

**RECORD OF PROCEEDINGS OF THE MEETING  
ON UNIVERSALIZATION OF ELEMENTARY  
EDUCATION (UEE) WITH SELECTED  
EDUCATION SECRETARIES, STATE PROJECT  
DIRECTORS AND MISSION DIRECTORS HELD ON  
6<sup>TH</sup> AND 7<sup>TH</sup> MARCH, 2002 IN NEW DELHI**

NIEPA DC



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**RECORD OF PROCEEDINGS OF THE MEETING ON UNIVERSALIZATION OF  
ELEMENTARY EDUCATION (UEE) WITH SELECTED EDUCATION  
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A meeting on Universalization of Elementary Education (UEE) with selected State Education Secretaries, State Project Directors and Mission Directors was held during 6<sup>th</sup> and 7<sup>th</sup> March, 2002 in New Delhi. The meeting was inaugurated by Shri S.K.Tripathi, Secretary, Department of Elementary Education & Literacy and chaired by Shri Sumit Bose, Joint Secretary (Elementary Education) in MHRD. The list of the participants is at Annex-I.

2. In his inaugural address, Secretary (EE&L) welcomed the newly appointed Secretaries and SPDs to the field of education and said that the Department of Elementary Education & Literacy had launched the National Programme of Sarva Shiksha Abhiyan (SSA) for providing quality Elementary Education for all children in the 6-14 age group by 2010. He emphasized that SSA should focus on quality of education. This holistic programme would cover provisions of all existing interventions and programmes, he said. The programme had provisions for baseline survey, school mapping etc. for developing a detailed district-wise elementary education plan, he mentioned. The programme also envisaged strong community participation for improvement in overall ambience of education system. He said that a Bill to make elementary education a fundamental right had already been passed in Lok Sabha and was likely to be considered in Rajya Sabha during Budget Session of the Parliament.

3. After the inaugural speech of Union Secretary (EE&L), Shri Sumit Bose, JS(EE) made a presentation on District Primary Education Programme (DPEP). He informed that under DPEP, 271 districts have been covered in 4 phases. The goal of DPEP was to reduce overall primary dropout rates for all students to less than 10% and raise average achievement level by at least 25% over measured baseline level. He informed that total external funding tied up was to the tune of Rs. 6938 crore. DPEP laid stress on participative process and community involvement and it also emphasized on disaggregated targets and local area planning and management.

Shri Sumit Bose mentioned that recently the percentage for civil works cost had been increased from upto 24% to 33% of the project cost. He further requested all States to ensure that the State share was released in time and action on CAG Report should be expedited. A copy of the presentation is at **Annex-II**.

4. Shri Praveen Kumar, Director (EE) made a presentation on National programme of Sarva Shiksha Abhiyan (SSA) covering its objectives, main features, activities, planning process, districts plans, quality issues, management structure, etc. A copy of the presentation is at **Annex-III**. After the presentation, a discussion was held on various norms and actions to be taken. While preparing DEEP, States were requested to fill up the vacant teacher posts first before filling up the posts under Sarva Shiksha Abhiyan. It was also suggested that the monitoring report should be sent as per schedule and SSA funds transferred to Societies on priority.

5. Shri S.M.A.I.Zaidi, Fellow in NIEPA made a presentation on the concept and process of district planning. While advocating decentralised planning, he underlined the importance of the planning process at the grass-root level. In the planning process, he added, targets should be quantified in measurable terms. It was emphasized to have block specific strategies and interventions for achieving the target. He also highlighted the importance of translating strategies into programme activities, tasks etc. Further, he covered the planning process under Sarva Shiksha Abhiyan and mentioned that each district to develop District Elementary Education Plans (DEEP) taking habitations as a unit of planning. A copy of the presentation is at **Annex-IV**.

6. Shri Arun C. Mehta, Fellow in NIEPA made a presentation on data requirements for District Elementary Education Plan in the context of Sarva Shiksha Abhiyan. He stated that each district should have district specific targets and within the district block specific targets. He emphasized that the district team should ensure that each and every table presented in DEEP should have the number, unit and the year for which data was presented as well as the source of information. A district plan should have data relating to total population, its male female, rural urban distribution, percentage of SC/ST population, breakup of age specific child population at present and projections for future. It should also have information about the total number of habitations, availability of primary and upper primary schooling facilities, Non Formal Education Centre, unserved habitations, etc. As regards enrolments, a

DEEP should include total enrolment and primary and upper primary classes during last three years, enrolment, ratio, separately for boys and girls, out of school children, repeaters in class I to VIII during last two years, percentage of overall and underage children in classes I to V and VI to VIII, retention rate, grade to grade dropout, etc. Regarding teachers, Shri Mehta mentioned that number of teachers (male and female) for a period of time, pupil teacher ration at primary and upper primary level and distribution of schools according to number of teachers should form a part of DEEP. Copy of the presentation is at Annex-V.

7. Ms. Rashmi Sharma, Director in MHRD covered the topic of improving the quality of education and strengthening teacher education institutions. She mentioned that faculty members in DIETs were posted from senior secondary teachers/ junior lecturers cadre on adhoc basis. They had no aptitude/attitude to teacher education and their level of motivation was low. States were also requested to fully utilize the services of 20-24 lecturers posted over there. She added that recruitment policy of DIET faculty should be streamlined and separate cadre of teacher education as in Tamil Nadu should be initiated. Similarly, she observed that Principals were posted in DIETs without the requisite qualification.

JS(EE) stressed the importance of selecting suitable persons for Block Resources Centres (BRCs), and Cluster Resource Centres (CRCs) or otherwise the objectives of BRCs and CRCs would not be achieved. Shri A.K.Mallick, OSD from Jharkhand suggested that DIETs should develop School Evaluation Criteria.

8. Dr. Shabnam Sinha, Reader in NCERT during her presentation on Factors Influencing Quality Education stated that Sarva Shiksha Abhiyan had set out time bound specified target dates for universalization of elementary education of satisfactory quality. A cause of concern had been that in spite of enhanced access, enrolment and retention, quality improvement still needed to be achieved. For this she mentioned that a clear perspective pedagogic vision was required to chalk out specific strategies and interventions for addressing issues of quality improvement both at primary education and upper primary level. She further added that these components should clearly be spelt out in DEEPs for sustainable quality improvement. For quality improvement, Dr. Sinha underlined the importance of a dynamic curriculum, teaching learning material, effective classroom processes,

evaluation system and professional development of teachers. A copy of the presentation is at Annex-VI.

9. Making a presentation on girls' education in DPEP, Ms. Shalini Prasad, Director outlined the status of girls' enrolment and dropout rates in primary and upper primary level since 1950's. She said that the District Primary Education Programme(DPEP) was launched with a clear focus on gender related issues. She emphasized the need for improvement in the school infrastructure such as provision of toilets, boundary walls, appropriate gender sensitization programme/training for improvement of participation of girls. She informed that under DPEP States have already taken steps for development of gender sensitive textbooks supplemented with gender focused materials. Stress was given on the rules of activated forums such as VECs, MTAs, PTAs, Women's group of mobilising the effort for girls' participation in elementary education. Her presentation is at Annex-VII.

10. Sh. M. Talukdar, Senior Consultant in the Technical Support Group, DPEP made a presentation on Data Based monitoring. He informed that currently monitoring in DPEP among others is being done through School Information System (SIS) and Project Management Information System (PMIS). He mentioned that sound Data Based System required appropriate infrastructure, field management, timely dissemination and correct integration. He laid emphasis on dissemination data at all levels i.e. from national level to the school level and an integration with planning and research/studies. It was proposed that all required assistance could be given to the States in putting in place School Information System. A copy of the presentation is at Annex-VIII.

11. Ms.Anupriya Chadha, Consultant, Ed.CIL covered the issue of integrated education for disabled children. She mentioned that chapter-V of the Persons with Disabilities (Equal opportunity, Full Participation and Protection of Rights) Act, 1995 envisaged access to free education to disabled children till the age of 18 years. She also stated that UEE could not be achieved 2-5% of the children with special needs were brought into the ambit of primary education. She added that there was lack of awareness in the society on educating disabled children. Low female literacy, general quality of education, convergence and synergy and dearth of efforts in capacity building are some of the problem areas and roadblocks to Inclusive Education. She further covered the implementation of IED in DPEP. She also

covered the issues of models of service delivery, coverage and progress of IED and impact of IED in DPEP and challenges ahead and provisions under SSA. There was a general agreement in the meeting that all children with special needs had to be educated, primarily through inclusive education. Other modes should also be tried to provide meaningful education to all disabled children. Only this could lead to EFA. A copy of the presentation is at **Annex-IX**.

12. Sh. Amit Kaushik, Director, while making a presentation on the Education Guarantee Scheme & Alternative and Innovative Education (EGS&AIE) outlined the historical background of the erstwhile NFE programme and the rationale behind the revised EGS&AIE Scheme. He informed that EGS&AIE supported three broad strategies viz. (a) setting up of EGS centres in unserved habitations, (b) interventions for mainstreaming out of school children and (c) specific strategies for difficult group of children. He said that community participation was crucial to successful implementation of the programme as the community forums had been entrusted with selection of education volunteers, provision of space for class purposes, fixation of timing, etc. He mentioned that appointment of women volunteers had been stressed in the guidelines and therefore wherever necessary a provision for relaxation of qualification could be considered. During the presentation he covered all related aspects of the scheme such as costing pattern, management structures, monitoring the interventions for deprived urban children, etc. A copy of the presentation is given at **Annex-X**.

Shri S. Kishore, SPD, West Bengal raised the issue of opening of EGS centres in those habitations where private fee paying schools were already existing. JS (EE) clarified that in such cases the community concerned could still demand the opening of EGS centres to take care of non-fee paying children.

