

RESULTS FOCUSED PLANNING

REPORT

MEDIUM TERM PLANNING PILOT

ASSAM, BIHAR, ORISSA, MEGHALAYA



The RMSA Technical Cooperation Agency is funded by the UK Department of International Development (DFID)

Report on Medium Term Planning Pilot Assam, Bihar, Orissa, Meghalaya



The RMSA Technical Cooperation Agency is funded by the UK Department for International Development (DFID)



Report Distribution and Revision Sheet

Project Name: RMSA Technical Cooperation Agency

Report Number: RMSATCA 5.7

Report Title: RMSA-TCA Report on Medium Term Planning Pilot. Assam, Bihar, Orissa, Meghalaya

Revision	Date	Originator	Checker	Approver
1	November 2014	Emma Mba	Poonam Bhambri	Dr Jayshree Oza

Note on Documentary Series

A series of documents has been produced by RMSA Technical Cooperation Agency for the Government of India's programme to make good quality secondary education available, accessible and affordable to all young persons in the age group of 14-18 years.

RMSA-TCA reports are accessible to authorised users from the RMSA-TCA website

<http://www.rmsatca.org>

The documentary series is arranged as follows:

RMSATCA 0	Programme Management Reports and Documents
RMSATCA 1	National Achievement Survey (Reports and Documents for Thematic Area 1)
RMSATCA 2	Teacher Management and Development (Reports and Documents for Thematic Area 2)
RMSATCA 3	School Standards, Evaluation and Development (Reports and Documents for Thematic Area 3)
RMSATCA 4	Data Management and Use (Reports and Documents for Thematic Area 4)
RMSATCA 5	Results Focused Planning (Reports and Documents for Thematic Area 5)
RMSATCA 6	Communications and Knowledge Management (Reports and Documents for Thematic Area 6)

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the above-captioned project only. It should not be relied upon by any other party or used for any other purpose.

Table of Contents

Background	4
Introduction	4
Process	5
Step 1: Preparatory Work	5
Step 2: Development of the State Level Medium Term Plans	5
Step 3: Development of District Level Plans	7
Conclusion	10
Annexure 1 Preliminary Workshop Agenda	Error! Bookmark not defined.
Annexure 2 State Vision Documents – Bihar State	12
Annexure 3 Strategic Planning Workshop Objectives and Agenda	12
Annexure 4 Orissa State Situational Analysis Presentation	13

Background

RMSA-TCA is partnering with central institutions to support the acceleration of the effective implementation of RMSA. As part of that support, RMSA-TCA is working in 4 states (Assam, Bihar, Orissa and Meghalaya) in partnership with respective RIEs at the state level and NUEPA at the central level to pilot exemplar practices aimed at strengthening the capacity and systems for results focused planning (RFP).

Observations on the RMSA planning process made in 2013 revealed that “a major weakness in the current planning framework is the absence of a longer-term vision and objectives for the period of RMSA’s lifetime up to 2017. The current annual planning process works in a vacuum and would benefit from a three-year planning cycle, reviewed and revised annually. This in turn requires the completion of the proposed state and district perspective plans, but to be referenced annually and not be a one-off exercise.” To address these challenges, two areas of support were suggested:

- Reviewing ways in which TCA might support states and districts in preparing perspective plans, aligned to the AWP&B;
- Guiding the process of decentralised planning as pilot in a few states.

Introduction

A pilot has been carried out in Year 2 which aims at supporting the development of 3-year state and district level plans for secondary education in the 4 states. The approach used during the pilot was based on several premises:

- **Learning by doing:** participants are actively involved in all of the steps of the process, which is designed to draw on their existing knowledge, experience and skills. The design and facilitation used in the pilot was aimed at developing education planners and managers at state and district level who can use key planning concepts and methodologies in their everyday work and also have a sense of the “bigger picture” of education and its planning.
- **Decentralisation:** The delivery of the service i.e. education takes place in the classrooms and schools. The real challenges and their solutions must be part of the day to day life of the schools. Through supporting the state officials and involving district (and sub-district) participation, stakeholders have contributed in realistic planning. In doing this they have developed effective principles and methods for building capacity at the district and sub-district level using the learning by doing approach.
- **Context matters:** the diversity in India between and within states is immense. The pilot created the opportunity to test adaptable and adoptable methods and processes to accommodate different contexts for plan formulation. The contextual reality informed the aspirations as well as possibilities that guided the development of pragmatic goals and targets and implementable strategies.

Process

Step 1: Preparatory Work

Establishing the Thematic Working Groups: This was done in each state to support the strengthening the overall planning process. The thematic working group is made up in each state of state level officials from RMSA, Department for Secondary Education, SCERT, State Examination Boards, etc and also includes representatives from the districts including DEOs, DIET faculty, planners and MIS personnel. In each state the membership was finalised by the SPD RMSA through an office order.

Preliminary Workshops: A preliminary workshop was held with the RFP-TWG in each of the 4 states to agree on their roles and responsibilities, the framework for Medium Term Planning and to develop an action plan for conducting a strategic planning workshop at State level. In addition to this capacity was built on carrying out a Situational Analysis (see accompanying sample analytical report). Figure 1 gives a sample of feedback from participants in one of these workshops. The use of the analytical reports based on UDISE data has stimulated the demand for data, and created the realisation that data analysis and interpretation can help planning become more effective.

Figure 1: Participants' feedback from a State

"We've had this data since 2009 and never analysed it in detail. We just used the data for planning purpose and calculated few indicators... The situation of the Districts was not shared until now. Had we known the situation of the districts earlier, we would have planned efficiently to improve the condition of the districts...We need to carry out some research to find out the causes of drop out and the reasons why students are repeating...The state is planning to open new Government schools. The situation shows that first of all we need to provide the necessary facilities in the existing schools to make them functional... There is a need for a policy on institutionalization of the database, its use and utilization of its findings to increase efficiency and provide a useful means of assessing what is working and what current challenges are."

Step 2: Development of the State Level Medium Term Plans

Medium term plans have been developed in each state. These MTPs set out the state vision for secondary education by 2022. In order to develop these medium term plans a 2-day strategic planning workshop was held in each state (See Annexure 1 – design of the workshop). The process of the 2-day workshop was designed to achieve following objectives:

1. To conduct situational analysis supported by data
2. To detail out letter and spirit of the education vision developed by the State
3. Based on the vision, develop strategic direction and a road map for the State level education plan
4. Prepare the State level team to guide district level medium term and annual plans

The entire process was completed in the 2-day workshop. The process steps are as follows:

1. **Involvement of a wide range of stakeholders in the process.** This included Department of Secondary Education, SCERT, State Examination Boards, State level programmes or NGOs working on gender, inclusive education, tribal affairs, disaster mitigation, etc. It also included school, block and district level participants from across various regions in the state. This included officials responsible for data, teacher training, IEDSS, vocational education, gender, ICT, curriculum development, etc.

Approach: The facilitation of the workshop included guided activities which enabled every voice to be heard such as a grounding session to encourage participation and listening, agreement on how groups will work, using mixed groups, using the official language of the state, etc. The participants were given clear tasks to do in their groups then presented back to the wider group. The RMSA-TCA role was to facilitate this process rather than to present theoretical concepts or provide solutions. During the workshop, there were also sessions on leadership and team building, which provided the opportunity for the participants to reflect on the way they and their organisations work.

2. **A situational analysis supported by data.** This was achieved by sharing an analysis of the current situation using UDISE data and other relevant data (see Annexure 2 for a sample of the presentation used for this) followed by hearing perceptions from stakeholders from the state, district, block and school level through a panel discussion. Participants were also asked to consider the worst outcomes in the event that nothing changes in the way they work, and what would be the worst outcomes if changes are made.

Approach: Quantitative data (from a variety of sources) was presented in a variety of ways – eg in a presentation, in the analytical reports and was shared for discussion and examination in the groups. Participants were given opportunities to share their perceptions and experiences, through plenary and group work.

