

**A COMPILATION OF KEY OBSERVATION
ON**

*PLANNING PROCESS, PLAN FORMULATION &
IMPLIMENTATION OF AWP&B (35 States/UTs)*

**6/20/2012
Altab Khan, Sr. Consultant
Planning Unit, TSG, RMSA**

KEY OBSERVATION OF ISSUES ON PLANNING PROCESS & IMPLIMENTATION OF ANNUAL WORK PLAN & BUDGET (AWP&B 2011-12)

Sr. No	State/UTs	Observation
1	Meghalaya	<ul style="list-style-type: none"> • According to school mapping exercise, total no. of 1590 habitations in the state, 403 habitations are served by the Secondary schooling facility & 1187 habitations are without secondary school facility within 5 km. • Considering the fact that in most habitations the upper primary schools have been established under SSA, hence to overcome the access problem it would be preferable to follow first, Upgradation of existing Upper Primary Schools with required infrastructure and teachers etc on the basis of habitation level micro planning and then only in the cases of deficient or un-served areas, the new stand alone schools would be considered (Para 4.1 RMSA framework). • State has not conducted distance matrix exercise. • State having 95% ST populations therefore, all the blocks is concentrated with ST inhabitants; as such there is no other community except few SC populations thereby any specific focus towards equity interventions. • The state of Meghalaya needs to give attention only the girl's students at large under equity component. • Prioritization must be done while planning for the girls to ensure 100% retention and on the contrary special attention must also be given for the out of school children. Strategies towards out of school children must be seriously planned. • As per information provided under model tables 317 teachers were sanctioned for govt. secondary schools although 381 teachers reported working. • There are 157 teachers under govt. schools have been found

		<p>untrained as per the report.</p> <ul style="list-style-type: none"> • In the year 2009-10 6.55% was the boys enrollment against 6.69% of the girls enrollment which has been increase to 12.42% boys enrollment and 10.36% girls enrollment respectively in the year 2010-11. • As per the report ST enrollment of class IX-X in govt. secondary schools is reported as 3339 against the total enrollment of 3452. • In the year 2008-09 total GER of 40.45% was reported which was merely increased to 41.48% only in the year 2009-10. • As per the report total GER in the year 2010-11 was 42.76% which is very low against the national average. State needs serious attention towards bringing the students into the fold of secondary education and steps towards improving retention and reducing dropout. • As per the 2009-10 status report district East Khasi Hills has the highest GER of 48.55% among all the other districts. Lowest GER has been observed in the district Ri Bhoi which is 19.05% only. • As per the information provided overall dropout rate in the state is 15.34%. District south Garo Hills has the highest dropout rate i.e. 26.05% which need attention. • Lowest GER has also been observed in the districts West Khasi Hills i.e. 3.91%. • The transition rate of the state as reported is 82.55%. District South Garo Hills has the highest transition rate which is 98.96% and the lowest transition rate has been observed in the district East Garo Hills i.e. 91.32%. • Total GPI as reported by the state is 1.12%. District Jaintia Hills has the highest GPI i.e. 1.36%.
2	Karnataka	<ul style="list-style-type: none"> • The AWP&B needs to reflect a holistic approach towards USE with integrated quality and measurable outcomes. This helped in backward districts and Bangalore as metro city receiving higher share and other districts with higher EDI receiving lower share bringing about inter district parity. • The state of Karnataka has put efforts for the coverage of access broadly into three categories i.e. (a) Schools to be

upgraded for those areas where there is poor enrollment and access; (b) Schools for the Educationally Backwards Blocks (EBBs) and (c) Schools to be upgraded in the areas with different dialogues/languages such as urdu and marathi medium.

- A rigorous meeting has been organized by the state on the modules, techniques and methods of school mapping exercise based on design prepared by NUEPA. Accordingly state has done school mapping exercise.
- The State Component Plan reflects insufficiency and gaps in data and resourceful information in the process of bringing out district and annual plans.
- The present system of education requires drastic reforms and expansion towards pedagogy and knowledge.
- A meeting was also organized for the SMDC members on preparation of school development/improvement plan.

The State as a whole is comfortably placed with regard to the other two components i.e. retention and equity, however, at the district level the picture is diverse and there are several districts where performance is much below the state average. There is an overwhelming need to improve planning so as to bridge this gap. The State seems to have geared up to take up this challenge and seems to be taking the initiatives desired.

- Concerted efforts needed to ensure decentralized, participatory and need based planning.
- Planning needs to take into account all the players giving their input to the secondary education. This will ensure cohesion and will reduce duplication.
- Extensive capacity building is required at the district as well as at the UT level for planning and implementation. The appraisal team recommends for holding such capacity building programmes after the PAB.
- The UT is yet to prepare perspective plans. It is recommended that the same is prepared and submitted as early as possible.
- Although the UT has made some efforts to address the issue yet there is still a very large percentage of vacancy at the district level. Two of the DPOs are still functioning from the

SPO and do not have a functional DPO. Even the staff in place, mainly has dual charge and as result, is unable to devote full time to RMSA, which is essential for mission mode operations. The Education Secretary is also looking after the role of SPD

- The RMSA involved community in planning, the decentralized planning started with School Improvement Plan (SIP) which took place at school level where all stake holders - parents, community, students, teachers and Principal participated in preparation of the plan. The consolidation of SIPs was done at divisional and district level duly including district level interventions and proposed financials.
- The director of School Education has the responsibility of shaping the educational policy and administration at all levels. He/She acts as technical advisor to the state government in all academic matters, and is under his direct control, the State Council of Educational Research and Training (SCERT) a body which is headed by a Director in the cadre of Additional Director of School Education and is entrusted with the task of organizing educational training and promoting educational research in the state.
- Andhra Pradesh is divided into 23 Revenue Districts, the District Collector heads the district administration and the Mandals are under the charge of the Mandal Parishad Development Officer. There are 1128 Revenue Mandals, 108 Municipalities, 210 towns, 22570 Gram Panchayats, and 30,010 inhabited villages in the State.
- The dropout rates are falling down gradually at the secondary level. Drop-out Rate for class X is very high in Hyderabad district (18.3). There are 19% boys and 17% girls dropped out of the system in class X in the state.
- The district having highest percent of ST population i.e., 26.47% is Khammam which is followed by Adilabad (16.74%), Visakhapatnam (14.55%) and Warangal (14.10%) districts. The districts having 20% and above SC population are Nellore and Prakasham.
- There are 16 mandals which have predominant Muslim population, out of which 10 mandals have more than 20% Muslim population. Bahadurpura and Bandlaguda mandals have highest Muslim population i.e., 73% and 63%

Assam

respectively which needs special attention.

