

**Suggested Framework/Format<sup>1</sup> for  
Preparing the Perspective Plan  
(2009/10 to 2016/17) under the  
Rashtriya Madhyamik Shiksha  
Abhiyan (RMSA)**

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This is a suggested framework/format for organizing the plan documents, and it should not be considered as the methodology for formulating the perspective and annual work plans and budget under the RMSA. Further, this document suggests only the broad outline of Chapters including section headings/sub-headings, which seek minimum data and information that should go into the plan documents. State/District Planning Teams are free to modify it depending on their specific requirements. In other words, the purpose of this document is to ensure basic information and data in the plan documents, and not to standardize the same in terms of contents.

# **State/District Planning Team**

# Acronyms

# Acknowledgements

# **Contents**

**(Including the List of Tables and Charts/Graphs)**

# Chapter I

## State/District Profile

### 1.1 Geo-physical Features and Administrative Divisions

- Location, geo-physical features, a brief history, and administrative divisions
- Number of districts/CD blocks, urban agglomerations, revenue villages, inhabited habitations/hamlets, etc.
- Map of the State/District
- Specific areas with concentration of tribal, SC and other focus groups, including minorities

### 1.2 Socio-Economic Profile

- A brief account of socio-economic status, including key indicator of income distribution, poverty level, occupational structure, etc.
- Provide a grid containing key socio-economic indicators

### 1.3 Demographic Structure

- Growth of population (all age groups) by gender, location and social categories
- Distribution of population by rural and urban areas and by social categories
- Literacy rates, gender and regional gaps in literacy rates

### 1.4 Structure and Administration of Secondary Education

- Brief discussion on the current structure of school education in general and secondary education in particular
- Number of primary, upper primary, secondary, higher secondary, intermediate/junior colleges, and higher education institutions may be provided here for the latest year.
- Existing institutional arrangements at state, district and sub-district levels for planning and administration of school education and also for secondary education
- Existing educational management information system (EMIS), if any, for planning and management of school education

### 1.5 Database for Plan Formulation

- Mention the secondary and primary data used for formulation of the plan along with their sources and time period
- Also, mention the existing gaps in data and information for plan formulation

## Chapter II

# Brief Introduction to RMSA

### 2.1 The Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- Overview of the programme with focus on its vision, goals and objectives;
- Approach and strategy relating to access, participation, quality improvement, equity;

### 2.2 Institutional Arrangements for Implementation of RMSA

- Policies and programmes for development of secondary education in the State/UT
- Norms and financial parameters for managing secondary education in the State/UT [Access, minimum provisions in secondary schools/sections, school/section size, teacher recruitment (including minimum qualifications) and deployment, quality (including school improvement strategies), equity, financing, implementation (including M & E)]
- Institutional reforms and strengthening of resource institutions in the state and district. Discussions in this section should provide a clear idea of the preparedness of the State/UT and the concerned district for implementation of RMSA (mention the activities, if any, undertaken during the pre-project phase<sup>2</sup>)

### 2.3 Proposed Interventions in the State/UT XI<sup>th</sup> Plan for Development of Secondary Education

- Specific interventions for expansion and quality improvement of secondary education in the state as proposed in the Eleventh Plan of the State
- Focus groups and incentives: Type of incentives provided – costs and benefits; impact on SCs STs OBCs BPLs Muslims, Girls etc; MDM; Uniforms; Books; Bicycles; Free travel; Cash payments; Scholarships; Quotas; Matching grants; Incentives for teachers – hardship payments, housing, quotas for women, etc

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<sup>2</sup> Suggested preparatory activities included: Constitution of a high level Task Force to work out comprehensive policies (including norms and parameters), plan and programmes for secondary education; Strengthening of the offices of the District Education Officer and Block; Setting up of an effective information system -- SEMIS; Strengthening resource institutions at state, district and block levels; Procurement of essential office equipment and computers along with necessary Software; Assessment of the additional manpower needs; Undertaking detailed mapping of Secondary Schooling Provisions; Capacity building of the District Planning Committee, Panchayati Raj functionaries and State and district level officers engages in the planning and administration of secondary education; Baseline assessment studies, school mapping and course mapping; De-centralization of school education with adequate delegation of powers to local bodies, school management committees' etc.; Educational administration reforms including modernization / e-governance and delegation / de-centralization; Formulation of a rational policy of teacher recruitment, deployment, training, remuneration and career advancement; Improvement of pre-service and in service training of teachers with emphasis on use of ICT; Curriculum review and renewal; Examination reforms; Environment building and generation of public opinion; initiating school-level planning (school development planning) and school based activities; Opening of Bank Accounts of SDMCs; etc. (FFI, RMSA, 2009).

