

Framework for Preparing integrated Annual Work Plan for Rashtriya Madhyamik Shiksha Abhiyan (RMSA), ICT@ School, Integrated Education of the Disabled at Secondary Stage (IEDSS), Construction and running of Girl's Hostel, Vocationalisation of Higher Secondary Education.

It is suggested that, prior to drafting of the plan document, the state and district planning team should go through all the sections of Framework of Implementation of RMSA, Planning and Appraisal Manual of RMSA, guide lines of the schemes of **ICT@ School, Integrated Education of the Disabled at Secondary Stage (IEDSS), Construction and running of Girl's Hostel, Vocationalisation of Higher Secondary Education**. Planning for RMSA for the year 2013-14 should as the first step towards subsuming the schemes of ICT @ schools, IEDSS, Vocationalisation of Higher Secondary Education and Girls Hostel under the umbrella of RMSA, take into consideration the activities/ provision available in a school under the above schemes, apart from RMSA activities. Planning, as per the RMSA Planning & Appraisal Manual, should start at the school with the School Improvement Plan in which the "Whole School Approach" planning should be adopted. Thus, convergence of activities and provisions under the various schemes of secondary school sector may be ensured. For example, while developing the school improvement plan for a particular school, apart from interventions available under RMSA, interventions and activities under ICT @ school, IEDSS, Vocationalisation of Higher Secondary Education as well as linking the Girls Hostel facilities with **the school** should be listed and documented, and interventions under these schemes should be proposed in the School Improvement Plan. This approach should be followed for all the schools in the district and as far as possible, coverage of Government schools (RMSA schools) should be completed before proposal for interventions under the schemes can be made for Government aided schools.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in 2009 with the objective to enhance access to secondary education and to improve its quality. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017. Schemes such as ICT@ School, Integrated Education of the Disabled at Secondary Stage (IEDSS), Construction and running of Girl's Hostel Vocationalisation of Higher Secondary Education (VE) target are being implemented with their own specific objectives of addressing equity goal. Running these schemes in solo mode creates avoidable hurdles in holistic planning and implementation of the schemes. Separate appraisal and approval mechanism for these schemes are resulting in duplication of efforts at State and National level. The same is true for other schemes aiming at quality such as Vocational Education and ICT@ schools. Given the common broader goals of all these schemes the need is to converge them under the broader overarching programme of RMSA. A convergence approach while planning and implementing RMSA, and within RMSA ICT @ Schools, IEDSS, VE and Girls Hostel is to be adopted keeping in mind the States/UT's vision and objectives for the goals of accessible quality and equitable secondary education. Similar approach of subsuming NPEGEL, KGBV and IEDSS under SSA has been adopted. Hence, to ensure administrative efficiency and optimal utilization of resources, it is proposed that these schemes be subsumed under RMSA.

Chapter 1: State/District Profile

The state/district secondary education plan should give the profile of the state/district in terms of the following minimum aspects.

1.1 Geophysical Features and Administrative Divisions

- Location, geophysical features, a brief history, and administrative divisions
- Number of districts/CD blocks, urban agglomerations, revenue villages, 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 indicators 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, regional and social disparities in literacy rates
- GER, NER, Transition Rate from class VIII to IX and class IX to X GPI at Primary, elementary and secondary

1.4 Structure and Administration of Secondary Education

- Brief Picture on the current structure of school education in general and secondary education in particular, with enunciation of role and functions of each official in the structure
- Number of primary, upper primary, secondary, higher secondary schools, 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 ICT@ School, Integrated Education of the Disabled at Secondary Stage (IEDSS), Construction and running of Girl's Hostel, Vocationalisation of Higher Secondary Education. All the schools are expected to be given a UDISE code which is to be mentioned while making any proposals for any interventions under the above schemes.

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 2: Implementation Status of AWP&B

(RMSA, ICT@School, Integrated Education of the Disabled at Secondary Stage (IEDSS), Construction and running of Girl's Hostel, Vocationalisation of Higher Secondary Education and Implementation status of AWP&B)

Here it is to be mentioned that a record of all the schools covered under the schemes should be accompanied by UDISE code for all the schools.

2.1

(A) RMSA

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

(B) ICT

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

(C) IEDSS

- Overview of the programme with focus on its vision, goals and objectives.
- Approach and strategy relating to barrier free access, inclusion, quality improvement, equity.

(D) Girls Hostel

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

(E) Vocational Education

- Overview of the programme with focus on its vision, goals and objectives.
- Approach and strategy relating to skill development, vocational education, quality improvement, equity.

2.2 Institutional arrangement for Implementation

It is expected that the Secretary in-charge of RMSA will be the notified authority for planning and appraisal for RMSA and other schemes to be subsumed under RMSA i.e. ICT @ schools, IEDSS, Vocationalisation of Higher Secondary Education and Girls Hostel, who will then present the Integrated Plan before the Governing Council/ Executive Council of the State for approval before it is sent to MHRD.

(A) 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).

(B) ICT

- Planning & policies for development of ICT@School in secondary education in the State/UT.
- Institutional arrangement for developing quality indicators such as content development, multi-media learning objects, reference books etc.
- Norms and financial parameters for managing hostels, minimum provisions, recruitment of women teachers, deployment, quality (including school improvement strategies), equity, financing, implementation (including M & E)].
- Convergence approach with other Technical Institutions/NGOs etc. on planning and management.
- Preparedness of the State/ UT and the concerned school/district for implementation of project (mention the activities, if any, undertaken during the pre-project phase).
- Monitoring of the project.

(C) IEDSS

- Planning & policies for development of inclusive education in the State/UT.

- Linkages with the different Ministries/Organizations like Ministry of Social Justice & Empowerment; Government of India, Rehabilitation Council of India (RCI), and National Trust etc. will help in creating convergence of resources and funds for addressing the needs of children with disabilities. Coordination committees at various levels i.e. State, District and sub- district levels will help the planning and implementation of inclusive education at the secondary level.

(D) Girls Hostel

- Norms and financial parameters for managing hostels, minimum provisions, recruitment of women teachers, deployment, quality (including school improvement strategies), equity, financing, implementation (including M & E)].
- Institutional supports and strengthening of resource institutions in the district and the block. Discussions in this section should provide a clear idea of the preparedness of the State/ UT and the concerned district/block for implementation of project (mention the activities, if any, undertaken during the pre-project phase).
- Convergence approach with other Institutions/ Organizations/ NGOs etc. on planning and management.

(E) Vocational Education

- Planning & policies for development of vocational education in the State/UT.
- Norms and financial parameters, teacher's recruitment, equity, financing, implementation (including M&E).
- Convergence approach with other Technical Institutions/NGOs etc. on planning and management.
- Monitoring mechanism.
- Institutional supports and strengthening of resource institutions in the schools. Discussions in this section should provide a clear idea of the preparedness of the State/ UT and the concerned district for implementation of project (mention the activities, if any, undertaken during the pre-project phase).
- Convergence approach with other Technical Institutions/NGOs etc. on planning and management.

