Secondary Education
Planning and Appraisal Manual

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NUEPA

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FOREWORD

The 'Secondary Education: Planning and Appraisal Manual' has been developed by the National University of Educational Planning and Administration (NUEPA) for the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), which was launched in March, 2009 with the objective of universalizing quality secondary education.

The task of developing this Manual was challenging as it is intended to be used by all States and Union Territories in formulating their plans for expansion, inclusion and excellence at the secondary level of education. Varying ecological, socio-economic and educational conditions added to its complexity. I thank NUEPA for undertaking this task of great importance for effective and meaningful planning and implementation of the RMSA.

The Manual deals with the approaches, methodologies and technical aspects of plan formulation and appraisal, as per the norms of RMSA. However, it is expected that this Manual will go beyond planning and appraisal under RMSA and will support such exercises under other centrally sponsored schemes dealing with secondary education as well. Thus the hope is that this Manual will also function as a tool for convergence of programmes related to secondary education. I trust that policymakers, implementers, school administrators, teachers, and others involved in secondary education will find it useful as they engage with the strengths and weaknesses, the challenges and opportunities of the secondary education sector.

I place on record my deep appreciation for the concerted effort and hard work put in by the NUEPA team under the leadership of Prof. R. Govinda, Vice Chancellor. In particular, I would like to acknowledge the contribution of Prof. S.M.I.A. Zaidi, Dr K. Biswal, Dr N.K. Mohanty and Shri A.A.C.Lal, Consultant, who made up the core of the team at NUEPA.

Thanks are also due to the Secondary Education Bureau in the Ministry of HRD, under the leadership of the former and present Joint Secretaries, and the RMSA Technical Support Group for their constant involvement and support.

(Anshu Vaish)

New Delhi
December 22, 2011

PREFACE

The country has made big strides during the last six decades in the field of school education, with unprecedented expansion of school infrastructure and student enrolment. What initially began as a move towards universalising elementary education through Sarva Shiksha Abhiyan got greater fillip and a new perspective with the Right to Education Act. Consequent to these developments there has been an increasing demand for secondary education in the country. Further, there is a clear realization that with the emergence of a knowledge based society secondary education has to be treated as basic requirement for personal progress in life, as well as for meeting national development goals. In this context, the launch of the 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)' in 2009 to achieve universal secondary education in a mission mode marked a major step in this direction. The vision of this programme is to make good quality education available, accessible and affordable to all young persons in the age of 14-18 years.

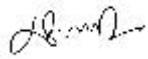
Planning, designing, appraising and monitoring progress in implementation of RMSA programme at the district and state levels is a challenging task. The challenge of planning secondary education under RMSA could be attributed to its unique features, including addressing the needs of children from a pluralist socio-economic, educational and cultural backgrounds; meeting their needs and aspirations to continue with higher education or entering the world of work. Efforts in the area of secondary education are, of course, not altogether new. Therefore, several existing schemes related to secondary education are being gradually subsumed under the umbrella of RMSA. The challenge also lies in promoting complementarity among the approaches, interventions and resources of these schemes. The RMSA envisages greater role for communities, panchayati raj institutions and other stake holders in all aspects of planning and implementation, leading to considerable devolution and decentralization of authority and management functions. Therefore, a very pragmatic approach is needed in development and appraisal of district and state level secondary education plans prepared under RMSA. Sufficient technical knowledge to deal with quantitative aspects and also to meaningfully address issues of quality is needed. It is a challenging task to build the capacity of the planning teams constituted at the state and district levels for planning and management of the secondary education in their respective areas under RMSA programme.

Considering the expertise available in the National University of Educational Planning and Administration (NUEPA), the pivotal role played by its Faculty in drawing the contours of RMSA, and the long experience it has acquired in guiding and training of state and district planning teams in planning and appraisal of district education plans, the Department of School Education and Literacy, Ministry of HRD, Government of India desired that NUEPA may develop a 'Planning and Appraisal Manual for Secondary Education'. In response, this

manual has been prepared with the purpose of equipping the planning teams with knowledge and skills relevant to planning for secondary education, developing need-based secondary education plan using appropriate methodology and techniques, developing capacity for involving communities, PRIs and other stake holders in plan preparation and, finally, providing necessary inputs for undertaking the appraisal of secondary education plans. Care has been taken to make the manual user friendly by casting it in the form of self-learning material which may be suitable for the users at different levels. The first part of the manual focuses on providing knowledge about the methodology of plan formulation, developing skills to use techniques of population and enrolment projection and equip the users to set targets. This part also provides technical notes on computing the performance indicators related to secondary education. The second part provides details of plan formulation in terms of preparing the perspective plan and the Annual Work Plan and Budget. The third part of the manual exclusively deals with various aspects of appraisal, such as purpose and approach of appraisal, process of appraisal and aspects to be looked into or reviewed while appraising different components. It also provides an overview of different issues concerning planning and appraisal of social sector programmes, especially those relating to secondary education.

The draft of the manual was discussed in several rounds of meetings and accordingly underwent changes to accommodate suggestions and observations given by national and international organizations, GOI and of the participating states and UTs. The revised draft of the manual was thoroughly discussed in two training programmes organized at NUEPA involving state and district level officers responsible for management of secondary education. Efforts have been made to bring out the manual at a time when states and UTs are initiating activities to develop their annual work plan and budget, under the RMSA programme, for the year 2012-13, with the hope of getting improved district and state plans.

The manual has been developed by a team consisting of Prof. S.M.I.A Zaidi, Dr. K.K. Biswal and Dr. N.K. Mohanty of Department of Educational Planning and Shri A.A.C. Lal, Consultant of NUEPA. I highly appreciate their contribution in undertaking and successfully completing the task of developing the manual. I am confident that this manual will help the state and district planning teams as well as other professionals who are working in the area of planning and management of secondary education in the country.



(R. Govinda)
Vice-Chancellor
NUEPA, New Delhi

ACKNOWLEDGEMENTS

The country has made tremendous progress in the field of education since independence. However, the progress does not seem be uniform across various levels and it may be noted that progress made in the area of secondary education has been relatively slow. The access to secondary education is still a serious concern in many educationally backward states of the country. The development of secondary education has been, more or less, exclusively the responsibility of state governments and UT administration, and the states could not, for some reason or the other, focus on this sector of education properly. Further, the role of central government has also been almost negligible in development of secondary education in the country.

It is heartening to note that in the Eleventh Five Year Plan the Government of India had given lot of emphasis to development of secondary education and the allocation for this sector has been increased many fold in the Eleventh plan, as compared to the allocations made in the Tenth Five Year Plan. Several centrally sponsored schemes have been launched in the country for the development of secondary education, namely: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model Schools, Girls' Hostel, ICT@schools, Integrated Education for Disabled in Secondary Schools (IEDSS), National Means cum Merit Scholarship (NMMS), Incentive for Girls, Vocational Education and Language Teachers. Out of these nine schemes the highest allocation in the Eleventh Five Year Plan has been made for the RMSA programme.

Under these schemes, and especially for the implementation of the RMSA, the states are expected to develop their plans and submit them for appraisal and approval of the Government of India. The focus in RMSA has been on developing the District Secondary Education Plan (DSEP) by all districts and also developing state level secondary education plans on the basis of the DSEPs. It was felt that a manual needs to be developed for facilitating the district and state teams for planning and implementation of these schemes, specifically RMSA. Keeping this in view, NUEPA, on the request of Department of Schools Education and Literacy, Ministry of HRD, Government of India, developed this Manual, which not only covers the planning but also the appraisal of secondary education plans to be developed in the states under these above mentioned centrally sponsored secondary education schemes.

This manual is an outcome of a meticulous process under which very valuable inputs have been provided by several organizations, individuals and stakeholders. We gratefully acknowledge the contributions made by each of them. At the outset, we acknowledge our heartfelt thanks to the officials of Department of School Education and Literacy, Ministry of HRD, Government of India, for showing faith in us and assigning us the responsibility of developing this manual. We are especially grateful to Ms. Anshu Vaish, Secretary, Department of School Education and Literacy, Ministry of HRD, Government of India, for writing Foreword of this document. We put on records our thanks to Shri S.C.

Khuntia and Shri R.P. Sisodia, former Joint Secretaries (SE), Shri Satish Namboodiripad and Dr. Alka Bhargav, former Directors (SE) and Shri Bhaskar Dasgupta, former Under Secretary (SE) Department of School Education and Literacy, Ministry of HRD, Government of India. Our sincere thanks are due to Mrs. Radha Chauhan present Joint Secretary (SE), Ms. Caralyn K. Deshmukh, Director (SE) and Shri R.L. Gupta, Section Officer (SE) and other officials of the Department of School Education and Literacy, Ministry of HRD, Government of India, for giving valuable suggestions during the process of development of this manual.

In order to get feedback and elicit comments and suggestions of the stake holders and other important functionaries working in the area of secondary education, the draft of this manual was presented and discussed thoroughly in various forums, which are as follows:

1. Five day workshop conducted at India Habitat Centre, New Delhi during May 16-20, 2011, where officials of MHRD GOI, World Bank, DEA, NUEPA, NCERT, NIPFP and TSG (RMSA), Ed. CIL New Delhi, participated.

2. One day workshop organized at NUEPA on July 07, 2011, in which the officials of MHRD, GOI, representatives of 10 state Governments, NCERT, Technical Support Group (RMSA), Ed.CIL actively participated.

3. Five days Training Programme on Planning for Secondary Education organized by Department of Educational Planning at NUEPA, New Delhi during May 23-27, 2011, in which representatives from 20 states and union territories participated.

4. Four days Training Programme on School Mapping at Secondary Level organized by Department of Educational Planning, NUEPA at Chennai during August 1-4, 2011, in which 23 states and UTs participated.

5. Three days National workshop on Use of SEMIS Data for Planning and Monitoring of Secondary Education organized by Department of Educational Planning at NUEPA, New Delhi during August 24-26, 2011, in which representatives from 27 states and union territories participated.

6. Five days Training Programme on School Mapping and Formulation of District Secondary Education Plans conducted by the Department of Educational Planning, NUEPA at Bhubaneswar during September 19-23, 2011, in which 40 officials working in secondary education at the district and state level in Orissa participated.

As it may not be possible to acknowledge all the participants of these above mentioned programmes individually, we put on records our sincere thanks to all of them, as without their valuable comments and suggestions this manual could not have been properly shaped.

We are thankful to the officials of the World Bank and DFID New Delhi office for sending us their valuable comments and suggestions that helped us in fine-tuning the contents of the manual. Our thanks are due to the members of Technical Support Group (RMSA), Educational Consultants India Ltd. In this regard we are especially thankful to Shri Mohd Altab,

Sr. Consultant (Planning), Shri Manoj Mishra, Sr. Consultant (Planning), Shri Sushil Kumar, Sr. Consultant (Civil Works) and Ms. Amita Singla, Sr. Consultant (Finance) of Technical Support Group (RMSA), Educational Consultants India Ltd. under MHRD, New Delhi, who have not only participated in various forums and gave valuable suggestions but have also made available relevant material that has been used in developing this manual.

The manual has been developed under the guidance of Prof. R. Govinda, Vice-Chancellor NUEPA, without whose constant encouragement and support the manual could not have seen the light of the day. We put on record out sincere thanks to him for his encouragement and support and also for kindly agreeing to write the preface of this manual. Though the responsibility of developing this manual has been taken by the faculty members of the Department of Educational Planning, NUEPA, with active help and full support of Shri A.A.C. Lal, many persons in NUEPA have directly or indirectly helped us to facilitate in this work. We are thankful to the Administration and Accounts Section and Training cell of NUEPA without whose help and cooperation this manual could not have been completed.

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ABBREVIATIONS

AIP	Area Intensive Programme
AWP&B	Annual Work Plan and Budget
BPL	Below Poverty Line
CABE	Central Advisory Board of Education
CCE	Continuous and Comprehensive Evaluation
CD	Community Development
CE	Coefficient of Efficiency
CIE	Central Institute of Education
CTE	College of Teacher Education
CWSN	Children with Special Need
DCG	District Core Group
DIET	District Institute of Education and Training
DISE	District Information System of Education
DOE	Department of Education
DPC	District Planning Committee
DPO	District Project Office
DSEP	District Secondary Education Plan
EBM	Educationally backward Minority
Ed. CIL	Educational Consultants of India Limited
EDUSAT	Educational Satellite
EFA	Education for All
FFI	Framework for Implementation
GER	Gross Enrolment Ratio
GIS	Geographical Information System
GOI	Government of India

GPI	Gender parity Index
HM	Head master
IASE	Institute of Advance Studies in Education
ICT	Information and Communication Technology
IEDSS	Integrated Education for Disabled in Secondary Schools
IIM	Indian Institute of management
JNV	Jawahar Navodaya Vidyalaya
KGBV	Kasturba Gandhi Balika Vidyalaya
KV	Kendriya Vidyalaya
KVS	Kendriya Vidylaya Sangathan
LFA	Log Frame Analysis
LRC	Learning Resource Centre
MDM	Mid Day Meal
MHRD	Ministry of Human Resource Development
MI	Monitoring Institution
MIS	Management Information System
MLA	Member of Legislative Assembly
MLALAD	Member of Legislative Assembly Local Area Development
MMER	Management Monitoring Research and Evaluation
MP	Member of Parliament
MPLAD	Member of Parliament Local Area Development
MTA	Ministry of Tribal Affairs
M&E	Monitoring and Evaluation
NAR	Net Access Ratio
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCTE	National Council for Teacher Education
NER	Net Enrolment Ratio

NGO	Non Government Organization
NIEPA	National Institute of Educational Planning and Administration
NIOS	National Institute of Open Schooling
NSIC	National Small Scale Industrial Corporation
NUEPA	National University of Educational Planning and Administration
NVS	Navodaya Vidyalaya Samiti
OBC	Other Backward Classes
PAB	Project Approval Board
PEST	Political, Economic, Social and Technological
PGT	Post Graduate Teacher
PPP	Public Private Partnership
PRI	Panchayati Raj Institution
PTR	Pupil Teacher Ratio
PWD	Public Works Department / Person with Disability
RGI	Registrar General of India
RIE	Regional Institute of Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
ROT	Receive Only Terminal
RP	Resource Person
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SDMC	School Development and Management Committee
SEMIS	Secondary Education Management Information System
SFD	Special Focus District
SGDP	State Gross Domestic Product
SIEMAT	State Institute of Educational Management and Training
SIP	School Improvement Plan
SIT	Satellite Information Technology

SMART	Specific, Measurable, Achievable, Realistic and Time bound
SMC	School Management Committee
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
SSEP	State Secondary Education Plan
SSPLP	Secondary Schools per Lakh Population
ST	Scheduled Tribe
SWAP	Sector-wide approach
SWOT	Strengths Weaknesses opportunities and Threats
TGT	Trained Graduate Teacher
TLM	Teaching Learning Material
TOR	Terms of Reference
TSG	Technical Support Group
TVET	Technical and Vocational Education and Training
UEE	Universalization of Elementary Education
UPS	Upper Primary School
USE	Unversalization of Secondary Education
UT	Union Territory
VTC	Vocational Training Centre

About the Manual

The Context

The nation has been making concerted efforts in providing quality elementary education to all children in the age group of 6-14 years. Several interventions have been undertaken for many decades for fulfilling this constitutional obligation. The latest such intervention is the Sarva Shiksha Abhiyan (SSA), a country-wide programme for UEE launched in 2001/02. This programme has been a success to a great extent in providing valuable experiences in planning and implementation of educational programmes at the sub-national levels. This has also prompted to seriously consider moving towards universalizing education for all children in the age group of 14-18 years, i.e. up to the secondary stage of school education. No serious effort in this direction has been made so far. Secondary stage has been viewed as a crucial stage mainly on two counts: (a) providing opportunities to children for vertical mobility in the ladder of formal education; and (b) to enable them to enter the world of work.

The enrolment of children in educational institutions in the country has been like a pyramid in which enrolment at the lower classes in schools is highest and it declines in each succeeding class and is lowest in higher education. The effective secondary education inter-alia enables the children for active participation in the national development process as well as opens the doors for them for their further education. Secondary stage, therefore, also becomes the base for meeting the human resource requirement of the country. In view of the above as well as based on the recommendations of the CABE, a country-wide secondary education development programme called the "Rashtriya Madhyamik Shiksha Abhiyan (RMSA)" has been launched since 2009/10. The RMSA provides an unique opportunity to improve access to and participation in quality secondary education in the country. The model of democratic decentralization promoted by the RMSA also aims at improving accountability, transparency and service delivery, particularly at the district level. Enhancing quality through building capacity for measuring learning outcomes and promoting curriculum development and transaction are also considered development concerns under the RMSA.

RMSA is the first large scale intervention for universalizing access to and quality of secondary education covering the socio-economic and ecological variations as well as people from diverse educational and cultural backgrounds. Therefore, the planning interventions at different levels and appraising the same have to be undertaken with utmost care and skill. It is all the more important and challenging because RMSA has been taken up in an "Abhiyan" mode. In the initial years, the secondary education development plans, mostly at the state level, have been developed on the basis of the common understanding developed by the states in various consultative meetings/workshops of the MHRD, GOI and several short term training programmes conducted by NUEPA. However, according to the Framework for Implementation of

the RMSA, secondary education development plans need to be developed at the revenue district level, mostly drawing from the secondary school improvement plans. Therefore, it has been felt that there is a need for developing a manual for planning and appraisal of secondary education under the RMSA basically to facilitate creation of the individual and organizational capacity.

Objectives of the Manual

In developing the manual, state experiences of plan formulation, their appraisal, and the related strengths and weaknesses have been kept in mind. Accordingly, the broad objective of the manual is to provide an overview of various aspects of planning and appraisal under RMSA to the planning and appraisal team members, as well as enhance their capabilities in the respective fields. The planning teams of other centrally sponsored schemes in secondary education, such as Model Schools, Girls Hostel, ICT@ School, IEDSS, National Merit-cum-Means Scholarship, Incentives for Girls, Vocational Education, Award for Teachers etc., may also take insights from this manual while developing plans for these schemes. The specific objectives of the manual are:

- To provide an insight into the various aspects of planning for secondary education under the RMSA, especially at the district and state levels;
- To equip the planners with requisite knowledge and skills to develop the need-based district secondary education development plan using simple projection and other relevant techniques and adhering to the broad framework and financial norms of RMSA;
- To facilitate capacity building interventions for promoting participatory planning process involving local communities/PRIs, school managers and other stake holders; and
- To provide inputs to the plan appraisal processes for taking the holistic view of the plans and ensure linear and lateral complementarities among the planned interventions, resources, accountability, etc.

It is expected that the Manual will also serve as a guide for planners and appraisal teams.

Target Users

The manual would be helpful to all those who are involved in planning and implementation of secondary education development programmes, especially the RMSA at various levels. However, it is developed keeping in view the needs of the planners and appraisal teams at the district level. Following are the main target users of the manual:

- Planning team/core group/DPC members at the district level.
- The heads of the institutions and others involved in developing plan at district and state level including the PRIs/community members and other stakeholders.
- The state level planning team for scrutinizing the district plans and developing the state component plan.
- The state level appraisal teams (State Executive Committee of RMSA)
- The appraisal team at the National level for appraising state and district plans.

- Though the target users are from National to institution level, the main focus target users are the district level planners and appraisal teams.

Outcomes

The planning and appraisal team members, both at national and sub-national levels, are expected to develop better understanding of plan formulation and appraisal by using the manual. The educational managers/administrators at various levels will also have insights into the rationale and strategies for implementation of planned secondary education development activities. The Manual will also serve as a guide for capacity building of planning and the appraisal team members.

Basic Characteristic and Structure of the Manual

The manual is designed to serve as a self-learning material. Since the manual is expected to be used mostly by the state and district level personnel, including the school level planning teams, efforts have been made to use very simple language and make it a user friendly document. In order to make the concept and approaches clear, technical notes with examples have been given in the manual at appropriate places. The structure of the manual is such that a continuum is maintained across different sections.

The manual comprises of three parts. Part One provides a brief introduction to the RMSA, planning methodology and technical notes on key performance indicators and projection of school age population and enrolment. It provides the requisite information about the RMSA including the relevant aspects of planning and appraisal components.

Part Two discusses the "Framework for Developing the Secondary Education Development Plan under RMSA." This part provides a step by step account of plan formulation with a detailed outline of the District Secondary Education Plan. This part aims at equipping the planning and appraisal team with the necessary knowledge and skills to draft the plan document within the overall institutional framework of RMSA.

Part Three deals with the appraisal of the District Secondary Education Development Plan. Along with a brief introduction to plan appraisal, this part focuses on what would the appraisal team look for while examining the plan document based on the given appraisal criteria.

How to use the Manual

Part One of the manual needs to be read thoroughly as it provides the understanding of both planning and appraisal of plans, in addition to the details of the RMSA. One can then easily understand the exercises and activities suggested in parts two and three. All the three parts of the manual are inter-related. Once through Part One, it is expected that the reader would have an overview of the RMSA, and the model and the methodology of decentralized planning adopted by the RMSA. The reader will also become familiar with the key performance indicators used to measure the status and progress in secondary education along with technical notes on estimation procedures, data requirements and sources and the use of these indicators in plan formulation and appraisal. This part will ensure a minimum threshold level of knowledge and skills necessary to proceed on to Part Two.

In Part Two, the reader will receive step by step guidance on how to organize the plan document in

several chapters and what each of this chapter would contain, and how these chapters would get connected to each other. In Part Three, the appraisal team would get the required tips for assessing the extent to which the plan is in line with the planning process, techniques, targets, strategies, interventions, estimation of additional requirements and budgeting and financing of proposed secondary education development interventions.

* * * * *

Part One

Developing the District Secondary Education Development Plan (DSEP) under the RMSA: Context, Methodology and Technical Notes

I. Introduction

In recent years, investments in Education for All (EFA) programmes have led to substantial expansion of the elementary education sub-sector. Besides improvements in schooling infrastructure, intakes at the primary and upper primary levels have gone up visibly. This trend is likely to continue for the next several years. At the same time, India's impressive sustained economic growth has increased household and labor market demand for secondary and higher education (World Bank 2009). Secondary education's contribution to economic growth demonstrated high social benefits, and support of democratic citizenship calls for increasing public investment at this level, particularly in view of the very large inequalities in access to secondary education by income, gender, social group and region. The challenge is to substantially improve access, equity and quality of secondary schooling simultaneously.

Currently, the role of the state should be to universalize opportunity so as to facilitate all children to attend secondary school, rather than to universalize access (World Bank 2009). Increasing the supply of effective teachers is also a major issue. Government has an important role to play in ensuring equity to access in secondary education. Targeted, supply- and demand-side programs for socio-economically disadvantaged groups are called for to improve equity. India needs to make the qualitative investments in teacher education and accountability, curriculum reform, quality assurance, examinations reform, national assessment capabilities and management information systems, which will require time and significant institutional capacity building to succeed at a national scale. The recently launched centrally sponsored scheme for secondary education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), offers a strategic opportunity to improve access and equity, enhance quality, accountability and ability to measure learning outcomes, and promote standardization of curriculum and examinations across states. In order to develop proper understanding among the planning teams at different levels, the highlights and significant features of the RMSA are given below[1]. The plans may be developed keeping in view these basic characteristics and financial norms of the schemes.

1.1 Vision, Goals and Objectives

Vision: Making good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

The vision envisaged to achieve the following:

- Making the secondary schooling provisions available within a reasonable distance of any habitation, i.e. 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools;
- Ensuring universal access to secondary education by 2017 (GER of 100%)
- Universal retention by 2020; and

[1] *Based on Rashtriya Madhyamik Abhiyan Framework for Implementation, Ministry of Human Resource Development, Government of India.*

- Higher Level of Equity: Providing access to secondary education with special references to focus groups - i.e. economically and educationally backward sections, the girls and the disabled children residing in rural areas, and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

"The vision should be expanded to include "Enabling the students to enter the world of work. This is especially important, as the data indicates that a large number of children drop out of school or do not enroll for higher education after secondary/ higher secondary level of education and start working"

Goals: Universal Access to Secondary Schooling; Equality and Social Justice; Relevance and Development; Curricular and Structural Aspects; and Promotion of Common School System.