# Chapter III

## Sector Diagnosis:

### Current Status and Development Priorities

#### 3.1 Demands for Secondary Education

- Number of primary and upper primary level institutions, enrolment and teachers by management in the state and district (preferable a table providing these information by districts may also be provided in the annexure – Data source: DISE and State/UT Statistical Handbook)
- Provide a brief account of the progress towards UEE at the state and district level in terms of key performance indicators of major components of UEE such as access, teacher deployment, participation, retention, international efficiency, equity, graduation rates, quality (if any evaluation studies conducted), capacity building, institutional reforms for maintaining database, strengthening resource organisations and management machineries at state and district levels, planning, monitoring, evaluation, capacity building, etc.
- Also give a brief account of the trends in the transition rate from primary to upper primary education and upper primary to secondary education, with the basic objective of assessing the need for expansion of secondary education as a response to accommodate the additional demand generated by SSA.

(Note: Discussions in this sub-section should be backed by data/tables and charts)

#### 3.2 Projection of School Age Population (14-15 Age Group)

- Database and methodology of projection of secondary school age population
- Growth trends in school age population
- Projected size of school age population (14-15 age group) in the district from 2008 up to 2016 by location (rural/urban), gender and social category

#### 3.3 Current Status of Secondary Education

(Status of secondary education with respect to Access, Participation, Equity, Quality, Internal Efficiency, Curriculum Reform, Examination Reform, Public Expenditure, etc.)

##### 3.3.1 Physical Access and Facilities

- (i) Profile of Secondary Level Institutions

##### Schools by category and type

- Schools by management (Government, Private aided, private unaided)
- Schools by source of funding

- Schools by location
  - Schools by grade range (minimum and maximum classes)
  - Schools by size of enrolment
  - Proportion of small schools (less than 50% of norm for enrolment?)
- (ii) Access to Secondary Schooling Facilities
- % of habitations having secondary schooling provisions within or at a 5.0 km distance
  - Availability of secondary schools/sections per lakh population in rural and urban areas
  - Ratio of upper primary schools/sections to secondary school sections
- (iii) Planning for Universalization of Physical Access
- A brief of the locational planning exercise using GIS already undertaken by the state may be provided here with maps generated through GIS
  - The methodology and norms for identification of underserved areas and location of proposed secondary schooling provisions (either through up-gradation of UPS or establishment of new schools) may be provided here
  - Current strategies of the state government to increase equity and access may be briefly discussed here
- (iv) Provisions in Secondary Schools/Sections
- Type and conditions of school building and classrooms
  - Distribution of schools by number of classrooms for grades IX-X
  - Secondary schools/sections by availability of other rooms
  - Secondary schools/sections by drinking water facility
  - Schools by toilet facility (separate for boys, girls and teachers)
  - Schools by play ground
  - Schools by boundary wall
  - Schools by hostel facility
  - Schools by residential quarters for teachers
  - Schools by other basic infrastructure facilities such as office room, common rooms, activity rooms, sick room, room for sports equipment, watchman's room, electricity connection, etc.
  - Schools by Science/integrated lab
  - Schools by library facility
  - Schools by number of computers in working condition;
  - Schools by internet connectivity
  - Schools by availability disability friendly provisions
  - Schools by availability of adequate sports material
  - Schools by availability of furniture for students and teachers
  - Schools by basic teaching-learning material
  - Schools by teaching-learning equipments
- (v) Deployment and Management Teachers and Staff
- Number of teachers (by job status, gender, location, educational qualification and pre-service training status)
  - Number of teachers with w/o B. Ed and other qualifications

- Distribution of schools by number of teachers
- Distribution of schools by minimum number of teachers (as per state norm)
- Distribution of schools by minimum number of subject specific teachers (as per state norm)
- Class-Teacher Ratio
- Pupil-Teacher Ratio
- Teacher supply and demand: vacancies – subject shortages and constraints; % schools without minimum number of teachers as per state norms; need for training/qualification
- Non Teaching Staff: Numbers and types as % of teaching staff

### **3.3.2 Enrolment Trends**

#### **(i) Growth Trends in Total Enrolment in Classes IX-X**

- Average annual growth rates by source of funding and location
- Distribution of enrolment by management/source of funding of schools
- GER and NER by gender and location
- GPI of GER and NER

#### **(ii) Distribution of Enrolment by Gender, Location and Social Categories**

- Enrolment by grade IX and grade X
- Share of girls in total enrolment
- Number of girls per 100 boys enrolled in classes IX-X
- Share of rural enrolment in total enrolment
- Share of various social groups in the total enrolment
- Proportion of enrolment of children in 14-15 age group in total enrolment
- Ratio of grade 9 to grade 8 enrolment by districts (based on DISE and SEMIS data)

