs. 1000/- per teacher per annum.

Note: All financial norms for civil work are suggestive and meant for financial estimation. State/UT PWD schedule of rates will be applicable.

4.7 Out of the above, priority will be given to the followings depending upon the availability of resources,

Physical Infrastructure- Non Recurring
Class rooms/ Additional classrooms
Science Laboratory
Lab Equipments
Headmaster/ Principal room
Office Room

Computer room/ laboratory
Art/ Craft/ Culture Laboratory
Library
Toilets and Drinking water facilities
Physical Infrastructure- Recurring
Repairing and Renovations – Major, under special circumstances
Repair/ replacement of Laboratory Equipments and Purchase of Lab consumable articles
Purchase of Books, periodicals, news papers etc.
<i>School Annual Grants- to meet electricity and water charges.</i>
Teachers, staffs and Lab Attendants- Recurring
Teachers
In-service training of teachers and heads of schools
Residential quarters for teachers in remote/ hilly areas

4.8 The unit cost for upgradation of an upper primary school is estimated to be Rs.61.5 lakh and for strengthening of infrastructure in an existing secondary school is estimated to be Rs.44.25 lakh. These norms indicate the upper limit and grant will be as per the actual expenditure as per State PWD norms.

Chapter-V

QUALITY IMPROVEMENTS IN SECONDARY AND HIGHER SECONDARY EDUCATION

5.1 The Rashtriya Madhyamik Shiksha Abhiyan is committed to universalize quality education at Secondary and Higher Stage. The focus in quality interventions would have to be on meeting the complex needs of this stage in terms of quality infrastructure, Management Information System, curriculum development, learning resources, teacher qualification, competency, subject specific deployment in schools, in service training of teachers and heads of the school, academic support at all level, classroom based support and supervision issues etc.

5.2 The Mission would encourage States to focus on total development of children, encouragement to sports, cultural activities, project work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Encouragement to work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context.

5.3 Mapping of Secondary Schooling Provisions and creation of Secondary Education Management Information System (SEMIS)

5.3.1 Undertaking detailed mapping of Secondary Schooling Provisions, course mapping and streamlining the 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 includes Identifying deficiencies in existing secondary schools/ Higher Secondary schools, identifying upper primary schools for upgradation, Identifying under served areas to establish new schools, streamlining for non-government schools, Developing states specific norms for physical facilities etc.

5.3.2 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 Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels. Keeping in mind the objective of the scheme that access to a secondary school will be provided to every one for a Secondary school within 5 Km and a Higher secondary school within 7-10 Km of every habitation, the preparation of habitation level educational plans for micro planning is also the greatest challenge of the preparatory phase. It is, therefore, essential to develop the capacity of the state and district level officers engaged in the planning and administration of secondary education in the states in this regard and to prepare base line data. Thereafter, it is also necessary to collect periodic data with predetermined regularity for every secondary or higher secondary school in the country through system similar to District Information System for Education (DISE) being used for capturing information at the elementary level. The data so collected should be crosschecked with household data being maintained in each Village Panchayat. Keeping the goal of universal secondary education, state and locale-specific norms will be developed

by the states and local authorities. It must be emphasized that setting up of an effective SEMIS would require contractual engagement of professionals including data analysts and data entry personnel. Similarly, the need for experts on various interventions under the scheme will also have to be assessed in the light of the specific State/UT.

5.3.3 The Micro planning exercise will include a number of studies on the Base-line assessment in a district, in order to reflect the current situation with regard to learning achievements, retention, access, gender, equity, social equity, physical infrastructure, etc. that have to be undertaken as preparatory activities. Effort should be made to involve regional research institutions in this process. The reports must be diagnostic and should be able to feed into the planning process. Besides these locally relevant studies, baseline achievement tests would also be taken in all districts by the NCERT. Several available studies that are State specific may also be utilized to determine the base-line status in a State.

5.3.4 Another important mapping exercise has to be done with respect to courses at the Secondary and Higher secondary level. The availability of the facilities for science subjects, e.g., Physics, Chemistry, Biology, Mathematics and Computer Courses and all subjects in other academic courses (Commerce and Humanities courses) will also be assessed in all the schools located in rural and urban areas.

5.3.5 National University of Educational Planning and Administration (NUEPA) will act as a nodal agency for the SEMIS. The NUEPA and State Governments would undertake the necessary exercises right from preparatory stage.

5.3.6 The requirement of funds for SEMIS will be met out of the 2.2% of the Plan Allocations earmarked for Management and Monitoring under the scheme subject to the ceiling, as specified from time to time. The budget estimate will be indicated in the District Plan and consolidated estimate will be reflected as State Component.

5.4. Curriculum designing & formulation

5.4.1. Curriculum designing and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. The National Policy on Education (NPE), 1986 (as modified in 1992) and Programme of Action (POA), 1992 view such a framework as a means of establishing a national system of education, characterized by certain core values and transformative goals, consistent with the constitutional vision of India. NPE also points out that implications of the Constitutional Amendment of 1976, which includes Education in the Concurrent List, require a new sharing of responsibility between the Union Government and the States in respect to this vital area of national life. Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide-ranging process of deliberations and consultations. Similar structures will have to be created in all the States/UTs to prepare new syllabi and textbooks at the State level. Many states are in the process of completing this exercise. Some of them have already completed. The States which have not yet completed the curricular reforms,

preparation of new syllabi and text books are expected to complete this exercise in the very first year of the programme implementation.

5.4.2 Budgetary requirement for the creation of new structures, strengthening of existing structure and revision of curriculum by the states under the broad frame work of NCF-2005 should be met out of 2.2% of the Plan Allocations earmarked for Management and Monitoring.

5.5. Learning Resources

5.5.1 Laboratories and Equipments

The main reasons for failure in exams of a large number of students are their limited understanding of concepts in Mathematics & Science and their weakness in English. NCF-2005 addresses this issue. The National Focus Group on “Teaching of Science” suggested prevention of marginalisation of experiments in school science curriculum. Investment in this regard is needed for improving school Libraries, Laboratories and Workshops to promote experimental culture while reducing the importance of external examinations. There is also need to have Computer – Interfaced Experiments and Projects utilizing database from public domain.

5.5.2 The younger generation needs to be sensitized to the potential of Health and Physical Education, Art Education and Crafts. This further requires a pool of trained personnel/teachers to impart basic knowledge and skills along with Craft Laboratories with space facilities and raw materials in all schools. For Health, Yoga and Physical Education, certain minimum outdoor and indoor facilities coupled with proper ventilation and sanitation in the classroom and school premises is needed. Further, in view of inclusion of all children, the schools should also be equipped with the resource support needed in the form of Special Educators, Assistive Devices and Teaching-Learning material for children with special needs.

5.5.3 For qualitative improvement of social science teaching and making it lively and relevant for the young learners, required infrastructural facilities in terms of physical space and resource materials need to be provided in every school. The spirit of inquiry and creativity among children as well as teachers can be promoted in an interactive environment. Hence every school should have a social science room for performing various group activities/project work, experimenting/demonstrating and displaying their creativity and storing best creations for further use as resource material.

5.5.4 The National Focus Group on Work and Education, constituted as part of the exercise for revision of National Curriculum Framework (NCF)-2005, expressed its concern about the exclusionary character of education in general and secondary education in particular. This is founded on the artificially instituted dichotomy between work and knowledge (also reflected in the widening gap between school and society). Those who work with their hands and produce significant wealth are denied access to formal education, while those who have access to formal education not only denigrate productive manual work but also lack necessary skills for the same. A common core curriculum incorporating work-centered pedagogy initially united class x and within the foreseeable future up to class XII for all children

should be the objective. A detailed framework of “Work and education” for School Education needs to be developed by NCERT for operationalization.

5.5.5 In view of the above, at least a Science Laboratory and an Art and Crafts laboratory along with necessary equipments need to be set up in each secondary school. While, there can be only one room for science laboratory in a secondary school, there should be at least three laboratories for Science subjects in Higher Secondary schools, in addition to one Art and Craft laboratory. The Arts and Crafts Lab will be used for carrying out the activities related to Social Sciences, Arts and Heritage Craft, Health and Physical Education and Work Education. To manage the affairs of these laboratories at least one Lab Attendant in Secondary School and three Lab Attendants in Higher Secondary schools will be deployed. The details of Physical and Financial norms have been discussed in a separate chapter.