2.3 An Overview of the progress and implementation of AWP&B, in the preceding year

(A) RMSA

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, and institutional arrangements for implementation and monitoring, estimated and allocated budget.
- Provide the information and data in a grid/ table.
- Implementation experiences, achievements, lessons learnt, issues and constraints, etc.

(B) ICT

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, and institutional arrangements for implementation and monitoring, estimated and allocated budget.
- Provide the information and data in a grid/ table.
- Implementation experiences, achievements, lessons learnt, issues and constraints, etc.

(C) IEDSS

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, and institutional arrangements for implementation and monitoring, estimated and allocated budget.
- Provide the information and data in a grid/ table.
- Implementation experiences, achievements, lessons learnt, issues and constraints, etc.

(D) Girls Hostel

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, and institutional arrangements for implementation and monitoring, estimated and allocated budget.
- Provide the information and data in a grid/ table.
- Implementation experiences, achievements, lessons learnt, issues and constraints, etc.

(E) Vocational Education

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, and institutional arrangements for implementation and monitoring, estimated and allocated budget.
- Provide the information and data in a grid/ table.
- Implementation experiences, achievements, lessons learnt, issues and constraints, etc.

2.4 Utilization Pattern of preceding year's AWP&B

(A) RMSA

- Disaggregated analysis of the utilization pattern of preceding year AWP&B; provide information on intervention-wise targets, resources allocated, achievements (in physical units/processes) and level of expenditures and spillovers.
- Utilization constraints and quality of expenditure.

(B) ICT

- Disaggregated analysis of the utilization pattern of preceding year AWP&B; provide information on intervention-wise targets, resources allocated, achievements (in physical units/processes) and level of expenditures and spillovers.
- Utilization constraints and quality of expenditure.

(C) IEDSS

- Disaggregated analysis of the utilization pattern of preceding year AWP&B; provide information on intervention-wise targets, resources allocated, achievements (in physical units/processes) and level of expenditures and spillovers.
- Utilization constraints and quality of expenditure.

(D) Girls Hostel

- Disaggregated analysis of the utilization pattern of preceding year AWP&B; provide information on intervention-wise targets, resources allocated, achievements (in physical units/processes) and level of expenditures and spillovers.
- Utilization constraints and quality of expenditure.

(E) Vocational Education

- Disaggregated analysis of the utilization pattern of preceding year AWP&B; provide information on intervention-wise targets, resources allocated, achievements (in physical units/processes) and level of expenditures and spillovers.
- Utilization constraints and quality of expenditure.

Chapter 3: Sector Diagnosis - Current Status and Development Priorities

3.1 Chapter 3: 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 (preferably a table presenting 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 organizations and management machineries at the 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 (14-17 Age Groups)

- Database and methodology of projection of secondary school age population
- Growth trends in school age population
- Projected size of school age population (14-17 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

(A) RMSA:

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

(B) ICT: Status/progress of implementation under different models

- Out right purchase basics/ BOOT Model
- Status of Smart School

(C) IEDSS:

Status/progress of implementation under different models Status of provisions of educational facilities in respect of barrier free access, participation, inclusion, quality, equity etc for disable children.

(D) GIRLS HOSTEL

Progress of activities and Status of Girls Hostel at secondary and Higher secondary level in respect of access and equity etc.

(E) Vocational Education

Status of School covered at secondary and Higher secondary level

3.3.1 Physical Access and Facilities

(i) Profile of Secondary Level Institutions

(A) RMSA

- Schools by category and type
- Schools by management (Government, Private aid location (rural, urban)
- Schools by grade range (minimum and maximum classes)
- Schools by size of enrolment
- Proportion of small schools (less than 50% of norm for enrolment)?

(B) ICT

- Number of schools covered under ICT@School with details
- No. of computers installed
- No. of smart schools established
- No. of schools under BOOT model, Outright Purchase model and no. of schools any other model.
- Number of schools in which internet connectivity available

(C) IEDSS

- Total no. of identified CWSN category wise and gender wise.
- Total no. of enrolled CWSN category wise and gender wise.

(D) Girls Hostel:

Profile of Girls Hostel

- Total No of Girls Hostel in the states/UTs (district wise)
- No of Girls Hostel facilities in the educationally backward blocks

- No of upgraded secondary KGBV

(E) Vocational Education

- Total No of vocational education institution/school in the states/UTs ,Give details
- Total number of secondary and higher secondary schools with vocational education.

(ii) Access to Secondary Schooling Facilities

(A) RMSA

- % 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 schools sections

(B) ICT

- % of schools having computers for students, Give details about computer education and integration of computer learning in curriculum and syllabus
- Schools using computer education and computer in teaching and learning
- Availability of ICT (boot model and smart school) in secondary schools
- Ratio of computer and pupil in the schools.

(C) IEDSS

- Availability of Secondary and Higher Secondary schools with barrier free access as well as inclusive environment (including special/specially trained teachers and TLM) for CWSN within the specified distance norm
- Details of SC,ST, OBC, minority and girls in CWSN category in secondary/higher secondary schools

(D) Girls Hostel:

- No. of EBBs and No. of EBBs having girls hostel facility
- Category wise Number of Girls residing in the girls hostel in educationally backward blocks

(E) Vocational Education

- Give details of vocational courses in Secondary/higher Secondary/Vocational schools and number of students enrolled in these courses.

(iii) Planning for Universalization of Physical Access

(A) RMSA

- A brief of the mapping exercise school and habitation wise using GIS/manual mapping/ other means. GIS already undertaken by the state may be provided here with maps generated through GIS

- The methodology and norms for identification of unserved areas and location of proposed secondary schooling provisions (either through upgradation of UPS or establishment of new schools) may be provided here
- Current strategies of the state government to improve access and equity may be briefly discussed here.

(B) ICT

- The methodology and norms for identification of schools for providing ICT@ school.
- Current strategies of the state government to increase ICT@ school may be briefly discussed here.

(C) IEDSS

- The methodology and norms for identification and assessment of disable children
- Current strategies of the state government to increase equity and access may be briefly discussed here

(D) Girls Hostel

- The methodology and norms for identification of location for construction of Girls Hostels

(E) Vocational Education

- The methodology norms for opening of vocational courses.
- Provisions of Infrastructure in Secondary Schools/Sections

(A) RMSA

- Type and condition of school buildings and classrooms (names of schools along with UDISE code to be given)
- Give details of No. of secondary schools having less than two classrooms for single section grades IX-X and less than four classroom for double section for class IX-X
- Give details of no. of schools having HM Room/ drinking water facility/toilet facility (separate for boys, girls and teachers/play ground/ boundary wall/
- Schools by residential quarters for teachers, basic infrastructure facilities such as office room, common rooms, activity rooms, sick room, room for sports equipment, watchman's room, electricity connection, etc., Science/integrated lab, library facility, number of computers in working condition, internet connectivity, disability friendly provisions, adequate sports material, furniture for students and teachers,
- All these details of schools need to be accompanied by UDISE code of school.