### **3.3.3 Education Efficiency and Effectiveness**

#### **(i) Indicators of Internal Efficiency**

- Primary completion rates (grade 5 and grade 8)
- Secondary completion rates (Grade 10)
- Dropout and repetition rates at elementary level
- Transition rates from grade 5 to 6
- Dropout and Repetition rates at secondary level
- Promotion and survival rates
- Coefficient of Efficiency at the elementary level
- Elementary to secondary transition rates (from grade 8 to grade 9)

#### **(ii) Learning Outcomes**

- Number of students appearing in Grade X examination
- Number of students passed by gender/ social groups/ location / school type/school size/PTR

### **3.3.4 Trends in Public Expenditure on School Education**

- Overall trend in public expenditure on secondary education both by the state and centre
  - Plan and Non Plan State expenditure
  - Expenditure on education as percentage of SGDP
  - % education expenditure of SGDP and State Budget on primary, secondary, and higher et al (recurrent)
- (i) Public Expenditure by Sub-sector
- Expenditure by sub sector – primary, secondary lower and upper, higher, TVET, teacher training, special needs etc
- (ii) Public Expenditure by Components
- Teaching salaries, non teaching salaries, non personnel costs
  - Learning materials (costs per student)
- (iii) Per Student Public Expenditure
- Per student expenditure on secondary education by location and school type
  - Unit costs for construction, classroom, school by type, text books, science labs etc

## **3.4 Development Issues, Priorities and Options**

### **3.4.1 Development Challenges and Issues**

(List out the development issues by Access, Participation, Retention, Quality Improvement, Equity, Internal Efficiency, Capacity Building, EMIS, Monitoring, Evaluation Support Services, etc.)

### **3.4.2 Development Priorities and Options**

(Highlight the key areas of development in secondary education and suggests options (no more than three) for addressing the same. Also, discuss modes of expansion [additional classes at same level -- horizontal, additional classes at higher level --vertical, and new schools]; sustainable profiles of growth 2012 and 2016; resources available and financial and non-financial constraints)

# Chapter IV

## Planning Process

### 4.1 Institutional Arrangements

- Creation of a Core Group of governmental and non-governmental persons at the District level (process based), entrusted with the task of implementing RMSA
- Constitution of District Planning Team; Resource Group, etc.
- Institutional arrangements at the District Education Office for planning and management of secondary education
- Role of local governments, other departments, civil society bodies and NGOs in the plan formulation

### 4.2 Orientation and Capacity Development for Planning

- Orientation and training programmes for personnel engaged in the plan formulation at various levels
- Capacity development programmes for SIP (School has to play a critical role in the planning process. The Headmaster/ Principal and his/her team to function like the local resource team for planning)

### 4.3 Collection of Primary and Secondary Data: Field Visits and Consultations

- Extensive field visits by the Core Group covering every habitation/village/urban slum and initiating the process of micro planning
- Intensive interaction with each households, local governments (Gram Sabhas/ ward Sabhas for rural areas)

### 4.4 School Improvement Plans

- Steps taken for development of SIP. Or, sample SIP prepared and/or consulted/visited by the Planning Team
- Consultations with SDMC members of select schools

### 4.5 Plan Formulation Process and Constraints

(Brief account of the experiences of plan formulation and the constraints faced in developing the plan that need to be kept in while appraising the plan). Provide evidences consultations, participation of key stakeholders in the plan formulation process.

# Chapter V

## Alternative Development Scenarios and Plan Targets

### 5.1 Enrolment Projection and Targets

#### 5.1.1 Alternative Development Scenarios

**Examine alternative development scenarios** (for expansion and quality improvement) and ultimately, adopt one scenario for setting annual enrolment and other targets from 2008/09 to 2016/17 in the plan for universalizing access to and improving quality of secondary education in the district. For example, the following alternative development scenarios may be attempted and its implications in the district context examined:

- Scenario 1: Enrolment targets as specified in the RMSA (i.e. GER = 70% by 2011/12 and GER = 100% by 2016/17;
- Scenario 2: Past trends in the growth of enrolment/GER in classes IX-X and their extrapolation till 2016/17; and
- Scenario 3: Examination of the transition rates between grades VIII and IX, and the feasible assumptions about their size in the future, and accordingly decide the size of the GER (for classes IX-X) by 2016/17. Please note that while the district must have realistic targets, it should attempt to set the same within the overall framework of the RMSA.

