

# *SARVA SHIKSHA ABHIYAN*

ORIENTATION ON APPRAISAL AND SUPERVISION

A REPORT

NIEPA DC



D11660



DEPARTMENT OF ELEMENTARY EDUCATION  
National Council of Educational Research & Training  
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## PREFACE

Appraisal and review of process oriented social sector projects are a complex issue which involve qualitative judgement as well as quantitative assessment capabilities. The Sarva Shiksha Abhiyan (SSA) is an extensive programme covering the entire country subsuming within itself all other major governmental educational interventions. The SSA aims at providing useful and relevant elementary education to all children in the age group of 6-14 years by 2010. Experiences of all programmes like, the DPEP, the Lok Jumbish, and the Operation Blackboard have contributed to the development of Sarva Shiksha Abhiyan. The SSA is an initiative to universalize and improve the quality of elementary education in a mission mode through district based, decentralized, context specific planning and implementation strategy. It is a significant attempt to bridge social and gender gaps, with the active participation of the community in all aspects of planning and delivery of elementary education programmes.

As per the SSA framework for implementation, each district is expected to prepare District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach to elementary education. The districts as well as the state will be required to develop their comprehensive perspective plan and prepare Annual Work Plan and Budget that will list the priority areas for undertaking activities on a well designed time frame.

Considering the colossal dimensions of the project, and the financial implications of the same, it is necessary that the project plans be appraised with an eye for detail of the activities pertaining to the total school improvement interventions including quality dimensions, rationale, approach/strategy, utilization of existing resources/budget requirements etc. Subsequent review would also have to be undertaken to monitor the successful implementation of the plans at the ground level in such a way that the financial parameters, decentralized planning processes as well as the qualitative dimensions are all addressed in a meaningful manner. In order to accomplish the above tasks on a continuous basis it became imperative to identify a core team of experts in various areas and develop a common understanding among them regarding appraisal and supervision.

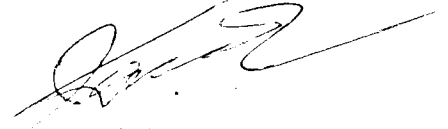
The NCERT has been entrusted with the responsibility of capacity building of the teams of prospective appraisers and supervision professionals on all dimensions of SSA with special focus of quality. Accordingly, an orientation programme had been planned for creating a body of professionals who would be ready for appraisal of district project plans and state perspective plans. Subsequent supervision and review missions would also be undertaken to monitor the successful implementation of the plans by these professionals.

The main objective of the programme was to bring the experts, administrators and academicians to a common platform to deliberate upon various aspects of SSA and develop a common understanding regarding appraisal of district and state elementary education plans and supervision of the planned activities.

The programme content was organized in such a way as to cover major focal areas that come up during appraisal and review of state and district plans. The participants were also given exposure to practical exercises so as to equip them with capabilities to deal with a variety of field situations. The whole programme was conducted following a participatory approach. The content was covered with collaborative resource support from the MHRD, Govt. of India, the NIEPA and Ed.CIL besides the NCERT faculty.

I wish to express my thanks to the Prof. J.S. Rajput, Director, NCERT in providing overall guidance and support to the department in organizing programmes related to SSA. I specially wish to acknowledge gratefully, his informative address to the participants on **Institutional Development**. Thanks are due to the Ministry of Human Resource Development, Govt. of India for providing the NCERT with the opportunity of organizing this orientation programme. I wish to acknowledge the untiring efforts of the Programme Co-coordinator, Shri A.A.C. Lal in organizing the programme and making it a success. I wish to thank my colleagues from the Department Dr. Manju Jain, Dr. Swarna Gupta, Dr. Sandhya Paranjpe and Dr. Shabnam Sinha (Report Convenor) for their academic support and efforts in finalisation of the report. Dr. Purushottam Kumar helped in providing logistical support in the organization of the programme and secretarial support was provided by Ms. Suresh Azad and Ms. Neelima who deserve special thanks for the same.

I hope this report would form the basis for undertaking further appraisal and supervision activities under SSA as the professionals could draw necessary guidance in various matters pertaining to SSA. I am sure it would interest all those concerned with qualitative improvement of Elementary Education in general and implementation of SSA in particular.



K.K. Vashishtha  
Prof. & Head,  
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**INAUGURAL SESSION**

**Date** : 12.3.2001  
**Time** : 10.00 – 11.00 hrs.  
**Session** : Morning

<b>Welcome</b>	- Professor K.K. Vashishtha, Head, DEE
<b>About the Programme</b>	- Sh. A.A.C. Lal, (Programme Coordinator)
<b>Opening Remarks</b>	- Sh. Amarjeet Sinha, IAS, Director, Elementary Education, MHRD, GOI
<b>Inaugural Address</b>	- Prof. M.S. Khaparde, Joint Director, NCERT
<b>Vote of Thanks</b>	- Dr. Manju Jain, Reader, DEE, NCERT

In his welcome speech the Head, DEE extended a warm welcome to Prof. M.S. Khaparde, J.D., NCERT; Sh. Amarjeet Sinha, IAS, Director, Elementary Education, MHRD, GOI; Sh. A.A.C. Lal (Programme Coordinator), the invited guests, the experts, other invitees and colleagues from the Department of Elementary Education. He said that the present Orientation Programme had provided an important occasion and a significant forum for a discussion on the prestigious programme, the Sarva Shiksha Abhiyan (SSA) launched by the Govt. of India. The SSA would be covering the entire stage of Elementary Education, from the pre school level to the completion of the upper primary stage at class VIII. After the 1986 National Policy on Education, several schemes were launched by the Govt. of India like the Operation Blackboard (OB), the Lok Jumbish (LJ), the Shiksha Karmi Project and the District Primary Education Programme (DPEP) in various states. In consonance with the Govt. resolve to provide free and compulsory education to all children between 6-14 years., the SSA was envisaged as an umbrella programme covering within its ambit all the centrally sponsored programmes/schemes in the elementary education sector.

The implementation of the SSA would require preparation of district plans containing the various programme components for its implementation in the states. He informed the participants that they would be required to visit various states and districts, to appraise the District Elementary Education Plans that would be prepared for implementation of SSA. The NCERT, in general and the Department Of Elementary Education in particular had been identified by the Govt. of India as a nodal agency for providing academic input on the quality dimension of SSA. The present orientation programme, he said would focus on and discuss aspects of the quality dimension in the implementation of SSA. He informed that many of the participants of the present programme possessed experience of undertaking appraisal mission for DPEP, and were known for their expertise. He explained that the present programme would be of a participative nature and hoped that it would be mutually beneficial for the organizers as well the participants to identify modalities of plan appraisal in the context of SSA. He thanked the J.D., Prof. Khaparde for inaugurating the programme and Sh. Amarjeet Sinha for his sincere efforts in providing the overall framework and guidance for undertaking the SSA programme at the NCERT level. He then requested Sh. A.A. C. Lal the Programme Coordinator to enumerate on the objectives of the programme and to explain the methodology.

### **About the Programme**

After welcoming the Joint Director, Prof. Khaparde, The Director, Elementary Education, Govt. of India Sh. Amarjeet Sinha and the participants, Sh. Lal informed that such orientation programmes previously were organized by the NSDART, Mussorie in the context of the DPEP. He expressed the gratitude of the Council towards the Ministry of Human Resource Development, Govt. of India for entrusting the NCERT with the responsibility of organising such programmes in the context of SSA. Sh. Lal clarified that the programme was not so much an orientation programme as a participative exercise with the NCERT providing a forum where participants from different background could come together and interact to formulate certain key indicators for supervision and review of activities undertaken in the fields under the SSA. He stressed that the programme methodology would be highly participative with a pronounced component of practical exercise.



A District Elementary Education Plan for SSA had been received from East Godavari District of Andhra Pradesh, which he said would be the base for undertaking practical exercise.

Sh. Lal explained that the DPEP had made valuable contribution to the primary education sector by providing extensive research and evaluation studies. The findings of these studies show a significant increase in enrolment, retention and access. However, the achievement/ quality dimension has been a major area of concern. So, very appropriately the NCERT had been chosen to organise the present programme to focus on appraisal of quality dimensions of SSA, to ensure its optimal integration in the plans, for implementation.

### **Opening Remarks**

In his opening remarks Sh. Sinha at the very outset thanked the NCERT for undertaking the responsibility of organizing the 'Orientation Programme of SSA Team for Appraisal and Supervision'. It would be a critical input he said, for the activities proposed under the SSA in the coming few years. The SSA, he informed has tried to build upon various educational interventions from time to time like the DPEP, Lok Jumbish, Andhra Primary Education Programme (APEP), the Bihar Education Project (BEP) etc. He stated that after exploring the possibilities of planning for Universalisation of Elementary Education, the Govt. came up with the SSA programme, which he said was not merely a project but a comprehensive programme with a focused target of achieving UEE. It categorically makes a commitment for providing education to each and every child in and out of school, within the age group of 6-14 yrs. It aims at providing the basic minimal facilities for UEE for integrating and mainstreaming of out of school children as well as the differently abled children as also children from disadvantaged sections. The SSA is committed to provide minimal facilities like teachers, classroom, Teaching-Learning Materials (TLM) and other resources. He said that the district plans would have to be prepared keeping in mind the goal of UEE and each plan would have to be appraised, after evaluating whether it fully addresses the commitment to UEE in it or not.

Another significant aspect that the plan would need to take into account was whether decentralization processes had actually been undertaken in the plan formulation. Decentralisation would need to be done not only down to the district but to the school level. Partnerships would have to be forged at the school level between Panchayati Raj Institutions (PRI), The Tribal Community Organisation (TCO) in the Tribal Act and other such organizations. The SSA would further require building of partnership with the entire civil society, between non-governmental organizations (NGOs), elected representatives of the people, women's organisations and training organizations as part of the planning process. The SSA, he stressed had to have a mandatory habitation level planning process, with the block aggregating the habitation plan.

SSA envisages long term partnership with major resources institutions at the national state and district levels to look at the plans with a critical eye. They would be expected to document good practices and provide resource support to the states for SSA. He said that the Govt. would value the independent judgement of the appraisal teams making their visits to the states and the districts and such plans which were not approved by the appraisal teams would not be funded. He said that he hoped that the important issue of building up resource support mechanisms could be done at the national level. A lot of resource is available in the States, and such State level capacities would need to be developed for plan preparation and appraisal in the various functional areas of elementary education. For institutional capacity building and resource support the NGOs could also be involved he said. SSA focuses very strongly he said on institutional capacity building and the NCERT had been called upon to undertake this partnership with the MHRD, GOI.

He concluded his remarks by sincerely thanking the Director, NCERT Prof. J.S. Rajput, Prof. M.S. Khaparde, Joint Director, Prof. K. K. Vashishtha Head, Department of Elementary Education, Sh. A.A.C. Lai, Programme Coordinator and the Department of Elementary Education team for having undertaken the SSA related work in earnest.

**Inaugural Address**

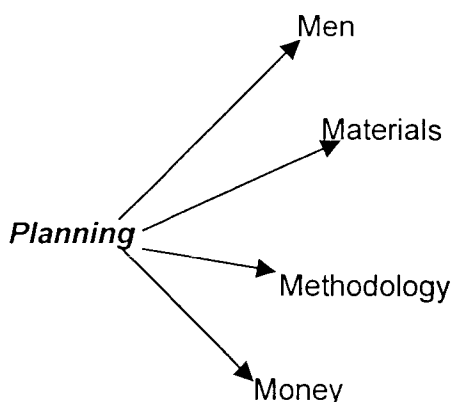
Prof. M.S. Khaparde, Joint Director, NCERT began by welcoming Sh. Sinha, the guests and delegates who were participating and the other colleagues from the NCERT. He said that the task of getting out of children in school and providing quality education to the entire elementary sector would be a stupendous effort. Though theoretical planning on paper he said was easy, its practical implementation at the ground level was often difficult. The ground reality presented a multi-cultural society, caste related tensions, the issue of accessing the disadvantaged sections and the tribal population and catering to community needs perceptions and aspirations. The task of the planning teams was an onerous one as the planners have little or no control on the factors that influence the planning process. The NCERT, he said had brought out the new Curriculum Framework for School Education which put forth many new ideas. A number of research studies he said would be needed for implementation of these ideas to ensure quality in education. In the context of SSA he said that two areas needed to be tackled. Firstly; the need to develop the concept of societal ownership of the children in school, irrespective of social barriers and secondly; identification of the type of instructional package to go into the schools which would be locally and contextually acceptable.

Against this background Prof. Khaparde stressed the need for focussed research interventions to be taken up by the NCERT, NIEPA, the SCERTs and the DIETs as well action research by practicing teachers. The NCERT, he informed had undertaken various projects like the Minimum Learning Continuum, the Minimum Levels of Learning (MLLs), the Comprehensive Access to Primary Education (CAPE), The Area Intensive Education Project (AIEP) etc. for sustained quality improvement. However, he said that not only the MHRD but the Department of Health, The Deptt. of Rural Development and the Department of Social Welfare would have to come together for inter-sectoral collaboration. The education sector he said could not work in isolation.

Education has crucial dependence on the health and home environment of the child. A decade ago he said, campaigns were taken up for the development of awareness about enrolling children in schools. In the modern context, every parent wants it.

The crucial question that educational planners needed to look into was; 'What happens to the child after 8 or 10 years of schooling?' A major concern of elementary education was to ensure that the child after 8-10 years of schooling, does not turn into a parasite on the society or his/her parents. Education should culminate in development of skills in the child for healthy and productive living.

The language issue also needed to be addressed seriously. The DPEP seminar on the home and school language issue organized by the Mysore Central Institute of Languages had yielded interesting results. The tribal society too articulated a demand for books, which are used for general students. Therefore, educational interventions need to be planned in such a way that it may cater to the needs and aspiration of the poorer sections of the society. Only if education caters to the needs of the disadvantaged sections, can UEE be truly achieved. Prof. Khaparde urged the prospective appraisal teams to be cognizant of the heterogeneity of the social cultural and educational milieu of the country while undertaking planning and appraisal of the district programme plans. He explained that planning process should take into account the four Ms of planning



Money, he said, could be provided but the human resource component was crucial. Teachers and their contribution was critical. Hence, teacher-training programmes assumed tremendous significance. New textbooks were being prepared and the need for training the teacher in their transaction assumed criticality. Such efforts have to be taken up on a mission mode for goal achievement and sustainability. Success of interventions depends to a large extent on research interventions and utilizations of the findings in planning process.

He concluded by remarking that the task of institutions does not end with appraisal and supervision but goes further towards conducting research on how education can be linked with life skills and improved qualitatively.

### **Vote of Thanks**

Dr. Manju Jain expressed sincere thanks on behalf of the Department of Elementary Education to the J.D., Prof. Khaparde for providing his valuable guidance and support to the programme and tips for planning to the prospective appraisers. She thanked Sh. Amarjeet Sinha for his constant support and lucid presentation on the expectations from the programme as well as from the participants, once the programme was over. She thanked Prof. Vashishtha, Head of the Department for his constant guidance and moral support during the planning and organization of the programme. She also thanked Mr. Lai for the personal interest with which he had taken up the programme, interacting personally as well as telephonically with the participants and the resource persons. The task of appraising plans to see that they were realistic and worth implementing was a difficult process she said. It would take up not only aspects of access and retention but also of quality education to a large extent. She concluded by thanking the faculty members of the Department for taking up the programme as a joint collaborative effort. She thanked the administrative staff of the department for providing the logistic as well as secretarial support.

**OPEN DISCUSSION**

**Date : 12.3.2001**  
**Time : 11.15 – 11.45 hrs.**  
**Session : Morning**

A small session was devoted to self introduction and a feed back was obtained from the participants about their expectations from the programme. At the outset the Programme Coordinator, Sh. A.A.C. Lal provided a detailed presentation on the areas to be taken up in each session.

A general discussion was initiated on the needs, requirements and expectations of the participants. It was suggested that as the SSA focused on quality aspects of elementary education, some tools would need to be developed for appraisal of plans with regard to quality dimensions. The plan formulation would also need to take into account systematic planning of the quality aspects and their implementation strategies. The participants also felt that certain indicators/ factors that influence quality of elementary education needed to be formulated, following mutually acceptable and participative methodologies.

The formal working sessions were taken-up subsequently.

**SARVA SHIKSHA ABHIYAN :  
AN OVERVIEW**

**Date** : 12.3.2001  
**Time** : 11.45 – 13.00 hrs.  
**Session** : Morning  
**Speaker** : Amarjeet Sinha

Sh. Sinha commenced his presentation by highlighting the unique features of the SSA, which he said, was the first national programme for UEE. He said that there had been projects and schemes for education in the country, but never had there been a comprehensive programme for UEE like the SSA. The Andhra Pradesh Education Programme, Bihar Education Project and District Primary Education Programme etc. had been based on the principle of additionality. The SSA, however, was a full-fledged mainstream programme of the Govt. of India, envisaging a partnership between the Centre and the States for its sustainability and achievability of the programme.