- The enrolment in government schools is very high i.e., around 13.5 lakhs when compare to government aided schools where it is only 1.1 lakh.
- In secondary classes, the target GER (ALL) for the coming years i.e., 2011 & 2012, has been projected based on the enrolment growth rate for the last four years. Steps will be taken to see that state average increases to 78.5 by 2012, with GER of boys to 78.8 and that of girls to 78.4.
- The overall GPI of the state is 1.0 but the GPI of the districts that need special focus are Vizianagaram, Guntur, Prakasam, Chittoor, Kadapah, Kurnool, Mahaboobnagar, Rangareddy, Medak, Nizamabad, Warangal and Nalgonda.
- On line data entry of SEMIS 2009-10 of more than 20,000 secondary schools was completed. The data entry of SEMIS 2010-11 was also completed by May 2011.
- Provision of access in access less habitations. There is no policy formulation on this account.
- Concrete plan for the remaining large number of disadvantaged groups.
- Staffing pattern has not been able to streamline.
- School mapping exercises through GIS mapping is under process therefore, there is no proposal for new schools.
- The interventions/activities proposed under quality component seem to be unrealistic. Need based analysis as per norms have not been looked into.
- The state has done some good beginning to arrive at the visioning of the quality education. The process of up-gradation of the UPS is a challenge for the state due to not having policy on school opening,
- Assam the largest state in the North Eastern part of India has 23 Districts. A number of vital problems are associated with the full implementation of RMSA activities in Assam, like geographical locations, inaccessible remote areas, lack of awareness to education particularly amongst tribal people in Char areas and among Tea Garden Labourers.

- The Char areas school cannot function during monsoon or due to flood problem, which almost occurs annually covering almost majority of districts. Another problem observed as per observation of the Monitoring Institute is the retention of the students after enrollment. The Community mobilization needs to play an active role for retention and to check the Dropout rates.
- The RMSA plans require to be based more on actual needs and as per RMSA norms. This requires to be looked into in the annual plan and budget making process. Different geographical and context specific factors must be taken into consideration while making the State plans. However the state still needs to plan in a more focused way to keep tab on the execution of the planned interventions, monitoring and supervision and a regulated time line to achieve the Goals of RMSA in a mission mode.
- The proper micro planning exercise has not been done. Neither has the HHS been taken up.
- Data needs to be thoroughly checked and finalized. As such the plans submitted this year seem centrally prepared. Rigorous efforts are needed to undertake micro planning, school mapping as well as data management if realistic and viable planning is to take place. As of now the state is clueless on key educational and demographic data, which is an issue of major concern.
- State needs to strengthen capacity of all the RMSA functionaries at every level to develop the planning process and participatory approach in identification of needs and formulation of the plans.
- Subsequently, proper assessment and analysis of the plans are required to be done more effectively at the state level. State also needs to develop the survey process/system to ensure appropriate report and positive outcome at the habitation level.
- The capacity of the district functionaries (SFD) should needs to be made more effective. The State is reported to be preparing for a micro planning exercise along with a household survey. To get optimum result and output from this exercise it is essential to have such capacity building.
- There is severe shortage of staff, particularly, civil works MIS, and programme components. This seems a major reason for the sorry state of affairs on planning, data and

AWP&B.

- The status report on secondary education in the state of Uttarakhand used the data source from the Census of India, Statistical Abstract of Uttarakhand, Selected Educational Statistics (SES) of Uttarakhand, and data collected through the data capture formats of Secondary Education Management Information System (SEMIS) and DISE.
- In Uttarakhand the size of the secondary school (including higher secondary) age population particularly that of 14 to 17 year age, is about 7.72 lakhs consisting of 9.19 percent of the total population in the state in 2001 (Census 2001).
- The total population of Uttarakhand, according to Census 2001 is 84.89 lakhs, out of which 4.86% children are from 14-15 age group. The percentage of the children of social group (SC/ST) is 21.39% out of the total population of children belonging the age group of 14-15. The preposition of SC community children among the State is 18.24% and ST children are 3.15% out of the total population of 14 to 15 age group children.
- ***The share of 14 and 15 year age children in total enrolment at secondary level is 55.52%.*** The population of girl's enrolment in 14 and 15 age group children out of the total enrolment is 55.92%.
- The enrollment at secondary and higher secondary level (Class 9-12) is satisfactory in the State in comparison of overall enrolment at country level but ***the repetition at secondary and higher secondary level is much more higher.***
- The gender distribution of the physically challenged children enrolled for the secondary and higher secondary classes indicate that the female children account about 39.27% of the total of children ***with special needs for secondary level and 42.45% for higher secondary level. The status of physically challenged for the female children seems to be increasing their disadvantage with respect to education.***
- The SEMIS data shows that 39 secondary level schools serve per lakh population while only ***21 government secondary schools served per lakh population.***
- Facilities like without classroom, Head Master Room,

		<p>Library, Science Laboratory, Building, Electricity, playground, Boundary Wall, Drinking Water & Toilet Facility etc shows that a large number of the Government schools do not have these facilities. 89.36% Govt. Schools don't have the class rooms, 53.08% don't have the headmaster room, 93.05% Govt. school don't have the library facility, 62.35% Govt. School don't have the Laboratory & 8.08% Govt. Schools don't have their own building.</p> <ul style="list-style-type: none"> • The pupil teacher ratio seems to be high i.e. 24:01 in aided school as compared to government and other schools i.e. 12:01 and 13:01.
8	Bihar	<ul style="list-style-type: none"> ○ The most significant aspect of RMSA is that it envisages on participation and involvement of parents and community in identifying the local educational needs and accordingly provides inputs in the preparation of annual plan. The plan does not clearly focus on this aspect. ○ The plan does not specify if the meetings of the Village Education Committee/ School Management Committee were held. Information about the number of such meetings and the outcome of the discussions is also not provided. Therefore the extent of actual participation of community, PTA, SMDCs in the formulation of plan is not clear from the document. ○ Details about the frequency of meetings at various levels and the suggestions made in these meetings have not been mentioned. ○ The plan in general describes the need for planning but does not specifically mention as to how the planning process was carried out in the preparation of Annual Plan for 2010-11. ○ The management structure at state and district level is not cleared. Who actually involved in plan preparation, monitoring, research and supervision are also not reflected in the state component plan. ○ State really needs to expedite the planning process involving resource persons to meet the actual needs at grass root levels. ○ Need based analyses have not been properly carried-out at schools/habitation level.
9	Jharkhand	<ul style="list-style-type: none"> • To achieve the vision of RMSA in the state of Jharkhand, it is very necessary to improve the physical access to secondary classes by constructing additional classes in the existing schools and by

upgrading middle schools to high school and opening new schools based on school mapping of un-served areas.

