



राष्ट्रीय माध्यमिक शिक्षण अभियान- कर्नाटक  
राज्य ಯೋಜನಾ ನಿರ್ದೇಶಕರ ಕಛೇರಿ, ಹೊಸ ಸಾರ್ವಜನಿಕ ಕಛೇರಿ ಪೂರಕ ಕಟ್ಟಡಗಳು  
ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು - 560 001

ಸಂಖ್ಯೆ:ರಾಮಾಶಿಅ/ಯೋಜನೆ/2014-15ರ ವಾ.ಕ್ರ.ಯೋ/48/2013-14

ದಿನಾಂಕ:13-12-2013

## ಜ್ಞಾಪನಾ

ವಿಷಯ: 2014-15 ನೇ ಸಾಲಿನ ಸಂಘಟಿತ ವಾರ್ಷಿಕ ಕ್ರಿಯಾ ಯೋಜನೆ (ರಾಮಾಶಿಅ, ವೃತ್ತಿ ಶಿಕ್ಷಣ, ಐ.ಇ.ಡಿಎಸ್.ಎಸ್, ಐ.ಸಿ.ಟಿ, ಹೆಣ್ಣುಮಕ್ಕಳ ವಸತಿ ನಿಲಯ)ಯನ್ನು ತಯಾರಿಸುವಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು

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2013-14 ನೇ ಸಾಲಿನ ಯು-ಡೈಸ್ ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ ಕಾರ್ಯವು ತಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ಪೂರ್ಣಗೊಂಡಿದ್ದು, ಅಲ್ಲದೇ ಈ ಸಾಲಿನಲ್ಲಿ ಎಲ್ಲಾ ಆಡಳಿತ ಮಂಡಳಿಗಳ ವಿದ್ಯಾರ್ಥಿಗಳ ವಿವರಗಳ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲಾಗಿದೆ. 2014-15 ನೇ ಸಾಲಿನ ಸಂಘಟಿತ ವಾರ್ಷಿಕ ಕ್ರಿಯಾ ಯೋಜನೆ (ರಾಮಾಶಿಅ, ವೃತ್ತಿ ಶಿಕ್ಷಣ, ಐ.ಇ.ಡಿಎಸ್.ಎಸ್, ಐ.ಸಿ.ಟಿ, ಹೆಣ್ಣುಮಕ್ಕಳ ವಸತಿ ನಿಲಯ) ತಯಾರಿಸುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಪ್ರಾರಂಭಿಸಬೇಕಿರುತ್ತದೆ. ಯೋಜನೆ ತಯಾರಿಕೆಯ ಕಾರ್ಯಕ್ರಮಗಳ ವಿವರವು ಈಗಾಗಲೇ ನಿಮಗೆಲ್ಲರಿಗೂ ತಿಳಿದ ವಿಷಯವಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ವಿಷಯಗಳನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಪ್ರತಿ ಜಿಲ್ಲೆಯ ಯೋಜನಾ ಡಾಕ್ಯೂಮೆಂಟ್‌ನಲ್ಲಿ ಪರಿಶೀಲಿಸುವುದರಿಂದ ಜಿಲ್ಲೆಯ District Profile, Progress Overview, Plan of Activities ಅಧ್ಯಯನಗಳಲ್ಲಿ ಇ-ಮೇಲ್‌ನಲ್ಲಿ ಕಳುಹಿಸಿರುವ ಮಾರ್ಗಸೂಚಿಗಳು ತಮ್ಮ ಜಿಲ್ಲೆಯ ಯೋಜನೆಯ ವರದಿಯಲ್ಲಿ ಕಡ್ಡಾಯವಾಗಿ ಇರುವಂತೆ ಎಲ್ಲಾ Formats, write up ಇರುವಂತೆ ಗಮನಹರಿಸಲು ಸೂಚಿಸಿದೆ. ಈ ಎಲ್ಲಾ ಅಂಶಗಳು ಇಲ್ಲದಿದ್ದಲ್ಲಿ ರಾಜ್ಯ ಕಛೇರಿಯಲ್ಲಿ ಅಪ್ರೈಸಲ್ ಮಾಡಲು ಸಾಧ್ಯವಾಗದೇ ನಿಮಗೆ ನಿಮ್ಮ ಯೋಜನೆ ಅಪೂರ್ಣವಾಗುತ್ತದೆ ಎಂಬುದನ್ನು ಗಮನಿಸಲು ಸೂಚಿಸಿದೆ.

ಈಗಾಗಲೇ ಕಳುಹಿಸಿರುವ ಶಾಲಾಭಿವೃದ್ಧಿ ಯೋಜನೆ ನಮೂನೆಯನ್ನು ಪ್ರತಿ ಶಾಲೆಗೆ ಕಳುಹಿಸಿ, ಶಾಲೆಯಿಂದ ರಾ.ಮಾ.ಶಿ.ಅ ಹಾಗೂ ಆರ್.ಟಿ.ಇ ಇಂಪ್ಲಿಕೇಷನ್ ಕ್ರಿಯಾ ಯೋಜನೆಯನ್ನು ಸಿದ್ಧಪಡಿಸಬೇಕಿರುತ್ತದೆ. ಕ್ರಿಯಾ ಯೋಜನೆಯ ಒಂದು ಪ್ರತಿ ಶಾಲೆಯಲ್ಲಿ ಲಭ್ಯವಿರುವಂತೆ ಕ್ರಮವಹಿಸಬೇಕು. ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆ ಮೌಲ್ಯಮಾಪನವನ್ನು ಈಗಾಗಲೇ ಅಧ್ಯಯನ ಮಾಡಿದ್ದು, ಶಾಲಾವಾರು, ಕ್ಲಸ್ಟರ್‌ವಾರು, ಬ್ಲಾಕ್‌ವಾರು ಮತ್ತು ಜಿಲ್ಲಾವಾರು ವರದಿಯನ್ನು ನೀಡಲಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಕಲಿಕಾ ಗುಣಮಟ್ಟ ಉತ್ತಮಪಡಿಸಲು ಅವಶ್ಯಕವಾದ ಮಧ್ಯವರ್ತನೆಗಳನ್ನು ವರದಿಗಳಲ್ಲಿ ನೀಡಿದ್ದು, ಅದರಂತೆ ಈ ಕೆಳಕಂಡ ಹಂತದಲ್ಲಿ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸತಕ್ಕದ್ದು.

- ಶಾಲಾ ಹಂತದ ಯೋಜನೆ - ಶಾಲಾಭಿವೃದ್ಧಿ ಯೋಜನೆಯನ್ನು ಆಧರಿಸಿ ಗುರುತಿಸಿರುವ ಸೂಚ್ಯಂಕಗಳಲ್ಲಿ 2013-14 ನೇ ಸಾಲಿನಲ್ಲಿ ಸಾಧನೆ ಹಾಗೂ 2014-15 ನೇ ಸಾಲಿನ ಗುರಿ ಮತ್ತು ಕಲಿಕಾ ಗುಣಮಟ್ಟವನ್ನು ಉತ್ತಮಪಡಿಸಲು ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆ ವರದಿ ಹಾಗೂ ಶಾಲೆಗಾಗಿ ನಾವು ನೀವು ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದಾದ ಅಂಶಗಳ ಬಗ್ಗೆ ಶಾಲಾ ಹಂತದ ಯೋಜನೆಯನ್ನು ಸಮುದಾಯದ ಸಹಭಾಗಿತ್ವದೊಂದಿಗೆ ಶಾಲಾ ಸಮಗ್ರ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸತಕ್ಕದ್ದು.
- ಜಿಲ್ಲಾ ಮಟ್ಟದ ಯೋಜನೆ - ಈ ಹಂತದಲ್ಲಿ ಶಾಲಾಭಿವೃದ್ಧಿ ಯೋಜನೆಯ ಕ್ರೋಢೀಕರಣ ಹಾಗೂ ಜಿಲ್ಲೆಗೆ ಅಗತ್ಯತೆ ಇರುವ ತರಬೇತಿಗಳು, ಗುಣಮಟ್ಟ ಉತ್ತಮಪಡಿಸಲು ಅಗತ್ಯವಿರುವ ಮಧ್ಯವರ್ತನೆಗಳನ್ನು ಸಿದ್ಧಪಡಿಸುವುದು. ಹೊಸ ಶಾಲೆಗಳು, ಉನ್ನತೀಕರಿಸಿದ ಶಾಲೆಗಳು, ಸಿವಿಲ್ ಕಾಮಗಾರಿಗಳು ಮುಂತಾದ ಚಟುವಟಿಕೆಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಶಾಲೆಗಳ ವಿವರಗಳನ್ನು ಶಾಲಾವಾರು ತಯಾರಿಸುವುದು. ಈ ಯೋಜನೆಯನ್ನು ಜಿಲ್ಲಾ ಅನುಷ್ಠಾನ ಸಮಿತಿಯ ಅನುಮೋದನೆ ಪಡೆದು ರಾಜ್ಯ ಮಟ್ಟಕ್ಕೆ ತಲುಪಿಸುವುದು.