13. Shri P.K.Mohanty, Dy. Educational Advisor, MHRD highlighted the importance of community participation in educational planning and management processes. He mentioned that community participation would create congenial atmosphere and developed a sense of belongingness and enhance the scope of rationale decisions. A copy of the presentation is at **Annex-XI**.

14. The meeting ended with a vote of thanks to the Chair.

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## LIST OF PARTICIPANTS

CENTRE GOVERNMENT

1. Shri S.K.Tripathi  
Union Education Secretary (EE&L)
2. Shri Sumit Bose  
Joint Secretary (EE)
3. Ms. Rashmi Sharma,  
Director
4. Shri Amit Kaushik,  
Director
5. Shri O.P.Chaturvedi,  
Under Secretary (EE)
6. Shri S.K.Kapoor,  
Under Secretary
7. Ms.Anita Prakash,  
Under Secretary (EE)
8. Shri Narender Singh,  
Under Secretary
9. Shri V.D.Gaur  
Education Officer (OB)

EDUCATION SECRETARIES OF STATES

10. Shri A.K.Singh,  
Director (Primary Education)  
Government of Bihar
11. Shri Sunil Kumar Kujur,  
Secretary Education,  
Government of Chhattisgarh.
12. Shri R.S.Sandhu,  
Secretary Education,  
Government of Punjab
13. Shri N.C.Goel,  
Secretary,  
Panchayati Raj and Elementary  
Education,  
Government of Rajasthan
14. Shri V.K.Subburaj,  
Secretary (SE),  
Government of Tamil Nadu.
15. Shri M.C.Pant,  
Director Education & SPD-DPEP  
Government of Uttaranchal

SPDS AND MISSION DIRECTORS

16. Shri Akshay Sood,  
SPD-DPEP,  
Himachal Pradesh
17. Shri Atul Sharma,  
Director (DPEP, L&CE, LJP, SKB),  
Rajasthan
18. Shri R. Narayanasamy,  
SPD-SSA,  
Tamil Nadu
19. Shri S. Chandrasekaran,  
SPD-DPEP,  
Tamil Nadu
20. Shri S. Kishore,  
SPD-WB-DPEP
21. Shri A.K.Mallick,  
OSD,  
Jharkhand Education Project Council
22. Shri S.S.Randhawa,  
SPD-SSA,  
Punjab.
23. Shri S.K.Negi,  
SPD, DPEP & SSA,  
Bihar Education Project.
24. Shri Vijay Arora,  
SPD,  
Orissa Primary Education Project Authority
25. Mrs. V.S. Sardesai,  
State Project Controller,  
DPDP-Maharashtra  
Maharashtra Prathmik Shikshan Prishad.

EDUCATIONAL INSTITUTIONS

26. Shri Sohan Lai,  
Director,  
SCERT - Punjab.
27. Shri A.C.Mehta  
Fellow,  
NIEPA
28. Shri S.M.I.A.Zaidi,  
Fellow,  
NIEPA



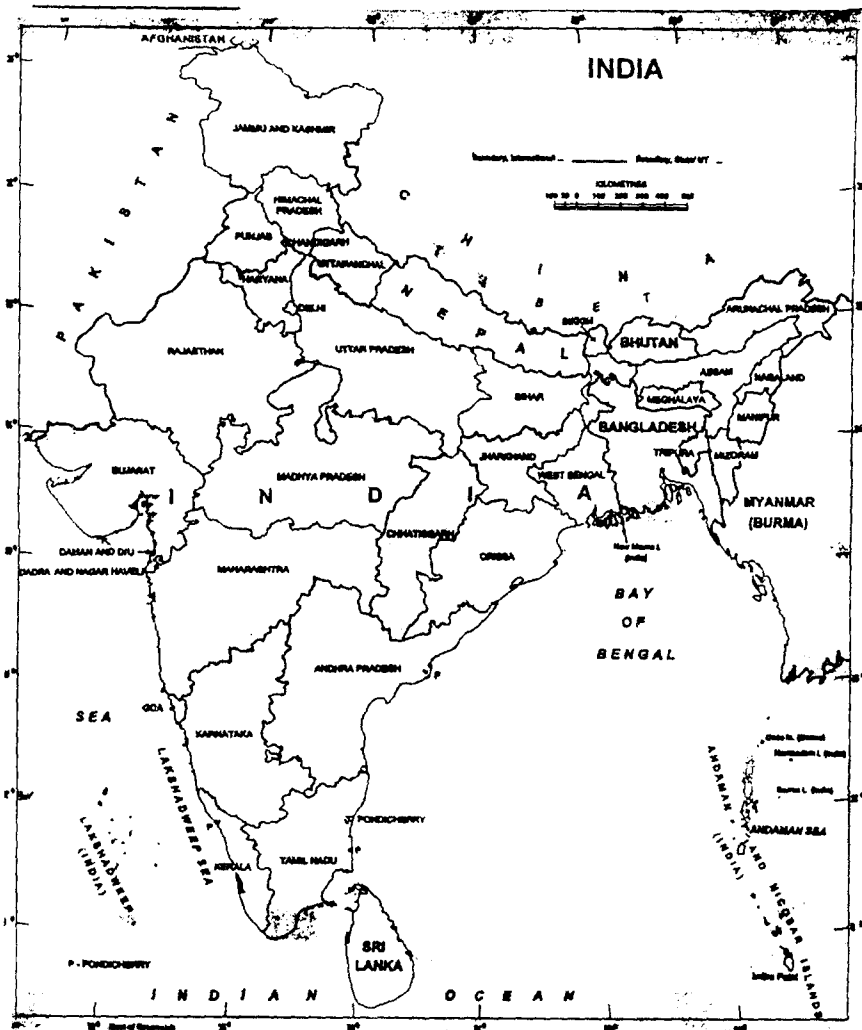
29. Dr. Shabnam Sinha,  
Reader,  
NCERT
30. Shri Y.P. Aggarwal,  
NIEPA
31. Ms. Anupriya Chadha,  
Consultant, Ed. CIL

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जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

# DPEP Coverage



States	DPEP				Total
	I	II	III	IV	
Andhra Pradesh		5		14	19
Assam	4	5			9
Bihar			20		20
Jharkhand			7		7
Gujarat		5		6	11
Haryana	4	3			7
Himachal Pradesh		4			4
Karnataka	5	12			17
Kerala	3	3			6
Madhya Pradesh	17	16			33
Chattisgarh	9	6			15
Maharashtra	6	5			11
Orissa		8		8	16
Rajasthan				19	19
Tamil Nadu	4	3			7
Uttar Pradesh		22		32	54
Uttaranchal				6	6
West Bengal		5		5	10
<b>TOTAL</b>	<b>52</b>	<b>102</b>	<b>27</b>	<b>90</b>	<b>271</b>

# Goals of DPEP

- ❑ to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- ❑ to reduce overall primary dropout rates for all students to less than 10 per cent.
- ❑ to raise average achievement levels by atleast 25 per cent over measured baseline levels.
- ❑ to provide, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

# Major Features

- ❑ Contextual district plans with emphasis on disaggregated targets and local area planning and management
- ❑ Professional inputs in planning, appraisal, implementation and monitoring
- ❑ Emphasis on participative process and community involvement
- ❑ An additionality to the ongoing state/central sector schemes.
- ❑ Cost sharing is 85 : 15 between GOI and State.

# Funding

- Total external funding tide up is Rs. 6938 crores
  - IDA credit : Rs. 5137 crores.
  - Grants : Rs. 1801 crores
    - Rs. 623 crore from EC
    - Rs. 927 crore from DFID
    - Rs. 36 crore from UNICEF
    - Rs. 215 crore from Netherlands

# Components

## ❑ Salaries :

- Teachers salaries financed by DPEP (on declining basis)
- New posts in institutions set up under DPEP
- Additional posts in support institutions

## ❑ Civil Works : (up to 24%, now 33%, of project costs)

- New schools, additional classrooms
- Repairs and rehabilitation
- Toilets, water, electrification
- Equipment and furniture

## **❑ Strengthening teaching and community involvement :**

- Creation of Block Resource Centers, Cluster Resource Centers and resource groups with involvement of District Institutes of Education and training (DIETs)
- Training of teachers, Village Education Committees, NGOs, and administrative staff
- Provision of teacher grant Rs. 500/- and Rs. 2000/- School grant

## **❑ Improvement and Upgradation of Learning Content, Processes, and Materials :**

- Development of learning processes and materials including printing for field trials only.
- Free textbooks to SCs/STs and girls.
- Teachers handbooks
- Pedagogic renewal

## **❑ Other activities :**

- Girls Education
- Early Childhood Education Centers
- Alternative Schooling Centers
- Integrated education for the Disabled Children
- Distance Education (project staff, materials, A-V equipment at sub-district level)
- Innovation Fund (Rs. 100 lakhs National level, Rs. 20 lakhs state level and Rs. 1 lakh at district level)
- Consulting services, NGOs to support activities, and research

## **❑ National, state and district components**

- EE Bureau / TSG of Ed.CIL
- SPO
- DPO



# Planning Process

- Decentralised and participatory planning
- Analysis from EMIS to feed into planning cycle
- Household surveys and micro-planning critical
- Annual Work Plan and Budget to be prepared by districts and appraised by States – appraisal to be rigorous
- Emphasis required for Urban area
- AWP&B to be submitted by April so that they can be considered by the National Project Board
- SIEMAT to be strengthened
- Monitoring & Evaluation – Through EMIS, PMIS, Research & Studies

# Trends in Enrolment

- ❑ Enrolment shows a decline of 1.3% between 1999-00 and 2000-01 in phase-I districts; increase of 2.1% in phase-II districts.
- ❑ 57 districts reported decline.
- ❑ Decline in class 1 in some districts in Bihar, Jharkhand, Orissa, etc. and in districts of Tamil Nadu & Kerala
- ❑ Reasons for decline in enrolment need to be studied and acted upon