- Community involvement and social assessment survey needs to be carried out to examine the factors keeping the eligible children out of school and such children needs to be persuaded by special derive to enroll and re-admit in Secondary Classes.
- In the state of Jharkhand, Teacher Education requires re-enforcement. The capacity building of teachers on a massive scale is required. Resource institutions at various levels such as SCERTs, DIET and Colleges of Education needs to be strengthened to improve provide in service training for teachers.
- Gender Gap, female literacy and SC/ST/Minority community literacy rate needs special attention as it has been found that they are underrepresented in terms of enrolment in secondary classes in comparison of their population share in total population.
- In the State of Jharkhand, most of the districts having high percentage of tribal population which are much fertile in the field of Hockey and Archery. For promoting these games in schools in order to increase the retention of students, special training centers may open in each district of the state. By doing so that such training centers will be in position to get talented students enrolled in them.
- In the State of Jharkhand, the school governance also needs to be reformed as there is '**Vidalya Praband Samitee**' headed by the local MLA in all High School which has found to be non functional and non contributory to ensure the reforms the participation of Local bodies like Panchayat and municipal bodies need to be ensured.

- The SMDC at school level is responsible for all the activities including, planning, collection of data under SEMIS, implementation, monitoring, evolution and taking corrective/remedial action on all the components/ intervention of the scheme, infrastructural as well as academic and others, at the school level.
- The SMD committee maintains all the relevant records for recurring as well as non-recurring expenditure. This record is being updated on regular basis and placed before the committee in every meeting.
- The School Building Committee is responsible for all the activities including planning, estimation, monitoring, supervision, reporting, maintenance of Account, monthly squaring up of accounts, presenting accounts before the School Management Committee,

relation to construction, renovation, repairing and maintenance and other related civil works.

- U.T. of Dadra and Nagar Haveli comprises 72 villages. It is a single district, single taluka territory. Silvassa, the capital of this territory is located as non-statutory census town. Different dialects are spoken by tribal people having great influence of Gujarati language in northern part of this territory and of Marathi in southern part of this territory.
- Dadra and Nagar Haveli has already ensured 80% higher than the RMSA Goal of 75% school access to all habitations as per norms. Special focus will be paid on geographically remote and socially backward areas especially sub-plan areas.
- There is a huge infrastructural requirement in Dadra & Nagar Haveli District.

- Expenditure has been very slow since inception of the programme in all the components.
- The state of Gujarat has not been able to work out the availability of sufficient land for construction of new school.
- Distance matrix for identifying actual distance needs to be worked out for the existence secondary schools.
- The state earlier conducted GIS mapping for identifying gaps of schools based on “**Gunotsav**” 2010-11 self assessment data.
- The State may be advised to go for impartial & Logistic Planning instead of going for pick-n-choose basis of selection of schools for the proposal. Along with the same the state should fix up the clear cut priorities for the proposal e.g. like based on SCR/Building less/School of Schedule V areas or tribal belt schools/CWSN Schools/Girls school etc. and address the whole requirement possible within the framework at one go.
- Need based analysis in the special focus districts have not been done. Identifications of out of school students and dropout students have not been done all though state proposed bridge course centres for the same.
- The state nowhere mentions any detail in regard to the formulation of SMDCs and their roles and responsibilities for the schools and the community.

- ***Rigorous planning to reduce infrastructure gaps is needed. So far, state has constructed 165 additional classrooms to bring down the school classroom ratio.***
- A school mapping exercise is yet to be conducted. Opening of new secondary schools in under-served areas based on the above school mapping exercise.
- Out of 39 upgraded schools, 25 schools i.e. 75% schools have been upgraded in minority concentrated district (North East & Central) and SC concentrated district (North West).
- Expansion of open and distance learning need to be expanded especially for those who cannot pursue full time secondary education for supplementation and enrichment face to face instruction. This system will also play a crucial role for education of out of school children, in GNCT of Delhi there are 183 NIOS Study Centers catering to about 90,000 children of the age group 14-16 years.
- Delhi being the capital of country constitutes different strata of society, many of them migrating from other states in search of work; there is a wide gap between the economic statuses of people living in the state. A major shift on planning is required for secondary education despite of reducing the infrastructure gaps.
- There are different types of administrative structures in the city for providing school education. Primary Education is provided by MCD, NDMC, DoE and DCB. DoE, NDMC and DCB have Elementary, Secondary Senior Secondary Schools. For general administrative purpose, the Municipal Corporation of Delhi is divided into 12 Administrative Zones and Head of each Zone is a Deputy Commissioner. The city is also divided into 9 Revenue Districts. District Administration is a bridge between the Government and the common man.
- In all there are 1174 schools providing Secondary/Senior Secondary Education in Delhi. This includes 890 schools under DoE, 184 Aided schools under DoE, 20 schools under NDMC and 3 schools of DCB. The revenue districts are divided into subdivisions, with a total of 27 subdivisions (Tehsils) in the State.
- SMDCs in all the Govt. Schools have recently formed. Training for the members will be the major focus for the year 2012-13.
- A special survey for indentifying the left out/drop-out students after class VIII and IX is required to ensure continuation of schooling facility.

13

Nagaland

- In the state of Nagaland, the major focus has to be put on Infrastructure, to provide adequate school facilities to students by constructing additional classrooms and providing science /labs, Computer labs, Library, Separate toilets for boys & girls, proper electrification and drinking water etc.
- To improve the educational quality and teacher student ratio has to be maintained by recruiting new trained teachers and providing in-service training to existing teachers to enhance their capacity and motivation.
- In the state of Nagaland, the ST contributes 87.70% of the total population, thus special focus has to be put on to increase the awareness in STs by organizing **Jati Mahasabha** and by providing certain grants like Book grants, bridge courses and part time/shift schools and special scholarship for SC/STs.
- The state of Nagaland has more of sparsely populated area, where access to school is very less due to non availability of school which increases the need of opening new secondary school, residential schools and upgrading primary and upper primary schools in such areas.
- In the state of Nagaland, the retention rate among girls and children of socially deprived groups is much lower as compared to other social groups. Therefore, it becomes necessary to involve SMDCs, VECs and local NGOs to monitor and attendance of both students and teachers.
- Emphasis should be put on Special Coaching Classes and Remedial Teaching for student belonging to illiterate and poor families.
- To improve the gender gap, creation of congenial learning environment, supply of free uniform and bicycle, scholarship to girls and by recruitment and deployment of female teacher at least one female teacher in each school where girls are studying.