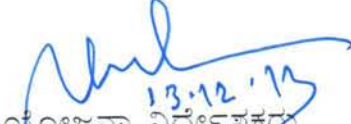
ಜಿಲ್ಲಾ ಪ್ಲಾನ್ ಡಾಕ್ಯೂಮೆಂಟ್ ತಯಾರಿಸುವಾಗ ಮುಂದೆ ನೀಡಲಾಗುವ ಮಾಹಿತಿ ಹಾಗೂ ಈ ಪತ್ರದ ಜೊತೆಗೆ ಲಗತ್ತಿಸಿರುವ ಮಾರ್ಗಸೂಚಿ ಅನುಸರಿಸಿ ಯೋಜನೆಯಲ್ಲಿ ಸೇರಿಸಲು ಈ ಮೂಲಕ ಸೂಚಿಸಿದೆ ಮತ್ತು ಉತ್ತಮ ಇಂಗ್ಲೀಷ್ ಭಾಷಾ ತಜ್ಞರನ್ನು ಈ ಕಾರ್ಯದಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಜಿಲ್ಲಾ ಆಡಳಿತಾತ್ಮಕ ವೆಚ್ಚದಲ್ಲಿ ಅವರಿಗೆ ಗೌರವಧನ ರೂ.5000/-ಗಳಿಗೆ ಮೀರದಂತೆ ನೀಡಲು ಈ ಮೂಲಕ ಅನುಮತಿ ನೀಡಲಾಗಿದೆ.

ತಮ್ಮ ಜಿಲ್ಲೆಗೆ ಜನಪ್ರತಿನಿಧಿಗಳಿಂದ, ಸಮುದಾಯದ ಸದಸ್ಯರಿಂದ ಹಾಗೂ ಇತರೆ ಸಂಸ್ಥೆಗಳಿಂದ ಪ್ರೌಢಶಾಲಾ ಸಾರ್ವತ್ರಿಕರಣವನ್ನು ಸಾಧಿಸಲು ಅಗತ್ಯವಾದ ಸಲಹೆಗಳು ಮತ್ತು ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಪರಿಶೀಲಿಸಿ ಹೊಸ ಶಾಲೆಗಳು, ಉನ್ನತೀಕರಿಸಿದ ಶಾಲೆಗಳು, ಸಿವಿಲ್ ಕಾಮಗಾರಿಗಳು ಮುಂತಾದ ಚಟುವಟಿಕೆಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಶಾಲೆಗಳ ವಿವರಗಳನ್ನು ಪ್ಲಾನ್ ಡಾಕ್ಯೂಮೆಂಟ್‌ನ ಯೋಜನೆಗೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ನಮೂನೆಗಳನ್ನು ಇ-ಮೇಲ್‌ನಲ್ಲಿ ರಾಜ್ಯ ಕಛೇರಿಗೆ ಕಳುಹಿಸುವುದು.

ಸದರಿ ಯೋಜನಾ ತಯಾರಿಕೆಗೆ ಈ ಪತ್ರದ ಜೊತೆಯಲ್ಲಿ ಲಗತ್ತಿಸಿರುವ ಅನುಬಂಧದಲ್ಲಿ ಕಡ್ಡಾಯವಾಗಿ ಅಳವಡಿಸಬೇಕಾದ ಅಂಶಗಳನ್ನು, ಮಾರ್ಗಸೂಚಿಗಳನ್ನು ಒಳಗೊಂಡ ಪ್ರತಿಯನ್ನು ನೀಡಲಾಗಿದೆ. ಅನುಬಂಧದಲ್ಲಿ ನೀಡಿರುವ ಎಲ್ಲಾ ಅಂಶಗಳನ್ನು ಕೂಲಂಕುಷವಾಗಿ ಪರಿಶೀಲಿಸಿ, ಜಿಲ್ಲಾ ಯೋಜನಾ ವರದಿಯಲ್ಲಿ ಅಳವಡಿಸಬೇಕು.



ರಾಜ್ಯ ಕಛೇರಿಗೆ ಸಾರ್ವಜನಿಕರಿಂದ ಎಸ್.ಡಿ.ಎಂ.ಸಿ ಯವರಿಂದ ಆಗಿಂದಾಗ್ಗೆ ಹೊಸ ಶಾಲೆಗಳು, ಮೂಲಭೂತ ಸೌಲಭ್ಯಗಳು ಇವುಗಳ ಬಗ್ಗೆ ಬೇಡಿಕೆ ಬರುತ್ತಲೇ ಇರುತ್ತದೆ. ಹಾಗೂ ಪತ್ರಿಕೆಗಳಲ್ಲಿಯೂ ವರದಿಗಳು ಬರುತ್ತಿರುತ್ತವೆ. ಆದುದರಿಂದ ನಿಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ನಿಜವಾಗಿಯೂ ಇರುವ ವಸ್ತುಸ್ಥಿತಿಯನ್ನು ಗಮನಿಸಿ, ನಿರ್ದಿಷ್ಟವಾದ ಸೌಲಭ್ಯಗಳ ಅಗತ್ಯತೆಯ ಆಧಾರದ ಮೇಲೆ ಶಾಲಾ ಪ್ಲಾನ್‌ನ್ನು ತಯಾರಿಸಿ, ಅದಕ್ಕೆ ತಕ್ಕಂತೆ ಜಿಲ್ಲಾ ಯೋಜನೆಯಲ್ಲಿ ಪ್ರಸ್ತಾವನೆಯನ್ನು ತಯಾರಿಸಲು ಸೂಚಿಸಿದೆ.

  
 13.12.13  
 ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು  
 ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ/ರಾಷ್ಟ್ರೀಯ ಮಾಧ್ಯಮಿಕ  
 ಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಬೆಂಗಳೂರು

ಪ್ರತಿಯನ್ನು ಗೌರವಪೂರ್ವಕವಾಗಿ ಮಾನ್ಯ ಕಾರ್ಯದರ್ಶಿಗಳು, ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಬಹುಮಹಡಿಗಳ ಕಟ್ಟಡ, ಬೆಂಗಳೂರು ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ ಸಲ್ಲಿಸಲಾಗಿದೆ.

