



# APPROACH AND PRINCIPLES OF PLANNING

January 2014



सत्यमेव जयते

Government of India

Ministry of Human Resource Development

## Table of Contents

1. Introduction.....	1
2. National Education Priorities.....	2
3. RMSA objectives.....	3
4. Integrated planning for secondary education.....	5
5. Principles of Planning.....	7
5.1 Evidence and Need Based Planning using U-DISE.....	7
5.2 Outcome Based or Project Based Planning.....	7
5.3 Unit of Planning: School Improvement/Development Plan.....	9
5.4 Convergence, Coordination and Partnerships.....	10
5.5 Monitoring, Evaluation and Research.....	11
6. Planning process.....	13
List of National policies and partner institutions.....	15

## 1. Introduction

---

Planning in education is a continuous and a dynamic process and has to be closely monitored, updated, with respect to planning for equitable access such as infrastructure and expanding reach through ICT, related recruitment and deployment of teachers and other human resources; for quality such as training and continuous professional development of teachers, curriculum reforms, use of ICT, standardisation of pedagogy, examination etc. In addition, areas of planning like professional development, optimum utilization and rationalization of time, enhancing creative pursuits through research, interactivity etc. also are important and needs to be supported by planning for suitable infrastructure, vacancies and financial requirements. In addition, the planning tool should gradually and eventually become a tool for self-monitoring, self-appraisal and self-reflection.

While, improving the access, equity and quality parameters of secondary education has been the focus of RMSA, equal importance is needed to demonstrate outcomes. The National Resource Group of RMSA therefore strongly recommends to transition towards a theme based approach than an activity based approach. **‘Whole school based planning and implementation’ becomes critical to ensure that all schools covered under RMSA benefit from all the components of the scheme.**

## 2. National Education Priorities

---

Recognising the importance of education in national development, the Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society (XII Plan, Govt. of India).

The country has made big strides during the last six decades in the field of school education, with unprecedented expansion of school infrastructure and student enrolment. What initially began as a move towards universalising elementary education through Sarva Shiksha Abhiyan got greater fillip and a new perspective with the Right to Education Act. Consequent to these developments there has been an increasing demand for secondary education in the country<sup>1</sup>.

Despite many gains, education in India faces several challenges. A matter of particular concern is the steep dropout rate after the elementary level. The sharp drop-off in enrolment at the middle school level and the increasing enrolment gap from elementary to higher secondary suggests that the gains at the elementary level have not yet impacted the school sector as a whole. Disadvantaged groups are worse off with the dropout rates for SCs and STs higher than the national average. Further, quality of education and learning outcomes at each stage of education is the central challenge facing the Indian education sector today. This is particularly critical since both macro- and micro-level evidence suggests that what matters for both national economic growth as well as individuals' ability to participate in this growth process is not the total years of education as much as the quality of education and value-addition for each successive year in school as represented by continuously improving learning outcomes and skills.

Improving learning outcomes is crucial for inclusive growth and, therefore, a major focus of the Twelfth Plan is on measuring and improving learning outcomes for all children, with a clear recognition that increasing inputs (number of schools, classrooms, teachers and so on) will by themselves not be enough to ensure quality education for all children (XII Plan, Govt. of India).

In this context, the launch of the 'Rashtriya Madhyamik Shiksha Abhiyan (RMSA)' in 2009 to achieve universal secondary education in a mission mode marked a major step in this direction. The vision of this programme is to make good quality education available, accessible and affordable to all young persons in the age of 14-18 years

---

<sup>1</sup> Secondary Education Planning & Appraisal Manual, NUEPA, 2012  
[http://rmsaindia.org/images/Planning\\_and\\_Appraisal\\_Manual\\_SE.pdf](http://rmsaindia.org/images/Planning_and_Appraisal_Manual_SE.pdf)

### 3. RMSA objectives

---

The Twelfth Plan's objective for secondary education is to make quality education available, accessible and affordable to the target population in the age group of 14–18 years.

#### **Secondary Education: Twelfth Plan Goals:**

1. Achieve near-universal enrolment in secondary education, with the GER Exceeding 90 percent by 2017;
2. Raise the GER at the higher secondary level to 65 percent by 2017;
3. Reduce Dropout rate to less than 25 percent by 2017;
4. Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication;
5. Implement common curricula and syllabi of nationally acceptable standards for Science, Maths and English in all schools in the country;
6. Develop life skills including skills of critical and constructive thinking, use of ICT, organisation and leadership and community services.