14

Haryana

- The process for plan formulation was initiated in the year 2009-10, which was basically a pre-project period. To begin with, a facilitation workshop was organized for DPCs, which were considered as a pillar for supervision and control of programme implementation in the districts.
- Before finalizing the plans, the detailed discussions were held with all stake holders. SMDCs have been constituted in all schools. The notification has feedback Performa as well as Performa to record the proceedings etc. This help the SMDCs to review the need based purchases/utilization of grants provided in a year and prioritize its future needs to be met out from the grants provided in the next financial year.

- SEMIS mechanism was implemented in the year 2008-09 in the state. A training programme on data capturing in SEMIS format was organized in the month of September, 2009 for the principals / heads of Government as well as private schools. The data was captured in the SEMIS DCF at the school level and uploaded on the Semis website at state level.
- As the Hindi language is the most common medium of instruction in Haryana, the instructions in the SEMIS DCF was translated in Hindi. The difficult columns were explained through examples.
- About 21 officers selected one each from District was provided extensive training by State Level Master trainers on various data related techniques. Various issues like coverage, data gaps, janvachan etc were discussed in the training workshop. These district level master trainers in turn provided training to the Principals / Heads of all Secondary and senior secondary schools.
- The Directorate of Secondary Education has a data base information system in its IT cell. Six digits Code has already been given to each secondary / senior secondary school in order to ensure the quality of data under SEMIS.
- At present the system developed in-house by the technical staff of Directorate of School Education is catering to the data needs of the Secondary Education while SEMIS is catering to the needs of secondary level only. The two separate databases may be used for each other's validation if and only if the school codes assigned by Directorate of Secondary Education are mapped to SEMIS code.
- The state of Rajasthan has done school mapping exercise using GIS technology through RCSE. The policy on opening school is as per the norms of RMSA.
- School mapping exercise for existing secondary school has been done based on SEMIS and plain table survey.
- Although the state of Rajasthan followed school mapping exercise and collection of data under SEMIS still there is data inconsistency and inaccuracy.
- In the state of Rajasthan there are almost 37,000 post of Sr. teachers sanctioned in the year 2008-09 out of this around 7,000 posts of Sr. teachers are vacant. Against this issue the school management committee used to hire "Vidhyarthi Mitra" against the vacant post which may be appreciated up-to some extent but there should be appropriate planning for recruitment of vacant post.
- The State Component Plan also reflects that subjects specific teachers in newly upgraded schools started from July 2009

Arunachal Pradesh

onwards do not have senior teachers for class IX and X against which arrangement by hiring Sr. teachers from upper primary schools is done. An immediate attention towards filling this requirement may be given so as to ensure quality education at the secondary level.

- The state component plan also reflects need for assessment of teachers as well as students so as to meet the actual levels of learning with more emphasize to class IX standard which may be appreciated in terms of quality improvement vision.
- Inadequacy of staff at the state as well as district levels has been observed. There are more than 500 vacancies at the district level which needs to be improved soon so as to ensure efficacy in planning and implementation process.
- There are large numbers of SC, ST and minority concentrated districts in the state of Rajasthan although the plan document does not reflect such planning against these districts which should be expedited as early as possible.
- Level of involvement of Academic Institutions in planning process and plan preparation is not reflected in the State Component Plan which may be expedited so as to ensure academic support at the district level.
- The Appraisal Team acknowledges considerable improvement in the planning process when compared with the last year. Despite this, however, there is an overwhelming need and scope for improvement. Also, there are very little details of strategies and practically no analysis. Sufficient detailing has not been done on interventions and strategies. Sustainability and making availability of staff/personals under RMSA is to be maintained.

- The designated District Programme Co-coordinators to look after the entire work of RMSA scheme in the district under the DDSE and D.C. The Arunachal Pradesh Rajya Madhyamik Shiksha Mission / Authority a registered society was formed in the State.
- Formation of District Level Management Committee for RMSA in the districts and School Management and Development Committee (SMDC) to implement the RMSA programme in the school level was constituted in respective districts and Secondary and Hr. Secondary schools of A.P.
- The school Managing Committee is headed by the Chairman- the Head of Institution. The members are selected from the common public, Panchayat Raj Members, Women Group, PTA, Educated

Youths, parents/guardians and teachers who are interested in the educational development.

- At District Level a Planning Committee under the Chairmanship of Deputy Commissioner at the district do compiles the District plan. The Dy. Director of School Education is the District Mission Officer; he is the Member- Secretary of the RMSA programme in the district. The members are selected from heads of developmental departments like D.P.O. D.M.O., EE, PWD, Project Director – DRDA, Principal DIET, Principal HSS of the District headquarter, Zilla Parishad Members, Women activists, youth groups & NGO Members.
- At state level a planning team has been formed under the Chairmanship of State Mission Director with 10(ten) members consisting of Dy. State Project Director, RMSA, Co-coordinators of different interventions, Women representative, SEMIS Manager.
- For collection of data at various levels, micro-planning process has been taken in the districts. During the micro planning process the teachers were engaged for collection of data at all habitations with regard to 14-17 age group children, the age group children enrolled in various educational institutions, the actual number of Out of School Children available at present, number of un-served habitations with educational facilities, the number of Schools eligible for Secondary / Higher sec.
- The district level data was compiled and the reports were generated and send to the concerned authorities at various places. The SEMIS data which were generated used for preparation of AWP & B 2010-11.
- There are only 186 secondary and 119 higher secondary schools covering 1,77,100 population of 14-17 yrs age group spread in the area of 83,743 sq.km which comprises 2.5% of total area but covers only 0.11% of total national population.
- In the state there are 5084 numbers of habitations, and out of which 2293 numbers of habitations are provided with schooling facilities. 2791 number of habitations are yet to be given coverage of secondary schooling that could not achieve the target of access due to very thin and scattered population ranging from 1 – 10 household with less than 10 children in each habitation.
- There are gap of 41.7% in promotion rate of Class – VIII and GER of Class – IX.
- In almost all district HQ classes are overcrowded whereas schools situated in the circle / block HQ have thin enrolment. Though the number of students in these areas is very comfortable but the classroom condition is pathetic during rainy and winter seasons.
- As per report, there are 878 teachers working at Secondary level in State Govt. School and these teachers are serving elementary

as well as Secondary Stage. Therefore they are interring transferable and the number at Secondary level may vary year to year.