Objectives:

(1) Rationalizing facilities across secondary schools as per norms. That is, ensuring physical facilities, staff and supplies in all secondary schools, at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

(2) Improving access to secondary schooling to all young persons according to norms -- secondary schools within 5 kms, and higher secondary schools within 7-10 kms; efficient and safe transport arrangements/ residential facilities; expansion of open schooling; residential schools in hilly and difficult areas.

(3) Delivering secondary education of good quality to all, irrespective of gender, socio-economic, disability and other barriers.

(4) Enhancing intellectual, social and cultural learning in secondary schooling.

1.2 Approach and Strategy

Access

- Expansion and strengthening of existing Secondary Schools & Higher Secondary Schools;
- Upgradation of Upper Primary Schools based on school mapping exercise, with all the necessary infrastructure facilities and teachers;
- Upgradation of Secondary Schools to Higher Secondary Schools based upon the school mapping exercise;
- Opening of new Schools in unserved areas based on the school mapping exercise; and
- Promoting PPP models in the expansion of the secondary schooling network.

Quality Improvement

- Improving enabling conditions in schools- i.e. providing required infrastructure in secondary schools, improved teaching learning processes and making the social, affective and academic environment conducive to learning;

- Rationalization of teacher deployment and appointment of additional teachers, and in-service training of teachers;
- Learning enhancement interventions for students entering class IX;
- Reviewing curriculum to meet the NCF, 2005 norms; and
- Residential accommodation for teachers in rural and difficult hilly areas with focus on creating accommodation facilities for female teachers.

Equity

- Providing separate toilets for girls in schools;
- Providing all necessary facilities for the differently abled children in all schools;
- Expansion of Open and Distance Learning; and.
- Under other schemes it is suggested that States take advantage of centrally sponsored scheme, centre sector scheme and state schemes for providing free lodging and boarding facilities, scholarship and cash incentives to disadvantage group of students like girls, SC, ST, OBC and minority community

1.3 Institutional Reforms and Strengthening of Resource Institutions

- Reforms in school governance--improving school performance by decentralizing management and accountability;
- 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.
- Involvement of Panchayati Raj Institutions and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent-Teacher Associations, in planning, implementation, monitoring and evaluation processes.
- Subsuming in the RMSA all existing centrally sponsored schemes for secondary education;
- Making provisions for earning while learning for children who want to work, by preparing them for self employment or part-time employment; and
- States/UTs may establish vocational training centers (VTC) and institutions at the block, district levels.
- Promoting pace-setting schools, such as

KVs, NVs, model schools, and strengthening their role in the development of general secondary education.

The RMSA envisages a bottom-up approach to planning and management of secondary education development interventions. Evidence-based strategic planning and mainstreaming the management are the key features of the RMSA.

1.4 School Infrastructure, Learning Resources, Teachers and Others

- It is imperative to have projection of additional enrolments at Secondary Stage and the targets.
- Strategies to universalize access should include: (i) Strengthening of existing secondary schools and deploying required number of subject-wise teachers; (ii) Upgradation of existing Upper Primary Schools; (iii) Opening of New Secondary Schools.
- The norms for estimation of requirements under RMSA, (as per Framework for Implementation), are given in ***Annexure-I which may be amended from time to time.*** However, the state may use their state norm in case there is no norm at the national level;

1.5 Quality Improvement Interventions

- Rationalizing quality infrastructure across secondary schools;
- Developing management Information System;
- Curriculum development;
- Development of learning resources;
- Professional development of teachers and competency (e.g. In service training of teachers, Training of heads of the school, site based professional development, etc);
- Subject specific teacher deployment in schools;
- Training of members of the SDMC;
- Improving academic support at all levels;
- Strengthening classroom based support and supervision issues, etc.;
- Focus on total development of children through promotion of sports, cultural activities, project work, involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc.
- Encouragement of work experience of students through attachment of children with professionals, farmers, artisans, in order to master the social and natural context.
- Promotion of art and craft education - cultural study visits, craft mela, etc
- Establishment of Learning Resource Centres (LRC) with (i) Library; (ii) Provision for ICT support; (iii) Link with EDUSAT; and (iv) Learning centre for CWSN
- Promotion of adolescent education -- awareness programmes relating to HIV/AIDS - trained teachers and counselors

- Examination reforms - focus on continuous and comprehensive school based assessment
- Strengthening of guidance and counseling services at the school level - provision of Guidance and Counseling Grant to the States for strengthening of Guidance Bureaus in States.
- Capacity development programmes for planners, administrators, supervisors, local government/SDMC members, etc.
- Leadership development programmes for school heads.

1.6 Interventions for Focus Groups

(Education for Girls, Scheduled Caste and Tribal Children, Children from Educationally Backward Minority Community and Children with Disability, etc.)

1.6.1 Girls' Education

- Gender component in all interventions.
- 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.
- Provision of transport facilities to the girls.
- State transport/pass facility may be made available to the 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

1.6.2 Education of SCs/ STs/ OBCs/ Educationally Backward Minorities and other Disadvantage Groups

- Representation of SCs and STs in SDMC.
- Contextualization of pedagogic processes and creation of ethos (NCF 2005)
- Development of local specific teaching-learning material.
- RMSA provides flexibility to local units for development of context specific intervention for SCs, STs 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.
  - Monitoring regularly.
  - Providing context specific intervention in the form of a hostel, an incentive or special facility as required.

- Provision of one additional language teacher (tribal languages) of at least TGT level (per school).
- Strengthening teachers training component of Ashram Schools looked after by the Ministry of Tribal Affairs (MTA).
- Provision for scholarships.
- Prime Minister's 15 Point-programme for the Welfare of Minorities.
- Giving priority to minority and SC/ST dominated areas while opening secondary/senior secondary schools (Sachar Committee).
- State Governments are expected to design specific interventions and campaign programmes to bring educationally backward communities into the educational process. Block and Village Panchayats would play a proactive role in this. Some interventions could be as follows:

Access and Enrolment

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

Retention

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

Achievement

- Special teaching classes/remedial classes, particularly for the children who are not doing academically well.
- Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.
- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.

- Teacher sensitization programmes.
- Community Mobilization & innovative interventions (out of 2.2% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.).
- Inclusive education where all children study together.
- Providing textbooks, Workbooks, and Stationeries etc.*
- Providing Uniforms, Footwear etc.*
- Provision of Bicycle/wheelchair; boarding and lodging for each child.*
- Stipend for day scholars*

(* to be undertaken through convergence with other schemes)

Out of School Children

- Identification of children who are out of school in the course of micro-planning.
- For identifying the out-of-school children at the secondary level, it is suggested that all those grade VIII graduates of a given year who do not transit to formal secondary school or distance learning centre at state or national open school may be considered as out-of-school children for that year
- The planning of interventions has to be made for children who cannot join regular secondary schools.
- Assistance will be provided on the basis of assessment of out of school children and provision made in District Plan.

Open Schooling System

- Open Schooling network needs to be expanded to ensure that every state provides Open Schooling facility through its regional language.
- The scheme of Open and Distance Learning will form part of the RMSA.

1.7 Improvement of School Infrastructure and Civil Works

The allocation for civil works will not exceed 33% of the approved Perspective Plan.

- In a particular year's Annual Plan, provision for civil works can be considered up to 40% of the Annual Plan expenditure, depending upon the priorities assigned to various components of the scheme in that year within the overall project ceiling of 33%.
- Each State must formulate a strategy for repair. This expenditure will not be included for calculation of the 33% ceiling on civil works.
- School Management and Development Committees will have to carry out the civil works activities through a transparent system of account keeping.
- The School Management and Development Committee could certify the maintenance and repair work undertaken in a school.
- Efforts to improve the school environment by addition of a few inexpensive internal and external elements will be made. Use of

local materials and cost effective technologies will be encouraged. Repair and maintenance of buildings will be given the priority.

- All schools will be fitted with rain water harvesting system and disabled friendly provisions.
- RMSA will encourage use of local construction materials and low cost technologies.
- Civil works under RMSA should start with a proper assessment of the infrastructure requirement for each district.
- There needs to be a school-wise compilation of physical and monetary requirements.
- The attempt should be made to find out the minimum money required to provide adequate infrastructure to each school, including repairs, toilets, drinking water, etc.
- Provision of additional classrooms is to be considered only after exploring possibility of repairs and double shifts.
- Once the total requirement for the district is obtained, one needs to find out how much of this requirement can be funded through the ongoing schemes and, therefore, what is the gap that is required to be funded through RMSA.
- Provisions for renewable energy utilization may be explored in the school buildings strengthened/ upgraded under RMSA.
- Solar panels for water heating, running water pump, solar lantern etc. are suggested as some of the possible activities.
- Provision for fire safety equipment in schools may be explored.

Components and norms for a New/ Upgraded School (for 4 classrooms)*

Rs in lakhs

S. No	Component	Unit Cost	Total Amount
1.	4 Additional Classrooms (2 sections each for class IX and X in every secondary school)	5.63[2]	22.52
2.	Science Laboratory	6.1	6.1
3.	Lab Equipment	1.0	1.0
4.	Headmaster Room	5.0	5.0
5.	Office Room	5.0	5.0
6.	Computer Room	5.0	5.0
7.	Art/ Craft/ Culture Room	5.0	5.0
8.	Library	7.0	7.0

[2] *Includes Rs. 1.00 lakh towards furniture.*

S. No	Component	Unit Cost	Total Amount
9.	Separate Toilet Block	1.0	1.0
10.	Drinking Water Facilities	0.5	0.5
	Total per New/upgraded School		**58.12**
Components and norms for a New/ Upgraded School (for 2 classrooms)			
1.	2 Additional Classrooms (1 section each for class IX and X in every secondary school)	5.63[3]	11.26
2.	Science Laboratory	6.1	6.1
3.	Lab Equipment	1.0	1.0
4.	Headmaster Room	5.0	5.0
5.	Office Room	5.0	5.0
6.	Computer Room	5.0	5.0
7.	Art/ Craft/ Culture Room	5.0	5.0
8.	Library	7.0[4]	7.0
9.	Separate Toilet Block	1.0	1.0
10.	Drinking Water Facilities	0.5	0.5
	Total per New/upgraded School		**46.86**
Components and norms for strengthening of existing School			
			Rs in lakhs
1.	2 Additional Classrooms	5.63	11.26
2.	Science Laboratory	6.1	6.1
3.	Lab Equipment	1.0	1.0
4.	Computer Room	5.0	5.0
5.	Art/ Craft/ Culture Room	5.0	5.0
6.	Library	7.0	7.0
7.	Separate Toilet Block	1.0	1.0
8.	Drinking Water Facilities	0.5	0.5
	Total per New/upgraded School		**36.86**

- ***This is subject to changes in the framework for implementation***

[3] *Includes Rs. 1.00 lakh towards furniture.*
[4] *Includes Rs. 25000/- towards furniture*

II. Methodology of the District Secondary Education Plan (DSEP) Formulation under the RMSA

2.1 Decentralized Planning in Secondary Education

'Decentralization' as a development philosophy refers to a 'process', a continuum in the development thinking. It is a complex, multidimensional and often an elusive phenomenon. Seemingly promising in a number of high and middle income countries for improving democracy and equity, decentralization has remained largely a sort of development rhetoric with limited impact on governance and service delivery in many of the low income countries, including India. However, it is being increasingly recognized that the degree of decentralization often shapes the nature and effectiveness of strategic management models of development projects and programmes in a given setting. Although it exhibits itself in different forms (i.e. deconcentration, delegation, devolution and privatization), as a 'process', decentralization has two major components: (i) decentralized administration, and (ii) decentralized democracy.

'Decentralized administration' is primarily a managerial idea, which aims at increasing the efficiency in service delivery by adopting a strategy of administrative decentralization. In this model of decentralization, decision-makers are mostly the administrative personnel, and there is more focus on finding management solutions for improving service delivery; the citizens, however, exist as mere beneficiaries. Decentralized democracy is a political idea that seeks to promote citizens' participation in decision-making and effective service delivery. Promoting participatory decision making is intrinsic in this model of decentralization. In most developing countries like India, however, decentralization reforms are ambiguous and often create confusion at the local level about the rules and policies governing the decentralization model being pursued in implementing nation-wide development programmes. India, on the basis of the 73rd and 74th Constitutional Amendments, however, has gone for the 'decentralized democracy' model of decentralization; a watershed in the evolution of political institutions, which moved the structure of local government from a model of 'decentralized administration' to one of 'self-government'. This model of decentralization recognizes the need for balancing the two values of 'citizen participation' and 'service delivery' in designing and implementing development projects and programmes.

This model of decentralization, among others, aims at citizens' empowerment for breaking the hold of elites, particularly in rural India, over resource use and distribution; a greater say of the marginalized groups in the distribution of state welfare schemes; a deeper involvement in the planning, implementation, and monitoring of development initiatives; identifying local priorities and seeking locally and regionally diverse solutions to them; increasing the

accountability of local officials; and ultimately producing good governance. Not only does this decentralization model aim at deepening democracy, enlarging opportunities for citizen participation, giving due weightage to local knowledge and preferences about development, promoting state-society partnership, but it also focuses on integrating social audit into various development programmes.

Although not very explicit, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) adopts the 'decentralized democracy' model of decentralization for its strategic management. Accordingly, it has been envisaged in the RMSA to develop the revenue district level secondary education development plans, given the overall multi-level planning framework in the country. This implies that even though some planning needs to take place at central and state levels, district and school level planning are considered critical in improving access to and relevance of secondary education. The revenue district, therefore, has been taken as the lowest unit within the overall multilevel planning framework, where medium-term and operational strategic plans are required to be developed under the RMSA for appraisal, negotiation and funding. What it means is that, it is the District Secondary Education Plan (DSEP) and not the State Secondary Education Plan or the School Improvement Plan (SIP)[5], which needs to be appraised, negotiated and funded. It, however, may be noted that, at the state level, only the state component of the proposed interventions in the plan for secondary education development needs to be appraised and funded. Thus, while the School Improvement Plans (SIP) would be the basis for developing the District Secondary Education Plan (DSEP), the State Secondary Education Plan would be the product of aggregation of the DSEPs plus the state level development interventions (see Figures 1a &b).

In the absence of District/Municipality Planning Committees, alternative institutional arrangements are being made under the RMSA to undertake planning and appraisal activities. Although, it is envisaged from the design stage of RMSA that it would be implemented by the existing Departments of Education of the State/UT governments, RMSA is yet to be mainstreamed with their regular planning and administration machinery. In many states, it is envisaged to have separate state and district level societies to manage the programme. As such, a parallel management structure is being created in states as against the original idea of sustaining the gains from RMSA interventions by mainstreaming it with the existing planning and administration machinery. It is expected that states would take necessary steps to mainstream the RMSA in the coming years.

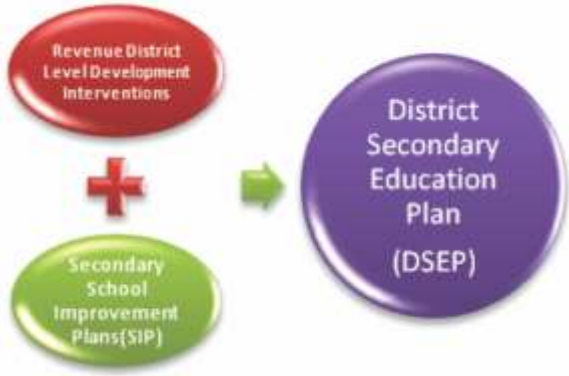


Figure 1a: Sources of the DSEP

Figure 1b: Sources of the SSEP

[5] *It is expected that there would be a separate Appraisal Manual for School Improvement Plan (SIP)*

In the Framework for Implementation (FFI) of the RMSA, it is envisaged to undertake the following activities (in fact, pre-project interventions) in order to create the enabling institutional environment for planning and management of RMSA at the district level:

- Constitution of a high level Task Force to work out comprehensive policies (including norms and parameters), plan and programmes for secondary education;
- Strengthening of the offices of the District Education Officer
- Setting up of an effective information system - i.e. Secondary Education Management Information System (SEMIS);
- Strengthening resource institutions at state, district and block levels;
- Procurement of essential office equipment and computers along with necessary Software;
- Assessment of the additional manpower needs;
- Undertaking detailed mapping of secondary schooling provisions;
- Capacity building of the District Planning Committee (DPC) members, Panchayati Raj functionaries and state and district level officers engaged in the planning and administration of secondary education;
- Baseline assessment studies and course mapping;
- Decentralization of school education with adequate delegation of powers to local bodies, school management committees, etc.;
- Educational administration reforms, including modernization/e-governance and delegation/ decentralization;
- Formulation of a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Improvement of pre-service and in service training of teachers with emphasis on use of ICT ;
- Curriculum review and renewal;
- Examination reforms;
- Environment building and generation of public opinion; and
- Opening of Bank Accounts of SMCs/SDMCs.

At the state level, as part of the operationalization of the RMSA, it is envisaged to undertake the following activities:

- Assessment of the additional manpower needs and identifying RMSA team leadership;
- Procurement of office equipment;
- Cultural activities and other extension activities for community mobilization;
- Collection of initial data relating to availability of school infrastructure and course mapping; and
- Undertaking a set of base line studies etc.

The basic objective of preparatory activities is to initiate a process of institutional development and capacity building for strategic management of secondary education at the local level. Specific emphasis has been on capacity building through

training, rigorous planning processes, data collection and analyses. However, the pre-project activities have not been undertaken effectively in many states because of a number of reasons, including late submission of the plan for pre-project activities and, therefore, late release of funds. It is important to note that many of these pre-project activities are critical and need to be undertaken even after the implementation of the programme. Moreover, it is envisaged to go for strategic planning and management of RMSA, which is evident from the fact that a lot of emphasis has been on developing the School Improvement Plan by the School Management Committee/School Management and Development Committee and a sector-wide approach (SWAp) for implementation of the RMSA.

2.2 Changing Shift in the Planning Approach under the RMSA and the Need for Capacity Building

Over the years, the nature of educational planning has changed considerably; various forecasting techniques and simulation models have been developed either according to the needs of the labour market (manpower forecasting approach), or to the social demand for education (social demand approach), or to the needs of the education Sub-sector with the best rates of return (cost-benefit approach), or a combination of these three (Carron, et al., 2010). However, the shift in the planning approach has been clearly towards thinking big by taking into account all possible development options in the changing environment while remaining focused on results, i.e. towards *strategic planning*. Educational planning is no more considered an independent phase of the management of a development project/programme; rather considered as a management tool of the strategic management cycle, well integrated with its other critical phases (see Figure 2).

Compared to the technocratic input-orientation of the traditional planning approach, educational planning has become strategic (result-oriented) and participatory. It is no more seen as a linear routine-based compliance exercise; the shift is towards educational planning that is interactive, flexible, change-oriented and performance focused. There is greater emphasis on plan implementation rather than preparing a plan document as the end product of the planning exercise. The RMSA recognizes this shift in the planning approach and envisages adopting a planning model that is very much strategic -- guided by an overall sense of direction, result-oriented, sensitive to the development context; it recognizes the planning exercise as a mobilization process of knowledge, resources and institutional capacity, and creating space for states to play a critical role in terms of flexibility in implementation (i.e. allowing states to use many of their existing norms and parameters in planning and management of RMSA).

The shift in the planning approach under the RMSA is evident from the following interventions of planning process envisaged in its framework for implementation that focuses on consultation and participation in the formulation of medium-term (perspective) and annual work plans:

- Creation of a District Core Group (DCG) of governmental and non-governmental persons at the district level (process based), entrusted with the task of implementing RMSA;
- Orientation of the District Core Group;
- Extensive field visits by the DCG, covering

every habitation/village/urban slum and initiating the process of micro planning;

- Intensive interaction with households and local governments (Gram Sabhas/Ward Sabhas for urban areas);
- Emphasis on the critical role of the school and developing the SIP for feeding into the formulation of the DSEP, i.e. creating space for schools for ensuing to adopt a bottom-up approach to planning; and
- Making the Head Master/Principal of the school and his/her team to function like the local resource team for planning.

While there is a lot of emphasis in RMSA on decentralized strategic planning and management for reducing regional inequalities in terms of development of secondary education, and on contributing to more equal distribution of resources and opportunities, the required planning and management capacity is missing at the district and school levels. However, the local level capacity to manage the RMSA is critical to translate its strategic management model into action. In fact, decentralization in the absence of a threshold level of management capacity would not only affect service delivery in RMSA, but would also contribute to maintaining or even further widening the socio-economic, educational and other differences between regions by reducing the central/state government's efforts to stimulate less developed

Figure 2: Strategic Management Cycle

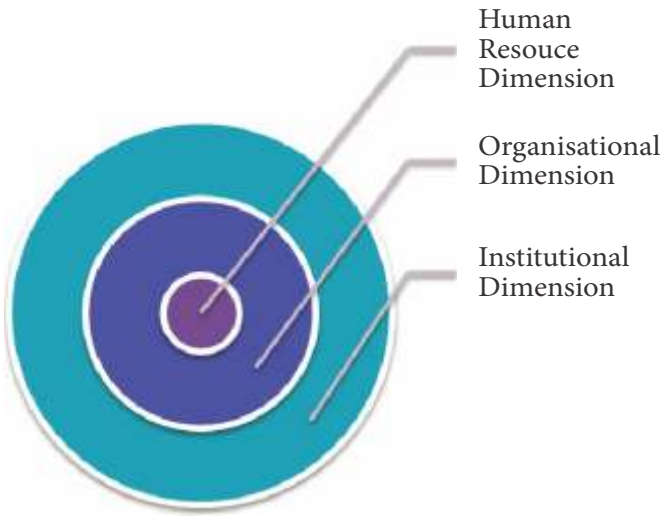
Source: Chang, 2008.

areas/districts. Investment in capacity development, therefore, assumes greater importance for effective management of RMSA. However, the general understanding of the scope of 'capacity development' and the strategies to scale up the related interventions have been narrowly conceived in various reform programmes in the country. It is, therefore, pertinent to discuss briefly the scope of capacity development envisaged in RMSA and the role of this manual towards promoting planning competencies at the subnational levels.

Broadly speaking, 'capacity development' is "a process by which individuals, groups, organizations and societies create, enhance and maintain their capacities over time" (Caillods and Grauwe 2006). Capacity, in turn, refers to the organizational and technical abilities, relationships and values that enable countries, organizations, groups and individuals at all levels of society to carry out functions effectively in order to achieve their development objectives. Capacity has three major dimensions -i.e., human resource, organizational and institutional (see Figure 3).

The human resource dimension aims at enhancing knowledge, skills and values of individuals/ education personnel through training and mentoring. The organizational dimension focuses on enhancing capacities of organizations, particularly those engaged in educational planning and management, such as ministries, national level resource organizations, state education departments, research and training institutions, district and sub-district level education offices, related grassroots level organizations, local governments and schools. The institutional dimension focuses on the most critical component of capacity development, i.e. the environment building, which is extremely important for translating capacities of individuals and organizations into action. It is important to note that all the three dimensions of capacity development need to be given due weigh-tage in designing and implementing education reform programmes like RMSA. Overemphasis on the human resource dimension of capacity building in the absence of organizational and institutional dimensions of capacity building may not yield the desired results in terms of translating strategic management model of

Figure 3: Dimensions of Capacity Development in Educational Planning and Management



RMSA into action. It may be mentioned that this manual focuses more on the human and organizational dimensions of capacity development, while institutional dimension of capacity building activities of RMSA is largely defined in the Framework for Implementation of RMSA, the Education Codes of States and the institutional arrangements defining the working conditions of educational personnel and organizations.