(B) ICT

- Give details of available infrastructure
- Give details of schools (along with the UDISE code) which have been covered under ICT @ school.

(C) IEDSS

- Give details of available infrastructure
- Details/ names of schools already covered along with the UDISE code.

(D) Girls Hostels:

- Give details of available infrastructure
- UDISE code to be given

(E) Vocational Education

- Give details of available infrastructure
- Details/ names of schools to be accompanied by UDISE code.

Deployment and Management of Teachers and Staff

(A) RMSA

- Number of teachers exclusively for class IX-X (Give details of sanctioned post, teachers in position and vacant posts subject wise)
- Give details regarding teachers cadre; whether it is separate cadre or common cadre in composite schools (schools having classes UPS and secondary together)
- Whether teachers post are sanctioned at State/District/School level
- Number of teachers with B. Ed qualifications
- Give details of non teaching staff in schools

(B) ICT

- No. of schools and no. of dedicated computer teachers
- Give details of no. Of teachers trained in ICT

(C) IEDSS

- Number of schools and no. of special education teachers for CWSN
- No. of general teachers trained in inclusive education
- Number of schools and no. of attendant in school for CWSN

(D) Girls Hostel:

Status of wardens and staffs in Girls Hostel

- Total Number hostel and no. of wardens, Number of Head cooks, no. of assistant cooks and Number of Chowkidars in the Girls Hostel

(E) Vocational Educational

- Give details of course wise/trade wise Qualified and trained teacher are available in schools having vocational Education facilities.
- Arrangement for training of teachers in vocational education.

3.3.2 Enrolment Trends

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

(A) RMSA

- Year-wise enrolment growth rates by management
- Distribution of enrolment by management
- GER and NER by gender category wise
- Gender Parity Index (GPI)

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

- Enrolment in Grade IX and Grade X by category-wise and management
- Share of girls in total enrolment
- Percentage of enrolment in rural schools
- Number of students enrolled in vocational education institutions/ courses and main stream education.

(B) ICT

- Number and % of student availing ICT @ schools.

(C) IEDSS

(D) Girls hostel

- Number and % of girls enrolled in girls hostel. (category wise).

3.3.3 Education Efficiency and Effectiveness

(i) Indicators of Internal Efficiency

- Dropout and repetition rates at secondary level
- Promotion and survival rates
- Elementary to secondary transition rates (from grade VIII to grade IX)

(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
- Give information on Plan and Non-Plan budget provision excluding RMSA and expenditure on secondary education at the State level from 2009-10, 2010-11, 2011-12 and 2012-13.

(i) Public Expenditure by sub-sector

- Expenditure by sub sector - primary/elementary, secondary/higher secondary, higher education, TVET, teacher training, special needs etc.
- (ii) Public Expenditure by Components
 - Teaching staff salaries, non-teaching staff 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

The state should provided details of need assessment and prioritization of resources in the areas of opening/ strengthening of schools, recruitment and engagement of teachers, requirement of additional class rooms, provision of barrier free access in schools, establishing computer labs, establishing Girls hostel, opening of vocational schools AWP&B and Highlight the key areas of development in secondary education, in order to achieve the goal of USE.

Chapter – IV: Planning Process

Para:4.1 – Institutional Arrangements

RMSA, ICT, IEDSS, Girls Hostel, & VE

- 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
- In case of different process has been exercised for different schemes, the detail of the same should be provided

4.2 Orientation and capacity development for Planning

RMSA, ICT, IEDSS, Girls Hostel & VE

- 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 has to function like the local resource team for planning)

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

RMSA, ICT, IEDSS, Girls Hostel and Vocational Education

- The state the AWP&B should mention the methodology of collection, compilation, consolidation and verification of data. It should also mention the on site verification of data.

4.4 School Improvement Plans

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

4.5 – Plan Formulation Process & Constraints

RMSA, ICT, IEDSS and Girls Hostel

Provide brief account of experiences of plan formulation and constraints faced in developing the plan which need to be kept in mind while appraising the plan. Provide evidences of consultations, participation of key stakeholders in the plan formulation process.

Vocational Education

The implementing agencies at the district level such as NGOs / Voluntary organizations (VOs) may explore the issues on planning and implementation of the programme at the school level. The same details may be provided in the school development plan and then consolidated report of the district.

Chapter 5: Alternative Development Scenarios and Plan Targets

(A) RMSA

5.1 Enrolment Projection and Targets

5.1.1 Alternative Development Scenarios

The district/ state planning team may set the target for annual enrolment upto 2016-17 for universalizing access and improving quality of secondary education in the district.

5.1.2 The Development Scenario and Enrolment Targets

- The core team may set year-wise up targets by gender, socio-equity and specify the approach to expand the secondary schooling facility in the district/ state 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

5.2 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

(C) ICT:

- Provide a details of component-wise targets such as
 - ICT infrastructure in secondary schools
 - Teacher training
 - Content development
 - Describe the methodology/basis for setting these targets in the district
 - Present the targets in absolute numbers
 - Develop indicators for facilitating monitoring and evaluation

(D) IEDSS:

- Provide a details of component-wise targets such as access to secondary schools, disable friendly infrastructure, special education teacher requirement, capacity building including regular teacher training, quality related interventions, etc. up to 2016/17 by location
- Describe the methodology/basis for setting these targets in the district
- Present the targets in absolute numbers and indicators for facilitating monitoring and evaluation of the programme

(D) Girls Hostel:

- Provide a table contains component-wise targets such as access to Girls Hostels, other infrastructures and furniture and equipment.
- Describe the methodology/basis for setting these targets and identification of the location of the hostel in the blocks
- develop indicators for facilitating monitoring and evaluation

(E) Vocational Education

- Provide a grid/table giving details of Component-wise targets such as vocational courses, workshops constructed for vocational courses
- 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 6: Strategies and Action Programmes

6.1 Advocacy and Stakeholder Participation

A. RMSA

- In the process of advocacy and stake holders' participation members of Panchayati Raj Institution/ Municipal Bodies, Local Community, Teachers, Parents and other stakeholders may be involved for the management of secondary education.
- In the process of planning, implementation, monitoring and evaluation School Management Development Committee (SMDC) and Parent –Teacher Associations may be involved for advocacy and participation.
- Involvement of Local Community Leaders in community mobilization
- The state governments should undertake community mobilization at the habitation/village/urban slum level especially among SC/ ST and Educationally Backward Minorities.

- **Involvement of Local Communities to participate effectively in the affairs of the school through School Management Development Committees.**

B. ICT @ School

- Involvement of School Management Committee , Parents-Teachers Association and local bodies in the programme management along with the setting up of the online web-based portal for real-time monitoring and transparency.