3. **A visioning process.** The second part of the workshop focused on developing a vision for secondary education by 2022 (the end of the 13th 5-year plan). This was done through group work on the key areas of access, equity, school quality and student learning outcomes / social development.

Approach: Video clips with secondary students, teacher and parents describing what they like about school, and their expectations from secondary education were shown. In addition, participants were taken through reflective activities to think of the “big picture”. This also presented the opportunity to integrate the 5 schemes into the broader secondary education picture. The approach used in these workshops varied slightly in each state depending on the level of strategic direction already developed by the state. For example, in Bihar State the Vision 2022 and Mission Manav Vikas

documents provided an overall framework. Within this framework, the state team looked at a more secondary education vision and specific set of goals for the next 3 years. In Orissa State, a 3-man task team has been set up to develop a vision for secondary education over the next year. This team participated in the 2-day workshop with the understanding that the “desired outcomes” developed at the workshop, would form part of the contributions towards the process of developing the state vision for secondary education.

4. **Setting goals, targets and strategies.** Once the vision was developed, the groups were then supported to develop 3-year goals, targets and strategies for access, equity, school quality and student learning / social development (see Annexure 3 for the English version for Bihar State).

Approach: simple approaches were used to identify key words in the vision statements then translate these into goals. The situational analysis conducted earlier provided information for setting the targets. Groups were encouraged to share their work with each other and identify links and overlaps. They also went through a process of analysing what they had produced to begin to think critically about the difference between a goal and a strategy.

5. **Building capacity of state to support the development of district plans.** On the second day of the workshop, the participants developed sessions to enable them to replicate these workshop processes at the district level. These sessions will result in the districts determining their own objectives and targets depending on their context and current situation for each state level goal.

Approach: The approach to ensure that this decentralised planning will be effective was determined by the participants at the state strategic planning workshop. The participants used the experience of the previous day and a half to plan how to facilitate district level workshops. This provided the opportunity for reflection on how to build capacity, how to facilitate, how to encourage participation, how to engender respect, etc.

Feedback from Participants:

At the end of each state level strategic planning workshop, participants were asked to reflect on two questions – how do they feel, and what are they learning. The quotes below are a summary from across the four states of this participant feedback.

Participation and convergence

“This workshop has broken the silence, broken the power barriers and shown that things can only change if we all work together.”

It was clear from the participant feedback that planning is often not carried out as a participatory process. Participants felt that the discussions were effective, that they were involved in the process and proud to be part of setting the education vision. A desire was expressed that the

organisations will learn from this and become more participatory and inclusive in the future as creating the space to share experiences and exchange knowledge through brainstorming was a positive experience for many.

In each state participants were invited by the SPD and the RMSA officials from a wide range of organisations and stakeholders. For many, this was the first time that they had worked together. Clearly it is a practice that has many benefits, which were passionately expressed by the participants.

*"I feel delighted and privileged – this is the first time our **health department** has worked cross-departmentally with education. This is work in progress – we have seen where we integrate and converge. It is just a beginning – we will move ahead."*

*"Though **labour** and education were poles apart, it's about the future of our state. I'm touched by the sincerity, hard work and commitment to help children in the state. The amount of work of Education Department to reach all schools and all children takes a lot of courage and effort. I have been a witness to the sincerity to change."*

*"We at the **state exam board** are very impressed by the level of discussion held at the workshop and would like to be involved going forward."*

*"Faculty members from **SCERT** should be present in the work going forward and some sessions should be held with broader participation of SCERT faculty ... **DIET** faculty should be included in the district level workshops and a briefing should be held for them beforehand on their role."*

Going forward

"Many new ideas have been brought out – I feel scepticism and fear – will it ever be implemented? The group is positive – we need to spread this positive feeling. When there is change there is always resistance – we can never fight change for the better – we can only join in."

Alongside the fear and scepticism, there was a great deal of optimism and positive feeling about taking forward the planning process. Participants from school and district level had narrated their previous experiences of planning – which in the main were a disappointment as district level plans were prepared and submitted but never approved or implemented. There was a hope that *"this will change now."* This was mainly due to the belief that the strategic planning carried out in the workshop was robust and that the participants had *"developed strategies that can be followed."* District level officers expressed the desire to *"go back and put some of these ideas into practice. How do we take all these contributions and make them into a realistic plan and implement it? Whatever we have learnt will come out in practice in the district plan... I will try to create an effective plan."* In some states, a need was expressed for block level staff for effective implementation.

***Head teacher:** "delighted that the future of our children is in these hands – looking forward to being part of the district team."*

Teacher: *“really enjoyed – learnt a lot. Whatever we have learnt let it not end here – let’s all go out wherever we are and bring out what we are visioning for our students.”*

Annual Work Plan and Budget (AWP&B)

“Planning has been weak traditionally – we have no clear idea of where we are and where we want to be. The JS MHRD says “make actionable plans”. We have been mentioning action. We don’t have time to think in mission/ project mode – we just have to implement against timelines and the checklist of the PAB... This workshop has contributed towards capacity building and AWP&B.” SPD

A clear understanding was developed at the workshop of how the vision and goals of a medium term plan could be used as a framework for the AWP&B. This was most clearly articulated by the RMSA Planning SPOs/consultants and the SPDs.

“This has been a very effective workshop – in such a short space of time so much deliberation has taken place. We are more armed with action oriented planning from district to state – which will result in a more meaningful AWP&B for 2014/15.”

“I had doubts which have been cleared. I am very grateful – with your help my job will be easier. I have learnt more about the process of planning and I expect eager participation in the district workshops”

“Planning as a process was not rewarded, crisis management was being practiced. I understand the importance of planning in every field most importantly in the social sector. This is the first time the state has set the targets in terms of a long term vision. In the field of planning visioning and strategizing seem very difficult tasks and it was not very easy in human nature. I am thankful to RMSA-TCA for taking this forward.

Capacity building

“It is extremely gratifying to hear this feedback – I feel a sense of optimism and energy, which should not be limited to the four walls of this room but should flow out. “Planning” seems like such a big word. It is critical to have this type of workshop – we could have outsourced the entire planning process, but that’s not where we want to go – we want to build the capacity of those in the system as domain specialists. You will remain and be the resource pool. We felt like passengers before – now we are the drivers behind the wheel –equipped to driver better. You need to transfer those skills to the district level.” SPD

As already outlined, the approach used in these workshops was based on three guiding principles: learning by doing, decentralisation and context matters. One SPD emphasised this in his speech at the end of the workshop. *“Planning must be carried forward down to the block and school level. The capacity of people must be strengthened in terms of planning right up to the block and school level, and people at the block level could able to understand data and also able to analyse it.”*

The participant feedback highlights the success of this approach in building capacity:

“Is it a visioning exercise or is it capacity building – people are learning as they going along without realising it.”

“This was an action workshop which was work oriented. This should continue. The participation has been great, and I have never witnessed this before. The workshop is not theoretical but action based.”

“I was able to exchange my thoughts based on my experience in schools and at the district level.”

“What is important now is district participation and how to encourage this and make opportunities for this to happen.”

“I am exhausted and happy – the most enjoyable part is that I have been trained many times, but now I feel that I can train others. I learnt much in previous trainings (organised by NUEPA) but was confused as to where to deliver all the things I learnt. I now have a clear pathway for using my learning to benefit others.”

The next steps highlight how the capacity building at district level will take place.

Step 3: Development of District Guide

The sessions for the district workshops developed by the participants in the 4 states have been collated to form a **“How to Guide for District Level Planning”** which has been translated into Hindi, Assamese and Odia languages (please see attached copy).

Step 4: Development of District Level Plans

As the next step in the pilot, workshops will be held at the district level using this guide to develop 3-year medium term plans for each district and an action plan for Year 1, which will be developed further to form the AWP&B for 2015-16. Following approval from the State SPDs, each state assigned their districts to various centres across the state so that participants from groups of 4 – 6 districts will participate in the workshops together. Facilitators have also been assigned to conduct these workshops and will consist of state and district members of the RFP-TWG and also officials from state level institutions who were involved in the Strategic Planning Workshops. For example, in Assam, one SCERT official will be involved in each district workshop. Dates and venues have been fixed for these workshops which will take place from the end of November and throughout December. Prior to the district workshops a meeting will take place with the facilitators in each state to go through the facilitator guides, assign responsibilities and ensure materials needed are ready.