2.3 Methodology of Plan Formulation

An education plan generally aims at operationalizing education development policies of the government. Given the policy framework and the development options agreed upon, and the broad strategies, as well as the related norms and parameters (as given in the Framework for Implementation of the RMSA), the District Planning Team/District Planning committee (DPC) needs to develop a strategic medium-term plan, also known as the perspective plan, that provides a result-oriented road map of development of secondary education up to the end of the 12th Plan period (i.e. 2011/12 to 2016/17), with a rough estimate of the resource requirements. This perspective plan is then implemented in terms of annual work plan, which further details out the component-wise targets, strategies and action programmes, inputs, processes and results more from an implementation perspective. While the perspective plan (2011/12 to 2016/17) would provide an overall development direction, the path and the related requirements, including a rough estimate of the resources for the next six years, the annual work plan would further detail out the strategic interventions and estimate the budgetary requirements for the district, which would be critically appraised, negotiated and funded every year.

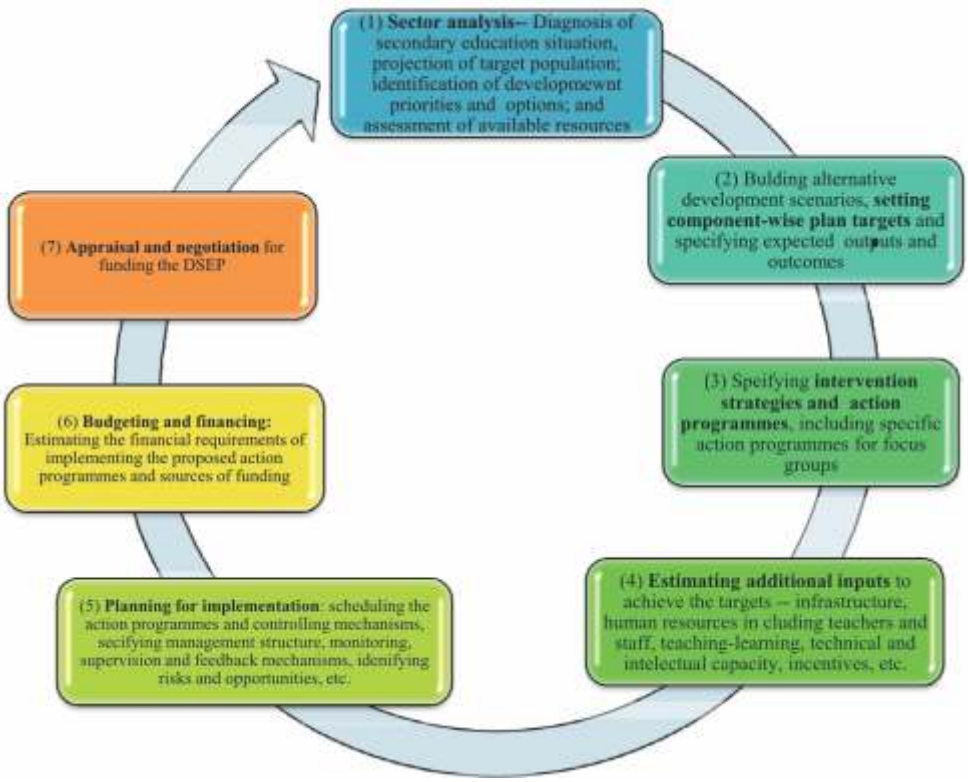
In the above context, this section outlines the technical and methodological aspects of formulating a District Secondary Education Plan (both perspective and annual work plans). The attempt here is not to contain all the components of plan formulation; rather the focus is on describing the broad stages of formulation of the district secondary education plan and the substances this plan could consists of. The detailed outline of the District Secondary Education Plan (DSEP), with necessary technical notes, is given in Part II of this manual, which will provide step by step guidance to the District Planning committee (DPC) in developing and drafting the DSEP.

In general, plan formulation comprises of several inter-connected successive stages which need to be completed in order to have a perspective plan or an annual work plan. While an education development plan may have three major components: (a) sector analysis; (b) definition of development policies and strategies; (c) action programmes and budget estimates, it is envisaged to follow at least seven broad inter-connected and logical stages while developing the perspective/annual work plan under the RMSA: (i) diagnosis of current situation and projection of school age population and enrolment; (ii) setting component-wise plan targets; (iii) specifying intervention strategies and action programmes; (iv) estimating necessary action programme-wise inputs and other related resources; (v) planning for implementation; (vi) estimating the required budget by sources of funding; and (vii) appraisal and negotiation of the plan document (see Figure 4). It may be noted that these stages are not exclusive to each other; they may overlap. But it is important to underline that these are successive stages of the planning cycle; skipping one would not only make the plan document discrete but also slash

the continuity in the development intervention logic. The brief description of the broad stages of the planning cycle is as follows:

Situation Analysis/Diagnosis: Given the development policy framework (as outlined in the FFI of the RMSA), the first step in the plan formulation process is to obtain a comprehensive factual and analytical overview of the present situation of secondary education in the district. This is called the diagnosis stage and the District Planning committee (DPC) needs to answer the question as to where do the districts stand in terms of develop-ment of secondary education and what are the development priorities in the Sub-sector? The analysis needs to be done in an input-process-output and relevance framework. The District Planning Committee (DPC) may have to resort to the analysis of strengths, weaknesses, opportunities and threats (SWOT analysis) of secondary education. Moreover, to capture the overall social, political, economic and technological context of the functioning of the secondary education Sub-sector, the District Planning committee (DPC) may go for PEST analysis. Key performance indicators relating to various components of the secondary education Sub-sector (viz., access, participation, retention, internal efficiency, quality, equity, relevance) need to be constructed and analyzed to find out the current situation, identify development concerns and priorities, and suggest possible development options. At this stage, projection of school age population and analysis of the likely flow of students

Figure 4: Successive Stages of the District Secondary Education Plan (DSEP) Formulation under the RMSA



to grade IX in future years need to be undertaken to have an idea about the growth potential of the sub-sector. The suggested list of component-wise key performance indicators to be analyzed is given in Chapter III in Part II of this manual.

Setting Plan Targets: At this stage of the plan formulation, the District Planning Committee (DPC) tries to answer the question as to what needs to be achieved during the perspective plan period and how to annualize the same for the annual work plan? As the expansion of secondary education is conditional in nature, i.e. depends on the internal efficiency of elementary education, particularly the student flows from grade VIII, it is important to note that before deciding the plan targets, the District Planning Committee (DPC) would build alternative development scenarios of expansion and analyze the implications of the same in terms of their feasibility. At least three development scenarios, i.e., first, based on the national level targets; second, on the past trends in the growth of enrolment in grade VIII and transition rates from grade VIII to IX; and the third, on the basis of expected increase in the transition rates from grade VIII to grade IX due to future interventions under the SSA and RMSA, need to be developed, and the best scenario would be chosen to set the enrolment targets. It may be noted that, as most of the inputs to the secondary education sub-sector be it infrastructure, teachers, pedagogical means, etc., are linked to the size of the enrolment at the secondary level, special care needs to be taken in deciding the most feasible and realistic development scenario of expansion of secondary education. The following points need to be kept in view while setting plan targets in the district level perspective and annual work plan under the RMSA:

- Given the bottom-up approach to planning, the need is to set disaggregated targets by sex, social group, rural and urban areas, etc. It may be noted that, while setting enrolment targets at the secondary level, the unit should be the district, and not the block, as there is the possibility of inter-block migration of secondary school age population.
- Targets are to be set for major plan components -- access, school infrastructure, teacher deployment and quality, enrolment, internal efficiency, gender and social equity, learner achievement, capacity building, etc.
- Targets of annual work plan should be set on the basis of analysis of achievements of plan interventions in the previous year, and the targets for the given year envisaged in the perspective plan thereby maintaining an organic relationship between the perspective and annual work plan.
- Plan targets need to be SMART (specific, measurable, achievable, realistic, and time bound).
- In a decentralized management framework where School Improvement Plan(SIP) forms the basis of DSEP, first, targets relating to infrastructure, teacher, classrooms, pedagogical means should be set at the school level following the given norms and parameters, which should then be aggregated at the district level. The rationale and the methodology of arriving at the plan targets need to be clearly mentioned in the plan document. In the absence of SIP, school-wise data from SEMIS can help set school level targets.
- Under RMSA, the targets for school

improvement need to be comprehensive. In other words, all related civil work for creating infrastructure under the specified school improvement package need to be carried out for a given school in a single year only. No incremental approach to infrastructure development at the school level would be adopted under the RMSA.

- Target setting exercise, particularly enrolment target setting and estimation of new schools/sections, additional classrooms and teachers should follow certain standard procedure/methodology.
- Assumptions for setting plan targets should be realistic.
- All related information used to set plan targets should be provided in the plan document.
- Plan targets should be provided both in absolute numbers and in the form of performance indicators

As far as possible, plan targets should be mentioned in measurable terms with clear specification of the timeframe in the suggested grid, as shown in Table 1. It may be underlined that if the target setting exercise goes wrong or becomes unrealistic, the successive stages of plan formulation will also go wrong. As RMSA follows a strategic management model, compliance to the national level enrolment targets without taking into account the baseline status of secondary education in the district and the likely amount of resources available during the plan period is not desirable in the DSEP. Moreover, setting ambitious unrealistic targets in the DSEP will get reflected in the nonperformance of the district in the subsequent years. It is, therefore, expected that the District Planning Committee (DPC) devotes reasonable time and expertise in setting plan targets. It is important to internally appraise the plan targets on the basis of likely available resources, management capacity and consultation with major stakeholders prior to moving on to define the strategies and action programmes to achieve the same.

Intervention Strategies and Action Programmes: Once the targets are carefully set and appraised, the next step in the plan formulation is to answer the

Table 1: Suggested Grid for Presenting Plan Targets

Plan Component	Performance Indicator	Current/Base Year Status	Total Number	Plan Target	Plan Target (in absolute number)	Additional units/Resource gap
1. Access	NAR	87%	XXX	92%	XXX	XX
2. School Infrastructure	% of Schools with Pucca Building	81%	XXX	88%	XXX	XX
3. Enrolment	NER	67%	XX lakh	72%	XXX	XX
4. Internal Efficiency	Dropout Rate	X%	XXX	Y%	XXX	XX (reduction)
	Repetition Rate	X%	XXX	Y%	XXX	XX (reduction)

question as to how are we going the get there (achieve plan targets) and what needs to be done to reach the targets? Intervention strategies for attaining a given plan target can be more than one and are decided after assessing the implications of alternative strategies related to the plan target. Although several strategies by component are suggested in the FFI of the RMSA, it is expected that the intervention strategies proposed in the DSEP for achieving the plan targets need to have large bearing to the existing development context of the district rather than having similar strategies for a given intervention across all districts. The performance of a DSEP would largely depend on how efficient it is in terms of evolving district specific strategies for implementing various interventions. It does not necessarily mean that the DSEP would go beyond the overall norms and parameters laid down in the FFI of the RMSA. District specific innovative strategies and activities, however, would have their own norms and unit costs with appropriate rationale and related information.

Once intervention strategies are specified, the next step is to outline the related action programmes, their objectives/expected results, to list out major activities that make up the action programmes, group the major activities of the component-wise action programmes, define the related key indicators, assess the activity specific input requirements and management capacity and the related risks/opportunities of the major activities. The grid in Table 2 may guide the District Planning Committee (DPC) in defining the various dimensions of a given action programme. It is important to think through the action programme and provide a brief rationale and description of the same in the DSEP. Often, action programmes/ interventions are mentioned in the DSEP in the form of mere statements. This is not desirable as it makes it difficult to appraise its feasibility and funding requirements. It is important that a brief description of each of the action programmes proposed in the DSEP is provided, taking into consideration the key dimensions specified in Table 2. It may be noted that the development strategies and action programmes proposed in the DSEP need to be synchronized and grouped according to the component-wise plan targets (i.e. access, participation, retention, quality, equity, capacity building and management, etc.).

Estimating Additional Inputs/Resources: At this stage of the plan formulation, the job is to find out additional inputs by action programmes during the perspective plan period. In fact, the proposed action programme related activity-wise inputs would already have been identified and estimated in the preceding step (i.e. while defining the various dimensions of the action programme, as suggested in Table 2). These inputs then need to be grouped by components (viz., infrastructure, additional schools/sections, additional classrooms, additional teachers, additional non-teaching staff, additional number of incentives and scholarships, etc.) so as to facilitate budgeting, appraisal and negotiation. The ultimate product of this stage of planning is to prepare an intervention-wise input sheet for the plan period. It may be underlined that while estimating the additional requirements of classrooms and teachers, the enrolment size of the individual secondary school/section would be taken as the basis, and the class size, not the PTR, would be the basic norm. In other words, additional classrooms, teacher requirements and infrastructure requirements would be done at the school and not at the aggregate level, i.e. district level. Additional requirements of secondary schools and sections would be done on the basis of school mapping only following the norms relating to physical access to

secondary schooling provisions.

Planning for Implementation: Once the programme interventions are specified and additional physical, manpower, pedagogical, institutional and managerial inputs are estimated by the planning team, the District Planning Committee (DPC) then moves on to answer the question as to how to operationalize and control the proposed interventions in the DSEP? At this stage of plan formulation, the DSEP is translated into an operating time table, (as given in Table 3), which is called scheduling, with clear specification of management and reporting responsibilities at various levels, i.e. state, district, school, etc. In other words, the District Planning Committee (DPC) develops a realistic implementation schedule of component-wise major activities to be undertaken during the plan period and identifies the critical activities along with an assessment of likely risks and uncertainties associated with the implementation of these activities. Moreover, the monitoring and feedback system is clearly defined and the roles and responsibilities of various departments, agencies,

Table 2: Key Dimensions of an Action Programme to be Specified in the DSEP

Level of specification	**Result Statements**	**Measurable Indicators/ Sources of Verification**	**Inputs/Other Resource Requirements**	**Management Responsibility**	**Associated Risks/ Opportunities**
(a) Specification/title of the action programme 1					
Developmental and immediate objectives of the action programme/ intervention					
Main line of action 1					
Main line of action 2					
…….					
Activity 1.1					
Activity 1.2					
Activity 1.3					
……					
Activity 2.1					
Activity 2.2					
……					
(b) Specification/title of the action programme 2					

institutions and organizations in the management of these activities are specified. The products of this stage of plan formulation are the implementation schedule and specification of monitoring and feedback system for translating the DSEP into action.

Budgeting and Financing: At this stage of the plan formulation, the District Planning Committee (DPC) translates the required additional inputs into monetary terms following the estimated physical targets of various inputs and their accepted unit costs. The resulting budget estimate is then organized into recurring and non-recurring expenditures. These budget estimates are, in fact, estimated additional expenditures over the base line level of expenditure on secondary education in the district. In the DSEP, the estimated budget needs to be organized at three levels, i.e. by proposed action programmes (within it by recurring and non-recurring heads), by major components of secondary education (again by recurring and non-recurring heads), and by state and central share of the estimated budget and the spillover components. The budget estimates are annualized for the perspective plan period. The important points and steps for budgeting and financing of the DSEP have been described in a separate financial management and procurement manual of RMSA. It may be noted that a critical analysis of recurring and non-recurring components of the budget estimates needs to be done to have an idea about the sustainability of the planned intervention, i.e. a DSEP having large recurring budget component is likely to be less sustainable in future.

Appraisal and Negotiation: In fact, this is the last stage of the planning cycle, which also forms the beginning of the next planning cycle. Although

Table 3: Preparation of AWP&Bs

Sl. No.	Activities	Month/Dates
1.	Completion of need identification process and plan preparation at the school / SDMC / Community level	June- July
2.	Visioning exercise and planning of activities and requirement of funds at district level	July-August
3.	Formulation and development of AWP&B through participatory planning process for State and district	August-September
4.	Transmission of the district plans to the State Project office	September-October
5.	Consultation with the State Government and obtaining the views of the State Government	October-November
6.	Revision of the district plan, if any, on the basis of comments offered by the State Government	October-November
7.	Finalization of the AWP&B and approval by the Executive Committee of the State Society.	October-November
8.	Submission of the plans to SE Bureau	Up to January
9.	Appraisal of the plans at national level by the Appraisal Mission, approval by the Project Approval Board and Circulation of minutes of the PAB	January -March

appraisal as a function of plan formulation is present in almost all its major stages, the appraisal of the plan document is undertaken in order to assess the priority, feasibility and efficiency of proposed action programmes in the DSEP. During this stage of the plan formulation, the appraisal team looks into how the District Planning Committee (DPC) has identified development priorities, set out plan targets, evolved intervention strategies and action programmes, estimated additional requirements, designed the monitoring and feedback activities, estimated budgetary requirements, and how is the

Figure 5: Major Points to be Kept in View in Each of the Stages of Plan Formulation

DSEP linked to the overall goals of the RMSA. The appraisal team also looks into the proposed action programmes in terms of their educational, technical, socio-political, administrative, institutional and financial feasibility. Furthermore, the efficiency of the proposed interventions in terms of unit costs and sustainability are examined during the appraisal stage. The appraisal generally closes with negotiation for funding (in the Project Approval Board Meetings).

2.4 What a District Secondary Education Plan must have?

Apart from the steps described in the preceding sections for plan formulation, the RMSA envisages the following in the DSEP:

- Illustration of the educational setup in the district (including the organogram)
- Details of preparatory steps taken by the State Governments;
- Targets for GER (separate targets for SCs/ STs/ Girls/ Minorities & Rural population);
- Participation of women, SCs/ STs, parents of differently-abled children, educationally backward minorities and other disadvantaged groups in the planning process.
- A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive.
- Evidences of school-based planning and cultural/sports activities, etc.
- Evidence of interface with elected representatives at all levels.
- Process based constitution of committees at each level.
- Institutional arrangements for decentralized decision making.
- Consultation with teachers.
- Community contribution for universal secondary education.
- School mapping and micro planning habitation wise/ village wise/ cluster wise/ city wise/ slum wise/ ward wise.
- Focus on making education relevant to life.
- Survey of available school facilities, including non-governmental educational institutions;
- Available facilities in schools.
- Pass percentage and Transition Rates of 14-18 years age group (VIII to IX and X to XI), children studying in classes I-VIII and facilities for their education and development;
- Population of 14-18 year old children through preparation of Education Registers
- Relocation of teacher units, taking into account the presence of the non-governmental sector and its impact on school attendance.
- Assessment of training needs and survey of capacities for orientation and training with existing institutions;
- Needs, school-wise/ habitation-wise of additional school facilities, teachers, etc;
- Needs, school wise, of consumables for Science laboratory, Mathematics laboratory, ICT facility, Art/ Craft and Culture education, excursion trips and other activities, as per the scheme.
- School wise incentives of scholarships, uniforms, free textbooks and notebooks, etc.

- Teaching-learning materials;
- Information systems;
- Available financial resources and priority of needs.
- Open schooling facilities.
- A plan for quality education including a plan for girls, SC/ ST, Educationally Backward Minorities, and children with special needs.
- Incorporation of issues like local specific school timings, teachers' attendance, students' attendance, etc;
- Reflection of all investments (in Plan as well as Non-Plan) being made in a particular district for Secondary and Higher Secondary Education.

III. Techniques of Population and Enrolment Projections

3.1 Projection of Secondary School Age Population

Planning for educational development requires data related to various aspects of educational development at different levels. Since many indicators of educational development are directly or indirectly related to the size and structure of the population, it is important to know the size and structure of population at different points of time, particularly during the planning period. In fact, in order to plan for development of a particular level of education, it is necessary to know the size and structure of population of the relevant age-group, which is the target group for that level. In India, in most of the states and UTs, age-group 6-10 years is the relevant age-group for primary level (Classes I-V) and age-group 11-13 years is the relevant age-group for upper primary level (Classes VI-VIII), the relevant age-group for secondary (Classes IX-X) is 14-15 years and the relevant age-group for higher secondary (Classes XI-XII) is 16-17 years. In those states/UTs where the age-group for primary level is 5-9 years, the age-groups for secondary and higher secondary levels will change accordingly.

Data Sources

Demographic data is generally collected in the Census of India once in every ten years. The Census 2001 provides district-wise total population and single-age population by location, gender and social categories for 2001. The Census 2011 provides only the district-wise total population by location and gender for 2011. The Registrar General of India and the Census Commissioner of India have also projected the population for all of India and also for all the states (except Goa), and combined North-Eastern states (excluding Assam) by location and gender from 2002 to 2026 at the state level. Hence, the planning for the forthcoming years should be based on population data provided in the Census 2011.

Methodology

There are different methods of projecting population at different levels, starting from national to state and district level. Keeping in view the limitations in the availability of population data, the following steps may be followed in projecting the district-wise total population as well as population of age-group (14-15) by location and gender in the states and UTs from 2002 to 2016:

Step I: By using the compound rate of growth (Average Annual Growth Rate) method (given in Section 4.4, Part I), the district-wise average annual growth rate of population by location (rural and urban) and gender between 2001 and 2011 may be estimated;

Step II: Using the district-wise average annual growth rate of population between 2001 and 2011, (as estimated in Step I), and making adjustments through iterative process, the district-wise total population

by gender may be estimated for each year from 2002 to 2016. While making adjustments, the net migration (in-migration minus out-migration) of population, particularly from rural to urban and semi-urban areas and also in the hilly areas, should also be considered. Care should be taken to ensure that the aggregate of the districts' total population (State Population) matches the projected total population of the state for each year, from 2002 to 2016, as projected by RGI and Census Commissioner, India.

Step III: The district-wise shares of population of age-group (14-15) to total district population by location and gender in 2001 may be estimated by using 2001 C-series census data.

Step IV: The district-wise shares of population of age-group (14-15) to total district population by location and gender in 2001 (as estimated in step 3) may be applied to the projected district population by location and gender in order to project the district-wise population of age-group (14-15) by location and gender for each year from 2002 to 2016.

3.2 Enrolment Projection at Secondary Level

The experience of appraisal of secondary education plans under RMSA during the last 3 years shows that many States have made enrolment projections and have set plan targets at secondary level, which are not realistic. It is important to note that the number of class VIII graduates constitute the maximum enrolment in class IX. Unlike elementary level, it is not realistic at the secondary stage to bring the relevant age group children who are "out of school" to the regular schools right away. It is needless to mention that secondary education cannot be expanded unless the upper primary education system is efficient enough to send the adequate number of elementary graduates to the secondary level. Hence, the enrolment in secondary level (Class IX) in an area in a year would depend upon (i) the number of elementary graduates in the previous year; and (ii) the transition rate between class VIII and class IX.

Based on the above, it is suggested that the planning team should follow the following steps in projecting the enrolment in class IX in a particular year at the district level.

Steps

1. Using the past linear trend in the growth of enrolment in class VIII in the last 5 years (from DISE data), project the class VIII enrolment for each year till 2016-17 at the block and district level;

2. Estimate the transition rate from class VIII to class IX for the last 5 years by taking enrolment data of class VIII from DISE and enrolment data of Class IX from SEMIS and then project the future expected transition rates from Class VIII to Class IX for each year till 2016-17;

3. Applying the projected class VIII enrolment of a particular year (as estimated in step 1 above) to the projected transition rate from class VIII to IX of the next year, project the enrolment in class IX for each year till 2016-17 at the block and district levels; and

4. Multiply the projected enrolment in class VIII (as estimated in step 3 above) by two to project the enrolment in Classes IX-X for each year till 2016-17.

3.3 Alternative Development Scenarios and Plan Targets

This section deals with the possible pathways for the achievement of the goal of universalization of secondary education in the district and the state. Given the status of secondary education in the district/state as on 30th September of a particular year, attempt should be made to explore future prospects of secondary education in the district/state, while keeping up with the national goal of universalization of secondary education, (including the GER of 100% by 2016-17), by 2020 at the state level. The target indicator by which the prospects of future expansion need to be explored is the Gross Enrolment Ratio (GER) in secondary classes (classes IX-X) in the district/state over the years in future.