He provided a fact sheet on the efforts put in by the government in the area of elementary education since 1905-51;

- About 2.10 lakh primary schools had been started with 5.38 lakh teachers appointed
- 13596 upper primary schools had been started with appointment of 86000 teachers.
- 19.5 million children had been enrolled since 1998-99.
- Further development in the field of education were as follows:
- 6.23 lakh primary schools were completed, with an appointment of 19.04 lakh teachers
- 1.90 lakh upper primary schools were in place with 12.78 lakh teachers
- The enrolment figure had reached 150 million.

With the ushering in of the **National Policy on Education**, 1986, further efforts were stepped up. Under the **Operation Blackboard Scheme** more than 300,000 teachers, 200,000 school buildings and teaching learning equipment for 650,000 primary and upper primary schools were provided. Besides more than 400 **District Institute of Education and Training (DIETs)** were established and Block and Cluster Resource Centres provided in more than 200 districts. State specific basic education projects in Bihar, Uttar Pradesh, Rajasthan and Andhra Pradesh were taken up based on context specific planning. The Lok Jumbish Project of Rajasthan achieved major gains in micro planning and schools mapping exercises. Subsequently came the large scale intervention of the **District Primary Education Programme (DPEP)** which covered 219 districts within its ambit. The mid-day meal programme launched by the government also made a major impact. Large scale innovations were undertaken by the states like the Education Guarantee Scheme, filling up of teachers vacancies by local selection and process based constitution of committees. Effective gender based interventions were planned in the form of the **Mahila Samakhya Programme, Lok Jumbish** and the **DPEP**. The role of **Panchayati Raj Institutions (PRIs)** was augmented tremendously to ensure decentralized management of educational programmes. This led to the formation of the **Village Education Committees (VECs)**

### **Genesis of the Sarva Shiksha Abhiyan**

The concept of the SSA was contained in the constitutional mandate of 1950 itself. The NPE of 1986 and 1992 further contributed to broad basing the concept envisaged in the constitution. The programmes finally crystallized after incorporation of the recommendations of the Unni Krishnan Judgement, 1993, the **Education Ministers' Resolves 1998** and the **National Committee Report on UEE** in a mission mode (1999).



**WHERE ARE WE**

- Improvement in school attendance
- 80.2% boys and 67% girls of 11-14 years attend school (NFHS-1998-99)
- Strong parental demand for boys' and girls' education
- Completion rates and achievement still not satisfactory
- Low median years of schooling for girls; 1.6 as compared to 5.5 for boys.
- Large inter state difference in school attendance.

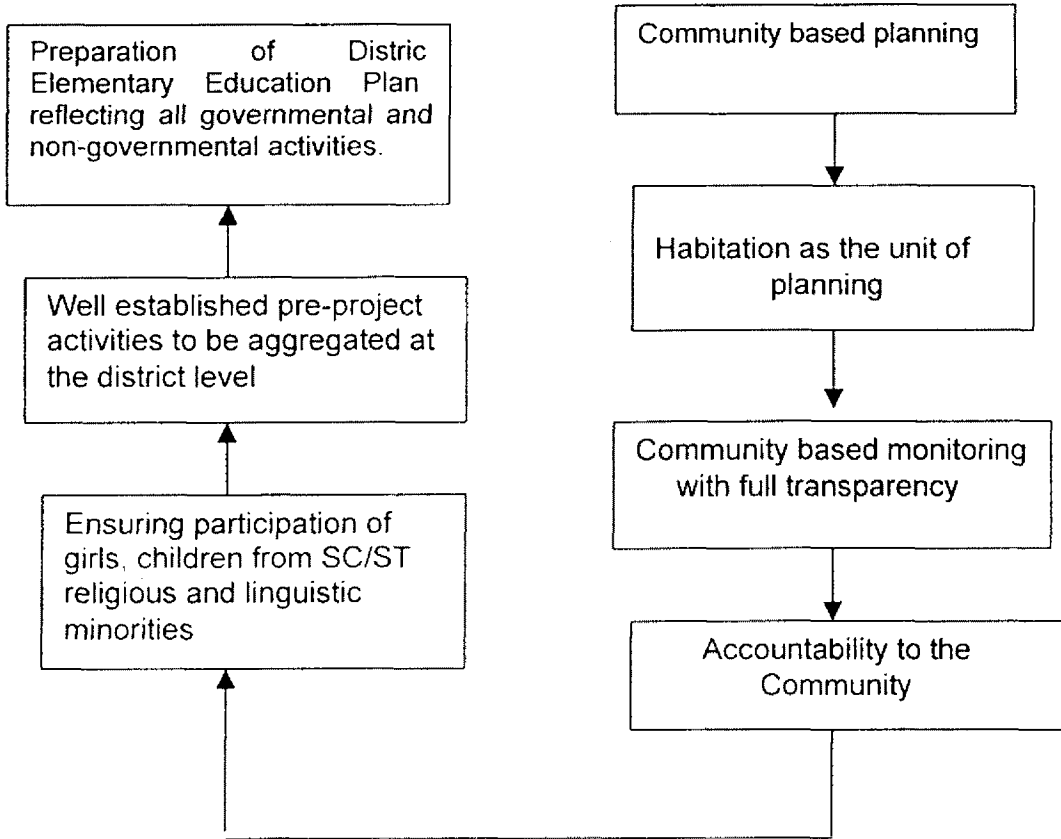
The SSA launched by the Govt. of India is an effort to universalize elementary education through community ownership of the school system. The Goals of SSA are:

- To have all children in school, EGS, alternative schooling system, back to school camps by 2003.
- To ensure that all children complete 5 years of primary schooling by 2007.
- All children complete 8 years of elementary schooling by 2010.
- The focus would be on making education relevant
- There would be removal of social and gender gaps
- There would be universal retention by 2010.

**Basic Features of Sarva Shiksha Abhiyan**

One of the main features that characterizes the SSA is its attempt to undertake institutional reform in the states. It envisages long term partnership with the states to ensure sustainable financing for the programme. One of the key focal point of the SSA is **community ownership** of the programme. This would be achieved through effective decentralisation processes right up to the **sub district** and **habitation levels**. The SSA would undertake institutional capacity building for quality improvement in elementary education. There would be mainstreaming of educational administration, ensuring that parallel structures in educational administration are phased out.

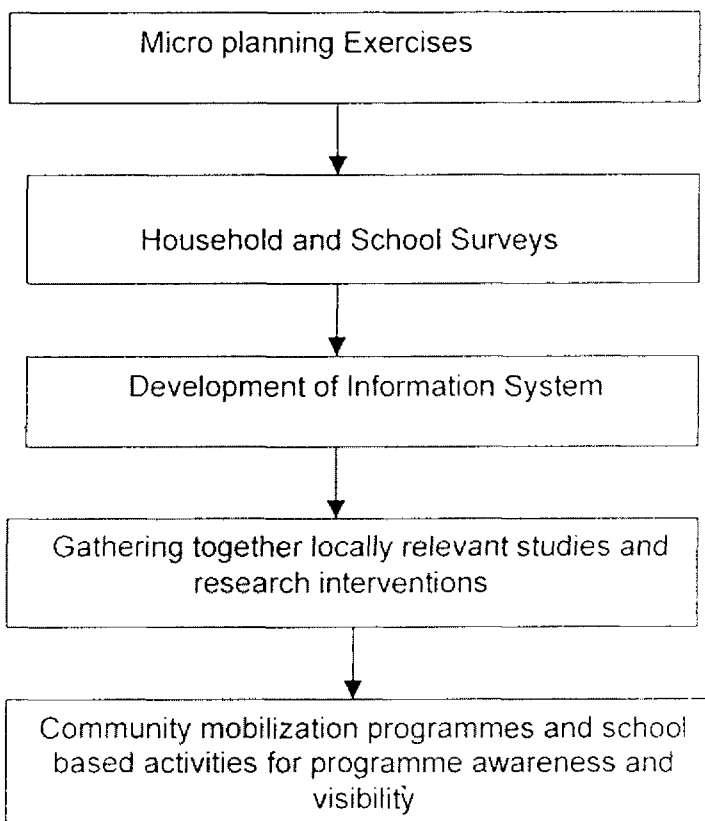
A community based approach to planning and monitoring would be attempted through structures taking the following pattern;



The SSA recognises the critical role of the teachers and focuses on human resource development needs of the teachers.

### Planning Process in SSA

Pre Project Phase:

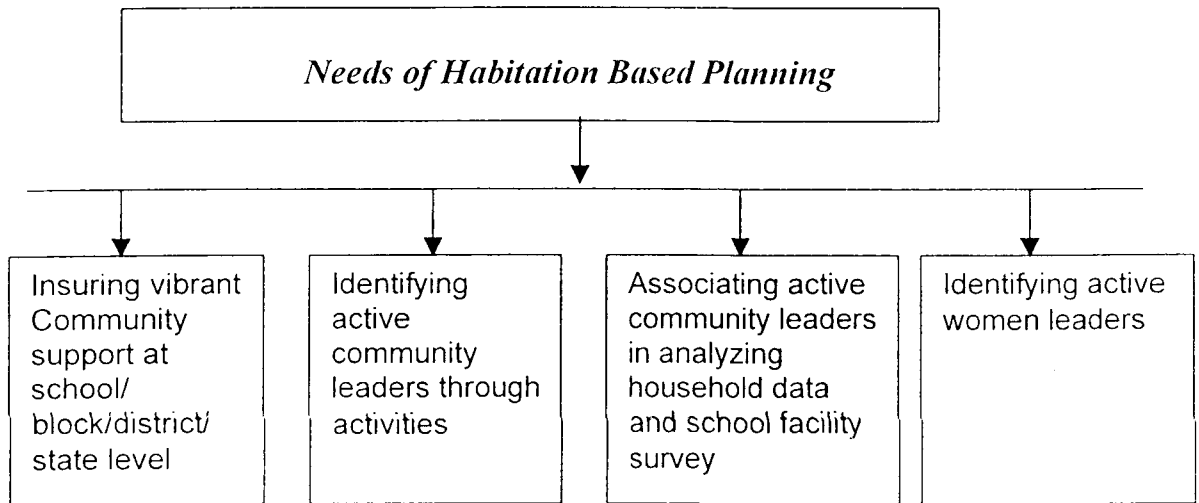


The project planning would also incorporate a strong element of support to the education offices existing at the district and block levels. This would ensure a total decentralization of powers and functions.

The SSA would be covering the following types of districts;

- Non DPEP states and low female literacy districts
- Uncovered districts of the DPEP states
- Vertical expansion of upper primary education to DPEP phase-I districts for consolidation of primary education
- Planning processes in DPEP districts would undergo a change to reflect all interventions.

The planning process would require a clear vision at the state level. Community resource groups would need to be built up at state, district, sub district, block, cluster and school levels. Resource teams would have to be identified from institutions to support habitation based planning processes.



Sh. Sinha then highlighted the **norms for planning from below**. The minimal norms at the habitation level were:

- A teacher for every 40 children; at least two teachers in a school
- A maximum of 1:2 upper primary to primary school
- Free TLM for all girls, SC/ST students up to upper primary level and provision for new schools
- Provision of Rs. 1200/- per disabled child with the district as a unit
- Norms for recurring and non-recurring support for BRC-CRC through community based work
- 20 days in-service training for all teachers
- 60 days refresher courses for untrained teachers.
- 30 days orientation programme for freshly recruited teachers
- Rs. 1500/- per school for research and evaluation

- Rs. 50 lacs for a district and Rs. 15 lacks for specific innovations
- Provision of two days training of community leaders.

### **Implications for Appraisal**

Appraisal of Plans	<ul style="list-style-type: none"> <li>- By joint central state teams in the initial phase</li> <li>- By the states subsequently</li> <li>- Through resource person teams</li> <li>- Through research and resource institutions</li> <li>- Field based appraisal process</li> </ul>
Important elements in appraisal of plans.	<ul style="list-style-type: none"> <li>- Is the planning process participatory?</li> <li>- Is there community ownership?</li> <li>- Does it adhere to SSA norms?</li> <li>- Is it a plan for universalisation?</li> <li>- Strategies for out of school children ?</li> <li>- Interventions for the disadvantaged ?</li> </ul>
Role of Appraisal	<ul style="list-style-type: none"> <li>- It is a feasible plan?</li> <li>- What are the innovative elements reflecting local felt needs?</li> <li>- Adequate coverage for the differently abled children</li> <li>- Interventions for girls, SC/ST?</li> <li>- ECCE linkages with ICDS</li> <li>- Institutional Development – DIET, BRC, CRCs, VECs, PTAs, School Management Committees, District Resource Groups and Block Resource Groups.</li> </ul>

Duration of the Appraisal	<ul style="list-style-type: none"> <li>- A week long visit to the state and districts</li> <li>- Interface with PRIs/community leaders/school committees</li> <li>- Examining efforts at institutional reform at the state level</li> <li>- Efforts at institutional development of SCERT/SIEMAT/DIETs</li> </ul>
Components of the Plan	<ul style="list-style-type: none"> <li>- Infrastructure Plan</li> <li>- ECCE plan</li> <li>- Plan for the differently abled</li> <li>- Plan for girls, SC/ST children</li> <li>- Quality plan – Training etc.</li> <li>- Plan for institutional development like DIETs, BRCs, CRCs, VECs</li> <li>- Monitoring plan</li> </ul>
Examination of financial Implications	<ul style="list-style-type: none"> <li>- Is it a plan for universalisation?</li> <li>- Does it take note of funding besides the SSA?</li> <li>- Does it follow the SSA norms?</li> <li>- What is the state commitment of share?</li> <li>- Is there sufficient decentralisation, community ownership and transparency in expenditure?</li> </ul>
Output of Appraisal	<ul style="list-style-type: none"> <li>- A report based on field visit and interaction at the state level</li> <li>- Recommendation on funding of the plan</li> <li>- Suggestions regarding modifications of plan or sequencing of implementation</li> <li>- Item-wise examination and recommendation of proposals.</li> </ul>

A note of caution was given at the end by Sh. Sinha, urging the prospective appraisers to ensure some imperative areas that all plans must cover;

**WHAT ALL DISTRICT PLANS MUST HAVE;**

- Participation of women in the planning process
- Clear gender focus
- Evidence of large scale school based activities like *bal-melas*, *Kala-jathas*, *sports*, *ma-beti melas* etc.
- Interface with the community leaders/institutions/teachers
- Evidence of micro planning
- Preparation of education register, rationalization of teacher units, training need assessment and needs of school facilities
- EMIS
- ECCE, disadvantaged sections and management issues.

An animated group discussion followed. Some participants expressed their doubts about the specific dates mentioned in SSA documents for meeting the targets set out. These doubts how ever were dispelled effectively by explaining the long term implications of the dates mentioned. Detailed discussions were held on the EGS/AIE component and the financial parameters of SSA. The funding of Rs. 15 lacs for innovative efforts and Rs. 50 lacs for each district were elaborated and explicated at length. The session ended with the Project Coordinator thanking Shri Sinha for his lucid and informed presentation.

**PLANNING PROCESS AND  
STRUCTURE OF PLANS**

**Date** : 12.3.2001  
**Time** : 14.00 – 15.30 hrs.  
**Session** : Afternoon  
**Speakers** : SMIA Zaidi  
A.C. Mehta

For undertaking Universalisation of Elementary Education, in the context of SSA the concept of educational planning is based on decentralised consultation, and a participatory methodology. A multilevel and contextualised planning process encompasses within itself the local specific needs of the stake holders such as the community leaders, teachers, parents and other resource groups. Decentralization of planning has distinct advantages like;

- i) It caters to local needs effectively and efficiently at the grassroots level
- ii) It provides a homogeneity in the unit of planning
- iii) Helps in overcoming local specific problems optimally and ;
- iv) Ensures quick flow of information/data which is critical for planning

As SSA takes into account the concept of education being a concurrent subject, envisaging increase of state share in funding and implementation in the coming years, decentralisation is imperative. The district planning process contains the following main steps:

### **1. DIAGNOSIS OF EDUCATIONAL SITUATION**

Diagnosis of the existing educational situation would take into account quantitative as well as qualitative diagnostic methods. As the district is the unit of planning, inter block disparities have to be taken into account to ensure decentralisation. Other educational indicators based on the socio-cultural and economic background of the area also needs to be accounted for. Three factors have to be taken into account:



**i) The Input Factors**

Input factors comprises of elements like schooling facilitates, physical infrastructure of the teaching-learning material of the school, the number of students enrolled, availability and distribution of teachers etc.