# Retention, Repetition, school completion

- ❑ Tamil Nadu, A.P., Karnataka, West Bengal, Maharashtra, Orissa have conducted cohort studies
- ❑ Analysis shows 80% children in education system for 5 / 4 years, but do not reach penultimate grade due to high repetition and dropouts.
- ❑ Repetition is a serious phenomenon
- ❑ Average completion rate in 5 years of Tamil Nadu 55% and Maharashtra 62%, Karnataka 67%
- ❑ Such data from study could be linked to school improvement plans (Tamil Nadu)
- ❑ High drop out rate a major challenge
- ❑ Studies launched in six states to find out reasons for such dropouts

# Financial Issues

- ❑ Project period for DPEP Phase-I extended upto 30<sup>th</sup> June, 2003 for IDA assisted states
- ❑ Project period for EC funded DPEP-I in M.P. / Chhattisgarh extended upto 31<sup>st</sup> December, 2002
- ❑ Additional funds arising out of exchange rate variation and other savings already sanctioned. Steps to be taken to implement plans, including interventions in non DPEP districts.
- ❑ Low level of expenditure in Maharashtra, Orissa, West Bengal under DPEP-II and Andhra Pradesh (APERP)
- ❑ Expenditure is also low in DPEP-III (Bihar and Jharkhand) and DPEP-IV (Rajasthan)
- ❑ Release of 15% State share to be ensured
- ❑ Action to be taken on CAG report – strengthening the internal control and supervision mechanism

# Quality Issues

- ❑ Quality improvement at core of DPEP
- ❑ Range of pedagogical renewal process : textbook and TLM development, resource groups and resource centres, teacher training, academic support
- ❑ Focus now on school improvement
  - programmes in Himachal Pradesh (Chamba)
  - Uttar Pradesh (Hardoi & Barabanki)
  - Andhra Pradesh (Shankarapally Mandal of Rangareddy district)
  - West Bengal
- ❑ Institutional development – SCERTs/DIETs
- ❑ Student evaluation
- ❑ Overall State policies important for sustained initiatives on quality e.g. Teacher recruitment functional DIETs

# Equity

## □ GIRLS

- Share of girls' enrolment up from 45.6% in 1995-96 to 47.5% in 2000-01 in Phase-I and from 43.7% in 1997-98 to 45.7% in 2000-01 in Phase-II/III.
- 8 districts of Phase I has IGE > 95  
6 districts of Phase II/III has IGE between 75-85
- Study on classroom processes from Gender Perspective shows continued discrimination of girls, despite overall improvement.

# Equity

## □ Social Groups

- EMI data shows slow down in enrolment trends of ST children

  - 4 districts of Phase I shows low ISE for ST

  - 6 districts of Karnataka Phase II shows low ISE for ST

- SCs have kept pace with overall enrolment most districts shows no disparities in enrolment.

  - Repetition rate for SC students lower than rate for total population.

- IED activities now going to scale.

  - Retention and monitoring of disabled children needs emphasis.

# Transition to SSA

## □ 4 types of DPEP districts :

- DPEP I districts where Project will end in June 2003 – planning process for SSA on as part of EC project.
- DPEP II districts where fund utilization relatively high. Both primary and upper primary stage would need emphasis under SSA.
- DPEP II districts with low utilization of funds and new districts of UP DPEP III, Rajasthan and West Bengal  
Emphasis on full utilization of DPEP funds  
SSA for upper primary



- New districts of Rajasthan, Orissa and Gujarat.

DPEP a project within the planning for SSA (UEE)

- Household surveys conducted in most DPEP states; need to be completed for SSA.
- Habitation level planning a must under SSA
- DPEP Society – to be converted to SSA.
- Sustainability plans to be ready for DPEP Phase I.

# Out of School Children

- ❑ Alternative Schooling under DPEP a major move for universalizing access.
- ❑ EGS & AIE launched – DPEP to fund centers in DPEP districts.
- ❑ Mainstreaming through bridge course.
- ❑ Inputs for Madrassas in MP, UP and Rajasthan.
- ❑ Work required on : migrating children : Urban deprived children
- ❑ Stress on Quality of AS

## SARVA SHIKSHA ABHIYAN

### A PROGRAMME FOR UNIVERSAL ELEMENTARY EDUCATION

MEETING OF NEW EDUCATION SECRETARIES/SPDs/MDs  
6/3/2002

## DEVELOPMENTS SO FAR

- Cabinet approval on 16/11/2000
- National Mission constituted on 3/1/2001.
- SSA Framework for Implementation approved and circulated for action
- PPA funds sanctioned for 294 non-DPEP districts and 54 DPEP districts in 30 States/UTs.
- Annual Plan 2001-2002 approved for 233 non-DPEP districts and 218 DPEP districts in 21 States.

## OBJECTIVES OF SSA

- *All children in school, by 2003;*
- All children *complete five years* of primary schooling by *2007*
- All children *complete eight years* of elementary schooling by *2010*
- Focus on elementary education of *satisfactory quality* with emphasis on education for life
- *Bridge all gender and social category gaps*
- Universal *retention by 2010*

## SSA AS A FRAMEWORK AND AS A PROGRAMME

- **FRAMEWORK** - Reflecting all investments in elementary education in a district - government and non government
- **PROGRAMME** - Additional resource provision for UEE under a separate Budget head

## MAIN FEATURES - I

- Institutional reforms in Centre and States - to improve efficiency of delivery system
- Sustainable financing - long term partnership between Centre and States
- Community ownership - VEC, PRIs, Women groups
- Capacity building - NCERT/NIEPA/NCTE/SCERT/SIEMAT/DIET to have a major role
- Community based monitoring with transparency

## MAIN FEATURES - II

- Focus on girls and other special groups
- Distinct Pre Project phase
- Thrust on quality
- Central role of teachers - Focus on their development needs through BRCs/CRCs
- Habitation as a unit of planning
- District Elementary Education Plans

### **FINANCIAL DETAILS**

- Sharing between State and Centre
- 85:15 in IXth Plan, 75:25 in Xth Plan and 50:50 thereafter.
- State Govt to maintain their investment at 1999-2000 level - SSA share will be above this.
- All present schemes, except MDM scheme and Externally aided programmes, will converge after IXth Plan
- Dt plans would show funds under various components like PMGY, JGSY, PMRY, MP/MLA fund, etc.
- All legal agreements related to Externally Aided funds would continue to apply.

### **Activities and Norms under SSA - I**

- Teachers - One teacher for 40 children; at least two in a Primary, one for every classroom in Upper Primary
- New Schools
  - Primary: a school/AS within one kilometre of every habitation
  - One UP school for two PSs, provided enough number of students are there
- Classrooms - A room for every teacher/grade, in UP a separate room for HM
- Free textbooks - to all SC,ST girls up to upper primary, provided State does not give it already
- Civil works
  - 33 % limit on expenditure on civil works
  - Rs. 5000 per year per school for repair and maintenance by the community
- TLE for primary at Rs 10,000/- . For upper primary at Rs 50,000/-

### **Activities and norms under SSA - II**

- Rs. 2000 school grant; Rs. 500 teacher grant for primary and upper primary
- Teacher Training - 20 day in-service, 60 day refresher for untrained teachers and 30 day orientation for new teachers
- Setting up of SIEMAT - one time Rs 3 crore grant
- Training of community leaders
- Rs. 1200 per disabled child
- Rs. 15 lakh for any innovative activity for girls, SC/ST, ECCE, computer education; up to Rs. 50 lakhs in a district
- 6 % limit on management Cost
- Rs. 1500 per school for monitoring, supervision, research and evaluation
- Provision for BRC/ CRC - civil works and deployment of coordinators
- Interventions for out of school children - as per norms already approved under the EGS & AIE scheme

### **FOCUS IN PREPARATORY PHASE OF SSA**

- Microplanning, school mapping, household surveys;
- Community mobilization, school based activities,
- Establishing information system with provision for computers, office equipment
- Training and orientation of community leaders, PRIs, etc.
- Base line diagnostic studies

### **Planning process**

- Habitation as unit of planning
- Perspective plan and Annual plans
- Household survey to prepare Village/Slum level Education Register
- Village/ Slum level Plans to provide basis for District Elementary Education Plans
- Formation of core group of Govt/non-Govt personnel

### **What a District Plan should include**

- Survey of -
  - Available school facilities
  - 0-6 and 6-14 age-group population with projections till 2010
- Relocation of teacher units, and after rationalization arriving at requirement of teachers
- Training requirements and steps to fulfill these
- Other requirements like school facilities, TLMs, etc
- Civil work plan
- Strategy to tackle marginal groups
- Effective Community participation - VECs, etc
- Convergence

### **District Plans - Appraisal**

- Plans will be appraised by National/State level missions
- Things to be assessed in appraisal
  - level of mobilization and community participation
  - Identification of problem areas
  - Sanctity of data relied on for planning
  - Interventions suggested for various components
  - Convergence
- Norms to be followed as given in SSA/state specific norms

### **MONITORING**

- Community based monitoring with full transparency
- Statement of expenditure in each school to be a public document
- Joint review by Government of India and the State Government
- 2 Supervision missions in a year
- Detailed monitoring guidelines and reporting format already communicated to States - prescribing format for reporting at each level.
- Concept of nodal officers for weaker districts

### **QUALITY ISSUES**

- Decentralize curriculum development to district level
- Focus on good quality books
- Use of local dialects
- primacy to cultural activity/sports/art,etc
- Content based & Motivational teacher training
- Child to Child learning
- Resource groups at State /Dt / Sub dt level
- Increasing role of DIETs/BRCs/CRCs

### **Management Structure**

- National Level
  - National Mission headed by Prime Minister
  - Executive Committee, headed by Minister of HRD
  - JS (EE) as Director General of National Mission
- State Level
  - State Mission Authority to be headed by CM
  - State Implementation Society for implementation
  - To be implemented through mainstream administrative structure: only contractual appointments permitted