The planning team should examine alternative development scenarios (for expansion and quality improvement) and, ultimately, adopt one scenario for setting annual enrolment and other targets from 2009-10 to 2016/17 in the plan for universalizing access to and improving quality of secondary education in the district. It is suggested that the following alternative development scenarios may be attempted and their implications in the district context should be examined:

Scenario-1: Enrolment targets as envisaged under RMSA (i.e. GER = 70% by 2011/12, GER = 75% by 2013/14 and GER = 100% by 2016/17;

Scenario 2: Past trends in the growth of enrolment/GER in classes IX-X and their extrapolation till 2016/17; and

Scenario 3: Examine the transition rates between grades VIII and IX and make feasible assumptions about their size in the future, and accordingly decide the size of the GER (for classes IX-X) by 2016/17.

Projection Models:

Alternative Development Scenario 1

In the first alternative scenario, while following the national vision of achieving the goal of universalisation of secondary education by 2020, the district/state may take-up the national level RMSA targets of reaching GER = 70% by 2011-12, GER=75% by 2014-15 and GER=100% by 2016-17, irrespective of the present status and past trends in the growth of enrolment at secondary level (as measured by GER). The enrolment projection may be carried out by applying the projected population of age-group 14-15 to the target GER set for these points of time, as mentioned above. Then the district planning team should estimate the expected average annual growth rate of enrolment in order to comply with the national RMSA target of GER and also examine the feasibility of adopting these targets.

Alternative Development Scenario 2

In the second scenario, the district planning team should explore future prospects of growth in enrolment, based on the past trend in the growth of enrolment in secondary classes IX-X at the district level. Accordingly, the district planning team should project the future enrolment in secondary classes in the district over the years till 2016-17.

Alternative Development Scenario 3

In the third scenario, the district planning team should explore future prospects of growth in enrolment in secondary classes IX-X, based on the past trend in the growth of enrolment in class VIII and the transition rates between grades VIII and IX, including the feasible assumptions about their size in the future (as mentioned in section 3.2 above). In the next step, the proposed GER targets (for classes IX-X) should be estimated by using the projected enrolment (as estimated above) and the projected population of age-group 14-15 for each year till 2016-17 at the district level.

> Since the data on enrolment in classes IX-X have been collected since 2006-07 in SEMIS, the planning team should use only SEMIS data for projecting enrolment and setting GER target in secondary classes IX-X at the district level.

It is necessary for the planning teams to develop these three alternative scenarios. However, the district planning team may explore the possibilities of undertaking any other alternative scenario depending upon the situation at the district level. In other words, the planning team has to give justification for such other scenario or possible path of expansion of enrolment at the district level.

3.4 Proposed GER Target and Development Scenario

The district planning team should select one among the three alternative scenarios for the district and also provide a brief rationale for adopting a specific development scenario from among the above-mentioned scenarios.

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

Based on the proposed GER target, the district planning team should set year-wise enrolment targets by location, gender and social category up to 2016-17 and specify the required growth rate of enrolment in the district to achieve the plan targets. Besides, while setting the enrolment targets, the district planning team should set separate targets for formal and distance systems, along with the open schooling system. This would help justify the feasibility of achieving the enrolment targets at the district level.

Then they should estimate year-wise additional enrolment (i.e., secondary school places) by location of schools, gender and social category for achieving the specified targets in the district. Besides, efforts should also be made to differentiate/distribute the additional enrolment between the schools managed or funded by the state government departments and the other agencies. It is important because the financial requirement to meet the cost of increasing enrolment will apply only to the enrolment in schools managed or funded by departments (government and government aided) of the state government. All the other schools managed by central government agencies or private bodies have nothing to do with state government financing of secondary school education under the RMSA. For this, the planning team may apply the percentage of enrolment under different managements using the SEMIS data.

3.6 Other Component-wise Targets

The plan document should have a grid/table giving details of component-wise targets, such as access,

upgradation of infrastructure, retention, equity, capacity building (including teacher training), quality related interventions, etc., up to 2016/17, by location and management (wherever applicable), with a clear description of the methodology/basis for setting these targets in the district. Besides, the targets should be presented in absolute numbers and indicators for facilitating monitoring and evaluation.

3.7 Projected Demand for New Schools, Upgradation of Existing Schools, Classrooms and Teachers

The increase in the size of enrolment definitely requires the additional resources. As per the RMSA framework for implementation, opening of new schools may be proposed in the unserved areas having potential demand. Hence, opening of new schools in unserved areas should be based on the school mapping exercise. Similarly, the up-gradation of upper primary schools to secondary schools, as well as the horizontal expansion and strengthening of existing secondary schools and higher secondary schools, should be based on school mapping exercise with all the necessary infrastructure facilities and teachers.

Likewise, the estimation of additional classrooms and teachers to accommodate the additional year-wise enrolment should be based on the state norms with respect to provision of teachers and class-rooms. However, to meet the standards prescribed under the RMSA, the planning team may estimate the demand for additional classrooms based on the norm of student-classroom ratio of 40:1. Similarly, the estimation of additional teachers should be based on the norm of student-teacher ratio (also called as PTR) of 30:1. However, to accommodate the demand for subject teachers in secondary classes, the estimation of additional teachers should be made at the school level.

IV. Key Secondary Education Performance Indicators: Technical Notes

The performance of secondary education in the districts or in the various blocks of the district can be seen in terms of indicators of physical access and facilities, indicators of provision, indicators of availability of teachers, indicators of enrolment and participation, indicators of efficiency of secondary education and indictors of learning out comes at secondary level. The details of some key secondary education performance indicators are presented below.

4.1 Performance Indicators of Physical Access and Facilities

Some key performance indicators related to physical access of secondary education are as given below

(i) Access Ratio

Definition and Method of Estimation

In order to see the extent of availability of secondary schooling facilities provided to an area, 'access ratio' is an important indictor. The access ratio is useful not only to measure the access, but also to undertake the diagnosis of the access situation and set the access related targets. It shows the percentage of habitations having secondary schools/sections within the distance norm (for example, in India it is 5 kilometer). This indicator can be calculated for secondary education by using the following formula;

Access Ratio = (Total number of habitations having secondary schools/ sections within 5 kilometers in a specific year / Total number of habitations in that year) * 100

Data Source

In order to compute this indicator one should have data on the total number of habitations in the district/block and the number of habitations having secondary schools/sections within 5 kilometers. Data on number of secondary schools/ sections is available in SEMIS, but data on the number of habitations needs to be collected from the field to compute this indicator.

Interpretation and Use

For ensuring universal access to secondary education the access ratio should be 100, and lesser the calculated value of this indicator - lesser the access to secondary schooling facility.

(ii) Secondary Schools per lakh population (SSPLP)

Definition and Method of Estimation

This indicator may be helpful for estimation of secondary schooling facilities available in an area, say a district, and it may also be used for knowing the relative access position or inter-district and intra-district variations in access. This indicator can be calculated by using the following formula

SSPLP = (Total number of Secondary Schools/ sections in a year / Total Population of the area in that year) * 100,000

However, for areas having less population like hill areas and areas having low population density the indicator may be computed for secondary schools per 10,000 population or per 5000 population instead of per lakh population.

Data Source

For computing this indicator one should have data on the total number of secondary schools, which is available in SEMIS, and total population of that year, which needs to be projected by using the census population data.

(iii) Ratio of Upper Primary Schools/Sections to the Secondary Schools/Sections

Definition, Method of Estimation and Interpretation

This indicator is useful for checking the availability of secondary schooling facility as compared to elementary education. This indicator also shows how many upper primary schools a secondary school is catering to at present. The indicator can be computed by using the following formula;

Ratio = (Total number of Upper Primary Schools/Sections in a year) / (Total number of Secondary Schools/Sections in that year)

Data Source

In order to compute this indicator one should have data on the number of upper primary schools/ sections, which is available in DISE, and data on the number of secondary schools/sections, which is available in SEMIS.

4.2 Performance Indicators of Provisions in Secondary Schools/Sections

Some key performance indicators related to provisions and facilities in secondary schools are given below

(i) Percentage of Schools with Type and Condition of School Buildings

Definition, Method of Estimation and Interpretation

While planning for access and provisions for secondary education, data on the type and condition of school building are important. In this regard the types of building include pucca, partially pucca, kuchcha and others, and the condition of school buildings includes good condition, need minor repair, need major repair, dilapidated. The indicator can be computed by using the following formula;

Percentage (Type of Building) = {(Number of secondary schools/ sections having pucca/partially pucca/kuchcha/other type of building in a year) / (Total number of secondary schools/sections in that year)} * 100

Percentage (Condition of Building) = (Number of secondary schools/ sections having building in good condition/need minor repair/need major repair/dilapidated building in a year/total number of secondary schools/sections in that year) * 100

Data Source

Data required to compute these indicators on secondary education includes total number of secondary schools/sections and the number of secondary schools/sections having pucca building, kachcha building and others, as well as the number of secondary schools/sections having building in good condition, need minor repair, need major repair and

having dilapidated building. All these data are available in SEMIS.

(ii) Percentage of Schools with Number of Classrooms for grades IX and X

Definition, Method of Estimation and Interpretation

Ideally in secondary schools there should be one classroom not only for each class but even for each section. This indicator helps the planners to know about the deficiency in availability of classroom in the schools, if any. This indicator can be computed by using the following formula

Percentage = (Number of secondary schools/ sections having one/two three/ four/f ive/six/more classrooms in a year / Total number of secondary schools/ sections in that year) * 100

Data Source

Data needed to compute this indicator includes number of secondary schools/sections having one/ two/three /four/five/six/ more classrooms and the total number of secondary schools/ sections. All these data for computing this indicator are available in SEMIS

(iii) Percentage of Schools with Number of other rooms for grades IX and X

Definition, Method of Estimation and Interpretation

Secondary schools not only need to have sufficient number of classrooms, but also other rooms, like head master's room, teachers' rooms, office room, sports room, medical/sick room, laboratory rooms, library room, computer room, etc. This indicator shows the position of availability of these other rooms in secondary schools. This indicator can be computed by using the following formula

Percentage = (Number of secondary schools/ sections having one/two three/four/ five/six/more other rooms, i.e other than classrooms in a year / Total number of secondary schools/ sections in that year) * 100

Data Source

Data needed to compute this indicator include number of secondary schools/sections having one/two/three/four/five/six/ more other rooms and the total number of secondary schools/ sections. All these data for computing this indicator are available in SEMIS

(iv) Percentage of Schools having drinking water facility

Definition, Method of Estimation and Interpretation

All schools, irrespective of the level, need to have some basic facilities like drinking water in the schools premises. This indicator will show the proportion of secondary schools that have and do not have such basic facility. This indicator can be computed by using the following formula

Percentage = (Number of secondary schools/ sections having drinking water facility in the campus in a year / total number of secondary schools/ sections in that year) * 100

Data Source

Data required to compute this indicator include total

number of secondary schools and the number of secondary schools having drinking water facility. All these data for computing this indicator are available in SEMIS

(v) Percentage of schools having various other provisions

Definition, Method of Estimation and Interpretation

Secondary schools are expected to have various provisions in the school. These include the provisions like toilet for boys, girls and teachers, playground, boundary wall, hostel facility, residential quarter for teachers, office room, common room, activity room, sick room, room for sports equipment, watchman's room, telephone connection, electricity connection, science/ integrated lab, library, computers, internet facility, disability friendly provision, furniture for students and teachers, basic teaching learning material, teaching learning equipment etc.

These indicators on provisions can also be computed by using the same formula as given above for drinking water facility.

Data Source

Data required to develop these indicators include number of secondary schools having these facilities and total number of secondary schools. All these data for computing these indicators are available in SEMIS.

4.3 Performance Indicators on the availability of Teachers in Schools

Some key performance indicators related to availability of teachers in secondary schools are as given below:

(i) Percentage of Teachers ,Positions filled up

Definition, Method of Estimation and Interpretation

For smooth functioning of the schools and for ensuring that proper teaching-learning takes place in the school process it is mandatory that all the sanctioned positions of the teachers are filled up. This is an important indicator that shows the percentage of teachers' positions filled up and vacant. This indicator can be computed by using the following formula

Percentage of Teachers' positions filled up = (Total number of teachers presently in position in a year / total number of teachers' positions sanctioned in the same year)/*100

Data Source

Data required to compute this indicator include number of teachers in position, number of teachers' positions vacant and the total number of teachers' positions sanctioned. All these data are available in SEMIS.

(ii) Percentage of Teachers with appropriate qualification

Definition, Method of Estimation and Interpretation

Teachers working at secondary schools need to be properly qualified as per the policy of the state. But in actual practice at some places it may not happen. It is therefore necessary to have data on the number and percentage of teachers having appropriate qualification. This indictor can be computed by using the following formula

Percentage of Teachers = (Number of teachers working at secondary level having requisite qualification (as per sate norms) in a year / total number of teachers working at secondary level in the same year) * 100

Data Source

Data required for computing this indicator include total number of teachers working at secondary level according to their qualification. These data are available in SEMIS.

(iii) Percentage of Trained Teachers

Definition, Method of Estimation and Interpretation

In the schools, whether elementary or secondary, all teachers appointed are supposed to be pre-service trained. However, in some states proportion of trained teachers is relatively low. It is therefore desirable to have data on the percentage of trained teachers as it has implication for planning. The indicator can be computed by using the following formula

Percentage of Trained Teachers = (Number of trained teachers working at secondary level / total number of teachers working at secondary level) * 100

Data Source

Data required to compute this indicator include total number of teachers in position at secondary level and total number of trained teachers in position at secondary level and these data are available in SEMIS.

(iii) Percentage of Schools with minimum number of teachers as per state norm

Definition, Method of Estimation and Interpretation

In every state, there are norms on minimum number of teachers required for secondary schools. It is therefore important to see whether all the secondary schools have that minimum number of teachers and so additional teachers are required to be appointed in the schools that do not have the required number of teachers. This indicator is important as it shows the percentage of secondary schools that do not have minimum number of teachers required in the schools as per the state norms. This indicator can be computed by using the following formula.

Percentage = (Number of secondary schools/ sections having minimum number of teachers as per state norm in a year / Total number of secondary schools/sections in the same year) * 100

Data Source

Data required for computing this indicator include total number of secondary schools/section and number of secondary schools/sections having minimum number of teachers required as per state norm. These data are available in SEMIS.

(iv) Percentage of Schools with minimum number of Subject specific teachers as per state norm

Definition, Method of Estimation and Interpretation

In secondary schools not only the number of teachers is important, but it is also required that subject specific teachers are available in all schools. This indicator may help in planning for the

recruitment of subject teachers at secondary level. It can be computed by using the following formula:

Percentage of schools… = (Number of secondary schools/ sections having minimum number of Subject specific teachers as per state norm in a year / Total number of secondary schools/sections in the same year) * 100

Data Source

Data required for computing this indicator include total number of secondary schools/sections and number of secondary schools/section having minimum number of subject specific teachers as per state norm. These data are available in SEMIS.

(v) Classroom (Section)-Teacher ratio:

Definition, Method of Estimation and Interpretation

At secondary level in many states, the norms are that there should be a certain number of teachers per classroom. Whether the schools have those required number of teachers per classroom/section will be shown by this indicator. This indicator can be computed by using the following formula:

Classroom-Teacher Ratio = {(Total number of teachers in position in secondary schools/ sections in a year)/(Total number of Classes in secondary schools/ sections in the same year)}

In fact, the classroom-teacher ratio should be used to estimate the requirement of teachers at school level. For example, if this ratio is 1:1.5 or 1:1.7, then for each additional secondary classroom, two teachers should be provided. However, the requirement of subject teachers should be estimated on the basis requirement of each school using SEMIS data.

Data Source

Data required for computing this indicator include total number of teachers in secondary schools/ sections and total number of classes in secondary schools/sections. These data are available in SEMIS.

4.4 Performance Indicators related to Enrolment

Several Indicators related to enrolment at the secondary level can be computed, which is important for planning purpose. Some important indicators related to enrolment are as given below.

(i) Enrolment Trend by management of schools

Definition, Method of Estimation and Interpretation

The secondary schools can be classified into three categories and these are: Government Schools, Private aided schools and Private unaided schools. Enrolment Trend Index can be computed for all the three types of schools separately and comparison can be made that will show how the enrolment is increasing in these three types of schools over a period of time, and under which management the enrolment growth is fast or slow. This indictor can be computed by using the following formula:

Enrolment Trend Index (ETI) = {(Total enrolment in classes IX-X in government/private aided/private unaided schools in the latest available year)/(Total enrolment in

Classes IX-X in government/ private aided/ private unaided schools in the base year)}* 100

Data Source

Data required for computing this indicator include total enrolment in secondary classes at two points of time (e.g. for 2005-06 and 2010-11). Data on the enrolment in secondary classes at two points of time are available in SEMIS.

(ii) Average Annual Growth Rate of Enrolment/ Population

Definition, Method of Estimation and Interpretation

It is expected that over a period time the enrolment at secondary level may increase. However, since at secondary level the institutions are managed not only by the government but also by the private agencies in substantial proportion, it is important to know whether the enrolment is increasing at a faster rate in government sector or in the private sector. In order to see such relative growth it is necessary to see the growth of enrolment at secondary level separately for government schools, private aided schools and unaided schools. The average annual growth rate is an indicator that can be used for seeing such relative growth of enrolment and it can be computed by using the following formula:

Average Annual Growth Rate 'R' $= [\{(E_n/E_0)^{\wedge}(1/n)\}-1]*100$

Where

E_n is total enrolment in classes IX-X in the latest available year

E_0 is total enrolment in classes IX-X in the base year

'n' is the number of intervening years

Average annual growth rate in enrolment can be calculated for schools under different types of managements, e.g. for government, government aided and private unaided schools. This indicator can also be computed for rural and urban areas separately, or for various development blocks of the districts.

It may also be noted that the formula may also be used to estimate the growth rate of population between two points of time.

Data Source

Data required for computing this indicator includes total enrolment in secondary classes at two points of time (e.g. for 2005-06 and 2010-11). Data on the enrolment in secondary classes at two points of time are available in SEMIS.

(iii) Enrolment Ratios at Secondary Level

Definition, Method of Estimation and Interpretation

Enrolment ratios can be computed level-wise for secondary level, i.e., for grades IX and X put together, as well as grade-wise for grades IX and X separately. Both level-wise as well as grade-wise enrolment ratio at secondary level can be either gross or net. From the planning point of view it is always advisable to use both Gross Enrolment Ratio and Net Enrolment Ratio for diagnosis of educational situation as well as for target setting. However, the secondary level enrolment is decided by the enrolment at elementary level in general and by the enrolment in grade VIII (the terminal grade for elementary) in particular. It may, therefore, be noted that generally at secondary level gross enrolment ratio is taken into account till universal enrolment at elementary level is achieved.

These level-wise as well as grade-wise enrolment ratios, that may be gross enrolment ratio and net enrolment ratios, can be computed as given below.

Level-wise Enrolment Ratio for Secondary

Definition, Method of Estimation

In case secondary education is of two years duration, i.e. grades IX and X and the relevant age group for these grades is 14 - 15 years, the secondary level enrolment ratio can be calculated by using the following formula:

Gross Enrolment Ratio (GER) = (Total Enrolment in grades IX and X in a year / Population of 14-15 years in the same year)*100

Net Enrolment Ratio (NER) = (Total Number of 14-15 year old children enrolled in grades IX and X in a year / Population of 14-15 age group in the same year)*100

Data Source

In order to compute these indicators, the age-wise enrolment data are required and also the projected population data for single year age for 14 and 15 years are required. Age-wise enrolment data are available in SEMIS and single year age population can be projected by using census data.

Grade-wise Enrolment Ratio for Secondary

Definition and Method of Estimation

Enrolment ratio for grades IX and X can be calculated separately by using the following formula:

Gross Enrolment Ratio (grade IX) = (Enrolment in grade IX in a year / Population of 14 year old children in the same year)*100

Net Enrolment Ratio (grade IX) = (Number of 14 year old children enrolled in grade IX in a year / Population of 14 year old children in the same year)*100

Similarly the GER and NER for grade X can also be calculated by replacing grade IX by grade X and replacing age 14 by age 15.

Data Source

In order to compute these indicators, the age-wise enrolment data are required and also the projected population data for single year age for 14 and 15 years are required. Age-wise enrolment data are available in SEMIS and single year age population can be projected by using census data.

Level-wise and grade-wise enrolment ratios for secondary education can be computed separately, gender-wise (i.e. for boys and girls), area-wise (for rural and urban) and social category-wise (for SC, ST), by using the formula given above.

Gender Parity Index (GPI) at Secondary Level

Definition and Method of Estimation

It is generally found that participation of girls in education is lower as compared to boys at various levels of education, including secondary level; it is important to see the extent by which girls' participation is less. For this purpose the gender parity index is an important indicator. The gender parity index of GER and NER can be calculated by using the following formula:

GPI (of GER at secondary level) = GER of girls at secondary level in a year / GER of boys at secondary level in the same year

GPI (of NER at secondary level) = NER of girls at secondary level in a year / NER of boys at secondary level in the same year

Data Source

In order to compute these indicators the age-wise enrolment data are required and also the projected population data for single year age of 14 and 15 years are required. Age-wise enrolment data are available in SEMIS and single year age population can be projected by using census data.

Interpretation

The calculated value of GPI will be either 1 or below. In case the calculated value of GPI is found to be 1, it shows that there are no gender disparities in enrolment at secondary level. However, lesser the calculated value of GPI, higher the gender disparity in enrolment, which shows that there is lesser participation of girls in secondary education as compared to boys.

Percentage of Girls in Secondary Enrolment

Definition and Method of Estimation

One important indicator to see the participation of girls vis-à-vis boys in secondary education is to calculate the percentage of girls in enrolment at secondary level and this can be calculated by using the following formula:

Percentage of Girls = (Number of girls enrolled in grades IX and X in a year / total enrolment in grades IX and X in the same year)*100

Data Source

Data required for computing this indicator include gender-wise enrolment at secondary level and these data are available in SEMIS.

Interpretation

It may be noted that lesser the percentage of girls in secondary enrolment, lesser is their participation at secondary level. Ideally the percentage of girls in enrolment may be the same as the share of girls in the population of 14-15 age group.

Number of Girls per 100 boys at Secondary Level

Definition and Method of Estimation

Another way of looking at the participation of girls as compared to boys at secondary level is to see how many girls are enrolled in secondary grades per 100 boys enrolled in the same grades. This indicator can be computed by using the following formula:

No. of girls per 100 boys = (Number of girls enrolled in grades IX and X in a year / Number of boys enrolled in grades IX and X in the same year)*100

Data Source

Data required for computing this indicator include gender-wise enrolment at secondary level and these data are available in SEMIS.

Interpretation

Lesser the number of girls per 100 boys, lesser is their participation in secondary education. The number of girls per 100 boys should be almost 100 and this will show that there is no gender disparity in secondary level enrolment.

Percentage/Share of various social groups in Secondary Enrolment

Definition and Method of Estimation

It is also necessary to see the participation of various social groups (like SC, ST, etc.) in secondary education and, thus, also focus on social disparities in secondary education as far as their participation is concerned. This indicator can be computed by using the following formula:

Percentage of SCs in Secondary Enrolment = (Number of SC children enrolled in grades IX and X in a year / Total enrolment in grades IX and X in the same year)*100

Percentage of STs in Secondary Enrolment = (Number of ST children enrolled in grades IX and X in a year / Total enrolment in grades IX and X in the same year)*100

Data Source

Data required for computing this indicator include social category-wise enrolment and total enrolment at secondary level and these data are available in SEMIS.

Interpretation

In case the percentage share of SC or ST enrolment is lesser than their percentage share in population, it will show disparity in enrolment at secondary level. Lesser the percentage share of these social groups in enrolment, more the disparities.