**ii) The Process Factors**

The process factors of education would include elements like factors leading to the teaching learning process, the availability of educational managers, information on management of schools, policies and practices of student evaluation, classroom processes and the educational administrative structure.

**iii) The Efficiency and Outcome Factors**

The Efficiency and Outcome Factors would include wastage and stagnation in schools, the quality and achievement levels of children passing out and the internal efficiency of the educational system

**2. IDENTIFICATION OF PROBLEMS AND TARGET SETTING**

A significant aspect of planning is to identify the problems and issues related to elementary education which pose as areas of concern. These could be identified through diagnostic exercise looking into the educational scenario and other participatory exercises undertaken at district, block, village and habitation level status surveys. The planning process for district plan development needs to combine both a top down and bottom up model. The process of planning would start at the village/habitation level and would be consolidated at the block level and finally aggregated in the district plan.

The target setting in the translation of objectives would have to be clearly defined in quantitative and measurable terms having a definite time frame. Targets needs to be set for:

- Access
- Enrolment

- Retention
- Achievement level of children

Block level target setting is required to cater to inter-block disparities. Besides, a perspective plan of about 5-7 years would be formulated targeting goals and objectives to be achieved in a phased manner in the plan period. Other aspects, which the target setting should cater to, are:

- Identifying disparities in enrolment, retention and achievement among gender and social-groups and formulating intervention strategies for reduction of the same.
- With the ultimate target of 100% access enrolment and retention in SSA, the target setting should look into progress made in the district in terms of Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and drop out rates.

### **3. EVOLVING INTERVENTION STRATEGY**

It is necessary to ensure that the intervention strategies evolved are decentralised and interlinked with the problems and issues identified. Often, a single strategy may not be enough to address one issue and a multi pronged approach, taking into account a variety of interventions would have to be thought of.

The intervention strategies would also have to be sequenced and phased out for their proper implementation. Some activities, like the ones involving civil works would require a longer time frame as opposed to other interventions which can be implemented quickly.

### **4. COSTING AND FINANCIAL REQUIREMENTS**

The plans prepared should have a detailed break up of costing and estimated financial requirement for functional purposes. It would include the following steps:

- Listing of all the activities to be undertaken
- Classifying all these activities into two categories ; those having cost implications and those which do not have cost implications

- Classifying activities under cost implications into recurring and non-recurring heads
- Working out the average cost of recurring activities and unit cost of non-recurring activities

- Recurring Cost estimation may be on items like salaries, training, maintenance of building, equipment, furniture, infrastructure, travel fuel cost, stationery and consumables, contingency, rent etc.
- Non recurring cost includes items like construction of school building, additional classrooms, toilets, compound wall, vehicle etc.

### ***Implications for Appraisal***

**The appraiser's job would be to look into the following areas in the plan:**

- A write up on a district educational profile
- Indications of the plan being participative and consultative and showing evidence of including needs and aspirations of the stakeholders.
- Evidence of the having emanated from the habitation/cluster to block and then to the district level
- Whether local specific needs have been identified and the strategies formulated take into account local specificity and variation.
- Whether the activities and interventions planned emerged out of the issues identified or are merely random remedies.
- The plan should show evidence of being analytic, taking into account the progress of as well as the schools or failure of previous interventions.
- The budgeting should be in keeping with the SSA financial norm with detailed presentation of unit cost and their specification aggregation. The cost effectiveness of intervention strategies would also need to be looked at.

### **DATA REQUIREMENT FOR DISTRICT ELEMENTARY EDUCATION PLANNING**

The District Elementary Education Plan should at the very outset attempt a diagnosis of the existing situation. A stock taking exercise would be undertaken

focusing on "The General Scenario" and the Educational Scenario". The objective of the diagnosis would be to identify the focus/target group; identify educationally weak areas and pin-point the problems in the existing system with regard to target completion.

In order to diagnose the situation, the two areas which become absolutely imperative are ; (i) Presentation of the Educational Management Information System (PMIS) and; (ii) The Data Presentation Pattern. The data presentation should be structured and unambiguous. It could be in the form of tables, graphic presentation or even thematic presentation. The approach following in data presentation is also of significance in terms of:

- What data has been presented ?
- How has it been presented ?
- Has the data presented been analysed ?
- Has it emerged out of micro planning ?
- Has the data collected in micro planning exercises been analysed and used ?
- Have there been research studies conducted and have the outcomes been used?
- Is their co-relation between data presented and that which is analysed ?

Mr. Mehta stressed that certain basic requirements of data presentation need to be adhered too. It was necessary that the table/diagram/annexure presented should have a number, title, year of publication and source. The figures referred to in the text need to be presented in corresponding tables/annexures. There should be continuity and uniformity in the data of references in the data presented. Data presentation to a large extent influences target setting. They throw light on how the targets are set and whether there is co-relation between data presented and data analysis. Any gap in this would lead to all enrolment projection exercises going haywire. The data would also have to take into account whether the target set are realistic and achievable. The data would have to take into account, the target population specified by the SSA to be covered by the years 2003, 2007 and 2010. As such, the data would cover the entire elementary level.

The type of data, he said could vary. It could be a time series, cross-sectional or primary and secondary data. There could be sample/census data as well as micro/macro data to be analysed. The data could be raw or derived, qualitative or quantitative, provided by formal, non-formal or private un-recognized institutions. These would have to be converted to indicators. The following data information would have to be looked into:

### **1. Demographic information (district and block)**

- Total – age, sex and single age
- Rural and urban
- SC/OBC/minorities
- Growth rate, density
- Sex ratio, birth and death rates
- Past and present data as well as future projections

### **2. Literacy Rates**

- Male/female
- District/block
- Rural/urban
- SC/ST/OBC
- Different age groups
- Number of illiterates
- Non-formal institutions

### **3. Universal Access**

- Number of habitations
- Primary school funding/upper primary school funding within state norms
- Rural population served by schooling facilities
- Un-served habitations
- EGS/AIE/NFE centers

#### **4. Number of Schools and Facilities**

- Patterns of opening new schools
- Type of school (boys/girls-co-education)
- Central/states specific scheme in schools e.g. Operation Blackboard etc.
- Physical building (major, minor repairs)
- Ancilliary facilities
- Drinking water
- Teaching Learning Materials

#### **5. Teachers**

- Male/Female
- Qualification
- Experience
- Parent teacher ratio
- Training in trained blocks
- Training facilities BRC/DIET/SIEMAT

#### **6. Universal enrolment**

- Total Primary upper primary grade wise enrolment/repeaters
- Age grade matrix
- GER and NER – age specific/attendance
- Out of school children in different age groups

#### **7. Universal Retention**

- Retention rate (Primary/upper primary)
- Grade to grade flow rates
- Completion/graduation rates
- Transition rates
- Indicators of efficiency

### **Implications for Appraisal**

- Has the basic data regarding access, enrolment, retention and achievement been desegregated in an appropriate manner?
- Has the data been analysed ?
- Is data on all aspects available and have reports of main research and resource institutions been utilised?
- Has data on private funded schools besides government school been provided?

### **Group Discussion**

A very animated group discussion resulted after this presentation. Doubts were expressed by the participants about the modalities of interpreting data as also about going into basics of the decentralized planning processes. All the areas of doubts were clarified by the resource persons who also made very focussed, pin-pointed, power point presentation for clarification of doubts.

**EDUCATION OF GROUPS WITH SPECIAL  
NEEDS, DISADVANTAGED SECTIONS AND  
CHILDREN WITH SPECIAL NEEDS**

**Date : 12.3.2001**  
**Time : 15.45 to 17.00 hrs**  
**Session : Afternoon**  
**Speakers : Shalini Prasad**  
**Neerja Shukla**

Ms. Shalini Prasad from the MHRD, specifically focussed on girls education and the need to bridge the gender gap, under the SSA. At the outset, she clarified that the situation varied across states and districts as could be seen in Kerala where the gap is hardly visible, in total contrast to the situation in Rajasthan, Bihar or Orissa. In addition, she also stressed that all girls cannot be viewed as one homogeneous group but group specific situations and problems necessarily call for desegregated gender specific plans, even within each district.

While developing a plan for dealing with gender issues the speaker highlighted the importance of addressing a number of aspects. Firstly, conceptualizing problems and issues in terms of access, enrolment, retention and performance of girls belonging to different groups such as tribals, scheduled caste, children with special needs, children from muslim community etc. Secondly, identifying overall aims and objectives within the framework of SSA in terms of access, enrolment, retention and performance. These steps automatically led to the third aspect of clearly diagnosing and analyzing the available district data in terms of the actual ground level realities. For this community participation was stressed as extremely necessary. Fourthly, identifying strategies for addressing specific problems and issues in terms of time, resources and capacity of those involved. Finally, she also stressed that it is important to consider the appropriateness of the selected activities in relation to the districts previous experiences, priorities, capacities and costs .



Referring to the DPEP experience in phases I, II and III across states and districts, Ms. Prasad highlighted some of the common inputs/strategies that had been incorporated by districts into their plans in two major ways through provision of infrastructural facilities and academic interventions. In the first category were inputs such as provision of separate toilets, drinking water, ECE centers, separate school for girls and more female teachers. In the second category were the more complex interventions such as - awareness campaigns, review of text books to eliminate gender bias and incorporation of gender sensitization into in service training programmes amongst others. The efforts of the Mahila Samkhya and M.V. Foundation were specifically referred to during the session as they provided significant positive experiences for enhancing the image of women, empowering them and providing alternative education to girls prior to mainstreaming them into the formal school system. What was required she felt was that all states – districts under the SSA needed to consolidate all the past positive experiences if any, learn from other states and then develop a comprehensive action plan in a convergence mode to address the needs of this special focus group.

Against this background scenario, the speaker categorically emphasized the importance of appraising district plans, for which it was important to assess whether:

- a strategy has been formulated for building gender awareness at the local village level
- involvement and support of womens' groups and/or organizations has been include particularly in areas of community mobilization, training, monitoring and implementation of inputs
- interventions suggested are likely to solve gender specific problems and issues
- sufficient time and a realistic budget provision has been made for achieving both shor and long term targets and objectives
- a capacity development plan is visualized clearly to ensure that all the personnel involved are not only sensitized but prepared adequately to address gender specifi concerns at the school-village level.

Finally, she concluded by emphasizing that a good, sound, realistic plan was the first step in realizing the objectives of SSA, particularly if the gender gap was to be reduced and women and girls were to be educated and empowered in the future.

Prof. Neerja Shukla, Head Department of Education of Groups with Special Needs initiated the second half of the presentation by categorically stating that special focus groups deserve special attention because they remain educationally backward as a consequence of their various disadvantages. Further, she elaborated that no single common strategy can yield results in the desired direction, for all special focus groups. What is therefore required is disaggregated, area, gender specific planning for different target groups such as – street children, nomadic tribes, disabled, child labour amongst others. By implication therefore, special focus groups may vary in different states-districts-blocks necessitating that districts identify these groups their major problems and plan suitable intervention strategies accordingly. The speaker went on to highlight certain important areas that needed to be focussed upon while planning for any of the special focus groups. The basic prerequisites were survey (micro planning, school mapping) and advocacy/awareness generation with the community and functionaries. Community involvement and participation was categorically emphasized as crucial as was networking between agencies, organizations departments and NGOs in the concerned districts. Development of appropriate In-service training programs along with development of teaching-learning material/packages was another area that needed to be addressed. In addition, revision of curriculum and textbooks based on the New National Curriculum Framework (NCF), developing action research in teachers and developing an effective organizational climate in institutions down to the school level were all crucial to the success of any strategy being planned for.

Prof. Shukla was emphatic in stressing that all these aspects need to be reflected in the plans in terms of long term and short term objectives. The appraisal process she felt should necessarily look at all the proposed activities under each of the above mentioned components so that district plans ensure appropriate, need based interventions for every kind of special focus group in the district concerned.

Out of all the special focus groups the major challenge she highlighted was in bringing children with special educational needs (SEN) commonly referred to as 'disabled' into the fold of elementary education. This requires planning interventions for different types of disabilities having a wide range, from mild to severe. The main focus of any plan she felt would necessarily be on integrating these children into schools and the general community as equal respected partners. However, she highlighted that mainstreaming and providing inclusive education requires a lot of prior preparation and planning on different aspects such as –

- early identification and assessment of children with SEN
- awareness generation at all levels
- community mobilization and parental involvement
- professional staff development
- curriculum review/adaptation to suit needs of different groups of SEN
- development of local infrastructural facilities
- use of simple low cost aids, appliances and locally available materials
- networking with other departments of health, social welfare and rural development etc.

The task she stressed was in no way a simple one which therefore necessitated that during appraisal the plan had to be assessed carefully.

### **Implications for Appraisal**

- Has the major approach has been clearly stated (mainstreaming, special schools) and a cohesive plan prepared?
- Have benefits from other schemes (IEDC, etc.) are reflected in a convergence mode?
- Manpower capacity has/will be assessed to deal appropriately with children having SEN at district and sub-district levels.
- Evidence in the plan of convergence with other departments and NGOs already working for disabled children.
- Has plan for identification and assessment of the type and degree of disability is included?
- Whether orientation and training plans/inputs for preparing teachers in general schools to deal with children having SEN is included.
- Whether sufficient infrastructural material to address the needs of different types of SEN (blind, partially blind, deaf, low level of intellectual functioning etc.) are catered for.

Prof. Shukla then proceeded to discuss the second major group requiring specific attention which were the tribals. Tribals across the country she stressed are in no way a homogeneous group and therefore one cannot generalize the problems/issues being faced by all of them. Each tribe has its own ethnic identity and have their own specific culture, beliefs, customs, life style and language/dialects resulting in different types of problems. However, there is sufficient evidence and data to show that most of them have remained backward, deprived, economically poor and socially marginalised with a few exceptions. Therefore planning for this group presents a diverse range of challenging tasks. Prof. Shukla's inputs were further supplemented by Mr. A.A.C. Lal who highlighted certain aspects that needed to be addressed while appraising plans with a specific reference to tribal groups such as strategies catering to the different levels of educational development of various tribes, integration of tribes into mainstream, inclusion of tribal leaders/councils in plan

preparation and implementation especially in the North-Eastern states and medium of instruction, dialects and development of relevant materials to cater to specific tribes. This was followed by the speaker focussing on a number of issues for appraisal .

### ***Implications for Appraisal***

- Do the plans reflect the lessons learnt from earlier experiences in other districts if any (DPEP, APPEP, etc.)?
- Do intervention strategies relate to the specific problems/issues faced by different tribal groups?
- Have benefits from other existing schemes in the state been identified and are they reflected in a convergence mode for providing maximum utilization so as to avoid duplication?
- Has capacity building of all the functionaries involved at different levels been planned for (BRC, CRC, District)?
- Are Teachers being sensitized/prepared to provide quality education to tribal culture specific needs?
- Are Textbook and instructional material being reviewed/prepared for addressing local context specific requirements?
- Is the language issue (if any) being addressed and a strategy for resolving it detailed out in the plan for implementation?

Prof. Shukla concluded by emphasizing that universalization of elementary education could only become a reality if all children belonging to the special focus disadvantaged groups are brought and retained in the school system.

<b>CIVIL WORKS</b>	
<b>Date</b>	<b>: 13.3.2001</b>
<b>Time</b>	<b>: 9.30 – 10.45 hrs.</b>
<b>Session</b>	<b>: Morning</b>
<b>Speakers</b>	<b>: Venkatraman Sumit Manchanda</b>

The Sarva Shiksha Abhiyan (SSA) of MHRD views the construction, maintenance and repair of schools as an important component in the Universalization of Elementary Education (UEE) and categorically states that “community participation should be the only means of undertaking any civil works in improvement of school facilities”. To speak on the topic of Civil Works, two speakers, Mr. Venkatraman and Mr. Sumit Manchanda from Ed.CIL. were invited to the orientation programme. Mr. A.A.C Lal, Co-ordinator of the programme introduced the speakers and requested them to share their experiences on planning and appraisal of civil works under SSA. The presentation follows.

Mr. Venkatraman in his opening sentence said that planning in civil works has been a totally neglected area so far and this is a major drawback of any programme of this nature. Talking of his DPEP experiences, he went on to add that civil works was almost always thought of in terms of numbers and/or financial burden to the programme. Lack of proper planning often resulted in poor quality of construction work, inadequate infrastructure facilities and the construction of only bare walls and a roof in the name of a school building. To overcome this, a very positive feature of SSA is the provision for civil works in the state/district plans.