#### 5.1.2 The Development Scenario and Enrolment Targets

- **Provide a brief rationale for adopting a specific development scenario** from among the above-mentioned scenarios
- Set year-wise enrolment targets by location, gender and social category up to 2016/17 and specify the required growth rate of enrolment in the district to achieve the plan targets. This would help justify the feasibility of achieving the enrolment targets at the district level
- Specify the approach to expand the secondary schooling network in the district

#### 5.1.3 Year-wise Additional Enrolment by Location, Gender and Social Category

- Estimate year-wise additional enrolment (i.e. secondary school places) by location of schools, gender and social category for achieving the specified targets

## 5.2 Other Component-wise Targets

- Provide a grid/table giving details of component-wise targets such as access, up-gradation of infrastructure, retention, equity, capacity building (including teacher training), quality related interventions, etc. up to 2016/17 by location and management (wherever applicable)
- Describe the methodology/basis for setting these targets in the district
- Also, present the targets in absolute numbers and indicators for facilitating monitoring and evaluation

# Chapter VI

## Strategies and Action Programmes

### 6.1 Advocacy and Stakeholder Participation

- Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent–Teacher Associations in planning, implementation, monitoring and evaluation processes

### 6.2 Quantitative Expansion – Access and Participation

- Expansion and strengthening of existing Secondary Schools & Higher Secondary School;
- Up-gradation of Upper Primary Schools based on school mapping exercise with all necessary infrastructure facilities and teachers
- Up-gradation of Secondary Schools in Higher Secondary Schools based upon the school mapping exercise
- Opening of new schools in un-served areas bas on the school mapping exercise
- Promoting PPP models (if any) in the expansion of the secondary schooling network.

### 6.3 Strengthening of Existing Schooling Provisions

- Improving enabling conditions in schools – i.e. providing required infrastructure in secondary schools
- Rationalization of teacher deployment and appointment of additional teachers

### 6.4 Quality Improvement

- Rationalizing quality infrastructure across secondary schools
- Curriculum development
- Development of learning resources
- Upgradation of teacher qualification and competency
- Subject specific teacher deployment in schools
- In service training of teachers
- Residential accommodation for teachers in rural and difficult hilly areas with focus on creating accommodation facilities for female teachers
- Training of heads of the school and members of the SDMC

- Improving academic support at all levels -- remedial classes for enhancing learning ability for students passing out of class VIII
- Strengthening classroom based support and supervision issues etc.
- Focus on total development of children through promotion of sports, cultural activities; project work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc.
- Encouragement to work experience of students through attachment of children with professionals, farmers, artisans, in order to master the social and natural context
- Promotion of art and craft education – cultural study visits, craft mela, etc
- Establishment of Learning Resource Centres (LRC) with (i) Library; (ii) Provision for ICT support; and (ii) Link with EDUSAT
- Promotion of adolescent education -- awareness programmes relating to HIV/AIDS – trained teachers and counselors
- Examination reforms – focus on continuous and comprehensive school based assessment
- Strengthening guidance and counseling services at the school level – provision of Guidance and Counseling Grant to the States for strengthening of Guidance Bureaus in States
- Capacity development programmes for planners, administrators, supervisors, local government/SDMC members, etc
- Leadership development programmes for school heads
- Other relevant interventions

## **6.5 Capacity Building for Planning and Management**

## **6.6 Education Management Information System**

## **6.7 Internal Efficiency of the School System – Monitoring & Evaluation**

- Reforms in school governance-- improving school performance by decentralizing management and accountability
- Improving EMIS and monitoring and support services
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement
- Undertaking reforms in educational administration including modernization/ e-governance and delegation/ de-centralization
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards
- Streamlining financial procedures for speedy flow of funds and their optimal utilization
- Strengthening of resource institutions for improving support services at all levels
- Other relevant interventions

## **6.8 Research and Evaluation Studies**

## **6.9 Innovations**

- Innovative activities relating to any of the above-mentioned components of secondary education

## Chapter VII

# Action Programmes for Focus Groups

### 7.1 Girls' Education

- 7.1.1 Community mobilization and sensitization programmes
- 7.1.2 Promotion of participation in planning and management of school affairs
- 7.1.3 Distribution of incentives like uniforms, scholarships, bi-cycles, educational provisions like textbooks and stationery
- 7.1.4 Provision of transport Facilities to the girls
- 7.1.5 State transport/pass facility may be made available to the girls for going to nearby secondary/ secondary schools in rural areas
- 7.1.6 Ensuring safety and security of girl child while commuting to the school
- 7.1.7 Deployment of more female teachers in schools
- 7.1.8 Residential scheme for women teachers
- 7.1.9 Provision of girls hostels in remote and difficult areas
- 7.1.10 Other relevant interventions

### 7.2 Education of SCs/ STs/ OBCs/ Educationally Backward Minorities

- 7.2.1 Representation of SCs and Sts in SDMC
- 7.2.2 Contextualization of pedagogic processes
- 7.2.3 Development of local specific teaching-learning material.
- 7.2.4 RMSA provides flexibility to local units to develop a context specific intervention for SCs, STs and minorities like:
  - Up-gradation and strengthening of Ashram schools.
  - Engagement of community organizers from SC/ST communities.
  - Special teaching support as per need.
  - Orientation programmes for motivation for schooling using community teachers.
  - Monitoring regularly.
  - Providing context specific intervention in the form of a hostel, an incentive or special facility as required.
  - Provision of one additional language teacher (tribal languages) at least TGT level (per school).
  - Strengthening teachers training component of Ashram Schools looked after by the Ministry of Tribal Affairs (MTA).
  - Provision for scholarships.