### **IMPORTANT STATE LEVEL ACTIONS**

- Completing pre-project activity
- Implementation of Annual Plan already sanctioned.
- Preparation of Annual Action Plan 2002-2003
- Preparation of perspective plan till 2010
- Teacher Rationalization and filling up of vacancies in institutions
- Proper Monitoring and periodic reporting

**THANK YOU**

# **DISTRICT PLANNING IN EDUCATION**

## **Methology and Process**

Presented By

**S.M.I.A. Zaidi**

National Institute of Educational Planning and Administration (NIEPA)  
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## **PLANNING : DEFINITION**

Planning implies to:

- Taking of Decision for future Actions
- With a view to achieve pre-determined objectives
- Through the optimum use of available resources
- In a specified time setting

## **DECENTRALISED PLANNING :** **CONDITIONS**

A plan is Decentralised when

- Lower units are given authority to formulate its own targets and evolve strategies
- Lower units are given authority to mobilise resources and to re-allocate resources already given by Higher level
- Lower spatial units participate with higher units in planning on more equal terms

## **DECENTRALISED PLANNING :** **ADVANTAGES**

- It takes care of local needs
- Plans more effective because of homogeneity at the Unit of planning
- It helps to over come local specific problems in a better way
- Flow of Information/Data quick
- Implementers a party in the planning process so more chances of successful implementation

## **DISTRICT PLANNING:** **HISTORICAL BACKGROUND**

- 1969 Planning Commission issued guidelines for preparation of district plans
- 1984 Working Group Report (C. H. Hanumantha Rao) on District Planning

### **Historical background...**

- Based on Working Group Reports (1984) recommendation, 7th Plan adopted decentralised planning at the district level as one of the major strategies to achieve plan targets.
- N.P.E. (1986) envisaged setting up of DBE to facilitate educational planning at the district level.



### **Historical background...**

- 8th Five Year Plan 'Working Group on Elementary Education' noted educationally advanced districts in educationally backward states and educationally backward districts in educationally advanced states
- NDC Committee on Literacy and Elementary Education (1992 Planning Commission) & 8th Five Year Plan categorised districts into 3 for purpose of planning for education

### **Historical background...**

- CABE Committee on Decentralised Management of Education (GOI, 1993) emphasized integrating educational planning and management efforts with PRIs
- NPE: Programme of Action (1992) under Para 7.4.6 reaffirmed district level planning in education

### **Para 7.4.6 Programme of Action:NPE** **(1992)**

"Further efforts would be made to develop district specific projects with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goal of each project will include the reduction of specific disparities in educational access, the provision of.....

alternative systems of comparative standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools, and building up local level capacity to ensure effective decentralization to educational planning.

**This is to say, the over-all goal of the project would be reconstruction of primary education as a whole in selected districts instead of piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components"**

## **DISTRICT PLANNING IN EDUCATION: PROBLEMS/ CONSTRAINTS**

- Resource decisions continue to be centralised at the state level
- No organisational mechanism to facilitate district planning in Education
- Planning competencies poorly developed at the district level

## **DISTRICT PLANNING IN EDUCATION: SOME EXPERIENCES**

- Total Literacy Campaigns (late 1980s)
- Primary/Elementary Education Projects: APPEP, BEP, UPBEP (Late 1980s early 90s)
- District Primary Education Programme (DPEP) (1994-95)
- Sarva Shiksha Abhiyan (latest)

## **DISTRICT PLANNING IN EDUCATION: STEPS INVOLVED**

- Diagnosis of Educational Situation
- Target setting
- Intervention strategies
- Costing

## **Diagnosis of Educational Situation**

- Diagnosis is an effort to make a fair assessment of achievements and constraints
- Diagnosis tells "where we are" at present on various items
- Diagnosis to be done not only on educational parameters but also education related parameters

## Diagnosis of Educational situation...

- Diagnosis may be both quantitative as well as qualitative
- Diagnosis to take into account all factors of education related to
  - Inputs into system
  - Functioning of the system
  - Efficiency and outcomes of Educational process

## TARGET SETTING

- Targets are translation of objectives in clearly defined quantitative terms
- What plan intends to achieve during the plan period when specified in quantitative terms is known as target

### Target Setting...

- Ⓒ In developing DEEP targets may be set on
  - ◇ Access
  - ◇ Enrolment
  - ◇ Retention
  - ◇ Achievement
  - ◇ Reducing Disparities
- Ⓒ Disaggregated Targets in District Plan (i.e. block-wise targets)

### Target Setting...

- Ⓒ Targets in phased manner (year-wise targets)
- Ⓒ Targets by gender and social groups (Boys, Girls, S.C., S.T.)
- Ⓒ Targets as suggested under SSA are
  - ◇ Universal Enrolment by 2003
  - ◇ Universal retention at primary by 2007 and at Elementary by 2010

### **Target Setting...**

- ◇ Zero disparity at primary by 2007 and at Elementary by 2010
- ◇ No targets set on achievement

### **EVOLVING INTERVENTION STRATEGIES**

- Any Single Strategy may not be uniformly operational in different areas
- A single strategy may not be enough to address a problem or an issue
- Intervention strategies for all the identified problems and issues

### **Intervention Strategies...**

- Strategy should be block specific
- Translation of strategies into programmes, activities and tasks
- Phasing and Sequencing of Activities

### **COSTING AND BUDGET REQUIREMENT**

- ◆ Listing of Activities Having Cost Implication
- ◆ Separating Recurring and Non-Recurring Items
- ◆ Working Out Unit cost for Non-Recurring and Average cost for Recurring items



### Costing...

- Details of all Unit/Average Costs
- Financial Parameters given under SSA to be adhered to
- Ceiling on various Cost-items under SSA
- Feasibility of Plan and Absorption Capacity of the District

### PLANNING PROCESS UNDER THE SSA PROGRAMME

- District Elementary Education Plans to be developed by each district
- Habitation as a unit of planning. A knock on every door
- Special focus on capacity building for decentralized planning

### Planning Process under the SSA...

- Special role for process based committees at district, block, cluster and school level
- Planning as per SSA norms
- Long Term and annual plan for UEE
- Role of National, State and District Level Resource Institutions in Planning

### Planning Process under the SSA...

- **Clearly defined Pre-Project phase with focus on**
  - Household and School Surveys
  - Developing Information System
  - Conducting relevant studies
  - Community mobilization
  - School based activities
  - Support to Education Offices

District planning.ppt

**Data Requirements for District Elementary Education Programme\***  
(Under Sarva Shiksha Abhiyan)

The district teams should give adequate attention to both the primary as well as upper primary levels of education. The goal of elementary education cannot be achieved unless the goal of universal primary education is achieved. The existing level of educational development of primary education and the transition from primary to upper primary level of education and also the number of graduates will decide the future expansion of upper primary education. The targets specified in the SSA guidelines are indicative in nature and each district should have district-specific targets and within the district, there should be block-specific targets. There may be a few districts, which may attain the goal of UPE well before the targeted year 2007, but there may also a few districts, which may not in a position to attain the same even after 2007. The diagnosis exercise and also the projection of enrolment and population should be used to fix the targets on enrolment and retention. While fixing the targets, progress made on different aspects of UEE in the recent past should also be considered.

The district teams should ensure that each and every table presented should have the number, unit and the year for which data is presented as well as the source of information and the consistency of data presented should be maintained throughout the plan documents. A geographical map showing the blocks/mandals of the district should also be presented in the document. The district team should ensure that the data presented is adequately analyzed and the strategies formed are based upon the analysis of data presented. Each district should present the following set of data at least at three points of time for all of its blocks/mandals and also at the district level.

- Total population its male and female and rural and urban distribution and percentage of SC/ST population (up to 2001 Census). Number of physically challenged children and child workers.

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\* Write-up prepared by Arun C. Mehta, NIEPA, New Delhi - 110016

- Break-up of age specific child population at present and projections in future years, by which the goal of UPE (say year 2007) and UEE (2010) is to be achieved.
- Total number of habitations: number of habitations having primary and upper primary schooling facilities within a distance as prescribed in state norms. Availability of non-formal education centres, number of un-served habitations (as per the state norms) both with regards to availability of primary and upper primary schooling facilities.
- Male/female and rural/urban literacy rates in 2001.
- Growth of primary and upper primary schools over a period of time and ratio of upper primary-to-primary schools. Number of private unrecognized schools.
- Physical facilities: number of primary and upper primary schools according to availability of school buildings and type of school buildings, building-less schools, distribution of schools according to number of instructional rooms and according to major and minor repairs and need of additional classrooms. (This should be presented for the latest available year.)
- Ancillary facilities: distribution of schools according to drinking water and toilet facilities and separate toilet facilities for girls.

### **Enrolment**

- Total, boys and girls enrollment in primary and upper primary classes during last 3 years. Enrollment ratio separately for boys and girls, out of school children and grade-wise enrollment and repeaters in Classes I to VIII during last two years. Number of disable children in schools and enrolment in private unrecognized schools.
- Percentage of over-age and under-age children in Classes I to V & VI-VIII.
- Retention rates (boys and girls) at primary and upper primary levels of education, grade-to-grade dropout, promotion and repetition rates separately for boys and girls both at the district and block levels and also at the primary and upper primary levels of education.
- Number of primary school graduates: completion rates separately in case of boys and girls
- Transition rate from primary to upper primary level.

## Teachers

- Number of teachers (male and female) over a period of time, pupil-teacher ratio at primary and upper levels of education and distribution of schools according to number of teachers.

The list of variables presented above is only suggestive one. More variables can be added to it to make it more local-specific. All possible sources that give information about the educational development in a district should be explored. While assessing the educational development, both the formal, as well as, non-formal education systems should be considered so as the private un-recognised educational institutions. Initiatives (projects/programmes/centrally sponsored schemes) undertaken in the past in the district should also be considered with respect to their success and failures. This may be helpful while formulating plan and to suggest new programmes.