**ಪ್ರತಿ,**

1. ಆಯುಕ್ತರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಹೊಸ ಸಾರ್ವಜನಿಕ ಕಛೇರಿಗಳು, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ.
2. ಅಪರ ಆಯುಕ್ತರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಧಾರವಾಡ ಮತ್ತು ಗುಲಬರ್ಗಾ ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ.
3. ನಿರ್ದೇಶಕರು, ಅಪರ ಆಯುಕ್ತರ ಕಛೇರಿ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಧಾರವಾಡ ಮತ್ತು ಗುಲ್ಬರ್ಗಾ ಇವರಿಗೆ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ.
4. ನಿರ್ದೇಶಕರು, ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ, ಸಾರ್ವಜನಿಕ ಇಲಾಖೆ ಆಯುಕ್ತರವರ ಕಛೇರಿ, ನೃಪತುಂಗ ರಸ್ತೆ, ಬೆಂಗಳೂರು.
5. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ ಪದನಿಮಿತ್ತ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
6. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಉಪನಿರ್ದೇಶಕರು (ಅಭಿವೃದ್ಧಿ) ಹಾಗೂ ಪದನಿಮಿತ್ತ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ.
7. ರಾಜ್ಯದ ಎಲ್ಲಾ ಜಿಲ್ಲೆಗಳ ಜಿಲ್ಲಾ ಯೋಜನಾ ಉಪಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಇವರಿಗೆ ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ.
8. ಹಿರಿಯ ಸಮಾಲೋಚಕರು, ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ರಾಜ್ಯ ಕಛೇರಿ, ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ ಮತ್ತು ಕ್ರಮಕ್ಕಾಗಿ
9. ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರ ಕಛೇರಿಯ ಎಲ್ಲಾ ಅಧಿಕಾರಿಗಳಿಗೆ ಮಾಹಿತಿಗಾಗಿ ಮತ್ತು ಕ್ರಮಕ್ಕಾಗಿ.
10. ಕಛೇರಿ ಪ್ರತಿ.



## RASHTRIYA MADHYAMIKA SHIKSHA ABHIYAN – KARNATAKA

*O/o the State Project Director, New Public Offices Annex Building,  
Nrupathunga Road, Bangalore.*

No.:RMSA/Yo/A.P.for 2014-15/48/2013-14

Date: 13-12-2013

### Guidelines

### ಮಾರ್ಗಸೂಚಿ

#### Processes for preparing AWP & B Planning

##### 1. Planning Team Management Committee at School level/District level

- Has the School management committee undergone gap identification of data and cross checking/validation?
- Setting of targets/priorities of AWP&B as well as perspective plan.
- Set the level of discussion and members/planners involved in developing school level plan.
- Re-evaluation and finalization of the school level priorities.
- Convergence approach at school level/District level.
- The details about staffing position at school level (Teaching and Non-Teaching Staff) and their functions and duties
- The real stack holders who consolidated the 'School Improvement Plan' (SIP).
- Plan should mention any issue related to planning and implementation as well as monitoring at school level.
- Plan should highlight the Process of consultation adopted by the district committee.
- District plan should tell the staffing structure and their responsibilities at district level.
- Plan should priorities the level of support extended to school level planning team from State/District.
- District should execute (carry-out) re-arrangement of targets/priorities fixed by the schools.
- RMSA committee should involve the functionaries from other department/academic institutions/organizations in facilitating the plan formulation.
- Plan should include parameters in prioritizing school level activities.
- Cross-checking of data is carried out at districts.
- Budget limits should be specified.

##### 2. Checklist for Access Interventions

- State norms for up gradation should be attached.
- Detail report of School mapping exercise should be attached.
- Detail report on habitation mapping should be attached.
- The perspective plan for establishing new secondary school should be attached.
- The prioritized list including total requirement for new schools should be attached.
- The justification report about establishment of new secondary schools in most need areas should be attached.
- The progress of last year sanction and spill over in respect of new secondary school should be attached.
- The UDISE codes of the each & every UPS should be mentioned in the proposal.

- The name of the nearest existing secondary/higher secondary school in each and every UPS should be mentioned in the proposal.
- The area of the proposed school campus (in acres) should be mentioned.
- The distance from the proposed secondary school from the nearest existing secondary school should be mentioned.
- The number of Upper Primary schools (Govt. Govt. Aided, UPS unaided) within 5km should be mentioned with UDISE code.
- The special geo-physical and other features of the catchment area have been mentioned in the proposal.
- The location (Urban/Rural) especially proposed for girls should be mentioned.
- The detail of community contribution ( in lakh) should be mentioned in the proposal.
- The Implementation schedule should be attached with the plan.
- The recruitment schedule should be attached with the plan.

### 3. **Checklist for Civil Works**

- The Format required for Planning/ Appraising the Civil works should be duly filled.
- The UDISE code and SEMIS code should be duly filled in the respective column of the format for every school.
- The Format should consist of the details of only Govt. schools.
- Is the proposal for only the Govt. schools mentioned?
- The data taken into account for Planning of Civil Works (SEMIS year or UDISE Year)
- The progress overview of the works sanctioned in the previous year has been prepared and presented in the plan document in the prescribed format.
- Prioritization and in accordance Phasing of the requirements done and the proposal Adheres to the same.

#### **Location/ Land related**

- Location details of the proposed New Schools should be provided.
- Details of the land should be mentioned.
- Availability of the Vacant Land in the existing schools where strengthening of Existing school is proposed and that too as per the need and proposal of the infrastructure to be put in.

#### **Building design & estimated related**

- Two copies of the plan and detailed estimates should be enclosed.
- Declaration as per prescribed format should be enclosed.
- The design of the Science Lab or Computer Lab or Library or Art/Craft/ culture room or Office room or H.M Room or Classroom has been prepared by incorporating the requisite element of design/function of respective lab/room.
- The Area of Rooms complies the BIS/Other Relevant Code/Norms.
- The design in keeping view the Earthquake zone/Cyclone prone zone/Flood prone zone/Multi hazard prone zone.
- The implementation schedule of the planned construction activity should be enclosed.
- The estimates of the proposed construction have been technically sanctioned and Administratively Approved by the competent authority and necessary notification regarding unit cost has been attached in the Plan for the different items of construction.
- The necessary provision for the Differently abled children should be incorporated.
- The Plinth Area Rate of CPWD for the city in / near which the construction is proposed should be given in the format for Civil Works.
- The specification taken into consideration for framing the estimate should be for normal building.

### **Building code & General norms related**

- Whether exit doorways is more than 1m wide for normal rooms & more than 2m wide for the rooms likely to be used as for assembly purposes etc.
- Whether the building is having minimum of two stair case of enclosed type, out of which one shall be on the external wall & shall directly open to the exterior place
- Whether the minimum walkway width of 1.2 m & for moderate two way traffic 1.65m - 1.8m is there
- Whether the provision for furniture has been made for rooms proposed.
- Whether the provision of incinerator in Girls' toilet has been made
- Whether water supply and electrical works has been taken up in accordance with the part 8' building services', section-2' electrical & allied installation' and part 9' plumbing services' of NBC
- Whether the provision for firefighting / fire safety equipment has been made in accordance with the Part-4 'Fire and Life Safety' of NBC.
- Whether the Parapet walls and handrails provided on the edges of roof terraces, balcony, VARANDAH, etc. is not less than 1.0 m and not more than 1.2 m in height from the finished floor level.
- Whether the requirement regarding lighting and ventilation is as per the Part 8 'Building Services, Section 1 Lighting and Ventilation' of NBC & if not then it adheres to the 15.1.2 of NBC.

### **Procurement Related**

- Whether tentative procurement plan for proposed Civil works & the spill over civil works has been prepared separately and annexed
- Whether procurement process followed for works procured & likely to be followed for procuring the proposed civil works has been mentioned

### **Monitoring & Quality**

- Whether the structure/mechanism of effective implementation, monitoring & quality control for civil works has been mentioned

## **Checklist for Quality Interventions**

### **Science Exhibition:-**

- Progress of the previous year
- Theme/topics selected for the exhibition
- Method followed by the students during the project i.e. framing research question, formulating hypothesis, conducting experiments, analyzing data and reporting results.
- Standard criteria for selection of the participants.
- Date and venue of exhibition
- Mode of display
- Selection of judges
- Evaluation of the projects by the judges based on standard criteria
- Involvement of other agencies such as research institutes/NGO's/industries
- Any award/certificates given to the winners
- Convergence with SSA
- Expected outcomes

### **Book Fair:-**

- Progress of the previous year
- Date and venue of the fair
- Physical setting (large space, provision of tables, chairs, electricity, boards etc.)