5.6. Art and Craft Education

5.6.1 The Mission recognizes the importance of aesthetics and artistic experiences for secondary level children, especially in view of the role that such experiences can play in creating awareness of India’s cultural heritage and its vibrant diversity. In the context of education of arts (music, theatre, visual arts and dance) and heritage crafts, the Mission is guided by the recommendations of the National Focus Groups on these subjects and the report of the CAFE Committee on Culture. The syllabus for arts developed by NCERT should be followed and teachers who have been appropriately trained should be appointed for art education. Art is to be treated as a part of the curriculum and not as an extra-curricular activity. As recommended by NCF-2005, art education must become both a tool for the enrichment of learning in all subjects, and also as a subject in its own which is taught in every school up to class X and facilities for the same may be provided in every school.

5.6.2 There is need to make available resources for the integration of the arts and heritage crafts. It is important that the school curriculum provides adequate time for a wide range of activities pertaining to arts and crafts. Block periods of about 1 to 1 ½ hours are necessary. The aim of activities provided in these periods is to support the child’s own expressions and style. India’s heritage crafts should enter into the curriculum as a part of art, with an emphasis on creative and aesthetics aspects. Crafts persons themselves should be treated as teachers and trainers for crafts and ways of enabling them to serve in schools on a part-time basis need to be identified. Craft labs equipped with adequate materials and tools need to be developed in every school.

5.6.3 Crafts Mela should be organized to expose children to local crafts and traditions and also for children to display their own creative endeavours. States/UTs need to consider the appropriate weightage for admission in colleges for students who have been deeply involved and who excel in the different art forms and crafts.

5.7 Learning Resource Centres (LRC)

5.7.1 In conformity with the advocacy in the National Curriculum Framework (NCF-2005) about curriculum enrichment for overall development of children rather than remaining textbook centric, and ensuring that learning is shifted from rote

memorization and also in order to ensure quality in Secondary and Higher Secondary Education, all schools need to be equipped with Learning Resource Centres (LRC) with following inputs.

- ❑ **Library**
- ❑ **Provision for ICT support**
- ❑ **Link with EDUSAT**

5.7.2 The ICT Resource Room and Library of the school may be housed in one big room or these may be housed in two adjacent rooms. All Library operations from accession to issue of books will be computerized. The provision of integrated Learning Resource Centre (LRC) will facilitate such activities. These resources will be instrumental in raising the knowledge and achievement levels of students.

5.7.3 There is need of a regular librarian cum computer instructor to look after the affairs of library as well as ICT activities. The scheme also provides for physical and financial norms for construction of library, if it was already not provided in the school and purchase of books, periodicals, new papers, magazines etc. The norms have been discussed in a separate chapter.

5.7.4 At present Ministry of Human Resource Development is running a scheme called Information and Communication Technology (ICT) at Schools which is intended to establish an enabling environment to promote the usage of ICT, especially in Secondary and Secondary Government Schools in rural areas. The scheme is presently under revision. The revised scheme will subsume in this scheme as and when comes into force.

5.8. Adolescent Education Programme (AEP)

5.8.1 There is a scheme on Adolescence Education, presently funded by NACO and implemented by MHRD. It started as on HIV/AIDS Awareness Scheme for school children. It is suggested that health related education of Adolescents, including awareness about AIDS, should be treated in the larger context of life skill education and holistic development which covers health, physical education and sports. The focus of AEP needs to be on,

- ❑ Comprehensive operationalization of AEP in all schools in all States and UTs with necessary inputs like teachers' training to act as counselors,
- ❑ Curricular integration of Adolescence Education elements in the Courses of Study.
- ❑ Curricular integration in the Teacher Education System (both pre-service and in – service).

5.8.2 The implementation strategies include development of need based materials, training package, capacity building programmes for teachers' advocacy programmes for parents and community leaders, integration of elements of Adolescence Education in the content and process of school education, adult education, alternative innovative education programmes, and open schooling/university

system. A Monitoring and Evaluation System also needs to be formulated and operationalized for AEP.

5.9. Students Assessment and Examination Reforms

5.9.1 In order to manage the stress factor in examination, it is necessary to reconstruct and redesign examination system with attributes like flexibility where a student can achieve learning in a flexible time frame and accumulate credits, eliminating tests of fixed duration and adopting continuous and comprehensive evaluation. The practice of mark sheet indicating marks in certain subjects must be replaced by a portfolio that would accommodate a student's performance in variety of domains like life skills, academic/non-academic and vocational subjects, personal qualities, etc. The portfolio should be comprehensive, revealing the total being of the student.

5.9.2 While School –based Assessment by teacher is an essential part of assessment globally; its actual implementation in most states of India leaves much to be desired. NCERT and State-level nodal agencies should take steps through workshop and other modes of information dissemination, including creation of websites dedicated to this issue. School-based assessment should be graded internally but moderated externally to eliminate the widespread fraud currently perpetrated by school.

5.9.3 The present typology of examination questions leads to rote learning rather than the development of conceptual understanding, analytical writing and problem-solving skills. It is proposed that the incidence of short-answer questions be reduced and replaced with Multiple Choice Questions (MCQs) on one-hand and Reflective (long answer) type questions on the other. Orientation programmes to make the teachers familiar with MCQs and how to have them test higher-order thinking need to be organized. While long answer type questions involve more examiner time than spent today, MCQs, being machine-marked, will involve nil.

5.9.4 Reporting of performance of a student is an essential aspect of evaluation process. The National Focus Group on Examination Reforms suggested inclusion of wider range of performance parameters on the mark sheet- absolute marks /grades, percentile rank among all candidates of that subject, and percentile rank among peers (e.g., schools in the same rural or urban block). The percentile rank among peers would be a crucial test of merit. Making this information public will allow institutions of higher learning to take a more complete and relativist view of the notion of merit.

5.9.5 The budget to initiate the proposed reforms would include expenditure on conduct of workshops by NCERT/SCERT/Boards of Education/IASEs/CTEs/University Department of Education to familiarize teachers and Board personnel with better modes of administering School Based Assessment (SBA), to make teachers familiar with changing typology of questions, multiple choice questions (MCQ) and testing of order thinking and preparation of such items, to train evaluators for judging reflective type answers (multiple answers); external moderation of internal grading under school based assessment; technology for machine-marking of MCQs for Boards; one time subsidy to Examination Boards to

develop statistical and software infrastructure for estimation of relative merit (percentile mark relative to other students of the district/block), in addition to absolute mark and preparation of question banks and also to conduct Research studies on various aspects of Examinations.

5.9.6 As suggested by NPE-1986 (as modified in 1992), a National Evaluation Organisation (NEO) needs to be developed: as a quality control measure; organizing national-wide tests for comparability of performance and for independent tests; and developing common admission tests for admission in graduate courses in colleges for de-linking degree from jobs.

5.9.7 Budgetary requirement for expenditure on the activities mentioned in para 5.5 should primarily be met out of the resources raised by the respective State Examination Boards. Remaining amount, if any should be met out of 2.2% of the Plan Allocations earmarked for Management and Monitoring subject to the ceiling prescribed by the National Mission.

5.10 Guidance and Counseling

5.10.1 Guidance and Counseling, both as an approach and as a service, will be an important strategy for promoting universalisation of Secondary Education in terms of its pro-active as well as remedial role. Guidance and Counseling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others.

5.10.2 This stage of education coincides with adolescence, a period in an individual's life that is marked by personal, social and emotional crises created due to the demands of adjustment required in family, peer group and school situations. Counsellors, especially trained in theory and practice of counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services in schools particularly at this stage would help students cope with increasing academic and social pressures. A multi-pronged strategy is needed to make available guidance services at school stage across the country.

5.10.3 The existing Bureaus/Units/Wings of Educational and Vocational Guidance, which are about 20 in number, need to be activated both in terms of policy directions and funding. Presently their work seems to be diluted. Thus, strengthening the existing Bureaus of Guidance, which are in majority part of SCERTs in terms of establishing accountability channels to root out ambiguities in their functioning is important. It would further require adequate staffing pattern, training provision, resource materials and other aids for effective implementation. Proper utilization of trained manpower by the state guidance agencies becomes important. The State Governments and UTs are needed to appoint full time school counselors of PGT level at cluster/block/district level.

5.10.4 Besides, every school should have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counseling. Teacher - Counselors already trained should be utilized for extending training further at state

level. In order to meet the growing demand, the curriculum of in-service training programmes of teachers and principals are required to be suitably modified. The Guidance and Counseling should be an essential part of in-service training programme for teachers and principals/ vice principals. The scheme provides for In-service training of all teachers and heads of schools for 5 days every year. Similarly, component of guidance and counseling in pre-service teacher education needs to be strengthened by the State Governments.

5.10.5 Every State Department of Education/State Bureau of Guidance is expected to ensure creating a cadre of trained guidance personnel as Guidance Officers. Guidance Resource Centers would need to be created in every Examination Boards/further strengthened for providing guidance-counseling services at cluster/block/school levels.

