

**1<sup>st</sup> JRM Recommendations and proposed actions to be taken**

Sl. No.	Key Recommendations	To be involved	Action to be taken
	<b><u>Planning and Appraisal</u></b>		
1	Greater coordination between Central and State governments is needed to complete all formalities in time for enabling timely release of funds. Closely monitoring of the release dates and the reasons for delay is needed.	States/UTs	Designated Nodal Officer at State Level may be given the responsibility for close co-ordination between the Ministry and the State. Full details along with email addresses of all officials of the SIS, fax numbers may be shared with the Ministry. Any changes should be informed immediately.
	<b><u>Civil Works</u></b>		
2	Civil works planning should be based upon a school wise verification and identification of the immediate needs in a school.	States/UTs	While formulation of the proposal the suggestions should be taken into account. Comments from State Govt. is required
	<b><u>Access and Retention</u></b>		
3	In future years, SEMIS/UDISE data reports present calculated transition rates from upper primary to secondary and from Class IX to X, by school type.	NUEPA	Comments/Action taken may be furnished.
	<b><u>Education of Satisfactory Quality</u></b>		
4	Engage a wide range of stakeholders in a structured dialogue about how to identify the main constraints to learning outcomes and effective strategies to overcome them. The objective of that conversation should be on how to help teachers respond to the multiple learning needs of their students, and develop state strategies which are then reflected in their RMSA proposals. Of particular importance will be to bring together the various relevant implementing agencies of the Centrally Sponsored Schemes, such as RMSA, SSA and Teacher Education, to develop a mechanism which would create inter-Mission linkages around substantive and institutional issues.	NCERT States/UTs TE-Div. SSA-Div. RMSA-Div.	Comments may be furnished to take further action.

5	Strategies are needed to help some students significantly improve their basic skills, especially in Class IX; it is likely to include additional/ remedial classes, specific learning materials, parental engagement	NCERT/ States/UTs	NCERT should develop a plan to help States in this matter. States/UTs should take necessary action to enhance the learning level.
6	A clear timetable for a national assessment survey at Class X level, with an action plan that includes, following consultations, appropriate roles for the Boards, SCERTs and the capacity lying outside of government institutions.	NCERT	Requisite information may be sent.
7	States to be encouraged, through RMSA funding, to develop their own student diagnostic assessments in secondary education, especially in Class IX.	States/ UTs	May be included in the AWP&B with detailed strategy
	<b><u>Programme Management</u></b>		
8	There is a need for a tracer study on students transitioning from elementary to secondary education.	NUEPA/ NCERT	May furnish the comments with detailed plan if any.
9	Data verification of UDISE is essential, given the merging of the DISE and SEMIS systems and the importance that the UDISE database will assume in the years ahead	NUEPA/ States/UTs	State should ensure about the veracity of the data. Further close co-ordination with NUEPA should also be there to get correct data.  NUEPA to give comments on this.
	<b><u>Financial Management and Procurement</u></b>		
10	States are given a firm deadline for completion of the 2011-12 audit reports. MHRD should consider not releasing further funds to those states which are not in compliance. <b>States report whether their auditors are engaged and the timetable for completing the audit report as per the contract. This information should be provided to the July JRM.</b>	States/UTs	Requisite information may be sent.
11	Filling up of all vacant positions in the FM category. Capacity development of FM staff and SMDC in finance and procurement functions.	States/UTs	Suitable action may be taken and action taken/status note may be sent.
12	Internal audit system should the introduced.	States/UTs	May be started and action taken note may be sent.
	<b><u>Planning and Appraisal</u></b>		
13	MHRD to work with states to ensure that all the documentation is available to all actors.	States/UTs	Proper record management system may be developed.