4.5 Performance Indicators of Efficiency of Secondary Education

Definition and Method of Estimation

There are several indicators that show the efficiency of secondary education system. It may be noted that the efficiency related indicators that show the internal efficiency are measured by using the cohort method. In the cohort method a specific batch of children who take fresh admission in the first grade of a level, e.g. grade IX for secondary education, are taken into account and their movement in the system is traced till either they successfully complete secondary education cycle or drop out of the system. Thus, the movement of a batch of children is traced for several years for undertaking the cohort analysis. Some key performance indicators related to the efficiency of secondary education that can be computed through cohort method are as given below.

(i) Promotion Rates:

Definition and Method of Estimation

Grade-wise promotion rates at secondary level can be calculated by using the following formula:

Promotion Rate from grade IX to X = (Enrolment in grade X in a year minus repeaters in grade X in the same year / Enrolment in grade IX in the previous year)*100

Data Source

Data required for computing this indicator include grade-wise enrolment and repeaters in grades IX and X for two consecutive years and these data are available in SEMIS.

Interpretation

It may be noted that higher the promotion rate higher the efficiency of the system and in very efficient system the promotion rate may be 100.

(ii) Repetition Rates

Definition and Method of Estimation

Grade-wise repetition rates for secondary grades can be computed by using the following formula;

Repetition Rate for grade IX = (Repeaters in grade IX in a year / Enrolment in grade IX in the previous year)*100

Similarly repetition rate for grade X can also be calculated. Data required for computing this indicator include grade-wise enrolment and repeaters in grades IX and X for two consecutive years and these data are available in SEMIS.

Interpretation

It may be noted that lower the repetition rate, higher the efficiency of the system, and in a very efficient system the repetition rate may be zero.

(iii) Dropout Rates

Definition and Method of Estimation

Grade-wise dropout rates at secondary level can be calculated by using the following formula:

Dropout Rate in grade IX = (Number of children dropped out in grade IX in a year / Enrolment in grade IX in the same year)*100

Data Source

Similarly dropout rate for grade X can also be calculated. Data required for computing this indicator include grade-wise enrolment and dropouts in grades IX and X for two consecutive years and these data are available in SEMIS.

Interpretation

It may be noted that lower the dropout rate, higher the efficiency of the system, and in a very efficient system the dropout rate may be zero.

(iv) Transition Rates:

Definition and Method of Estimation

In case elementary education is from grades I to VIII and secondary education is from grades IX to X, the level-wise transition rates from elementary to secondary level of education can be calculated by using the following formula:

Transition Rate from Elementary to secondary level = {Enrolment in first grade of elementary level (i.e. grade IX) in a year minus repeaters of the same grade IX in the same year / Enrolment in grade VIII in the previous year}*100

Data Source

Data required for computing this indicator include grade-wise enrolment and repeaters in grades VIII and IX and for two consecutive years. These data pertaining to grades VIII and IX are available in DISE and SEMIS respectively.

Interpretation

It may be noted that higher the transition rate, higher the efficiency of the system, and in a very efficient system the transition rate may be 100.

(v) Completion Rates

Definition, Method of Estimation and Interpretation

Secondary level completion rates can be calculated for either only secondary grades or for the total grades up to grade X. Completion rates for secondary grades can be calculated by using the following formula

Completion Rate at Secondary level = (Number of children enrolled in grade IX in a year who finally passed grade X / Enrolment in grade IX in the same year)*100

It may be noted that ideally a student should take only two years to complete secondary education cycle (i.e. grades IX and X) but for calculating the completion rates the flow of students may be seen for several years as some students may take more than 2 years, may be 3, 4 or even 5 years because of repetition in the grades IX or X or both, to complete secondary education.

Data Source

Data required for computing this indicator include grade-wise enrolment for grades IX and X and number of grade X completers from this cohort to be traced for several years till all of them either pass grade X or drop out of the system.

Completion Rate (I to X) = (Number of children enrolled in grade I in a year who ultimately passed grade X / Enrolment in grade I in the same year)*100

Interpretation

It may be noted that ideally a student should take10 years to complete secondary education cycle (i.e. from grades I to X), but for calculating the completion rate the flow of students may be seen for more than 10 years as some children may take more than 10 years, may be 11, 12, 13, 14 or even 15 or more years, because of repetition in various grades, to complete secondary education cycle.

Data Source

Data required for computing this indicator include grade-wise enrolment from grades I to X for a cohort and number of grade X completers from this cohort to be traced for several years till all of them either pass grade X or drop out of the system.

It may be noted that higher the completion rate, higher the efficiency of the system, and in a very efficient system the completion rate may be 100 and that even in ideal number of years by all children.

(v) Coefficient of Efficiency of Secondary Education

Definition, Method of Estimation and Interpretation

It is a measure of internal efficiency of an education system, which can be obtained by dividing the number of student years ideally required for a pupil-cohort to complete a level or cycle of education by the estimated total number of student years actually spent by the same pupil-cohort.

At secondary level, which is of two years duration (i.e. grades IX and X), ideally each student should take 2 years to complete secondary education cycle. So, if 30 students take admission in grade IX in a year, they should ideally take 60 student years to complete secondary education cycle. But it may happen that some of them may never complete the cycle, i.e. will never pass grade X as they may drop out of the system. For example, out of 30 students enrolled in grade IX if only 25 students complete secondary education cycle it may be noted that they may not complete it in 50 student years which is ideal (25 students multiplied by 2 years, which is an ideal time for completing secondary cycle), they may take more student years because some of them may repeat grade IX or grade X or both these grades for one year or even more than one year each. So, e.g. if these 25 students take 65 student years to complete the secondary education cycle, the Coefficient of Efficiency (CE) can be calculated by using the formula given below:

C.E. = (Ideal number of student years required / total number of actual years spent by completers)

In the example cited above the coefficient of efficiency may be calculated as follows

C.E. = 50/65 = 0.769

Interpretation

It may be noted that in case of a perfectly efficient system the calculated value of Coefficient of Efficiency will be exactly 1 and it can happen when all students complete secondary education (i.e. grades IX and X) in two years each, and in such case the ideal and actual student years will be the same. Further, lesser the calculated value of CE, lesser the efficiency of the system. So, in case of the above example, efficiency of the system is about 77 percent of the ideal situation.

Data Sources

Data required to compute this indicator include number of children enrolled, repeating grades, dropping out from the system in grades IX and X, and all these data should be available for at least 5 to 6 consecutive years. Such indicator may be computed at the school level for all the secondary schools and data may be collected by the schools to undertake such cohort study.

4.6 Performance Indicators related to Learning Outcomes

Learning outcomes that are related to the quality of education are difficult to measure and that is why there are only a few indicators that can be computed to measure the quality of education imparted in secondary schools. However, in the absence of any proper quality related indicators, the examination results (i.e. pass percentage) are taken as indicators of quality, though they may be treated as crude indicators only. These are specifically taken for the grades in which public examinations are conducted, e.g. grades X and XII. So, a few performance indicators related to quality are as follows.

(i) Pass Percentage in public examinations

Definition, Method of Estimation and Interpretation

It can be computed by using the following simple formula:

Pass Percentage = (Number of students passed the examination in a year / Total number of students appeared in the same examination in the same year)*100

Data Sources

Data required to compute this indicator include the number of students appeared and the number of students passed. These data are available in SEMIS for grades X and XII

Pass percentages may be calculated for boys, girls, SCs, STs, OBCs and others separately to know the gender and social category-wise performance of students. This indicator may also be computed for several years to know the performance of children over a period of time.

(ii) Percentage Range of Marks obtained in public Examinations

Definition, Method of Estimation and Interpretation

Apart from taking the pass percentage one can also take the percentage range of marks obtained by the

students who appeared and passed in public examinations. This may be another indicator related to learning outcomes. This indicator can be computed by using the following formula:

Percentage of students getting more than 60% marks = (Number of students getting more than 60 percent marks in an examination in a year/ Total number of students who passed the same examination in the same year)*100

This indicator may be computed for various percentage ranges of marks, e.g. for students getting more than 75% or more than 80% or more than 90% marks in public examinations. These may also be calculated gender-wise and social category-wise.

Data Sources

Data required to compute these indicators include the number of students appeared, number of students passed and the number of students passed by securing more than 60%, more than 75%, more than 80% and more than 90% marks in the examination. These may also be computed for several years to know the performance of students over a period of time. These data are available in SEMIS for grades X and XII.

Part Two

Framework[6] for Developing the District Secondary Education Plan under the RMSA

[6] *This is a suggested framework/format for organizing the plan documents, and it should not be considered as the methodology for formulating the annual work plans and budget under the RMSA. Further, this part suggests the broad outline of Chapters, including section headings/Subject-headings, which seek minimum data and information that should go into the plan document. State/District Planning Team is free to modify it depending on their specific requirements. In other words, the purpose of this part of the manual is to ensure basic information and data in the plan documents, and not to standardize the same in terms of contents. The document has been prepared in consultation with the Department of School Education and Literacy (Secondary Education Section), MHRD, Government of India, and sample states (in the Meeting held at NUEPA, New Delhi from March 16-17, 2010, to discuss related modalities, guidelines, norms, indicators/results framework for implementation of the RMSA, in which Chhattisgarh, Jammu & Kashmir, Karnataka, Madhya Pradesh, Manipur, Mizoram, Punjab and Tamil Nadu participated).*

I. Approach to Plan Formulation

This section deals with the broad planning approach and the scope and coverage of the plan document, focusing on medium-term strategic planning for grades IX-X. Besides, a brief discussion of the LFA/the logical flow of organizing planned interventions in the plan document will be provided in the section.

While developing the State Component Plan, it may be ensured that the priorities/issues raised by the districts are addressed and the activities are proposed accordingly in the plan.

It also provides the suggested framework for organizing the plan document (in a box). The detailed discussion of the framework is provided in the following section.

Suggested Framework

State/District Planning Team Members
Acronyms
Acknowledgements
Contents (Including the List of Tables and Charts/Graphs)

Chapter 1: State/District Profile
Chapter 2: RMSA and Implementation Status of AWP&B
Chapter 3: Sector Diagnosis - Current Status and Development Priorities
Chapter 4: Planning Process
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II. Framework for Preparing the Perspective and Annual Work Plans

It is suggested that, prior to drafting of the plan document, the district planning team should go through all the sections of Part Three of the manual in order to establish proper linkage between Part Two and Part Three of the manual.

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

1.4 Structure and Administration of Secondary Education

- Brief discussion 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

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: RMSA and Implementation Status of AWP&B

2.1 The Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

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

2.2 Institutional Arrangements for Implementation of RMSA

- Policies and programmes for development of secondary education in the State/UT
- Norms and financial parameters for managing secondary education in the State/UT [Access, minimum provisions in secondary schools/ sections, school/section size, teacher recruitment (including minimum qualifications) and deployment, quality (including school improvement strategies), equity, financing, implementation (including M & E)]
- Institutional reforms and strengthening of resource institutions in the state and district. Discussions in this section should provide a clear idea of the preparedness of the State/ UT and the concerned district for implementation of RMSA (mention the activities, if any, undertaken during the pre-project phase[7])

2.3 Proposed Interventions in the State/UT in the XIIthPlan for Development of Secondary Education

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

2.4 An Overview of the AWP&B, in the preceding year

- Provide an overview of the Annual Plan of the preceding year in terms of development issues, priorities, plan targets, interventions, strategies, additional requirements, 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.

2.5 Utilization Pattern of preceding year's AWP&B

- Disaggregated analysis of the utilization pattern of preceding year AWP&B ; provide

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

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 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 organisations 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 (14-15 Age Group)

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

3.3 Current Status of Secondary Education

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

3.3.1 Physical Access and Facilities

(i) Profile of Secondary Level Institutions

- Schools by category and type
- Schools by management (Government, Private aidlocation (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?)

(ii) Access to Secondary Schooling Facilities

- % of habitations having secondary schooling provisions within or at a 5.0 km distance
- Availability of secondary schools/sections per lakh population in rural and urban areas

- Ratio of upper primary schools/sections to secondary schools sections

(iii) Planning for Universalization of Physical Access

- A brief of the locational planning exercise using GIS already undertaken by the state may be provided here with maps generated through GIS
- The methodology and norms for identification of underserved areas and location of proposed secondary schooling provisions (either through upgradation of UPS or establishment of new schools) may be provided here
- Current strategies of the state government to increase equity and access may be briefly discussed here

(iv) Provisions in Secondary Schools/Sections

- Type and condition of school buildings and classrooms
- Distribution of schools by number of classrooms for grades IX-X
- Secondary schools/sections by availability of other rooms
- Secondary schools/sections by drinking water facility
- Schools by toilet facility (separate for boys, girls and teachers)
- Schools by play ground
- Schools by boundary wall
- Schools by hostel facility
- Schools by residential quarters for teachers
- Schools by other basic infrastructure facilities such as office room, common rooms, activity rooms, sick room, room for sports equipment, watchman's room, electricity connection, etc.
- Schools by Science/integrated lab
- Schools by library facility
- Schools by number of computers in working condition
- Schools by internet connectivity
- Schools by availability of disability friendly provisions
- Schools by availability of adequate sports material
- Schools by availability of furniture for students and teachers
- Schools by basic teaching-learning material
- Schools by teaching-learning equipments

(v) Deployment and Management of Teachers and Staff

- Number of teachers (by job status, gender, location, educational qualification and pre-service training status)
- Number of teachers with and without B. Ed and other qualifications
- Distribution of schools by number of teachers
- Distribution of schools by minimum number of teachers (as per state norm)
- Distribution of schools by minimum number of subject specific teachers (as per state norm)

- Class-Teacher Ratio
- Pupil-Teacher Ratio
- Teacher supply and demand: vacancies - subject-wise shortages and constraints; percentage of schools without minimum number of teachers as per state norms; need for training/qualification
- Non Teaching Staff: Numbers and types as percentage of teaching staff

3.3.2 Enrolment Trends

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

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

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

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

3.3.3 Education Efficiency and Effectiveness

(i) Indicators of Internal Efficiency

- Primary completion rates (grade V and grade VIII)
- Secondary completion rates (Grade X)
- Dropout and repetition rates at elementary level
- Transition rates from grade V to VI
- Dropout and repetition rates at secondary level
- Promotion and survival rates
- Coefficient of Efficiency at the elementary level
- Elementary to secondary transition rates (from grade 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
- Plan and Non-Plan State expenditure
- Expenditure on education as percentage of SGDP

- Education expenditure as percentage of SGDP and State Budget on primary, secondary, and higher education et al (recurrent)

(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

Highlight the key areas of development in secondary education and suggest options (not more than three) for addressing the same. Also, discuss modes of expansion [additional classes at same level - horizontal, additional classes at higher level -vertical, and new schools]; sustainable profiles of growth 2012 and 2016; resources available and financial and non-financial constraints.

Chapter 4: Planning Process

4.1 Institutional Arrangements

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

4.2 Orientation and Capacity Development for Planning

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

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

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

4.4 School Improvement Plans

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

4.5 Plan Formulation Process and Constraints

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.

Chapter 5: Alternative Development Scenarios and Plan Targets

5.1 Enrolment Projection and Targets

5.1.1 Alternative Development Scenarios

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

Scenario 1: Enrolment targets as specified in the RMSA (i.e. GER = 70% by 2011/12, GER = 75% by 2014/15 and GER = 100% by 2016/17)

Scenario 2: Past trends in the growth of enrolment/GER in classes IX-X and their extrapolation till 2016/17; and

Scenario 3: Examine the transition rates between grades VIII and IX, and provide feasible assumptions about their size in the future, and accordingly decide the size of the GER (for classes IX-X) by 2016/17. Please note that while the district must have realistic targets, it should attempt to set the same within the overall framework of the RMSA.

5.1.2 The Development Scenario and Enrolment Targets

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

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

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

5.2 Other Component-wise Targets

- Provide a grid/table giving details of component-wise targets such as access, upgradation of infrastructure, retention, equity, capacity building (including teacher

training), quality related interventions, etc. up to 2016/17 by location and management (wherever applicable)

- Describe the methodology/basis for setting these targets in the district
- Also, present the targets in absolute numbers and indicators for facilitating monitoring and evaluation

Chapter 6: Strategies and Action Programmes

6.1 Advocacy and Stakeholder Participation

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

6.2 Quantitative Expansion - Access and Participation

- Expansion and strengthening of existing Secondary Schools and Higher Secondary Schools;
- Up gradation of Upper Primary Schools based on school mapping exercise with all necessary infrastructure facilities and teachers
- Up gradation 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.

6.3 Strengthening of Existing Schooling Provisions

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

6.4 Quality Improvement

Quality improvement is one of the main thrust areas of RMSA 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 text books, 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 of RMSA, 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.

Teachers

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 upgradation 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.

- 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 about RMSA 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

- Careful planning for monitoring and supervision 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/SDMC 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 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.

6.5 Capacity Building for Planning and Management

6.6 Secondary Education Management Information System (SEMIS)

6.7 Internal Efficiency of the School System - Monitoring & Evaluation

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

6.8 Research and Evaluation Studies

6.9 Innovations

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

Chapter 7: Action Programmes for Focus Groups

7.1 Girls' Education

7.1.1 Community mobilization and sensitization programmes

7.1.2 Promotion of participation in planning and management of school affairs

7.1.3 Distribution of incentives like uniforms, scholarships, bicycles, educational provisions like textbooks and stationery to be planned using the provision available under different schemes of Government of India and State Government.

7.1.4 Provision of transport facilities to girls to be planned using the provision available under different schemes of Government of India and State Government.

7.1.5 State transport/pass facility to be made available to girls for going to nearby secondary/ higher secondary schools in rural areas

7.1.6 Ensuring safety and security of girl child while commuting to the school

7.1.7 Deployment of more female teachers in schools

7.1.8 Residential scheme for women teachers

7.1.9 Provision of girls' hostels in remote and difficult areas

7.1.10 Other relevant interventions

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

7.2.1 Representation of SCs and STs in SDMC

7.2.2 Contextualization of pedagogic processes

7.2.3 Development of area-specific teaching-learning material.

7.2.4 RMSA provides flexibility to local units to develop a context specific intervention for SCs, STs and minorities like:

- 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:

Access and Enrolment

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

Retention

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

Achievement

- Special coaching classes/remedial classes especially for Educationally Backward

Minority girls and children who are not doing academically well.

- Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.
- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.
- Teacher sensitization programmes.
- Deployment of Urdu teachers

7.3 Free lodging and boarding facilities for students belonging to SC,ST,OBC and minority communities

7.4 Providing scholarships to meritorious/ needy students at secondary level

7.5 Providing all necessary facilities for the differently-abled children in all schools

7.6 Expansion of Open and Distance Learning

7.7 Other Relevant interventions

Chapter 8: Estimation of Additional Inputs

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

8.1 Advocacy and Stakeholder Participation

8.2 Quantitative Expansion - Access and Participation

8.3 Strengthening of Existing Schooling Provisions

8.4 Quality Improvement

8.5 Education of Focus Groups

8.6 Capacity Building for Planning and Management

8.7 Education Management Information System

8.8 Internal Efficiency of the School System - Monitoring & Evaluation

8.9 Innovations

8.10 Other Inputs

Chapter 9: Planning for Implementation

9.1 Implementation Schedule and Responsibilities

9.2 Monitoring, Inspection and Supervision

9.3 List of Key Performance Indicators for Monitoring

Chapter 10: Budget Estimates and Financing

10.1 Utilization Pattern of Funds (in case of AWP&B)

10.2 Component-wise budgeting by item and nature of expenditure (recurring and non-recurring)

10.3 Distribution of estimated budget by component and recurring and non-recurring expenditures

10.4 Sharing pattern between centre & state

10.5 Convergence

10.6 Percentage share of the estimated budget to the SGDP compared with the current share of education expenditures in the SGDP

> The Planning teams, while developing the plan, should also take into account the questions likely to be asked during appraisal. The details of these questions are given in the Part Three of this manual.

Annex should include, besides other things, the Procurement Plan as well as the civil works construction strategies.

Part Three

Appraisal of the District Secondary Education Development Plan

I. An Introduction to Plan Appraisal

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a process based, time bound and target oriented programme. This has been undertaken by the nation in an abhiyan mode and it covers all the states and union territories so that the entire population children under the age group of 14 to 18 get the opportunity of climbing the ladder of higher education as well as prepare themselves for improving their life and living. Due to the diversities in culture and tradition as well as heterogeneity in educational status and problems, the plans of RMSA developed by the states/UTs are highly contextual. RMSA emphasizes the role of communities, government departments and non-government agencies in planning and implementation of the activities. Therefore, a very careful appraisal of the district and state plans is necessary. The appraisal exercise needs to appraise the process of developing plans, suitability of the interventions and their expected outcomes.

> **Appraisal is not a fault finding exercise. It is a comprehensive review of the process of planning and planned interventions in order to enrich the plan.**

1.1 Objectives of Appraisal

As stated above, appraisal does not aim at finding faults with the planning process or planned interventions. It is a comprehensive review of the process of plan preparation, visioning and rationale of interventions as well as the suitability of interventions. Therefore the appraisal process adopts a very positive approach to appraise all aspects of the plan. It is not the official sanction of the activities and budgets but it recommends the above for the consideration of the PAB.

The appraisal of the RMSA plans is carried out in order to :

- undertake a comprehensive review of all aspects and components of a plan;
- review the plan to assess inter-linkages among the national, states and district plans across the components;
- assess the overall focus of the plan whether it addresses itself to the priority objectives/ goals of RMSA or to their linkage with the proposed inputs;
- assess the feasibility and perceived mechanism for the participation of the served communities and other stakeholders (government and non-government agencies) in RMSA activities;
- assess individual components from the point of view of technical, managerial and financial feasibilities;
- undertake a holistic assessment of the strengths and weaknesses of the plan
- assess the preparedness of the state/UT and district to implement the plan.
- provide technical support and facilitate the decision making in approving the plan.

1.2 The Appraisal Team

The appraisal exercise is generally undertaken at two levels i.e. at the state and national level. At the state level, the district plans are appraised and finalized for submission to the MHRD, GOI. At the national level the state plans and district plans are appraised. The MHRD generally constitutes the appraisal team comprising of TSG Consultants, representatives from national and state level institutions like NUEPA, NCERT and SIEMAT and academicians from universities, management institutions and Monitoring Institutions for appraising the plans of different states and UTs. Following are some of the important points to be considered while constituting the appraisal teams;.

- Since appraisal of education plan is a technical exercise it is important that experts are so nominated that they have both - the expertise in a particular field as well as experience in the field of secondary education; and
- The experts are from the fields of planning methodology, information and data related issues, quality of secondary education, constructions and civil works, educational management, MIS, monitoring and supervision, community participation, budgeting and costing etc.

Some representatives of the NGOs, community and other stake holders may also be included in the appraisal team.

Each appraisal team should have a team leader.

1.3 The Appraisal Process

Following are some of the important steps involved in the process of appraisal

- The appraisal team is briefed by the MHRD official and the TOR is provided to the team.
- The team leader and the members of the appraisal team have a joint meeting to spell out the task to be accomplished by each member providing the time frame.
- The copies of relevant documents and plans are provided to the team so that the team members study the plan in the desk appraisal exercise and come out with their observations which are shared among them.
- It is suggested that the appraisal team, if possible, visits the concerned state and has the appraisal there. The appraisal team may have the wrap-up meeting with the concerned officer at the end of the visit.
- Towards the end of the appraisal process, an appraisal report is prepared by the team members as per the format of the appraisal report suggested in this manual.
- The draft of the appraisal report is shared with the concerned MHRD official to give it a final shape.