5.10.6 Sensitization programmes for Principals/Heads of Schools at state level and enrichment programmes for trained guidance personnel should be a regular feature.

5.10.7 Depending upon the Perspective plan and availability of resources the scheme provides for Guidance and Counseling Grant to the States for strengthening of Guidance Bureaus in States as under,

- ❑ Strengthening of Guidance Bureaus/filling up of five posts in 35 States/UTs. 5 persons @ 2.4 lakh per person per year,
- ❑ Setting up of Guidance Resource Centre (funds for psychological tests/tools, guidance/career literature, display materials etc.) @ Rs,50,000/- per State,
- ❑ Resource Persons/Research Assistant for development work/field work @ Rs. 1.0 lakh (Salary + TA/DA + Contingency),
- ❑ Sensitisation programmes (2 days) for Principals (35-40) by State Bureaus @ Rs.40,000/- per programme per state for 35 States plus contingency

5.11. Teachers and Capacity Building

5.11.1 At Secondary and Higher Secondary stage, the subject wise teachers are required to be deputed in every school. Besides, the specialized teachers for Physical Education, Art/ Craft and Culture Education are also require to be deputed.

5.11.2 Orientation of Secondary School Teachers:- Since the teacher is the most important component in school education it is necessary to continuously upgrade the quality of teachers through in-service education programmes and a variety of other measures, apart from pre-service qualifying programme of teacher training viz., B.Ed. There is great regional disparity in the provision for secondary teacher training institutions in the country. There are regions such as the north-eastern region for example, that do not have enough teacher training facilities compared to other states. Careful state-level planning will be necessary for ensuring adequate number of trained teachers and their continuous enrichment. Besides the conventional in-service education programmes, it will be necessary to develop a mechanism whereby secondary school teachers will be able to share their

experiences and learn from each other, thereby developing a learning community and culture.

5.11.3 An Orientation Programmes for the Teachers teaching the Secondary Classes needs to plan and operationalised through NCERT. The role of DIETS should also be up-scaled and involved in Secondary/ Hr. Secondary in-service teachers training programmes.

5.11.4 Orientation of Educational Planners and Administrators:- To cover all the Headmasters/ Principals/ Vice Principals National University of Educational Planning and Administration (NUEPA) needs to collaborate with and make a network of institutions like IASEs, CTEs, University Departments of Education, Management Schools, Regional Institutes of Education, (NCERT), Indian Institutes of Management, etc. This will enable NUEPA to expand its resource base and also give it a form of Networking Organisation rather than an organization, which trains heads of school on its own. An orientation Programmes for Educational Planners and Administrators needs to be planned and operationalised on a mass scale. The Training Programmes may be backed by appropriate Training Packages. The policy of the training of these heads of schools needs to cover, inter-alia, development of “Leadership Capabilities” which includes,

- ❑ **Educational Leadership:** which encompass professional knowledge and understanding of the art of teaching and learning to inspire commitment and achieve quality outcomes for students. Principals seek to evoke a passion for learning and believe that every child is important and every school day makes a difference to the achievement outcomes.
- ❑ **Personal Leadership:** are the inner strength and qualities that underpin ethical and professional practice. Principals demonstrate integrity and commitment to professional. Moral and ethical behavior. They possess the courage to make difficult decisions, the ability to balance their personal & professional life and the capacity to model these capabilities to others.
- ❑ **Relational Leadership:** are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.
- ❑ **Intellectual Leadership:** require clever thinking, reasoned judgment and wise decision-making. Principals enact the mission of public education. They seek to understand and to influence the strategic agenda; and to recognize emerging local, national and international trends.
- ❑ **Organizational Leadership:** support continuous school improvement through effective management of human, financial and physical resources. Principals build efficient and effective processes and structures to lead and manage high performing school communities.

5.11.5 The scheme provides for In-service training of all teachers and heads of schools for 5 days every year at the rate Rs. 200 per teacher per day. Depending upon the Perspective plan, District Plan and availability of resources the central assistance will be released.

5.12. Public Private Partnership:- The Mission recognizes public-private partnership as an important tool for improving the quality of certain aspects and facilities which contribute to the overall quality of education provided in schools. A partnership model can be used to enhance the basic infrastructure available in schools for the sciences, arts, sports, ICT and audio-visual education. Wherever possible, philanthropic investment by private organizations should be utilized for improving school infrastructure in areas like libraries, science labs, audio-visual and ICT facilities, art workshops, sports facilities and equipment, drinking water and toilet facilities. It is to be expected that availability of material such as paints, crayons, racquets, balls, sports shoes, etc. will have a positive effect on the size and diversity of rural markets in the context of children's needs. From this point of view States may want to consider providing tax incentives to attract investment in school infrastructure and children's requirements in the areas indicated above. The success of the Madhyamik Shiksha Mission also depends on the availability of necessary infrastructure, facilities and a range of pedagogic equipment in teacher training institutions such as DIETs, CTEs and IASEs. Public-private partnership can also be, therefore, considered for the enhancement of quality in all aspects of infrastructure and facilities available in these institutions. Maintenance of equipment poses a significant problem in the prevailing situation. It has been pointed out in several studies that equipment already supplied as well as common fittings in schools requiring minor repair do not receive due attention. Private-public partnership can improve this situation if local private agencies are identified for maintenance of different kinds of equipment and fittings. A detailed discussion on Public Private Partnership has been made in a separate chapter.

5.13. Structure of School Education

5.13.1 The secondary stage consists of classes IX – X in 19 States/UTs – Arunachal Pradesh, Bihar, Harayana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Nagaland, Panjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman and Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry. But in 13 States/UTs, the Secondary stage covers from classes VIII – X. They are Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra and Nagar Haveli, Daman and Diu, Lakshadeep and Mahe and Yanam regions of Pondicherry. Though +2 stage schooling is available in all the States/UTs, in certain States/UTs these classes are also attached to Universalities and Colleges. It implies that there exist differences in the structure of Secondary Education in the country.

5.13.2 It is now high time that all the States and Union Territories adopt 8+2+2 system of school education. Among other things, it will facilitate inter-state mobility of students and smooth operationalisation of curricula and capacity building programmes for teachers, supervisors etc and improve the quality of Secondary and Higher Secondary Education administration.

5.13.3 The Mission impresses upon this “Structural Reforms”.

5.14. Quality Assurances:

5.14.1 In the wake of global competitive scenario, quality assurance in school education needs to be the priority agenda. The indicators for quality in various aspects of school education may be prepared by NCERT for formal schooling and by NIOS for Open Schooling. The quality assurances are needed in all aspects of school education right from the curriculum, syllabi, textbooks, teaching-learning strategies, evaluation of students, planning, monitoring of implementation, infrastructure and other resources, and training of functionaries.

5.14.2 Quality is not merely a measure of efficiency; it also has value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice.

5.14.3 It is being observed that State schools now generally cater to deprived sections of population. Such segregation of students along class and caste lines is against the policy of neighborhood schools suggested by the Education Commission (1964-66). Adequate social mix in Classrooms will ensure that society as a whole has a stake in the future of state-run schools. Quality assurance is therefore a common denominator for success of planning and implementation strategies in the Education Sector.

Chapter-VI

COVERANGE OF SPECIAL FOCUS GROUPS

Education for Girls, Scheduled Caste and Tribal Children, Children from Educationally Backward Minority Community and Children with Disability

6.1. Girls' Education

6.1.1 Education of girls is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. Efforts will be made to mainstream gender concerns under RMSA framework. The state governments should undertake community mobilization at the habitation/village/urban slum level especially among SC/ ST and Educationally Backward Minorities. The participation of Women in the affairs of the school will be ensured through constitution of School Management Committee.

6.1.2 The distribution of uniforms, scholarships, educational provisions like textbooks and stationery, will all take into account the gender focus. Every activity under the programme will be judged in terms of its gender component.

6.1.3 Besides, The School Management and Development Committee through school level cultural activities and or with the help of Parent Teachers Association and the Core Group at the District level with the help of PRIs/ ULBs, Local Community leaders, NGOs, retired officers of the locality, women activists of Self Help Group etc. should undertake extensive community mobilization to overcome cultural barriers in girls education at secondary and higher secondary stage. The programme should be given wider publicity in the areas where cultural barriers are very strong and where the parents are not inclined to send their adolescent girls due to various socio-economic and cultural reasons. The District Programme Coordinators of high population of SC/ST/ Educationally Backward Minorities and BPL families will be allowed to spent Community Mobilization & Innovative interventions Grant up to Rs. 1.00 lakh per annum out of 6% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.