The speakers then went on to present the salient features of civil works, as envisaged in SSA. The presentation focused in three main issues, namely;

- Improvement of school facilities and other infrastructural works
- Realistic targets for Annual Work Plan and Budget (AWP&B) under SSA
- Appraisal issues for civil works in state/district plans

Under **improvement of school facilities**, the speakers highlighted that all the construction work must be through community participation and the repair and maintenance of buildings should be given topmost priority. They further added that the upper ceiling for civil works would not exceed 33% of the perspective and the annual plans. The speakers emphasized the need for the states to develop infrastructural plans based on proper assessment of infrastructural requirements in terms of the information available and the information needed. This should include information on block-wise existing and required infrastructure, financial requirements for districts, achievements of the states since 1994-95 and school-wise information provided by the available MIS data. The fresh proposals should be based on the analysis of the above information and identified gaps. According to Mr. Venkatraman,

*Analyze achievements of the State Government for  
last five years and then plan for future.*

An important point made during the presentation was that there is a provision of 'innovation fund' of rupees fifty lakhs at the state level, which will be utilized for civil work innovations, **'demonstration buildings'** and capacity building. The amount of fifty lakhs will allow the states to go ahead with civil works without any constraints. In addition, rupees five thousand have been earmarked, per school per year for regular maintenance and repair work. Mr. Venkatraman emphasized that maintenance and repairs are **'grey areas'** since they have always been neglected and therefore, this provision. The speakers highlighted that SSA has also adopted the DPEP initiatives such as new building designs for schools, use of child-friendly elements and cost-effective construction technologies. All school infrastructure work should be managed by a single agency, that is, Engineering Cell in district teams.

Regarding the implementation of civil work in SSA, the speakers emphasized the need for proper co-ordination between different departments of the state. According to them, since civil works is an external agency, co-ordination with State Government departments is crucial for effective implementation.

Elaborating on the **Annual Work Plan and Budget (AWP&B)**, the speakers said that the AWP&B must contain realistic targets for the year based on priority, construction time, season for construction and pre-construction activities (training, fund flow, staff-in-position etc.). They further stressed that first year targets must be minimal to allow for sufficient preparation time and consequently, the targets for the following years can be based on previous year's performance slippages and delays, spillovers and identifying reasons for the same, if any and improve future plans.

On the **issue of appraisal of District Elementary Education Plan (DEEP)** under SSA, the speakers spelt out the areas which perspective plans must reflect. Some of these which have implications for appraisal are:

- **Basis for fixing targets for infrastructure plans**
- **The actual financial and physical targets**
- **Phasing of the works**
- **Implementation agency (community in all cases)**
- **Monitoring, supervision strategies**
- **Staffing pattern (one engineer for each block)**
- **Strategies for capacity buildings of engineers, masons and community**

Concluding the presentation on civil works, the speakers highlighted the special points to be checked while appraising the plans.



### **Implications for appraisal**

- Whether the proposals are within the limit of 33% for both the perspective plans and Annual Work Plans and Budget
- Rationale behind unit costs
- Whether high priority has been given to repair and maintenance work and the strategies employed for the same worked out
- Whether convergence plans are reflected while fixing physical targets
- Whether budgetary provisions have been made
- For all the activities: staffing, training programmes, components of work etc. and finally,
- The costing of activities such as training, salaries of civil works personnel etc. under respective heads and not under civil works.

After the formal presentation was over, the speakers discussed the limitations of the Andhra Pradesh plan for district East Godavari as an illustrative example and pointed out certain irregularities in the plan which need to be taken care of in future by the appraisal teams.

The presentation was followed by a general discussion and some very pertinent issues were raised by the participants, such as, role of the community, accountability factor, distribution of engineering staff for state/district etc., which were answered by the speakers. The session ended at 1.00 p.m.

**FACTORS INFLUENCING QUALITY  
ELEMENTARY EDUCATION**

**Date** : 13.3.2000  
**Time** : 11.00 – 13.00 hrs.  
**Session** : Morning  
**Speakers** : Rasmi Sharma  
AAC Lal

**Ms. Rashmi Sharma**

Mr. A.A.C. Lal, Programme Coordinator introduced the speaker Ms. Rashmi Sharma, Director, MHRD, Government of India to the participants. Ms. Sharma informed that she would discuss the experiences of the Ministry and the lessons learnt from the District Primary Education Programme (DPEP). The good experiences and lessons learnt from the DPEP could be incorporated in the SSA to provide it functional and ready reference material.

In the DPEP, quality interventions like teacher training, curriculum development and textbook renewal were taken up through some well structured institutions. The State Resource Groups (SRGs) had been formed which contained within itself innovative and outstanding teachers, teacher educators, representatives from NGOs and other talented people. In the context of Kerala and Madhya Pradesh the setting up of SRG proved to be extremely rewarding. Their intervention managed to get the system going. However, it had been found that in many states the SRG has been delinked from the SCERTs. It is necessary that the SCERTs should not be marginalized, and should come to terms with the fact that the SRG contains excellent resource within itself and should be effectively utilized. This process could be evolved through interaction with resource persons from different walks of life and frequent brain storming sessions leading to innovative textbook reform and teacher training methodologies ushering in quality improvement. Focussed discussions and frequent participative interactions should be an on-going feature within SRGs as well as SCERT for quality improvement.

The institution of the District Institutes of Education and Training (DIETs) have provided the system with some extremely creative teachers, BRC Coordinators as well as CRC Coordinators. However, the DIETs and the District Resource Groups (DRGs) she said, had been concentrating mainly on teacher training programmes. In some states the DRGs have been isolated. However, unless the DIETs take the lead and the responsibility to actively cooperate with the DRG in terms of teacher training, textbook renewal and innovative experiments, the quality of programmes get affected.

The DPEP states had taken up constitution of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). She explained that the CRC comprises of about 10 to 15 schools and is supervised by a CRC Coordinator. The CRC Coordinator is expected to undertake activities like teacher training/ orientation, classroom observation and ensuring use of innovative teaching practices in classroom teaching. At the cluster level, monthly reflection meetings are organised where the teachers discuss their teaching lesson-plans, teaching methodologies and other good practices that they may be following in actual classroom teaching. The CRCs provide a good forum for discussion and interaction amongst fellow teachers.

The BRCs in the DPEP have been assigned academic work, but they have primarily become administrative structures. The focus on academic input is very little, the BRCs have to undertake a lot of work that is administrative in nature of work. However, at the block level 3 to 4 innovative and talented persons could form a group and help provide inputs on pedagogy and learning environment for quality improvement. In the case of the state of Kerala, CRCs were not constituted but a group of about 13 to 14 people was set up at the BRC level and they constituted the BRG. In order to ensure that such structures function, it is necessary to provide contingent expenses, capacity building as well as exposure visits through funding from the state resources, she said.

There have been valuable reforms in three areas:

1. After the MLLs, textbook renewal has been a major ingredient of quality improvement.
2. Training reform was undertaken and activity based and participative teacher training programmes were organised.
3. BRCs and CRCs themselves organised a number of training and community mobilization programmes at the grassroot level.

Teacher empowerment has been one of the major focus areas in DPEP. The active role of teachers in textbook renewal and textbook writing has been ensured to a large extent. Teacher training programmes have also focussed on teacher development through innovative and participative methodologies. The DPEP experience has been that there should be greater attention paid to working out the unit cost for each teacher training programme. This would lead to cost effectiveness. It has often been felt, she said that the teacher is called upon to undertake multifarious activities, which are basically administrative and completely non-academic in nature. The states have been advised to minimize the load of the teachers and the focal area in the SSA is of mainstreaming of this group and empowering them for quality improvement.

The presentation of Ms. Sharma was followed by group discussion. In response to a question as to whether institutional reform should be a pre-condition for approval of plans, Ms. Sharma responding by saying that institutional reform is process oriented. It could be brought about only with time. However, the appraisers were requested to find ways and means to incorporate a pre-condition in the appraisal report where by it would become binding for the state to undertake institutional reform.

#### ***Implications for Appraisal***

- Have the SRGs, DRGs and BRGs been constituted?
- What are the activities that these groups are supposed to undertake e.g. academic, school visits, monitoring of teacher training, etc.
- Financial provisions made for the above.

She concluded by saying that the process of decentralization was a very strong and positive aspect of SSA and would ensure block and district level institutions to get into place. After the presentation of Ms. Sharma, Mr. Lal thanked her for her inputs and guidance provided to the prospective appraisers before they would embark upon their appraisal missions.

### Mr. A.A.C. Lal

Mr. Lal started his session with a brain storming exercise inviting suggestions from the participants to define the concept of "quality elementary education". He posed the following questions:

- Does our education system respond to the learning needs of children living in various socio-economic, cultural and geographical variations?
- Does it prepare a child to shoulder the responsibilities of adulthood after the completion of elementary education of 8 years duration.
- Are the outcomes of elementary education inline with the perception of the community at large?

Mr. Lal proceeded with the discussion by explaining that, generally, 'quality' refers to high degree of goodness, worth or excellence in something. It can be quantified in many sectors but when we talk about it in the context of social sectors, including elementary education, it appears to be abstract and subjective. It needs to be considered from the angles of inputs, product and the processes. It is important to consider the above dimensions of elementary education for coming to a consensus on the concept of quality elementary education. No doubt, elementary education in school should form the basis for vertical mobility of a child in the educational ladder.

SSA also focuses on providing **education for life** to the children considering that, elementary stage is the terminal stage of education for most of the children. The quality of elementary education can also be determined keeping in view its objectives and expected outcomes. The focus areas of this stage of education in the curriculum frameworks of 1997 to the recent one were also highlighted. The following

four major areas given in the Delors Commission, 1996 about elementary education were also mentioned:

- Learning to know.
- Learning to do.
- Learning to live together.
- Learning to be.

The functional concept of quality elementary education, which emerged, was that, **the learner has satisfactory achievement in both scholastic and co-scholastic areas, has the ability to fight against inequality and respond to socio-cultural, economic and emotional needs. It should prepare the child to face the challenges of life and participate in the national development process.** The participants also supported this viewpoint.

Then, Mr. Lal invited the participants to enlist some of the key indicators of elementary education. Following are some of the major indicators of quality elementary education emerged in the discussion. It develops the following among the children:

- Satisfactory level of acquisition of Minimum Levels of Learning.
- An interest in further learning.
- Ability to identify the life related problems and cope with her/ his environment.
- Sense of work ethics and positive attitude towards work and dignity of labour.
- Development of aesthetic and creative sensibility.
- Ability to manage conflict and work in a team mode with proper understanding of others values.
- Develop communication skills and ability to establish inter-personal relationship.
- Knowledge and skill for civic participation and the ability to contribute to national development.

Mr. Lal also briefly discussed **the package of basic minimum learning needs**. The package includes the following seven basic learning needs which are essential for all individuals living in any country.

- Positive attitude and values towards community, national development and continued learning.
- Awareness about the developmental programmes, socio-economic activities and problems of the area.
- Functional literacy and numeracy.
- Knowledge about raising the family.
- Ability to earn and support the family.
- Scientific outlook towards health, nutrition, environmental protection and removal of superstitions.
- Functional knowledge and skills for civic participation in a democratic process and self-reliance.

At the outset, he discussed the need for planning and appraising quality related issues. He observed that in the process of planning for UEE the planner starts by planning for universal enrolment, universal retention, providing physical facilities, incentives, etc. In the process, planning for improvement of quality of education in schools generally gets the back seat. One of the reasons is that the results of interventions to improve quality are not visible immediately. **Mere focus on access, enrolment and retention without resulting in betterment of average learning levels becomes a wastage of resources as well as adversely affects school effectiveness.** The regular attendance of children in schools and their retention also depends to a great extent on the quality of education provided in the school. All these components of UEE are inter-related and call for a **holistic approach** to planning. The SSA visualizes elementary education of a **'satisfactory quality for all children'** by 2010. **It is imperative that efforts towards achievement of quality have to go hand in hand with efforts directed at enrolment and retention.** The teaching in the classroom is not the only factor which influences quality of education but there are many other factors which have direct bearing on it. The sustainability of the SSA approach will be realised if activities for quality aspects are well reflected in district and state plans.

## ASPECTS TO BE PLANNED

### a. Learning Environment and Support Services

The learning environment available to a child both in the school and outside has a direct as well as an indirect effect on her/ his learning. It is important, therefore, that relevant information regarding the school learning environment as well as the support inputs and services provided to the school and children for creation of optimal learning conditions is collected and programmes may be reflected in the plans needed. Some of the important aspects on which planning is needed are the following:

- Facilities for pre-school education to children in terms of availability of facility, quality, impact and linkage with the primary school.
- Role/ participation of community in school activities.
- Family support in terms of support for cost of education, academic help, facilities for study at home, etc.
- Facilities available for health check up, etc. and health status of children.
- Financial and other incentive schemes – scholarships, free supply of dress, textbooks, stationery, mid-day meals, etc.
- Facilities and strategies for providing academic help to teachers by inspecting staff, District, Block, DIET or any other institution.

### b. Teacher Competency

It is an accepted fact that teacher plays a pivotal role in the teaching-learning process and improvement of the quality of learning by children. The competency of the teacher depends greatly on two major aspects i.e. his mastery of the content and his pedagogical skills for delivery of the content. While considering the competency of the teacher following aspects need to be looked into:

- Qualification, specialization.
- Training –Pre-Service, In-service, Special.
- Skills, pedagogy, mastery of content, communication and classroom management.



- Planning for activities in and outside the class.
- Mobilizing and proper utilization of community resources.
- Attitudes towards profession and children.

Proper strategy and interventions have to be reflected in the district and state plans for enhancing the teacher competencies and utilization of the competencies in schools.

Some strategies may be devised to help the teachers update their knowledge on a continuous basis e.g. supply of journals/ periodicals, fora for exchange of experiences, etc.

### **c. Opportunity Time**

Opportunity time generally refers to the actual time available for educational activities within the classroom and outside. A curriculum is drawn keeping in view the time likely to be available for the transaction of the curriculum. But in actual practice, it is found that sufficient time to complete the syllabus or undertake the activities for the children is not available. The availability of time depends upon the actual presence of the teacher in the school on the one hand and the attendance of a student in the school on the other hand. Along with the above, it is important that as to how the available time is optimally utilised in the teaching-learning activities. The opportunity time depends upon the following factors:

- Number of school days available.
- Number of teachers.
- Number of classes a teacher has to handle.
- Actual presence of teacher in the school.
- Optimum utilization of the time available for teaching-learning process.

The plan for quality improvement should ensure that the time needed for instructions is made available. In case the multi-grade and multi-level teaching-learning situation is unavoidable then suitable methodology may be followed to deal with this situation.

#### d. Curriculum Reform

Curriculum reform is a continuous process because it has to take care of the socio-cultural, political, economic and emerging learning needs of the children. The curriculum also responds to the learners and societal perception about education of children. Mr. Lai then mentioned the curriculum reforms made in the past starting from 1975 to 2001. He also mentioned some of the innovations made in the past such as under Primary Education Curriculum Renewal project. He then mentioned about the focus of curriculum renewal under SSA. The following are some of the focus areas:

- Curriculum has to be contextual and area specific.
- Holistic approach to education in the curriculum.
- Necessary knowledge, skills, values, etc. relevant to the life situation. Emphasis has also be on providing 'education for life'.
- Decentralization of the process of curriculum development upto the district level.

The challenges in the curriculum reform are two fold:

- (i) The curriculum reform should take into account the approach and curriculum content mentioned in the Curriculum Framework developed by the NCERT. This should also take care of the learning needs of the children in the district.
- (ii) A conscious decision has to be taken as to what extent the process of curriculum development needs to be decentralized. For this, identification of a curriculum team at the district level and proper capacity building of the team for the exercise need to be planned.

While planning, some important decisions have to be taken e.g. pertaining to the medium of instruction, relevance of curriculum, problems envisaged in transaction of the curriculum, availability of necessary teaching-learning materials for the transaction of the curriculum, etc.

### e. Teaching-Learning Material

Generally, blackboard, textbooks and some supplementary reading materials are available in the schools in the name of teaching-learning materials. There is a need to consider child specific and area specific instruction materials, which help improving the quality of learning. Taking an example from the tribal areas, Mr. Lal emphasized the need for development of worksheets for use by the children, which could also be seen by the parents. This would lead to the motivation of the child as well as the parents. Many examples of supplementary reading materials were also cited by Mr. Lal which were successfully developed and used. **While appraising the plans there is a need to see whether proper visualization of development of contextual teaching-learning materials both for teachers and learners has been made in the plans or not.** The new curriculum framework for school education has been developed by the NCERT and textbooks are also being developed based on the curriculum. State governments will also undertake similar exercise for the development of textbooks on the basis of new curriculum framework and use them in the state. **Under SSA it will be desirable that district specific supplementary materials be developed for the convenience of the children.**

The other aspect, which is important to be considered, is that the teaching-learning materials including textbooks, which are being provided by the Government to the ST/SC and other students do not reach the clientele in time. **It is necessary to ensure the timely supply of such textbooks through meticulous planning of interventions.**

In most of the states Joyful Learning Strategy has been adopted in the lower classes. For this purpose, variety of materials has to be developed by the teachers. Therefore, capacity building of the teachers to develop such materials is necessary.