- State Governments are expected to design specific interventions and campaign programmes to bring educationally backward communities into the educational process. Block and Village Panchayats would play a proactive role in this. Some interventions could be as follows:

#### **Access and Enrolment**

- An area intensive approach ensuring convergences of educational and developmental activities
- Exclusive Secondary and Higher Secondary schools for Girls.
- More women teachers need to be appointed.
- Extensive publicity about availability of educational provision in the identified pockets.
- Regular enrolment drives.
- Conducting special camps and bridge courses for them.
- Open and Distance learning.
- Providing formal secondary schooling facilities in centres of religious instruction viz Maktabas and Madarsas.
- Intensive mobilization efforts among the resistant groups.
- Providing hostel facilities.

#### **Retention**

- Monitoring attendance in pockets identified for intensive activities.
- Provision of some token awards, grades or incentives, if possible for better attendance.
- Publicly facilitation of children with good academic/ attendance records.
- Community involvement in mobilizing parents for regular attendance of their children.
- Organization of retention drives.
- Providing scholarships.

#### **Achievement**

- Special coaching classes/remedial classes especially for Educationally Backward Minority girls and the children who are not doing academically well.
- Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.
- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.
- Teacher sensitization programmes.
- Deployment of Urdu teachers

- 7.3 Free lodging and boarding facilities for students belonging to SC,ST,OBC and minority communities
- 7.4 Providing scholarships to meritorious/ needy students at secondary level
- 7.5 Providing all necessary facilities for the differently-abled children in all schools
- 7.6 Expansion of Open and Distance Learning
- 7.7 Other Relevant interventions

## **Chapter VIII**

# **Estimation of Additional Inputs**

(Based on existing gaps, additional enrolment, and the interventions proposed in the preceding two chapters, additional requirements in terms of physical, manpower and technical inputs need to be estimated and presented intervention-wise)

- 8.1 Advocacy and Stakeholder Participation**
- 8.2 Quantitative Expansion – Access and Participation**
- 8.3 Strengthening of Existing Schooling Provisions**
- 8.4 Quality Improvement**
- 8.5 Education of Focus Groups**
- 8.6 Capacity Building for Planning and Management**
- 8.7 Education Management Information System**
- 8.8 Internal Efficiency of the School System – Monitoring & Evaluation**
- 8.9 Innovations**
- 8.10 Other Inputs**

## **Chapter IX**

# **Planning for Implementation**

- 9.1 Implementation Schedule and Responsibilities**
- 9.2 Monitoring, Inspection and Supervision**

## **Chapter X**

# **Budget Estimates**

- 10.1 Utilization Pattern of Funds (in case of AWP&B)**
- 10.2 Component-wise budgeting by item and nature of expenditure (recurring and non-recurring)**
- 10.3 Distribution of estimated budget by component and recurring and non-recurring expenditures**
- 10.4 Sharing pattern between centre & state**
- 10.5 Convergence**
- 10.6 Percentage share of the estimated budget to the SGDP compared with the current share of education expenditures in the SGDP**