Conclusion

The steps carried out in the pilot have resulted in a major shift in the capacity of states to plan effectively for secondary education, as the pilot states have the capacity to develop a longer term results focused, evidence based framework for planning which can be used as the basis to develop annual plans. In addition to this, states have begun to think about

more effective ways of implementing a decentralised planning system. The How to Guide will be used by other states to improve their medium term planning systems.

Annexure 1 Strategic Planning Workshop Objectives and Agenda

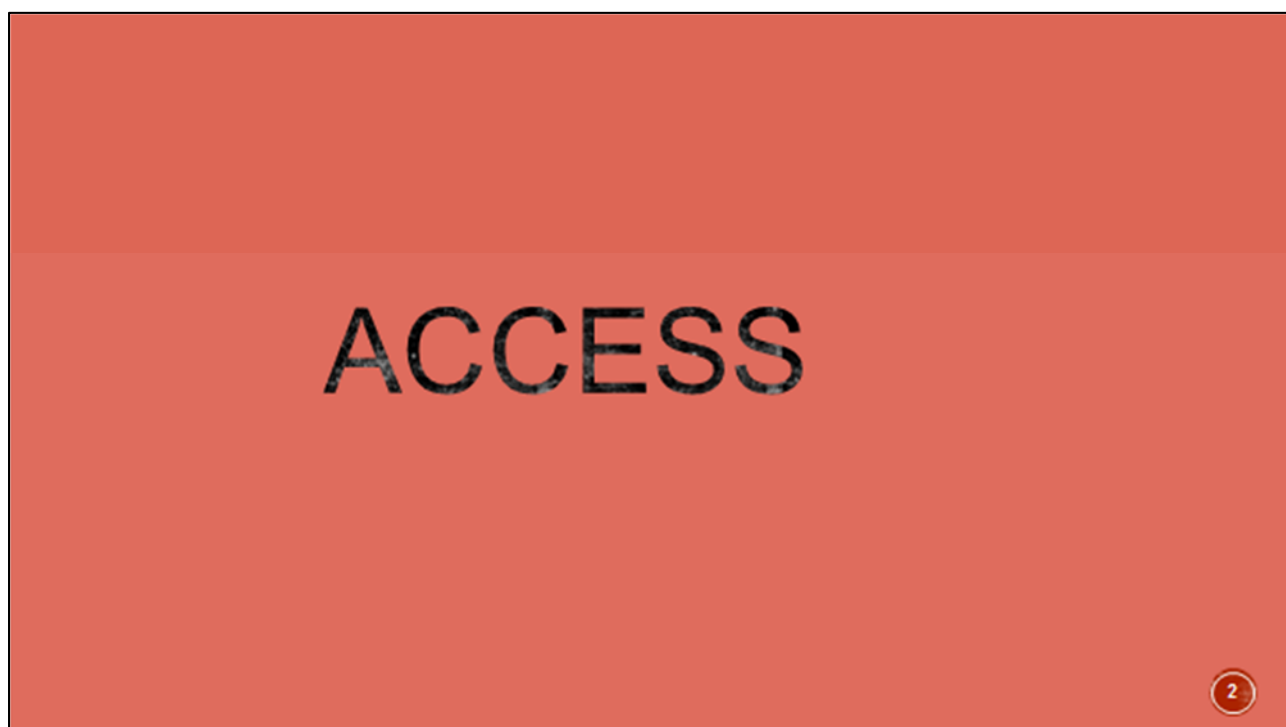
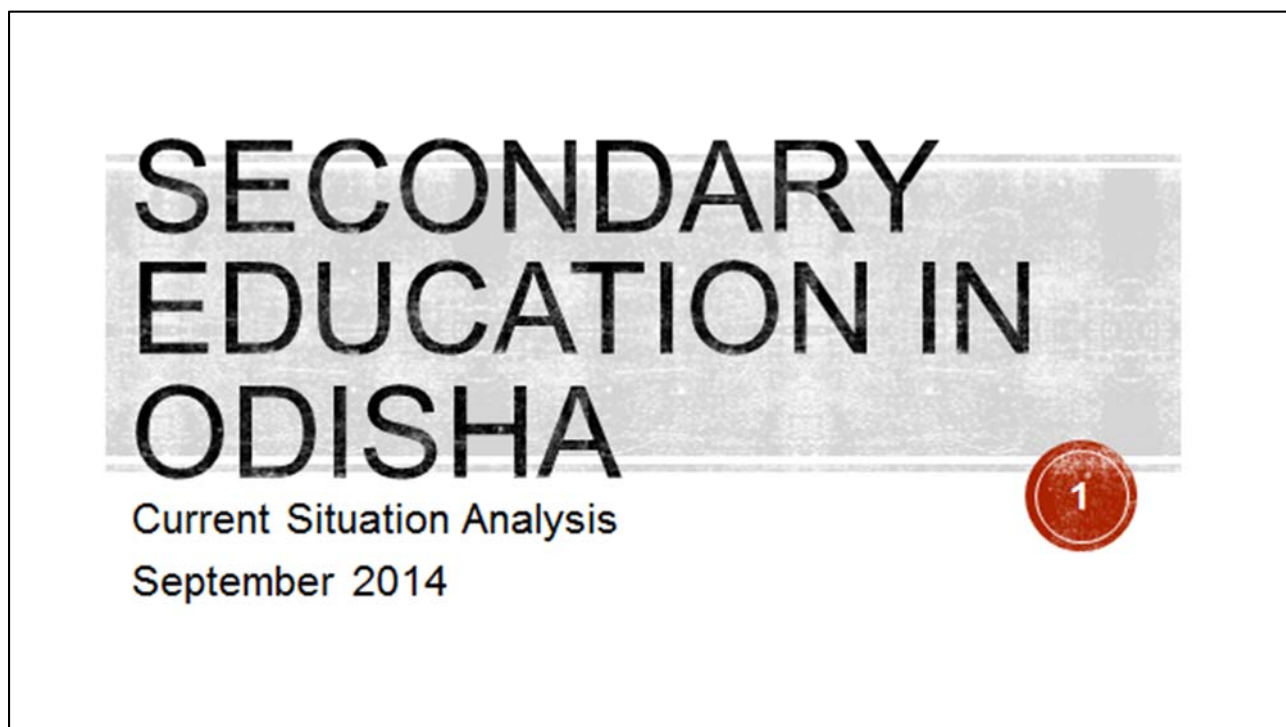
Objectives:

1. To conduct a situational analysis supported by data
2. To support the State to build a vision for Secondary Education
3. Based on the vision, develop strategic direction and a road map for the State level education plan
4. Prepare the State level team to guide district level medium term and annual plans

Agenda

TIMING	Day 1	Day 2
9am – 9:30	Registration	
9:30-10: 30	<ul style="list-style-type: none"> • Welcome and Introduction by SPD • Grounding (how do you feel and what are your expectations?) 	Recap
10:30- 11:30	<ul style="list-style-type: none"> • Data presentations on secondary education in Meghalaya State • Role of the recorder & facilitator • Is there evidence that the secondary education system is effective? – panel 	Presentation of the collated, completed vision statement
11:30 – 11:45	Tea Break	
11:45 – 12:15	<ul style="list-style-type: none"> • What are the worst outcomes if nothing changes? • What are the worst outcomes if changes are made – what are your fears? 	Concept of team building – in order to achieve this vision you need to work as a team...
12:15 – 12:45	<ul style="list-style-type: none"> • Leadership – traditional & facilitative Theory X & Y • Ensuring empowering cultures 	
12:45 – 1:15	Create a vision of school education system that you would like to see in 2022	Planning for the district level workshops
1:15 – 2pm	Lunch	
2:00 – 3:15	Developing goals to achieve the vision	District level workshop: Group work to develop the strategies, activities and formats for each of the sessions
3:15 – 3:30	Tea break	
3:30 – 4:15	Develop broad strategic options for each goal	Presentation by each group
4:15 – 5:00		Closing