C. IEDSS

- Integration of children with disabilities with the general community as equal partners and preparing them for their normal growth and development.
- Formation of Parents/ Guardians groups at community village level for sharing of information regarding benefits available from the scheme.
- Involvement of the Parents and Village Education Committees in monitoring process especially for quality aspects in schools
- Orientation of Parents of the Disabled Children ,Educational Administrators, Principals, Headmasters of schools, General Teachers, Special Teachers upto 5 days.\

D. Girls Hostel

- State Governments will ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.
- Achievements of the scheme along with location of hostels will also be published in leading regional newspapers at least once in a year.
- State Governments will develop publicity material for the scheme in the form of brochure, which will be made available to the Panchayati Raj Institutions and disseminated through them.
- Clear monitoring mechanisms involving the parents and the community, however poor or illiterate they may be needs to be devised.

E. Vocational Education

- Extensive publicity applying various possible modalities such as local set up as well as mass media (newspapers, magazines, newsletters, radio, television, internet, etc.) should be done for creating the right image of the vocational courses and to attract the youth towards the vocational education.
- Specification of publicity and orientation campaigns at all levels.
- Information regarding the Constitution/Formation of School Management Committee (SMC) for the vocational schools.

6.2 Quantitative Expansion - Access and Participation

RMSA

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

Girls Hostel

- Providing hostel facilities including furniture, equipments, boring hand pump, boundary wall and bedding for Girls of secondary & Higher Secondary classes and that too in the EBBs.

Vocational Education

- To prepare the child of higher secondary classes for work as well as employability, a new vocational education schools may be opened which may comprises of four class room, labs/workshops and office room in the existing schools.

Strengthening of Existing Schooling Provisions

RMSA

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

ICT@ school

- It should ensured that ICT should be used in the teaching learning of general subject and also to integrate ICT in to the time table.
- It should be ensured that ICT should be used in teaching and learning of general subjects

IEDSS

- Enabling infrastructure in terms of physical access, toilet available for disabled, availability of special teachers or teachers trained to work with CWSN and inclusive environment in class.
- Improvement of schools in such a way that the school may be made barrier free for easy access as well as to retain the child with disability.

6.4 Quality Improvement

- Quality improvement is one of the main thrust areas of secondary sector as it is committed to universalize quality education at secondary and higher secondary stages. The planning for quality improvement has to be done with due care and vision because the standard of education in

secondary schools is not the same in all the schools across different types of management. The quality of secondary education depends upon many factors which inter-alia include suitable infrastructure, curriculum, learning resources, teachers, academic support, teaching-learning process, monitoring evaluating and supervision, etc. Therefore, the planning for the interventions of the above factors is so done that their cumulative effect leads to the quality secondary education. Some of the important aspects which need to be incorporated in the plan are as follows:

Infrastructure

- For planning the infra structural facilities, mapping of these facilities needs to be undertaken to assess the quantum and types of facilities needed in each school.
- Rationalization of quality infrastructure across secondary schools is planned with the modalities and time frame.
- The responsibilities /contributions in providing facilities are clearly mentioned in the plan which includes contribution from community, different departments, NGOs and other relevant agencies. The collaborative efforts in this regard may be worked out.
- Contextuality, area specific facilities etc. have to be given due weightage while providing the facilities and planning interventions.

Curriculum Development

- A mapping/survey of the curriculum and courses of study in different types of secondary schools has to be conducted and the process and findings need to be presented in the plan.
- The state policy regarding curriculum revision in the context of NCF 2005 and action taken by the State utilizing the fund provided by NCERT for the purpose are reflected in the plan.
- The state vision regarding the quality of secondary education and the process of developing the vision have to be stated. Also, the steps taken to review the existing curriculum have to be reflected.
- The plan has to reflect on the promotion of an 'Expert Group' for curriculum renewal and its members, and on the meetings and other important steps taken by this Group in this direction. The renewed curriculum has to take care of contextuality and learning needs and learning abilities of children coming from groups of heterogeneous educational backgrounds.
- The curriculum renewal process has to be participatory in nature to incorporate in it the views of expert teachers, community representatives, students etc.
- The sensitization and capacity building of the educational administrators, teachers and others connected with the implementation of curriculum has to be planned with details of activities at different levels.

Learning Resources

- Based on the curriculum, new syllabi and text books are developed. Planning for development of identification of subject experts, process of text book development and time frame required, have to be done and reflected in the plan.
- It is important that contents and learning experiences from local environment are incorporated in the text books. Some area specific examples like elements of tribal culture, special features of the State/district are reflected in the text books. Some supplementary reading materials for specific groups of children have also to be developed. The plan needs to clearly state the approach and actions on the above issues.
- The proposals for establishment of Learning Resource Centres (LRC) with laboratories and library facilities in each secondary school should be made with details. For this purpose steps taken to assess present status and requirements have to be indicated.
- Provision of specific equipments and materials for teaching learning and experimentation in the laboratories has to be planned. Besides, development of Teaching Learning Material (TLM) by teachers and students has to be encouraged.
- One of the important resources for providing learning is through distance modes, such as open schools and EDUSAT. The plan should have clear vision and proposal for linkage with NIOS and EDUSAT with details of modalities, processes and responsibilities.
- Attention should be given to development of children through promotion of sports, cultural activities, project and social work, involving interaction with social and natural surroundings and activity based learning incorporated in the plan.
- Linking education to world of work has been an important component, therefore, encouragement to work experience of students has to be planned. For this purpose (i) identification of local occupation/income generating activities etc. (ii) attachment of students to professionals, farmers, artisans, and (iii) involvement of artisans etc. in school activities have to be visualized and planned. These are highly local specific in nature.
- For providing life skills to students, proper space and equipments for physical education, art and craft education and trained teachers need to be arranged. The activities for boys and girls have to be proposed separately. Planning of interventions and collaboration with other agencies to organize cultural study visits, crafts melas, etc. should also be done and details of the same have to be reflected in the plan.

