

**Excerpts of
“Framework for Implementation of RMSA”
regarding physical infrastructural development**

Ref. Page no.	Ref. Para no.	Excerpts
Page no. 5	Para no.1.4.2	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.
Page no. 6	Para no.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.
Page no. 6	Para no. 2.1.1	Access Development of the infrastructure facilities and Learning Resources will be carried out in following ways, <input type="checkbox"/> Expansion/ Strategy of existing Secondary Schools & Higher Secondary Schools shift in existing schools. <input type="checkbox"/> 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. <input type="checkbox"/> Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements. <input type="checkbox"/> Opening of new Secondary Schools/ Higher Secondary Schools in unserved areas bas on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly. <input type="checkbox"/> Rain harvesting systems will be installed in existing school buildings also.

		<ul style="list-style-type: none"> □ Existing school buildings will also be made disabled friendly. □ New schools will also be set up in PPP mode
Page no. 6	Para no. 2.1.2	<p>Quality</p> <ul style="list-style-type: none"> □ Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster. □ Residential accommodation for teachers in rural and difficult hilly areas. Preference will be given to accommodation for female teachers.s
Page no. 7	Para no.2.1.3	<p>Equity</p> <ul style="list-style-type: none"> □ 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.
Page no. 9	Para no.3.1.3	<p>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.</p>
Page no. 9	Para no.3.1.5	<p>The Micro planning exercise will include a number of studies on the Baseline 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.</p>
Page no. 11	Para no.3.5	<p>Preparatory activities at district level:-</p> <ul style="list-style-type: none"> □ Collection of initial data relating to availability of school infrastructure and course mapping
Page no. 13	Para no.3.10.2	<p>The broad financial and physical norms regarding school infrastructure, teachers and teaching materials will have to be basis of the planning exercise.</p>
Page no. 13	Para no.3.10.3	<p>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.</p>

Page no. 14	Para no.3.11.3	<p>The District level plans will be consolidated by the State Mission. The State Plan will inter alia indicate:-</p> <ul style="list-style-type: none"> • Physical facilities required based on the GER target.
Page no. 15	Para no.3.12	<p>ALLOCATION OF RESOURCES AS PER APPROVED PLANS</p> <p>The allocation of resources will depend on the following.</p> <ul style="list-style-type: none"> □ 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.
Page no. 15	Para no. 3.13	<p>WHAT A DISTRICT PLAN MUST HAVE</p>
Page no. 16	Para no. 3.13.2	<p>Evidences of:</p> <ul style="list-style-type: none"> • 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.

Page no. 17	<p>Para no. 3.13.3</p> <p>Para no. 3.13.4</p> <p>Para no. 3.13.5</p>	<p>Survey of ;</p> <ul style="list-style-type: none"> • Available school facilities, including non-governmental educational institutions; • Available facilities in schools <p>Assessment of ;</p> <ul style="list-style-type: none"> • Needs, school-wise/ habitation-wise of additional school facilities, teachers, etc;; <p>A plan for quality education including a plan for,</p> <ul style="list-style-type: none"> • Children with special needs.
Page no. 22	<p>Para no.4.1</p> <p>Para no.4.2</p> <p>Para no.4.3</p>	<p>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,</p> <p>(i) Strengthening of existing Secondary School and deploying desired number of subject wise teachers;</p> <p>(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;</p> <p>(iii) Upgradation of existing Upper Primary Schools with required infrastructure and teachers etc on the basis of habitation level microplanning; for which Ashram schools will be given preference,</p> <p>(iv) Opening of New Secondary Schools, if required on the basis micro planning.</p> <p>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.</p> <p>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</p>

	Para no. 4.4	<p>will be installed and school buildings will be made disabled friendly.</p> <p>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.</p>
Page no. 23	Para no.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.
	Para no.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 	

		<p>have existing buildings of their own</p> <ul style="list-style-type: none"> • 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.
Page no. 23 & 24	Office Room	<ul style="list-style-type: none"> • One room of adequate size as per state govt. norm for office staff and teachers • 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.