- The transition rate of girls from class VIII to IX and from class X to XI is very low due to want of some facilities like toilet / laboratory. Early marriage and engagement of girls in house hold chores.
- The literacy rate in the state is 55.5 where as literacy rate at National level is 65.38. Thus the literacy rate of the state is lower than the National average both for males and females that still require special efforts and planning.
- The gender gap is also higher than the national average. However, with the establishment of Model Schools and Girls Hostels for Secondary/Higher Secondary students/girls, this gap is expected to narrow down in near future.
- The variations in literacy rates from district to district are very large because of some social taboos, geographical location and poverty. Literacy rate in rural areas is on lower side as compared to urban areas.
- The literacy rate among various ethnic groups also shows marked variation. The literacy rate of Gujjars, Bakerwals and Gaddies (all tribals) is the lowest. Majority of the tribal populations are nomads and, therefore, constitute “difficult to reach” group in the state population.
- In view of the mountainous terrain, difficult areas, low density populations, coming up of new habitation and border areas the norm of one secondary school within a radius of 5 km and one Higher Secondary school within a radius of 7 kms is unfavorable.
- The SEMIS data has been again cross checked and there is still inconsistency in the SEMIS data due to non placement of validation checks in the software and no provision of customized reports.
- The achievement levels of children leave much to be desired. Though state does not follow the policy of detention up-to elementary level but achievement levels suffer.
- There are 53655 number of dropouts as per the data besides a huge chunk of out of school Children (drop-outs / never enrolled) at secondary level in the state for which different strategies need be adopted to rope them in under RMSA.
- There is no cadreization of teachers at the elementary and secondary level in the state. The same teacher teaches at the primary, upper primary and the secondary level. The teachers trained today to teach at secondary level may tomorrow be posted in the primary or upper primary sector.
- The state has to fix up the norms for different interventions under RMSA as per its peculiar geographical, socio cultural, economic and educational status.

- The SEMIS online software has no validation checks and balances and this results in the generation of non collated data. Thus the authenticity of the data remains questionable.
- The state had earlier, before the year 2007, 14 districts and now the number of districts have gone to 22 and since the data relating to population, child population, literacy Rate, geographical area etc is available only for the already existing 14 districts and not for all the 22 districts, this also posed a nagging problem in the distribution of the data among all the districts.
- The state of Uttar Pradesh has a considerable amount of Govt. & Govt. aided schools but the condition of these schools requires major reforms like physical condition, staff and supplies which are at very bad shape. The existing schools buildings needs major renovation in infrastructure like additional classrooms, Libraries, Science and Mathematics Laboratories, computer labs, toilet clusters etc. These buildings have to be disabled friendly and fitted with water harvesting systems.
- In the State of Uttar Pradesh special attention is required to strengthen the education of girl child through various schemes like **Savitri Bai Phule Balika Shiksha Madad Scheme**, distribution of free uniforms and books and by establishing Girls only School in un-served development blocks through private management.
- The major focus is required to be given to the quality of secondary education resulting in enhanced intellectual social and cultural learning by implementing various capacity building programmes by developing life skills of students by focusing on Sports, Yoga and health and hygiene programmes. There is immense need to strengthen physical and health education in the state.
- In order to improve the quality of education there is need to strengthen the capacity building for heads and teachers for school effectiveness and classroom processes.
- As the state has large demographic area, it is very important to increase the enrolments and access to students by upgrading the upper primary schools and strengthening the existing secondary schools.
- The decentralized Management and Planning technique has not been adopted in the preparation of district plans to make the Plans realistic and need based. The plans do not contain the listing of activities and are not merely the costing details.
- The district plans should have interventions proposed stating objective of the intervention, and outcomes expected along with

the time line which was missing in the current plans. The districts should also reflect the monitoring mechanism for the progress of the interventions. The districts should also explore the resources which can be utilized to enhance the quality of district plans. The plans should be participatory and should be reflective of the action taken on the suggestions of the members including women.

- The state of Sikkim is usually affected by bad climatic conditions, thus the infrastructure for the secondary education need a urgent reforms to provide a access to maximum students in the state. These reforms can be achieved by upgrading existing primary and upper primary schools to secondary schools based on micro planning exercise, constructing new schools, expansion of existing Secondary Schools & Higher Secondary Schools and by providing necessary physical facilities, staff and supplies. Ashram schools should be given preferences.
- The quality of secondary education need to be improved so that the retention level of students can be increased and student's life skill can be developed by providing necessary infrastructure to schools like Black board, furniture, libraries, science and mathematics laboratories, computer labs and toilet cluster, by appointing new trained and efficient teachers and by proving bridge course for enhancing learning ability of students passing out of Class VIII.
- The state of Sikkim has large number of SC, ST and Minority Communities which are socially deprived, so the necessary emphasis need to be put on to increase their share in secondary education by providing Hostels/residential schools, scholarships to meritorious/needy students at secondary level.
- In the state of Sikkim, inclusive education should be promoted to provide all necessary facilities for disabled children in all the schools and expansion of Open and Distance Learning, for students who cannot pursuer full time secondary education.
- Te schools governance system and the community and local bodies involvement in the Schools governance also need to re-look by decentralizing the management and accountability of school management and by involving Panchayat Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in t he management of Secondary education.
- In the state of Sikkim, necessary strengthening of resource institutions at various levels such as at national level NCERT, NUEPA and NIOS, at State level SCERT, State Open Schools, SIEMATs etc to enhance the teachers education and to impart in service training.

- Significant thing to be noticed is that the share of the rural schools is very high, almost 85%. The schools which have been started by the private players are mostly confined to the urban or semi-urban areas and most of the rural areas are catered to by the Government Schools. In the Government sector, the share of Secondary Schools in Urban areas is around 3 percent while it is around 7 percent for Senior Secondary Schools in rural areas.
- The ratio of Primary to Upper Primary Schools of all management is around 2.2, while it is 2.10 for Upper Primary to Secondary and 1.84 for Secondary to Senior Secondary. It shows that the expansion of Schooling facilities is better at the Secondary level.
- NER at Secondary level is 53 percent and at Sr. Secondary level is 43 percent. The lower NER could be due to the higher repetition at the lower classes and also Out of School Children in the relevant age groups.
- The SC, ST and OBC share in the total population is around 25 percent, 4 percent and 15 percent while there share in enrolment is around 25 percent 6 percent and 16 percent respectively at Secondary level in all Management Schools. There are around 44 to 52 percent girls in all these categories. It appears that there is a little or no bias of gender and socioeconomic groups in the State in enrolment.
- However, one factor which needs considerable attention is that the Government managed schools cater to an overriding majority of these weaker sections and thus strengthening of these schools in a campaign based mode seems the only course. This is especially for the girls in tribal areas of **Chamba, Kinnaur and Lahaul-spiti**.
- There are around 28 percent SC students, 6 percent STs and 16 percent OBC students in the total enrolment of the Government Schools. The share of girls is also more as compared to all management Schools. This is one area where the state will have to work hard.
- The dropout rate of around 8% and the repetition rate of around 12.6 percent is a reason for worry. The underlying reasons may be the lack of teachers in the required number especially in the schools located in the remote areas, inaccessibility problems especially in relation to the adolescent girls and of course the tendency amongst the parents to withdraw the children from the schools in case they do not get promoted to the next higher class.
- There is a big gap in the transition rate at the 8th class to 9th class level that was mainly because of the Board Examination to which the students were being subjected.
- By far the biggest problem with the SEMIS data is that it is required to be collected separately from the DISE data. In Himachal that have composite schools where the class 6-8 is mostly part of the