6.1.4 Taking note of the fact that there is a gross shortage of secondary schools the dropout of girls is extremely high mainly in northern states. The incentives for girls' education need to be revisited. The measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles such as poverty, domestic /sibling responsibilities, girl child labor, low preference to girls education, preference to marriage over education, etc. Many State Governments have already started various incentive schemes like Provision of Bicycle, scholarship schemes, cash incentive schemes etc.

6.1.5 At the national level, to encourage greater participation of girls in the secondary and Higher secondary stage, a "National Scheme of Incentive to Girls for Secondary Education" has been launched in June, 2008. According to the scheme, a sum of Rs.3000/- will be deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age. The scheme will cover (i) all eligible girls belonging to SC/ST Communities,

who pass class VIII and (ii) All girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools in the academic year 2008-09.

6.1.6 In order to avoid covering distance through walking the State Governments should also provide Transport Facilities to the girls. These facilities could be provided in the form of followings,

- ❑ A girl child admitted in IX class in rural areas be given a ladies bicycle/wheelchair (for disabled student). She may use it while studying in subsequent classes also. The Government of Jharkhand is already providing this incentive to the Girls.
- ❑ State transport/pass facility may be made available to the girls for going to nearby secondary/ secondary schools in rural areas.
- ❑ Ensuring safety and security of girl child while commuting to the school.

6.1.7 Absence of lady teachers in the Secondary and Higher Secondary Schools is one of the major reasons for dropout among girls. Their absence also affects the access & participation of girls to the schools. In view of the fact that the girls at this stage are in the adolescent age, posting and attendance of Lady Teachers in the schools are must. It has been experienced that due to long commuting hours to the schools situated in Blocks or village, the lady teacher's absenteeism is very high. This leaves the schools practically without any lady teacher. Hence, there is need for Residence Scheme for Women Teachers working in Rural Areas.

6.1.8. RMSA envisages construction of residential quarters for teachers in remote/hilly areas/in areas with difficult terrain. Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. Preference will be given to female teachers.

6.1.9. RMSA also recognises the need for a rural posting allowance for woman teachers to attract them to rural postings. Rural Allowance in low women literacy districts @ Rs. 300/- per teacher per month is therefore suggested. This Scheme may be operationalized first in the high gender disparity areas (Blocks, Districts). Posting details of women teachers and their absenteeism will be reflected in the District Plan. The amount of Rural Allowance will be released subject to the availability of resources and based on the past experience of attendance of women teachers as reflected in the District Plan proposals. This will be reviewed at the end of XI Plan.

6.1.10. Hostel facilities for girls:-

6.1.10.1. A programme called 'Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools' was operational during the Tenth Plan, which envisages recurring grant of Rs.10,000/- per annum per girl boarder and non-recurring grant per girl boarder @ Rs.3,000/- to the Societies and NGOs providing boarding and hostel facilities for girls pursuing education at Secondary and Higher Secondary stages in rural, desert and

hilly areas, particularly those predominantly habited by scheduled castes, scheduled tribes and educationally backward minorities.

6.1.10.2. The Government of India has recently replaced the earlier scheme with wider and a more comprehensive Girls' Hostel Scheme under which one Girls' Hostel of capacity 100 would be set up in each of the about 3500 educationally backward blocks in the country. The location would preferably be within the campus of Kasturba Gandhi Balika Vidyalaya, and if that is not possible, within a Government Secondary School campus. The main objectives of the scheme are to retain girl child in secondary school and also to ensure that the girl students are not denied the opportunity to continue their study due to distance, parents' affordability and other connected societal factors. The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities.

6.2. Education of children belonging to SC/ ST/ OBC/ Educationally Backward Minorities

6.2.1 The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Educationally Backward Minorities is special focus in the Rashtriya Madhyamik Shiksha Abhiyan. Every activity under the programme must identify the benefit that will accrue to children from these communities. The participation of SCs/ STs/ OBC and Minorities in the affairs of the school will be ensured through representation in School Management Committee. To raise the achievement of students, the National Curriculum Framework (NCF) – 2005 has suggested contextualization of pedagogic processes and creation of ethos which enable all children to succeed irrespective of their social backwardness and gender. This requires a flexible system of education, which responds to local needs, and makes children from different backgrounds feel comfortable in schools. It also required greater use of child's home language and more flexible strategies of evaluation. Contextualization of education is important in case of children belonging to ethnic minorities and minority groups. To address this issue and also to utilize child's experience, SCERTs, DIETs, IASE and CTEs have to take up the task of development of local specific supplementary materials for bridging the gap in understanding due to cultural differences. There is also a need to evolve group specific teaching pedagogy and constructivist teaching learning strategy for teaching these children. Therefore teachers are required to be trained in developing such strategies. Encouraged by the significant role played by DIETs in the success of SSA, their role will have to be upscaled to work for the Universalisation of Secondary Education also.

6.2.2 The interventions for children belonging to SC/ST communities have to be based on the intensive micro-planning addressing the needs of every child. Such micro-plans should be approved by respective Block Panchayat or appropriate committee of the BP. The RMSA provides flexibility to local units to develop a context specific intervention. Some interventions could be as follows:

- Preference will be given to Ashram schools while upgrading upper primary schools

- Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.
- Special teaching support as per need.
- Ensuring sense of ownership of School Management Committees by SC/ST communities.
- Training programmes for motivation for schooling
- Using community teachers
- Monitoring regularly.
- Providing context specific intervention in the form of a hostel, an incentive or special facility as required
- Provision of one additional language teacher (tribal languages) at least TGT level (per school).
- There is a need to strengthen teachers training component of Ashram Schools looked after by the Ministry of Tribal Affairs (MTA). Whenever a training programme is organized, it should be obligatory to include teachers working in these schools.
- Provision for hostel facilities
- Provision for scholarships.

6.2.3 Prime Minister's 15 Point-programme for the Welfare of Minorities inter alia provides,

“Improving areas to school education under SSA, KGBV and other similar schemes, it will be ensured that a certain percentage of all such schools are location in villages/localities having a substantial population of minority communities”.

6.2.4. One of the recommendations of the Sachar Committee relating to secondary education was as follows:

“In pursuance of the goal of universalizing secondary education, priority will be given to opening of secondary/senior secondary schools in areas of Muslim concentration, wherever there is need for such schools”.

6.2.5. The interventions for children belonging to Educationally Backward Minorities will have to be based on intensive micro planning. Special interventions need to be designed to address learning needs of children from these communities and relating education to their life. The State Governments are expected to design specific interventions and campaign programmes to bring them in the Educational Process. Block and Village Panchayats would play a proactive role in this. Some interventions could be as follows,

○ **Access and Enrolment**

- An area intensive approach ensuring convergences of educational and developmental activities, resource inputs by various agencies and government departments. Community participation in educational endeavors.
- Reduction of educational inequities by giving priority to educationally backward areas and population sectors.

- High Quality Government Schools should be set up in all areas of Educationally Backward Minorities concentration.
- Exclusive Secondary and Higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education.
- State Governments are expected to ensure that a certain percentage of schools/ upgraded upper primary schools is set up in areas of Minority concentration. The percentage may be decided by the State Governments based on State specific requirements.
- In co-education schools more women teachers need to be appointed
- Extensive Publicity about availability of educational provision in the identified pockets
- Regular enrolment drives
- Conduct special camps and bridge courses for them
- Open and Distance learning
- Providing formal Secondary schooling facilities in centres of religious instruction viz Maktabas and Madarsas.
- Intensive mobilization efforts among the resistant groups.
- Working in close collaboration with the community in mobilizing parents in identified pockets.
- Using Local Community Leaders in community mobilization
- Providing hostel facilities.

Retention

- Monitoring attendance in pockets identified for intensive activities,
- Provision of some token awards, grades or incentives, if possible for better attendance
- Publicly facilitation of children with good academic/ attendance records
- Community involvement in mobilizing parents for regular attendance of their children.
- Organization of on regular intervals retention drives to put regular pressure on parents and the schools system to ensure retention of girls. These are not one time drives but are organized at regular intervals to sustain the pressure and take up corrective measures as may be necessary
- Providing scholarships.

Achievement

- Special coaching classes/remedial classes especially for Educationally Backward Minority girls and the children who are not doing academically well
- Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.

- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.
- Teacher sensitization programmes
- Deployment of Urdu teachers

6.2.6 The School Management and Development Committee through school level cultural activities and or with the help of Parent Teachers Association and the District Programme Coordinator and his/ her Core Group at the District level with the help of PRIs/ ULBs, Local Community leaders, NGOs, retired officers of the locality, women activists of Self Help Group etc. should undertake extensive community mobilization to overcome barriers in education of children belonging to SC/ ST/ OBC/ Educationally Backward Minorities at secondary and higher secondary stage. The programme should be given wider publicity in the areas where socio-economic and cultural barriers are very strong and where the parents are not inclined to continue their children's education. The District Programme Coordinators of high population of SC/ST/ Educationally Backward Minorities and BPL families will be allowed to spent Community Mobilization & innovative interventions Grant up to Rs. 1.00 lakh per annum out of 2.2% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.