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## **Annexure**

## **References**

**SUGGESTED FORMAT FOR CHAPTERIZATION OF ANNUAL  
WORK PLAN & BUDGET**

**CHAPTER I: INTRODUCTION**

**CHAPTER II: STATE & DISTRICT PROFILE**

**CHAPTER III: DATA BASE FOR PLAN FORMULATION**

**CHAPTER IV: STRATEGIES AND INTERVENTION**

**CHAPTER 4.1 ACCESS & PARTICIPATION**

**CHAPTER 4.2 QUALITY IMPROVEMENT**

**CHAPTER 4.3 REFORM AND GOVERNANCE**

**CHAPTER 4.4 CAPACITY BUILDING FOR TEACHERS, PRINCIPALS & MANAGEMENT**

**CHAPTER 4.5 EDUCATION FOR SC/ST/MINORITY COMMUNITIES AND GIRLS**

**CHAPTER 4.6 INNOVATIONS**

**CHAPTER 4.7 COMMUNITY MOBILISATION**

**CHAPTER 4.8 ANY OTHER INTERVENTIONS AND SPECIFIC PROPOSALS**

**CHAPTER V: MANAGEMENT, MONITORING, EVALUATION & RESEARCH**

**CHAPTER VI: BUDGET SUMMARY**

**ANNEXURES**

**REFERENCES**



**INTERVENTIONS FOR AWP&B**

<b>Chapters</b>	<b>Interventions</b>	<b>Components</b>
1. Introduction	<p>The chapter on introduction should introduce the work plan. The Introduction should begin with a logical argument that leads to the selection of objectives (outputs) that are planned to be reached or attained during the planning period. This section includes the relevant Problems and Issues that should be addressed during the period covered by the work plan. The background should not be a long analysis or history giving statistical details of state, its demography <i>etc.</i> Rather it should only provide the issues that justify the choice of objectives for the period of time in question.</p> <p>Moreover the Introduction should include the process of plan formulation with the documentation of the meeting/seminars/workshops <i>etc.</i> that the core planning teams have with the community, PRI members and other stakeholders.</p>	
2. State and District profile	2.1 Geographical profile: The discussion should be in the context of the geographical profile impacting the strategy to enhance access to secondary education. It should specifically mention the special challenges arising out of the difficulties in the terrain of the state.	2.1.1 Location, geo-physical features, a brief history, and administrative divisions 2.1.2 Number of districts/CD blocks, urban agglomerations, revenue villages, inhabited habitations/hamlets, <i>etc.</i> 2.1.3 Map of the State/District 2.1.4 Specific areas with concentration of tribal, SC and other focus groups, including minorities
	2.2 Demographic profile: Some of the data that needs to be provided are:	2.2.1 Total Population: Please provide details of population with particular reference to education for the following: <ul style="list-style-type: none"> <li>• SC</li> <li>• ST</li> <li>• OBC</li> <li>• Minority</li> <li>• Gender</li> </ul> 2.2.2 Rural/Urban population

		<p>2.2.3 Secondary School age population</p> <ul style="list-style-type: none"> <li>• 14+ - 15+ (Both Male and Female)</li> <li>• 16+ -17+ (Both Male and Female)</li> </ul> <p>2.2.4 Blocks with concentration of SC/ST/OBC/Minority Population</p> <p>2.2.5 Blocks affected by Leftwing extremism</p> <p>2.2.6 Literacy rate</p>
	2.3 Educational profile: Some of the data that needs to be provided here:	<p>2.3.1 Number/ Population of 14+ and 15+ (&lt;16) age group learners in the State (further divided into subcategories e.g.</p> <ul style="list-style-type: none"> <li>• SC</li> <li>• ST</li> <li>• OBC</li> <li>• Minority/ Girls</li> </ul> <p>2.3.2 GER (IX-X)</p> <ul style="list-style-type: none"> <li>• Actual (09-10)</li> <li>• Targeted for current financial plan and End of 11th FYP</li> </ul> <p>2.3.3 PTR (Secondary School)</p> <ul style="list-style-type: none"> <li>• Actual (09-10)</li> <li>• Targeted for current financial plan and End of 11th FYP</li> </ul> <p>2.3.4 SCR</p> <ul style="list-style-type: none"> <li>• Actual (09-10)</li> <li>• Targeted for current financial plan and End of 11th FYP</li> </ul> <p>2.3.5 GPI</p> <ul style="list-style-type: none"> <li>• Actual (09-10)</li> <li>• Targeted for current financial plan and End of 11th FYP;</li> </ul> <p>2.3.6 FLR</p>
	2.4 Administrative Divisions	<p>2.4.1 Any changes in the administrative divisions in the past two years should be specified in this section.</p> <ul style="list-style-type: none"> <li>• Total No. of districts and blocks</li> <li>• List of districts with the name of blocks</li> <li>• Name of blocks added/deleted from districts</li> <li>• Blocks with SC/ST/OBC/Minority concentration and the percentage of the same to be indicated</li> <li>• Educationally backward blocks</li> <li>• Blocks affected by leftwing extremism</li> </ul>
	2.5 Structure and Administration of Secondary Education	<p>2.5.1 Number of primary, upper primary, secondary, higher secondary schools with secondary sections, intermediate/junior colleges, and higher education institutions may be provided here for the latest year.</p>