- Publishers selected
- Participants/ target group
- Time frame
- Forming a committee for selection of books (e.g. students, teachers, librarian and Head Master.
- Criteria for selection of books
- Involvement of parents
- Other event organized during the fair such as story writing, discussion, quiz, adolescent counseling, career guidance, essay competition etc.
- Expected outcomes
- Involvement of any external agency
- Convergence with SSA

#### **Excursion Trip:-**

- Progress
- Number of Participants
- Criteria for selection of participants
- Timeframe
- Objective of the intervention
- What is the value addition?
- Place to visit (giving rationale for selection of the particular site)
- Expected outcomes
- Expected follow up/next step

#### **Heritage & Culture mapping:-**

- Objectives of the intervention
- Rituals/festivals/ traditions selected
- Significance of the rituals/festivals/ traditions selected
- Methodology followed (data collected through observation techniques, interviews etc.)
- Estimated cost
- Timeframe
- Involvement of parents
- Documentation and dissemination

#### **Remedial Teaching:-**

- Progress of the previous year
- Whether students' learning needs are identified or not?
- Whether the students' deficient areas, and underlying causes for deficiency are identified or not?
- Teaching methodology followed for remedial teaching (any special strategies adopted such as pictorial technique, audio-visual, games, case studies etc.)
- Duration of the programme
- Whether students are evaluated after the remedial teaching?
- Whether parents are involved or not?

#### **Art/Craft/Culture fair:-**

- Detailed strategy
- What type of talents students will show?

#### **Sports Equipments:-**

- Approval of the previous years. How many schools have received sports kit till now?
- Number of schools
- No. and type of goods to be purchased
- Whether there is availability of playground, sports teacher, games period in the school time table etc.?
- From where the kit will be purchased? (name of the vendors).

#### **Science & Maths kit to the IX-X students:-**

- Approval of the previous years. How many schools have received science/maths kit till now?

- From where the kit will be purchased?(name of the vendor)

**Guidance and Counseling:-**

- Detailed set-up of guidance and counseling in the state
- Documentary evidence of the Coordinator & Associates for whom salary is proposed(eg appointment letter, office order, contract renewal certificate etc)
- Type of literature material to be purchased. Plz provide details.
- From whom it will be purchased. Name of the vendors.
- Details about the sensitization prog
- What is the need of sensitization prog? Content, resource persons, expected outcome?
- What are the State rules/ laws / guidelines / regulatory mechanism on Gender equality and harassment?
- Note: States are encouraged to design novel interventions apart from the abovementioned interventions having direct impact on learning outcome.

**Checklist for Teacher Training**

Interventions	Progress in 2013-14	Appraisal Requirement in the AWP & B-2014-15
<p><b>In-service training of Subject Teachers</b></p>	<ul style="list-style-type: none"> <li>• Approved number of teachers for training in 2013-14;</li> <li>• No. of subject teachers imparted in-service training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> <li>• Per teacher expenditure in in-service training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> <li>• Name of the training institutions where imparted in-service training;</li> <li>• Monitoring mechanism (who is involved?)</li> <li>• Need to identify ‘Best Practices’ on Teacher Training;</li> <li>• Dissemination mechanism of ‘Best Practices’</li> <li>• Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>	<p>Proposal for 2013-14</p> <ul style="list-style-type: none"> <li>• Perspective Planning for the in-service training till March 2017;</li> <li>• Training Need Assessment; need to identify the areas of teachers’ weaknesses and learning needs;</li> <li>• Number of subject-wise teachers exclusively for class IX-X in the state separately for government and government aided schools (see <b>annexure-1a &amp; 1b</b>)</li> <li>• Source of Data: U-DISE 2013-14</li> <li>• Institutional arrangement from where training will be conduct :Strength of training institutions/agencies- no. of rooms, residential facilities, equipment and facilities (Multimedia Projector with interactive white board, Audio system, ICT enabled classrooms)</li> <li>• Training calendar for 2014-15 (See <b>annexure-2</b>);</li> <li>• Panel of Master Trainers/KRPs</li> <li>• Expected outcomes (Best practices, innovation; and</li> <li>• Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>
<p><b>Induction Training</b></p>	<ul style="list-style-type: none"> <li>• Approved number of teachers for induction training in 2013-14;</li> <li>• No. of teachers imparted induction training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March , 2014;</li> </ul>	<p><b>No. of recruited teachers</b></p> <ul style="list-style-type: none"> <li>• Perspective Planning for the recruitment of new teachers and induction training to them till March 2017;</li> </ul>



	<ul style="list-style-type: none"> <li>Per teacher expenditure in induction training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> <li>Name of the training institutions/agencies where training imparted; infrastructural status of the training institutions;</li> <li>Monitoring mechanism (who is involved?)</li> <li>Need to identify 'Best Practices' on Teacher Training;</li> <li>Dissemination mechanism of 'Best Practices'</li> <li>Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>	<ul style="list-style-type: none"> <li>Teachers of New/Upgraded Schools and additional teachers in the existing schools/teachers recruited by the state government (<b>see annexure-3a &amp; 3b</b>)</li> <li>Evidences of the recruited teachers (official documentary evidences-office order, list of selected teachers for recruitment)</li> <li>Source of Data: U-DISE 2013-14</li> <li>Training Need Assessment as per the NCF-2005 and syllabus of class IX &amp; X</li> <li>Training calendar for 2014-15 (<b>See annexure-2</b>);</li> <li>Panel of Master Trainers/KRPs</li> </ul>
<b>in-service Training of Headmasters/principals</b>	<ul style="list-style-type: none"> <li>Approved number of Headmasters/Principals for in-service Training in 2013-14;</li> <li>No. of Headmasters/Principals imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014;</li> <li>Per teacher expenditure in in-service training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>Name of the training institutions/agencies where imparted the training;</li> <li>Monitoring mechanism (who is involved?)</li> <li>Need to identify 'Best Practices' of the training;</li> <li>Dissemination mechanism of 'Best Practices'</li> <li>Impact Evaluation on in the school administration</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>Perspective Planning for in-service training of Headmasters/Principals till March 2017;</li> <li>Training Need Assessment; need to identify the grey areas for the in-service training Headmasters/Principals';</li> <li>Source of Data: U-DISE 2013-14</li> <li>Institutional arrangement from where training will be conduct :Strength of training institutions/agencies- no. of rooms, residential facilities, equipment and facilities (Multimedia Projector with interactive white board, Audio system, ICT enabled classrooms);</li> <li>Training calendar for 2014-15 (<b>See annexure-2</b>);</li> <li>Panel of Trainers/RPs for the training of Headmasters/Principals</li> <li>Monitoring mechanism (who will be involved?)</li> <li>Need to identify 'Best Practices' of the training;</li> <li>Dissemination mechanism of 'Best Practices'</li> <li>Impact Evaluation school administration</li> </ul>
<b>Professional Development of Headmasters/principals (Alignment with NUEPA)</b>	<ul style="list-style-type: none"> <li>Approved number of Headmasters/Principals for professional development;</li> <li>Training imparted from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014;</li> </ul>	<p><b>Proposal for 2013-14</b></p> <ul style="list-style-type: none"> <li>Perspective Planning for the professional development of Headmasters/Principals till March 2017</li> </ul>