Source: XII<sup>th</sup> Plan, Planning Commission, Government of India

#### **The major objectives of the RMSA are:**

- (i) to ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- (ii) to improve access to secondary schooling to all young people's according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;
- (iii) to ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers; and
- (iv) to improve quality of secondary education resulting in enhanced intellectual, social and cultural learning; details at

[http://rmsaindia.org/images/files/Policy-and-regulations/Framework\\_Final\\_RMSA\\_3.pdf](http://rmsaindia.org/images/files/Policy-and-regulations/Framework_Final_RMSA_3.pdf)

#### **Key updates related to the scheme as of 2014:**

- (i) The existing fund sharing pattern of 75:25 between centre and states for RMSA would continue for the remaining four years of XII Plan.
- (ii) MMER is being increased to 4% out of which 3.5% may be earmarked to the States and UTs and remaining 0.5% may be kept for central level expenditure. The States and UTs where the proposed percentage of MMER may not fulfil the requirement, the funds towards MMER may be extended up to 5% of the budget allocation of the concerned

States/UTs. However, the overall percentage will have to remain at an average of 3.5% at the National level for all States and UTs.

- (iii) Subsuming of other centrally sponsored schemes of secondary education – Information and Communication Technology (ICT) in School, Girls' Hostel, Vocational Education, and Inclusive Education for Disabled at Secondary stage under RMSA.
- (iv) The states may follow State Schedule of Rate or Central Public Works Department rate, whichever is lower for the execution of the civil works.-

## 4. Integrated planning for secondary education

The 12<sup>th</sup> Plan document emphasizes the need for convergence of other secondary schools related schemes under the RMSA (as umbrella programme) and to subsume the four (4) other centrally Sponsored Schemes viz. ICT in Schools, Girls Hostel, IEDSS and Vocational Education under RMSA. Benefits to aided schools as of now are being limited to the current interventions under other schemes and to the exclusion of the core (infrastructure and salary) components of the existing RMSA provisions. At the State level, the convergence would certainly bring an integrated and inclusive (aided schools and higher secondary classes) planning and implementation. Since 2013-14, the State/UT level RMSA Society has been made the nodal agency for planning, implementation and monitoring of all components of RMSA and the four additional schemes. Details are provided at

**Table 1**

ICT in school	<a href="http://rmsaindia.org/images/Revised_ICT_Scheme.pdf">http://rmsaindia.org/images/Revised_ICT_Scheme.pdf</a>
Girls Hostel	<a href="http://rmsaindia.org/images/Scheme_Girls_hostel.pdf">http://rmsaindia.org/images/Scheme_Girls_hostel.pdf</a>
IEDSS	<a href="http://rmsaindia.org/images/guidelines_iedss.pdf">http://rmsaindia.org/images/guidelines_iedss.pdf</a>
Vocational Education	<a href="http://rmsaindia.org/images/CENTRALLY_SPONSORED_VE.pdf">http://rmsaindia.org/images/CENTRALLY_SPONSORED_VE.pdf</a>

In addition to integration, the planning norms across schemes can be innovatively allocated at the state level. For example, use of technology which cuts across districts and institutions could be optimized through standardised procurement guidance by the State and prioritized to districts and institutions which could really get benefitted through its use. For example, it may be very useful for blocks or districts which are facing serious teacher crunch. An indicative tabular representation is presented in **Error! Reference source not found.** to highlight the onvergence through these schemes may lead to achieving the overall objective of improving access, equity, quality and governance in secondary education.

