



# GUIDELINES FOR ACCESS TO SECONDARY EDUCATION

December 2014



## **Access to Secondary Education**

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

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

**1.2.1 Infrastructure development for enhancing access to secondary school:** The interventions that can be undertaken under this head are:

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

**1.2.2 Strategies that build on the infrastructural development:** Providing infrastructural access to secondary school would not be sufficient to achieve the goals of RMSA. These facilities have to be supplemented by other softer strategies which would ensure enrolment/ retention of students in the schools. Some of these strategies are:

- i.** Strategies for ensuring 100% transition from Class VIII to class IX as child tracking system and fixing the responsibility of the Headmaster for ensuring the transition of students from elementary to secondary school.
- ii.** Mapping of catchment area of secondary schools along with community profile & feeder schools

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

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

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

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

#### **Steps for GIS mapping:**

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

- b) **Preparation of GIS base map and then digitized Map:-** After collection of geographical location of the school, all the schools have to be plotted on the base map/ Raster Map (village boundaries along with school locations) which may be further Geo referenced and digitized. The preparation of accurate GIS base map depends on the quality, complexity and contents of the input received through surveyed data. The base map must show the important landmarks like Roads, Rivers etc. along with the radius of the secondary schools (5 Km radius or as per state norm). The other information related to the mapped school may also be overlaid on the map.
- c) **Linking and Coding:** For providing unique code to schools mapped, UDISE code of the schools should be used. These codes then should be linked to the spatial data collected for the school. Codification and Linking unique code helps understand and analyse the spatial and non-spatial data in a same set up and in scientific manner.
- d) **GIS integration:** - After collection of data, linking and codification, integration of available non spatial data and digitization of map is to be undertaken. For integrating the available school data and digitization, utility applications like Map info, Q GIS & Arc GIS, are required. The selected GIS utility application must facilitate query with a graphic display of school's facilities. This information must then be used for developing school implementation plan, educational plan for block, district and finally the state consolidated plan, SMDC management, future analysis, etc. by generating on line query. Census data of the State or any other data of the State can also be linked to this UDISE data so that this database then can be utilised for planning for other facilities in the village/ city/ town.
- e) **Use of data in planning:-** The integrated GIS maps thus created should be made available to educational planners (through Web GIS). In this map, they may generate online query in terms of availability of secondary education facility in the area and un-served areas along with future requirement. The required information generated through the query along with the graphic display, can be used by the state and district authorities for identifying gaps in the existing secondary schools as well.
- B) School Mapping Through manual mapping exercise:** - If the state is unable to conduct GIS mapping they can also opt for manual mapping exercise. Under manual mapping exercise, the database of schools and habitations is created using standard Data Capturing formats. To maintain consistency in manual mapping exercise, it is suggested that model format given at <http://rmsaindia.org/en/programme-components/access-civil-works.html> may be utilised by the States.