II. Appraising the District Secondary Education Plan (Component-wise)

The Plans which are being appraised have many chapters, each of them deals with general scenario, main issues and related specific components of RMSA. Some of the common aspects which need to the looked into in almost all the chapters are the following;

- Has the plan been developed in line with the RMSA objectives adopting participatory process of planning involving the PRIs/ community and other stake holders?
- Have the interventions been proposed on the basis of needs identified through various methods and are they referred to in the plan?
- Is there a clear vision regarding the planned interventions?
- Has it used scientific techniques of projection, diagnosis etc. as suggested in the manual?
- Does it have authentic data-base and reflects the views of different sections of people in making quantitative and qualitative proposals?
- Has it planned inter-linkages among the interventions proposed in various chapters of the plan document?
- Is there correlation among the interventions, strategies, monitoring and assessment of the outcome of activities?
- Has it taken into account the linkages with the on-going interventions, other than RMSA, available in the area for secondary education?
- Have the participation of community and mobilization and use of community resources in RMSA been clearly stated?
- Have realistic time-frame and responsibility centers been indicated in the plan?
- Is the plan sensitive to the local issues?
- Does the plan adhere to the financial norms?
- Some appraisal issues given in bullets are suggestive and not mandatory. The Appraisal Team will apply its own judgment for effective appraisal of the components.
- Chapter numbers in this part mostly refer to the chapter numbers of Part Two of the manual

Chapter 1: State and District Profile

The focus of this section is on presenting the relevant information regarding population, socio-economic and educational situation of the area for which the plan has been prepared. Administrative setup and educational administration mechanisms should also be presented. The chapter should provide sound data-base/information for plan formulation and help the appraisal process. Following are some of the important points to be looked into while appraising the chapter;

- Does the plan reflect on all relevant information regarding physical features,

administrative setup and educational administration especially for secondary education, demography, minority groups etc. of the state and district separately?

- Have the data regarding all relevant aspects been presented in tables with brief interpretation?
- Do all the tables/data presented have indication of sources of data and reference time?
- Has the planning team ensured that there is an internal data consistency and avoidance of repetition of data?
- Does the chapter incorporate the tribal profile and some special features of the tribes, required for planning special interventions meant particularly for them?
- Are area-specific features and issues highlighted in this chapter?
- Have the comments of the appraisal team on adequacy/inadequacy of information been provided in the chapter?
- Are the state/district map and diagrammatic presentation of administrative and educational structure provided to enrich the chapter?

Chapter 2: RMSA and Implementation Status

This chapter is important from the appraisal point of view because it provides general information about the understanding of RMSA among the state and district teams, preparedness of the state/ district for implementation of RMSA with specific institutional reforms undertaken in this regard and interventions with regard to secondary education in the XI Plan. The chapter should also state the progress made in implementation of AWP&B approved in the previous year(s) and the status of fund utilization. Following are the appraisal issues for this chapter.

- The discussion on RMSA is not of routine type, copying from relevant documents. Does it reflect the evidence of proper understanding of the state/district team about the objectives, goals, strategies and other aspects of the programme?
- Does the plan clearly reflect on the progress made in the preparatory phase?
- Has the plan incorporated information regarding type and extent of administrative institutions and other supportive structures already put in place or are they in the process of being created for implementation of RMSA?
- Has the state/district enough capability to implement the planned interventions?
- Has the plan mentioned the state/district policies and norms regarding access to secondary education, teacher recruitment, improving the quality of secondary education etc.?
- Are state financial norms and fund flow mechanism indicated with supportive evidence in this regard?
- Has the intervention-wise progress of the planned activities approved in AWP&B of pervious year been given?
- Are the comments on the state/district commitments made in the previous year clearly reflected in the plan?

- Has the plan indicated the status of utilization of budget sanctioned last year to help the appraisal team to assess the capacity of the state/district to utilize the budget proposal?
- Have convincing justifications been given for shortfalls in the budget utilization or overestimation of the budget proposals?

Chapter 3: Sector Diagnosis -- Current Status and Development Priorities

The chapter should provide the basic data and qualitative information regarding status of secondary schools, demand for secondary education, projection of 14-17 year age population, access to the secondary education facilities etc. It should also give details about the deployment of teachers and demand for additional teachers. The enrolment trends, educational efficiency and effectiveness including learning outcomes, trends in expenditure, prioritization of options and related issues are of utmost importance for appraisal of plans. The information provided in this chapter should therefore, be the base of visualizing interventions in the subsequent chapters. Some of the important points to be appraised are given below.

- Have the data for expansion of facilities pertaining to access to secondary education, teachers' recruitment and development, enrolment of students, physical facilities, performance of students as reflected by examination results etc. been presented systematically in the plan?
- Have the techniques and methods discussed in the manual been followed in suggesting the demand for various schooling facilities, projection of secondary school going population, prioritization of interventions, etc.?
- To what extent have the correct procedures been followed in estimating key performance indicators suggested in the results framework for assessing the current status of secondary education in the district and in identifying major development concerns?
- How is the qualitative information gathered through, for example, interaction with the PRIs and communities, discussions with other stakeholders, functionaries, SDMC members, etc. used by the planning teams in identifying the additional schooling provisions and capturing the process related key development concerns at the local level?
- Does the plan reflect the basis of prioritization of the issues and activities/ interventions and reasons thereof?
- Has deployment of teachers and teacher shortages, if any, been explained and justified in the plan?
- Have proper procedures been followed for assessing internal efficiency and learning outcomes of children?

Chapter 4: Planning Process

This chapter deals with preparation for planning, constitution of planning teams and their orientation, collection of primary and secondary data and process followed in the planning exercise. Also, it should provide some guidance for development of school improvement plan (SIP). Since planning under RMSA is a process-oriented exercise adopting

the bottom-up approach of planning and proper review of the process of planning are important. Some of the main points to the appraisal are given below.

- Does the plan clearly reflect the process followed in the plan preparation, involvement of communities, PRIs, and other stakeholders, etc. in the process?
- Has the plan provided the list of consultative meetings held in the course of plan development and are the issues discussed in the meetings reflected at appropriate places in the plan?
- Has the plan mentioned the status of formation of planning teams at the district level?
- Have the lists of members of the district planning team and their capacity building activities been given in the plan?
- Are the details of the process of developing school improvement plans (SIPs) provided in the plan?
- Whether the proposed interventions are the outcomes of the processes followed in planning and not the reflection of the planners' own perceptions?
- Have the planning team members gone on field visits to collect primary and secondary data?

Chapter 5: Alternative Development Scenario and Plan Targets

This chapter should provide three alternative development scenarios. The state should take a decision regarding adopting one of them and provide rationale for the same. The scenario regarding additional enrolment by location, gender and social category has to be given. The chapter should also provide component-wise targets and explain the methods of target setting. Following are some of the appraisal issues/points regarding the target setting;

- Are the presentations made in this chapter linked to the calculations and findings reflected in chapter 3 of the plan?
- Have the targets been set realistically and has the justification for setting these targets been provided?
- Does the plan elaborate upon the steps proposed to be undertaken to achieve the targets - whether in one year or in a phased manner, spread over to several years?
- Does the plan take care of the target population as per the trend in growth of population or the projected population of secondary school going-age children?
- Does the plan have a clear vision and proposal regarding bringing the targeted children (gender and social category wise) under the fold of secondary education through opening of new secondary schools in unserved/ underserved areas and/or upgrading the middle/upper primary schools etc?
- Are the state policy and district specific issues clearly reflected in the plan and whether adequate justifications for any deviation from the norms are given for the same?
- Is there a mention in the plan regarding the location of secondary schools with priorities in this regard?

Chapter 6: Strategies and Action Programmes

This chapter should focus on planning for two main aspects viz. quantitative expansion of access and participation and improvement of quality of secondary education. This chapter should have direct linkage with the previous chapters in which the targets for various components have been fixed adopting proper methods and techniques. The related activities, such as advocacy, capacity building of planners, management information system, monitoring and evaluation, research and evaluation studies etc. should find due place in the chapter. Also, it should present innovative activities in various aspects of RMSA implementation. Some of the main issues/ activities to be appraised include the following

- Is there an overall assessment of the strategies to implement the proposed programmes and interventions in the plan?
- Whether the plan mentions clear vision and modalities about involvement of PRIs, Municipal Bodies, communities, teachers, parents and other stake holders in effective implementation and management of interventions?
- Does the plan reflect on the evidence of involvement of the above stakeholders in working out the strategies for implementation of interventions?
- Whether the plan mentions the mechanism for convergence/coordination among the government, non-government and private bodies connected with secondary education to achieve RMSA goals?
- Whether the planning for universal access to secondary education such as strengthening of secondary schools (opening of additional classrooms in the existing secondary schools), upgradation of UPS, upgradation of secondary schools to higher secondary schools, opening of new secondary schools, has been done on the basis of targets identified in earlier chapters?
- Is the assessment of the requirements relating to access based on the school mapping exercise?
- Whether the district secondary education plan is based on the requirements identified in School Improvement Plans of the secondary schools of the district?
- Whether the plan document contains the justification for any deviation from the RMSA/state norms in expansion of access facilities?
- Are need-based and area-specific interventions to strengthen facilities in schools planned?

Quality Improvement: It is one of the key concerns in providing universal secondary education under RMSA. The plan has the details of interventions and strategies to achieve/enhance the quality of learning and providing life-skills to the students. Some of the important aspects to be taken into consideration during appraisal are as follows;

Infrastructure:

- Was a mapping of infrastructural facilities available in secondary schools and needs for additional facilities for them undertaken before planning? Is the plan need based?

- Is the process of rationalization of facilities across secondary schools reflected in the plan?
- Does the plan reflect on fund mobilization including community contribution for improving school facilities?
- Does the plan include the details of state/ district level actions to improve the internal efficiency of schools i.e. decontrol of school management, rational policy of teacher recruitment, deployment, educational administration etc?

Curriculum Development

- Has the state/district vision of quality of secondary education been clearly indicated in the plan? Does it also mention the process adopted in identifying the vision and the roles expected to be played by the professional institutions like IASE, CTE, SCERT etc? Is this vision understood at the state/district and sub-district levels as well?
- Has any mapping/survey been done with regard to curriculum and courses of study practiced in different types of schools?
- Does the plan provide details of the process and steps proposed for curriculum renewal within the broad framework of NCF 2005 and does it elaborate on the approach and modalities to incorporate state and district specific components in the process?
- Does the plan include the details of formation of an 'Expert Group' for curriculum revision, orientation of its members and their action plan?
- Does the plan explain how the new curriculum will take care of the educational needs and aspirations of the local communities particularly the tribal communities etc.?

Learning Resource

- Does the plan clearly indicate the State's policy regarding revision of syllabi and text books based on the revised curriculum?
- Does the plan provide details of process of syllabi and text book development?
- Are interventions proposed for enriching Learning Resource Centers (LRC) libraries, laboratories etc. and their effective use? Are the facilities for sports, vocational and life skill activities planned?
- Are the designs of the laboratories, library etc. and their material needs, as well as procurement of materials reflected in the plan?
- Has the planning been proposed for the use of distance education mode and linkage of RMSA with NIOS and EDUSAT?
- How do the state and districts propose to link education with world of work and provide life skills to students?
- Has the plan taken care of the proposed interventions such as residential facilities for teachers, promotion of arts and crafts education, adolescent education, sports, leadership development of HMs etc.? Does the plan also indicate intervention-specific and time-bound steps to implement the above?

Teachers

- Has the plan clearly indicated what steps are to be taken to assess the availability and need of subject wise teachers in the secondary schools?
- Have the strategies and steps for rationalization of teachers' postings been indicated in the plan in order to ensure availability of subject wise teachers in all secondary schools?
- Was the exercise of identifying the training needs of the teachers, HMs/ principals, supervisory staff etc. undertaken (in participatory mode) for designing the training programmes? Has the sequencing in training activities been presented in the plan? Have the activities for development of suitable modules and training materials been proposed?
- Does the plan have details of programmes for capacity building of the teachers, HMs/ principals, supervisory staff etc.? The teacher training has to be both in pedagogical aspect as well as in content enrichment aspect. Are the details of training-time-frame, training materials, resources supports etc. mentioned in the plan?
- Has the training of teachers through distance learning mode been envisaged and planned?

Academic Support

- Does the plan reflect on strengthening of support from the professional institutions like SCERT, SIEMAT, IASE, CTE, upscaling of DIET etc., to facilitate implementation of quality related interventions? Has the linkage with other academic institutions like universities, NIOS etc. been visualized?
- Has the planning been done for having remedial classes for children with various learning abilities as well as classes for different subjects?
- What type of academic, subject specific support to teachers especially on-site support is planned?

Teaching Learning Process

- Have the state and districts developed a clear vision regarding teaching-learning process to facilitate effective learning by students? If so, does the plan reflect on the process of developing the vision?
- Has the plan proposed any pedagogical shift under RMSA to enhance the pace of learning by students especially those coming from ST, SC and other educationally backward communities?
- Does the plan envisage setting up of a mechanism or steps to ensure quality secondary education?

Monitoring, Evaluation and Supervision

- Has the plan stated a clear vision and steps regarding pupil evaluation in line with the decision taken at the national and state levels and adoption of Continuous and Comprehensive Evaluation (CCE) system? Does the plan incorporate interventions for capacity building in this regard at various levels?
- Has a proper and effective mechanism for monitoring of teaching- learning process, pupil achievements, educational activities in

schools and other quality dimensions carefully planned?

- Does the plan emphasize the importance of participatory monitoring process involving communities, NGOs, teachers, and other stake-holders, etc.? If so, has a suitable structure for it been suggested?
- Have the interventions been planned for the training of all concerned including SDMC members?
- Has the plan identified the resource and responsibility centers at various levels for ensuring quality improvement and has it visualized their accountability in this regard?
- Has the SEMIS been placed and operationalised at various levels and been strengthened? Does the plan provide the details of the proposals in this regard?
- Is the mechanism for Research and Evaluation activities well identified and explained in the plan?
- Have action plans utilized the research findings and SEMIS data to improve the quality of secondary education in the plan?

In addition to the above, some other important aspects to be appraised are the following:

- Have the interventions for adolescent education been planned? Do they also relate to aspects like sensitization about HIV/AIDS, provision of teachers and their orientation and collaboration with other agencies?
- Does the plan reflect on well planned interventions for Guidance and Counseling of students with appropriate details as well as a convergence plan for the same?
- Does the plan visualize encouragement and help to individuals and institutions to undertake innovative activities to help and strengthen different aspects of RMSA?
- Are the activities for diagnosis of learning deficiencies in children coming from various socio-economic and educational backgrounds, and remedial measures and interventions been planned?
- While appraising the interventions and activities for quality, one has to see the cumulative impact of all activities. Strengthening of one or two quality related aspects/components does not bring the desired impact. The complementarities among various quality related interventions need to be established in the plan.

Chapter 7: Action Programme for Focus Groups

This chapter is specially meant to formulate plans, interventions and strategies for girls, STs, SCs, OBCs and other educationally backward and minority groups. Utmost flexibility and scope for innovative interventions are expected in the plan. Community mobilization and their participation in all aspects of RMSA, additional facilities and participation of students in school activities, linkages among agencies dealing with the education of these groups are the main focus of this chapter. Following are some of the important issues that need to be addressed in the appraisal process.

Girls Education

- Does the plan make an effort to bridge the gender gaps with respect to participation in

educational programmes and enhancing achievement level?

- Does the plan have well thought programmes for creating a positive environment in favour of education of girls through suitable and contextual sensitization programmes, women participation in planning and management of education etc.?
- Does the plan provide the basis for identification of facilities and suitable supportive environment for girls to attend schools?
- Is the detailed action plan for providing incentives like uniforms, scholarships, bicycles, text books, transport and security assurance facilities, hostels, included in the plan?
- Is a convergence plan for the facilities provided by the state govt., RMSA, NGOs and others provided in the plan?
- Does the plan suggest strategies to attract female teachers to work in rural, tribal and difficult urban areas? Have any special incentives been proposed for the above?
- Are interventions proposed within the broad framework of RMSA and its financial norms?

Education of STs/SCs/OBCs/Educationally Backward Minorities

- Does the plan reflect upon understanding of special features and needs of the STs/SCs/ OBCs/other educationally backward minorities by the planning teams?
- Does the plan show any evidence of need based and contextual planning?
- Does the plan reflect on representation of the Special Focus Groups in planning and management structures?
- Are the special efforts required to meet the pedagogical needs of the children especially those coming from the tribal and linguistic minority groups reflected in the plan? Are the principles and steps to promote the above clearly reflected in the plan?
- Does the plan also incorporate in it the steps for convergence of interventions provided by the Education Department, Department of Tribal Affairs, and government department, NGOs etc. as well as the modalities to achieve the convergence?
- Does the plan reflect on the understanding of the concept of 'area-intensive' approach and linkage between education and other development concerns, as well as steps to achieve the above?
- Have the interventions pertaining to universal access, retention and enhancing the achievement levels of students etc. been planned after a thorough discussion with the Block and village panchayats, PRIs etc.?
- Have the enrolment drives, monitoring of attendance of students and special coaching and remedial classes suiting to the local conditions been planned?
- Does the plan also deal with proper management, delivery of incentives and enabling measures for ST, SC, OBC and minority community children? Such facilities and incentives include, boarding and lodging

facilities, scholarships, facilities for differently-abled children etc.

- Has the plan visualized the use of suitable distance learning programmes for children of educationally backward communities?
- Is the visualization of the problems of differently-abled children, suitable measures to provide them secondary education, integration of such children with normal children and interventions needed, included in the plan? Has it also worked out the networking and coordination with other departments/agencies/NGOs dealing with these children?

Chapter 8: Estimation of Additional Inputs

This chapter should present a consolidated picture of additional requirements in terms of physical, manpower and technical inputs needed for development of secondary education. The data/ information used in this chapter should be based on the assessment of existing gaps, additional enrolment and interventions proposed in previous chapters. The appraisal issues are the following:

- Are the proposed additionalities linked to the interventions suggested in the preceding two chapters?
- Are the time frame, strategies and steps to accomplish the tasks indicated?
- Have the total requirements, existing facilities and the additionalities been mentioned in the plan with the indication of RMSA share and sharing through other sources?
- Is there a proper match between the facts stated in preceding chapters and this chapter?

Chapter 9: Planning for Implementation

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

- Is there a presentation of realistic schedule of activities with time frame, both descriptive and in the form of flow-chart?
- Whether the responsibility for implementing the interventions indicated, particularly identifying the role of community/PRIs/ municipal bodies/other stake holders, has been indicated in the plan?
- Has the monitoring and supervision mechanism for effective implementation of planned interventions been specified in the plan?
- Have the Performance Indicators for monitoring been identified and the modalities adopted to identify these indicators been mentioned in the plan?
- Does the plan indicate the risk factors?

Special Note on Civil Works

The civil works components are important under RMSA, as under this component there is a massive investment up to the limit of 50% of the total planned budget with a provision of front loading up to 60% of the budget in the initial years. The plan has norms concerning civil works, which have been given in part-I of this manual. The civil works chapter also provides information about different types of construction plans, certificates etc. to be provided along with the civil works proposals in the plan. Following are some of the important aspects to be looked into while appraising the civil works components in the plan.

- The appraisal team must ascertain that the plans are developed adhering to the norms of civil works provided in the RMSA document.
- Does the plan clearly mention that the state norms or RMSA norms for the civil works have been followed in planning the interventions under civil works?
- Is there a clear indication in the plan about ensuring the quality construction, quality control measures etc.?
- Does the plan have a clear strategy about the training of engineers, implementers and other stakeholders to undertake quality civil works?
- Have the modalities been followed in assessment of gaps in school facilities, such as new school buildings, additional rooms, major and minor repairs to be undertaken, conversion of upper primary schools into high schools, hostels, etc.?
- Does the plan identify the priority construction work and mention basis for their prioritization?
- Have the specific interventions in civil works pertaining to earthquake resistance, water harvesting, physically challenged students, hostels for STs, girls etc. been proposed in the plan?
- Does the plan reflect on strengthening of schools through civil works carried out in one go? The phasing of school civil works is not encouraged.
- Has the planning for construction of new school buildings been based on school mapping exercise? Has the process been elaborated in the plan?
- Are the following certificates/notifications attached with the civil works proposals?
  - Notification of unit cost of the construction activities (proposed by state/UT) by the Nodal Govt. department for building construction in the state/UT with the duly sanctioned (technically and administratively) detailed and abstract estimates.
  - Rate conformity certificate.
  - Two copies of the plan, foundation details, section, elevation and detailed estimates duly sanctioned by the competent authority.
  - A certificate from the competent authority to the effect that the plan and estimates are in conformity with the norms of RMSA.
  - A certificate from the competent authority that expenditure over and above RMSA norms and arising out of the unforeseen excess quantity or +ve T.P., if any, will be met by the state govt. and that construction will not be delayed for want of funds.
  - Forms for certificate for structural design sufficiency, viz. stability certificate.
  - Copy of the schedule of rate taken into the account for proportion of the detailed estimate.
  - Implementation schedule of the construction activity.
- Are the implementation mechanism and monitoring and supervision modalities clearly indicated in the plan?
- Have the involvement of the community/ PRIs and other departments in undertaking civil

works as well as their accountability been indicated in the plan?

- Have the justifications for any deviation from the standard norms and provisions, under RMSA been provided?

Chapter 10: Budget Estimates

This chapter is devoted to covering all aspects of financing and budgeting and not only of the funds demanded out of RMSA scheme. This section has to be appraised by a technical person. Following are some of the important appraisal aspects.

- Has a comprehensive review of the intervention-wise sanctioned budget of previous year been given in the plan?
- Are the reasons for underutilization of the budget as well as any constraints in this regard stated in the plan?
- Are all the budget proposals linked to the physical targets reflected in the preceding three chapters?
- Are the proposals within the financial norms and provisions made in the RMSA scheme?
- Have any deviations from the financial norms of RMSA/state and re-appropriation of budget been proposed? Are sufficient justifications for the same given?
- Are the budget proposals component/ intervention-wise? Has the time frame of expected budget utilization been given? Is nature of budget (recurring and non-recurring) indicated?
- Are the total budget requirements for a particular intervention, sharing of budget among RMSA (Centre), state government, community and other stake holders reflected in the plan?
- Are the reasons for following state norms in budgeting of a particular intervention, clearly stated? Are the modalities for convergence of budget been mentioned?
- Is a summary of budget proposals given at the end of the chapter?
- Has a monitoring mechanism for budget utilization been set up at the state/district level?

[8] *The revised/expanded financial norms as provided by Technical Support Group (TSG), RMSA, Ed. CIL, New Delhi for the purpose of appraisal are given in Annexure II.*

III. Appraisal Report Generation

The appraisal report is the main document which records a direction to the implementation teams at different levels for undertaking the RMSA planned activities. The report is the result of comments/ observations made by all the members of the appraisal team. Following are some important points to be kept in mind while preparing an appraisal report:

- The report contains information, comments, recommendations, agreements/ disagreements with the planned interventions etc. The non-negotiable aspects of the appraisal given by TSG (RMSA), Ed. CIL, New Delhi is given in Annexure III.
- The comments/observations made in the report avoid negative approach, unless it is inevitable, and provide positive direction and guidance.
- It is very focused in giving comments on various issues and avoids lengthy comments.
- There is a consistency in using terminologies/ nomenclatures in the report, so that the terms used convey the same meaning everywhere.
- The appraisal teams have to consider planned activities, their rational and other details on their merits and objectivity, instead of rigidly adhering to the norms and structure.
- In case, the norms[8] for any intervention are not clear in the RMSA document, the appraisal team should give its opinion on them for consideration in the PAB meeting.

Suggestive Format of the Appraisal Report

- Title of the Appraisal Report and the Appraisal Team
- Acknowledgements
- Executive Summary: An overview of the progress made in the implementation of interventions and utilization of approved budget of the previous financial year(s), overview of proposal and recommendations for the current year and major issues
- Comments on state commitments and utilization patterns
- Section I - Introduction (Introduction to appraisal - appraisal team, process of appraisal, field visits, limitations etc. Introduction to the appraisal report - views of all the team members, approach in reporting, structure of the report etc.)