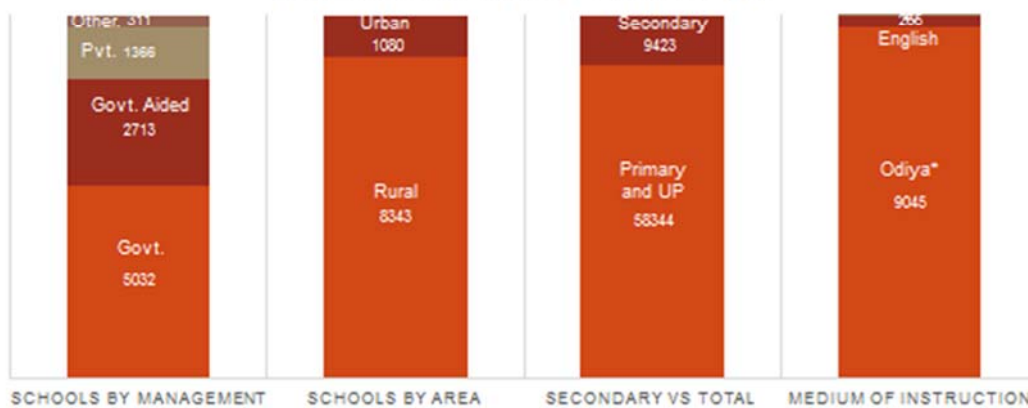
Annexure 2 Orissa State Situational Analysis Presentation



- most secondary schools are in rural areas
- 14% of schools in the state are secondary schools - In Boud, Kandhamal, Malkanagir, Koraput, Rayagada less than 10% of schools are secondary schools

ACCESS

SECONDARY SCHOOL ANALYSIS



Source: U-DISE 2013-14

* Medium of instruction 1 as per DCF

3

The proportion of children who are enrolled in school has increased. Children enrolled in school are mainly in the right class for their age.

ACCESS

GER (in%)	Girls	Boys	All
2013-14	74.6	74.9	74.8
2012-13	69.7	70.0	69.9



NER (in%)	All		
	Girls	Boys	All
2012-13	62	65	64

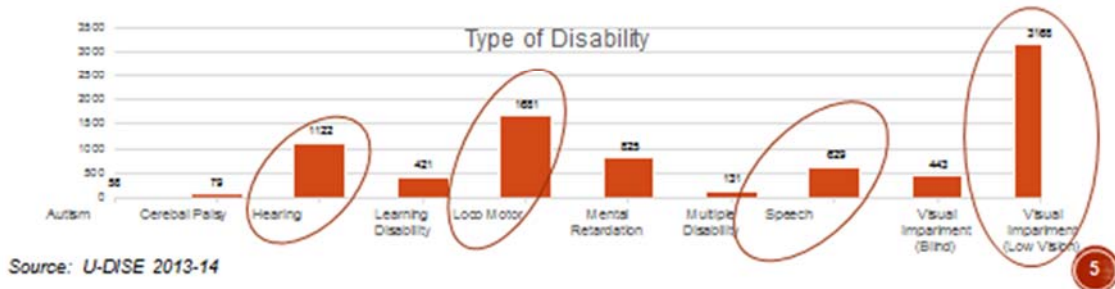
Source: U-DISE 2013-14

4

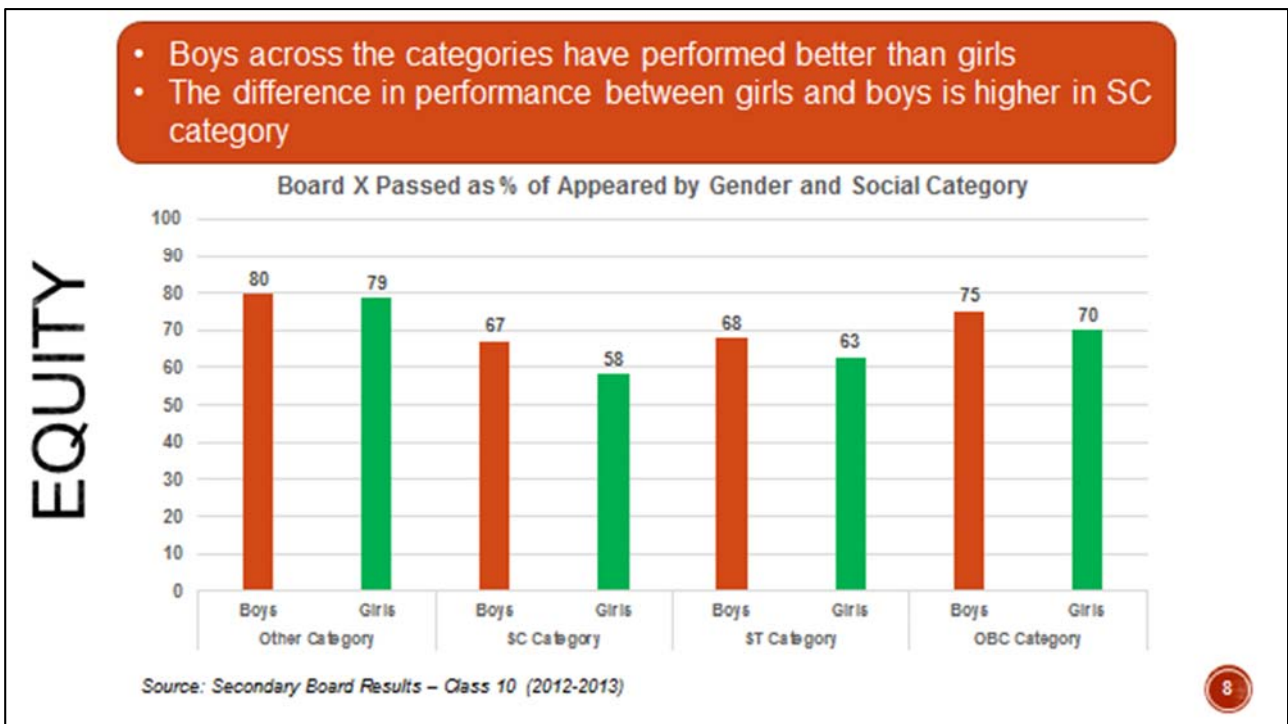
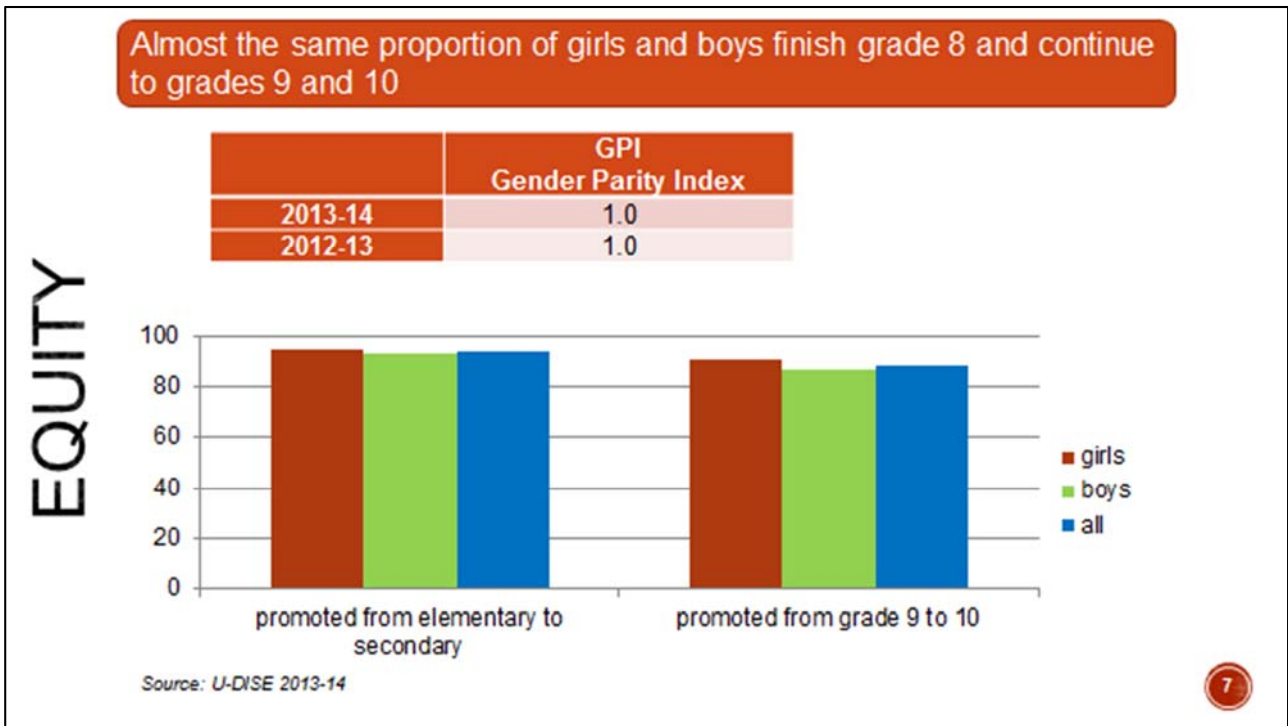
ACCESS