**Table 2: Indicative table to demonstrate thematic convergence of the schemes in RMSA**

RMSA	Girls Hostels	IEDSS	ICT in schools	Vocational Education
<b>Access and Equity</b>				
New School/ up gradation of upper primary school to secondary school	Construction of building including two room accommodation for warden	Construction / strengthening of Block Level Resource Room	Provision of Computer Lab	Classrooms; Workshop/laboratory; Office room
Up gradation of KGBV/UPS; Strengthening of Existing Schools. RMSA has provisions for up gradation of UPS to secondary school for KGBVs/ residential upper primary school. Hostel for the same is to be provided under Girls Hostel component/ any other scheme	Furniture and equipment including kitchen equipment	Grant for improving access by removing architectural barriers	Furniture	
Adequate safe drinking water facility to be available in every school. Norms of Total	Boring Hand pump			

Sanitation Campaign (TSC) to be followed.				
Minor Repair for repair of school building, toilets, playground, computers, electrical fittings, whitewashing, etc.				
Provision for toilets, additional classroom, teacher quarters				
<b>Quality</b>				
Teachers of new schools	Honorarium of warden	Special Educator		Flexi funds for engaging resource persons/ industry expert
Additional teachers for existing schools		Special pay for general teachers	Dedicated ICT/ Computer Teacher	
Induction training, in-service training		In-service training as part of overall training under RMSA	In-service training-	Induction/in-service training
School grant or repair/ replacement of laboratory equipment, purchase of lab consumables, purchase of books, periodicals, news-papers, electricity charge, water charges, purchase of sports equipment, music, dance, painting, etc.	Grant for electricity maintenance		School grant for electricity, computer stationery,/ telephone - Broadband / Internet fees etc.	School grant for raw materials, educational CDs, books, software etc. and office expenses
Provision for science lab, art, craft culture room, library room				
Provision for module development, science kit, sports equipment, science fair, book fair, remedial teaching, NIOS, exam reform			Provision for development / acquisition of e-learning resources	
<b>Governance</b>				
MMER is 4%	MMER under all the components merged with overall MMER head @ 4%			

Apart from the government network, a big network of professional institution can be created to partner in interventions including in areas relating to Vocational Education, Inclusive Education and ICT focused activities.

## 5. Principles of Planning

---

### 5.1 Evidence and Need Based Planning using U-DISE

- a. Planning based on data is of paramount importance for universalization of access and improvement of quality right from the preparatory stage. Some of the urgent activities include identifying deficiencies in existing secondary schools/higher secondary schools, identifying upper primary schools for up-gradation, identifying underserved areas to establish new schools, streamlining of non-government schools, developing State/UT specific norms for physical facilities etc. In order to initiate a comprehensive school mapping exercise at secondary and higher secondary level, GIS maps of 17 States so far have been integrated with the national NIC GIS platform. This linked to the UDISE data available on <http://www.dise.in/udise.html> provides a very powerful tool for planners to identify gaps empirically and prioritise goals.
- b. The Plan needs to strictly adhere and validate its quantification on these basic facts. It is necessary to develop a reliable data base, i.e. creation of databank under UDISE with disaggregated data at the state, district, block and school levels. It therefore becomes necessary for the states, to keep the UDISE data well updated and also develop capacity among all education officers to use UDISE for planning and budgeting.

The UDISE indicators that can be studied are: GER, NER, GER at elementary level, GER at upper primary level, Transition rate from class VIII to IX, Transition rate from IX to X, dropout rate, repetition rate, habitations having access to secondary school, PTR, subject teacher availability, teacher and HT training, SCR, ratio of UPS to Secondary schools, GPI, representation of students of different social category group, presence of CWSN in schools etc.

These UDISE indicators need to be analysed social category-wise, district-wise, block-wise, etc. Further, the indicators may be categorized under different themes such as Access, Equity, and Quality for identification of the concern areas. For example, Access related indicators may suggest that schooling facility is sufficient in the State however retention of students at secondary level continues to be an issue or there are certain pockets in the States which have adverse educational status. The planning units will have to accordingly set targets and devise strategies accordingly.

### 5.2 Outcome Based or Project Based Planning

- a. The planners have to ensure that the planning is not limited to deciding outlays for a particular financial year. It is to be closely linked to intended outcomes expected out of the efforts of RMSA.
- b. The objective of planning exercise is therefore to ensure rational allocation and optimum use of resources. The focus of planning should be, less on issues pertaining to the allocation of resources and more on making the best use of the available resources. Planning is not to be initiated as a onetime exercise, it is a continuous process and unfolds itself in the process of implementing and operationalizing decentralized or district plans. Further, it focuses on operational details to ensure the

achievement of the integrated plan targets in the selected unit of the exercise. Strengthening the educational process at the local level is the major focus of the micro-planning exercise so as to ensure an integrated approach. Hence, it should be seen as a regular feature and should be with the active participation of stakeholders at every stage and level.