- Section II - State/District Profile including Educational Scenario and Database for Planning and related issues: This may be based on the information and data provided in the plan document and verified/cross checked by the appraisal team. Educational Scenario in general and aspects pertaining to education of 14-18 age-group children in particular are given.
- Section III - Planning Process and Methodology
- Section IV - Component-wise Reports- Begin with general comments/observations on identification of interventions based on problems, issues and needs identified through the methods and techniques discussed in the manual. The components are the following:
    a) Ensuring access, retention and participation, expanding schooling provisions and rationalizing facilities across existing and new institutions
    b) Civil works
    c) Improving all aspects of quality of secondary education.
    d) Improving enabling condition for children of educationally backward communities and girls (specially adolescent girls)
    e) Monitoring and Planning for Implementation, Research, Evaluation and Documentation
    f) Plan for Sensitization, Convergence, plan for participation of community, PRIs and other stake holders.
- Section V - Budgeting and Financial Managements
- Section VI - Overall strengths and weaknesses of the plan. The appraisal team should make an objective assessment of the overall strengths and weaknesses of the plan. It may also comment on the understanding of the RMSA by the planning teams and their capacity for proper planning.
- Annex (Model tables, Budget Sheets, Results Framework)

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Financial Norms under RMSA[9]

	Physical Infrastructure- Non Recurring
Classrooms/ Additional classrooms	• Classroom- Pupil Ratio: 1:40 • Minimum ratio :1:25 • Classroom size: as per State norm. • At least two additional classrooms should be built in one secondary school • At least four additional classrooms, two sections each for classes IX & X should be built in one upgraded upper primary school • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah), etc.
Science Laboratory	• One Integrated Science Laboratory- for Physics, Chemistry, Biology & Mathematics. • Room size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own
Equipment	• Cost of construction will include furniture, fixtures, fittings, circulation area (verandah), etc.
Laboratory	• Necessary equipment for Physics, Chemistry, Biology and Mathematics will be needed initially to facilitate academic activities.
Headmaster/ Principal room	• One room for Principal. • Room will also be used as meeting room. • Room size should be adequate as per state govt. norms for holding meetings • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own

[9] *Based on Framework for Implementation: Rashtriya Madhyamik Shiksha Abhiyan, Ministry of Human Resource Development, Government of India,*

	• Cost of construction will include furniture, fixtures, fittings, circulation area (verandah), etc.
Office Room	• One room of adequate size as per state govt. norm for office staff and teachers • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah), etc.
Girls' Activity Room	• One room of adequate size as per state govt. norm • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include fixtures, fittings, circulation area (verandah), etc.
Computer Room	• Room size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture, fixtures, fittings, circulation area (verandah), etc.
Art/ Craft/ Culture Room	• Classroom size: as per State norm. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own • Cost of construction will include furniture/ equipment/ tools, fixtures, fittings, circulation area (verandah), etc.
Library	• Library will be established and run in a room of adequate size, as per the norms fixed by the State Government or Raja Ram Mohan Roy Library Foundation; the nodal agency of Govt. of India to support public library services and systems. • Should involve elements of community contribution. • Grants will be available only for those schools which have existing buildings of their own

	• Cost of construction will include furniture, almirah, racks, fixtures, fittings, circulation area (verandah), etc. • Community should be approached to provide books and furniture, etc., in the library.
Toilets and Drinking water facilities	• Requisite number of toilet blocks in each school, separately for boys, girls, staff & teachers and differently-abled children • Adequate drinking water facilities in every school • Proper drainage system in every school, etc.
Furniture & fixtures	• As far as possible, existing furniture should be repaired • Actual requirements for classrooms, laboratories, libraries and others will be worked out on the basis of approved scales of furniture fixed by the State Governments
	• In case of condemnation through due process and/ or deficiency, purchase of furniture for the following rooms will be subject to the ceiling of Rs. 1.00 lakh per school: o Principal Room o Office and Teacher Room • Due regard should be paid to usefulness and economy. Luxury items should not be purchased • Community will be approached to provide furniture in the schools • Purchases, if any, will be done through State owned small scale industries or NSIC.
Development of Playground, if available in school.	• Schools not having playground will use playground in neighborhood schools or the Community Playground. Community, PRIs, MP LAD, MLA LAD may also contribute towards development & maintenance. • Ministry of Youth Affairs and Sports will also be approached. • Cost will not exceed Rs.10, 000/- per school
Boundary Wall	• Needs to be constructed by the States/ UTs, if not already constructed • Community, PRIs, MP LAD, MLA LAD, private sector may contribute towards construction and maintenance of boundary wall. • Department of Environment and forest may be approached to develop social forestry in the schools.

Physical Infrastructure- Recurring	
Repairing and Renovations - Major and Minor.	• Repairing and renovations will primarily be undertaken through involvement of community or the private sector. • On the basis of approved estimate by State Governments following grants may be considered under special circumstances: In case of Major renovation - one time total amount of expenditure should not exceed Rs. 2.00 lakh per school in case of two sections in school, and Rs. 4.00 lakh per school in case of four sections in school • In case of Minor renovation - total amount of expenditure should not exceed Rs. 25, 000/- in a year.
	Following repairing works can be undertaken: - School building - Toilets - Tanks - Playground - Campus - Conservancy Services - Electrical fittings - Sanitary & Other fittings - Furniture and fixtures etc. • Expenditure on repair & maintenance of building would not be included for calculating the 33% limit for civil works. • Grants will be available only for those schools which have existing buildings of their own
Repair/ replacement of Laboratory Equipment	• Science lab for classes IX-X • Replacement and/ or repairing of laboratory equipment • Purchase of consumables/chemicals etc. Upkeep of laboratories • Any other activity relating to Science and Mathematics. • Annual grant of Rs. 25,000/- per school per annum or as per actual requirements.
Purchase of Lab consumable articles	
Purchase of Books, periodicals, newspapers etc.	• Purchase of books with due reference to the lists of books recommended by the KVS, (or) List recommended by the State Governments, (or) as per the scheme formulated by Raja Ram Mohan Roy Library Foundation, the nodal

	agency of Govt. of India to support public library services and systems. • Rs. 10,000 per annum or the actual expenditure, whichever is less. • Text Books and Reference Books for teachers should also be included.
Study tours/ Excursion trips:	• State Govt./ Community/parents / private sector may sponsor or contribute • Study tours should be organized by the schools every year • Willing students should be allowed to participate. Adequate measures for safety and security of the students, especially girls, should be made **School Annual Grants- recurring** • Sports, music, dance, painting, culture, teaching aids - Equipment for teaching geography as elective - Drawing equipment & painting materials - Maps, charts, specified instruments & appliances - Sports equipment, uniforms, etc. • To meet petty and contingent expenditure, like organizing meetings, conveyance, stationery • Petty repairs & maintenance • Water, electricity and telephone charges, internet charges/ other rates and taxes. • Other expenditure. • State Government/community/PRIs/ private sector may also contribute. • Grant of Rs. 15,000/- per annum or actual expenditure, whichever is less, to meet water and electricity charges.

Teachers, staff and Lab Attendants	
Teachers	• Subject-wise TG/ PG Teacher • PTR of 1:30 * • Teachers will be employed by the Society implementing RMSA.
Lab Attendant	• One lab attendant, • will be employed by the Society implementing RMSA
Duftary **Watchman**	• One daftary for office works. • One night watchman • May be appointed by Community/ PRI/ Parent -Teacher Association.
In-service training of teachers and heads of schools	• Training of all teacher/ Principal/ Vice Principal for 5 days every year • Rs.200/- per teacher per day ** • Unit cost is indicative, would be lower in non-residential training programmes
Residential quarters for teachers	• Residential quarters for teachers in remote/hilly areas/in areas with difficult terrain • Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. • Rs. 6.00 lakh per quarter subject to availability of fund. Preference for female teachers.
Others	
Science exhibition in District Headquarters or in a place within the District.	• The DPC in each district will organize science exhibition • All the schools will be invited to participate • Local JNV and KV will also be associated • The Community, PRIs, NGOs, intellectuals, etc., will be invited. Provision for felicitation/ award to best exhibitor will be made • State Government/ Community/ PRI / Private Sector etc. may sponsor and contribute.

* *CABE committee on USE and the Working Group on Secondary and Vocational Education have recommended PTR of 30:1*

* *Planning Commission has allocated Rs. 1000/- per teacher per annum.*

Note: All financial norms for civil wok are suggestive and meant for financial estimation. State/UT PWD schedule of rates will be applicable.

Out of the above, priority will be given to the following, depending upon the availability of resources:

Physical Infrastructure-Non Recurring

- Classrooms/Additional classrooms
- Science Laboratory
- Lab Equipment
- Headmaster's/Principal's room
- Office Room
- Computer room/laboratory
- Art/Craft/Culture Laboratory
- Library
- Toilets and Drinking water Facilities

Physical Infrastructure- Recurring

- Repairing and Renovations- Major, under special circumstances
- Repair/replacement of Laboratory Equipment and Purchase of Lab consumable articles
- Purchase of books, periodicals, newspapers, etc.
- School Annual Grants- to meet electricity and water charges.

Teachers, Staff and Lab Attendants-Recurring

- Teachers
- In-service training of teachers and heads of schools
- Residential quarters for teachers in remote/hilly areas

Annexure-II

Revised Financial Norms under RMSA[10]

S. No	Intervention	Norms
1	New School/ upgradation of upper primary school to secondary school	• Provision of up to Rs. 58.12 lakh for 2 section school. • Provision of up to Rs. 46.86 lakh for 1 section school. • Within 5 Km of unserved habitation, having sufficient enrollment of 50/70 for class IX. • Preference to be given for upgradation of UPS. • In exceptional case stand alone secondary school with reasons for the same to be considered. • Preferably 2 section school to be opened in view of financial viability. • Ashram schools to be given preference. • Minimum enrollment for class IX for new school should be to 70, for hilly & difficult terrain, like natural barrier, international border areas, etc., a relaxed norm for enrollment of 50 may be followed. • For hilly and difficult terrain - 1 section secondary school may be opened with minimum enrollment of 25-35, but distance criteria of 5 km remains the same .
2	Upgradation of KGBV/--residential UPS	• Provision of Rs. 58.12 lakh for 2 section school. • Provision of Rs. 46.86 lakh for 1 section school. • RMSA has provisions for upgradation of UPS to secondary school for KGBVs/ residential upper primary school. Hostel for the same is to be provided by Girls Hostel scheme / any other scheme. • To ensure both, the provisions are made simultaneously
3	Teachers of new schools	• For every new secondary school approved - 1 Head teacher and 5 teachers to be provided. • 5 teachers (2 language teachers, 1 science teacher, 1 social science and 1 math teacher) can be provided. • If the state norm requires more teachers ,these are to be provided by the State/UT

[10] *As provided by Technical Support Group (TSG), RMSA, Ed. CIL, New Delhi for the purpose of appraisal*

		• Only qualified teachers are to be recruited. • Teachers will be recruited as per the terms and conditions of the respective State/UTs.
4	Additional teachers for existing schools	• Every school to have at least 1 Head master and 5 teachers for enrollment up to 160. • 1 teacher for every additional 30 enrollments. • The subject for which the additional teacher is recruited will be as per the recruitment policy of the state. • States ensure that proper balance of subject teachers is maintained in each school. • Wherever required teacher rationalisation exercise has to be undertaken by the State. • Teachers will be recruited as per the terms and conditions of the respective State. • Only qualified teachers are to be recruited.
5	Non-teaching staff	• For every new school - 1 post of Lab attendant, 1 Office Assistant / Dufftary are to be provided. • For existing schools, gap is to be assessed based on school-wise requirement and the existing sanctioned post. • Additional requirement /gap is to be provided by RMSA. • The terms of recruitment, as per the terms and conditions of the respective State/UTs.
6	Civil Works	• Programme funds on civil works shall not exceed the ceiling of 50% of the entire project cost. • Till 2010-11, no ceiling applicable. • In a particular year's annual plan, provision for civil works can be considered up to 60% of the annual plan expenditure, within the overall project ceiling of 50%. • Gaps to be assessed based on SEMIS data. • Minor repair grant not to be included in 50% / 60% ceiling. • The ceiling of 50 % or 60% would not include expenditure on major repair. • All the civil works to have rain harvesting system in the plan itself. • All the buildings will be designed to make them disabled friendly.

		• 50% or 60% ceiling to include building for new school, strengthening for existing school and any other civil works at school block / district level.
7	Strengthening of infrastructure for existing secondary school	• The funds provided for strengthening of infrastructure for any school not to exceed Rs. 36.85 Lakh. • Whole school concept to be followed, i.e. gaps in terms of infra-structure in any school to be taken up in the same years plan. • Any school can be reviewd later (only) for an additional classroom, if there is an increase in the enrollment. • Gaps to be assessed based on SEMIS data. • The components supported under strengthening of existing school: ♦ Additional classroom. ♦ Science Laboratory along with lab equipment. ♦ Computer rooms. ♦ Art craft/culture room. ♦ Library. ♦ Drinking water facilities. ♦ Head master's room (not supported, due to ceiling of Rs. 36.85 Lakh per school). ♦ Office room (not supported, due to ceiling of Rs. 36.85 Lakh per school). ♦ Girls Activity room (not supported, due to ceiling of Rs. 36.85 Lakh per school).
8	Additional Classroom	• At least 4 classrooms, 2 sections each, for class IX & X in very secondary school. • Provision of Rs. 5.63 lakh per classroom, including Rs. 1.00 lakh towards furniture. • At least 2 classrooms for 1 section secondary school. • Grant available only for schools having their own building. For every additional enrollment of 40 - 1 classroom to be provided in a school. • Room size of 7x7 sq meters with additional 35 %, (circulation area 20% and wall area 15%) • Plinth area of 66 sq meters.

9	Science Laboratory	• Provision of Rs. 6.10 lakh per laboratory. • One integrated Science laboratory for Physics, Chemistry, Biology and Mathematics for every secondary school. • Room size 7X7 sq meters with additional 35% (circulation area 20% and wall area 15%); Total plinth area of 66 sq meter. • For govt. schools having their own building. • Cost of construction to include furniture, fixture, fittings, etc. • Science laboratory to be designed to include platforms, storage space cupboards, etc.
10	Lab Equipment	• Provision of Rs. 1.00 lakh per laboratory. • One time grant. • For schools where science laboratory is provided • For schools which have science laboratory, but do not have sufficient equipment.
11	Computer Room / Laboratory	• Provision of Rs. 5.00 lakh per computer room. • Room size of 7x7 square meters with additional 35% (circulation area 20% and wall area 15%), and total plinth area of 66 square meters. • For govt. schools having their own building. • Cost of construction to include furniture, fixture, fitting, etc. • Hardware, computers and software, etc. to be provided through ICT @school scheme. • To be used as language laboratory as well, with the use of appropriate software.
12	Art /Craft/Culture room	• Provision of Rs. 5.00 lakh per room. • Room size of 7x7 square meters with additional 35% (circulation area 20% and wall area 15%), and total plinth area of 66 square meters. • For govt. schools having their own building. • Cost of construction
13	Library room	• Provision of Rs. 7.00 lakh per room. • Room size of 7x10.60 square meters with additional 35% (circulation area 20% and wall area 15%), and total plinth area of around 100 square meters.

		• For govt. schools having their own building. • Rs. 25000/- for furniture, as part of Rs. 7.00 lakhs. • Construction should be such that cupboards and proper storage space is inbuilt. • Cost of construction to include furniture, almirah, racks, fixture, fittings, etc. • For books for library, community or other sources of funds to be explored.
14	Toilet Block	• Provision of Rs. 1.00 lakh per block. • Requisite number of toilet blocks in each school separately for boys & girls. • Block to be disabled-friendly. • Proper drainage system. • Availability of water to be ensured in the toilets. • Norms of Total Sanitation Campaign (TSC) to be followed • For govt. schools with their own building.
15	Drinking Water	• Provision of Rs. 50000/- per school. • Adequate safe drinking water facility to be available in every school. • Norm of Total Sanitation Campaign (TSC) to be followed. • For govt. schools with their own building.
16	Headmaster's Room	• Due to ceiling of Rs. 36.85 lakhs per school on strengthening of existing secondary school, Head master rooms are not provided.
17	Office Room	• Due to ceiling of Rs. 36.85 lakh per school on strengthening of existing secondary school, office rooms are not provided.
18	Girls Activity Room	• Due to ceiling of Rs. 36.85 lakh per school on strengthening of existing secondary school, activity room are not provided.
19	Building for buildingless schools	• Provision of Rs. 36.85 lakh per school • For govt. schools, which do not have their own building. • Additional amount, if required, is to be provided by state govt. or to be arranged through other sources. • Based on SEMIS data.
20	Major repair	• Provision of maximum Rs. 4 Lakh per school for 2 section school, based on actual estimate

		• Provision of up to Rs. 2 Lakh per school for 1 section school, based on actual estimate. • Estimates to be approved by state competent authority. • The building has to be at least 10 years old.
21	Teacher quarters	• Provision of Rs. 6.00 lakh per quarter. • For teachers in remote /hilly areas/difficult terrain /rural areas. • Preferably to be built as residential cluster. • Preference to be given to female teachers. • Number of teacher quarters would have to be within the sanctioned post of teacher. • Existing teacher quarters to be taken into account.
22	School grant	• Provision of Rs. 50000/- per school per year. • For govt. schools. • To be used for repair/ replacement of laboratory equipment, purchase of lab consumables, purchase of books, periodicals, news-papers, electricity charge, water charges, purchase of sports equipment, music, dance, painting, culture, teaching aids, maps, charts, stationary, etc. • Expenses for conducting sports days /annual day • Organizing meetings. • PA system, racks, etc., teaching-learning material, etc., can also be purchased.
23	Minor Repair	• Provision of Rs. 25000/- per school per year. • Available only for govt. schools, having their own pucca building. • For repair of school building, toilets, playground, computers, electrical fittings, whitewashing, painting, sanitary and other fittings, furniture, etc. • Expenditure on minor repair would not be included for calculating 50% limit for civil works.
24	Sports equipment	• Rs. 20000/- per school for a maximum of 100 schools in a State /UT
25	Excursion trips for students	• Rs. 200/- per student per year for students of class IX or class X. • For local excursion trips of students. • Students to prepare a write-up on the trip • Visits to cover places of heritage importance, art and culture,

		environment preservation related, etc.
26	Study tours outside the State/UT	• Provision of up to Rs. 2000/- per student per year for select number of students. • It could be performance award or can be based on same other criteria, as decided by State. • To expose the students to different culture, historical event or some other exposure. • It may be like participation in a workshop or sports event, etc.
27	Remedial Teaching	• Provision of Rs. 500/- per child per annum. • The number of students not to exceed 20% of class IX enrollment. • To be provided at the start of class IX to ensure the student is brought at par.
28	Training of community leaders	• All SMDC members to be given training for 2 days in a year. • Provision of up to Rs. 300 per day per person. • Training to cover academic monitoring, account maintenance and other school related topics.
29	In-service training of teachers	• In-service training of 5 days for all teachers every year, @ Rs. 300/- per teacher per day. • Teachers of govt. and govt. aided schools to be covered. • Training to include subject training, training for handling CWSN, training on yoga, etc., as per the requirement of subject teacher. • Training related to different pedagogical practices to be included in this.
30	Induction training of newly recruited teachers	• Provision of training of 10 days for newly recruited teachers, @ Rs. 300/- per day per teacher. • Teachers of govt. and govt. aided schools to be covered.
31	Non-teaching staff	• For every new school 1 post of Lab attendant, 1 Office Assistant / Dufftary to be provided. • For total existing schools the gap assessed for each school, over and above the sanctioned post, to be provided. • The terms of recruitment, as per the terms and conditions of the respective State/UTs.
32	Study tours for teachers with in the State	• Provision of Rs. 2000 per teacher. • To exposé the teachers to best practices within the State.

		• Teachers to submit tour report explaining usefulness of the tour.
33	Study tour for teachers outside the State	• Provision of Rs. 20000 per teacher per year for selected teachers. • To expose the teachers to best practices of other States. • Teachers to submit a tour report and its utility in their teaching process.
34	Setting up of Satellite Information Technology (SIT)	• As per State specific cost. • To ensure SITs do not already exist. • Also to ascertain the utility of setting up of SIT.
35	Setting up of Receive Only Terminal (ROT) at school	• As per state specific requirement can be provided for setting up of ROT. • To ensure ROTs do not already exist.
36	Science Kit	• Provision of Rs. 1500/- per kit and maximum 10 kits per school • To ensure the schools do not have it already. • To be procured by SDMC.
37	Science Fair	• Provision of Rs. 1.00 lakh per district per year. • Should be organized for elementary and secondary levels together.
38	Book Fair	• Provision of Rs. 1.00 lakh per district per year. • Should be organized for elementary and secondary levels together
39	Other activities for quality improvement	• States may plan additional activities for improvement of quality of education. • These activities may be initially carried on pilot basis followed by impact assessment before upscaling. • Examples: exposure to art and culture, radio programmes for teachers/ students, onsite support to teachers, workshops for teachers, handbooks for teachers, craft mela, school magazines, etc. • Financial norms for these activities, with detailed financial break-up, have to be provided.
40	Module development	• Workshop for development of module for training of teachers. • Financial norm as per need and detailed breakup.
41	Training of master trainers	• Provision of up to Rs 300/- per day per person, up to 5 days. • Number of master trainers to depend on the number of teachers.
42	Training of key resource persons	• Provision of up to Rs. 300/- per day per person, up to 5 days. • Number of key resource persons to depend on the number of teachers and master trainers.

43	Management training for Head master/principals	• Provision of up to Rs 30000/- per Principal per year. • The duration of the training programme can be up to 14 days. • Can be done through institutes like IIM, SIEMAT etc.
44	Training of Laboratory Assistants	• Provision of Rs. 300 per Laboratory Assistant per day for up to 5 days. • For all existing lab assistants of govt. and govt. aided schools
45	Training of Librarians	• Provision of Rs. 300 per librarian per day for up to 5 days. • For all existing librarians of govt. and govt. aided schools
46	Guidance and counseling salary	• Strengthening of guidance and counseling cell. ♦ Provision of 5 posts at state level with salary @ 2.4 Lakh per person year. ♦ Preferably to be located at SCERT. • Setting up of Guidance Resource Center providing psychological tests / tools, guidance / career literature, display materials, etc. @ Rs. 50000/- for State /UT. • RP/Research assistant for field work / development work with salary @ Rs 1.00 Lakh per year. • Sensitization programme for 2 days @ Rs 40000 per programme, with participation of 35-40 persons per programme. • In each school 2 teachers to work as counselors (1male and 1 female) • In-service training to include training on guidance and counseling. • Counseling to be provided to students on subjects like drugs, career counseling, adolescent issues, etc.
47	NIOS	• National Institute of Open schooling to develop norms for support under RMSA.
48	MMER	• Funds for MMER not to exceed 2% of the total outlay. • To be divided into 2 components. ♦ MMER at DPO. ♦ MMER at SPO. • Activities to be included : ♦ Salary of staff. ♦ Honorarium. ♦ Consultancy charges. ♦ Audit expenses.