- Construction of girls hostels has been sanctioned in 75% of EBBs
- The majority of reported CWSN are those with physical special needs

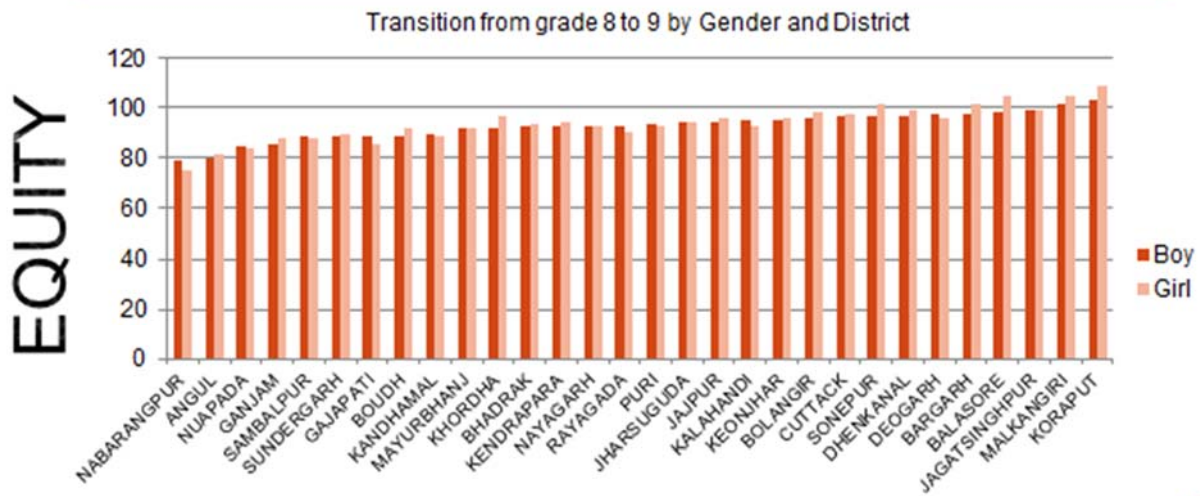
- Girls Hostels
 - Number of EBBs in state – 173
 - Number of GHs sanctioned in PAB 2014/15 – 130
- IEDSS
 - 8557 children with special needs (CWSN) were reported as enrolled across 2545 schools



EQUITY



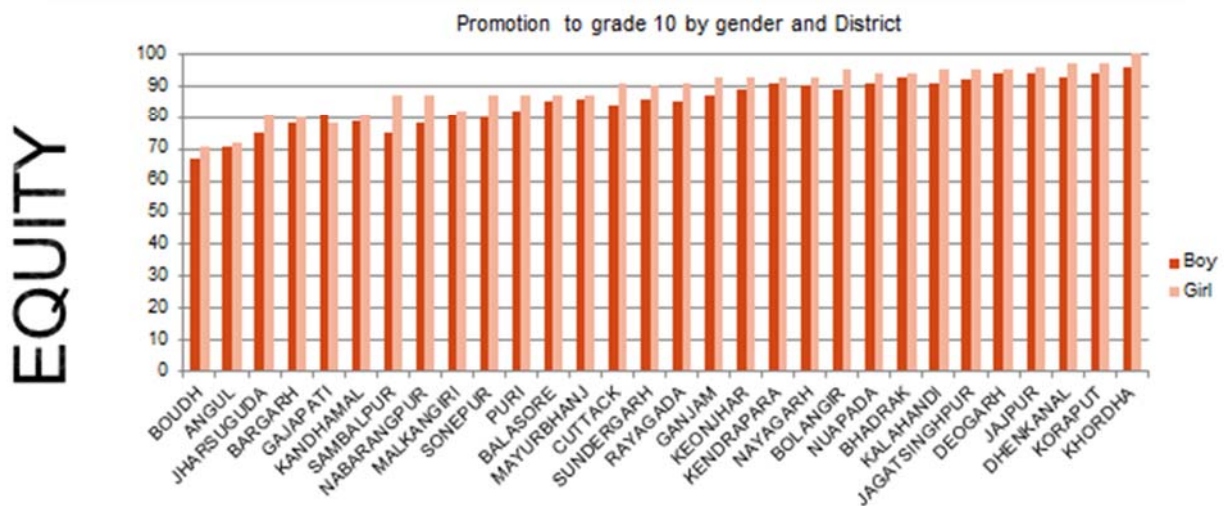
In 19 Districts more girls move from elementary to secondary school than boys. The difference between the districts with the highest and lowest transition rates is over 20%.



Source: U-DISE 2013-14

9

In all districts, more girls are promoted from grade 9 to 10 than boys. The difference between the districts with the highest and lowest promotion rates is over 40%.



Source: U-DISE 2013-14

10

SCHOOL QUALITY

11

- Most schools have a library and drinking water available
- There is a severe shortage of science labs and computer facilities in schools