		<p>secondary or senior secondary schools, barring a few which are independently existing middle (upper-primary) schools. Thus, this exercise to have SEMIS on a different format leads to duplicity of efforts because on one hand we have to collect data related to DISE from the same school and on the other after a gap of around two months.</p>
21	Mizoram	<ul style="list-style-type: none"> ● The Annual Work Plan & Budget of RMSA Mizoram is based on the Secondary Management Information System (SEMIS) data, which is collected to all secondary and higher secondary schools of all management based on 30th September of each year ● Information collected by data capture format (DCF) is entered into the SEMIS Website by the district MIS personnel. Then the data collected by DCF is again entered into the software called Mizoram Education Management Information System (MEMIS), which is developed to generate the required 30 tables of RMSA for planning process. ● The projected population for planning is based on the C-Series of Census of India Report 2001 and 1999. ● Geographical Information System (GIS) based School Mapping has been conducted during the year 2010 in consultation with Mizoram Remote Sensing Satellite Application Centre (MIRSAC) which is later updated as per establishment of new Secondary Schools during 2011. ● The state of Mizoram has identified 492 habitations with no access to Secondary Schooling facilities and the access rate at present is only 46.58 %. ● Planning becomes difficult due to Illegal immigration problems in the case of districts having international border like Champhai, Lawngtlai, Lunglei and Saiha districts. ● Small and scattered habitation and rugged terrain district like Serchhip district where transportation and means of communication is a problem during monsoon season that also need special planning & consideration. ● Whereas juvenile delinquencies, demoralization, insurgency and drug abuse have become a menace to the society and whereas a good number of adolescents and youth are in state of frustration for certain reasons. And whereas enrolment in Govt. Secondary Schools are declining due to lack of innovations, relevance in teaching learning practices etc and whereas it is felt necessary to make all more holistic and comprehensive planning.
22	Kerala	<ul style="list-style-type: none"> ○ The State Component Plan witnessed for the poor planning of the weaker sections such as tribal and costal inhabitants who dropped out at large number from the secondary level. ○ Proper involvement of Academic institutions such as DIET,

		<p>CTE, SIEMAT etc. in planning and plan formulation has been absent as informed by the district.</p> <ul style="list-style-type: none"> ○ Research and dissemination activities need to be improved for long term planning and interventions in education. ○ The State Component Plan also reflects need for teacher empowerment programmes at secondary level with modern technology and generate empowerment centers with all advance equipments for secondary and higher secondary teachers. ○ As envisaged in the plan that there are large numbers of overcrowded secondary schools therefore, upgrading upper primary schools and establishing new schools have to be considered. ○ The State Component Plan also witnessed for inadequate teachers at the secondary level. ○ Effective participation of local self government bodies in the development of schools is yet to be materialized. ○ Staffing Pattern for planning and implementation of the RMSA Scheme at district and state level need to be streamline taking into consideration lack of vacancies/functionaries. ○ Workshops/Meetings for school mapping exercise, infrastructures, and collection of data through SEMIS, Sensitization workshop and Meeting for Plan Preparation have been done at state and district level. ○ State of Kerala needs more concentration on planning for disadvantaged section/districts such as Wayanad district having high concentration of ST population, Palakkad district with 16.5% population belonging to SC and Malabar district with minority concentrated population.
23	Punjab	<ul style="list-style-type: none"> ● There are planning and implementation teams at village, cluster, districts and state level. ● Capacity building exercises like seminars, workshops and field visits etc. are held to orient and prepare the teams to formulate secondary education plans. ● SMDCs are the key planners in State of Punjab.

		<ul style="list-style-type: none"> • Members of SMDCs are trained to prepare School Development Plan during their Community Training Programme. The Plan is prepared by every secondary school which is consolidated at District Level based on SEMIS data. • Districts plans are formulated by DEDCs. Districts consolidate their plans based upon SEMIS / Information collected from schools. • State Component Heads during the various meetings held at SPO discuss thoroughly and check the data tables along with the strategies proposed by the Districts for the formulation of District Annual Plan. The calculations are carried out by state MIS wing for the requirement of manpower based upon the SEMIS. • Plans prepared by various districts are then combined and compiled into State Annual Work Plan for RMSA. • Sharing of ideas and information with all concerned functionaries at village, cluster, block, district and state level are part and parcel of planning and implementation process.
24	Lakshadweep	<ul style="list-style-type: none"> • Due to physical constraints, facilities and infrastructure cannot be centrally placed at the district headquarter, which can be shared by other islands. This geographical peculiarity and isolation necessitates treating each and every inhabited island as independent planning unit, requiring complete infrastructure and capacity building support. • Small size of population in these islands does not fit in the population norms as adopted in the rest of the country. • Separate strategies are required to handle the challenges of USE in each island.
25	Chandigarh	<ul style="list-style-type: none"> • Distance norm in bringing access to secondary education in the context of Chandigarh may not be possible. Population norm has been followed after thorough school mapping exercise is done. Chandigarh required to adopt a special school mapping exercise as the structure is unique, complex in nature.

Daman & Diu

- Excessive numbers of small secondary schools are unlikely to be effective in U.T Chandigarh as its geographical spread is restricted to only 114 sq km. and land is the scarcest resources.
- Availability of adequate and appropriate teachers has been a major concern to improve quality at secondary level.
- State also need to identify infrastructure gaps as per need based analysis according to school-wise plan at habitation level.
- Manpower structure must be improved to give a proper shape in planning & implementation at habitation level.
- Access is not only with making availability of school facility but also availability with basic minimum infrastructure facilities in the school which need special consideration.
- Data reveals that there is a gap in absolute numbers in enrolment between boys and girls, particularly in rural areas. However, there is parity in GER and NER data with regard to boys and girls enrolled in school.
- As per 2001 census data the sex ratio for Diu is about 1118 due to the adverse sex ratio the proportion of girls enrolled is 48.6 % against 51.4% boys at the secondary stage but there are no out of school children and 99% enrolment achieved.
- Similarly, the participation of the other social groups in school education is higher than their proportion in the overall population. 4.66% of the students in secondary level belong to Scheduled Caste against their population size of 4.01%. Similarly, 0.48% of the students are Scheduled Tribes whereas their population size is 0.26%. Likewise all backward/marginalized communities are having higher student proportion than their population size. Thus, community wise participation is not an issue in school education.
- Daman District have higher percentage of enrollment in secondary education compared to their percentage of Girls, SC & ST students in total population and thus gender and of the equity issued are not paramount.
- U.T. of Daman & Diu does not have any training centre for teacher. U.T. used to organize Teachers training program

with the help of nearest DIET of Gujarat & B. Ed College or with the help of NCRT. At Secondary and Higher Secondary stage, the subject wise teachers are required to be deputed in every school.