The formulation of plan needs information in future on a variety of variables among which demographic information is the most important one. Without knowing the clientele in future (population of single age '6', 6-11 and 11-14 years), no meaningful planning exercise can be undertaken. For this purpose, standard population projection techniques should be used. If the expertise to use these techniques at the local level is not available or the requisite set of data are not available, other simple methods can also be used. These methods are based up on the share of 6-11/11-14 years population to total population in the latest available census year. This is then applied to projected total population of block/district to obtain estimates in any requisite year. Better, it would be to project first the block-specific population, which in turn should be added to obtain total district population. The projections of population should be followed by a detailed enrolment projection exercise. Without knowing the likely enrolment in future, no reliable planning can be undertaken. Methods based on '*Student Cohort*' analysis, such as, '*Grade Ratio*' and '*Grade Transition*' methods should be applied keeping in view the availability of data on number of repeaters. The outcome of these techniques will help to fix targets on GER and Retention Rate. The projected grade wise enrolment will also help to plan effectively different incentive schemes, such as, distribution of textbooks.

## **FACTORS INFLUENCING QUALITY OF EDUCATION**

- **Historicity of Interventions for UEE.**
- **Overview of new initiatives.**
- 1. **Macro Perspective;**
  - **Policy Formulation**
  - **National and International Perspective**
- 2. **Micro Perspective;**
  - **Improved Curriculum and Teaching Learning Material**

### **- The Macro Perspective**

Macro perspective of education can be viewed against some major international and national milestone events;

### **-International Perspective**

- The Dakar Conference. 2000
- The Delors Commission Report, '*Learning, The Treasure Within*' (1996)
- The Jomtien Conference, 1995

### **- National Perspective**

- Operation Blackboard-1987-88.
- Non-Formal Education Programme-1979.
- District Primary Education Programme (DPEP)- since 1994.
- National Programme of Nutritional Support to Primary Education- (Mid-Day Meal scheme)-1995.
- District Institutes of Education and Training (DIETs) covering 424 districts.
- *Sarva Shiksha Abhiyan*

### **The Micro Perspective**

It is the micro perspective that concerns implementers of elementary education; after the micro planning exercises have been completed. It encompasses the pedagogical organisation, the teaching learning styles, the evaluation procedures and feedback mechanisms. All these, in an integrated manner comprise what we may term, **quality elementary education**.

### **The Meaning of Quality Elementary Education**

The etymological meaning of quality is, "a high degree of goodness or worth". In the context of education however, its meaning and components cover;

- Improvement in provision of infrastructure and human resource.
- Provision of improved curriculum and teaching-learning materials.
- Improving quality of teaching-learning process through introduction of child centered pedagogy.
- Attention to teacher capacity building.

- Increased focus on specification and means of learner achievement levels i.e. evaluation patterns.

For quality improvement, it is the curriculum that is the dynamic and comprehensive entity that is actually a statement of purpose. It contains besides the formal provision of sequenced agreed portions of disciplines, the pedagogic vision, the instructional and transactional modalities and evaluation processes. The major components related to the quality dimension of elementary education may be broadly taxonomised as follows:

### **i) Curriculum**

- Guided by philosophical, sociological, pedagogical and human consideration.
- Emanating from national policies and priorities.
- Adaptation and adoption according to local needs.
- Major concerns at the elementary level ;
  - Reduction of curriculum load.
  - Focus on criticality of language learning.
  - Skill-based, self motivated teaching-learning process.
  - Learner centered activity based materials.
  - Relating learning to child's immediate surroundings.
  - Use of local indigenous materials for teaching learning.
  - Integration of appropriate values.

The following are the major components that a working framework of a curriculum constitutes:

### **ii) Curriculum Components**

- Syllabus Preparation
- Instructional Material Development
- Pedagogical Concerns
- Classroom Processes
- Enhanced Learner Achievement
- Monitoring and Evaluation of Quality Interventions.



### iii) Teaching Learning Materials

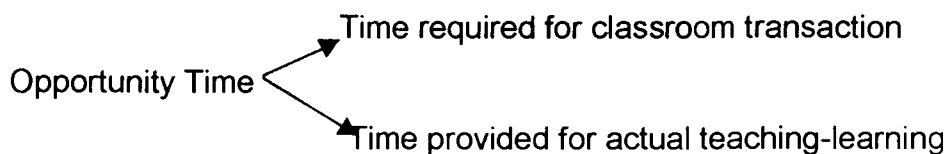
Preparation of Instructional materials ideally needs to follow a particular pattern, ensuring that they are locally relevant prepared through teacher participation and revised finally after full trial. The steps for preparation of teaching learning materials are:

- Syllabus Preparation
- Textbooks development
- Teacher participation in writing
- Review by experts and practicing teachers
- Tryout of textbooks and revision based on feedback.
- Preparation of locally relevant teaching-learning aids

### iv) Classroom Processes

It is ultimately the actual classroom transactional processes that determine school effectiveness and translation of instructional objectives into measurable learning outcomes. Classroom processes comprise of ;

- Organisation of Instructional Plan
  - Teacher preparation
  - Classroom organisation
- a) Handling multi level situation (multi-age, multi ability and multi socio cultural background)
  - b) Organising multi grade classes (space, time and curriculum management)



- Teaching Learning Materials and their transaction
- teaching learning strategies (child centred and individualized, with the teacher as a facilitator and not the director of activities)

- Assessment techniques : Stress free and child friendly evaluation procedures.

#### **v) Evaluation Systems**

In order to assess whether optimal learning achievement has been obtained, suitable evaluation strategies need to be undertaken. Evaluation needs to be child friendly individualised and stress free. Hard spots and learning difficulties needs to be diagnosed and suitable remediation strategies devised. These should be commensurate with the maturational readiness of the target learner groups. Evaluation system need to take up.

- Continuous Comprehensive Evaluation
  - Formative
  - Summative
- Preparation of suitable tools for evaluation
- Diagnostic procedures
- Remediation initiatives
- Learner based, activity based and participatory evaluation
- Comprehensive evaluation of scholastic and co-scholastic areas.

#### **vi) Teacher Development**

As classroom transactional processes hinge on the pivotal role of teachers, teacher development and their capacity building becomes imperative. It covers areas like development of knowledge and skills, enhancement of motivational levels, and awareness of sound pedagogical practices. Teacher development and capacity building initiatives and planning need to take into account the following crucial steps:

- Need analysis – Identification of Training Needs
- Development of Training Curriculum – Training Manual
- Development of Instructional Materials – Resource Materials
- Identification of resource Persons – Process Based
- Organisation of Actual Training
- Evaluation of Training – feedback
- Follow up action – The monitoring plan
- Capacity building for upscaling in terms of covering

## **vii) Institutional Capacity Building and Identification of Responsibility / Centres**

Planning implementation and monitoring of quality initiatives can be possible through effective institutional capacity building and identification of responsibility centres. It includes preparation of institutions for UEE with the capacity building of educational professionals for institutional development. The strategy under SSA is to bring mainstream educational institutions to the centre stage. Development of human resource and constitution of resource groups at different levels, with active support from NGOs has been envisaged. The levels would be:

- *National Level:* NCERT, Universities, experts and educationists
- *State Level:* SCERTs, State Resource Groups (SRGs), Educational Department of Universities, NGOs - State
- *District Level:* District Institutes of Education and Training (DIETs) and District Resource Groups (DRGs), NGOs.
- *Block level:* Block Resource Centres (BRCs), Block Resource Groups
- *Cluster Level:* Cluster Resource Centres (CRCs) including active and innovative teachers.

## **viii) Linkages between Pre-Primary, Primary and Upper Primary Education**

For actualising the goals of UEE by 2010, it is imperative that appropriate linkage mechanisms are maintained between the pre-primary, primary and upper primary stages of education which comprise elementary education as a whole. Starting from the play way activities at pre primary, to the child centred activity based teaching learning at primary, and subject specific studies at upper primary stages of education, transition at each stage has to be smooth. There has to be continuity with no jolts or breaks between pedagogy of one stage to the other. Even at the upper primary stage, a need has been felt to shift from the textbook oriented teaching to project based activities focussing on application skills. Linkages can be ensured through :

- Convergence and coordination
- Curriculum Continuity
- Pedagogical concerns commensurate with maturational readiness at each level

- Training Inputs: pedagogical and content/subject based skills.
- Education for Life Skills
- Evaluation Systems
- Community Participation.

#### **ix) Monitoring of Quality Aspects of Education**

To ensure that quality improvement imperatives actually filter down to the grassroots and evolve a sustainable system in UEE, **monitoring of quality aspects** becomes paramount. Monitoring and evaluation need to be process based rather than merely summative and perfunctory . Community monitoring would be an effective means of ensuring that monitoring is meaningfully related to the needs and aspirations of the stake-holders and target groups. Monitoring of quality of education needs to follow some basic principles aiming at;

- Not only the outcome but also the process
- Defining and perceiving the critical paths of project development
  - Based on key indicators of the programme
  - Milestoning of critical paths
- Ensuring participatory monitoring through community participation
- Self monitoring by the teacher themselves
- Local development of tools for monitoring of quality aspects by the community/stake holders.

For policy planners and educational administrators, the vision for a long term perspective plan for quality improvement needs to be expensive, integrative and holistic. This could be made more meaningful by wedding it to local needs and aspiration, for it to become contextual and implementable.