	<ul style="list-style-type: none"> <li>Name of the training institutions from where training imparted;</li> <li>Best Practices learnt from the training and its dissemination mechanism</li> <li>Impact Evaluation on school administration</li> </ul>	<ul style="list-style-type: none"> <li>Selection procedure of Headmasters/Principals' for professional development; Source of Data: U-DISE 2013-14</li> <li>Training calendar for 2014-15 (See <b>annexure-2</b>);</li> <li>Expected outcomes (Best practices, innovation; and</li> <li>Impact on school administration and dissemination mechanism.</li> </ul>
<b>Training of Master Trainers/Key Resource Persons (KRPs)</b>	<ul style="list-style-type: none"> <li>Approved number of Master Trainers/Key Resource Persons (KRPs) for training in 2013-14;</li> <li>Training imparted from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014;</li> <li>Name of the training institutions/agencies where training imparted;</li> <li>Best Practices learnt from the training and its dissemination mechanism</li> <li>Impact Evaluation on teachers training.</li> </ul>	<ul style="list-style-type: none"> <li>Perspective Planning for the training of Master Trainers/Key Resource Persons (KRPs) till March 2017;</li> <li>Selection procedure of Master Trainers/Key Resource Persons (KRPs) for training;</li> <li>institutional arrangement from where training will be conduct;</li> <li>Training calendar for 2014-15 (See <b>annexure-2</b>);</li> <li>Best practices and innovation and dissemination mechanism</li> </ul>
<b>In-service /Refresher Training</b>	<ul style="list-style-type: none"> <li>Approved number of teachers for ICT training (clearly mention out-reach or boot model);</li> <li>No. of teachers imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>Name of the training institutions/agencies where imparted training; infrastructural status (multimedia, Internet and e-communication; and Management Information System) of the training institutions;</li> <li>Monitoring mechanism</li> <li>Best Practices identified on ICT Teacher Training;</li> <li>Dissemination mechanism</li> <li>Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>	<p><b>Proposal for 2013-14</b></p> <ul style="list-style-type: none"> <li>Perspective Planning for the training of ICT teachers till March 2017</li> <li>Training Need Assessment with respect to the classroom transaction and need of students;</li> <li>Institutional arrangement from where training will be conduct :Strength of training institutions/agencies- no. of training rooms, equipment and facilities (number of computers, ICT enabled classrooms)</li> <li>Location/Venue of Trainings</li> <li>Training calendar for 2014-15 (See <b>annexure-2</b>);</li> <li>Panel of Master Trainers/KRPs</li> <li>Expected outcomes (innovation; and</li> <li>Impact on teaching-learning process/classroom transaction)</li> </ul>
<b>ICT Induction training</b>	<ul style="list-style-type: none"> <li>Approved number of teachers for induction training in 2013-14;</li> <li>No. of ICT teachers imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>Name of the training</li> </ul>	<ul style="list-style-type: none"> <li>No. of teachers recruited from March 31, 2013 to 1<sup>st</sup> April 2014.</li> <li>Evidences of the recruited teachers (official documentary evidences-office order, list of selected teachers for recruitment</li> </ul>

	<p>institutions/agencies where imparted training; infrastructural status of the training institutions;</p> <ul style="list-style-type: none"> <li>• Monitoring mechanism</li> <li>• Dissemination mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Training Need Assessment as per the school syllabus (IX, X, XI &amp; XII)</li> <li>• Training calendar for 2014-15 (<b>See annexure-2</b>);</li> <li>• Panel of Master Trainers/KRPs</li> </ul>
IEDSS	<b>Training of Special Teachers</b>	<ul style="list-style-type: none"> <li>• Approved number of Special Teachers for training in 2013-14;</li> <li>• No. of teacher imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>• Name of the training institutions/agencies (Approved Institutions through Rehabilitation Council of India) where imparted training; infrastructural status (Audio logical and Speech Therapist, Hearing and Ear Mould, etc. instruments) of the training institutions;</li> <li>• Monitoring mechanism</li> <li>• Best Practices identified on Special Teacher Training;</li> <li>• Dissemination mechanism</li> <li>• Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>
<b>Training of General Teachers</b>	<ul style="list-style-type: none"> <li>• Approved number of Special Teachers for training in 2013-14 ;</li> <li>• No. of teacher imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>• Name of the training institutions/agencies (Approved Institutions through Rehabilitation Council of India) where imparted training; infrastructural status (Audio logical and Speech Therapist, Hearing and Ear Mould, etc. instruments) of the training institutions;</li> <li>• Monitoring mechanism</li> <li>• Best Practices identified on Special Teacher Training;</li> <li>• Dissemination mechanism</li> <li>• Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>• Training Need Assessment with respect to the classroom transaction and need of students;</li> <li>• Institutional arrangement from where training will be conducted: Strength of training institutions/agencies- no. of training rooms, equipment and facilities associated with visual, hearing impairment, language, mental, learning, psychological, etc.</li> <li>• Location/Venue of Trainings</li> <li>• Training calendar for 2014-15 (<b>See annexure-2</b>);</li> <li>• Panel of Master Trainers/KRPs for the training of Special Teachers</li> <li>• Expected outcomes (innovation; and impact on teaching-learning process/classroom transaction)</li> </ul>
<b>Orientation of</b>	• Approved number of	Proposal for 2014-15

<b>Educational Administrators and School Principals/Headmasters</b>	<p>Educational Administrators, Headmasters/Principals for orientation;</p> <ul style="list-style-type: none"> <li>• Training imparted from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014;</li> <li>• Name of the training institutions/agencies where training imparted;</li> <li>• Best Practices learnt from the training and its dissemination mechanism</li> </ul> <p>Impact Evaluation on school administration</p>	<ul style="list-style-type: none"> <li>• Selection procedure of Headmasters/Principals' for orientation;</li> <li>• Training calendar;</li> <li>• Expected outcomes (Best practices, innovation; and Impact on school administration and dissemination mechanism.</li> </ul>
<b>Vocational Education In-service Training</b>	<ul style="list-style-type: none"> <li>• Approved number of teachers for vocational in-service training;</li> <li>• No. of teacher imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>• Name of the training institutions/agencies where training imparted; infrastructural status of the training institutions;</li> <li>• Monitoring mechanism</li> <li>• Best Practices (skill testing) on Teacher Training identified;</li> <li>• Dissemination mechanism</li> <li>• Impact Evaluation on teaching-learning process/classroom transaction</li> </ul>	<p>Proposal for 2014-15</p> <ul style="list-style-type: none"> <li>• Training Need Assessment as per the market demand; need to identify the areas of teachers' weaknesses and learning needs on different skills</li> <li>• Number of teachers exclusively for vocational courses (provide list of teachers with specific skills)</li> <li>• Institutional arrangement from where training will be conduct(Production-Cum-Training Centre (PTC)) :Strength of training institutions/agencies- infrastructure (Industries/User Organizations' Involvement),</li> <li>• Location/Venue of Trainings</li> <li>• <b>Training calendar</b></li> <li>• Panel of Master Trainers/KRPs</li> <li>• Needs to make synergy with Regional Boards of Apprenticeship Training(BOAT) at Mumbai, Kolkata, Chennai and Kanpur</li> <li>• Expected outcomes (Best practices, innovation)</li> </ul>
<b>Induction training</b>	<ul style="list-style-type: none"> <li>• Approved number of VE teachers for induction training;</li> <li>• No. of VE teachers imparted training from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014</li> <li>• Name of the training institutions/agencies (Production-Cum-Training Centre (PTC)) where imparted training; infrastructural status of the training institutions;</li> <li>• Monitoring mechanism</li> <li>• Dissemination mechanism</li> </ul>	<p>Proposal for 2014-15</p> <ul style="list-style-type: none"> <li>• No. of teachers recruited from March 31, 2013 to 1<sup>st</sup> April 2014.</li> <li>• Evidences of the recruited teachers (official documentary evidences-office order, list of selected teachers for recruitment</li> <li>• Training Need Assessment of VE teachers</li> <li>• Training calendar</li> <li>• Panel of Master Trainers/KRPs</li> </ul>