- c. Every component or activity in the plan should be measurable. The activity and its corresponding expenditure would have little meaning if it cannot be assessed on its intended benefits. For example, number of visits to a school has little value unless it is coupled with duration of visit, the activities done during those visit and a feedback from the school on how they benefitted from the particular visit. Therefore, the package of interventions planned under a goal should have clear indicators for a desired outcome.
- d. The planning exercise should be a result of extensive consultations at the field level. Expectations, needs and aspirations of teachers should be effectively captured before preparing the plans. Practical difficulties of teacher educators, resource shortage, and multi-tasking working environments should be proactively considered while deciding for annual activities and nature of training programs. Consultations with other departments like Health Women and Child Development, Social Justice, Tribal Development, Minority Development, Rural Development, Urban Development, Drinking Water and Sanitation, etc. as well as with Programme Co-ordinators of Sarva Shiksha Abhiyan SSA and Teacher Education (TE), is extremely critical for RMSA plans.
- e. One of the most important data point in any planning is “past experience”. The State Education Department in the past has done multiple studies and researches and the cumulative experience of the faculty, far exceeds any MIS data points. The RMSA State Implementation Society, should leverage upon its rich qualitative databank and create sub-groups to deliberate on different aspects of functional planning. For example, sub-groups on pre-service trainings, curriculum revision, in-service training, monitoring, research and so on could be formed to deliberate on each other’s experiences before putting together the institutional level plan.

**Some of the key features for Outcome based or project based planning specially with respect to RMSA planning are listed below:**

- While planning for **access**, the main criteria would be to saturate the infrastructure gaps of the schools in a single go. This will not only help in better perspective planning to cover all schools in a phased manner but also is a cost effective strategy. Perspective is to provide the entire required infrastructure to a set of schools in a year and to cover all the schools in stipulated time frame of the scheme. Any school covered for strengthening of infrastructure should be completed in all respects be it inclusiveness (ramps, railing, CWSN friendly toilets) or IT laboratory or offering of vocational courses or science laboratory or library etc.
- While ensuring minimum infrastructure and access to secondary schools, the interventions aimed at improving quality of education in schools, education of Girls, education of socially disadvantaged group, community participation etc., cannot be addressed by one or even few strategies implemented as standalone strategies. Hence quality and equity issues need to be addressed in packaged or project mode.
- Under project mode planning, the planner has to first identify the area to be addressed and the reasons therein. Strategies looking to address this area/ gap should address all the aspects linked to the selected area. Hence expected outcome has to be defined.
- The expected outcome could be improvement in some indicators like enhancement of pass percentage, more involvement of girls in classroom process, increased number of ST/ SC students opting for science subjects, improvement in % of students passing, increase in average marks of students etc. and outputs are tangible outputs like school building, training module, workshops, trained teachers, etc. The planners then need to define multifaceted interventions; outputs expected in the process and prepare time schedule and calendar.
- Any strategy thus planned should be a package of various interventions with inter-linkages to the desired results. Desired outcomes would be achieved in long term; hence the proposed strategies should be with at least 3 years perspective. Month-wise and year-wise calendar of activities should be prepared.
- Under **equity**, the State and districts need to identify the disadvantaged group within the State and district respectively. The planner has to also look beyond the standard categories as girls, SC/ ST and SFDs. The disadvantaged group may not be girls in all States as is generally assumed as is the case in Sikkim. However the disadvantaged group could be with respect to social category, gender, geographical location, economic conditions etc. All the different perspective should be used to identify the disadvantaged group and the strategies again has to be in project mode as package of interventions as described above.
- Monitoring and evaluation will be a critical factor for successful implementation of any strategy is still more important to be carried out in a time bound manner at all three levels (School, Dist. & State). Regular monitoring and evaluation should be an in-built characteristics of any strategy planned/ proposed. This will further help in strengthening the implementation process as it enables option of corrective action if required at point of time during implementation.