# DPEP

## girls' education

Meeting of secretaries: March 2002

### POLICY FRAMEWORK

CONSTITUTION OF INDIA

NATIONAL POLICY ON EDUCATION

PLAN OF ACTION

POLICY FOR EMPOWERMENT OF WOMEN

National trends

### Girls' Enrolment and Drop out Rates

Year	Enrolment (%)		Drop Outs (%)	
	Primary	Upper Primary	Primary	Upper Primary
1950-51	28.1	16.1	NA	NA
1960-61	32.6	23.9	70.9	85.0
1970-71	37.4	29.3	70.9	83.4
1980-81	38.6	32.9	62.5	79.4
1990-91	41.5	36.7	46.0	65.1
1999-00	43.6	40.5	42.3	58.0

**An Improving trend apparent**

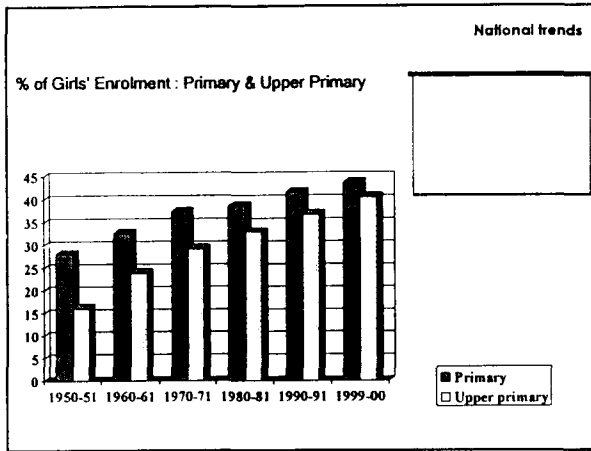
### Girls' education

Gross enrolment ratio as on 30.9.1999 (%)

	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
	104.08	85.18	94.90	67.15	49.66	58.79

Drop out rate as on 30.9.1999 (%)

	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
	38.67	42.28	40.25	51.96	58.00	54.53



**Intervening for Elementary Education  
the Government launched . . .**

Special Schemes (of the GOI) –  
Non Formal Education, Mahila Samakhya

State Specific basic education projects –  
APPEP, BEP, UPBEP Lok Jumbish

District Primary Education Programme

DISTRICT PRIMARY EDUCATION PROGRAMME

**Gender Focus  
in  
Programme  
Design**

**Selection Criterion**

Districts with female literacy rate  
below the national level

**Objectives**

Reduce gender gaps in enrolment,  
retention, learning

**Integrated Approach**

Integration of gender  
perspective in planning and  
implementation

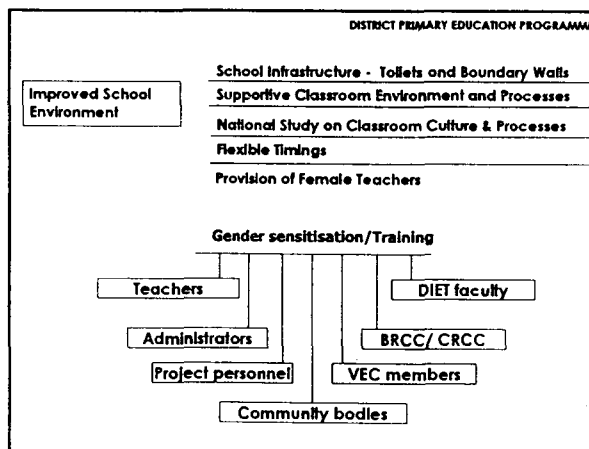
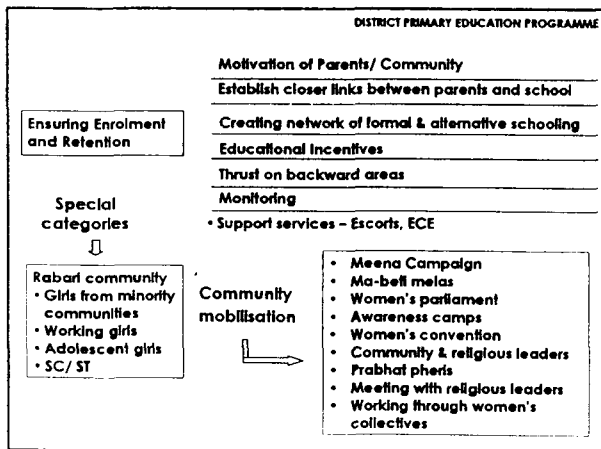
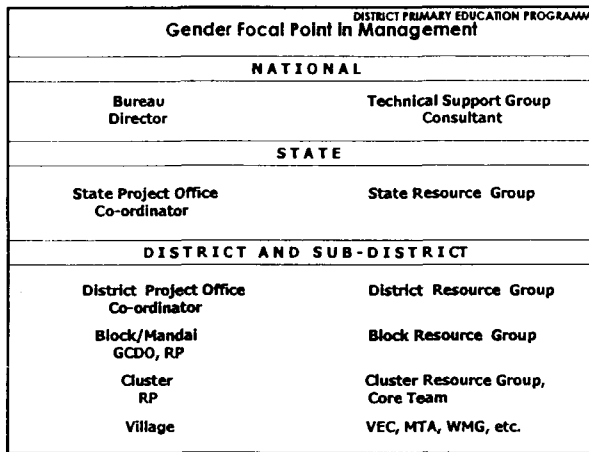
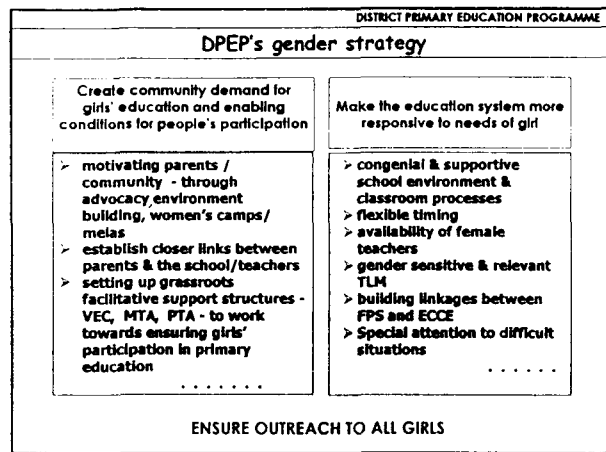
THRUST ON GIRLS' EDUCATION A CLEAR PROGRAMMATIC PRIORITY

DISTRICT PRIMARY EDUCATION PROGRAMME

**At commencement - challenges to educating girls**

Socio-cultural	Economic	School Environment
<ul style="list-style-type: none"> <li>• Parental indifference</li> <li>• Early marriage</li> <li>• Community beliefs and practices</li> <li>• Concerns of security</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity costs of               <ul style="list-style-type: none"> <li>• Household work</li> <li>• Sibling Care</li> </ul> </li> <li>• Support to Family Occupation               <ul style="list-style-type: none"> <li>• Wage Labor</li> </ul> </li> <li>• Cost of educating girls</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom environment</li> <li>• Teachers' attitude/sensitivity</li> <li>• Availability of female teachers</li> <li>• School Infrastructure</li> </ul>

Gender stereotyping/ bias in curriculum and textbooks



DISTRICT PRIMARY EDUCATION PROGRAMME	
Education for Equality	Renewal of Curriculum and Textbook
	Special educational facilities for adolescent girls
	Supplementary Teaching-learning Material
	Information Transfer and Sharing through newsletters
Management Support	Community level structures - VEC, MTA, PTA
	Dedicated management structure
	MIS
	Sharing and adaptation of Best Practices

DISTRICT PRIMARY EDUCATION PROGRAMME	
Curriculum & Text books	
Development of gender sensitive textbooks/ Gender review of text books	
For this.. Checklists provided to and , orientation of textbook writers & illustrators	
Supplemented with gender focused material	
Increasing participation of women in education	
Representation of women in VECs & other grassroots bodies	
Special trainings for women VEC members	
Setting up MTAs, women's groups, etc.	
Separate toilets for girls	
Mahila Samakhyas	

DISTRICT PRIMARY EDUCATION PROGRAMME	
School Infrastructure	Separate toilets for girls Boundary walls
Alternative Schooling	Specialty designed for 9+ girls and those with sibling care responsibilities - Angana Vidyalayas catering exclusively to girls . . . .
Early Childhood Education	Free girls of sibling care responsibilities to enable them to be in school
Focused Approaches	<ul style="list-style-type: none"> <li>Model Block/Cluster/ village</li> <li>Incentives - girls/schools/VECs</li> <li>Public approbation for enrolment, attendance</li> <li>Escort services</li> </ul>

DISTRICT PRIMARY EDUCATION PROGRAMME										
Bridging the gender gap : Index of Gender Equity										
Number of Districts										
Year IGE	DPEP Phase I						DPEP Phase II			
	95-96	96-97	97-98	98-99	99-2000	2000-2001	97-98	98-99	99-2000	2000-2001
<75	1	-	-	-	-	-	3	1	1	-
75-85	5	5	3	1	-	-	14	14	9	6
85-95	15	12	14	11	11	8	24	23	22	24
>95	18	22	22	27	28	31	40	43	49	51
Total	39	39	39	39	39	39	81	81	81	81



# **Data - based Monitoring**

- **The School Information System - DISE**
- **The Physical-Financial Progress Monitoring System - PMIS**
- **Household Survey System - To firm up**
- **EGS Information System - To firm up**

# Issues regarding data-based system

- **Infrastructure**
  - **Hardware**
  - **Software**
  - **Manpower**
- **Time Frame**
- **Field Management**
- **Analysis**
- **Dissemination**
- **Integration**

# Field Management

- **Training**
- **Data Collection**
- **Quality Control**
  - **Field Level Primary Data**
  - **Computerisation**
- **Data Storage**

# Data Analysis

- **Storage**
- **Updation**
- **Generation of Issues and signalling**
- **Linkage with Time Series and the Raw Data**
- **Scenario Building**
- **Issue-based analysis**

# Dissemination

- **Communication**
  - **National Level**
  - **State Level**
  - **District Level**
  - **School Level**

# Integration

- **Usage in Planning**
- **Research**
- **Studies**
- **Action Plans**
- **Mid-course Corrections**

# Hard Facts

- **Infrastructure**
  - **Manpower**
    - **Scope vis-a-vis Utilisation**
    - **Adequacy**
    - **Level (skill, training need appreciation, terms, etc.)**
  - **Hardware**
    - **Need Vs Availability**
    - **Utilisation**
    - **Appreciation**