14	MHRD could work collaboratively with states to develop a comprehensive vision and action plan for driving up learning outcomes.	States/UTs/MHRD NCERT Through TCA	The perspective plan for 12 <sup>th</sup> five year period may be prepared and shared with the Ministry also.
15	MHRD should commission a study investigation into practices for human resource planning and teacher management practices, including how to determine teacher supply needs and teacher deployment policies, and to evaluate the appropriate teacher competences	NCERT /NUEPA MHRD Through TCA	Comments may be furnished.
	<b><u>Civil Works</u></b>		
16	Review the ‘whole school’ approach of civil works provisioning in light of the funding constraints as part of a broader civil works review.	States/UTs	Although, whole school approach of civil works has been taken by the PAB from the first year itself, the state should make a plan keeping in view that the gaps exist in a particular school should be covered in one go.
17	The provisioning of urinals and water closets should be based on the number of children using the toilets and not on the civil works package blueprints. Bureau of Indian Standards or the National Building Code recommendations should be followed in this respect.	States/UTs	While formulating plan proposal, and estimating of the buildings, recommendations may be kept in mind.
18	Toilet designs should also ensure availability of water and proper flushing arrangements. In girls’ toilets, provision for disposing of sanitary napkins is necessary.	States/UTs	While formulating plan proposal, recommendations may be kept in mind.
19	A review of sanitary hygiene at secondary level should be an element on a broader study with proposals to update current guidelines.	NCERT/NUEPA A	To give comments
20	Ensure that repair grants are effectively used for maintenance of schools. A school maintenance manual should be developed and distributed. This grant would need to acknowledge that larger schools need a larger grant.	States/UTs/ NUEPA RMSA-TSG	To develop a manual
21	There is a need to encourage innovations and share good practices through periodic meetings of state engineers and other concerned parties.	States/UTs	As per provision of guidelines for innovations under RMSA, suitable proposals may be incorporated in the AWP&B.
22	Ensure availability of engineers both at the state and district level of RMSA to monitor progress and quality of civil works	States/UTs	May be noted and action taken may be shared.

	<b><u>Access and Retention</u></b>		
23	Report aided and unaided school data separately in UDISE	NUEPA	May take necessary action. Action taken note may be sent.
24	Clarify how 'upgraded schools' consisting elementary and secondary sections are recorded – either as two schools or as one school.	States/UTs/NU EPA	May be clarified.
25	All states should conduct geographical positioning system (GPS) school censuses (covering all schools, government, government aided, private recognised and private unrecognised) and input data on one digital school map.	States/UTs	Action may be taken.
	<b><u>Education of Satisfactory Quality</u></b>		
26	More focused training may be imparted on planning for quality, through the use of the Planning and Appraisal Manual (revised as necessary in response to stakeholders' experience of using it) along with financial and human resource allocations and institutional reform to address issues related to quality improvement.	NCERT/NUEP A	May be sent a detailed plan.
27	MHRD as well as the states may wish to relook at the gap in the institutional linkage at the block level. The link from the district to the school level is too tenuous and setting up of a block level structure may be considered in some of the larger districts in the states in the first phase before scaling up this structure based on the experience.	States/UTs	
28	The mission recommends critically looking into the lateral and vertical curriculum linkage across the subject areas in all the classes with states speedy curriculum reform processes at secondary stage with timely development and implementation of the curricular material	NCERT/States/UTs	May offer the comments.
29	Monitoring of the use of TLMs; Library books and their use; effective use of demonstration of TLM and practice of undertaking experiments as per curricular requirements to transition from teacher's demonstration to students conducting experiments/activities on their own.	NCERT/States/UTs	May offer the views.
30	Build the capacity of principals of schools and RMSA functionaries on the utilization of school resources in connection with the curriculum and syllabi reform.	NUEPA/NCERT/States/UTs	Suitable action may be initiated. NUEPA and NCERT may share their action plan
31	The training module of teachers should be aligned with the pedagogical dimensions of the requirements at the secondary level.	NCERT/States/UTs	States/UTs should also take assistance of NCERT on this matter.