Teaching and non teaching staff

- The planning for interventions in respect of teachers will focus on availability of teachers, upgradation of their qualifications and competencies, etc. with focus on their effectiveness. The following points need to be kept in view while planning for teacher development and deployment:
- Rationalization of teachers to ensure availability of required number of subject specific teachers in each secondary school. The process of rationalization and the action taken so far may be explained. While rationalizing care should be taken to ensure that all schools have teachers for teaching the core subjects.
- In order to facilitate stay of teachers in rural and remote areas it is essential to provide them with residential accommodation with focus on creating accommodation facilities for female teachers. The plan should give details of such facilities being planned. The mapping of the available accommodation facilities may be undertaken to justify the interventions. The facilities that are provided by other departments and agencies should be fully utilized.
- The planning for up gradation of teachers' qualifications and competencies may be done and type of help needed from the universities and professional institutions may also be worked out. The utilization of distance mode of training is useful.
- The training needs of teachers of different subject areas, headmasters, SDMC members, etc. have to be identified through suitable interventions proposed in the plan.
- The details of training programmes with details and time frame proposed for (i) content enrichment, (ii) enrichment of pedagogy, and (iii) school activities relating to RMSA may be clearly indicated in the plan (iv) attitudinal change input. It is seen more than funds, it is the correct attitude and sense of responsibility and ownership for the schools and the students welfare and achievements is with teachers and headmasters that make a difference between to ensure a good school with happy children.
- Some training programmes for the headmasters/principals focusing on school management, leadership development, promotion of RMSA related activities, convergence of inputs of other departments and agencies, involvement of PRIs, etc. may be planned.
- The plan should reflect the vision and approach of the state/district regarding organization of training programmes to see that there is minimum transmission loss.
- The members of the SDMC may be oriented and their role in it.
- Planning for development of training modules for different types of training programmes may be done.
- A teacher training schedule may be appended to the plan.
- Academic Support
- The type of academic support required by secondary schools, teachers, headmasters, SDMC members etc. may be assessed to plan interventions. The steps taken in this regard may be mentioned in the plan.

- The academic support from IASEs/CTEs/ University Department of Education has to be visualized and reflected in the plan. The role of these institutions should be clearly identified in consultation with them.
- The interventions needed for IASEs/CTEs/ University Department of Education may be reflected in the State Component plan.
- The RMSA document envisages upscaling of DIETs and their capacity building for handling the RMSA related activities specially the training programmes.
- Some interventions are needed to provide opportunities for teachers for wide range of discussions, exchange of experience and learning through exposure visits.
- Onsite academic support to the teachers by subject experts and professionals may be planned.
- Academic support at all levels needs careful planning. Remedial classes for (i) students passing out of class VIII, (ii) students coming from educationally backward families, (iii) students from linguistic minority groups, (iv) science and mathematics, (v) students with learning needs have to be detailed out in the plan.
- Teaching-Learning Process
 - The state/district vision regarding the teaching-learning process may be indicated in the plan. For doing so, many interactive meetings and consultations have to be undertaken at different levels which may be reflected in the plan.
 - Workshops planned for discussion and planning of pedagogical interventions may be incorporated in the plan.
 - Pedagogical shifts, if any, for children of specific groups such as STs, SCs, linguistic minorities and urban poor have to be discussed and clearly reflected in the plan.
 - The details of the mechanism to ensure the proper classroom transaction and utilization of content of training in the classes may be provided.
 - The plan for effective utilization of the integrated science laboratory, art and craft rooms and libraries should be indicated.
- Monitoring, Evolution and Supervision under RMSA, IEDSS, ICT, Vocational Education and Girls Hostel
 - Careful planning for monitoring and super- vision of all quality related interventions is needed. The plan document should have a clear vision and proposal for these aspects. Some consultative meetings, interactions with concerned stakeholders from state and district levels, NGOs, community representatives and teachers have to be organized for this purpose.
 - A monitoring structure/mechanism has to be in place and responsibilities have to be assigned to different officials. The plan should incorporate details of this mechanism.

- The plan for capacity building of the monitoring agencies/personnel has to be developed. Also, necessary training and guidance material for monitoring have to be developed.
- Capacity development programmes for administrators, planners, supervisors, local government/community members pertaining to quality related interventions and their implementation have to be planned.
- A well defined structure for undertaking research and documentation activities at the state and district levels needs to be mentioned in the plan. Linkage with professional organizations and university departments needs to be established.
- The role of community in monitoring the components of RMSA, IEDSS, ICT, VE and Girls Hostel, specifically quality related interventions has to be encouraged and defined in the plan.
- A well defined plan with steps and operational design for effective pupil evaluation should form an important part of the plan. The vision and plan for implementing the continuous and comprehensive evaluation (CCE) system has to be mentioned the plan document. The details of actions already taken and proposed on the above have to be mentioned. The interventions for effective implementation of the CCE have to be planned.
- The training of teachers, headmasters, education officers and supervisors on CCE has to be planned. Also, the development of training material is needed.
- In addition to the above mentioned issues, the plan should address the following aspects of quality improvement:
 - Promotion of adolescent education: (i) sensitization and awareness programmes relating to different aspects of HIV/AIDS; (ii) provision of training to teachers and counselors in secondary schools; (iii) orientation of headmasters and teachers; and (iv) collaboration with health and social welfare departments, NGOs, and other relevant organizations.
 - Strengthening guidance and counseling at the school level: provision of guidance and counseling grant to states for strengthening their Guidance Bureaus. Collaboration of other agencies in this programme may be sought.

Quality Improvement

- Quality Improvement (separately for all the schemes –RMSA, GH, ICT, IEDSS and Vocational Education).The detail provisions of interventions under different schemes have given in annexure-1
- Quality Improvement
- **6.4.1 Teachers / Staff Recruitment**
- **RMSA-**
 - **Teachers for new schools**

- Additional teachers for existing schools
- ICT-
 - PG teachers
 - Diploma/ graduate teachers
- IEDSS-
 - Appointment of Special Education Teachers
 - Special pay for general teachers trained in special education,
- Vocational Education:
 - Coordinator/Principal
 - Two teachers per vocational course
 - Guest Faculty
 - Non-teaching staff
- RMSA-
 - For every new school - 1 post of Lab attendant, 1 Office Assistant /Dufftary
 - For existing schools, gap is to be assessed based on school-wise requirement and the existing sanctioned post.
- IEDSS-
 - Attendant in school for children with severe orthopedics impairment at the ratio of 1:10 children
 - Assistance of helper/Ayah for children with severely orthopedic impairments residing in school/ hostel
- Girls Hostel-
 - Warden
 - Chowkidar
 - Head Cook
 - Astd. Cook
- Vocational Education-
 - Lab Assistant
 - Accountant cum clerk
 - Helper
 - Security personnel
 - Trainings at Different Levels
 - In-service Training of Teachers. Planning for teachers training under RMSA, ICT @ Schools and IEDSS may be converged and holistic. Convergence will lead to economizing the total no. of training on shared overheads too. Days may be combined and planned holistically.
- RMSA;

- Training of headmasters
- In service training of teachers
- Study tour for teachers outside the state.
- Training of masters trainers/ key resource person.
- ICT-
In-service training for all teachers in secondary and higher secondary schools
- IEDSS-
 - Training of Special teachers
 - Training of general teachers

Vocational Education

- Training of Teachers (In-service)
- Induction training of newly recruited teachers

6.4.5 Training for Headmaster/Principals under RMSA, IEDSS.

RMSA

- Management training for Head master/principal
- Leadership Training Programme/In-service Training Programme of Headmasters
- Career development support

IEDSS- Training for Headmaster/Principals

Orientation of Educational Administrators. Principals/ Headmasters of

6.4.6 Training of master trainers

- **RMSA-**
- ICT - In-service training for resource teachers
- IEDSS- In-service training for resource teachers
- Vocational Education- Resource Person

6.4.7 Guidance and counseling

- RMSA
- Vocational Education

6.4.8 - Learning Resource Centres (LRC)

- RMSA
- IEDSS- Resource Rooms and equipment for the resource rooms in one school per block/urban cluster

6.4.9 - Teachers Learning Materials (Under annual school grant)

- (A) RMSA
- (B) ICT

(C) IEDSS- Actual cost of assistive devices including equipment. Educational aids and individual TLM.

