

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

CHAPTER I: INTRODUCTION

CHAPTER II: STATE & DISTRICT PROFILE

CHAPTER III: DATA BASE FOR PLAN FORMULATION

CHAPTER IV: STRATEGIES AND INTERVENTION

CHAPTER 4.1 ACCESS & PARTICIPATION

CHAPTER 4.2 QUALITY IMPROVEMENT

CHAPTER 4.3 REFORM AND GOVERNANCE

CHAPTER 4.4 CAPACITY BUILDING FOR TEACHERS, PRINCIPALS & MANAGEMENT

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

CHAPTER 4.6 INNOVATIONS

CHAPTER 4.7 COMMUNITY MOBILISATION

CHAPTER 4.8 ANY OTHER INTERVENTIONS AND SPECIFIC PROPOSALS

CHAPTER V: MANAGEMENT, MONITORING, EVALUATION & RESEARCH

CHAPTER VI: BUDGET SUMMARY

ANNEXURES

REFERENCES

INTERVENTIONS FOR AWF&B

Chapters	Interventions	Components
1. Introduction	<p>The chapter on Introduction should introduce the work plan. The Introduction should begin with a logical argument that leads to the selection of objectives (outputs) that are planned to be reached or attained during the planning period. This section includes the <u>relevant Problems and Issues</u> that should be addressed during the period covered by the work plan. The background should not be a long analysis of history giving <u>statistical details of state, its demography etc</u>. Rather it should only provide the issues that justify the choice of <u>objectives</u> for the period of time in question.</p> <p>Moreover the Introduction should include the <u>process of plan formulation</u> with the documentation of the <u>meeting/seminars/workshops</u> etc. that the core planning teams have with the community, PRI members and other stakeholders.</p>	<p><i>Annual work plan - not to do this</i></p> <p><i>2nd part to know about 2023-24 - consider</i></p> <p><i>DB - with 1. KNSA 2023-24 2. Panchayat - at the end of 3. Q. 2. 4. 2nd part of 2.</i></p>
2. State and District profile	<p>2.1 Geographical profile: The discussion should be in the context of the <u>geographical profile</u> impacting the strategy to enhance access to secondary education. It should specifically mention the <u>special challenges</u> arising out of the difficulties in the terrain of the state.</p>	<p>2.1.1 Location, geo-physical features, a brief history and administrative divisions</p> <p>2.1.2 Number of districts/CD blocks, urban agglomerations, revenue villages, inhabited habitations/hamlets, etc.</p> <p>2.1.3 Map of the State/District ✓</p> <p>2.1.4 Specific areas with concentration of <u>tribal</u>, SC and other focus groups, including minorities</p>
	<p>2.2 Demographic profile: Some of the data that needs to be provided are</p>	<p>2.2.1 Total Population: Please provide details of population with particular reference to education for the following.</p> <ul style="list-style-type: none"> • SC • ST • OBC • Minority • Gender <p>2.2.2 Rural/Urban population</p>

Handwritten notes:
 Tribals -
 21103-0600
 2023-24
 Tribals -
 21103-0600
 2023-24

Handwritten note:
 Tribal - rural population

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

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

4.2 Quality Improvement

• *dissemination - poster -
drama, music, ...*

*soap, ... as
paper bag, teaching aids*

teaching aids

proposed

- 4.2.1 Rationalizing quality infrastructure across secondary schools
- 4.2.2 Curriculum development
- 4.2.3 Development of learning resources
- 4.2.4 Subject specific teacher deployment in schools
- 4.2.5 Residential accommodation for teachers in rural and difficult hilly areas with focus on creating accommodation facilities for female teachers
- 4.2.6 Focus on total development of children through promotion of sports, cultural activities, project work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc
- 4.2.7 Encouragement to work experience of students through attachment of children with professionals, farmers, artisans, in order to master the social and natural context
- 4.2.8 Promotion of art and craft education - cultural study visits craft mela, etc.
- 4.2.9 Establishment of Learning Resource Centres (LRC) with (i) Library (ii) Provision for ICT support; and (ii) Link with EDLSAT
- 4.2.10 Promotion of adolescent education -- awareness programmes relating to HIV/AIDS
- 4.2.11 Strengthening guidance and counselling services at the school level
- 4.2.12 Other relevant intervention
- 4.2.13 **Budget for the above strategies proposed**