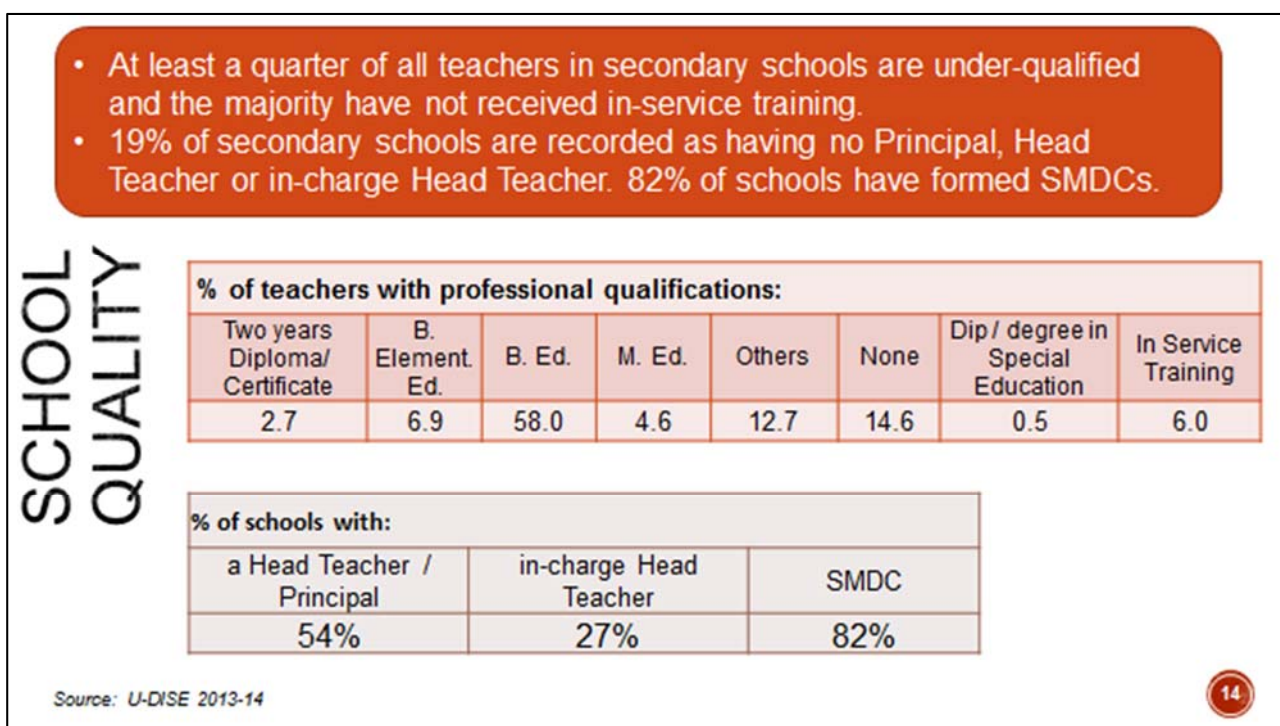
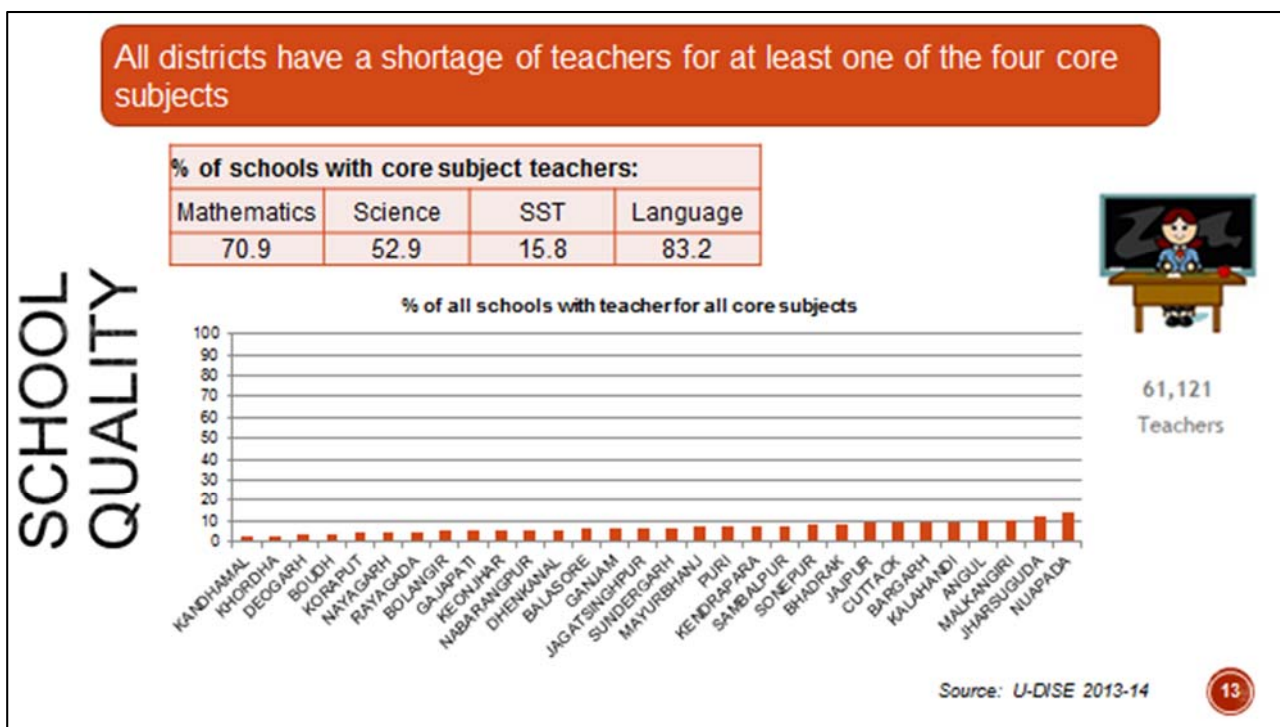
SCHOOL QUALITY