6.2.7 The measures such as earmarking a reasonable proportion for sub-categories within each category such as SC girls and SC disabled under SC; ST girls and ST disabled under ST have resulted in enhancement in literacy rates of SCs/STs. However, to reduce further the gap in the following provisions are envisaged for education of children of SCs, STs and Minorities.

- Inclusive education where all children study together should become the hallmark of every school especially those located in rural areas so as to take care of the children of disadvantaged groups.
- The first priority for establishment of new schools or up gradation of Upper Primary schools should be in the locality with concentration of SC/ST/OBC/Minorities and Low Female Literacy Rates.
- Ashram schools will be given preference while upgrading upper primary schools.

6.2.8 RMSA recognizes the need for extending following interventions and resource Support to the children belonging to SC/ ST/ OBC/ Educationally Backward Minorities including differently abled children at secondary and higher secondary stage.

- Providing textbooks, Workbooks, and Stationeries etc.
- Providing Uniforms, Footwear etc.
- Provision of Bicycle/wheelchair
- Boarding and lodging for each child
- Stipend for day scholars

6.2.9 The State Governments can allocate adequate resources for providing textbooks, workbooks, stationeries, uniforms, foot wears, Bicycles/ wheelchairs etc.

6.3. Education for children with special needs:- Realizing that inclusion of children and youth with disabilities is not only a human right, it is also good education and promotes the development of social skills, the scheme of Integrated Education for Disabled Children (IEDC) has been replaced with a revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS). The proposed new scheme would enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX-XII), in an inclusive and enabling environment. The IEDSS will also support the training programmes for general school teachers to meet the needs of children with disabilities. The revised scheme will form part of RMSA as and when comes into force. It is also proposed to make all schools disabled friendly.

6.4. Out of School Children:-

6.4.1. The Rashtriya Madhyamik Shiksha Abhiyan recognizes the need for special efforts to bring the out-of school children, especially girls and children from disadvantaged sections, to school. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, SC/ST, OBC and Minorities through participatory processes in the effective management of schools.

6.4.2 To bring the out of school children back to the mainstream of formal education the State Governments will design Bridge Courses and Alternative Education so as to prepare them join the regular schools. An allocation of Rs.50 crore have been made for assistance to State Governments under the overarching scheme in addition to opening of distance learning opportunities for those who cannot join secondary schools. The assistance will be provided on the basis of assessment of out of school children and provision made in District Plan.

6.5. Open Schooling System

6.5.1 Despite massive expansion of educational facilities in Secondary Schooling, a large number of the adolescent and the youth in the concerned age groups will not be able to take advantage of formal schooling during stipulated school hours that often coincide with the productive labour required in rural areas for agriculture and in urban areas for a variety of income generating activities particularly for lower middle class and poor families. It is necessary to design, create and establish alternative educational provisions for such prospective learners. As a result of experimentation and initiatives in Open and Distance Learning (ODL) the Open Schooling system has emerged as an effective and potential alternative school education system.

6.5.2 The Open Schooling programmes up to pre-degree level are being offered by the National Institute of Open Schooling (NIOS) and 10 State Open Schools (SOSs). The States that have set up SOSs are West Bengal, Andhra Pradesh, Tamil Nadu, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Haryana, Punjab, and Jammu and Kashmir.

6.5.3 The CABE Committee on Universalisation of Secondary Education has suggested that the Open Schools network when fully developed should be able to cater to at least 15% students in Secondary Education. It is a great challenge before the Open Schooling System, which needs to be met by making perspective, plans meticulously. The Open Schooling network needs to be expanded to ensure that every state provides Open Schooling facility through its regional language.

6.5.4 Thrust of the Open Schooling system should be on (i) developing NIOS as a potential Resource Organisation in Open Schooling at national and international level, besides offering open schooling courses of study (ii) up scaling of the programmes of the existing 10 State Open Schools, and (iii) setting up SOSs in the remaining 19 States, including NCT of Delhi. The educational needs of the six Union Territories may be looked after by the concerned neighboring States and NIOS. The Central Government is committed to make Open Schooling system more meaningful to reach the unreached. It is necessary that the remaining State Governments take effective steps to set up the Open Schooling System to cater to the need of Universalisation of Secondary Education. The scheme of Open and Distance Learning will form part of the RMSA.

Chapter –VII

IMPROVEMENT OF SCHOOL FACILITIES AND OTHER CIVIL WORKS

7.1 The School Management and Development Committee headed by the Principal would be empowered to conduct any civil works including repairing & maintenance for improvement of school 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.

7.2 Programme funds on Civil Work should not exceed the ceiling of 33% of the entire project cost approved by the PAAC. The allocation for civil works will not exceed 33% of the approved Perspective Plan. The ceiling of 33% would apply on the entire project cost based on the Perspective Plan prepared for the period till 2011-12. However, in a particular year's Annual Plan, provision for civil works can be considered up to 40% 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 33%.

7.3 Each State must formulate a strategy for repair. This expenditure will not be included for calculation of the 33% ceiling on civil works.

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

7.5 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.

7.6 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 the priority. The States may make use of designs already developed in their specific local contexts or the designs adopted by the Kendriya Vidyalaya Sangathan. 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.

7.7 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. The attempt should be to find out the minimum money required to provide adequate infrastructure to each school including repairs, toilets drinking water, etc. Provision of additional classrooms is to be considered only after exploring possibility of repairs and double shifts. Once the total requirement for the district is obtained, one needs to find out how much of

this requirement can be funded through the on going schemes and therefore what is the gap that is required to be funded through RMSA.

7.8. The new structures will be constructed as earth-quake resistant and will have facilities for water harvesting.

7.9. 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.

Chapter-VIII

MANAGEMENT STRUCTURE FOR IMPLEMENTATION OF THE SCHEME AND INTEGRATION WITH CURRENT EFFORTS

8.1 Management Structure at National Level:

8.1.1 The programme will be implemented in mission mode. Mainstream structures will primarily be used for implementing the programme. The Department of School Education and Literacy, Ministry of Human Resource Development will be implementing at the national level..

8.1.2 There will be a National Mission on Madhyamik Shiksha Abhiyan , headed by the Hon'ble Human Resource Development Minister with representatives of States, head of the Resource Institutions and Experts as Member. The Secretary, Department of School Education and Literacy will be the Vice-Chairperson of the Mission. The Joint Secretary (Secondary Education) shall be the Member Secretary.

8.1.3 The National Mission will be actively associated in developing capacities. In order to facilitate such a process, demand-based capacity development visits will be organized by the National Mission, in consultation with the State Missions. State Missions will also play an important role in meeting the capacity development needs of the districts as per their requirement. The professional and operational support institutions will also regularly interact with State Implementation Societies and districts to ascertain the capacity development needs. Flexibility in meeting the capacity development needs is critical to the success of Madhyamik Shiksha Abhiyan.

8.1.4 The National Mission will also actively associate in disseminating good practices across the states. This will include encouraging study visits and regularly publishing such good practices. The monitoring and operational support unit of the National Mission will respond to the demand from States and districts. It will have the flexibility of sending monitoring teams at short notice. The National Mission will constantly up-date lists of experts in functional and geographical areas in consultation with State Governments.

8.1.5 The National Mission will be empowered to make financial and physical norms flexible within the framework of scheme. This will also be empowered to make necessary changes in planning, implementation, monitoring and evaluation parameters so as to enable the Centre and/ or States to implement the programme efficiently and effectively.

8.1.6 There will be an Executive Committee called as Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy. PAB will constitute the followings,

- Secretary (Secondary Education & Literacy), Ministry of Human Resource Development – Chairman
- Representative of Planning Commission

- ❑ Joint Secretary (Secondary Education), In-charge of RMSA, Ministry of Human Resource Development – Member
- ❑ Joint Secretary and Financial Advisor, Ministry of Human Resource Development- Member
- ❑ Secretary, In-charge of Secondary Education of the concerned State Government and UT Administration- Member
- ❑ Vice- Chancellor, National University of Educational Planning and Administration- Member
- ❑ Director, National Council of Educational Research and Training- Member
- ❑ Chairman, Central Board of Secondary Education- Member
- ❑ Chairman, National Institute of Open Schooling- Member

8.1.7 There will be a Technical Support Group (TSG) for project appraisal at National Level. The Technical Support Group will be established with the appointment of consultants on contractual basis as per rules and as per the requirements. In order to facilitate effective monitoring and operational support for SEMIS, the TSG will also act as a Monitoring and Operational Support Unit. The management costs approved for the National Mission will be utilized for engaging the Consultants and establishing the monitoring and operational support unit. The operational support unit will work very closely with the National Resource institutions providing the professional support. The PAAC will approve and recommend releases with the help of Technical Support Group and will be responsible for planning, monitoring, management and evaluation.