- Scattered population is a major feature of Chhattisgarh's geography as well as socio-cultural structure. Slow pace of development in these areas has been identified as a main cause of poor schooling. The topographical features of the state have often restricted the availability of adequate schooling facilities that have considerably constrained the access situation. Regions like Bastar, Dantewara, Bijapur, Jashpur, Kanker, Korba, Narayanpur and Sarguja belt has generated hurdles in all developmental activities including schooling.
- Seasonal migration has been one of the major issues, in certain rural areas of the state like Janjgir Champa, Kabirdham, Bilaspur, Mahasamud, Raigarh, Raipur, Rajnandgaon etc.
- Apart from the above demanding situations there are areas affected by **LWE activities**. The situations in these areas has disturbed the regular functioning of schools and adversely affected school supervision.
- Special attention to left wing extremism affected children. Focus on retention of Girls and Tribal student at secondary level. Attention to inclusive secondary education for CWSN.
- Keeping mind the norms, geographical barriers, seasonal migration and LWE activities prevailing in the state, AWP & B 2011 – 12 has been prepared.
- In the state of Chhattisgarh, in every district a Core group is formed to implement RMSA activities at District level. The Core committee is headed by the District Collector along with DPO (District Project Officer, DEO will be ex-officio DPO), AC (Assistant Commissioner) Tribal Welfare Department, ADPO(Assistant District Project Officer), DIET Principal, EMIS in charge (Education Management Information System), Senior Principals of the District and selected members of SMDC (School Management and Development Committee).
- The DCF data and online entry of the year i.e. 2010 – 11 is started very late after correction of previous data of 2009 – 10. The report generation facility is provided this year on 2009-10 data. Therefore, SEMIS data may need more in valued and intrinsic.

- Participatory and Micro Planning process has been adopted as the methodology for development of Annual Work Plans in Madhya Pradesh. Participatory nature of planning process helps in assessment of actual grass root level gaps and needs as well as development of area specific strategies.
- Secondary Education Management Information System (SEMIS) was used to collect data at the School, Block and District Level. This exercise was carried out throughout the district for mapping provisions in all recognized secondary and higher secondary schools, for preparing Block/District-wise baseline status reports.
- In the process of planning for secondary education, data was also collected from other sources. Data regarding Demography of the state was taken from Census 2001. Data for estimation of population and secondary school age population was taken from Census 2001. Data regarding VIII graduate and upper primary school was taken from DISE data.
- Common constraints in plan formulation i.e. Data inconsistency, some of the schools show exaggerated demand and it is not possible to fulfill the demands at one time in all schools, and the schools who did not get infrastructure facility shows indifference with school development plan and not prepared actual requirements.
- The Plans at all levels reflect status of educational indicators, existing educational needs and gaps, problems, causes and reasons for the same, strategies and proposals for the next financial year. The State plan reflects the needs and spirit of district plans and also provides an overview of the State's vision, various interventions in different functional areas and strategy of the State to support the districts.
- Most of the ST population lives in small settlements in remote areas. Ensuring the availability of secondary school within 5 km distance of each small settlement/habitation of ST communities is costly and hence not a viable option. Physical connectivity of many tribal settlements/habitations is very poor. Under these conditions, residential schools specifically for the ST children at strategic locations may be the best option. Also provision of hostel facilities in different secondary school places also useful intervention to improve the enrolment of ST children in secondary classes.
- As informed that all the government secondary schools have

been formed SMDCs in each school consisting 15 members each including head masters. **There are 6344 existing SMDCs including local body schools.**

- The distribution of secondary schools between rural and urban areas shows that of the total schools about 54.46 % are located in rural areas and the remaining 47.13 % are concentrated in urban localities. Moreover, about 72.18 per cent secondary schools in urban localities are managed by private bodies without aid (unaided) while private bodies manage another 3.32 per cent with aid from state Govt.
- There is no separate society for the implementation of RMSA programs. Maharashtra has around 1855 government and local body schools along with 43 EBB in which both Model School and Girls' hostel may be implemented in the state. Therefore, state would require separate society for implementation.
- The State has not started the data entry for year 2009-10. State did not focus on the current educational scenario of the districts within the state in relation to GER, NER, transition rate, drop-out rate and retention rate etc.
- School mapping exercises have not been carried out to identify the actual need of new schools.
- The discrepancies have been observed in the projection of up-gradation of upper primary schools, in certain cases distance and enrolment figure has not been able to indicate.
- It was observed that Maharashtra setup of secondary education is from class 8th to 10th, and the State government is following 5+2+3 structure in school education with classes VIII to X coming under secondary education.
- The state outsourced all the in-service trainings to the state government's capacity building institute. The role of core training organizations of Government education departments like, IASE, Board of Secondary Education, DIET's & B.Ed. colleges is not defined and focused.
- In Maharashtra State, the dropout rate is alarmingly high from class VII to X. The reasons recorded were lack of awareness and will, migration, household work, help to the parents in their business/agriculture, non availability of secondary schools particularly girls' schools etc.
- Seasonal and short-term migration is a major cause for early drop outs and non enrolment. In order to ensure that such children have access to a quality and complete education, their economic insecurity has to be taken into account while formulating

30	Goa	<p>educational schemes.</p> <ul style="list-style-type: none"> • AWP&B data on secondary education has been collected at the district level for the availability of schooling facilities, infrastructure details, enrolment of students particularly of girls and the physically challenged, and teachers. • Data regarding Demography of the state was taken from Census 2001. Data for estimation of population and secondary school age population was taken from Census 2001 and Statistics, Directorate of Planning and Statistical, Govt. of Goa. Data regarding VIII graduates and enrolment from I to X was taken from Educational Statistics at a Glance 2009-10, Directorate of Education, Goa. • For maintaining a comprehensive database for secondary education a well-developed and reliable database called Secondary Education Management Information System (SEMIS) was used to collect data at the school, Taluka, District and state levels. This exercise was carried out all over the state for mapping provisions in all recognized secondary schools. The Data Captured Format (DCF) was administered to all recognized secondary schools for collecting data on infrastructure, teacher, teaching-learning, IT and other related facilities. • School mapping exercises has been a major concerned since it gives all the rational decisions regarding distribution of educational facilities across different geographical locations in the state. In this regard UT has not been able to do GIS mapping instead followed manual mapping. • The existing gaps on data are with the estimation of classrooms available that may require some modification, as some rooms may be smaller than the standard size. The verandah/ porch used as classroom might have been counted as classroom. • Due to unavailability of exact data relating to population, school age population has to be projected/ estimated based on sum key assumptions.
	31	Tamil Nadu

they were sensitized about the School Development Plan. The proposal received from SMDC was discussed at the Block Level and District Level and then finalized.