(D) Girls Hostel

(E) Vocational Education-Raw Materials

- Raw Materials (including raw materials required for running PTC)
- Books, Software, Educational CDs, etc.
- Seed money for running of Production cum Training Centers (PTCs)

6.4.10 - Setting up of Satellite Information Technology (SIT Setting up of Receive Only

Terminal (ROT) at school

(A) RMSA, (B) ICT, (E)Vocational Education

6.5 Capacity Building for Planning and Management under

(A) RMSA, (B) ICT, (C) IEDSS, (D) Girls Hostel, (E)Vocational Education

6.6 Secondary Education Management Information System (SEMIS)

(A) RMSA, (B) ICT, (C) IEDSS, (D) Girls Hostel, (E)Vocational Education

6.7 Internal Efficiency of the School System - Monitoring & Evaluation

RMSA, ICT, IEDSS, Girls Hostel and Vocational Education

- Reforms in school governance - improving school performance by decentralizing management and accountability
- Improving SEMIS 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

- All research and Evaluation studies related to components of secondary education prescribed in the guideline of RMSA, IEDSS, ICT @School, Girls Hostel and Vocational Education.

RMSA, ICT, IEDSS, Girls Hostel and Vocational Education

- Surveys/Seminar/Workshops etc.

- Evaluation studies
- Action research
- **IEDSS**
- Proposals for designing and developing new assistive devices, ICT Technology, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education .
- Evaluation studies.
- **Girls Hostel**
- Survey studies on enrollment, retention rate of girls in the hostels.
- Rigorous, independent evaluation of the scheme.
- Awareness programmes conducted
- Any innovative activity related to the scheme.
- Vocational Education
- Evaluation studies and sample surveys
- Information on employment scenario of vocational students

6.9 Innovations

- Innovative activities relating to any of the above-mentioned components of secondary education under RMSA, IEDSS, ICT @School, Girls Hostel and Vocational Education.

Chapter – VII: Action Programmes for Focus Groups

7.1 Girls' Education

(A) RMSA

- Community mobilization and sensitization programmes
- Promotion of participation in planning and management of school affairs
- Distribution of incentives like uniforms, scholarships, bicycles, educational provisions like textbooks and stationery to be planned using the provision available under different schemes of Government of India and State Government.
- Provision of transport facilities to girls to be planned using the provision available under different schemes of Government of India and State Government.
- State transport/pass facility to be made available to girls for going to nearby secondary/ higher secondary schools in rural areas
- Ensuring safety and security of girl child while commuting to the school
- Deployment of more female teachers in schools
- Residential scheme for women teachers
- Provision of girls' hostels in remote and difficult areas

- **Other relevant interventions**

(A) ICT

- **No special provision for girls in this scheme. (Suggestion may be invited)**

(B) IEDSS

- Stipend for Girls students with Disabilities:
- Ensuring special focus and efforts to help them gain access to secondary schools
- To make information and guidance for developing their potential.
- Girl's students will be given a stipend @ Rs200 per month at secondary level to encourage their participation up to senior secondary level

(C) Girls Hostel

- Provision of Hostel facilities with bedding and other furniture and equipment for girls in educationally Backward Blocks
- Provision of Fooding and lodging expenses for girls
- Engagement of female teachers as wardens of the Hostels
- Provision of a chowkidar for safety of girls
- Provision of grievances redressal mechanism
- Publicity of the scheme for the enhancement of participation and retention rate of girls

(E) Vocational Education

- In the Vocational schools under PPP mode, 25 % seats will be filled by children of socio-economically weaker sections. Out of which 50% will be filled by girls. That will be sponsored through Government grant under the scheme. Expenditure on the fee of these students will be reimbursed to the private schools by Government of India.
- Emphasizing on equal opportunities of access for girls while selecting schools. Though priority would be accorded to co-educational schools /institutes, wherever the society is not yet ready for it, all girls schools would be included.
- Priority should be given for equal and non-stereotyped participation of girls in vocational education.
- Promoting to remove Gender stereotyping in choices of courses by girls
- Encouraging joining regular courses.
- Specific incentives and support systems will be planned to enhance participation and good performance of girls in high employment oriented courses.
- Special guidance and counseling session would be organized on the need based analysis.
- Necessary steps should be taken to remove gender bias by vocational coordinator
- Reporting and data generation should be in gender segregated manner

7.2 Education of SC/ST/OBC/Educationally Backward Minorities

(A) RMSA

1. Representation of SC and ST in SDMC.
2. Contextualization of pedagogic processes.

3. Development of area-specific teaching- learning material.
4. RMSA provides flexibility to local units to develop a context specific intervention for SC/ST and Minorities like:
 - Upgradation 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.
 - Regular monitoring.
 - Providing context specific intervention in the form of a hostel, an incentive or special facility as required.
 - Strengthening teachers training component of Ashram Schools supervised by the Ministry of Tribal Affairs (MTA).
 - Provision for scholarships through other schemes of Government of India or State Government.
 - 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:

(B) ICT

- Representation of an expert in the field may be invited by SMDC.
- Orientation programmes for motivation for schooling using community members.
- Strengthening teachers training of the particular component supervised by the trainers and principles.
- Providing special attention towards the learning process as well as learning level of the students.
- Specific monitoring by involving community.
- Convergence approach with other departments like tribal affairs, SC/ST commission, NGOs etc.
- Development of specific teaching – learning material.

(C) IEDSS

- A representative may be invited as a full time member in SMDC.
- Special attention must be given towards learning level of these children.
- Identification of disable children belonging to SC/ST/Minority is to be done by involving community with the support of the panchayats.
- Special teaching support to these children.
- Providing and strengthening special needs like equipment/appliances/ materials required for the children

(D) Girls Hostel

- Representatives from the SC/ST/Minority community at the district level committee.
- Regular assessment of the children performance level and remedy to such problems.
- Identification of area specific teaching learning material.
- Attention towards providing supports like scholarships, textbooks and other basic amenities.
- The National Common Minimum Programme (NCMP) of the govt. of India inter-alia envisages that “the UPA Govt. will protect the rights of children, strive for the elimination of child labor, ensure facilities for schooling and extend special care to the girl child.