32	Greater coordination with the National Mission on Teacher Education and the Centrally sponsored scheme on teacher education is essential to undertake the following recommendations:.	TE Bureau RMSA Bureau	
	Impact study of teacher training programs in terms of their percolating down to classroom processes is recommended on a pilot basis by the TSG.	NCERT	May submit a proposal.
	To make teacher training more useful, teachers can be tested as a diagnostic tool first. This will help to identify the areas of teachers' weaknesses and learning needs. Analysis of test performance data can then be used to design more relevant teacher training courses.	NCERT	May submit a plan to advise States.
33	With improved availability of ICT facilities, more innovative approaches may be adopted for interactive and participatory teacher training through use of audio-visual media, computer aided learning, internet etc. These need to be however validated for academic appropriateness and validity of content.	States/UTs	For appropriate action.
34	The mission reiterates the Twelfth Five Year Plan's recommendation regarding teacher training that the system of continued professional development (CPD) of in-service teachers needs to be strengthened. Training needs should be systematically identified and programmes designed to meet their local requirements so that the teachers are engaged and find the programmes useful. Capacity-building programmes of short duration as well as relatively longer full-time or distance-cum-contact degree programmes should be encouraged. These programmes should develop in teachers the necessary orientations and expose them to the range of skills/activities which impact upon quality classroom transactions. Use of technology and innovative delivery methods would be important components. Along with specific training programmes, exposure visits or action research projects to be conducted with field organisations and academia should be organised. Appropriate enablers in the form of long-leave options or a significant number of mandated required days of in-service training along with appropriate budgetary support per-day/per-practitioner should be provided to the schools.	NCERT TE Bureau	May submit a plan for capacity building to the States.
35	A clear timetable for a national assessment survey at Class X level, with an action plan that includes, following consultations, appropriate roles for the Boards, SCERTs and the capacity lying outside of government institutions.	NCERT	Time line may be indicated.
36	Learning assessment should be a focus area during the next JRM.	NCERT	May share the preliminary report.
	<b><u>Programme Management</u></b>		
37	States could consider mapping educated related issues run by various departments in a single table and have periodic inter-departmental meetings to promote 'joined up government'.	States/UTs	Details may be sent so that it can be shared across the States.
38	Next JRM need to gather data on the national picture of staffing levels, at state and district levels.	State/UTs	Details may be sent.

39	Once staffing is augmented at the state and district level, the Programme could consider whether block or cluster level units would further assist implementation. It would be advantageous to coordinate with SSA programme structures.	States/UTs	May explore the possibility and action taken/comments may be shared.
40	National assessment and state-driven assessments are needed to understand current levels of student learning, how far they deviate from expected levels of learning as defined in the curriculum, and the determinants of effective schools and teachers.	NCERT	May offer the views.
41	UDISE data needs to be available at the start of the AWPB process. Web-based data submission is needed urgently.	NUEPA/States/UTs	Action to be taken to follow the recommendation.
42	The coding of upgraded schools consisting both elementary and secondary classes needs addressing.	NUEPA	For suitable action. Further, comments may be offered.
43	There is a need to standardize how private schools are treated in UDISE and to disaggregate between private (recognized and unrecognized) and private government aided in reporting.	NUEPA	May offer the status.
44	Data verification of UDISE is essential, given the merging of two systems and the importance that this database will assume in the years ahead	NUEPA/States/UTs	For suitable action.
45	Invite Odisha state to present on the details of their student helpline to other states at the next JRM and encourage and support others to do likewise.	State of Odisha	For necessary action.
46	States report whether their auditors are engaged and the timetable for completing the audit report as per the contracts. This information should be provided to the July JRM.	States/UTs	Information may be sent.
	<b><u>Financial Management</u></b>		
47	Filling up of all vacant positions in the FM category. Capacity development of FM staff and SMDC in finance and procurement functions.	States/UTs	For immediate action.
48	States to ensure that accounts are prepared and audited as per the time lines provided in the FMP and the audit reports forwarded to MHRD by 31st August for every year.	States/UTs	For strict compliance.
49	Adherence to Manual on FM&P, especially in respect of submission of utilization certificates, must be ensured.	States/UTs	For strict compliance.
50	States to ensure monitoring mechanism at all levels	States/UTs	To be ensured.