4.3 Governance and Reform

- 4.3.1 State level Reform
 - Curricular Reform
 - Examination Reform - focus on continuous and comprehensive school based assessment
 - Structural Reform
- 4.3.2 School level Governance
 - Details of the functioning of the SMDC with particular reference to the building committee and the academic committee
 - Functioning of the PTA
 - Pupil teacher Rapport
 - Teacher Regularity
 - Student Regularity

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

- Open and Distance learning
- Intensive mobilization efforts among the resistant groups.
- Providing hostel facilities

Retention

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

Achievement

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

4.5.3 Girls' Education:

Note: Other than the above components that should take into account girls within that community while planning, the intervention below are targeted towards all girls in the age group of 14+ - 16+ so that girls in this age group are able to complete their education till the secondary level.

Access & Enrolment:

- Community mobilization and sensitization programmes
- Ensuring safety and security of girl child while commuting to the school
- Exclusive Secondary and higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education
- Distribution of incentives like uniforms, scholarships, bi-cycles, educational provisions like textbooks and stationery
- Provision of transport facilities to the girls

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

Illustrative List of Quality Enhancing Interventions under RMSA

Sl.No	Component	Intervention
1	Teacher Deployment, Professional development and Support	1.1. Teacher Deployment
		1.1.1 In existing Schools with Secondary Classes
		1.1.2 In new Schools
		1.2 Inservice teacher training
		1.3 Induction Training
		1.4 Management Training of Heads
		1.5 Training of Principal
		1.6 Yoga Training for Teachers
		1.7 Strengthening of Resource Institutions
		1.8 Onsite Specialist Support
		1.9 Setting up a system for Onsite Support including training of specialist for Onsite support
		1.10 Peer Support
		1.11 Reserve Pool of Teachers
		1.12 District Level Structured Meeting of Teachers : 4 meetings in a year
1.13 Teacher Exposure Visit		
1.14 Development of EDUSAT Hub		
2	Teacher Accountability	2.1 Training Community Stakeholders in Academic Monitoring
		2.2 Peer Evaluation
		2.3 Third Party Evaluation of Teachers' Performance
3	Incentives for Teachers	3.1 Residential Quarters for Teachers
		3.2 Rural Posting Allowance
4	Equal Access to quality education	4.1 Development of TLM
		4.2 teaching methodologies
		4.3 learning Activities
		4.4 Class room setup and Interaction
		4.5 Planning for management of other gender constraints to learning inside the classroom
		4.6 Guidance and Counselling
		4.7 Monthly meeting of PTA particularly with the mothers of girl students
		4.8 Training of teachers of Gender Equality and Pedagogy
		4.9 Evaluation of Pedagogical Practices from a gender perspective
5	Educational Material	5.1 Text book
		5.2 Library Books
		5.3 Sports Equipment
		5.4 Music equipment
		5.5 TLE
		5.6 Development of TLM
		5.7 Learning kits for students(Maths,English,Science)
		5.8 Audio -Visual Material
		5.9 Building as Learning Aid
		5.10 Games to enable learning
		5.11 Multimedia equipment for learning
6	Other Interventions	6.1 Educational Tours/exposure
		6.2 Life Skills Education for Teachers and Students
		6.3 School Annual Grant
		6.4 Guidance and Counselling
		6.5 Work Education
		6.6 Enhancement of Science and Maths
		6.7 Bridge Courses
		6.8 On going support to students mainstreamed from bridge courses
		6.9 Open/Alternative Schooling
		6.10 Remedial Teaching
		6.11 Monitoring