		<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, 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
Page no. 24 & 25	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 Rs. 1.00 lakh per school, <ul style="list-style-type: none"> • Principal Room • Office and Teacher Room □ 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		
Page no. 25	Repairing and Renovations – Major and	<ul style="list-style-type: none"> ◆ Repairing and renovations will primarily be undertaken through involvement of community or the private sector.

	Minor.	<p>◆ On the basis of approved estimate by State Governments following grants may be considered under special circumstances;</p> <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. <p>◆ Expenditure on repair & maintenance of building would not be included for calculating the 33% limit for civil works.</p> <p>◆ Grants will be available only for those schools which have existing buildings of their own</p>
Page no. 27	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.
Note: All financial norms for civil work are suggestive and meant for financial estimation. State/UT PWD schedule of rates will be applicable.		
Page no. 27	Para no. 4.7	Out of the above, priority will be given to the followings depending upon the availability of resources,
		Physical Infrastructure- Non Recurring
		<ul style="list-style-type: none"> • 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

		<p>Physical Infrastructure- Recurring</p> <ul style="list-style-type: none"> • Repairing and Renovations – Major, under special circumstances • Residential quarters for teachers in remote/ hilly areas
Page no. 28	Para no. 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.
Page no. 29	<p>Para no. 5.1</p> <p>Para no. 5.3</p> <p>Para no. 5.3.1</p> <p>Para no. 5.3.2</p>	<p>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.....</p> <p>Mapping of Secondary Schooling Provisions and creation of Secondary Education Management Information System (SEMIS)</p> <p>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.</p> <p>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</p>

		<p>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</p>
Page no. 30	Para no. 5.3.3	<p>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.</p>
Page no. 31	Para no. 5.5.2	<p>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.</p>
	Para no. 5.5.3	<p>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.</p>
Page no. 32	Para no. 5.5.5	<p>In view of the above, at least a Science Laboratory and an Art</p>

		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.
Page no. 33	Para no. 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.
Page no. 38	Para no. 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.
Page no. 41	Para no. 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.
Page no. 42	Para no. 6.2.2	The RMSA provides flexibility to local units to develop a context specific intervention. Some interventions could be as follows: <ul style="list-style-type: none"> • Providing context specific intervention in the form of a hostel, an incentive or special facility as required • Provision for hostel facilities
Page no. 43	Para no. 6.2.5	The interventions for children belonging to Educationally Backward Minorities will have to be based on intensive micro planning. <ul style="list-style-type: none"> ○ Access and Enrolment <ul style="list-style-type: none"> • High Quality Government Schools should be set up in

		<p>all areas of Educationally Backward Minorities concentration.</p> <ul style="list-style-type: none"> • 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. • Providing hostel facilities.
Page no. 45	Para no. 6.2.8	<p>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.</p> <p>□ Boarding and lodging for each child</p>
Page no. 46	Para no. 6.3	<p>Education for children with special needs:- It is also proposed to make all schools disabled friendly.</p>
Page no. 48	Para no. 7.1	<p style="text-align: center;">IMPROVEMENT OF SCHOOL FACILITES AND OTHER CIVILWORKS</p> <p>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.</p>
	Para no. 7.2	<p>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%.</p>
	Para no. 7.3	<p>Each State must formulate a strategy for repair. This expenditure will not be included for calculation of the 33% ceiling on civil works.</p>
	Para no. 7.4	<p>School Management and Development Committees will have</p>

		to carry out the civil works activities through a transparent system of account keeping.
	Para no 7.5	The School Management and Development Committee could certify the maintenance and repair work under taken 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.
	Para no. 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.
	Para no. 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.
Page no. 49	Para no.7.8	The new structures will be constructed as earth-quake resistant and will have facilities for water harvesting.
	Para no. 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.
Page no. 54	Para no.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.
	Para no. 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

		<p>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,</p> <ul style="list-style-type: none"> □ 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
Page no 56	Para no. 8.4.6	<p>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.</p>
Page no. 58	Para no. 9.1.1	<p>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.,</p>
Page no. 63	Para no. 10.4	<p>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</p>