

Check List for the 1st Joint Review Mission of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – State Visits

The check list is a reference list of items - the progress/ status of which needs to be reported in the State report/ National aide memoire. Some of the items of information will have to be taken from the State functionaries. The State RMSA office will provide this information to the JRM members before the JRM members depart for the district visits. Some of the items may be observed by the JRM members on their field visits and while interacting with the students, teachers, principals, parents, community/ SMDC members, planning team, financial management team. These are not organized in any sequence of order of occurrence, but in the order the report is generally presented. This list is indicative. The report/ observations may not be restricted to the items or limits of this check list.

Access:

- (i) Any current assessment of unserved habitations/ areas as per RMSA norms.
- (ii) State 'process' for projecting enrolment while identifying school for upgradation.
- (iii) Whether habitation mapping as well as school mapping exercise has been done. If yes, when and what is the outcome? Is this basis for projection empirical? Issues of technology based and /or manual mapping.
- (iv) What is the status of provisions/ availability of secondary schools in the States?
- (v) Whether secondary schools have proper infrastructure – physical facilities including classrooms, toilets and drinking water facilities, computer labs, Headmaster's room, office, staff, supplies according to prescribed standards through financial support in the case of Government and Local Body (Municipal schools, Panchayat schools etc.)?
- (vi) Whether there is appropriate regulatory mechanism in the case of other category schools?
- (vii) Are there State infrastructural norms prescribed for (pvt. incl.) secondary schools, if so, how does it compare with RMSA?
- (viii) Whether schools approved and reported as functional are functioning, quality of transaction and infrastructure provided?
- (ix) Issues related to availability of electricity, connectivity, residences for staff etc.
- (x) Convergence of assets under other schemes- girls hostel, ICT, IEDSS,

Quality:

- (i) Availability of teachers according to prescribed Pupil Teacher Ratio (PTR), including subject teachers
- (ii) Appointment of approved teachers

- (iii) Training of teachers (whether institutionalized or not)? How are the training needs identified? Who conducts the training? Role of institutions in teacher training?
- (iv) Availability and quality of teaching learning material?
- (v) Use of ICT in teaching and learning. Please comment if there is any views of teaching aids.
- (vi) Availability of teachers support programme and capacity building programme (whether institutionalized or not)?
- (vii) Comment on classroom practices. How is CCE being carried out in classrooms? Awareness of the teachers?
- (viii) Reviewing/ revising curriculum to meet National Curriculum Framework (NCF), 2005 norms. What is the status? Which are the organizations involved? How are the text-books revised in the State?
- (ix) Whether the State has any learning assessment programme?
- (x) Comment on availability of library and library hour in the time table.
- (xi) Comment on availability on science and math lab and space in the time table
- (xii) Has the State initiated any learning enhancement programme? How is it designed? Who is involved? Any help from NGO? Has any evaluation at the State level been done?
- (xiii) Other quality interventions by the State.

Equity:

- (i) Comment on the admission/ enrolment procedures for children of the weaker section of the society, the economically backward section, girls, SCs, STs, OBC, disabled children etc
- (ii) Comment on the special policies and programmes, plans and initiatives for children from the weaker sections of society, the economically backward section, girls, SCs, STs, OBC, disabled children etc. Mention if there are any incentive like free text books, free uniforms and other facilities.
- (iii) Special problems, if any, of all or any of the above mentioned categories and efforts to reduce them.
- (iv) Comment on any initiative/ effort to provide special training to teachers, head teachers, administrator's staff, to ensure gender and social sensitivity.
- (v) Any steps to ensure gender sensitive approach in the class?
- (vi) Comment if there is any monitoring mechanism in place on gender issue, social discrimination issue.

Planning:

- (i) Comment on the use of the Planning and Appraisal Manual and the adherence to the planning calendar.

- (ii) Whether the State has perspective plan at the State level, district level? Comment on the goals, objectives and timelines of the plan.
- (iii) Whether schools have a school improvement plan? Are the teachers and SMDC members involved in school improvement plan?
- (iv) Whether the State has identified a planning core group at the District and at the State level? Has there been any training/ capacity building of these groups in planning for universalization of secondary education?
- (v) Comment on the involvement of RIEs, SCERTs, SIEMAT, State level TSG, National level TSG etc. in the planning exercise.
- (vi) Is the State annual plan reflective and in harmony with the perspective plan?
- (vii) Comment on the use of data and education indicators in the plan.

Programme Management:

- (i) Comment on the availability of staff at the State level, district level, block level and the schools level for implementation of the programme. How many staff vacancies are there? Please mention vacancies in administration, planning, finance, accounts etc. What are the efforts been made to fill up these vacancies?
- (ii) Has any training/ capacity building been given to the above mentioned programme functionaries?
- (iii) Are the roles and functions of each functionary clearly identified and informed to them? Describe implementation arrangements of the programme at the district level and at the State level?
- (iv) Are planned activities carried out within the time frame? What kind of monitoring mechanism is there?

Financial Management:

- (i) Comment on the use of Financial Management & Procurement (FMP) Manual at the different levels.
- (ii) Number of financial management staff at the State, district and at the block level. Sanctioned strength, in place and vacancies, salaries paid at each level (State to prepare information in a table and provide to the JRM members).
- (iii) If there is vacancy, what is the effort made to fill up the vacancy?
- (iv) Comment on the training provided to financial management staff
- (v) Does the State Implementation Society have a separate bank account for each programme/ scheme it is implementing?
- (vi) Are proper records, files, accounts, registers, ledgers etc maintained?

Audit:

- (i) Comment on the audit process in the State. Is the auditor appointed on time? (Calendar for different steps in auditing has been given in FMP manual).
- (ii) Is there one auditor for the entire State or different auditors for regions/ districts? What is the fee paid to the auditor?
- (iii) Extent of coverage/ schools actually visited by the auditors?
- (iv) Whether internal audit mechanism is available? Comment.
- (v) How does the finance controller monitor the FM performance in the State? Please obtain details regarding review meetings held, district school visits/ inspections?
- (vi) Has the State staff regularly attended the meeting of the Finance Controllers review meetings? If so, who had attended the past three meetings?

Civil Works:

- (i) Who looks after the civil works component of the programme in the State? Comment.
- (ii) Is there a standard design/ norm for a secondary school building? If yes, then is this standard design/ norm adhered to?
- (iii) Any local/ innovative approach in school building/ design? Comment.
- (iv) Comment on the design for lab, class rooms, office rooms- for example: is it space efficient? Any environment friendly departures?
- (v) Please comment on the facilities for the disabled.
- (vi) Please comment on the availability of toilets. Whether separate and adequate toilets are available for girls/boys.
- (vii) Location of toilets, availability of running water and provision for regular cleaning?
- (viii) Please comment on the availability of drinking water facilities.
- (ix) Whether construction work order is being issued at State level/ district level/ school level? Comment.
- (x) Whether tender are being issued through e-tendering/ e-publishing of tenders/ e-procurement?