8.1.8 A separate Bureau in the Department of School Education and Literacy under Ministry of Human Resource Development headed by a Joint Secretary (Secondary Education), In-charge of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) will be created. There will be five Directors/Deputy Secretaries of the National Mission in the Bureau, each supported by two Under Secretaries and two sections. Each Section will have one section officer, two Assistants, one Stenographer, two UDCs, one LDC, one Daftary and one Peon. Besides, there will also be stenographic and supporting staffs to the Joint Secretary, Directors, Deputy Secretaries and Under Secretaries as per the entitlement. The Directors/Deputy Secretaries, the Under Secretaries and Section Officers in the Secondary Education Bureau, along with the Office Staffs etc. will be part of the National Mission

8.1.9 Each DS/Director shall have specific functional and geographic responsibility. The functional areas may include –i) Planning, Monitoring, Secondary Education Management Information System (SEMIS), research, evaluation, and operational support; ii) Gender, children with special needs, and special focus groups, iii) Curriculum, Pedagogy and capacity development for quality, Teacher Education; iv) Teachers recruitment, rationalization and other policy matters; v) Planning and community mobilization; vi) Budget Accounts, Annual Reports and Audit; viii) Civil works and development of school facilities etc.

8.1.10 The existing schemes of Information and Communication Technology (ICT @ schools, Integrated Education for Disabled Children (IEDC), Open and Distance Learning, Scheme for Strengthening of Boarding and Hostel Facilities for Girls of secondary and Higher Secondary Schools) will subsume in the RMSA. Similarly,

the new schemes of National Incentive to Girls of Secondary Schools and National Merit cum Means Scholarship will also subsume in RMSA. In view of the fact that the revised schemes will have the wider coverage requiring more focused implementation, supervision and monitoring, the administrative and operational control of all these schemes will be under another Joint Secretary supported by four Director/ Deputy Secretaries. One Under Secretary and two sections will support each Director/ Deputy Secretary. Each Section will have one section officer, two Assistants, one Stenographer, three UDC/ data entry operators, one Daftary and one Peon. Besides, there will also be stenographic and supporting staffs to the Joint Secretary, Directors, Deputy Secretaries and Under Secretaries as per the entitlement.

8.2 Management Structure at State and Union Territory Level

8.2.1 There will be a State Mission Authority for Rashtriya Madhyamik Shiksha Abhiyan. All activities in the Secondary education sector should be under State Mission Authority. This will facilitate decision making at the State level. The Mission mode signifies a focused and time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the State level to facilitate this process.

8.2.2 There will be a State Mission on Rashtriya Madhyamik Shiksha Abhiyan which will be called as Governing Council, headed by the Hon'ble Chief Minister of the States with head of the Resource Institutions and Experts as Member. The Minister in charge of School Education and Chief Secretary of the States will be the Vice-Chairpersons of the Mission. The Secretary, In-charge of Secondary Education will be the Member Secretary. Besides, representation of Panchayati Raj, Finance and Planning Departments on the General Council will facilitate decision-making. Department of Rural Development's involvement will facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. Involvement of NGOs, social activists, university teachers, teacher union representatives, Panchayati Raj representatives, and women's groups will help in ensuring full transparency to the activities of the Mission. Ministry of Human Resource Development will also be represented in the Governing Council.

8.2.3 There will be an Executive Committee in every State and Union Territory on Rashtriya Madhyamik Shiksha Abhiyan headed by the Secretary, In-charge of Secondary Education. The State Mission Director will be the Member Secretary to the Executive Committee. There will be representation of Finance and Planning Departments in the Executive Committee to facilitate decision-making. Similarly, Department of Rural Development's involvement will facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. As envisaged in the Governing Council, involvement of NGOs, social activists, university teachers, teacher union representatives, Panchayati Raj representatives, and women's groups would help in ensuring full transparency to the activities of the Mission. Similarly, Ministry of Human Resource Development will be represented in the Executive Committee also. The Executive Committee will be responsible for the project appraisal and its approval at the State Level with the assistance of a Technical Support Group (TSG).

8.2.4 Similar to that of at the national level, to facilitate effective monitoring and operational support for SEMIS, there will be a TSG at State level which will also act as a Monitoring and Operational Support Unit. The operational support unit will work very closely with the National Resource institutions providing the professional support. The Executive Committee will approve and recommend the project proposal on the basis of appraisal done by the Technical Support Group. The Technical Support Group will also assist in planning, monitoring, management and evaluation.

8.2.5 The scheme will be implemented through the existing society and administrative setup of Sarva Shiksha Abhiyan. While there will be a separate State Mission Director as Nodal Officer at State Level to be designated by the States, the same Mission Director for SSA in Union Territories will act as Mission Director for Rashtriya Madhyamik Shiksha Abhiyan. The State Mission Director will be supported with a Technical Support Group to be established with the appointment of consultants on contractual basis as per rules and as per the requirements subject to the ceiling on management costs and other supporting Officers and Staffs. Keeping in mind the efficient & effective cost of administration, the existing capacity and strength of the administrative set up of the SSA in the larger states will be enlarged at all level (From district level to the State level), if required, and the additional manpower will be deployed. In the smaller states and Union Territories the same administrative set up of SSA may be utilized to implement the scheme. However, in these states and Union Territories also, the additional manpower at any level may be deployed, if considered necessary. All recruitments under the scheme will be done by the Society only.

8.2.6 The State will designate a separate district level officer as District Programme Co-coordinator (Nodal Officer at the district level) with required numbers of supporting officers, staffs and other wherewithal for effectively carrying out their responsibility. The District Project Coordinator will be responsible for all activities relating to planning, management, implementation of all the components and its time frame, monitoring, evaluation, maintenance of all necessary records / registers, reporting, control and supervision to the schools, control & supervision to all types of Civil Works- recurring as well as non recurring, enforcement of all kinds of Govt. Rules and Regulations and other such works which are assigned from time to time.

8.3. Management Structure at School Level

8.3.1 There will be School Management and Development Committee for Secondary and Higher Secondary Stage. This committee will be responsible for all the activities including, planning, collection of data under SEMIS, 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 committee will maintain all the relevant records for recurring as well as non-recurring expenditure. These records will be updated on regular basis and placed before the committee in every meeting. These records and progress on each component/ interventions of the scheme will also be placed in the meetings of

Panchayat / Urban Local Bodies. The committee will place before the block Panchayat, progress on each component/ interventions of the scheme and all information and record that it is required to keep and update.

8.3.2 While the specific composition School Management and Development Committee of may be decided by the States, the suggested composition of SMDC may be as follows,

- ❑ Principal, Chairman of the Committee
- ❑ Vice Principal, Member
- ❑ One teacher related to Social Science, Member
- ❑ One teacher related to Science, Member
- ❑ One teacher related to Mathematics, Member
- ❑ One gentleman from parents, Member
- ❑ One lady from parents, Member
- ❑ Two members from Panchayat or Urban Local Body
- ❑ One member from SC/ ST community
- ❑ One member from Educationally Backward Minority Community
- ❑ One member from women groups
- ❑ One member from Education Development Committee of each village (to which the school concerned caters)
- ❑ Three experts as members, each from Science, Humanities and Art/ Craft/ Culture background to be nominated by the District Programme Coordinator through due process.
- ❑ One officer from Education Department to be nominated by the District Education Officer as Member
- ❑ One member from Audit and Accounts Department

8.3.3 The School Management and Development Committee will be assisted by two sub committees, School Building Committee and Academic Committee, headed by the Principal and Vice Principal respectively.

8.3.4 The School Building Committee will be responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of Accounts, monthly squaring up of accounts, presenting accounts before the School Management Committee or Panchayat or Urban Local Bodies etc. relating to construction, renovation, repairing and maintenance and other related civil works. The Civil Works will be undertaken either on Contract Basis as per rules or by the Community. These works may also be integrated with the appropriate Rural Development Schemes. While the composition of the Sub-Committee can be decided by the State Government, the suggested composition is as under,

- ❑ One member from Panchayat or Urban Local Body
- ❑ One member from parents
- ❑ One member from experts in Civil Works like Civil Engineer/ consultant
- ❑ One member from Audit and Accounts Department

8.3.5 The Academic Committee will be responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for SEMIS etc. The Academic Committee will be responsible for ensuring quality improvements, equity, reducing barriers- like socio economic, gender and disability, teachers and students attendance, recommending teachers for training, guidance and counseling, students achievements, co curricular and extra curricular activities and over all academic and personality development of students and teachers. While the composition of the Sub-Committee can be decided by the State Government, the suggested composition is as under,

- One member from parents
- Members from experts, each from Science/ Mathematics, Humanities, Art/ Craft/ Culture/ Sports etc.
- One Student selected by the Principal (optional)

8.3.6 Meeting of School Management and Development Committee:- The District Programme Coordinator in consultation with the Education Department will 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 fortnight. The schedule of meeting will be circulated among all the members by the principal of the school concerned.