- Provision for special coaching under the scheme may be made compulsory.
- Regular monitoring by the district as well as by the community.
- Separate district planning & implementation team or the existing RMSA implementing body is expected to bring the girl children into the educational mainstream. Village panchayat/ Gram Sabha/ Gram Samiti/ Municipality/ Municipal Council must play a proactive role in this.

(E) Vocational Education

- Identification of dropout students after class X would be prioritized.
- Continuous up-gradation of knowledge and skills, supports, flexible educational pathways between sectors and across qualifications.
- Promotes greater and active involvement of social partners and industry.
- Supports inclusive growth by providing equal access of VET to all.
- Establishment of new vocational schools, strengthening existing vocational schools, capacity building of vocational education teachers, and development of competency based curriculum and teaching material and development of an MIS for monitoring and evaluation.
- Competency based curriculum and learning material would be developed. Special focus may be given to the training of the teachers on vocational education.
- Regular monitoring of the programme.
- Convergence with other vocational institutions, departments, organization etc on developing vocational items.

Para: 7.3 Access and Enrolment

(A) RMSA

- Number of schools needing upgradation.
- Number of new schools needed under expansion.
- Number of teachers needed for special focus group.

(B) ICT

- Number of exclusive smart schools needed with special focus on target group.
- Need for provision of student component of ICT for technology demonstration.
- Need for computers for computer aided education.
- Need for e- content developers to be trained with help of CIET, SIET and RIE etc.
- Ways of ICT usage for management & monitoring funds in secondary schools to avoid ensuring efficient and optimum utilization.
- Use of ICT in personality development of special focus group.
- Need for Special ICT module development for teachers of physically disabled target group with special focus on individual needs

(C) IEDSS

- Need for provision of other components- (a) Infrastructure (b) Teachers' Training (c) Awareness generation to enhance access and enrolment.
- Number of teachers required.
- Number of support staff required.

(D) Girls Hostel

- Number of grants needed with special focus on target group to enhance access and enrolment in secondary schools with hostel facility.
- Steps needed to ensure involvement of Panchayats in spreading information about secondary schools with girls hostel facility, the individual facility each beneficiary is entitled to and the grievance redressal mechanism that has been put in-place.
- Steps needed to ensure independent audit of funds
- Steps needed to ensure monitoring and accountability by parents, panchayats and NGOs involvement

(E) Vocational Education

- Number of exclusive vocational schools needed for target groups.
- Types of incentive programmes for participation of special focus groups.
- Types of enrolment drives needed.
- Number of ways devised to cater to different types of vocational education needed with special focus on IDESS, keeping in mind the local resources

Retention

(A) RMSA

- Monitoring attendance in pockets identified for intensive activities.
- Provision of 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 on regular intervals retention drives to put regular pressure on parents and the schools system to ensure.
- Retention of girls. These are not one time drives but are organized at regular intervals to sustain the pressure and take up corrective measures as may be necessary.
- Providing scholarships.

(B) ICT

- The Scheme covers both Govt. and Govt. aided schools (**More suggestion may be invited**)

(C) IEDSS

- Removal of Architectural barriers to ensure that students with disabilities have access to each classroom, laboratory, library, toilet and playground.
- Orientation of Principals, Educational Administrators to be given to develop a strategy for the management of Inclusive Education
- Provision of resource rooms and equipment in one school per block/urban cluster
- Appointment of Special Educators
- Provision of Aids and Appliances to all students with disabilities needing them.
- Ensuring that each student with disability/ies will have access to learning material as per their requirement
- Provision of transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis).

(D) Girls Hostel

- Strengthening the girls' component in several government (state and central) schemes to attract more girls from the SC and ST communities.
- Specific needs of girls from minority communities, girls with disability, and orphaned and deserted girls must be taken into account while planning residential facilities for girls' schooling.
- Each inmate to be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the card, grievances redressal mechanism and contact numbers and addresses of responsible persons should be provided in the local language
- State Governments are also encouraged to set up free help lines for redressal of grievances.

(E) Vocational Education

- Efforts to be made by the States/UTs to mainstream children belonging to special focus groups i.e. SC, ST, OBC, persons below poverty line, minority and children with special needs, with special attention to the girls belonging to these groups.
- Special priority to be given to open/strengthen vocational schools/model vocational schools in identified minority/SC/ST concentrated districts/blocks.
- Development of suitable incentives by States/UTs for the participation of Minorities/SC/ST students for which funding provision has been made in the scheme.
- Enrolment drives, special campuses, provision of special facilities, working in close collaboration with parents and NGOs, etc. should be undertaken to ensure participation of special groups in vocational education.
- Monitoring attendance, organizing remedial classes and follow up of special groups will be done by vocational schools.
- Promote enhancement of enrolment of girls, SC/ST/OBC, minorities, BPL, children with special needs, etc.

Achievement

(A) RMSA

- Special coaching classes/ remedial classes especially for Educationally Backward Minority girls and 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.

(B) ICT

- Setting up of smart schools at the district level to serve as demonstration model for neighboring schools
- Pre-service and In-service training of all teachers in effective use of ICT in teaching and learning process
- Develop and use appropriate e-content to enhance the comprehension level of children in various subjects

- Priority will be given to Educationally Backward Blocks and areas with concentration of SC, ST, Minorities and Weaker Sections

(C) IEDSS

- Training of Special/General Teachers to be trained through regular programme run by National Institutes/ Apex institutes of RCI under any other programme of the States.
- Enable all students with disabilities completing 8 years of elementary schooling and opportunity to complete 4 years of secondary schooling (9th to 12th) in an Inclusive Environment.
- Access to technology especially relevant for the disabled as it increases their access to vast amounts of information.
- Development of teaching-learning material.

(D) Girls Hostel

- At least 50% of the girls admitted to the hostels should belong to SC, ST,OBC, Minority communities.
- Girl's hostel is being provided in each of 3479 educationally backward blocks across the country

(E) Vocational Education

- In the vocational schools under PPP mode, 25% seats will be filled by children of socio-economically weaker sections (SC/ ST/ OBC/ Minorities/ children with special needs/ persons Below Poverty Line; out of which 50% would be girls), who will be sponsored through Government grant under this scheme.
- Reimbursement to children of socio-economically weaker sections (SC/ ST/ OBC/ Minorities/ children with special needs/ persons Below Poverty Line in PPP mode will be made for these students @ Rs.19,000/- per student per annum.
- Supports Inclusive growth by providing equal access to VET to all.

Chapter8:EstimationofAdditionalInputs

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 for the schemes.