### 5.3 Unit of Planning: School Improvement/Development Plan

- a. One of the first steps in initiating holistic planning is to select a suitable unit for planning. The major consideration for the selection of the unit is the feasibility of initiating and preparing a local plan with the active participation and support of the community. It needs to be noted that realistic planning exercise envisages close interaction between community and school. The basic plan framework is to be generated at the school level through the micro planning process where SMDCs, PRI members and other stakeholders need to be involved in the process. Thus the plan is

to be developed at the school and habitation level. (Refer guidelines at [http://rmsaindia.org/images/Community\\_Participation\\_Mobilisation\\_guidelines.pdf](http://rmsaindia.org/images/Community_Participation_Mobilisation_guidelines.pdf))

- b. Each SMDC has been authorized to initiate the plan in collaboration with the active community members, NGOs, Civil Society, individuals etc. Now, there has been the emergence of a realistic and need based school level plan which is termed as “School Development Plan” or “School Improvement Plan”. The preparatory phase starts with the SMDC meeting which ensures the community participation in the school development plan. School improvement plan (SIP) includes identification of gaps w.r.t infrastructure gaps, achievement of students, needs of teachers, parent’s expectation, classroom transaction process etc. and finally undertaking the holistic gaps in an integrated manner.
- c. School improvement guidelines need to be prepared and in the light of the guidelines SIPs focusing all those essential gaps need to be reflected in the school as well as habitation plan. It is important that a format may be maintained for preparation of SIP for all schools but it should at the same time provide for innovation ideas. Hence, SIP provides requirement of each school which is compiled at district level & which in turn need to be compiled at State level for formulation of State Plan.

#### 5.4 Convergence, Coordination and Partnerships

- a. Implementation of RMSA ensures convergence & strengthening of resource institutions at various levels, SCERTs, State Open Schools, SIEMATs, CIET etc., at the State level; and University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs). In addition, focus is on convergence and coordination with various other ministries, Departments, Schemes etc. In this respect, all States/UTs may put in institutional mechanism for ensuring convergence & coordination with the different existing ministries in the states like Ministry of Tribal Affairs, Ministry of Youth Affair and Sports, Ministry of Science and Technology, Ministry of Women and Child Development, Ministry of Health and Family Welfare, MP LAD fund, MLA LAD fund, by constituting and including representatives of these Departments at State and District level Committees that anchor the RMSA planning and implementation activities.

**Table 3**

	<b>Programs</b>
Ministry of Human Resource Development	National Means cum Merit Scholarship, Incentive to girls for secondary education, Kasturba Gandhi Balika Vidyalayas. Details are available at <a href="http://mhrd.gov.in/overview-secondary-education">http://mhrd.gov.in/overview-secondary-education</a>
Ministry of Health and family Welfare	School Health Programme. Details are available at <a href="http://www.mohfw.nic.in">http://www.mohfw.nic.in</a>
Ministry of Women and Child Development	Rajiv Gandhi Scheme for Empowerment of Adolescent Girls or SABLA (Adolescent Girls); Details are available at <a href="http://wcd.nic.in/schemes/SABLA-guidelines141210.pdf">http://wcd.nic.in/schemes/SABLA-guidelines141210.pdf</a> . Rajiv Gandhi Scheme for Empowerment of Adolescent Boys (RGSEAB) – Saksham (Adolescent boys); Details are available at <a href="http://wcd.nic.in">http://wcd.nic.in</a> .
Ministry of Minority	Scholarship Schemes including Pre-metric Scholarship, Post

Affairs	Metric Scholarship and Merit cum Means Scholarship; Details are available at <a href="http://www.minorityaffairs.gov.in">www.minorityaffairs.gov.in</a>
Ministry of Tribal Affairs	Establishment of Ashram schools in Tribal Sub Plan areas, Establishment of Ekalavya Model Schools, Centrally Sponsored Scheme for Hostels for ST boys and ST girls, Pre-Metric and Post Metric Scholarship Scheme, Upgradation of Merit of ST students at Secondary and Higher Secondary Stage; Details are available at <a href="http://www.tribal.nic.in/">http://www.tribal.nic.in/</a>
Ministry of Social Justice and Empowerment	Pre Metric and Post Metric Scholarship for Scheduled Caste Students, Babu Jagjivan Ram Chhatravas Yojna; Details are available at <a href="http://socialjustice.nic.in/pdf/pmsscnew.pdf">http://socialjustice.nic.in/pdf/pmsscnew.pdf</a>
National Institute of Open Schooling (NIOS)	A number of provisions for CWSN for open schooling such as – <ul style="list-style-type: none"> <li>- fee concession to the extent of 50%;</li> <li>- no age limit;</li> <li>- nine chances over a period of five years ;</li> <li>- accumulation of credits;</li> <li>- examinations organised at study centres, flexibility in dates, choice of subjects; etc.</li> </ul> Special education materials developed for CWSN