8.3.7 Parent Teacher Association

Every school must have a Parent-Teacher Association (PTA). Meeting of PTA will be held at least once in a month. The class teacher will maintain a Suggestion/ Complaint Register for parents of every class. The Principal and Vice-Principal will review this Register regularly and take appropriate action on the suggestions and complaints. This register itself should contain a column for” Action Taken”. This register will also be placed in the meetings of School Management Committee and the meetings of PRI/ ULBs.

8.4 Role of Non Governmental Organization and Public- Private Partnership in Rashtriya Madhyamik Shiksha Abhiyan

8.4.1 In the educational sector, non-governmental organizations have been making very meaningful contributions. Work related to pedagogy, mainstreaming out of school children, developing effective teachers training programmes, organizing community for capacity development for planning and implementation, expressing gender concerns, work in the sphere of disability among children, are some such examples. Efforts to explore a longer-term partnership with NGOs with a well-defined arrangement for continuity will be encouraged. Cost for such partnership can be incurred out of 6% Management and Monitoring, Research & Evaluation cost. Some of the activities that may be undertaken are as under,

- The Non-Governmental Organizations will be encouraged for partnership in the areas of capacity building and in-service training of teachers, both in schools and in resource institutions.

The Research, Evaluation and Monitoring activities under the scheme are proposed to be done in partnership with institutions/ NGOs. This would improve

transparency of programme interventions and would also encourage a more open assessment of achievements. Findings of evaluation should be shared with appropriate levels of Panchayats.

- NGOs can also discharge a very useful role in advocacy as well as accountability
- Community mobilization.

8.4.2 Around 58.86% of high schools and 65.47% higher secondary schools are run by private sector. Out of these 31.08% of high schools and 34.74% higher secondary schools are classified as private unaided schools. Whereas private aided schools generally receive salary of the teaching staff from the respective state governments and have to only provide for the capital expenditure, private unaided schools do not receive any grant and have to be financially sustainable on their own. Therefore, there is a difference in fee structure though some private unaided schools run on charity. Otherwise unaided schools necessarily have to recover their cost from the school fees. Encouraging such schools would cater only to the population which can pay, unless there is a policy of cross subsidization of fees so that certain percentage of children from the poorer sections of the society can be accommodated free or at subsidized fees. Therefore, establishment of good quality, non-commercial private schools in deficient areas, through a system of incentives will be encouraged. The State Governments will work out the nature and type of incentives and also regulatory mechanism for smooth running of such schools. A few illustrations are given as under,

8.4.3 Grant – in- aid system: A large number of schools in the country initially started as private schools on local initiative and were later allowed as grant-in-aid schools by the state government and finally taken over as government schools. Such a system encourages local participation and fills the gap that exists in the interior areas. If a good regulatory mechanism is built up to ensure quality, this will be a preferable option than government setting up its own school, as there is greater accountability of teachers to the management of the school. Such system has fallen into disuse in the last few years that needs to be revived.

8.4.4 Another policy incentive that can be given to schools is to provide land at subsidized rate. Local resident association should be given priority for opening such schools. This would reduce the capital investment by the governments to a large extent.

8.4.5 If private sectors are willing to run second shift for the children of the under privileged section, government could encourage them to do so by providing grant-in-aid towards teachers salary only for running the second shift, since capital expenditure is avoided completely.

8.4.6 Private sector will be encouraged to invest part of its profit towards philanthropic activities in the education sector by adopting Government schools for improvement of infrastructure and resources like, library, science lab., audio-visual and ICT infrastructure, art/ craft & culture workshops, sports facilities, drinking water and toilet facilities, providing transport facilities etc. This can be done through focused organized planning in the indicated areas. The private sector can

also, with the approval of Block Panchayat, be involved as part of management of the school while ensuring accountability for resource use by the school in a transparent manner.

8.4.7 Outsourcing: Several functions of the government schools can be outsourced through private sector involvement. For example, entire computer education can be outsourced to private sector that can provide computer and computer teachers for a fee. Such an arrangement would work well for newly emerging or rapidly changing subjects for whom permanent teachers and resources can be avoided in a government set up. Similarly transport arrangements for students particularly for girls can be outsourced.

8.4.8 Vocational schools: In this area, NCF has recommended the creation of work benches which will consist of certified productive units where children can receive vocational training. Identification and certification of such unit, both private and public should be done by VET for each District after surveying the total no. of such units available in each District. While attaching children to such unit for vocational skill and experience, care must be taken that children are not exploited. Attaching children to such units should be the under the overall supervision of respective Panchayats. Private sector can help greatly as most of the teaching learning can take place profitably in the premises of private sector companies and factories. Private sector should also be involved in designing curriculum and in designing a testing and certification system so that the demand for appropriate skill by the industry can be met.

Chapter-IX

MONITORING, EVALUATION AND RESEARCH

9.1 MONITORING AT VARIOUS LEVELS

9.1.1 The School Management and Development Committee (SMDC) will monitor progress of implementation of all the components of the scheme at school level. The Head Master/ Principal or In-charge of Secondary Education at School level will present all the documents and Registers before every meeting. He / She will also brief the SMDC regarding progress of implementation and status of education in his or her school. The SMDC will inspect the work sites, take stock of progress of non-recurring expenditure under various components of the scheme, take stock of consumables and recurring expenditure on various components of the scheme, availability of required facilities and text books etc., take stock of 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 conditions & immunization of students, equity aspects like problems encountered by the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

9.1.2 The Gram Sabha and Gram Panchayat will also monitor progress of implementation of all the components at school level. The Head Master/ Principal of In-charge of Secondary School at School level will present all the documents before the Gram Panchayat / Gram Sabha/ ULBs. He / She will also brief the panchayat regarding progress of implementation and status of education in his or her school. He or She will offer the Gram Panchayat/ Gram Sabha to inspect the work sites, take stock of progress of non-recurring expenditure under various components of the scheme, take stock of consumables and non recurring expenditure on various components of the scheme, availability of required facilities and text books etc., take stock of status of education including teachers attendance, Students attendance, conduct of teachers and students, health conditions and immunization of students, quality aspects, law and order situation in and around school premises, equity aspects like problems encountered by the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

9.1.3 The District Programme Coordinator and District Panchayat will monitor all aspects of implementation including flow of funds, implementation of all components of the scheme at school level and District level, progress and quality of works, timely and correct payments etc. qualitative and equity aspects of implementation, collection of data for Secondary School Management System (SEMIS), its analysis and suggestions thereupon etc.

9.1.4 The State Mission and State Government by a well structured channel and field visits will monitor all aspects of implementation including performance of all Districts on the quality and pace of implementation of all the components of the scheme for which funds are released, maintain SEMIS, frame guidelines for implementation etc. The State Government will send consolidated reports to the Central Government at every six months.

9.1.5 The National Mission and Executive Committee / Project Approval Board (PAB)/ Project Approval Committee (PAC), the Bureau concerned and the Consultants at the Ministry of Human Resource Development, in addition to recommending release of funds to the States/ UTs, will also monitor the progress of scheme on the basis of half yearly reports and other reports. They will undertake regular visits to the States and UTs.

9.2. MONITORING METHODS

9.2.1 Verification and quality audit by external and independent institutions must be taken up at the Central, State and District levels. For this purpose, the Central as well as State Governments/UT administration will prepare a panel of such Institutions. They will, in consultation with the District Panchayat, also prepare a panel of experienced and reputed NGOs

9.2.2 A comprehensive Secondary Education Monitoring and Information System (SEMIS) will be developed by the Ministry of Human Resource Development to facilitate monitoring. A national online monitoring system for key performance indicators will be evolved. All programme implementation authorities—from the Head Master/ Principal to the District and State levels—shall report regularly on this system. National University of Educational Planning and Administration (NUEPA) will act as Nodal Agency for the SEMIS.

9.2.3 Field visits; inspections and sample checks (internally and externally) must be undertaken on a regular basis to ensure comprehensive and continuous assessment of the Scheme.