- District Level Officials were also oriented every year based on the latest amendments and changes in the norms as per the guidelines issued by the Ministry so that the District Officials can take up the proposals which are eligible as per RMSA Norms. During the Plan Process all the district officials involved in District Plan Preparation were called and they were grouped at various levels so that they can interact with each other how each other district for planning and focusing the difficulties they are facing.
- Every Secondary school in the State of Tamilnadu prepared school development plan through SMDC members
- The State Component Plan reflects that there is heavy pressure from the community for opening new schools in their habitations for which community contributes Rs. 1 Lacs each.
- The drop out and retention level at 9th standard is reported to be high due to low achievement level at 8th and 9th standard.
- The State Component Plan also states that there is no mechanism for collecting viable data for minor and major repair activities as essential.
- 11 Blocks in 11 Districts are identified as minority concentrated blocks, need for schooling facility in the above districts is highlighted in the State Component Plan although proper planning in this regard is not reflected in the plan.
- The staffing pattern for RMSA in the state is found to be well designed although arrangement of staff irrespective to different components has not mentioned.
- The State Component Plan also reflects that there are different types of students learning differently therefore, the state of Tamilnadu puts requirement for different learning materials

<p style="text-align: center;">32</p>	<p style="text-align: center;">Tripura</p>	<p>which may not be the right approach instead teachers must be trained to tackle these differently children.</p> <ul style="list-style-type: none"> • Settlements made in the forest reserve areas depending upon jhum cultivation i.e shifting cultivation. Out of the 7603 habitations around 1000 are below 200 populations. Moreover, the average distance of one habitation to another in the rural area of Tripura is more than 8-10 kilometers. As many as 1549 habitations are without Secondary school out of which 1000 habitations are not qualified for secondary school due to population and distance factor. • A survey recently conducted for RMSA and SEMIS data reveals that majority of Government high schools lack basic infrastructure and amenities like furniture, classrooms, toilets, safe drinking water facilities, play materials, science equipments, library books, computer rooms and sets etc. • In Tripura, there is a provision for subject teacher in case of higher secondary only where as high school has common teachers for science and mathematics and general line teacher. In practical, all science graduate teachers are not capable of teaching mathematics, and also of the arts graduates for English, etc. • Due to non availability of high school in more than 1000 villages/habitations, a gap between completion and transition rate is significantly wide. Apart from this, medium of instruction, high cost of textbooks, poverty also causes in the high dropout rate at the secondary stage in Tripura. • A large number of teaching posts are lying vacant due to financial constraint. Taking advantage of urban vacant post, rural teachers are normally transferred to urban areas. As a result, vacancies of posts in rural schools have become persistent, though the staff strength of rural is much poorer than urban schools.
<p style="text-align: center;">33</p>	<p style="text-align: center;">West Bengal</p>	<ul style="list-style-type: none"> ○ Slow progress has been identified on construction of schools and also need based analysis for special focus districts are not properly done. ○ State Component Plan does not reflect planning for strategies based on the needs identified by the local community. ○ As the State Component Plan include proposals for different structural design as well as infrastructure at school level for instance: ramps for disable friendly, ACR etc. although plan

		<p>does not contain details in regard to school development plan.</p> <ul style="list-style-type: none"> ○ Planning process for plan preparation/formulation at school as well as district level is not cleared. ○ The management structure at district as well as state level is not properly in place. Who actually involved in plan preparation, monitoring, research and supervision are also not reflected in the state component plan. ○ The plan does not specify if the meetings of the Village Education Committee/ School Management Committee were held. Information about the number of such meetings and the outcome of the discussions is also not provided. Therefore the extent of actual participation of community, PTA, SMDCs in the formulation of plan is not clear from the document. ○ State of West Bengal is having 11 Minority concentrated districts, 10 Border area districts and 9 SC (25% and above) concentrated districts. The State Component Plan didn't talks about any kind of innovative interventions/strategies for the children belonging to the above disadvantaged districts.
34	Pondicherry	<ul style="list-style-type: none"> ● To provide access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the differently abled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM) is a challenge. ● The literacy rate of the SC population is considerably lower than that of the total population in all the Districts. The State's literacy rate for the SC population is 69.12 per cent by which the Ratio of overall literacy to SC literacy is 1.17. The literacy rate for SC women is 60.0 per cent with the comparable Ratio to overall female literacy being 1.23. ● Based on the current trends of enrolment, up-gradation of schools and strengthening of existing schools have both been felt very important for Puducherry to reach 100% GER by 2012. ● Enhancing quality in secondary Education at schools is addressed by introducing innovative methodology in teaching learning, teacher enrichment and transformed evaluatory system. And also all-round development of- physical, emotional, intellectual, psychological development of children need to be looked into.
35	Orissa	<ul style="list-style-type: none"> ○ The Planning process of the state mentions that the school has

been taken as the unit of planning. Though the state has made the process of planning decentralized, but the annual plan is not able to capture the diversity and the uniqueness of the districts and the schools in that district. There seems to be a single strategy for the entire state. Though some effort has been made to target areas where there is a high tribal concentration, but most activities lack details. The state has 5 districts which are affected by left wing extremism for which there are no specific plans and targets. Though 195 schools from these districts have been proposed for upgradation in the current years plan, but it is not a conscious strategy adopted by the state. The state probably needs to revisit the planning process and to reconcile its planning process with the output.

- The Planning Process should keep in mind that access does not guarantee a good quality of education and that while building schools and improving enrolment is important, education goes much beyond that. Therefore the “School Improvement Plan” should have a section “School Quality Improvement Plan”. The Annual Work Plan and Budget must include sample “School Quality Improvement Plan”.
- The Annual Work Plan needs to follow a logical sequence with one single argument that includes the following for every activity planned: a) situation analysis b) issues c) programmes d) targets e) available resources, f) resource gaps, g) funding indication h) implementation management