- b.** The State should also explore private partnerships with corporate sector, NGOs, private universities and incorporate a strategy to fill in the gaps and competencies not available in the government system. The State may explore partnerships in capacity building of State level master trainers, use of technology in communication, monitoring and evaluation or reaching the difficult areas. The State plan may also think of ways to enriching and updating secondary education curriculum with the help of experts in the private sector.

## 5.5 Monitoring, Evaluation and Research

- a.** Merging of the four schemes within RMSA triggers the need for a comprehensive monitoring system under the State Implementation Society (SIS) for RMSA. However, the challenges of monitoring all the schemes each having different norms and procedures would have to be managed at the state level. This exercise of process reengineering by the State must take into account the online end to end implementation and monitoring modules that have been enabled on the [rmsaindia.org](http://rmsaindia.org) site.
- b.** The SISs for RMSA would need to develop state level dashboards (preferably web-based) to monitor thematic progress of implementation of plans. These dashboards would have to be linked to district level plans and monitored continuously. This would include alignment with the proposed plan, approvals in-case of any deviation and authorisation of any new activities not earlier budgeted in the plan.
- c.** The State should also devise a system of timely release of funds, efficient and effective fund utilization and preparing timely program and financial reports and updates to Central Government.
- d.** In addition to the monitoring by SISs for RMSA, various state level institutions also need to engage for monitoring the various thematic areas. For example, construction can be monitored and reported by SMDCs.

- e. Collaboration and strengthening with various institutions such as SCERTs, State Open Schools, SIEMATs, University departments of education, Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education etc. is also critical to continuously and comprehensively monitor the progress of ensuring that ‘no child is left behind’ due to lack of infrastructure or access to a secondary school. They can be engaged as monitoring institutions and report on reach of secondary education in remote areas, efforts of SIS on removing architectural barriers, reach through technology and so on.

**Role of Monitoring Institutions (MIs)**

- The MIs are expected to cover 25% secondary schools, not exceeding 25 schools in a block of 6 months in each of the districts.
- The sample schools to be selected from urban areas, educationally backward blocks, SFDs and schools with CWSN. Full cooperation in the form of sharing data and records is requested from the HM, teacher, SPO, DPO & SMDCs towards the visit of MI officials.
- The half yearly draft report of MI should be shared first with the State Project Director (SPD) of RMSA for their comments & finalization before a consolidated report is sent to the SPD with a copy to the MHRD. The report of MI would help MHRD to advise the states against the gaps and further strengthening of the program in the state.

- f. Research and innovation on infrastructure to make it efficient and environment friendly is important not only at the state level but nationally. Examples of good practices, innovative processes need to be shared at national and international level. The state may put together a system of commissioning high quality researches through internal as well as encouraging external researchers(refer innovation guidelines [http://rmsaindia.org/images/INNOVATONS\\_GUIDELINES.pdf](http://rmsaindia.org/images/INNOVATONS_GUIDELINES.pdf))
- g. In addition to primary research, the state should also encourage state wide dissemination of good secondary research available from other states as well as other countries. The state unit may develop user-friendly, local language summaries of findings from other studies and surveys and disseminate them among their teachers, head masters and other officials. (refer to Equity guidelines)

[http://rmsaindia.org/images/Equity\\_and\\_Social\\_Inclusion\\_guidelines.pdf](http://rmsaindia.org/images/Equity_and_Social_Inclusion_guidelines.pdf)