Source: U-DISE 2013-14

* Based on data of 4000 schools only

12

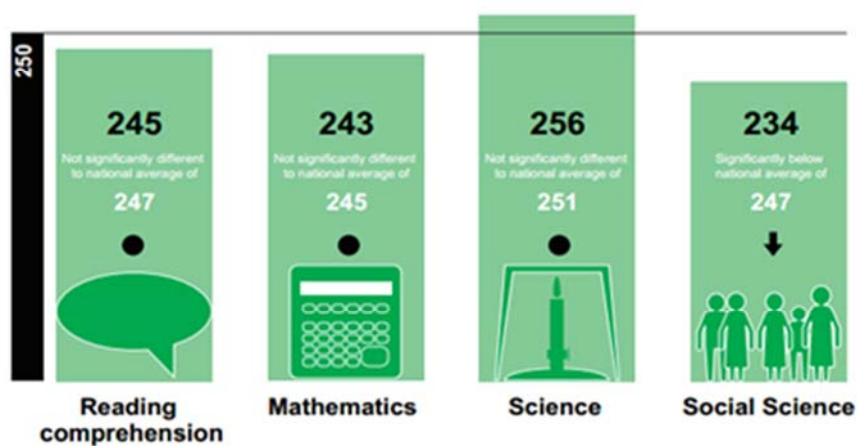


LEARNING OUTCOMES & SOCIAL DEVELOPMENT

15

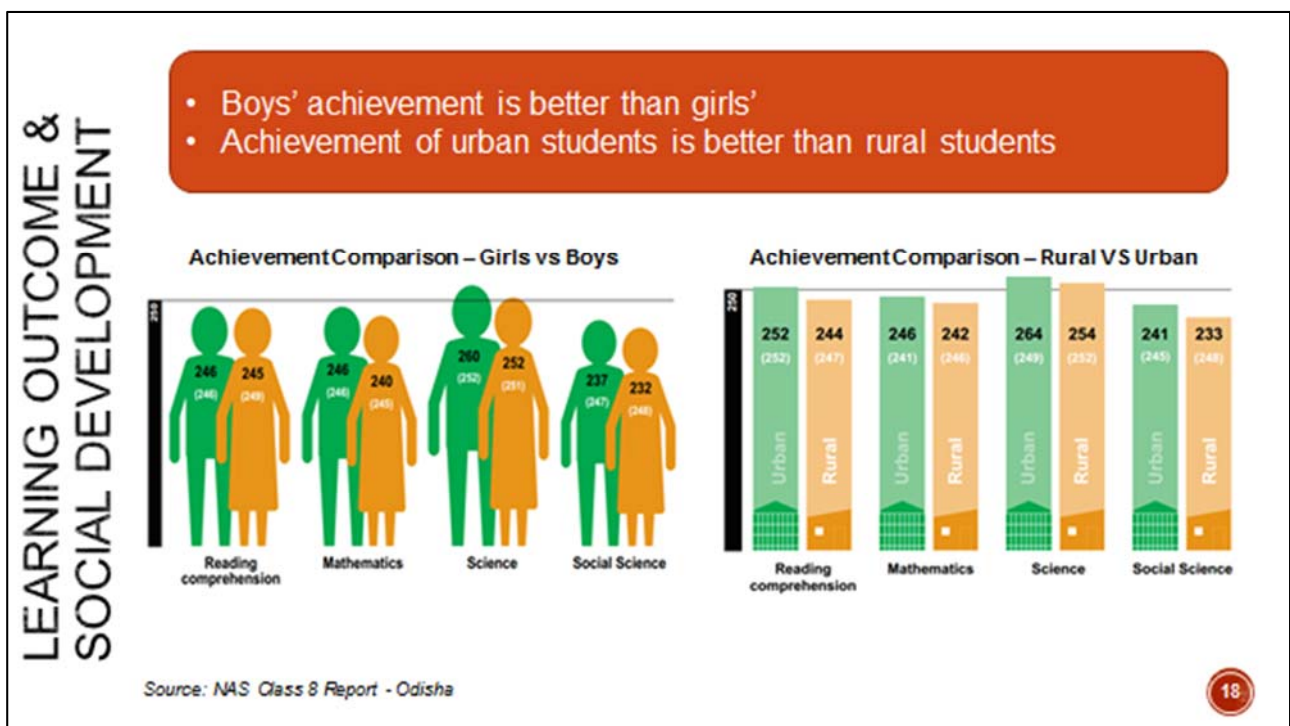
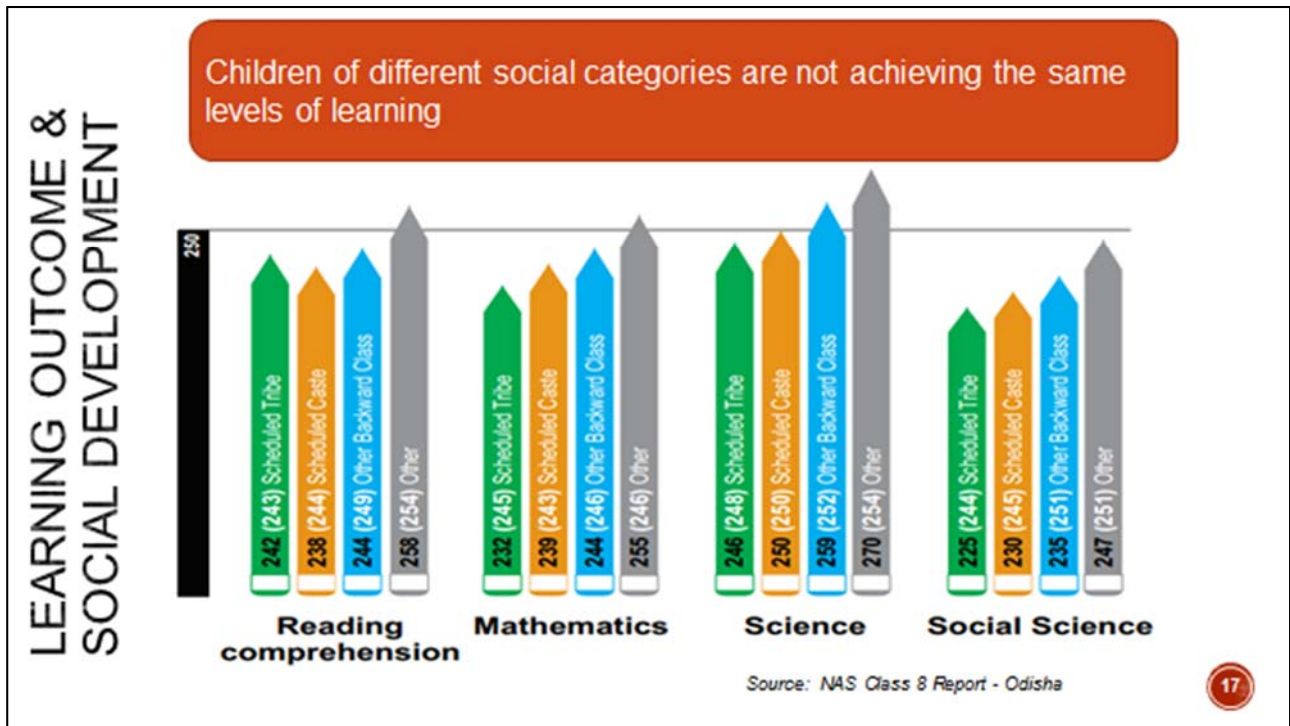
LEARNING OUTCOME & SOCIAL DEVELOPMENT

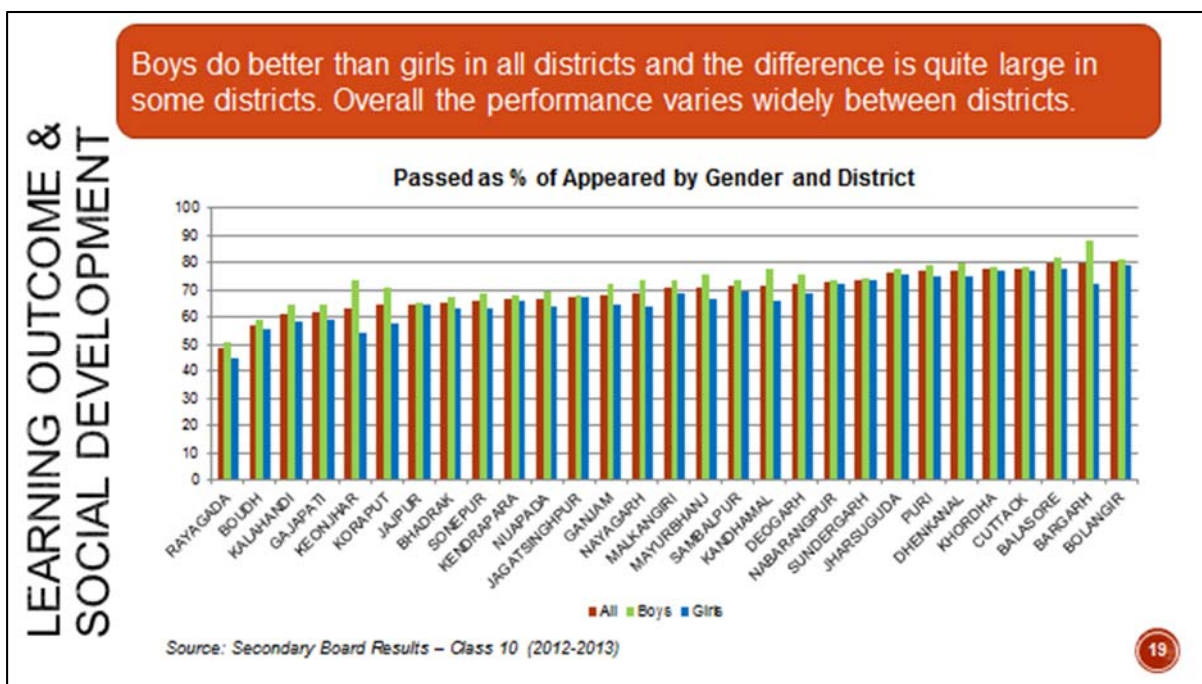
Except for Social Science, learners' achievement is not significantly different to the national average



Source: NAS Class 8 Report - Odisha

16





24% of population in the age group of 15-19 years enters workforce

LEARNING OUTCOME & SOCIAL DEVELOPMENT

S/n	Indicators	India	Odisha
1	Per capita Income	68,747	49,489
2	Literacy rate	73.0	73.45
3	Female Literacy rate	53.57	64.36
4	Sex Ratio	940	978
5	Proportion of under age (below 18 years) marriage	22.1	5.9
6	Work force participation rate (15-19 age group)	19.7	24.1

Source: NSS , NFHM , Budget Document – GoO, Census of India

20

Annexure 3 State Vision Documents – Bihar State

BIHAR

Secondary Education

Vision Statement

Education will be accessible for all and not denied to anyone. Bihar will achieve universal secondary education. 50% of the students will enrol for colleges. - Bihar@2022 Vision Document, Bihar State Council

Secondary education is important and relevant to the society therefore every child must have access to and be enrolled in a secondary school. All students; girls, social groups, CWSN and children from economically weaker sections are provided all opportunities and facilities to learn as per his/her learning levels and requirements.

Every government secondary school in Bihar will have all essential infrastructure and other facilities required to create a conducive learning environment for all students. All schools will be managed and led well with the participation of community and will have the optimum number of trained teachers for all-round development of students.

Socially and economically relevant education is provided that is career oriented, gives them the opportunity to fulfil their aspirations based on their abilities and interest. There are ample opportunities in schools to provide relevant and useful vocational education, especially those who need it the most i.e. those belonging to Economically Weaker Sections. (This set of students often drop out as they do not see the education being relevant to address their real problems).