	<ul style="list-style-type: none"> <li>• If modules developed, highlight salient features of each Science, Mathematics, English, etc, separately. Are the modules based on NCF-2005?</li> <li>• Are the modules developed methodologically with respect to pedagogy? Needs to highlight. Is the pedagogy moulded with the necessity of changing classroom?</li> <li>• Are the state developed modules with NCERT consultancy or is the state incorporated the needful portion of Science &amp; Mathematics modules developed by NCERT?</li> </ul> <p>NCERT has developed on:</p> <ul style="list-style-type: none"> <li>• In-service Teacher Professional Development at Secondary Stage: Generic Concern</li> <li>• In-service Teacher Professional Development at Secondary Stage: Generic Concern: Training Package in <b>Mathematics</b></li> <li>• In-service Teacher Professional Development at Secondary Stage: Generic Concern: Training Package in <b>Science</b></li> </ul> <p>RMSA-TSG has shared the preceding modules with the states/UTs.</p>	<p>Proposal for 2014-15</p> <ul style="list-style-type: none"> <li>• Need assessment of teachers, syllabus of IX &amp; X, classroom transaction and objectives of the NCF-2005</li> <li>• Institutional involvement (SCERT, NCERT, etc.) and panel of RPs for the module development;</li> <li>• Interaction or activity-based approaches in the modules</li> <li>• Timeframe for module development, demonstration and implementation.</li> <li>• Provision of periodic review and revision of modules;</li> <li>• Needs to bring in use NCERT training modules (Generic, Science and Mathematics)</li> </ul> <p><b>Key Points need to accommodate</b></p> <ul style="list-style-type: none"> <li>• Language teaching methodology (all subjects);</li> <li>• Environment, social and culture value based modules with special thrust on equity and national unity;</li> <li>• Quality, efficiency and innovation in education</li> <li>• Monitoring and evaluation</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• If modules developed, highlight salient features of ICT teachers training;</li> <li>• Is the existing module developed in view of connecting individual teachers to a larger teaching community on a continuous basis and promoting teacher-to-teacher collaboration?</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>• Integration of ICT in curricular design;</li> <li>• Selection of ICT to design formative interventions;</li> <li>• Using ICT to guide and identify the potential of students;</li> <li>• Initial thrust on ICT competences for Mathematics, Science and English;</li> <li>• Needs to design module in the perspective of scientific, digital, critical, linguistic and cultural literacy;</li> <li>• Exclusively one chapter that how to explore dictionaries, encyclopedia,</li> </ul>



		language translators, e-newspapers, Audio and Videoconferencing – Teleconferencing
IEDSS	<ul style="list-style-type: none"> <li>• If modules developed, highlight salient features of IEDSS teachers training;</li> <li>• Is the existing modules developed in view teaching-learning friendly of disabilities students;</li> <li>• Are the existing modules addressed Hearing Impairment, Deaf Blindness, Autism, Visual Impairment, Mental Retardation and Learning Disabilities</li> <li>• Are the modules periodically revised and reviewed</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>• Need based modules for different disabilities (Hearing Impairment, Deaf Blindness, Autism, Visual Impairment, Mental Retardation and Learning Disabilities)</li> <li>• The thrust of modules should be on the improvement of quality of life of the persons with disability;</li> <li>• States/UTs need to illustrate the institutional involvement and timeframe for modules development.</li> </ul>
Vocational Education	<ul style="list-style-type: none"> <li>• If modules developed need to highlight salient features certain minimum of both, i.e. theoretical knowledge as well as the practical (skills) training.</li> <li>• Are the modules well equipped with industry and Job Linkages;</li> <li>• Need to evaluate modules whether it has conjunction with courses and curricula with industry and local context and relevance.</li> <li>• Are the modules reflecting current requirements; quality, curriculum and capability of teachers</li> <li>• Are the modules periodically revised and reviewed</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>• Need assessment of diversity of courses, training options and competency led by the market;</li> <li>• The thrust of training modules to train the teachers to prepare students for National Certificate for Work Preparation (NCWP) and National Competency Certificate (NCC)</li> </ul> <p>The modules should meet the following objectives:</p> <ul style="list-style-type: none"> <li>➤ To impart training in marketable skills to students in Class IX and X;</li> <li>➤ To develop vocational interests and aptitudes;</li> <li>➤ To facilitate the students in making choice of vocational courses at the higher secondary level;</li> <li>➤ To prepare students for participation in work as a desired dimension of academic education;</li> <li>➤ To inculcate healthy values related to work culture; and</li> <li>➤ To provide link /pathways to higher education after completion of higher secondary education.</li> </ul> <p>The vocational modules needs to be integrated and closely aligned with the academic curriculum and should contain various generic and specific vocational skills for which industry should be involved.</p>
Curriculum	<ul style="list-style-type: none"> <li>• Is there periodic revision of</li> </ul>	<b>Proposal for 2014-15</b>

Reforms	<p>curricula in the states? Needs to highlight the synergetic contribution of State Boards of Secondary Education, Resource Institutions like NCERT, SCERTs, SIE, etc.</p> <p>Is the revised curriculum included:</p> <ul style="list-style-type: none"> <li>➤ Cognitive apprenticeship;</li> <li>➤ Multiple interpretations &amp; multiple manifestations</li> <li>➤ Approaches to critical pedagogy;</li> <li>➤ Capabilities for work and action;</li> <li>➤ Knowledge in Practice and recreating knowledge;</li> <li>➤ Children's knowledge and local knowledge;</li> <li>➤ Participating in the generating knowledge;</li> <li>➤ Organizing experiences;</li> <li>➤ Layers of understanding; and</li> <li>➤ Assessment of students</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple agencies like SCERTs, SIEs, Education Boards, SPOs, Directorates and so on in most of the states; need to work synergistically to impart quality education;</li> <li>• Needs to formulate state level programmes on curriculum renewal and school-based Continuous and Comprehensive Evaluation (CCE);</li> <li>• Academic Planning and Monitoring for Quality</li> <li>• Place of inclusive education in the curriculum;</li> <li>• Vocational Education and Training</li> <li>• Innovation and practices</li> </ul> <p>Needs to consider the followings in the Curriculum revision:</p> <ul style="list-style-type: none"> <li>➤ Need to revise curriculum with respect to the pluralistic society;</li> <li>➤ Creating an inclusive environment in the classroom</li> <li>➤ Reduce the curriculum load in 'Learning Without Burden';</li> <li>➤ Ensuring quality education;</li> <li>➤ Construction of knowledge and fostering of creativity;</li> <li>➤ Experimental, observing, exploring, discovering, analysis and critical reflection in subject wise knowledge i.e. Mathematics, English, Science and Social Sciences.</li> </ul>
Examination Reform	<p>Is the state initiated/completed examination reform at secondary education on the basis of CBSE to reach at Common Standard on Secondary Education (CSSE)?</p> <ul style="list-style-type: none"> <li>• It will bring equal standard in 'teaching-learning processes, 'teacher training' and will promote inclusive education.</li> <li>• Is the nodal agency of the state collected 'Assessment Evidences and analyzed evidences carefully by moderators?</li> <li>• It will give better idea of what aspects need to be paid special attention for bringing improvement in assessment</li> </ul>	<p><b>Proposal for 2014-15</b></p> <ul style="list-style-type: none"> <li>• Examination reform at secondary education on the basis of CBSE to reach at Common Standard on Secondary Education (CSSE). Needs to pay attention:</li> <li>• The teachers need to maintain methodical documentation of student's participation and behavior in different situations and activities as evidences of Co-Scholastic Assessment (Life Skills, Environment, Values and Physical Education).</li> <li>• The project work- in-depth analysis. Students did the project work, The</li> </ul>

	practices	<p>teachers must plan multidisciplinary, values based and group projects for their students;</p> <ul style="list-style-type: none"> <li>• Methodological lab activities/practical</li> <li>• Regularity of student's attendance</li> <li>• Quality of Teachers diary and notes</li> <li>• To organize workshops for teachers on various aspects of CCE.</li> </ul>
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**Annexure:-1a**

