

Relevant provisions in the RMSA Framework in respect of Access and school mapping :-

For improving access to secondary education following are the relevant provisions made in the RMSA framework in the RMSA Framework in respect of Access to the secondary school (Upgradation/New secondary schools):-.

1) Para 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.

2) Para 1.4.2:- The above goal (in Para 1.4.1) translates into the following main objectives 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.

3) Para 2.1.1:- 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 unserved areas based 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.

4) **Para 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 microplanning; for which Ashram schools will be given preference,
- (iv) Opening of New Secondary Schools, if required on the basis micro planning.

5) **Para 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.

6) **Para 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.

7) **Para 4.6 :-**

- 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

8) **Para 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.

9) Para 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”.

10) Para 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.
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- Ashram schools will be given preference while upgrading upper primary schools.

Relevant provisions in RMSA framework in respect of school mapping exercise :-

11) Para 2.1.1:- Opening of new Secondary Schools/ Higher Secondary Schools in unserved areas based on the school mapping exercise.

12) Para 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.

13) Para 3.1.4:- 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.

14) Para 3.1.5:- 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.

15) Para 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.

16) Para 3.10.2 :- For Planning purpose :- 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.

17) Para 3.13.2. Evidences of; In the District Plan:-

- 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.

18) Para 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;

19) Para 4.1:- 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 microplanning; for which Ashram schools will be given preference,
- (iv) Opening of New Secondary Schools, if required on the basis micro planning.

20) Para 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.

21) Para 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.

22) Para 5.3.2:- 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.

23) Para 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.