		2.5.2 Existing institutional arrangements at state, district and sub-district levels for planning and administration of school education and also for secondary education
3. Database for Plan formulation		<p>3.1 Mention the secondary and primary data used for formulation of the plan along with their sources and time period</p> <p>3.2 Detailed write-up on SEMIS/ School Mapping should be provided</p> <p>3.3 Also, mention the existing gaps in data and information for plan formulation</p>
4. Strategies and Intervention	<p><b>Chapter 4 of the guideline includes the various components and the interventions under which the states are required to plan. Wherever possible, each of the activities planned under each of the sub-chapter particularly those related to Quality, Equity and Participation etc must have the following components:</b></p> <p><b>The Background</b> (which should include the issue identified and the gaps in the component): This section includes the particular problem and issue under a component that the state wants to cover. There should be a mention of facts and figures which must be accompanied by a write-up</p> <p><b>The Goal:</b> The work plan should have a logical progression from the problems identified to the goals and objectives.</p> <p><b>The progress made so far:</b> This section should include all the progress the state has made with reference to the Annual Plan appraised in the previous year</p> <p><b>The Strategy and Action:</b> The strategy under each component will determine how the state will goal about filling the gap that exists in that particular component</p> <p><b>The Rationale:</b> The reasons for choosing a particular strategy must be clearly mentioned by the state.</p> <p><b>The Budget:</b> This should provide the costing of the particular component that is being planned</p> <p><b><u>When the component is planned, the state is requested to keep in mind that together they comprise one single argument that logically follows from one to the other. That argument should be easy to follow, written in very simple vocabulary and grammar, and easy and smooth in linking one chapter to the next.</u></b></p>	
	4.1 Quantitative Expansion – Access and Participation	<p>4.1.1 New Schools based on school mapping exercise with all necessary infrastructure facilities and teachers. Detailed modalities of school mapping exercise to be indicated</p> <p>4.1.2 Improvement and strengthening of existing Secondary School;</p> <ul style="list-style-type: none"> <li>• Improving enabling conditions in schools – i.e. providing required infrastructure in secondary schools</li> <li>• Major and Minor Grant for repairing existing school buildings</li> </ul> <p>4.1.3 To indicate potential enrolment of Class IX and to develop strategies to increase it.</p> <p>4.1.4 To develop strategies to bring back to school Class VIII graduates who have dropped out of the system recently</p> <p>4.1.5 <b>Budget for the above strategies</b></p>

	4.2 Quality Improvement	<p><b>proposed</b></p> <p>4.2.1 Rationalizing quality infrastructure across secondary schools</p> <p>4.2.2 Curriculum development</p> <p>4.2.3 Development of learning resources</p> <p>4.2.4 Subject specific teacher deployment in schools</p> <p>4.2.5 Residential accommodation for teachers in rural and difficult hilly areas with focus on creating accommodation facilities for female teachers</p> <p>4.2.6 Focus on total development of children through promotion of sports, cultural activities; project work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc.</p> <p>4.2.7 Encouragement to work experience of students through attachment of children with professionals, farmers, artisans, in order to master the social and natural context</p> <p>4.2.8 Promotion of art and craft education – cultural study visits, craft mela, etc.</p> <p>4.2.9 Establishment of Learning Resource Centres (LRC) with (i) Library; (ii) Provision for ICT support; and (ii) Link with EDUSAT</p> <p>4.2.10 Promotion of adolescent education -- awareness programmes relating to HIV/AIDS</p> <p>4.2.11 Strengthening guidance and counselling services at the school level</p> <p>4.2.12 Other relevant intervention</p> <p>4.2.13 <b>Budget for the above strategies proposed</b></p>
	4.3 Governance and Reform	<p>4.3.1 State level Reform</p> <ul style="list-style-type: none"> <li>• Curricular Reform</li> <li>• Examination Reform – focus on continuous and comprehensive school based assessment</li> <li>• Structural Reform</li> </ul> <p>4.3.2 School level Governance</p> <ul style="list-style-type: none"> <li>• Details of the functioning of the SMDC with particular reference to the building committee and the academic committee</li> <li>• Functioning of the PTA</li> <li>• Pupil teacher Rapport</li> <li>• Teacher Regularity</li> <li>• Student Regularity</li> </ul>

		<ul style="list-style-type: none"> <li>Participation of the PRI and the Civil Society</li> </ul> <p><b>4.3.3 Budget for the above strategies proposed</b></p>
	4.4 Capacity Building for Teachers, Principal, Planning and Management	<p>4.3.1 Capacity development programmes for planners, administrators, supervisors, local government/SMDC members, etc</p> <p>4.3.2 Leadership development programmes for school heads</p> <p>4.3.3 In service training of teachers</p> <p><b>4.3.4 Budget for the above strategies proposed</b></p>
	4.5 Education for SC/ST/Minority Communities and Girls	
	4.5.1 Interventions for Scheduled Caste/Scheduled Tribe	<p><b>Access:</b></p> <ul style="list-style-type: none"> <li>Up-gradation and strengthening of Ashram schools. % of new schools proposed in SC/ST concentrated area</li> <li>Engagement of community organizers from SC/ST communities.</li> <li>Representation of SCs and STs in SMDC</li> </ul> <p><b>Quality:</b></p> <ul style="list-style-type: none"> <li>Contextualization of pedagogic processes</li> <li>Development of local specific teaching-learning material.</li> <li>Special teaching support as per need.</li> <li>Orientation programmes for motivation for schooling using community teachers.</li> <li>Monitoring regularly.</li> <li>Providing context specific intervention in the form of a hostel, an incentive or special facility as required.</li> <li>Provision of one additional language teacher (tribal languages) at least TGT level (per school).</li> <li>Provision for scholarships.</li> <li><b>Budget for the above strategies proposed</b></li> </ul>
	4.5.2 Interventions for Minority Community	<p><b>Access and Enrolment</b></p> <ul style="list-style-type: none"> <li>An area intensive approach ensuring convergences of educational and developmental activities</li> <li>Extensive publicity about availability of educational provision in the identified pockets.</li> <li>Regular enrolment drives.</li> <li>Conducting special camps and bridge courses</li> </ul>