A. RMSA

1. Advocacy and Stakeholder Participation
2. Quantitative Expansion - Access and Participation
3. Strengthening of Existing Schooling Provisions
4. Quality Improvement
5. Education of Focus Groups
6. Capacity Building for Planning and Management
7. Education Management Information System
8. Internal Efficiency of the School System - Monitoring & Evaluation
9. Innovations
10. Other Inputs

B. ICT

1. ICT for School Management
2. ICT infrastructure
3. Digital Resources
4. Capacity Building
5. Implementing and Managing the policy
6. Financing and sustainability
7. Monitoring and Evaluation

C. Girls Hostel

1. Allowances/Stipend
2. Other facilities for strengthening girls hostel to enhance access and enrolment.
3. Monitoring and Accountability

D. IEDSS

1. Allowances/Stipend, other than books uniform, transport, Reader, Escort.
2. Purchase, other than assistive devices, software etc.
3. Training/Orientation
4. Strengthening of training institution

E. Vocational Education

1. Establishment of new vocational education school
2. Strengthening of existing vocational schools.
3. Training of Teachers (In-service)
4. Assistance to vocational schools under PPP Mode

Chapter 9: Planning for Implementation

This chapter should give the details of implementation of the planned interventions. The aspects to be covered are the following:

(A) RMSA

- Realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?
- Should clearly chalk-out the responsibility for implementing the interventions indicated, particularly identifying the role of community/PRI/Municipal bodies/Other stake holders etc. & that should be indicated in the plan?
- The monitoring and supervision mechanism for effective implementation of planned interventions should be specified in the plan?
- The identified Performance Indicators for monitoring and the modalities adopted to identify these indicators should be mentioned in the plan?
- The plan should also indicate the risk factors?

(B) ICT

- Realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?

- Should clearly chalk-out the responsibility for implementing the interventions indicated, particularly identifying the role of community/PRI/Municipal bodies/Other stake holders etc. & that should be indicated in the plan?
- The monitoring and supervision mechanism for effective implementation of planned interventions should be specified in the plan?
- The plan should spell out PPP details timeline if any.
- The identified Performance Indicators for monitoring and the modalities adopted to identify these indicators should be mentioned in the plan?
- The plan should also indicate the risk factors

(C) IEDSS

- Realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?
- Should clearly chalk-out the responsibility for implementing the interventions indicated, particularly identifying the role of NGOs/ Nonprofit organization/community/PRI/Municipal bodies/Other stake holders etc. & that should be indicated in the plan?
- The monitoring and supervision mechanism for effective implementation of planned interventions should be specified in the plan?
- The identified Performance Indicators for monitoring and the modalities adopted to identify these indicators should be mentioned in the plan?
- The plan should also indicate the risk factors

(D) Girls Hostel

- Realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?
- Should clearly chalk-out the responsibility for implementing the interventions indicated, particularly identifying the role of NGOs/nonprofit organization community/PRI/Municipal bodies/Other stake holders etc. & that should be indicated in the plan?
- The plan should provided details of internal grievance redressal mechanism
- The monitoring and supervision mechanism for effective implementation of planned interventions should be specified in the plan?
- The identified Performance Indicators for monitoring and the modalities adopted to identify these indicators should be mentioned in the plan?
- The plan should also indicate the risk factors

(E) Vocational Education

- Realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?
- The plan should provide details of establishment of new vocational schools/ strengthening existing vocational schools.
- The details of involvement of NGOs/VOs and nature of involvement needs to be mentioned.
- In case of assistance provided to private schools under PPP mode the details should be provided.
- The monitoring and supervision mechanism for effective implementation of planned interventions should be specified in the plan?
- The identified Performance Indicators for monitoring and the modalities adopted to identify these indicators should be mentioned in the plan?
- The plan should also indicate the risk factors

Chapter 10: Budget Estimates and Financing

10.1 Utilisation Pattern of Funds (separately for all the schemes –RMSA, GH, ICT, IEDSS and Vocational Education). In addition to other information, utilization status may be reported in these formats as well.

Rashtriya Madhyamik Shiksha Abhiyan

(Rs in lakhs)

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Short fall in State Share	Status on audit report
Preparatory Activities												
2009-10	Recurring											
	Non Recurring											
	Sub Total											
2010-11	Recurring											
	Non Recurring											

	Su b Tot al											
2011 -12	Re cur rin g											
	No n Re cur rin g											
	Su b Tot al											
2012 -13	Re cur rin g											
	No n Re cur rin g											
	Su b Tot al											

ICT @school

(Rs in lakhs)

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009-10	Recurring											
	Non Recurring											
	Sub Total											
2010-11	Recurring											
	Non Recurring											
	Sub Total											
2011-12	Recurring											
	Non Recurring											
	Sub Total											
2012-13	Recurring											
	Non Recurring											
	Sub											

Expenditure Head	Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
Total											

IEDSS

(Rs in lakhs)

Expenditure Head	Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009-10	Recurring										
	Non Recurring										
	Sub Total										
2010-11	Recurring										
	Non Recurring										
	Sub Total										

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2011-12	Recurring											
	Non Recurring											
	Sub Total											
2012-13	Recurring											
	Non Recurring											
	Sub Total											

Girls Hostel

(Rs in lakhs)

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009	Recurring											

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
-10	ng											
	Non Recurring											
	Sub Total											
2010-11	Recurring											
	Non Recurring											
	Sub Total											
2011-12	Recurring											
	Non Recurring											
	Sub Total											
2012-13	Recurring											
	Non Recurring											
	Sub Total											

10.2 Component-wise budgeting by item and nature of expenditure (recurring and non recurring) for all schemes.

10.3 Sharing pattern between centre and State government for RMSA, GH, ICT, IEDSS and VE. The details of the State budget provision

Scheme	Sharing pattern	Proposed Budget for the scheme for the relevant year (Rs. In lakhs)	State share required (Rs. In lakhs)	Provision in the State budget for State share (Rs. In lakhs)
RMSA	75:25 for all States/ UTs except North Eastern States which is 90:10			
ICT	75:25 for all States/ UTs except North Eastern States which is 90:10			
IEDSS	100% GOI support with the provision that State govt to provide for scholarship of Rs. 600 per disabled child per annum			
GH	90:10 for all States			
VE	100% GOI assistance except for infrastructure facility for new VE school and existing VE school which is 75:25, salary of staff for new and existing VS and induction training (90:10)			

Documentary evidence for budget provision made should also be included.

10.4 Convergence and dovetailing: The details of resources and support available from other schemes run by GOI , State Govt, MLA fund, MP LAD fund, charity, community contribution, etc to be provided.

10.5 Details of plan and non plan provision and expenditure incurred for secondary education by the State excluding RMSA, GH, IEDSS, ICT and VE expenditure/ state share since 2007-08.

10.6 Any issue with regards to finance, audit, fund release etc which the State would like to highlight.

10.7 Details of the procurement process followed in the State for different components. The details on status of adoption of e-procurement w.r.t to procurement of value Rs. 50 lakhs or above to be provided in this chapter.

Proposed Interventions in the State/UT in the XIIth Plan for Development of Secondary Education for the current year 13-14

(A) RMSA

- 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.

(B) ICT

- 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.

(C) IEDSS

- 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.

(D) Girls Hostel

- 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.

(E) Vocational 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.