9.2.4 In addition, an online central monitoring and evaluation system will be evolved.

9.2.5. Measurable variables:

Input	Process	Output/Performance
Strengthening of secondary schools Upgradation of upper primary schools Opening of new schools Classrooms constructed Laboratories constructed Computer rooms constructed Principal room/Office rooms constructed Libraries constructed Girls activity room constructed Toilet & drinking water facilities provided Playgrounds developed	Community awareness, Parent Teacher Association, School Management & Development Committees Supervision Monitoring	GER Dropout Rates Transition rates Completion rates Examination results Sample achievement surveys Online actions No. of children represented in Sports and other co curricular activities including NCC/NSS/ Scouts & Guides etc. at District/State/National level.

Teachers recruited Lab attendants/Daftaries/ watchmen recruited No. of teachers imparted in service training		
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9.3. EVALUATION

9.3.1 Regular evaluations and sample surveys at the District Levels should be conducted. The State Governments at State level and Ministry of Human Resource Development at Central level will evolve evaluation criteria for this purpose.

9.3.2 District-wise studies should be conducted or commissioned by the States/UTs. Block-wise evaluation studies should be conducted or commissioned by the District Programme Coordinator.

9.3.3 State Government should seek the association of Research Institutions of repute with this process out of the panel prepared by the Ministry of Human Resource Development or the panel prepared by the respective State Government or any other State Government. The Planning Commission will approve the panel of Research Institutions.

9.3.4 The Central Govt. and the State Governments should formulate the Broad guidelines for evaluation studies.

9.3.5 The evaluation studies should also throw light on particular innovations in planning, monitoring or implementation. These should be sent to the State and Central Governments for examination and dissemination to other parts of the State and country.

9.3.6 The findings of the evaluation studies should be used for initiating corrective action.

9.3.7 The findings of the evaluation studies should also be shared with District Panchayats

9.4. MANAGEMENT OF DATA AND MAINTENANCE OF RECORDS

It is important to maintain accurate records of all aspects of implementation. The Right to Information Act, 2005, also requires this. The maintenance and timely updating of information will require a comprehensive computerized Secondary Education Monitoring and Information System (SEMIS). The Centre will develop a core SEMIS for this purpose, and the States may make suitable additions to suit their respective needs. The records and Registers for implementation of all components of the scheme including Asset Register, Suggestion/ Complaint Register, progress charts, Teachers attendance Register, Students Attendance Register, Minutes of all the meetings, records of all the correspondences etc. should

be maintained and shared with Block/ District Panchayats. The State Missions will issue a comprehensive guideline for maintenance of records and reporting.

9.5. RESERCH

Besides the above in-built Monitoring and Evaluation mechanism, the Central Government and the State Governments will conduct an independent research on different activities of RMSA by engaging independent institutes of repute. The findings of these research studies will be communicated to all the concerned authorities for corrective measures and further strengthening of the implementation of the scheme.

9.6. Availability of funds:- The requirement of fund will be met out of 2.2% earmarked for MMER cost.

Chapter-X

TRANSPARENCY AND ACCOUNTABILITY

ROLE OF STATE GOVERNMENTS

10.1. Right to Information and Proactive Disclosure

10.1.1 The Right to Information Act should be followed both in letter and in spirit by all the Implementing machinery of the Government Departments in all matters relating to RMSA. Section 4 of the Act which concerns proactive disclosure of information, should be strictly complied with at all levels. Key documents related to the RMSA should be proactively disclosed to the public, without waiting for anyone to 'apply' for them. A list of such key documents should be prepared by the State Mission and updated from time to time. Public access to key records and key information should be ensured at all levels. This should also be displayed on the website.

10.1.2 The school display board has to show all investments being made in the school. Teacher attendance should be publicly displayed. For improving the quality of school-level data, figures regarding enrolment, attendance, retention, drop out etc may also be maintained, besides the maintenance of other records and registers.

10.1.3 Month wise updated data on- progress of each components of the scheme, progress of expenditure & utilization including funds received and spent, payments made, works sanctioned and works started, cost of works and details of expenditure on it, duration of work etc. should be made public in a pre-designated format outside all offices of all agencies involved in implementing the scheme. All these information should also be shared with the Gram Panchayats/ ULBs and should be discussed in their meetings.

10.1.4 Similar efforts at transparency should be made right up to the national level. Copies of all sanction orders for pre-project/project activities would be pasted on the web-site of the department of elementary education & literacy, ministry of human resource development.

10.2. Annual Reports

The Central Government as well as the State Governments shall prepare an Annual Report on the implementation including involvement of PRIs in the scheme. This Report will be laid before Parliament and the State Legislature by the Central Government and State Governments respectively.

10.3. Financial Audit

10.3.1 Financial Audit is mandatory. Each District must carry this out at the end of the financial year. The audit will be done either by Local Fund Auditors or by the Chartered Accountants appointed by the State Government. A copy of the Audit Note will be sent to the State Government. A concurrent audit will be undertaken in addition to this.

10.3.2 The Accountant General will also conduct the Audit of Accounts of the scheme in addition to the audit conducted by the Chartered Accountants. The audit team of the Accountant General shall be supplied with a copy of the audit conducted by the Chartered Accountants.

10.3.3 The Audit Report of the Chartered Accountant and the Utilization Certificate for the previous year must be submitted latest by September next year by the District Programme Coordinator. If the Audit Report is not received, or if the observations of the Auditor and of the Ministry on the Audit Report are not properly attended to or complied with, to the satisfaction of the Ministry within the financial year, the Ministry will be within its right to stop the funds for the next financial year.

10.3.4 The District Programme Coordinator will ensure that the Opening and Closing Balance included in both the Audit Report and the Utilization Certificate tally. In case there is variation due to any unavoidable reason, it has to be clearly explained with reasons to the satisfaction of the Ministry, with documentary support, if any. If this is not done, the Ministry may stop further release of funds in the next year.

10.3.5 A small team of District Internal Audit and Grievance Cell in the office of the District Programme Coordinator shall be constituted. This cell will scrutinize the reports/ findings of the meetings of Panchayat/ ULBs, complaints of irregularities-financial as well as others and conduct a special audit, if necessary. A Monthly Report will be compiled and sent to the District Programme Coordinator, State Mission Director and the State Government. These authorities will initiate action to address serious irregularities and also take appropriate preventive action.

10.4. Physical Audit

A Physical Audit of the works undertaken will be conducted to verify the quality of works and to check that the expenditures incurred have led to the creation of durable assets.

10.5. Action on Audit Reports by the State Government

10.5.1 A copy of every Audit Report, whether conducted by the Chartered Accountant, the Internal Audit and Grievance Cell and auditors of the Accountant General or Comptroller and Auditor General, and Social Audit Reports (if any), will be sent to the State Government concerned.

10.5.2 The State Government will ensure speedy action against the concerned officials/ non-officials for misappropriation of funds, frauds, incorrect measurement, false entries in the registers/ records and other irregularities of a serious nature, resulting in the leakage of Government/public funds/resources .The State Government will also take appropriate steps to prevent such irregularities.

10.6. Citizens' Charter

A model 'Citizens' Charter' should be developed covering all aspects of the duties of Panchayats and officials.

10.7. Vigilance and Monitoring

The School Management Committee at school level will also act as be a local Vigilance and Monitoring Committee. The District Programme Coordinator will be responsible for ensuring local Vigilance by involving PRIs and Parent Teachers Association. Besides, the State Governments will also designate the State Government's vigilance departments to take preventive and remedial vigilance actions.

10.8. Grievance Redressal

10.8.1 The Principal/ Vice Principal will be the Grievance Redressal Officer at the at School level and District Programme Coordinator at district level. A Grievance Register will be maintained in every school and offices in which name and address of the petitioner, and nature and date of the petition, are to be entered. This register will also contain a column on Action Taken. The register will be monitored by the Senior Authorities as well as PRIs. Once a grievance has been disposed of, the date and nature of disposal should be communicated to the petitioner. These details are to be made available on notice boards of schools and office to which they relate and also on the website as far as possible.

10.8.2 Data generated by classifying petitions are to be analysed each month for region and type so that it becomes a tool for identifying areas that require senior management attention and redesigning of systems.

10.8.3 All grievances will be disposed of within the time limit prescribed by the State Government. The PRIs will provide a forum for public hearings so that grievances may be quickly redressed.

10.8.4 The State Government may designate an alternative Grievance Redressal Authority at the Block, District and State levels. The State Government may consider setting up a system of Ombudsman at the District level, using people of proven integrity.

10.8.5 Action taken on the complaints received by the Principal and District Programme Coordinator will be placed before the meetings of the Panchayats and the ULBs respectively.

PS: The scheme has undergone some modifications during the course of inter-ministerial and other consultations.

Most of the changes have been covered/incorporated. However, in case of any variations, found later, shall be interpreted/corrected on the basis of the Cabinet Note and approval obtained