		<ul style="list-style-type: none"> <li>• Open and Distance learning.</li> <li>• Intensive mobilization efforts among the resistant groups.</li> <li>• Providing hostel facilities.</li> </ul> <p><b>Retention</b></p> <ul style="list-style-type: none"> <li>• Monitoring attendance in pockets identified for intensive activities.</li> <li>• Provision of some token awards, grades or incentives, if possible for better attendance.</li> <li>• Publicly facilitation of children with good academic/ attendance records.</li> <li>• Community involvement in mobilizing parents for regular attendance of their children.</li> <li>• Organization of retention drives.</li> <li>• Providing scholarships.</li> </ul> <p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>• Special coaching classes/remedial classes especially for Educationally Backward Minority girls and the children who are not doing academically well.</li> <li>• Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.</li> <li>• Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.</li> <li>• Teacher sensitization programmes.</li> <li>• Deployment of Urdu teachers</li> <li>• <b>Budget for the above strategies proposed</b></li> </ul>
	<p>4.5.3 Girls' Education:  Note: Other than the above components, that should take into account girls within that community while planning, the intervention below are targeted towards all girls in the age group of 14+ - 15+ so that girls in this age group are able to complete their education till the secondary level.</p>	<p><b>Access &amp; Enrolment:</b></p> <ul style="list-style-type: none"> <li>• Community mobilization and sensitization programmes</li> <li>• Ensuring safety and security of girl child while commuting to the school</li> <li>• 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</li> <li>• Distribution of incentives like uniforms, scholarships, bi-cycles, educational provisions like textbooks and stationery</li> <li>• Provision of transport Facilities to the girls</li> </ul>

		<ul style="list-style-type: none"> <li>• State transport/pass facility may be made available to the girls for going to nearby secondary/ secondary schools in rural areas</li> </ul> <p><b>Quality</b></p> <ul style="list-style-type: none"> <li>• Deployment of more female teachers in schools. To increase the participation of educationally backward communities, more women teachers need to be appointed.</li> <li>• Residential scheme for women teachers</li> <li>• Provision of girls hostels in remote and difficult areas</li> <li>• Development of local specific teaching-learning material</li> <li>• Ensuring safety and security of girl child while commuting to the school</li> <li>• Special coaching classes/remedial classes especially for Educationally Backward Minority girls</li> <li>• <b>Budget for the above strategies proposed</b></li> </ul>
	4.6 Innovation	<p>An indicative list of innovative programmes could be as under. However, States are welcome to come out with their own schemes/idea</p> <ul style="list-style-type: none"> <li>• Health check-up for all - for girls in particular</li> <li>• Excursion and field visit:- inter-regional visits (Both by students and resource people)</li> <li>• Counseling Issue</li> <li>• Work experience &amp; Special focus school</li> <li>• Leadership's programme for school Head's</li> <li>• <b>Budget for the above strategies proposed</b></li> </ul>
	4.7 Community Mobilisation	<ul style="list-style-type: none"> <li>• Training and meeting of stakeholders</li> <li>• Awareness campaign</li> <li>• Training of PTA</li> <li>• Other interventions</li> <li>• <b>Budget for the above strategies proposed</b></li> </ul>
	4.8 Any other interventions and specific proposal	<ul style="list-style-type: none"> <li>• Suggested interventions</li> <li>• <b>Budget for the above strategies</b></li> </ul>

		<b>proposed</b>
5. MMER	<p>RMSA provides for support at State level from the 2.2% management cost as also the funds for Research, Evaluation, Supervision and Monitoring at State level. The cost of State level orientation and training programmes can be built into the District Plans at the State level. This does not imply that there will not be a State component. The State component has to be integrated with the needs of the district. The objective of the State component is to facilitate programme implementation and provide support for capacity development at all levels.</p> <p><b><i>Details of previous research/study undertaken by the state thereof. Study and research proposed at the state, district and block level for the current financial year on topics relevant to secondary education.</i></b></p>	<p>5.1.1 Monitoring, Management, Research &amp; Evaluation</p> <p>5.1.2 SEMIS</p> <p>5.1.3 Examination Reform</p> <p>5.1.4 Supervision visit</p> <p>5.1.5 Community mobilization</p> <p>5.1.6 Partnership with NGO</p>
6. Budget Summary	Consolidation of the total budget proposed under various interventions	