**Government Secondary Schools: Training of Subject Teachers**

Name of the Districts	Training of Subject Teachers			
	Name of the Subjects	Number of Sanctioned Subject-wise Teachers Exclusively for Class IX-X	In-position Subject-wise Teachers Exclusively for Class IX-X	No. of Proposed Subject-wise Teachers Exclusively for Class IX-X for Training
	Mathematics			
	Science			
	Social Studies			
	English			
	Hindi			
	Sanskrit			
	Regional Language (Specify)			
<b>Total</b>				

**Annexure:-1b**

Name of the Districts	Training of Subject Teachers			
	Name of the Subjects	Number of Sanctioned Subject-wise Teachers Exclusively for Class IX-X	In-position Subject-wise Teachers Exclusively for Class IX-X	No. of Proposed Subject-wise Teachers Exclusively for Class IX-X for Training
	Mathematics			
	Science			

	Social Studies			
	English			
	Hindi			
	Sanskrit			
	Regional Language (Specify)			
<b>Total</b>				

### Government Aided Secondary Schools: Training of Subject Teachers

#### Annexure-2

#### Example to Prepare Training Calendar

Sl. No.	Name of the training programme	Target group	No of Teachers in Each Batch	Period (days)	Proposed months for conducting training programmes
	Training to the Master Resource Persons & Key Resource Persons	All Subjects	40	5 days	May to June 2014
1	In-service Training programme to subject teachers (Science and Mathematics)	Mathematics	40	5 days	July to September 2014
		Physical Science	40		
		Chemistry	40		
		Biological Science	40		
2	In-service Training programme to subject teachers (Social Science)	Social Studies	40	5 days	October-November 2014
3	In-service Training programme to subject teachers (Language Teachers)	English	40		December 2014 to January 2015
		Hindi	40		
		Regional Languages	40		
4	Training programme to the Headmasters	Head teachers	40	5 days	May to August 2014

Annexure:--3a

### Teacher's Recruitment in New/Upgraded Schools Till 31<sup>st</sup> March 2013

Name of the State	Progress of Teachers Recruitment in New/Upgraded Schools			
	No. of New Schools Approved in PABs 2009-10, 2010-11 & 2011-12	No. of Teachers sanctioned in PABs 2009-10, 2010-11 & 2011-12	No. of Teachers Recruited	Recruitment in Percentage

Annexure:-3b

### Recruitment of Additional Teachers in Existing Secondary Schools (as on 31<sup>st</sup> March 2013)

Name of the State	Components		
	Total no. of existing Secondary Schools for which additional teachers have been sanctioned	Total No. of additional Teachers sanctioned	Total Number of Teachers Recruited against the Teachers sanctioned

### Checklist for Teachers Recruitment

Interventions	Recruitment Progress in 2013-14	Required Documentary Evidences of Recruitment of Teaching & Non-teaching Staff during Appraisal of AWP & B 2014-15
Teachers of New/Upgraded Schools	<ul style="list-style-type: none"> <li>Total Number of New/Upgraded Secondary Schools Approved in 2009-10, 2010-11, 2011-12 &amp; 2013-14)</li> <li>Norms of approval of teaching &amp; non-teaching Staff in 2009-10, 2010-11, 2011-12 &amp; 2013-14)</li> <li>Recruitment progress of Subject Teachers, Headmasters/Principals, Lab Attendant and Office Assistant (documentary</li> </ul>	<ul style="list-style-type: none"> <li>State Policy of Recruitment of Subject Teachers, Headmasters/Principals, Lab Attendant and Office Assistant (State Govt. Notification);</li> <li>Recruitment Procedures of Teachers, Headmasters/Principals, Lab Attendant and Office Assistant (State Govt. Notification);</li> <li>State policy and processes</li> </ul>



	<p>proof of State Govt. Notification/Office Order) and U-DISE 2013-14</p> <ul style="list-style-type: none"> <li>• Total expenditure on salary from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> </ul>	<p>of rationalization of teachers;</p> <ul style="list-style-type: none"> <li>• Salary structure of Teachers, Headmasters/Principals, Lab Attendant and Office Assistant (State Govt. Notification/office Order):</li> </ul>
IEDSS Special Teachers	<ul style="list-style-type: none"> <li>• Total Number of <i>Special Teachers</i> Approved by the Ministry of Human Resource Development, Government of India (Provide details year-wise)</li> <li>• Norms of approval of <i>Special Teachers</i>(Provide details year-wise)</li> <li>• Recruitment progress of <i>Special Teachers</i>(documentary proof of State Govt. Notification/Office Order) and U-DISE 2013-14</li> <li>• Total expenditure on salary from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• State Policy of Recruitment of <i>Special Teachers</i> (State Govt. Notification);</li> <li>• Recruitment Procedures of <i>Special Teachers</i>, (State Govt. Notification);</li> <li>• Salary structure of <i>Special Teachers</i> (State Govt. Notification/office Order):</li> </ul>
ICT ICT Teachers	<ul style="list-style-type: none"> <li>• Total Number of <i>ICT Teachers</i> Approved by the Ministry of Human Resource Development, Government of India (Provide details year-wise) either of <i>Out Reach Method or Boot Model</i></li> <li>• Norms of approval <i>ICT Teachers</i>(Provide details year-wise)</li> <li>• Recruitment progress of <i>ICT Teachers</i> (documentary proof of State Govt. Notification/Office Order) and U-DISE 2013-14</li> <li>• Total expenditure on salary from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• State Policy of Recruitment of <i>ICT Teachers</i> (State Govt. Notification);</li> <li>• Recruitment Procedures of <i>ICT Teachers</i>, (State Govt. Notification);</li> <li>• Salary structure of <i>ICT Teachers</i> (State Govt. Notification/office Order):</li> </ul>
Vocational Education Teachers for Vocational Education	<ul style="list-style-type: none"> <li>• Total Number of <i>Teachers for Vocational Education</i> Approved by the Ministry of Human Resource</li> </ul>	<ul style="list-style-type: none"> <li>• State Policy of Recruitment of <i>Teachers for Vocational Education</i> (State Govt. Notification);</li> </ul>

	<p>Development, Government of India (Provide details year-wise) either of <i>Out Reach Method or Boot Model</i></p> <ul style="list-style-type: none"> <li>• Norms of approval <i>Teachers for Vocational Education</i>(Provide details year-wise)</li> <li>• Recruitment progress of <i>Teachers for Vocational Education</i>(documentary proof of State Govt. Notification/Office Order) and U-DISE 2013-14</li> <li>• Total expenditure on salary from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March, 2014.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment Procedures of <i>Teachers for Vocational Education</i>, (State Govt. Notification);</li> <li>• Salary structure of <i>Teachers for Vocational Education</i> (State Govt. Notification/office Order):</li> </ul>
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## Checklist for Equity

### Equity Proposal:-

- The proposal under Equity intervention should contain the following information – Objectives, Target persons, Strategies, Time schedule, Monitoring mechanism, Outcome
- Coverage of areas (SFDs, Blocks, Non-EBBs)
- Coverage of schools.
- Coverage of Students (General, SC, ST, OBC, girls, CWSN)
- Progress and Outcome reports on approved interventions in previous year

### Checklist for IEDSS:-

- Status of Coverage of schools on the basis of U-DISE data
- District, gender and Class-wise details of disable children
- Proposal prepared on the basis of U-DISE data for CWSN (Coverage of CWSN)
- Major issues regarding participation of CWSN in critical areas (SFDs, EBBs)
- Best practices related to implementation of IEDSS