		♦ Monitoring and supervision-related activities. ♦ Action research. ♦ Research or any research study. ♦ Community mobilization activities
49	Equity	• Activities to improve participation of Girls, SC/ST and minorities, etc., in schools to be taken up. • Budget for the activities based on the need of the intervention. • Detailed breakup of budget to be worked out. • Examples of the intervention: karate training / self defense training for girls, transport facility, retention drive, adolescent education in convergence with AEP, residential camps/summer camps for girls, interaction with females like lady inspectors, lady collectors, etc., exposure to different career options, etc.
50	Examination Reform Curriculum reform	• Activities are responsibility of State Boards. These boards are self-sufficient. • Activity to be done to ensure quality of education in school. • Any activity which has not been already undertaken by the Board may be taken up under RMSA

Annexure-III

Appraisal of the State/District Annual Work Plan and Budget (AWP & B): Non-negotiable Aspects under RMSA[11]

Non-Negotiable for Appraisal			
Component	**Information Need**	**Strategy**	**Comments**
Access	• Information regarding transition rate from upper primary to secondary level. • Information on number of un-served habitations and children without facility of secondary schools within a distance of 5 Km. • No. of non-enrolled children in the age group of 14-16 yrs, both in served and un-served habitations.	• The information needs to be provided. • Proposals for providing access in terms of upgradation of upper primary schools with priority to Ashram Schools, opening of new-schools, provision of residential schools in sparsely populated areas, provision for transportation facility, provision for enrolment in open schools • Expansion of open & distance learning facilities for out of school children	New Schools to be provided, with disabled-friendly school buildings, rain water harvesting facility and staff, including teachers
Retention	• Information on retention rates • Information on reasons for poor retention rates • Information on PTR • Information on infrastructure facilities in schools.	• The strategy for improving retention rates including community mobilization, teachers sensitization, facilities in the schools like drinking water, separate	These are essential for retention of children in the schooling system

[11] *As provided by Technical Support Group (TSG), RMSA, Ed. CIL, New Delhi for the purpose of appraisal*

		toilets, major & minor repairs of school building, including yearly maintenance, free TLM, provision of trained and qualified subject-specific teachers and additional teachers	
Equity	• Demographic profile disaggregated by gender, SC & ST, Minorities, Other backward classes (OBCs), and other weaker sections of the society, along with information on such enrolled children	• Free lodging/boarding facility for students belonging to SC, ST, OBC and minority communities • Hostel/Residential schools, cash incentive, uniform, books, separate toilets for girls • Providing scholarships to meritorious/needy students at secondary level • Efforts must be made to provide all necessary facilities for the differently-abled children in all the schools • Needs for open and distance learning to be undertaken.	New Schools to be provided, with disabled-friendly school buildings, rain water harvesting facility and staff, including teachers These are essential for retention of children in the schooling system Absence of these strategies would adversely affect the enrolment and retention of children from these communities.
Quality	• Information on shortage of teachers. • Information of schools lacking basic infrastructure, like furniture, blackboard, libraries, science & mathematics laboratories, computer labs, toilet cluster • Information on residential accommodation for teachers	• Strategy for filling-up teacher vacancies and deployment of subject specific teachers in every school. • Strategy for providing basic infrastructure in schools, like furniture, blackboard, libraries, science & mathematics laboratories,	

	in rural and difficult hilly areas. • Information on in-service training of teachers including SCERT, and other NCTE recommended teacher training institutions.	computer labs, toilet cluster • Provision for residential accommodation for teachers. • Strategy for in-service training of teachers	
Management Issues:	a) Institutional Reforms b) Strengthening of Resource institutions and their involvement in the project/scheme Information on strengthening of Resource institutions and their involvement in the project/scheme c) Involvement of SMCs/PTA in school related activities d) Management Information System (MIS)	• Constitution of State implementation society and governing laws to be framed • Reforms in school governance-Improve schools' performance by decentralizing their management and accountability. • 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; and streamlining financial procedures for speedy flow of funds and their optimal utilization.	

		Strengthening & Involvement of: • NCERT (including RIEs), NUEPA and NIOS, at the national level; • SCERTs, State Open Schools, SIEMATs, etc., at the State level; and • University Departments of Education, Reputed Institutions of Science/ Social Science / Humanities Education, and Colleges of Teacher Education (CTEs)/ Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored 'Scheme of Teacher Education'. • Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent - Teacher Associations, will be ensured in planning process, implementation, monitoring and evaluation. • Efficient system of collection & collation of data in the form of SEMIS • Use of data in planning and monitoring.	

Out of School Children	Open Schooling System	• Responsibilities must be entrusted to existing state open schools. • In case of non-existence of state open schools, department of secondary education will be solely responsible for planning & implementation. • Clearly spelt out quality related interventions, as per the guidelines. • Capacity building programme must be made compulsory to enable effective planning & implementation. • Clear cut reflection on the monitoring system adopted at the school, district and state level.	Absence of these strategies would adversely affect the enrolment and retention of children from certain sections of population.

Annexure-IV

Tables/Formats for Furnishing Information for Appraisal[12]

Table 1: Basic Administrative Units at the District Level

Sr. No.	Name of District	No. of Educational Blocks	No. of CD Blocks	Municipal Corporation/ Urban blocks	No. of revenue Villages/ Wards	No. of Habitations	No. of Panchayats	No. of SMDCs formed	No. of members in each SMDC
	TOTAL								

Source:

Table 2: Staffing Status at State Project Office and District Project Office

	No. of Staff sanctioned	No. of Staff filled	No. of Vacant Posts
SPO			
DPO			

Source:

[12] *As provided by Technical Support Group (TSG), RMSA, Ed. CIL, New Delhi for the purpose of appraisal. The data and information in the Tables 1-30 should be given for the previous one or two years, as applicable/available*

Table 3: Access Status and Proposal

Sr. No.	Name of District	No. of Habitations	No. of Habitations covered by Sec School in 5 Km areas	No. of Habitations without Sec School in 5 Km radius	No. of unserved Habitations eligible for sec school as per State Norms	No. of unserved Habitations not eligible for sec school as per State Norms	Proposal for unserved eligible habitations as per Col 6		Proposal for un-served ineligible habitations as per Col 7			Remarks
							No. of new schools proposed	No. of habitations to be covered	Type of strategy proposed (residential/ stand alone/ any other)	Number	No. of habitations to be covered	
1	2	3	4	5	6	7	8	9	10	11	12	13
	TOTAL											

Source:

Table 4: Status of Previous Years' Sanctioned Schools under RMSA

Sl. No.	District	No. of new schools sanctioned under RMSA in the last 2 years									Progress (No. of schools functioning)			Remarks
		Previous Year 1			Previous Year 2			Total			Against Prev. Year 1	Against Prev. Year 2.... onwards	Total	
		1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total				
TOTAL														

Source:

Table 5: Requirement of Secondary Schools in the State

Sl. No.		1																		
District		2																		
Block		3																		
Name of Govt. (DOE) Middle School /Upper primary schools (UPS) as per Govt. Notification (Base year 2009, March)		4																		
DISE Code of the school		5																		
Class being taught in the school (viz. I-VI/I-VII/I-VIII/I-IX/I-X/VI-VII/VI-VIII/VI-X etc)		6																		
Total No. of students enrolled in class VIII in the Upper primary school as per DISE (Current Year)		7																		
Availability of Land (In Acres)		8																		
Whether UPS has been upgraded to secondary level by the State Govt./UT Administration (Write 1 in case of 'Yes' or 2 for 'No' in the respective year of upgradation)	Since Start of Project year 1	9(A)																		
	Year 2 ..... onwards	9(B)																		
Whether upgradation of UPS has been approved by the PAB-RMSA for the State Govt./UT Admn. (Write 1 incase of yes or 2 for No in the respective year of upgradation)	Since Start of Project year 1	10(A)																		
	Year 2 ..... onwards	10(B)																		
If the UPS has been identified for upgradation to Secondary level, as per the school mapping exercise (write" 1 for 'Yes' or else leave blank")		11																		
If the UPS has been identified for upgradation to Secondary level, as per the local body's/State's or UT's desire by nomination (write "1 for 'Yes' or else leave blank")		12																		
Name of the nearest secondary school where class IX-X is being taught (Govt. or Govt. aided)		13																		
then no. of upper primary/middle schools or (Govt./Govt. Aided) schools within the 5Km. radius of the school (excluding the proposed school)		14																		
Distance of nearest Secondary School mentioned in previous column, i.e. column no.12 If the school is proposed for upgradation to Secondary level,		15																		
If the school is proposed for upgradation to Secondary level then no. of upper primary/middle schools (all management) in the 5Km. radius of the school (excluding the proposed school)		16																		
Total No of Students Enrolled in class VIII in the school mentioned in previous column, as per DISE (Current Year) (excluding the school proposed)		17																		
Total Enrolment in class VIII as per DISE (Current Year) (Sum of col. No.7 + column No.16)		18																		
Whether the UPS proposed for upgradation is to be covered by State Govt or UT Administration. On its own. (If "Yes' write 1 or else 2 for no ")		19																		
Whether the State Govt. or UT Administration is willing to propose school for upgradation under RMSA. (If Yes write 1 or else 2 for 'No ")		20																		
If 'Yes' in previous column then plan year in which the State Govt or UT Administration is willing to propose school for upgradation under RMSA		21																		
Remarks		22																		

Source:

Table 6: Proposal for Upgrading Upper Primary Schools to Secondary School for Current Year

Proposed Unit cost												
No. of Classrooms proposed												
No. of Habitations to be covered												
Name of the nearest recognised secondary school												
Distance from the proposed UPS to the nearest recognised secondary schools (Govt. Govt. Aided, HS unaided) (in km)												
Total Enrolment in grade VIII of UPS or section located within the catchment area of the UPS proposed for upgradation												
No. of Upper Primary schools (Govt. Govt. Aided, UPS unaided) within 5km of the proposed school	UPS unadied											
	Private aided											
	Govt											
Year of upgradation of Class - VII to Class - VIII (if upgraded within 5 years)												
Special geo-physical and other features (SC/ST/ Minority) of the School/ habitation in which the school is situated	Other features like SC/ST/ minority concentration (if any)											
	Special geo-physical features (Specify)											
Name of the school proposed for upgradation												
DISE Code												
Block/ Taluka/ Municipal Corporation												
District												
Sl. No												

Source:

Table 7: No. of Schools by Schooling Structure (Total Schools)

Sr. No.	Name of District	No. of Schools with classes I to X	No. of Schools with classes I to XII	No. of Schools with classes V/VI to X	No. of Schools with classes V/VI to XII	No. of Schools with classes VII / VIII to X	No. of Schools with classes VII/ VIII to XII	No. of Schools with classes VIII/ IX to X	No. of Schools with classes VIII / IX to XII	No. of Schools with classes XI to XII
	TOTAL									

Source:

Table 8: No. of Schools by Sources of Funding

Sl. No.	District	Total No. of Secondary Schools	State Govt Secondary Schools	Local Body	Central Govt Sec school	Government Aided Secondary School	Pvt. Secondary School
	TOTAL						

Source:

Table 9: No. of Schools by Management

Sl. No.	District	State/UT Govt. Edu. Dept.	Local Body	Tribal Welfare	Social Welfare	Public Sector	Department of Labour
	TOTAL						

Source:

Table 10: No. of Schools by Category

Sl. No.	District	Secondary School	Hr. Sec. School	Intermediate/Junior College	Degree College with +2 level	Post-Graduate college with +2 and +3 levels	Others
	TOTAL						

Source:

Table 11: No. of Schools already Supported under RMSA

Sl. No.	District	No. of Government SSs as on Sept. 30 of the last year	Schools with 2 Section and above	Schools with 1 Section	Schools supported for strengthening under RMSA		Balance Schools
					Prev. Year 1	Prev. Year 2	
	TOTAL						

Source:

Table 12: No. of Sanctioned and Vacant Posts of Teachers

Sl. No.	District	Govt schools					Aided schools				
		No. of Government Sec Schools	Enrollment in Govt. Secondary School	No. of Secondary School Teachers			No. of Govt. Aided Schools	Enrollment in Govt Aided Secondary school	No. of Secondary School Teachers		
				Sanctioned post	In position	Vacant			Sanctioned post	In position	Vacant
	TOTAL										

Source:

Table 13: School Wise Requirement for Subject-wise Additional Teachers

Sl. No.	District	SEMIS Code	Name of the School	Medium of teaching	Whether shift-wise secondary school, then (morning/evening shift or any) it may be indicated clearly	Enrolment of Grade IX	Enrolment of Grade X	Enrolment of Grade IX & X	Total Teachers required in school	Total No. of Sanctioned Post	Gap in terms of teachers	Proposed no. of additional teachers under RMSA	Subject wise Sanctioned post						
													Sub 1	Sub 2	Sub 3	Sub 4	Sub 5	Sub 6	Sub 7
													Sanctioned	Sanctioned	Sanctioned	Sanctioned	Sanctioned	Sanctioned	Sanctioned
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9=7+8*	*10*	*11*	*12=10-9*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
	Grand total																		

Source:

Table 13-A: Requirement for Additional Teachers (to be used where teacher cadre is sanctioned at district levels)

Sl. No.	District	SEMIS Code	Name of the School	Enrolment of Grade IX	Enrolment of Grade X	Enrolment of Grade IX & X	Total Teachers required in school
1	*2*	*3*	*4*	*5*	*6*	*7=5+6*	*8*
Sub total Dist 1							
Sub total Dist 2							
Sub total Dist 3							
Grand total							

Source:

Table 13-B: Requirement for Subject-wise Additional Teachers (to be used where teacher cadre is sanctioned at district levels)

Sl. No	District	Total required teachers	Total No. of Sanctioned Post	Gap in terms of teachers	Proposed no. of additional teachers under RMSA	Subject wise Sanctioned post						
						Sub 1	Sub 2	Sub 3	Sub 4	Sub 5	Sub 6	Sub 7
1	2	3=7 of Table B1	4	5=3-4	6	7	8	9	10	11	12	13
	District 1											
	District 2											
	District 3											
	District 4											
	District 5											
	District 6											
	Grand Total											

Table 13-C: Requirement of Additional Teachers (to be used where teacher cadre is sanctioned at State levels)

Table 13-C							
Sl. No.	District	SEMIS Code	Name of the School	Enrolment of Grade IX	Enrolment of Grade X	Enrolment of Grade IX & X	Total Teachers required in school
1	*2*	*3*	*4*	*5*	*6*	*7=5+6*	*8*
	Grand total						

Source:

Table 13-D: Requirement for Subject-wise Additional Teachers (to be used where teacher cadre is sanctioned at state levels)

Sl. No	Total required teachers	Total No. of Sanctioned Posts	Gap in terms of teachers	Proposed no. of additional teachers under RMSA	Subject wise Sanctioned posts						
					Sub 1	Sub 2	Sub 3	Sub 4	Sub 5	Sub 6	Sub 7
1	2=7 of Table C1	3	4=2-3	5	6	7	8	9	10	11	12
State level											

Source:

Table 14: No. of Teachers by Training Status

		Govt. Schools				Private Aided				Total (Govt. and Pvt. Aided)			
Sl. No.	District	Sanctioned Teachers	Working Teachers	Trained Teachers	Untrained Teachers	Sanctioned Teachers	Working Teachers	Trained Teachers	Untrained Teachers	Sanctioned Teachers	Working Teachers	Trained Teachers	Untrained Teachers
	TOTAL												

Source:

Table 15: Pupil Assessment Systems in States

Stage	No. of tests in a Year	Whether marking or grading system	Board exam, at which class	Frequency of sharing report cards with parents
Secondary				

Source:

Table 16: Growth of Enrolment in Classes IX-X (in the last 5 years in ascending order)

Enrolment in Classes IX-X (Secondary)				% Increase/decrease		
Year	Boys	Girls	Total	Boys	Girls	Total
Year 5						
Year 4						
Year 3						
Year 2						
Year 1						

Source:

Table 17: Total Enrollment Status at Secondary Level (Class IX to X)

Sl. No.	District	Enrollment in Class IX-X in Govt. Schools									Enrollment in class IX-X in Govt. Aided Schools								
		All Community			SC			ST			All Community			SC			ST		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL																		

Source:

Table 18: Gross Enrolment Ratio at Secondary Level (State) (in the last 5 years in ascending order)

	All Community			SC			ST		
Year	B	G	T	B	G	T	B	G	T
Year 5									
Year 4									
Year 3									
Year 2									
Year 1									

Source:

Table 19: Gross Enrolment Ratio at Secondary level (District level)

Sl. No.	District	Previous Year 1									Previous Year 2								
		All Community			SC			ST			All Community			SC			ST		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL																		

Source:

Table 20: Net Enrolment Ratio (Secondary Level) (in the last 5 years in ascending order)

Year	All community			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Year 4									
Year 3									
Year 2									
Year 1									

Source:

Table 21: Net Enrolment Ratio at Secondary Level

Sl. No.	District	Previous Year 1									Previous Year 2								
		All Community			SC			ST			All Community			SC			ST		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL																		

Table 22: Retention Ra te at Secondary Level

Sl. No.	District	Previous Year 1			Previous Year 2			Previous Year 3			Previous Year 4		
		B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL												

Source:

Table 23: Dropout Rate at Second ary level from (2009-10.. onwards)

Sl. No.	District	Previous Year 1											
		All			SC			ST			Muslim		
		B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL												

Source:

Table 24: Transition Rate (Class VIII to IX)

Sl. No.	District	Previous Year 1									Previous Year 2								
		All community			SC			ST			All community			SC			ST		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL																		

Source:

Table 25: District-wise Transition Rates (Class X to XI)

Sl. No.	District	Previous Year 1									Previous Year 2								
		All community			SC			ST			All community			SC			ST		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
	TOTAL																		

Source:

Table 26: District-wise GPI and Gender Gap at Secondary Level in the Last Year

Sl. No.	District	GPI	Gender Gap
	TOTAL		

Source:

Table 27: Financial Statement for the Last 3 Years

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
Preparatory Activities											
Previous Year 3	Recurring										
	Non Recurring										
	Sub Total										
Previous Year 2	Recurring										
	Non Recurring										
	Sub Total										
Previous Year 1	Recurring										
	Non Recurring										
	Sub Total										

Source:

Table 28: Secondary Education Expenditure excluding RMSA Expenditure in the Last 5 Years

Rs. In lakhs

Year	Plan Provision	Non Plan Provision	Total Provision	Plan Expenditure	Non- Plan Expenditure	Total
Previous Year 5						
Previous Year 4						
Previous Year 3						
Previous Year 2						
Previous Year 1						

Source:

Table 29: Proposal for Special Teaching

Sl. No.	District	Block	Name of School	Total No. of students requiring special teaching			Subjects in which special teaching required			Minimum no. of special periods (including periods for preparation and coordination)		Time Allocation of each special class		Group size for special teaching	Criteria for determining whether special teaching is required or not	Special Teaching Resources	No. of teachers deputed for special teaching
				B	G	T	A	B	C	No. of Periods Required for Teaching	No. of Periods Required for Teaching	Time Required per class	When is the class going to be held				
	Total																

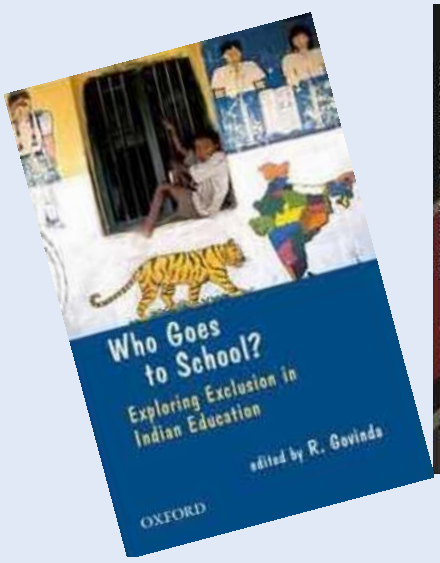
Source:

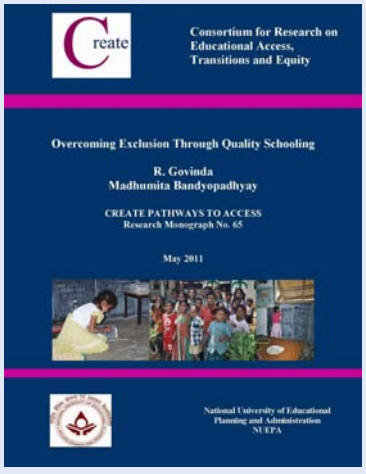
Table 30: Special Focus Districts

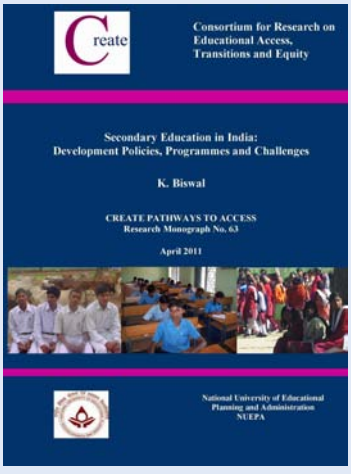
State :														
Sl. No.	Name of the district	Specify category in which the district falls (1 if yes)				New Schools	Physical Items Approved in the last year					Financial Outlay		Total Fresh financial outlay of RMSA
							Civil Works (Fresh)		Teachers		No. of Children covered under Open schooling System	Quality interventions	Equity intervention	
		SC	ST	Minority	Naxalite	New Sec. Schools	New Schools	Strengthening	New Teachers for new schools	Addl. Tech. against excess enrolment				
1														
2														
3														
Total No. of Categorywise SFDs														
State's Total														
% w.r.t. Approvals for the whole state														
				Categorywise Total and % against state allocation	ST Total									
					% ST allocation									
					SC Total									
					% SC allocation									
					Minority Total									
					% Mnt allocation									
					Naxalite									
					% Naxalite									

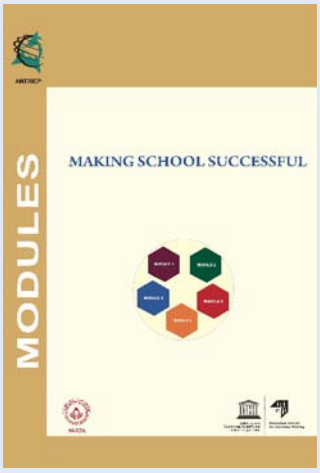
Source:

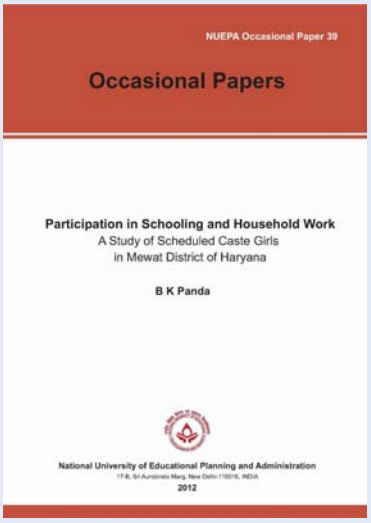
Some Recent Publications of NUEPA

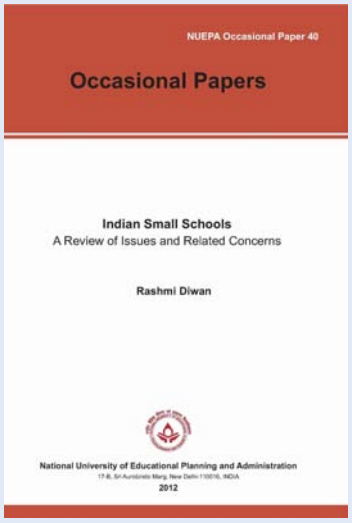


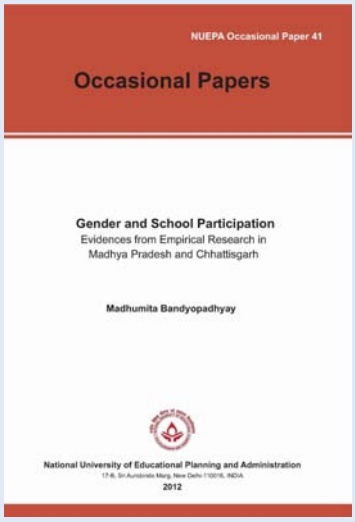


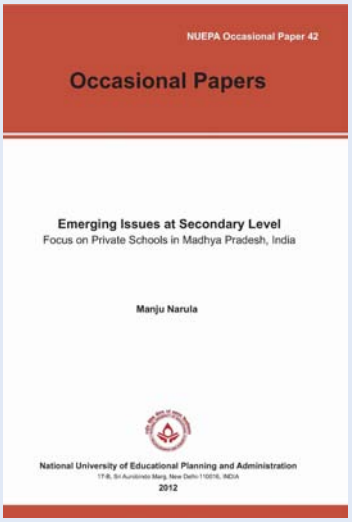












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