### f. Classroom Processes

Classroom processes is a very wide term under which not only whatever is transpiring within the classroom is referred but also the quality of teachers, quality of instructional material, teaching-learning process inside and outside the classrooms

and all other factors are considered. However, in the present context, he said, the discussion would highlight the teaching-learning process in the classroom, classroom environment and teaching-learning strategy in transaction of curricular and co-curricular activities. For the effective teaching-learning process in the classroom necessary congenial physical environment in the classroom would be needed. Teachers would have to have the flexibility and freedom to devise and use suitable methodology for curricular transaction in the classroom. **There has been a lot of talk about empowerment of teachers; SSA provides an opportunity to make this approach a reality.** While appraising these components have to be looked into.

#### g. Evaluation

The district plans should clearly indicate the strategy for evaluating the learners achievement (both cognitive and non-cognitive) class-wise. This should also indicate the following:

- Development of suitable tools and strategy for pupils' achievement;
- Periodicity of evaluation.
- Record keeping and feedback.
- Remedial steps.
- Interaction with parents.

Mr. Lai also emphasized the need for having a suitable strategy to evaluate the process of evaluation. He also mentioned the need for identifying the **critical path** and monitoring and evaluation of the milestones in the path.

The presentation was followed by a lively discussion. Participants desired that while appraising the district and state plans, they should ensure that the interventions related to the factors discussed had been incorporated in the plans. Mr. Lal summed up his presentation and discussion by saying that **separate sessions were planned to discuss in detail various factors influencing quality.**

## Some Broad Issues for Appraisal

Factors	Issues for Appraisal
a) Learning Environment	Assessment of needs for ECCE, strategy for serving unserved villages, strengthening present centres, capacity building of workers and supervisors, linkages with primary schools and with other departments, monitoring, etc. Provision of drinking water, toilets and other physical facilities.
b) Teacher Competency	Identification of training needs of teachers, training programmes, teacher support materials, institutional capacity building and academic support to teachers.
c) Opportunity Time	Providing required number of teachers, classroom management, ensuring attendance of teachers and students and community support.
d) Curriculum Reform	Studies proposed, identifying learning needs, assessment of present curriculum, identifying life skills, capacity building of district and state core curriculum teams, strategies of curriculum reform and decentralised mode of curriculum.
e) Teaching-Learning Materials	Assessment of Teaching-Learning Material (TLM) required. TLM to be developed. Process of TLM development. Need based and area specific materials, materials for special groups, capacity building for TLM development, ensuring procurement and supply of existing materials.
f) Classroom Processes	Improving classrooms, capacity building of teachers for material development, encouragement for innovations in pedagogy, opportunity for sharing of innovations and on-site academic support.
g) Monitoring and Evaluation	Policy regarding monitoring and evaluation, identification of key indicators for monitoring, tools and strategy for pupil evaluation, capacity building for monitoring and evaluation, participatory monitoring and follow up action for mid-term corrections.

**CURRICULUM REFORM AND  
TEACHING LEARNING MATERIAL**

**Date** : 13.3.2001  
**Time** : 14.00 – 15.30 hrs.  
**Session** : Afternoon  
**Speakers** : K .K. Vashishtha  
R. L. Phutela

Curricular reforms and preparation of teaching learning material has been one of the focus areas often discussed in the context of promoting quality education in schools. This becomes all the more relevant in the light of SSA, which aims at providing quality education to all children at the elementary stage.

The present session on 'Curricular Reforms and TLM', therefore, focused on the need and the importance of these two areas being reflected in all the district and state level plans for appraisal of quality issues.

Prof. Vashishtha, Head, DEE, in his presentation took up the issue of curriculum reforms, with special reference to the National Curriculum Framework, 2001, and the preparation of TLM for effective teaching learning process. Prof. R L Phutela, CIET, talked of the development of teaching learning material in the context of audio-visual medium and elaborated on the process of development and use of this audio-video material in classroom teaching. The presentations made by the two speakers are as follows.

**Prof. K. K. Vashishtha**

Curriculum development is a ceaseless process of searching for qualitative improvement in education, in response to changes taking place in the society. As such, it is not static but a dynamic phenomenon. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners.

Emphasizing the need for bringing about curriculum reforms, Prof. Vashishtha stated that many new concerns have emerged in response to the fast changes in the social scenario of the country, as well as the world. To meet the challenges of this explosion of knowledge and development in the field of information technology, a change in the existing curriculum design is needed. The new curriculum has to rationalize/reduce the curriculum load on children and must stand on the three pillars of relevance, equity and excellence. The curriculum has to lead to a kind of education that would fight against inequity and respond to the social, cultural, emotional and economic needs of the learners. Education can play a very significant role in minimizing and finally eliminating these differences, by providing equality, access to quality education and opportunity.

*The National Policy on Education (NPE), 1986 categorically states that the implementation of various parameters of the New Policy must be reviewed every five years.*

Referring to the National Curriculum Framework (NCF) of 2001, Prof. Vashishtha impressed that the present document reaffirms some of the major concerns revised in NPE, 1986 and the National Curriculum for Elementary and Secondary Education: A Framework 1988. These include issues related to language education and the medium of instruction, need for a common school structure for all the stages, the central issues of social cohesion, secularism and national integration and their relevance to the entire educational process. Some other concerns of the earlier documents have been elaborated in order to ensure the appropriate and adequate attention they deserve. The common core components, continuous and comprehensive evaluation, the elements of freedom and flexibility and vocational education are some such concerns. The framework tends to provide a fresh look to certain issues like those pertaining to the minimum levels of learning, value education, the use of information and communication technology and the management and accountability of the system.

The NCF, 2001 is a national document of the Federal Government, which can be adopted, adapted or changed by the State Governments.

Once it has been established that a change is needed in the curriculum for bringing about relevance, excellence and equity in education, the process of renewal or curriculum change is the next step.

### Curriculum Change Process

Curriculum development is the total process in which different components such as formulation of curriculum policy, curriculum research, curriculum planning, its implementation and then its evaluation, play an important role.

The impact of school curriculum is so crucial for national and state policies, that in most of the countries of the world, this responsibility is shouldered by various government and national level organizations and agencies. In fact, no country can afford to ignore the curriculum development process. The most suitable workable model of school curriculum is one that could be labeled as the product of **co-ordinated decentralization**, meaning thereby that while the broad framework gets developed at the central level, it goes to the states for analysis and study in their own contexts.

The process of curriculum change involves the following steps :

- Development of curriculum framework
- General guidelines for development of syllabi and TLM
- Development of subject curricula
- Development of TLM
- Field trial of TLM
- Capacity building of teachers (with follow-up)
- Implementation of curriculum (with monitoring and supervision)

The purpose of developing a curriculum framework is that it generates creative thinking at various levels of decision making, such as, at the national, regional, state



and district levels. It also provides a great deal of flexibility to provide space for local specificity and contextual realities. Once the framework is visualized, discussed and finalized, general guidelines for development of syllabus and TLM are formulated, which subsequently lead to the development of the subject curricula and finally, the teaching learning materials.

Development of TLM (print): Prof. Vashishtha, in his presentation on TLM, talked primarily on development of TLM in print form, e.g. textbooks, workbooks, Teachers' Guides etc. The audio-video TLM was taken up by Prof. Phutela.

According to Dr. Vashishtha, the TLMs at the elementary education stage have to be child-centered and activity based. Elaborating further, he said the teaching learning material should be based on the needs, interests and the ability level of children; should be relevant to the child's environment and should definitely cater to the individual's pace of learning. Components of TLM package were identified as textbooks, workbooks/sheets, Teachers' Guide/Teachers' version of textbook, audio-video materials. To develop competency-based material, there has to be a definite shift of content from 'information-based' to 'concept-based' approach and modalities.

While developing TLMs, the place of Minimum Levels of Learning (MLL) at various developmental stages of children has to be specified and modalities worked out, which allow for individual pacing of children.

### **Trialling**

Trialling is an important component of the total process of curricular change. The aim of trialling is to test the suitability of the curricular objectives. The trial design involves desk analysis by experts and then field trialling of the same in school, capacity building of teachers and implementation of the TLM in schools. This completes the total process of curriculum reforms.

**Prof. R.L. Phutela**

The revolution in new technology ushers in a fundamental challenge, converting the information society into a knowledge society. Information and Communication Technology (ICT) can be summarized as the convergence of telecommunications, television and computers. The new technology has a tremendous potential to revolutionize education and transform school dramatically. Integration of ICT with schooling would not only influence the teaching style, but also the learning style and would result in a shift from the traditional learning atmosphere to a climate of values that encourages exploration, problem-solving and decision-making and from the prescriptive classroom teaching to participatory, decentralized, interactive group learning.

Prof. Phutela, in his opening remarks, made a special reference to the component of the ICT referred to in the NCF-2001, in the context of integration of ICT with the school curriculum and in the preparation of media programmes to enrich school education.

Dwelling on the historical perspective of educational technology (ET), the speaker stated that at one time, ET was considered as synonymous with teaching aids and most of the times it was integrated with TLMs/teaching aids/films. But the advantages of audio-video aids are many-fold as compared to print media. For example

*In geography, map reading becomes easier, if a map is shown to locate the capital of India (Delhi), as compared to print.*

Giving instructions through programmed learning using mass media is very effective. Elaborating on the role of the **Central Institute of Educational Technology (CIET)**, Prof. Phutela stated that large resources in the form of audio-visual aids (for e.g. audio, video, films, etc.) are available in CIET and can be considered as '**add-ons**' TLMs to the existing print material in the teaching learning process. For meaningful

intervention at the elementary stage of education, **good quality** and **sufficient quantity** of AV aids should be used.

## DEVELOPMENT OF AV AIDS

There are four major steps followed in the development of AV aids. These are:

1. **Task analysis/ Needs assessment:** This step involves an assessment of what is required in terms of resources, availability of material and details regarding the target group.
2. **Mobilization:** Once the need is established, acquiring resources for development of AV aids is the next step.
3. **Utilization of resources:** This step involves the implementation aspect of the audio-visual aids in terms of its integration with the classroom teaching learning process. To ensure this integration, familiarizing teachers and sensitizing them towards the proper use of AV aids is very crucial. For this, orientation programmes in the use of AV aids, pre-telecast/broadcast activities should be periodically conducted.
4. **Evaluation:** Finally, to check the efficacy of the programmes, evaluation procedures have to be strictly adhered to in order to check as to how far the audio-video programmes have aided in better understanding of concepts by children.

## Issues for Appraisal

Regarding the issues for appraisal, Prof. Phutela emphasized the need to check the inclusion of the component of ET in the district plan. Both the speakers (Prof. Vashishtha and Prof. Phutela) highlighted that both print and non-print teaching learning material have to be utilized so that effective learning can take place and this has to be reflected in the District Elementary Education Plan (DPEP).

## Discussion

After the presentation, the participants were invited to share their suggestions, concerns, etc. The following questions were raised :

- What is the scope of curriculum change permitted in the district plan and what change will not be permitted under SSA?
- How will the component of TLM be appraised in the district plan?
- How to translate the theoretical inputs into appraisal issues for district plans?

The questions raised by the participants were answered by the speakers. Regarding the scope of curriculum change, Prof. Vashishtha clarified that the issue of curriculum change is **state-specific**. There is complete scope for the states/districts to modify/change/contextualize the curriculum, depending on the needs of the state, the basic structure of curriculum remaining the same. Changes, which go beyond the national identity/integrity/national goals, may not be permitted.

**CLASSROOM PROCESSES AND PRACTICES**

**Date** : 13.3.2001  
**Time** : 3.45 – 5.00 hrs.  
**Session** : Afternoon  
**Speaker** : C.S. Nagaraju

At the outset Prof. Nagaraju focussed on the need of quality education at the elementary stage, mentioning that the Sarva Shiksha Abhiyan envisages providing useful and relevant elementary education to all children in the age group of 6 to 14 years by 2010. The framework of SSA focuses on providing satisfactory quality of elementary education with emphasis on education for life. It also visualizes a decentralized management of elementary education within a given period of time and increasingly evolving development towards functional autonomy of schools including alternative school learning environments to make school outcomes both equitable and relevant across various learner groups and categories. Realizing the set aim of providing quality education to all children in different socio-economic, and cultural context, is a crucial and challenging issue. He reiterated the need of quality issues and mentioned that this requires decentralized, need- based **teaching-learning interventions** based on child centered and joyful learning approaches. Under the SSA framework the classroom processes and pedagogical intervention are some of the important quality dimensions and has implications for appraising the educational district and annual plans.

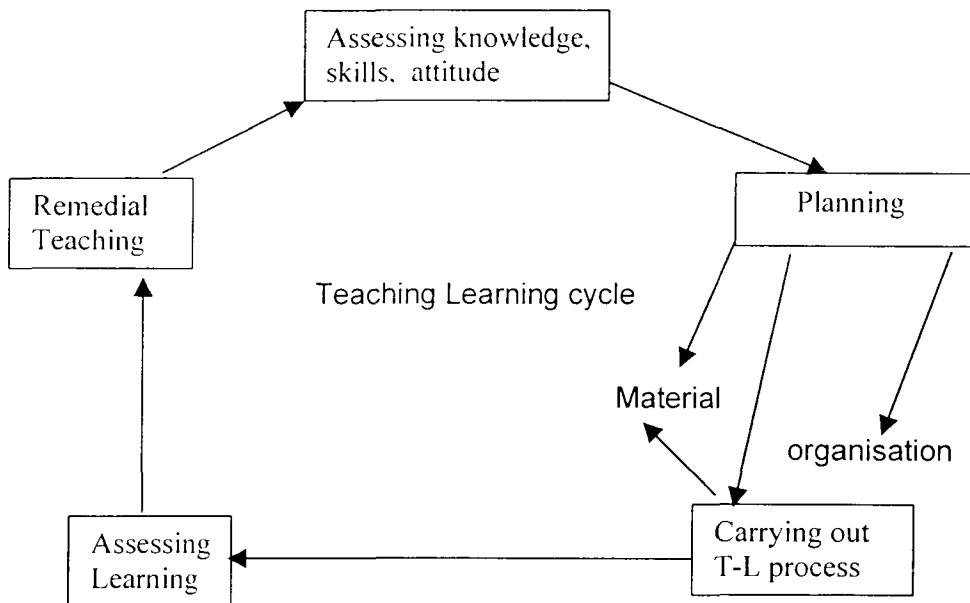
The prime objective of the present session was **to discuss the elements and major issues related to pedagogical aspects of classroom teaching** in terms of improving classroom practices at the elementary stage. The session also aimed **at elaborating on various dimensions which necessitate appraisal interventions**. The speaker divided his presentation into three sections:

- Major elements/parameters influencing classroom processes
- Appraisal as a process intervention vis-a-vis classroom processes
- Role of the appraiser

**MAJOR ELEMENTS INFLUENCING CLASSROOM PROCESSES**

The speaker initiated the discussion by emphasising on that mere focus on access and retention without a parallel improvement of learning levels becomes a wastage of resources. Therefore, any plan to improve the on-going school system has to analyze the parameters influencing the school learning in relation to school outcomes. The speaker further categorically emphasized that in order to understand the teaching-learning cycle, one must consider what are the various factors (direct as well as indirect) responsible for influencing the teaching learning processes. Some of the important elements which directly affect the classroom processes, are:

- Planning of the teaching plan
- Teacher preparation
- Classroom organization
- Time Management – opportunity time and time on tasks
- Teaching-Learning material
- Teaching-Learning strategies
- Assessment



The speaker went on to discuss the inter-relationship among different elements and emphasized the importance of teaching-learning process at the elementary

stage. Therefore, the planning for interventions in **human and physical resources** should lead to change in classroom processes, otherwise such interventions in terms of financial or academic investment would go waste. Secondly the information on classroom processes would lead to determination of the nature and the depth of interventions required for improving school quality.

### APPRAISAL AND A PROCESS INTERVENTION VIS-A-VIS CLASSROOM PROCESSES.

Prof. Nagaraju come to the discussion on the appraisal issues and mentioned that appraising an educational plan is an **action plan** reaching towards well defined objectives. He mentioned that since the SSA mission is to work with ongoing educational systems, the targeted objectives have to be met in a given context to be attained through interventions rather than new enterprises. It has to take into account the following considerations:

- Articulation of a sound basis for setting **medium-term objectives** amenable to be reached through short-term objectives. The articulation is expected to provide information about the current status of health of the system expressed in the form of **qualitative and quantitative indicators**.
- Assessing objectives to identify the **potential conflict** in pursuing different objectives stipulated ostensibly for the purpose of reaching the overall goal.
- Rationale for inter-relating and sequencing **multiple interventions** leading to each of the specified objective.
- Identification of functional responsibilities to various existing and newly proposed structures and articulation of a mechanism for coordinating their activities on the line of interrelated intervention sequences proposed to reach a given objective.
- Extent to which the plan recognizes the need for de-bureaucratization of the educational system and instills the **managerial approach** needed for working in a mission mode.
- Extent to which the plan anticipates **resource requirements** based on realistic and acceptable basis and sources of generating resources within the SSA stipulations.