## Check list for IEDSS – Physical & Financial parameters

Component	Items	Provisions & Norms
Access to physical facilities	<ul style="list-style-type: none"> <li>• Construction of Block Resource Rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Construction cost @ Rs 2,00,000 per Resource rooms</li> </ul>
	<ul style="list-style-type: none"> <li>• Equipment for Block Resource Room</li> </ul>	<ul style="list-style-type: none"> <li>• Rs 70,000 per Resource Room</li> </ul>
	<ul style="list-style-type: none"> <li>• Remove architectural barriers by providing infrastructures i.e.</li> <li>• Classroom</li> <li>• Laboratory</li> <li>• Library</li> <li>• Ramps</li> <li>• Toilet Modification</li> </ul>	<ul style="list-style-type: none"> <li>• Grant shall be available for this purpose for the schools were such disabled children are enrolled for existing schools, however, for new schools, the cost of providing for universal</li> </ul>

		design may be included in other programmes for school building construction. (Approx increase in costs estimated 1%)
	<ul style="list-style-type: none"> <li>• Assistive Devices</li> <li>• Aids &amp; Appliances i.e.</li> <li>• Adjustable Furniture, special writing, thick pen, braille slate and Stylus Abacus, Taylor frame, mobility canes, special adaptive equipment like hand magnifiers, portable reading lamps, individual hearing aids, Voice trainer, sensory apparatus and kits</li> </ul>	<ul style="list-style-type: none"> <li>• All the items are covered under Rs 3000 per annum which provided to each disable child. Assessment should be based on the Child's special need</li> <li>• Assessment of Aids and appliances should be on the basis of requirement of disable children</li> </ul>
	Purchase and Development of instructional materials Audio-Visual teaching aids, teaching learning materials	
Quality	<ul style="list-style-type: none"> <li>• Salary of Special Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries as applicable for general teachers. In addition, a sum of Rs. 400/- per month may be given to these teachers as honorarium under this scheme.</li> </ul>
	<ul style="list-style-type: none"> <li>• Special pay for general teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Rs. 400/- per month only after completing recommended course in special education</li> </ul>
	<ul style="list-style-type: none"> <li>• Orientation of Educational Administrators, Principals/ Head Masters, general teachers/special teachers/Parents of the disabled children up to 5 days</li> </ul>	<ul style="list-style-type: none"> <li>• As per State norms</li> <li>• The state should provide the following information - Teacher details i.e. Qualification, RCI code, completion of Short Term training course for regular teachers, date of appointment</li> </ul>
	<ul style="list-style-type: none"> <li>• For the development of teacher training programmes in inclusive schooling following activities should be emphasized on</li> <li>• Strengthening training Institutions</li> <li>• Providing assistance to existing organizations</li> <li>• Involvement of NGOs</li> </ul>	<p>Following activities are covered under IEDSS</p> <ul style="list-style-type: none"> <li>• Purchase and procurement of equipment</li> <li>• Other capital investment for the production of instruction materials</li> <li>• Purchase/production of instructional materials</li> <li>• Translation of materials in regional languages,</li> </ul>

		<ul style="list-style-type: none"> <li>• Development of supplementary material</li> <li>• Curricular content development</li> <li>• Self-learning material for teachers</li> </ul>
	<ul style="list-style-type: none"> <li>• Examination Reforms</li> </ul>	<ul style="list-style-type: none"> <li>• Review the evaluation procedures</li> <li>• Made provisions for alternative modes of examination for CWSN</li> </ul>
Equity	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Identification of children (social category-wise i.e. SC, ST, General and Disability-wise i.e. Orthopedic, Visually impaired blind, Hearing impaired etc.)</li> <li>• Books &amp; Stationary</li> <li>• Uniforms</li> <li>• stipend for girls</li> <li>• Salary of helpers for children with severely orthopedic impairments residing in hostels</li> <li>• Attendant in school</li> <li>• Hostel Allowance</li> <li>• Transport Allowance</li> <li>• Escort Allowance</li> <li>• Readers Allowance</li> <li>• Therapeutic Services</li> </ul>	<ul style="list-style-type: none"> <li>• All the items are covered under Rs 3000 per annum which provided to each disable child. Assessment should be based on the Child's special need</li> <li>• In the case of Girls stipend, upper limit will be Rs 200 per month</li> </ul>
Other Components	<ul style="list-style-type: none"> <li>• Research</li> <li>• Development of Model schools</li> <li>• ICT <ul style="list-style-type: none"> <li>❖ Monitoring and Evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5% of central funds to be earmarked for innovative and R&amp;D projects.</li> <li>• Support of up to Rs. 500000/- for setting up of model schools.</li> <li>• Appointment of local monitoring agency /authority</li> <li>• Involvement of VECs/Parents</li> <li>• NGOS to evaluate the learning achievement of CWSN etc</li> <li>• Involvement of SCERTs, state and District Resource Centers, Block, Cluster level resources and other institutions i.e. IASEs and CTEs</li> </ul>
	<ul style="list-style-type: none"> <li>• Environment building programmes</li> </ul>	Up to Rs 10,000 per programme for local level
	Management	<ul style="list-style-type: none"> <li>• Staffs for administrative Cell</li> <li>• Dy. Director</li> </ul>

		<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Stenographer</li> <li>• LDC</li> </ul>
	Finance	<ul style="list-style-type: none"> <li>• Utilization Certificate</li> <li>• Expenditure statement</li> <li>• Progress Report</li> </ul>

### **CHECK LIST FOR VOCATIONAL**

While making a presentation on the stat proposal it is requested that besides other, information with respect to the following may necessarily be incorporated.

1. No. of children and number of schools proposed to be covered –Split up- Govt. schools- Govt. Aided schools.
2. Is it for new schools or strengthening of old schools? Are Vocational Courses online of the old scheme or state scheme (if any) already being taught in the current academic session in the proposed schools or are these schools where no vocational education was taught earlier.
3. Has any skill gap analysis study been undertaken? On what basis have the schools been selected?
4. Trades proposed to be taught out of the four trades viz retail, security, automobile and IT & IT'es for which National Occupation Standards have been set.
5. Job role of the trades proposed other than those listed above. Were these trades covered under the old scheme?
6. In case of trades other than the four above, please specify the strategy that will be adopted by the states to design curriculum, courseware, assessment etc. has the state consulted the local industry associations, institutions... any indication to a local knowledge partner if so details.
7. Will be offered as optional- additional from which standard/etc.
8. Recruitment and appointment of teachers and their capacity building.
9. Details of civil works proposed and the estimates.
10. Commitment of the state for provision of state share.
11. Any convergences proposed at the district level.

### **Check list for Girls Hostel scheme.**

1. How many EBB's are there in State & How many Girls Hostel have been approved so far.
2. Total No. of functional Girls Hostels in State.
3. The no. of Girls enrolled in existing Girls Hostel.
4. What is the stage of construction in Girls Hostel?
5. Whether Existing norms of `850/- per inmate per month for "Food and Lodging" under the recurring grant is sufficient to meet the requirement.
6. Whether the Girls Hostel have been running in permanent premises or temporary locations.
7. Whether the honorarium paid to the hostel warden is at par with the revised rate of Rs 5000/- per month in addition to the salary as teacher).
8. Whether the chowkidar is paid minimum wages @ Rs 3000/- (governed by the Minimum Wages Act of respective States.) per month or not.
9. Whether minimum wages of 1 Head Cook@ \*` 3000 per month. & 2 Asstt. Cooks @ \*` 2500/- per month are paid monthly or not.
10. What is the consumption of electricity /water per year.
11. Whether Medical care ` 750/- per year per girl is provided or not.
12. Whether Toiletries and sanitation @` 100/- per month for each girl are provided or not.
13. Whether Books/Newspaper/magazines & Sports @ 2000 per month are spent or not.
14. Whether expenditure incurred is reported on monthly basis or not.

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