## 6. Planning process



- a. States could follow the planning process suggested above which starts with undertaking a detailed Situational Analysis based on data (See Figure 1)
- b. This would form the basis of developing or informing the vision of the state which has to be conducted by a wide consultation process involving multiple stakeholders.
- c. The State would have to then set at least 3 year targets in terms of basic educational Indicators like GER, transition rate, dropout rate etc. in tandem with the RMSA goals.
- d. These goals would have to be further broken down into year-wise targets and objectives.
- e. Based on the state level targets, targets would need to be assessed at the district and sub- district level (block, school). In order to assess the present status at district and sub-district level, a detailed analysis would be required based on UDISE indicators and develop realistic targets for each district.
- f. Based on the targets action plans would need to be developed with details of activities to be carried out, target groups, implementation details and budgets.
- g. These districts plans need to be compiled and finalized at state level to prepare the state annual work plan and budget.
- h. Monitoring of physical and financial progress is an integral part of planning cycle which starts soon after plan approval and sanction.



## List of National policies and partner institutions

### A. National Policies:

- The Right of children to free and compulsory Education (RTE).  
<http://mhrd.gov.in/rte>
- National Policy of Education, 1986, NPE:  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/NPE-1968.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf)  
Programme of Action, 1992:  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/POA\\_1992.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf)
- The National Curriculum Framework (NCF), 2005 :  
<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- ICT Policy in Secondary Education:  
<http://ictschoools.gov.in/Policy/national-policy-ict-school-education-2012>
- Inclusive Education agreements and Acts
  - International Agreements: The Salamanca statement, Biwako Millenium Framework for action (2002) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006)
  - Persons with Disabilities Act,(Equal Opportunities, Full Participation, and Protection of Rights)(1995)-  
[http://www.wbhealth.gov.in/mental/Acts\\_Rules/Person\\_Disabilities.pdf](http://www.wbhealth.gov.in/mental/Acts_Rules/Person_Disabilities.pdf)
  - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities(1999)  
<http://www.socialjustice.nic.in/pdf/ntact1999.pdf>
  - Rehabilitation Council of India Act (RCI) (1992)  
[http://www.rehabcouncil.nic.in/writereaddata/RCI\\_Amendments\\_ACT.pdf](http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf)

### B. RMSA specific Manuals and guidelines:

- [http://rmsaindia.org/images/files/Policy-and-regulations/Framework\\_Final\\_RMSA\\_3.pdf](http://rmsaindia.org/images/files/Policy-and-regulations/Framework_Final_RMSA_3.pdf)
- Secondary Education - Planning and Appraisal Manual  
[http://rmsaindia.org/images/Planning\\_and\\_Appraisal\\_Manual\\_SE.pdf](http://rmsaindia.org/images/Planning_and_Appraisal_Manual_SE.pdf)
- Promoting Innovation under RMSA- Guidelines:  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/RMSA\\_INNOVATONS\\_GUIDELINES.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RMSA_INNOVATONS_GUIDELINES.pdf)
- Manual on Financial Management and Procurement for RMSA:  
[http://rmsaindia.org/images/FMP\\_Manual.pdf](http://rmsaindia.org/images/FMP_Manual.pdf)
- Environment Management Framework:  
[http://rmsaindia.org/images/Environment\\_Management\\_Framework.pdf](http://rmsaindia.org/images/Environment_Management_Framework.pdf)

- Operational Guidelines of NSQF:  
[http://rmsaindia.org/images/Guidelines\\_NVEQF.pdf](http://rmsaindia.org/images/Guidelines_NVEQF.pdf)

**C. National Institutions:**

- Department of School Education and Literacy, Ministry of Human Resource Development (MHRD) [www.mhrd.gov.in](http://www.mhrd.gov.in). Technical Support Group which has been set up within the overall framework of RMSA facilitates the Secondary Bureau of MHRD in planning, monitoring, management and evaluation of the scheme.
- National Council of Education, Research and Training (NCERT):  
<http://www.ncert.nic.in>
- Central Institute of Education and Technology (CIET) <http://www.ciet.nic.in/>
- The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE):<http://www.psscive.nic.in/>
- National Council for Teacher Education (NCTE): <http://www.ncte-india.org/>
- National University of Educational Planning and Administration (NUEPA):  
[www.nuepa.org](http://www.nuepa.org)
- National Institute of Open schooling (NIOS): <http://www.nios.ac.in/>
- National Skill Development Agency: <http://www.skilldevelopment.gov.in/>