- Actions/arrangements to obtain feedback for **mid-course corrections** and reflective actions over and above mandatory assessments intended for external funding agencies including the MHRD.
- Realistic institutional and resource arrangement leading to **sustainability of UEE interventions beyond project period**.

Thus quality of classroom practices and processes is directly proportional to the context and need of the target group. The issues in the SSA document highlighted in the section (VI page No.) provides an insight into the number and nature of confluence of different **structural interventions and functional inputs** to lead classrooms processes towards the goals of SSA.

He elaborated on the efforts to be made for decentralization of the whole process of curriculum development and its transaction down to the district and the block level. This entire process would not only facilitate learning by doing, examining classroom elements through observations, inculcating values, and scope for work experience, art, music, sports but also be making the system fully integral to the learning process. This also calls for appropriate changes in the evaluation practices which need to be applied to attain the objectives. **Thus the evaluation system needs to be more continuous and less threatening and performance of children need to be constantly monitored in consultation with parents/guardians and would not be restricted to cognitive areas but co-scholastic areas** (which enhances lateral thinking) as well. In other words, how does the plan interventions get internalized by the system? This question would lead us to examine the arrangement for developing and promoting capacity to perform functions in a reflective way by the practitioners of education. In order to execute the effective intervention plan the **preparation of check list** (What to do & How to do) is inevitable. Hence, the classroom process appraisal issues may be obtained from documents, questionnaires, semi structured composite instrument in the form of checklist along with observations and focus-group discussion while visiting the schools.



The speaker further focussed that the intention was not to provide a ready set of instruments for that would defeat the purpose. However identification of the issues that impinge upon the processes and the outcomes of classroom practices both for on-going and visualized (new) plans? These are:

- What child brings to the classroom – **Entry level behaviour**
- What teacher provides: during T-L processes – **Content+skill+values**
- The physical resources provided to enhance classroom processes – **Minimum essential facilities**
- Type of feedback/monitoring mechanism available for the learner, teacher and the institution – **Monitoring and support services**
- The human resources available to support the system – elements for sustainability

He mentioned that the above list was not exhaustive and one can add a few more points depending upon the context and treatment level.

### **ROLE OF A PLAN APPRAISAL**

Under the third section of his session he focussed on role of a plan appraiser in terms of quality issues. The prime task of the plan appraiser is the process of analyzing the **compiled information** and feeding it into the planning process. One would also have to assess the direction and magnitude of the changes to be achieved to influence the classroom processes through the above parameters and how such interventions could be coordinated in their proper sequence. He further elaborated upon the appraisal issues vis-a-vis classroom processes and stressed that the exercise of appraising in real context is not a simple activity as **it is a joint effort/exercise**. He focussed on three kinds of loyalties that come into conflict in the process namely ;

- **Professional loyalty**

An educator appraiser's loyalty lies with the ultimate clients namely **the students and the teachers**. He mentioned that he had included the teachers because she/he was the one who was dealing with school learning.

- **Contractual loyalty**

The appraiser is assigned a task by some agency on contractual terms to carry-it out taking the plan document inside out to reveal its strengths and weaknesses according a set of criteria supplied to them in the form of guidelines. If the guidelines are over specified, the role of the appraiser becomes mechanical and poses less contractual problems. If they are flexible there is a scope for modification and appraiser has to use his/her own judgement **which has to satisfy the assigner**.

- **Collegial loyalty**

The appraiser is a part of the on-going system and hence shares many of the attitudes and values of the planner.

Without making any further comments on the above biases (source of conflicts) he made it clear that these loyalties vary from person to person. **He added all the issues were based upon his past experiences from both the sides of the table – planner and appraiser of research projects, formulation and DPEP district plans, experimental basis etc.** Those were some derived lessons of his experiences he said, and he had used the present opportunity for sharing the same at the right forum.

### ***Implications for Appraisal***

**Whether the plan reflects the information related to:**

- provision for benchmark study of classroom processes to fully understand the current situation
- provision for evolving context specific strategies at the institution level (school-wise plans)
- provision for facilitating more onsite school-based guidance and support through academic, management
- provision for supervising needs to be more academic rather than inspection oriented/mechanical
- financial provision for all the activities

**PANEL DISCUSSION : PLANNING FOR  
ELEMENTARY EDUCATION : LINKAGES BETWEEN  
PRE-PRIMARY PRIMARY AND UPPER PRIMARY  
STAGES OF EDUCATION**

**Date** : 14.3.2001  
**Time** : 9.30 - 10.45 hrs.  
**Session** : Morning  
**Speakers** : Venita Kaul  
N.K. Ambasht  
K.K. Vashishtha

At the outset Prof. K.K. Vashishtha, Head, DEE welcomed and introduced both the panelist to all the participants. The first panelist Prof. Venita Kaul from the World Bank, emphasized that elementary education is a fundamental right and it is therefore important to view it as a continuum and a single stage of education. Under the SSA she stressed that the basic requirement during appraisal was to assess whether the interventions/strategies being proposed were really achieving the objectives of SSA whilst catering to the dynamics/specific needs of local district situations. Within this framework she highlighted that linkages between pre primary and primary were absolutely necessary since the development and education of the child is both a continuous and cumulative process. The readiness for the primary stage is determined by the pre-primary stage and that learning that takes place in a spiral and not a linear mode. Therefore, ECE lays the foundation and helps in forming a strong bond with the primary school. Children automatically come to the Class I better prepared and disciplined. In addition, girls participation is also facilitated in primary by providing adequate alternative sibling care which is required if the gender gap is to be bridged.

The speaker then went on to elaborate upon the kind of linkages required in terms of ensuring access to children in disadvantaged settings, as also in the area of curriculum, transactional methodology (play way – activity based), proximity to school and synchronization of school timings. The importance of all the above

aspects and how they had been implemented in different DPEP states-districts, were used as illustrative examples.

In order to ensure that all the above mentioned aspects are focussed upon Prof. Kaul emphasized the need for careful appraisal of district plans, as essential for realistic planning and implementation of SSA. The major issues for appraisal/supervision to be considered by those involved in the exercise were raised by the panelist under five major sub categories namely:

- Convergence and Co-ordination
- Facilitating girls
- Targetting and coverage
- Curriculum continuity
- Community participation

### **Convergence and Co-ordination**

With ECCE being primarily under the Department of Women and Child Development being implemented through the ICDS, the crucial issue of convergence and co-ordination particularly between the Education Department and ICDS has to be carefully addressed from both long and short goals/objectives. This calls for both departments having a common perception, realizable goals followed by joint implementation strategies all to be based upon an initial needs assessments if convergence is to be actually seen in the field. What is required is convergence in terms of actual operational areas i.e. training, delivery of services, monitoring and supervision etc. Under the SSA, the focus on strengthening and supporting the ECCE component of the ICDS in a convergent mode is both desirable and essential. The specific issues to be considered are whether:

- there any structured mechanisms in place or proposed for appropriate convergence and coordination between departments/across programmes,
- duplication of facilities/resources has been adequately avoided,
- there is adequate evidence of ownership, active participation and possible sustainability of interventions through ICDS,
- the interventions planned for ECCE may be positive for primary education, whereas it may negatively impact on the AWW's other responsibilities in areas of maternal and child care.

### **Facilitating Girls**

The speaker stressed the operational linkages of ECCE programs with primary education, in that it releases older children – especially girls from the burden of sibling care. This is one intervention that has been found to significantly reduce gender gaps at the primary level in education. In view of its importance the major issues to be considered in a plan are whether:

- the facilities for extended timings are appropriate in terms of space, extra nutrition, etc. If there is relocation of the AW, it has taken into account the distance from the habitation of the target group in question.
- the provision for the younger infant in terms of care is firstly planned for and if so adequate.
- the interventions are standardized or context specific, particularly in terms of older girls' enrolment.

### **Targeting and Coverage**

Prof. Kaul stated that a great deal of attention needs to be paid to this particular aspect since all children should be given a fair start in life through a good ECCE program. It is one of the most cost effective ways of addressing both socio-economic and gender inequalities. Therefore, care needs to be taken while choosing areas/villages to be covered and target groups to be served under the SSA. Therefore, this category it becomes essential to assess whether:

- the process of targeting of disadvantaged population in setting up additional centers is both appropriate and realistic.
- the ECE component is included in the alternative schooling facilities also.

### **Curriculum Continuity**

The focus given to quality improvement at the primary level under the SSA necessitates that a well balanced development oriented program helping children to develop social, academic and physical motor readiness to practice in ECCE centres. This should not be a downward extension of the primary curriculum vice-versa. District plans should reflect this and while appraising the team needs to assess whether:

- there is continuity in the ECE and primary curriculum in terms of content and methodology
- ECE interventions include health and nutrition components
- the training of primary teachers includes ECE as a basic component
- DIETs, BRCs and CRCs have been given responsibility for ECE also and if so are adequately trained and empowered to address quality related issues
- coordination is indicated between the Primary teachers and ECE/ICDS functionaries for collection and compilation of data.

### **Community Participation**

Since the SSA is essential a community based programme, a major thrust in establishing linkages between ECCE and primary should focus on community ownership. The awareness level existing in the community on the need for pre primary education and its positive impact on primary education needs to be encouraged/increased. Slowly community participation and actual involvement of the VEC and local formal/informal groups in the running of ECCE centres and primary school particularly classes I and II needs to be promoted. This calls for strong advocacy efforts, training and orientation of VECs/other groups amongst other

aspects. In view of the above, the appraisal team should assess whether:

- the ICDS/ECE program and primary school are being supervised by a common VEC and 'seen' by the community as linked
- strategies for promoting the level of community participation has been planned for
- clarity of role and functions of the VEC, women's group etc. are focussed upon.

The second panelist Prof. N.K. Ambasht, Chairman, National Open School presented his views on how UEE could be achieved through the NOS as an alternative option to the formal school system. Referring to the magnitude of the task at hand, in that millions of children are not able to attend formal schools on account of economic, geographical, social and many other constraints, Prof. Ambasht emphasized the need for developing alternative modes of education. In this, he advocated the flexibility provided by the NOS to learners in terms of age, pace of learning, choice of subjects and examination system in reaching the unreached!

The speaker informed the participants about the NOS being an autonomous organization under the MHRD, the largest open school in the world with 1072 centers and 5,00,000 students whose mission included :

- Education for all
- Reaching the unreached
- Greater equity justice in society and
- Evolution of a learning society

Basically providing an alternative schooling system for school drop-outs and left outs.

Against this background, Prof. Ambasht went on to make a power point presentation on the following:

- On Demand Examination System (ODES)
- Development of Item Bank
- Generation of Question Papers

All the three aspects were detailed out by the speaker one after the other:

### **On Demand Examination System**

This was recently visualized by the speaker as an innovative concept for learners. Under this scheme a NOS learner can go to any of the accredited institutions on any day/timings of his/her choice and appear for the examination in any subject(s). The learner would be provided a test generated from test items in the Item Bank. These items test knowledge, understanding and application of the learner. This was being introduced at class VIII level.

### **Item Bank**

Since it was expected that students would take the examination at the Class VIII level in Hindi, English, Science, Social Science and Mathematics, the Chairman stated that it was necessary for the NOS to develop an item bank for all these subjects. Prof. Ambasht explained that items were of four types in appear of 100marks sparing 2 ½ hours. Items predominantly tested thinking abilities at three levels – knowledge, understanding and application and were competency based.

### **Generation of Question Papers**

The last step in this process was the generation of question papers which he explained essentially was based on inputs such as total number of items in the item bank and number of items in a question paper. Question papers could be generated randomly out of the total number of items. The speaker highlighted that NOS has developed a software for generating question papers from an item bank.



After detailing out the work being done by the National Open School the speaker focussed on a few important appraisal issues with specific reference to NOS. They were whether :

- the plan has incorporated the alternative mode of NOS to provide a flexible strategy for learners
- capacity exists in the district for providing this form of schooling
- the community is aware of the NOS and its benefits
- adequate infrastructural facilities are available for NOS implementation and if not is it planned for
- convergence with their regional centre is reflected.

Finally, he concluded by summing up that the basic approach in the NOS is flexible, encouraging a self learning mode through contact programmes wherein teacher intervention is a must. Under the SSA, he felt that such an approach needs to be advocated, especially since all children are to be provided education of a satisfactory quality. While appraisal this could be suggested to districts as a viable strategy for achieving UEE for disadvantaged groups.

This preparation was followed by a number of participants seeking clarification of the process and development of items, their suitability relevance and type of marking system being visualized under the open school system of education.

Finally, Prof. Vashishtha summed up by reiterating that all the three stages of elementary education – pre-school, primary and upper primary are equally important if the goal is to provide eight years elementary education to all children. The pre-school years are most crucial in sustaining quality later on since it forms the foundation of schooling. Thus effective linkages and smooth transition between all the stages needs to be systematically planned for and examined in all district plans while appraisal is undertaken.

He also stressed that the diversity that exists in districts-schools has to be taken care of by both the administrators and practitioners if quality is to be maintained and improved upon at the elementary stage for different groups of children.

**PROFESSIONAL DEVELOPMENT OF  
TEACHERS CONTENT ENRICHMENT AND  
PEDAGOGICAL CONCERNS**

**Date** : 14.3.2001  
**Time** : 11.00 - 1.00 hrs.  
**Session** : Morning  
**Speaker** : G.L. Arora

The prime objective of the present session was to discuss the major issues related to teacher development programme for their professional growth, both in terms of content enrichment and pedagogical context at the elementary stage. At the outset, the speaker emphasized the crucial role of the teachers in the SSA and the facilitating supportive role to be played by NCERT in this endeavour right from the planning stage to its implementation. He referred to the Sarva Shiksha Abhiyan (SSA) document/framework, developed by MHRD, Govt. of India suggesting that the teachers' role, apart from teaching was also of curriculum development, preparation of textbooks, development of supplementary material, supervision and monitoring and many more school related activities. To achieve the above mentioned mandate, the SSA framework in this context repeatedly emphasised on three terms : **teacher development, professional development and In-service training programmes**, which were used synonymously and needed clarification particularly while taking these into action. The speaker clarified that in-service programme is one of the mechanisms of professional development of teachers. The other mechanisms he added were:

- Participation in curriculum **revision and development**,
- Participation in development of **Teaching – Learning and other support material**
- Exposure visits to educational institutions, innovative programmes
- Extension lectures and study circle at BRC and CRC level

Prof. Arora referred to SSA framework suggesting that there were three types of teachers training for professional development: for achieving the target of the set goal. The suggested training in the framework are different in terms of time-span vis-à-vis qualifications of teachers. There are:

- Sixty days training for untrained teachers called '**Refresher Course**'
- Thirty days teachers' training for freshly recruited trained teachers called '**Orientation Course**'
- Twenty days teachers training for already trained and in-service teachers called '**In-service Course**'.

The framework added that in all types of training courses the unit cost per day would be the same i.e. Rs 70/- **except in non-residential courses**, where the cost would be less and accordingly the unit cost would be calculated. The speaker while discussing the importance of systematic planning for training course mentioned that for organising any type of training course, '**need assessment study**' is the prerequisite condition to determine nature and extent of coverage of the course both in the content and pedagogy. The addition of content and pedagogy studies would also provide information pertaining to some general issues related to teacher education: teacher empowerment, teacher innovation, on-site support, capacity building etc. Therefore, organizing of training programme is a very crucial issue in terms of objectives of the set programme. He detailed out each type of training programme and categorically stated that for refresher course for untrained and newly recruited teachers rigorous training would be required both in terms of awareness content' and pedagogy. He emphasised that this group of trainers would require diversified approaches of management and treatment. He further focussed that each teacher training plan must provide evidence of all such above mentioned information, compiled for the target group, for the district annual plan.

The preparation of training plans, the speaker acknowledged, was not a simple exercise as a number of other key factors namely: entry level of training, cultural background, socio-economic status, amongst others needed detailed information under the plan.

To conduct any type of above mentioned in service education programme for elementary teachers, the total exercise needed a three - level treatment:

- What needs to be done prior to training – **diagnostic treatment**
- What need to be done during training – **organisation treatment**
- What needs to be done after the training – **feedback/monitoring treatment**

The identification of the training needs of the target group is the first step and that could be assessed through:

- Diagnostic tests;
- Questionnaire – open and close items
- Focussed group discussions;
- In depth Interviews
- Classroom observation cum discussion

He discussed the implications of each category of **need assessment technique** and mentioned that in actual field situation, administering diagnostic test on teachers is a sensitive issue, as it creates counter productive effect on teachers. Apart from this issue, the test administration is not so simple as compared to other alternative strategies, which provide more comprehensive information due to their two – way-communication approach (trainer vs. trainee). Since Sarva Shiksha Abhiyan has the aim of covering the entire stage of elementary stage, a variety of information would be required to make the programme transparent and viable. Some of the vital information such as: academic qualifications, language known, socio cultural background, school teacher Vs. class teacher system, multigrade/ monograde school system etc. would be needed while assessing the training need of any category.