# Hard facts contd...

- **Compliance**
- **Quality**
- **Usage**
- **Integration**
- **Prioritisation**
- **Recurrence of the same problem**



# **DISE - 2001 implementation**

- **Orissa** - **Reportedly completed**
- **Himachal Pradesh** - **Under implementation**
- **West Bengal** - **Under implementation**
- **Bihar** - **Under implementation**
  
- **Uttaranchal** - **DCF Printing/data collection**
- **Chhattishgarh** - **DCF Printing/data collection**
- **Jharkhand** - **DCF Printing/data collection**
- **Rajasthan** - **Not clear ; not implemented in 2000-01 also**

# Status of 5% sample checking

- **Completed in**
  - **Himachal Pradesh**
  - **Haryana**
  - **Assam**
  - **west Bengal**
  - **M. P.**
  - **Maharashtra**
  - **Gujarat**
  - **Karnataka**
  - **Tamil Nadu**
- **Initiated in**
  - **Andhra Pradesh, Uttar Pradesh**

# **M&E - New Initiatives**

- **Revised DISE**
- **MIS for EGS**
- **Household Survey**
- **Review of the Infrastructure Need**
  - **National**
  - **State**
  - **District**

## *Education Guarantee Scheme & Alternate And Innovative Education (EGS & AIE)*

### *Background*

- Non Formal Education (NFE) Scheme introduced in 1978-80 to support the formal system, covering children upto the age of 14 in ten educationally backward States
- Revised in 1987-88 and 1993 to include urban slums, hilly and tribal areas, and projects for working children in other States/UTs
- Based on the stress placed by the Programme of Action (1992) on improvement of linkages with formal system, increased community role, better training, etc

### *Background (contd)*

- The NFE Scheme was evaluated by several agencies, notably the Programme Evaluation Organisation (PEO) of the Planning Commission
- Findings indicated insufficient involvement of local communities and PRIs, absence of linkages with the formal system, inadequate flexibility, lack of success with girls, low transition rates to the formal system, etc

### *Rationale of the Revised Scheme*

- Shortcomings of the NFE Scheme
- Objectives of the National Policy on Education and the POA
- The experiences of programmes like Lok Jumbish, DPEP, the EGS Scheme in Madhya Pradesh and others, which stressed community involvement, diverse strategies for diverse groups of children, greater emphasis on quality, including teacher training, regular academic support and use of appropriate TLM, etc

### *Rationale of the Revised Scheme (contd)*

- The need to provide education as a Fundamental Right to all children consequent upon the decision of the Supreme Court in the Unnikrishnan case
- The renewed emphasis on universalisation of elementary education under the Sarva Shiksha Abhiyan (SSA)

### *Salient Features of EGS & AIE*

- The Scheme covers children between 6-14 years, and includes disabled children upto the age of 18
- Emphasises the enrolment and retention of children in the FORMAL system as far as possible
- Supports various flexible strategies such as bridge courses, residential camps, drop-in centres, etc
- Forms an integral part of SSA and is reflected through the DEEP
- Will cease to exist as a stand alone Scheme w.e.f. the Tenth Five Year Plan

### *Strategies Under EGS & AIE*

- Three broad strategies would be supported:
  1. Setting up of schools in unserved habitations (EGS)
  2. Interventions for mainstreaming 'out of school' children, viz., bridge courses, back to school camps, etc
  3. Strategies for very specific, difficult groups of children who cannot be mainstreamed immediately(Strategies under items 2 and 3 are referred to as AIE, as distinguished from item 1 which refers to EGS)

### *Essentials for Opening an EGS Centre*

- Minimum of 15 out of school children in the 6-14 year age group
- No school within 1 km of the habitation
- In remote or hilly areas such centres could be supported for even 10 children, within the overall cost norms
- Appointment of an Education Volunteer from within the community

### *AIE Strategies*

- Community hostels for children whose parents migrate
- Mobile teacher
- Schools at the site of migration
- Bridge courses
- Support to Maktab/Madrasas
- Back to school camps
- Remedial teaching courses
- Long duration residential camps for older children
- Short duration summer camps
- Strategies for adolescent girls

### *Involvement of the Community*

- Central to the Scheme
- Through parent's groups in the form of school committees, PTAs, MTAs, VECs, PRIs, etc
- Identification of specific tasks to be carried out by VEC's/PRIs, including microplanning/household survey, selection of EV, providing the necessary space, payment of honorarium, fixing the timings, purchase of TLM and motivation of parents

### *Selection of the Education Volunteer*

- To be selected from within the local community
- Applications to be scrutinised by the VEC/Panchayat
- Appointment to be made by the parent's committee/VEC/Panchayat, depending upon the State's policy
- Minimum age 18 years with at least matriculation (class X) for primary and 21 years and graduation for upper primary centres

### *Selection of the Education Volunteer (contd)*

- Preference to be given to women candidates, including if necessary, relaxation of minimum qualifications
- Some preference may be considered by the State governments in the case of erstwhile NFE instructors, if their performance has otherwise been satisfactory

### *Costing Pattern*

- Overall ceiling of Rs 845 per learner per annum at the primary level, and Rs 1200 per learner per annum at the upper primary level
- Ceiling for all proposals under the Scheme Rs 3000 per learner per annum (especially relevant for AIE interventions)
- Costs to be shared in the ratio of 75:25 between the Centre and the State, except in the case of VA run projects, which would be 100% funded by the Centre

### *Costing Pattern (contd)*

- Allowed cost for 100 centres with 25 learners in each @ Rs 845 per learner  
Rs 2112500
- Components:
  - Admn exp @ 5% Rs 105625
  - Block management cost Rs 250000
  - Honorarium for 100 EVs Rs 1200000
  - TLM @ Rs 100 per learner Rs 250000
  - TLE for centre (@ Rs 1100) Rs 110000
  - Contingency Rs 46875
  - Training of EVs Rs 150000

### *Implementation Arrangements*

- State level implementation society to be the SSA Society
- EGS & AIE proposals within the ceiling of Rs 845 for primary and Rs 1200 for upper primary centres to be approved by the State Society
- State level appraisal team should be formed to appraise district plans
- Formation of a State Resource Group (SRG) may be considered for providing academic support
- State GIAC to examine VA proposals forming part of the DEEP

### *Responsibilities of the State Society*

- Training and orientation of EGS & AIE personnel
- Dissemination of good practices and strategies
- Evaluation of the functioning of EGS centres
- Promotion of research
- Development of appropriate MIS systems
- Ensuring regular supply of TLM
- Coordination with the national level

### *Management Structures*

- Clearly defined roles assigned to habitation, cluster, block and district levels
- At the habitation level, VEC/Panchayat/MTA, PTA would be responsible for specific tasks
- 20 EGS & AIE centres/bridge courses would form a cluster
- Cluster Resource Persons (CRP) to be appointed to periodically visit each centre, liaise with VEC, ensure payment of honorarium and delivery of TLM, consolidate and analyse results

### *Management Structures (contd)*

- Block level committee for SSA to be responsible for EGS also
- Existing CRC/BRC structures created under DPEP, LJP, etc may continue to be used wherever available
- Block level organisation to ensure consolidation of Panchayat plans, supervise the work of CRPs, conduct review meetings and training programmes, liaise with DIET, NGOs, district administration, etc

### *Planning for EGS & AIE*

- EGS proposals may be based on identification of unserved habitations
- Detailed micro planning required for AIE interventions
- Articulation of a demand for an EGS centre by the community an essential prerequisite, which must be met by the state within a defined time period

### *Consolidation and Approval of Proposals*

- Village level plans to be screened at the block level and forwarded to the District Committee
- District Committee to ensure that all plans for the district are combined without duplication between State-run interventions and VA proposals
- Existing structures (such as NCLP schools, etc) to be taken into account before submission to State implementation society

### *Consolidation and Approval of Proposals (contd)*

- State implementation society to combine district plans for EGS & AIE with other planned interventions under SSA
- Plans within stipulated ceiling limits to be approved directly by the State society, including proposals from VAs for AIE interventions
- Plans exceeding these limits to be referred to GOI

### *Prerequisites for Facilitating the Planning Process*

- Preparation of detailed guidelines for micro planning and appropriate data collection formats
- Clear strategy for data analysis
- Determination of defined norms for selection of strategies, including criteria for prioritisation, etc

### *Upper Primary Interventions*

- Provision for upper primary centres @ Rs 1200 per child per annum made under the Scheme
- However, experience has shown that it may be difficult to run EGS type centres for upper primary level
- Generally should be considered in those cases where appropriate facilities are not available in the vicinity and where learners from primary level cannot be mainstreamed into the formal system

### *Quality in EGS & AIE*

- The Scheme recognises that children enrolled in EGS centres would be of differing ages and abilities
- EVs to be trained to address varying needs
- Classroom processes to be child-centred
- Use of appropriate activities and TLM
- Allow children to learn at their own pace
- Continuous evaluation of learning

### *Quality in EGS & AIE (contd)*

- Provision of 30 days pre-service training to EVs at primary and 40 days pre-service training at upper primary levels
- 30 days training in every subsequent year also
- CRPs to undergo same training
- Academic support to be provided by CRCs, BRCs, SCERT, DIETs, DRUs
- Appropriate TLM to be developed

### *Non-negotiables under EGS & AIE*

- All centres to function for at least four hours during the day—evening classes to be avoided
- Micro planning exercise to be undertaken
- Clear articulation of demand by the community
- Space for the centre to be provided by the community
- EV to be selected from within the community—preference to be given to women
- Additional EV may be appointed if the number of children at a centre exceeds 40

### *Non-negotiables under EGS & AIE (contd)*

- Induction and in-service training to be imparted to all EVs
- Close linkage with the formal system to ensure mainstreaming of children
- VA proposals to be given equal weightage at each level
- Implementation society to sign a MOU with GOI
- GOI to be represented in all State GIAC meetings, and on the implementation Society's EC

