

Programme Logic Model

Goal: Ensure that students have the core learning pre requisites to participate in grade appropriate learning in Class IX.				
Needs/Goals	Resources/Inputs/ Strategies	Activities/Processes	Outputs	Outcomes
<ul style="list-style-type: none"> Data of class IX students' diagnostic test analysis indicates that there are a number of cumulative learning gaps in each subject (MP, Odisha and Bihar) Most students are unable to participate fully due to lack of pre-requisite competency to engage in class IX. This situation leads to; poor transition rates from elementary to secondary classes, high dropout in classes IX & X and failure in class X examinations, rendering their success in secondary education difficult in the core 	<p>Financial Resources:</p> <ul style="list-style-type: none"> Existing funds allotted for teacher training under the AWP&B s. Remedial teaching funds under RMSA need to be redesignated as preparedness programme funds and allotted appropriately for the roll out of SSPP package <p>Organisations:</p> <p>RMSA cell, SCERT, NCERTs RIEs</p> <p>Facilities/Infrastructure :</p> <p>Teachers' training</p>	<p>Core steps for development of the SSPP package:</p> <ol style="list-style-type: none"> Using NCERT learning indicators, develop state specific learning indicators Develop appropriate diagnostic test and conduct context study of the school Analyse diagnostic tests and develop SSRP curriculum Develop appropriate pedagogic approaches and materials for learners and teachers for supportive learning Engage in training and capacity building exercises for the 	<ul style="list-style-type: none"> No. of schools covered No. of training sessions organised No. of teachers trained No. of Master trainers trained No. of monitoring teams set up to oversee SSRP roll out Monitoring and feedback reports Pre Assessment and Post Assessment tests results Percentage of funds spent from teacher training funds and the remedial teaching funds on SSRP Adoption and adaption of different pedagogic approaches to suit a diverse 	<ul style="list-style-type: none"> Improvement in transition rate from grade VIII to Grade IX Reduction in dropout rate in secondary classes Improved pass % in class X

<p>subjects of Maths, Science and language</p> <ul style="list-style-type: none"> • Improve transition Rate of students from Grade VIII to Grade IX • Reduce dropout rate of students in class 9 and class 10. • Increase pass percentage of students at class 10 	<p>Resource persons and experts:</p> <ul style="list-style-type: none"> ○ Quality coordinators to lead under RMSA responsible for bringing together the resource persons, materials and training etc. ○ Subject teacher experts ○ Availability and Supply ○ Monitoring teams <p>Materials:</p> <ul style="list-style-type: none"> ○ Student self-directed learning material ○ Teacher support material ○ Adequacy, availability and supply <p>Documentation of State specific experiences:</p> <ul style="list-style-type: none"> • Bihar • Odisha • M.P and any other 	<p>teachers and master trainers</p> <ol style="list-style-type: none"> 6. Implementation of the SSPP plan with adequate monitoring 7. Post Assessment tests and analysis 8. Review and reflection and refinement of the package and practices 	<p>set of learners by number of teachers</p> <ul style="list-style-type: none"> • Number of students or number of class rooms Students participate and take keen interest in classroom and with self-directed learning and close follow ups by the teachers • Number of teachers Utilize/adopt/ adapt new pedagogic approaches to ensure core learning prerequisites are in place 	
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