Prof. Arora highlighted that the success of any training programme largely depending on **training curriculum and its execution**. **The preparation and provision of**

functional teaching-learning material, self instructional material, reading material (process and procedure) must be highlighted in the plan, along with tentative cost estimation. The details of all such activities must be mentioned in the plan because these have financial implications. Another important dimension of the preparation of the training course step is identification of Resource persons, agencies involved their outlined role and responsibilities along with objectives of the course. The other vital information which need detail elaboration while planning training plan are venue of the training course, time, duration, mid-term evaluation, etc. incorporated in the plan, as these have cost implications. Prof. Arora pointed out that although evaluation of training is a in-built component of any training course, still it requires more attention.

#### **Steps of In-service Course**

- **Selection of the group**
- **The Target group**
- **Identification of Training Needs** – The Need Assessment
- **Developing training Curriculum**-Training Manual
- **Development of Instructional Material** – The Resource Material
- **Identification of Resource Persons** – The Master Trainees
- **Organisation of Actual Training** - The execution of Training
- **Evaluation of Training** - Feedback
- **Follow up Action** – The monitoring plan
- **Capacity building for upscaling.**

The modality for employing the step-wise strategy would be indicated in the training plan. He emphasised that during the training course, some feasible mid-way correction strategies should be employed as it has two – fold benefit. Firstly, they clarify on-the-spot problems and helps in planning for the next day. Secondly; it helps in planning and designing of future courses. Prof. Arora went on to further elaborate upon a number of other issues related to **post-training programme** which

normally is paid least attention (follow up action, evaluation of the course etc.) Based upon the field experiences, and the empirical data of the target group, he explained that most of the teachers desired actual guidance and support in the school situation

(instead of simulated situation). Thus continuous on-site support, follow up action, regular meetings with resource persons/CRC/BRC etc. should be an integral part of the professional teacher training programme and their modalities must be reflected in the plan. All the above mentioned steps are common for all the three types of training programme and thus to be detailed out accordingly in the district plan. **At the end, he concluded that for maintaining quality of school elementary education programme, diagnosis of training needs to be considered as a continuous exercise.** The goal of professional training should not be considered in terms of in-service training but an exposure to other dimensions also related to professional growth of teachers to be viewed comprehensively for development in the form of the training package (TP) in the plan.

During the discussion hour some of the issues related to **autonomy to teachers** at the school level, **transactional strategies** to be followed in training, mechanism for follow up of training etc. were raised. While discussing these issues in context of SSA, he pointed out that meeting the requirement of follow-up of training, participation of teachers in this endeavour was necessary which would not only make the plan feasible but also provide objectivity at all levels. **The two-way participatory approach would certainly be a viable and practical approach to organising the teacher training course.** He further added that plan should not only be catchy but it must has long-term implementation values also.

### **Implications for Appraisal**

#### **Whether the district/perspective plan**

- reflects the training needs of teachers;
- reflects the nature of the target groups to be covered;
- reflects the entire plan of the target group to be covered;
- reflects the intervention strategies;
- reflects the mechanisms for capacity building of the Institutions and target group at different levels.

### **Financial Requirement Made For All The Above Activities**

<b>MONITORING AND SUPERVISION OF QUALITY ASPECTS</b>	
<b>Date</b>	<b>: 14.3.2001</b>
<b>Time</b>	<b>: 2.00 – 3.30 hrs.</b>
<b>Session</b>	<b>: Afternoon</b>
<b>Speakers</b>	<b>: Ved Prakash A.A.C. Lal</b>

At the outset, Prof. Ved Prakash highlighted the importance of monitoring, evaluation and supervision under the SSA, in view of the major aim of the programme being to improve the quality of education and subsequently learners' achievement and performance. Monitoring and evaluation as processes were emphasised as absolutely necessary since both provide valid data for decision making and improvement. Monitoring was defined as a continuous assessment of progress, diagnosis of weakness and strengths and the provision for introducing remedial measures whenever necessary to enhance quality. Supervision was stressed as equally important if effective monitoring is to take place for assessing how far desired goals and objectives at different operational levels within the SSA programme are being achieved. More specifically, learners evaluation was also focussed upon and defined as a process of collecting, analyzing and interpreting evidences to judge the level of achievement acquired by an individual learner or a group of learners in cognitive and non cognitive domains for the purposes of making a variety of decisions. However, the speaker categorically asserted that evaluation in its present form is neither fulfilling the aim of improving learners' quality nor that of universalizing the improved quality.

The role of monitoring and evaluation in education was stressed as all pervasive as it can be used to identify inadequacies in the curriculum, transactional difficulties faced by teachers, inadequacies in instructional material and difficult areas in different subjects in terms of what learners are not able to understand/achieve. Therefore, evaluation he felt should not be viewed as an end or product but an inherent ongoing process within the educational system.



Focusing on the fact that education aims at the all round development of the child, the speaker pointed out that it automatically involves both scholastic and non-scholastic areas. However in practice this was not so. The present education system lays emphasis on the growth and development of cognitive aspects while the non-cognitive aspects are almost ignored in most schools. In fact, the over emphasis on the former results in problems of bringing about the holistic development of the child. This neglect of the non-scholastic dimension in teaching is also reflected in the on going assessment and evaluation in schools by teachers. Non-cognitive learning outcomes are unfortunately neither tested continuously or comprehensively. In view of the above, Prof. Ved Prakash drew attention to the need to continuously monitor and evaluate both aspects equally in all subject areas and at all levels, besides providing information on the entire spectrum of competencies to be attained by the learner. In addition, the speaker highlighted the need to have suitable diagnostic tests for identifying the hard spots in every subject, so that effective remedial measures could be planned for and adopted by teachers to improve learners' performance.

Prof. Ved Prakash, then went on to discuss the major types of evaluation presently being used in schools namely, formative and summative through self, criterion or norm referenced testing procedures. In relation to the kind of testing being practiced by teachers he categorically emphasized the need to develop continuous, comprehensive evaluation. In order to facilitate and properly implement this strategy he advocated that each and every teacher in all schools need to be adequately oriented and trained as both '*efficient observers and evaluators*'. Simply doing this was not enough, equally crucial was the development of good quality tools/tests, addressing specific requirements of evaluation, at different stages and for different subjects.

Prof. Ved Prakash also informed the group that evaluation was generally exam/test mark based, but felt that there is and needs to be a slow shift towards the more flexible grading system approach. Referring to the NCERT document - 'Grading in Schools' he detailed out the impediments and drawbacks in the present evaluation

system and inadequacies in the current practice of marking. Grading he explained can be carried out in a variety of ways, with its classification depending upon the reference point. When the reference point is the 'approach' grading is classified as direct and indirect where it is the 'standard of judgement' it may be classified as absolute and relative.

Finally, the need for monitoring evaluation and supervision of all the components in the district plans was emphasised as crucial, if quality education was to be realised. The speaker asserted that each and every district team while developing the district plans needed to consciously focus on all three aspects in an integrated manner – identifying targets, personnel, aspects/activities and funds for the same, which is what the appraisal teams needed to carefully assess during appraisal.

After the presentation by Prof. Ved Prakash, Mr. A.A.C. Lal started his presentation by emphasizing the need for close and continuous monitoring and supervision of all those aspects of schools effectiveness which contribute to the improvement in the quality of elementary education. He mentioned that, up to the present, in almost all the macro level programmes of education including the externally funded programmes, more and more emphasis has been laid on the monitoring and supervision of those aspects which involve a lot of expenditure and are measurable in quantitative terms. Very little attention has been paid to monitor the quality aspects which are difficult to be quantified. There is hardly any effort to identify the key indicators of quality aspects which should be monitored. Some sporadic work in the area has been done in the recent past. Hence, some tools and strategies to monitor the learning achievement of the children are available.

It was mentioned that, historically, inspection of aspects of school management and administration was introduced during the British rule mainly with the aim of finding out the deficiencies, putting them on records and taking suitable actions. No doubt, after independence, emphasis has shifted to providing academic guidance to the teachers and supervision of the pupils' achievement but this has not yet been realised to the satisfactory level. Inspection provides more authority and supremacy

which the officers/ inspectors tend to appreciate and follow. However, there is a need for devising suitable strategy for effective monitoring and supervision which is a pre-requisite for achieving UEE with **satisfactory quality**. One of the reasons for not realizing effective classroom transaction is that, the teachers are not properly helped in academic matters at the place of their work. The teachers have to rely only on the training which they would have received some years back. Also, there is no opportunity, specially for the teachers working in rural, tribal and remote areas for the enhancement of their knowledge and pedagogical skills as neither an access of related literature is available nor refresher courses are organised periodically. At the place of their work, hardly is there any one to help them in problem solving specially in academic matters.

While discussing different aspects of monitoring quality dimensions, effort was made to distinguish between evaluation and monitoring through participatory discussion mode. Evaluation is generally refer to the net outcomes and sometimes to the process. The purpose and methods of formative and summative evaluation were briefly discussed. Mr. Lai then described in brief the CIPP (Context, Input, Process and Product) model of evaluation. He said that even in monitoring, the elements of evaluation are inherent. The purpose of monitoring is not only of evaluating the outcomes and process of the entire programme or its aspects, but it should be with the objectives of keeping an eye on all the key parameters of the programme which could help in taking decisions for mid-term corrections and modifications of the processes. This is intended to improve the quality of processes of the interventions.. Various aspects of monitoring were also briefly discussed in this session. For monitoring, it was considered important to define and perceive the **critical paths** of the project development. The critical paths are based on the key indicators of the progress of the project. The **milestoning** in the critical paths with well defined time frame as well as the outcomes of the interventions should also be worked out in such as way that the monitoring of those milestones would be overseen by the implementers and the served communities.

Keeping in view the past experiences, it was advocated that a system of **participatory monitoring** needs to be introduced. This will help the served community to participate in all aspects of school improvement endeavours and realization of the quality of education. Hitherto, community participation or partnership is generally sought to get their contributions or participation in the programme implementation which does not necessarily give them the feeling that it is their programme. If they are actively involved in the monitoring of school management and improvement of quality of learning, it would provide them a sense of ownership. The other important strategy can be the **self-monitoring** practice by the teachers themselves. Some important key indicators may be identified and the teachers may be motivated and skilled to monitor them in order to find out whether the efforts made by them and the interventions of the programme are bringing desired fruits. For the above two strategies, some important information and data are required to be maintained at the school level. The maintenance of data has to be so simple that they can be easily interpreted by the semi-literate society and the teachers for follow-up actions. Sighting the example of monitoring quality aspects in some projects of Uttar Pradesh and elsewhere, Mr. Lal advocated the development of effective tools for monitoring and operationalizing them. These tools need to be based on the key indicators of all the aspects of school effectiveness. For effective supervision, the need for developing a check-list of the aspects including quality aspects need to be developed and shared with all those concerned with supervising the school activities. It was realised that the above actions are easy to be advocated but not so simple to be implemented mainly because the system has not practiced these in the past.

SSA also envisages the collaboration and partnership of other social sectors and NGOs in all its aspects. Therefore, if a suitable strategy is devised and promoted for involving the personnel from other departments in guiding and supervising the schools whenever they visit the villages, it could be quite effective. This type of experience is already available in our country. No doubt, the sectoral approach programme planning and implementation is not commensurate with the above strategy. However, efforts in this regard do bring fruitful results.

The key indicators for monitoring and supervision and information gathering should have a direct link with the MIS developed for SSA. The information and data gathered through the monitoring tools of the MIS should be shared with each other for deciding the future corrective measures.

### **Issues for Appraisal and Supervision**

Following are some of the components which need to find place in the state/district plans as well as appraisal:

- A strong write-up on monitoring and supervision in the plans.
- Well conceived approach and strategy for monitoring and supervision in the plans.
- Identification of key indicators specially of quality issues which need to be monitored and supervised.
- Clear visualization of 'critical paths' and 'milestones' of the progress of various aspects of SSA with time frame and targets.
- Development of tools, check-lists and strategies for effective monitoring and supervision.
- Assessing how the monitoring and supervision process is going to be decentralised and proposed to be operationalized with participatory mode.
- While mentioning the strategy some important aspects, such as, periodicity of monitoring and evaluation, information to be gathered, feed back, strategy for utilization of feed back, linkage of information gathered during monitoring and evaluation with the MIS, etc. should be clearly spelt out in the plan.
- Tools and strategy for pupil evaluation, and taking corrective measures, etc.
- Respective role of community teachers, functionaries of education and other departments, NGO, etc. in effective monitoring and supervision.
- Capacity building of the community members, teachers and other concerned for effective monitoring and supervision.

**APPRAISAL OF DISTRICT PLANS  
(GROUP WORK)**

**Date** : 14.3.2001 and 15.3.2001  
**Time** : 15.45 to 17.00 hrs  
**Session** : Afternoon  
**Speaker** : Micro Group Work

With the purpose of providing some hands on practical experience of actually appraising a district plan, a practical exercise session was organised. The SSA District Elementary Education Plan (DEEP) of East Godavari district, Andhra Pradesh was provided to the participants. The participants were divided into groups with particular areas being assigned to each group for appraisal of the DEEP of East Godavari. After group work, each group made their presentation and submitted a group report. Some illustrative group reports are provided below:

1. Educational Profile of the District Planning Process and EMIs & Convergence.
2. (A) Education of Groups with Special Needs.  
(B) Learning Environment
3. Professional Development of Teachers; Monitoring & Supervision

**Group Work**

**Area: Educational Profile of the District Planning Process and EMIS & Convergence**

Appraisal Report: SSA, East Godavari District, A.P. DEEP;

**Dated**

14<sup>th</sup> March, 2001

**Members**

Dr. Sudhanshu Bhushan  
 Dr. N. Srivastav  
 Dr. B. Shiva Reddy  
 Dr. Madhulika Patel  
 Dr. Dushyant Agrawal

The East Godavari District consists of 59 mandals. It has a total population of 10,19,876 of the age group 5-14 years, out of which 6,81,907, children are enrolled and 33.14% remain to be enrolled in the formal schools in 1999-2000. The total number of primary and upper primary schools are 3145 and 398 respectively. There are 9313 teachers in primary schools and 2865 teachers in upper primary schools.

- (1) While documenting the educational profile of the district the tables do not contain the source nor the methodology of arriving at the block-wise population figures in 1999-2000.
- (2) The educational profile of the district from the point of perspective plan of the district must give the population projection, the 6-11 age group projection and 11-14 age group projection at the beginning of the year and the terminal years of UPP and UEE i.e. year 2007 and 2010 in order to see the composition of children in the age groups 6-11 and 11-14.

The appraisal team recommends the DEEP to contain such population projections as it is the basis upon which the targets can be fixed up. While making population projection the social groups and focus groups must be taken into account. Although the coverage of primary schools is quite high, the districts needs to be strengthened in terms of coverage of upper primary schools in the course of SSA. This is a point that needs to be considered while formulating the strategy.

The year wise enrolment projections and on the basis of which the requirements of primary and upper primary schools, the additional number of teachers and classrooms need to be worked out. It seems Chapter 4 on '**Access and Enrolment**' is developed on the basis of information contained on habitation plan and this is commendable. However, the information given in table 5.0 on P.38 relating to 25 mandals to be taken up on the first phase give figures of out of school children (unenrolled, never enrolled and dropped out) which is inconsistent with the figures of table 2.a on P.6.7.8. For example Gokavaram block has 3769 children to be enrolled as per table 2.a where as it shows only 952 children out of the school in the age group 5-14. The surprising over estimation of table 2.1 is not explained.

55 primary schools in 25 mandals were suggested to be upgraded into upper primary schools on the basis of habitation plans. However, its basis, mandal wise is not clear. It seems, that all the mandals have been uniformly distributed the number of primary schools to be upgraded as given in table 5.1.2 on Pages 36-37.

The basis of additional requirements of teaches and classrooms does not take the intertemporal variations of children into account and hence the planners are advised to revise the basis of calculation on the basis of existing as well as future projections.

The educational profile does note the various interventions made in the district. However, the basis of taking 25 mandals in phase I and rest in phase II is not clear as perspective plan must clearly note all the phases.