### *Monitoring*

- Regular monitoring by CRP and at block and district levels
- State to establish suitable monitoring mechanism using SCERT, SRG, DIETs, reputed VAs, etc
- Quantitative and qualitative indicators to be worked out
- National level monitoring through periodic reviews by NCERT, NIEPA and others, as well as visits to different States—detailed mechanism to be worked out in conformity with SSA structures

### *Evaluation*

- To be carried out at State and Central levels separately
- District projects to be evaluated by a suitable agency of the State level society every four years
- Central government to evaluate at least one district in the larger States every year and one district in the smaller States every alternate year through an appropriate external agency

### *EGS & AIE for Deprived Urban Children*

- Urban conditions and structures vastly different from rural ones
- Types of out of school children:
  - Slum dwellers
  - On railway platforms
  - Street children
  - Construction workers
  - Domestic servants
  - Dhaba workers
  - Children of sex workers



### *EGS & AIE for Deprived Urban Children (contd)*

- Strategies for such children must begin by gaining their trust
- Initially at their place of work
- Types of strategies supported under EGS & AIE:
  - Residential camps
  - Bridge courses
  - Half-way homes
  - Drop in centres
  - Remedial teaching
  - Contact centres

### *A Word on the Intellectual Debate*

- Several reservations expressed by academics and others on “alternate” schooling
- Such schools only address the issue of access without emphasising quality
- Low cost solutions result in diluted quality—poor education for poor people
- Such interventions do not address “push-outs” from the formal system and their cause

### *A Word on the Intellectual Debate (contd)*

- EGS & AIE seeks to avoid some of these pitfalls
- Greater emphasis placed on quality through teacher training, development of TLM, academic support, etc
- Per child cost increased—remains lower than the formal system due to lower investment costs (salaries, buildings, etc)
- Changed timings aim to keep children out of the labour market
- Not a substitute for dysfunctional formal schools—successful mainstreaming possible only if the latter are appropriately strengthened

### *Present Status*

- State implementation society identified and/or MOU signed by AP, Bihar (SIS only), Haryana, J&K (SIS only), Karnataka, MP, Maharashtra, Orissa, Punjab, Rajasthan, TN (SIS only), UP, Uttaranchal and W Bengal
- Response from other States awaited

### *Present Status (contd)*

State	No of centres	No of children	Amount (Rs cr)
AP	5062	203820	10.13
	5949 (VA run)	143340	17.20
MP	20378		32.28
Maha-rashtra	1999	33980	3.02

### *Present Status (contd)*

State	No of centres	No of children	Amount (Rs cr)
Maha-rashtra	998	22617	1.91
	483 (VA-run)	9986	.84
Orissa	9673	373707	32.79
UP	4233		5.19

*Present Status (contd)*

State	No of centres	No of children	Amount (Rs cr)
J&K	2273	59501	4.85
Karnataka	574	)	.90
(Bridge Courses)	611	)approx 100000	1.33
	367	)	.29

*Present Status (contd)*

- Proposals presently under consideration from Punjab, Rajasthan, MP, UP, TN, Haryana, Bihar, Jharkhand and W Bengal

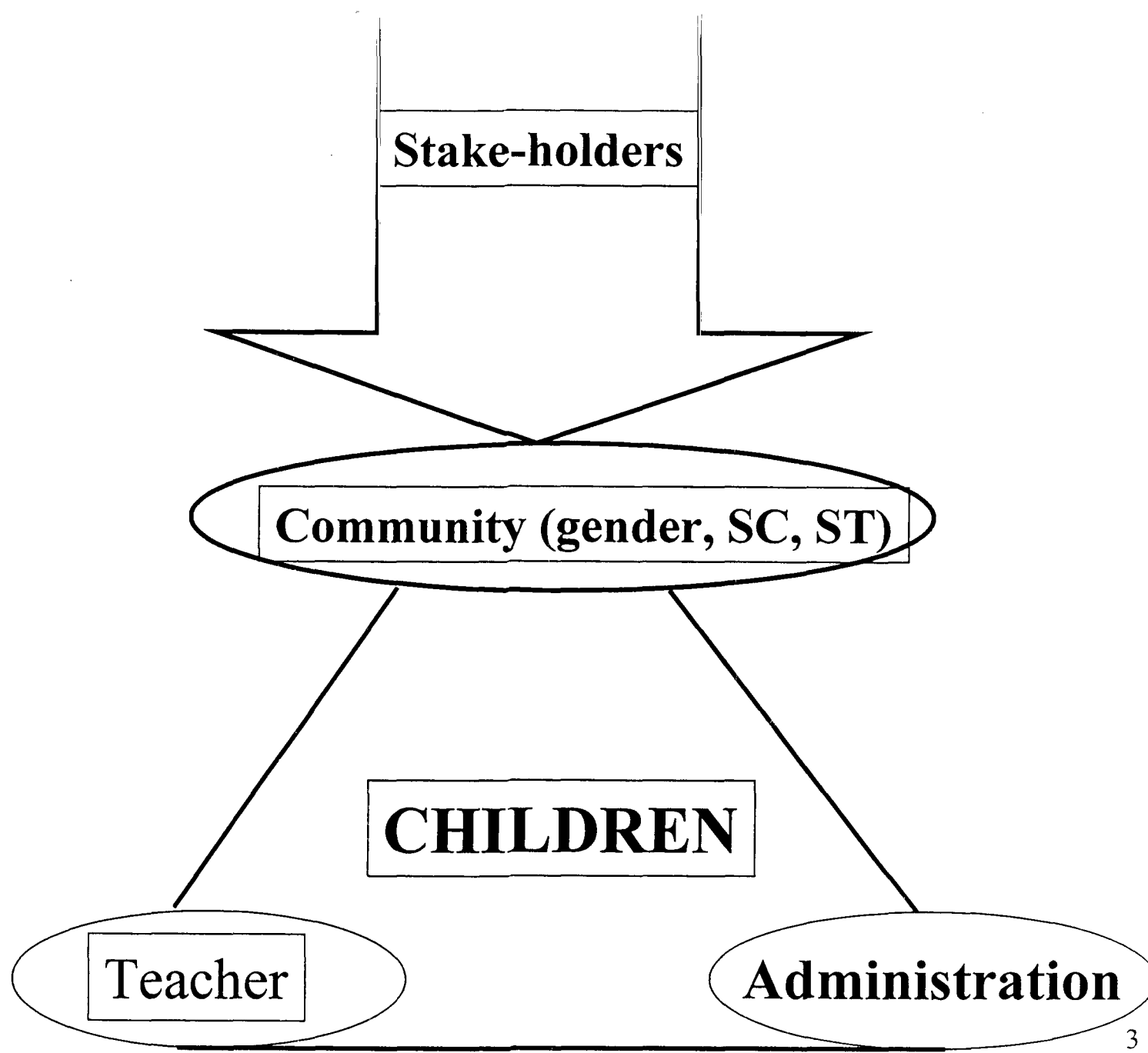
*Thank you*

# Why Community should participate

- Participation ensure transparency
- Create atmosphere for partnership
- Ensures sense of belongingness
- Enhances rational decisions
- Creates dynamic process

**Participation should include the notions of contribution, influencing, sharing, or redistributing power and of control, resources, benefits, knowledge, and skills to be gained through beneficiary involvement in decision making. Participation is a voluntary process by which people, including the disadvantaged (in income, gender, caste, or education), influence or control the decision that effect them. The essence of participation is exercising voice and choice, and developing the human, organizational and management capacity to solve problems as they arise in order to sustain the improvements.**

**N.C. Saxena**



## How we view the people –

- As ‘beneficiaries’ – recipient of services, resources and development support - benefits not sustainable
- As ‘Clients’- participating in management
- As a ‘Owners’ – Clients become the owners and managers as partners

# **Why community involvement would bring better planning and management**

- Distinguish between what seems good to outsiders and what local people consider to be practical**
- Expert standing outside of the local system often miss the possibilities and opportunities that come naturally to the stakeholders**

# Pre-conditions for community Participation

- Recognising community as a partner
- Putting in place mechanism for community involvement
- Recognising the need for decentralized planning
- Capacity building of stakeholders and other partners



## MANDATE

- School education along with 28 subjects devolved to PRI for implementation.
- National Policy on Education 1986 (modified in 1992) talks about involvement of local communities through appropriate bodies will be assigned major role in programme of school improvement.
- Programme of Action on the NPE calls for constitution of Village Education Committee by the Panchayats
- Reaffirmation of C.A.B.E. Committee on the need for constitution of VECs.

# The Advantages of Community Involvement

- Community get sensitized towards relevant issues
- A local-level pressure group gets formulated in the process

*All these are conducive for ensuring*

- A better understanding of the grassroots situations resulting in effective designing of initiatives.
- Enhanced possibilities of sustainability.

# Current Scenario

**As envisaged in DPEP and SSA Guidelines**

*The VECs, PTA/MTAs/Mother Groups have been involved in activities like*

- Advocacy activities
- Household surveys
- Micro-planning exercises
- Preparation of School Dev. Plans/Village Ed. Plans
- School construction/repairing activities
- School management (pupil/teacher attendance)
- Classroom management (TLM preparation, co-curricular activities)
- Identification and management of AS/ECE centres

# Emerging issues concerned with Community Participation

- Searching for effective approaches in planning for quality education. Contextual approach towards improving the class room processes and learning.
- Identifying suitable process based decentralized and participatory institutional structure – the PRIs, VECs, BRCs and CRCs

# **Trends emerging**

**Attempts to make the formation process of the VECs/SCs/PTAs more open**

**Community bodies becoming more representative of various social groups**

**•Initiatives to integrate with PRIs**

# Challenges

- Imbibing appropriate orientation
- Posing faith on ability of community and building up our credibility
- Withdraw ourselves to ensure Community ownership through the sense of belonging