All students' achievement levels, at each grade level and in all the subjects, continue to improve.

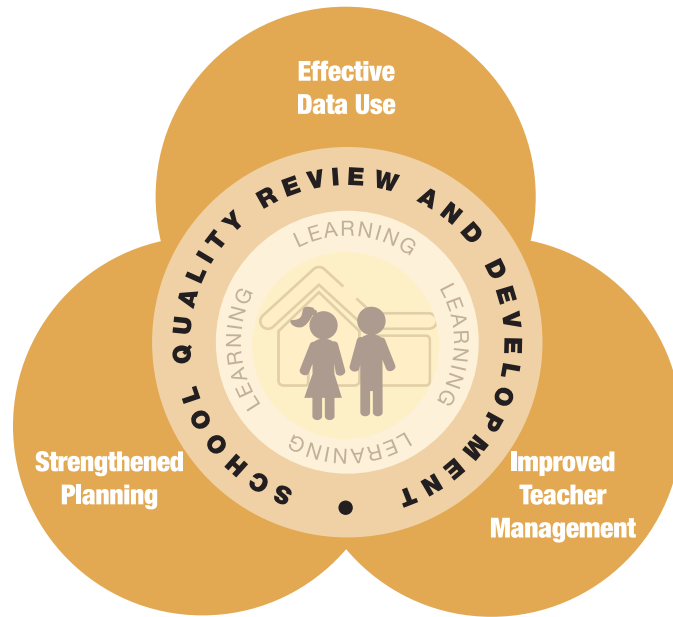
Goals & Strategies

ACCESS		
S.N.	GOALS	STRATEGIES
1	Enrolment of students increases by 2017 through: <ul style="list-style-type: none"> • Transition rate from Grade 8 to Grade 9 will be 100% by 2017 • Dropout rate for Grade 9 will reduce to 3% by 2017 • GER overall will reach 62% by 2017 (5% increase per year) (disaggregate targets for the poorest, most marginalised, hardest to reach) 	<ul style="list-style-type: none"> • Awareness of parents regarding the relevance of secondary education through meeting of parents and teachers and also through media • SMDC training on a regular basis • Study on the students who are out of secondary schools, especially those who left schools after class VIII, reasons for dropping out of school and ascertaining the condition under which they will get back to complete secondary education. • Improved PTR
2	Every panchayat will have a secondary school by 2017 (1,000 per year) by 2017	<ul style="list-style-type: none"> • Up-gradation of secondary school in every panchayat
Equity		
3	All students are supported to learn as per their individual needs by 2017	<ul style="list-style-type: none"> • Assessment of students through SLAS/NAS (as per sample) • Development of Remedial material by 2016-17 at state level (SCERT-NCERT) • Distribution of material to all schools by 2017 • Provision of life skill training and self-defence training especially for girls
4	Enrolment rate of children with special needs in Grade 9 as a percentage of children with special needs who passed Grade 8 (increase to 50% by 2015, 70% by 2016 and 100% by 2017)	<ul style="list-style-type: none"> • Identification of students and development of database at school, district and state level • Provision of certificate of disability and teaching materials and facilities in schools including Brail books and audio materials with support of ICT by 2017 <ul style="list-style-type: none"> • Resource rooms and RTI for CWSN • Recruitment of trained teachers (special education) as per requirement (2015 – 20%, 2016 – 50%, 2017 – 90%) • Sensitisation training to teachers • Convergence with NGO partners

5	<p>Vocational education is introduced to 10% of all schools by 2017</p>	<ul style="list-style-type: none"> • Development of identified trades (20) and course materials by 2016. Vocational subjects to be agreed through an analysis of the skill set needed for the current and future job market in both the formal and informal sectors. • State level committee formed to address: recruitment of teachers, weightage of marks in overall board results and the curriculum and syllabus related issues in vocational education • Identification of children who are interested in vocational courses (EWS, BPL) by 2016. • Identification of one school in each block for this (in all blocks 2015-16) • Appointment of teachers and setting of Vocational education labs in identified schools
School Quality		
6	<p>Improved school infrastructure and facilities by 2017</p> <ul style="list-style-type: none"> • 50% of govt. schools to have adequate classroom (SCR of 40) by 2017 (from 22%) • 100% of all schools to have Girls toilet by 2016 (from 80%) and Boys toilet by 2017 (from 77%) • 100% of schools to have science labs by 2017 (from 41.5%) • 100% of schools to have library by 2017 (from 87.5%) • 100% of schools to have drinking water facility (from 96%) • 80% of schools to have Boundary walls (from 37.3%) • Gradual improvement in status of other infra such as Arts/Crafts rooms, etc. 	<ul style="list-style-type: none"> • Review of status of existing procurement plan and strategy put in place to accelerate existing and future procurement • Upgradation of secondary school in every panchayat • Strengthening of schools, availability of 7 facilities in every secondary school

7	<p>Improved school management and governance through:</p> <ul style="list-style-type: none"> • 100% of all schools have an HM by 2017 • all HMs have been trained at least once by 2017 • SMDCs to be constituted in all schools by 2017 • All SMDCs to be trained at least once by 2014 	<ul style="list-style-type: none"> • Complete all pending HM's training as approved by PAB for 13-14 (760) + ~ 1000 or more for next two years (from 251) • Appoint HMs in all secondary schools (from 1700) by 2017 • SMDCs to be constituted and trained in every school by 2017 (from 200)
8	<p>Sufficient trained teachers in all schools by 2017</p> <ul style="list-style-type: none"> • PTR by subject to reach 60:1 for all core subjects by 2017 (from Mathematics – 506:1, Science – 428:1, English – 926:1) • 100% of all English, Science and Mathematics teachers trained at least once by 2017 	<ul style="list-style-type: none"> • Recruitment of subject-wise teachers and their enrichment and motivation through training: <ul style="list-style-type: none"> • Carry out in-service teacher training • Complete induction training for all newly recruited teachers • Developing master trainers and key resource persons as required for trainings • Ensure that every subject teacher is trained at least once on his/her subject area
Learning Outcomes & Social Development		
9	<p>Improvement in pass percentage of 10th board examinations disaggregated by:</p> <ul style="list-style-type: none"> • Overall pass percentage of 10th board examinations by 5% by 2017 (from 73%) • Mathematics, Science and English – 10% improvement in pass percentage by 2017 • 8% improvement in students securing 1st division marks by 2017 (from 17%) • 10% improvement in students scouring 2nd division marks by 2017 (from 38%) 	<ul style="list-style-type: none"> • Strengthen subject-specific learning through recruitment of lab attendants, librarian and PEd Teachers; organising science exhibitions and book fairs; providing learning kits for maths and science; the use of teaching and learning materials; frequent assessment; and special classes. • Improved teaching / learning in 80% of classrooms • Improved supervision and support to teachers • Increased time on task (Increase in a number of school hours in a day and number of school working days in a year)
10	<p>Socially relevant subjects and co-curricular activities are introduced in all schools by 2017</p>	<p>Subjects and activities to include: health and hygiene; environmental consciousness; self-defence; Moral Education; at least 5 co-curricular activities including sports; and area specific cultural and social activities</p>

11	Job-specific skill acquisition and career guidance and counselling are introduced in all schools by 2017 disaggregated by: <ul style="list-style-type: none">• ICT will be introduced to 50% of all schools by 2017 (from 18%)• Career guidance and counselling centres will be established in 20% of all schools by 2017 (from 0%)	A study of labour market to identify requirements of the Job specific skills and to include generic skill of problem solving, decision making, organisational, basic accountancy and the world of new technologies to enable students to adjust to the future world of work.
-----------	--	--



सीप | seep

Secondary Education Enhancement Programme

Contact

Room No. 308 - 313, Central Institute of Educational Technology
(CIET), NCERT, Sri Aurobindo Marg, New Delhi -110016 INDIA

+91 11 26569925 | contact@rmsatca.org | www.rmsaindia.org

The RMSA Technical Cooperation
Agency is funded by the UK
Department for International
Development (DFID)