### **Planning Process**

The East Godavari district in the course of pre-project activities, has set up the core groups on planning at the district, mandal and habitation levels. As a prelude to developing habitation plan family survey was conducted and information were collected in a 'Family Sheet'. For this orientation programmes were undertaken both at the district and at the block level. The family sheet, although having extensive coverage, should have been appended to the plan. Besides Panchayati Raj institution being in place, it was easier to seek the co-operation of community in developing habitation plan under the supervision of an Adoption Officer (Gazetted Officers) to be appointed by the Chairman (District Collection) of the District planning team.

The entire habitation level planning process seems to be quite rewarding. Rs. 2 crore 45 lakh was mobilised in 25 mandals for repairs of school buildings. Yet what is not clear is how the information releaved through habitation plans was collected and analysed at mandal and further mandal level plans were analysed at the district level. A copy of a typical habitation plan and mandal should have been appended to the DEEP in order to have insight into the planning process.



**MIS and Convergence**

Under MIS, the EMIS is proposed to be set up at the district level. For MIS the inputs such as computers hardware 3 posts of data entry operators and a programmer is provided. However, only two posts of data entry operators are allowed under SSA.

It is important to note that under budgetary head on P. 102 the unit cost under EMIS/ DISE of Rs.2000 for 25 physical units aggregating Rs.50,000/- for each year is not clear. The training of MIS staff has not been budgeted. There is also no implementation schedule of MIS in terms of various activities that would be undertaken to make it operational.

Regarding convergence, the strength is revealed in terms of community assistance of Rs.2.45 or for the repairs of schools building. Various on-going schemes have been referred to in chapter – 2. What is, however, missing is the planning and efforts for convergence from various departments which make funding under respective departments for the educational sector. The civil works under SSA is for Rs.36.83 crore where as total budget for four year is Rs.66.77 crore. Thus, it exceeds the 33% ceiling for civil works.

The appraisal team recommends that with proper convergence with JRY, MP/MLA fund, education department, it is possible to drastically reduce the civil works expenditure well within the 33% ceiling. It notes that convergence strategy should be given a deeper thought in DEEP.

**Appraisal of the DEEP of East Godavari District in respect of :****A. Education of groups with Special Needs****B. Learning Environment**

Team consisted of the following members:

1. Mr. Vinay K. Kantha
2. Prof. S.S. Prasad
3. Dr. Manohar Lai, and
4. Ms. Gauri Srivastava

The team has the following observations to make:

1. In the plan document there is a separate chapter (Chapter VII), which is devoted to the 'coverage of Special Focus Groups' implying thereby a recognition of the need of special attention for certain groups.

However, it may be noted that the chapter is rather too sketchy and omits one important group, namely, the scheduled caste, totally. ST has been covered even though their population is only 3.88% as against 18.9% population of SC (Table 3)

2. In the first two chapters on demographic and educational profile respectively, the data on population is apparently the census data. As for the education profile, the source of data is not clearly stated, although in chapter III it is claimed that information regarding children was collected through family survey habitation-wise in each and every school catchment area. It is not indicated who did the survey and when. Nor is it clear how the survey was done in habitations not served by schools, presuming that teachers were used for the survey.

With regard to the special focus groups, lack of data for the disabled even in an aggregated form, not to speak of disaggregation, is a glaring omission.

Further, it is not clear whether the survey was done in 25 mandals to be taken up during the first phase or all the 59 mandals in the district. If the latter is true, then the plan ought to have been made for all the entire districts in two phases.

3. There are serious problems either lack of clarity or gross inconsistency with

regard to data. To cite one example, Table 2.a gives the number of 'children to be enrolled' at 3,37,969 in the age-group 5-14 years, whereas in Chapter VII, the total number of out of school children in 25 mandals is merely 22,917 of which 10,928 are girls. (See also Pages 37-38 and Table 5.2.0). Child labour has been mentioned as a problem, but there is no data in their regard. The rationale for dividing them into two categories for 'Non-residential' and 'Residential' bridge courses is not properly explained.

4. There is a general mention of existing schemes being run in the district, including one with regard to the SC/ST children. However, there is no information regarding the extent of coverage or quality of implementation of schemes. There is no context-specific analysis attempted. As a matter of fact, there is no diagnostic analysis undertaken in the document even on such issues like drop-outs, non-enrolment of children or availability/ unavailability of facilities for children with special needs.
5. For want of proper disaggregation of data, diagnosis of district specific previous schemes and problems and closer look at the local context in respect of problems and resources, the strategies outlined are general and routine. While this observation is generally valid for the document as a whole, it is truer with respect to groups with special needs. If the planning process starts from below with involvement of community, then richer and more specific information and strategy-related proposals should have materialized. It is not clear at what level blockages occurred. Authors of plan should make fuller use of data generated at the local level combining them with other sources of information.
6. Children in the age-group 3-5 years have been taken as special focus group and there is a proposal to cover each child through new ECEs if he is not covered by existing anganwadi. 861 ECEs are proposed and the budgeted amount is 556.330 lakhs. The convergence aspect in their regard may be further looked into.

## **Learning Environment**

Regarding learning environment the document does not give any specific chapter. Since it would include a host of factors, it is indeed not possible to cover this aspect at one place.

1. One of the primary strengths of the plan is the emphasis laid on community involvement right from the stage of planning to their contribution towards school improvement especially infrastructure. This is likely to create a social environment especially infrastructure. This is likely to create social environment conducive to better learning, apart from ensuring the quality of civil works. No doubt that proper classrooms, toilets, etc. contribute towards an improvement in learning environment, but the budgetary component for the same is much higher than SSA norm. (The group appraising the plan for civil works has presumably given detailed comments).
2. For creating learning environment teachers' contribution will be central. In the chapter on 'Quality Issues in EE', teachers training has been given due importance.

However there appear to be discrepancies. For example, the number of additional teachers in new primary schools in 25 mandals in 188 (P. 34, Table 5.1.1). The number of additional teachers for upgradation of primary schools in 220 (P.37, Table 5.1.2) and the requirement of additional teachers in existing schools is 887 (P.38). On P. 54, assessment of training requirement is made for 1075 teachers only which obviously leaves out the second category. The document does not mention the assessment of training needs, nor is there any proposal or provision for follow-up training. Requirement of MRCs and TCs (counterparts of BRCs & CRCs) are in a sense liberal, mandal being a smaller unit than block. That is, while there is an emphasis on physical part of the work, the pedagogic part requires a re-look.

3. The district plans aims at making each child ready for enrolment in class I by ensuring his & her coverage through ECEs or Anganwadis.

Another positive feature of the document is the proposal for the preparation of resource group at different levels. Development of TLMs also finds place in the strategy. Use of free textbooks will also help in creating environment for learning.

## **GROUP WORK**

### **Professional Development of Teachers; Monitoring & Supervision**

(East Godawari District Elementary Education Plan)

#### **Members**

1. Prof. O.P. Baru
  2. Dr.S.K. Yadav
  3. Dr.Swarna Gupta
  4. Dr.Manju Jain
  5. Dr.S.C. Jain
- 
1. Dealt with parents and community perceptions on Quality Education (P.48) for Class I to V. These perceptions should be extended up to VIII class. The perceptions described are not comprehensive. They should be further improved.
  2. The use of terms "pedagogy of affection" and "pedagogy of retention" is wrong (P.49 & 50).
  3. "The curricular Approaches" – This terminology is wrongly used.
  4. The initiatives proposed (p.51) are sketchy and imaginative without a pragmatic approach.
  5. The validity of the statement (P.52) "a five-day training programme for the regular teachers and 10 day training programme for the freshly recruited teachers will be conducted" has to be verified.
  6. There is no Table No. for Training-Personnel to be concerned (p.52).

7. Quality initiatives given in P.55 are inadequate. The quality initiatives and how the regular teachers and freshly recruited teachers have to be covered – should be described fully in phase-wise method with all the details of how, where, when and who?
8. Considering that it is a district plan, it is strange that the plan is given for half district with 29 mandals when the district consists of 59 mandals.
9. Strengthening of DIETs (P.55) – provision of equipment, furniture, library books, vehicles and contingency grants raises certain questions like – who will give them? How they will give them? The means to get them is not explained. It appears that a bench-mark survey has not been conducted.
10. All MRCs will be provided with a pucca building for conducting various training programmes (P.56) It is not explained as to how and when it would be done.
11. The kind of Teaching-Learning Materials to be produced has not been described (P.61).

Survey of training needs, subject based training, profile of teacher population, content of training. self-instructional materials, socio-economic factors of teachers, child centred approach/ activity based learning are not taken care of in a logical and psychological order. Without them, planning does not serve the purpose. The details of planning, means, possibilities, resources, etc. are not properly explained. The steps involved in monitoring of training personnel/ quality training, strengthening of primary schools, etc. are not mentioned. Though the term 'monitoring' is used, required steps of monitoring are not given.

The supervision component is completely neglected. Issues like; who will monitor, who will supervise, how do they monitor, how do they supervise are the missing links in the chapter.

The target groups of teachers who are regular or freshly recruited – the sex-wise (community wise) data are not shown.

The precision and accuracy of the statistical data are not maintained ( e.g. Table on Page 53 gives the total number of schools as 1220 and the Table on Page 60 gives the total no. of schools as 1314) e.g. 2 ; In the same tables the number of teachers gives are not the same and do not tally.

The district plan should have been prepared after conducting a bench mark survey giving details of the infrastructural facilities available and the inputs and interventions required.

### **Group III: Civil Works**

#### **East Godavri District**

#### **Group Members**

1. Dr. Rajakutty
2. Dr. Shabnam Sinha
3. Dr. S.K. Kejriwal
4. Architect A.P. Sharma

The district plan covers only 26 of the 59 mandals. It is not clear what has been proposed for rest of the mandals.

Following parameters have been adopted for working out civil works requirements of additional facilities:

1. 1 teacher per 40 children
2. 1 room for 40 children/ 1 teacher
3. 1 upper primary school for every 2 to 3 primary schools.

Based on above, present requirements are as listed below:

	Required	Existing	Gap
Classrooms	8445	2563	5882
Teachers	8445	5006	3439

The first step for the district plan is to cover this gap which itself is substantial. After the interventions, proposed by district are implemented on per plan, there still would be a gap of 2443 classrooms and 887 teachers.

The district needs to re-workout its strategy to cover this gap as also to cover the future needs of additional facilities.

As per district plans, the ratio of upper primary school to primary schools works out to 1:4.

The district plan needs to specify how it proposes to bring down this ratio to conform to norms.

There is a mismatch of data in a number of areas. Since physical targets have been worked out on above basis, these need to be revised and based on correct data.

Under maintenance and repairs, there is again a mismatch in the number of schools requiring repairs and total number of schools in the district (the former being higher as per district plan).

In costing tables, repair and maintenance has been costed under SSA funds as also with a matching amount from community contribution. This amounts to Rs.10,000,00 per school.

Repairs and maintenance has been costed under "Pedagogy and School Improvement" head. It should be costed under "Civil Works".

Furniture repairs should not be costed under the Civil works – repairs and maintenance.

**ECE Centres:** ECE centres have been proposed within the school premises.

No civil works, however, have been proposed for this facility. Children in this age



group have different requirements in terms of covered space/ activity area, etc. These should be considered in the plan.

### **IED Interventions**

No IED intervention have been proposed in civil works, whether for existing structures or for proposed constructions. These aspects should be looked into especially since GOI directive make it statutory for all public buildings to be disabled friendly.

### **Toilets**

No data is available on toilet facilities in the existing schools – whether adequate/ functioning / not provided, etc.

Since it is one of the factors for drop outs, especially of girl students, it must be considered while preparing district plans.

### **Drinking Water**

No provision has been made for drinking water facilities in proposed constructions. No data has been provided of drinking water availability in the existing facilities.

Since it is a critical part of health and hygiene as also a requirement for construction, it should be provided for wherever not available in existing facilities and it should be made a pre-requisite for all proposed civil works facilities.

### **Residential bridge courses**

- It is proposed to conduct residential bridge courses for batches of 150 students at a time.
- It would require a study area of 1500 ft. (@ 20 student), besides dining and cooking areas.
- It needs to be ascertained whether space for these requirements would be available.

### **Double Shift System**

There is no reference to double shift system proposed under SSA.

Since double shift system can reduce the need for civil works infrastructure at least initially, it should be included in the district plans and requirements for civil works infrastructure revised accordingly.

### **Convergence**

East Godavari is understood to be a DPEP district. However, the district plan is totally silent on the facilities being provided under DPEP.

The district plan should include all other schemes under **convergence** and revise their physical target accordingly.

AWP targets for civil works @33% of the total budget per year needs to be located into DPEP experience has been that only 20% at the maximum, of total civil work budget, has been utilised in the first year whereas in the II year, the expenditure was upto 45 to 50% of the total civil works cost.

It was noted that streamlining, orientation, putting system in place required in the first year resulted in lower achievement of actual civil works targets.

The experience gained from DPEP should be referred to while planning annual targets for civil works.

EGS and AIE	
Date	: 15.3.2001
Time	: 9.45 hrs.
Session	: Morning
Speakers:	Amarjeet Sinha Dayaram

This session on Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) was jointly taken up by Dr. Amarjeet Sinha from MHRD and Mr. Dayaram from Ed. CIL.

The earlier non-formal education, which aimed at providing interventions for *out of school* children, has now been revised as EGS and AIE. Both the speakers, at the beginning of their presentation, emphasized that EGS and AIE are crucial issues, since they deal with a 'school system' specially meant for 'out of school children'. EGS and AIE are geared towards mainstreaming out of school children into the formal school system.

#### **Rationale of the EGS and AIE Scheme**

**The Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE) has evolved out of the following major concerns and learning experiences:**

- The shortcomings of the existing NFE scheme in terms of very low investments; poor community involvement; problems in release of funds; several quality issues including training of instructors' number of hours of teaching per day etc. had to be addressed.
- The objectives and measures identified in the NPE (especially the POA-1992) for strengthening the NFE programme needed to be incorporated in the new scheme.
- The experience of programmes like Lok Jumbish and DPEP and innovative schemes implemented by NGOs across states, where flexible strategies of

alternative schooling have been implemented in the past few years, has shown the programmes for 'out of school' children could be implemented with considerable community participation and reasonable quality.

### **Some assumptions under EGS and AIE**

Alternative school systems (including the NFE scheme) have always been questioned on several grounds. This ideological debate has its relevance and will perhaps continue. The EGS and AIE is informed by a few assumptions on some of these issues which are outlined below:

- The focus of the scheme would be on ensuring participation of all 'out of school' children including children living in small, unserved habitations and other categories of children like working children, migrating children, street children, adolescent girls etc. who are out of school.
- To maintain the quality of any educational programme certain basic essentials need to be ensured, e.g. minimum infrastructure, equipment, reasonable honorarium of the education volunteers, proper investment in their professional preparation and regular academic support etc. These essential elements or non-negotiables necessitate appropriate financial investments. Mere insistence on 'low-cost' would result in dilution of quality. Therefore, the investments under the revised EGS and AIE are much higher than the current NFE scheme.
- A significant proportion of the children currently 'out of school' (at the primary level) does not have physical access to a schooling facility within 1 km of the habitation. Alternative, EGS-like schools set up in these habitations would be full-time day schools and would continue to exist in these habitations as Education Guarantee centers or become upgraded to regular schools, once certain conditions are fulfilled. For children (not living in small, unserved habitations), the focus should be on their enrolment in formal schools. Wherever '**mainstreaming**' can be planned for such children, there would be a need for specific interventions prior to, and even after their enrolment into regular schools. These could include

residential camps, drop-in-centers, bridge and transitional courses, vacation or condensed courses and remedial teaching through Community Volunteers etc. Children who live in extremely difficult circumstances e.g. street children, children who migrate with their families, wage earning child labourers, adolescent girls (11-14 years of age) cannot be easily enrolled into formal schools directly. Some of these groups of children would require specific, flexible strategies based on their situation to ensure that they complete primary/elementary education.

### **Salient Features of EGS and AIE**

- The EGS and AIE scheme would cover children in the age group of 6-14 years.
- EGS and AIE is based on the assumption that the planning for UEE for all children in the 6-14 year age group should be done in a holistic manner. In most states, the planning for NFE for 'out of school' children has followed a 'parallel track' approach to the formal system. The underlying assumption being that for out of school children, the only option is part-time, non-formal education.
- EGS and AIE supports flexible strategies including schools in unserved habitations, seasonal hostels or condensed courses for migrating children, bridge course, residential camps, drop-in centers for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc.
- The EGS and AIE would accord a priority to setting up of EGS centers (primary level) in unserved habitations where no school exists within a radius of 1 km and at least 15 children in the age group of 6-14 who are not going to schools, are available.
- Conduct of micro-planning exercises, including house-to-house surveys and evidence of demand from the community and communities' commitment would be a prerequisite for preparation of proposals under EGS and AIE.

### EGS and AIE under SSA

Some of the salient features of EGS and AIE identified above have been taken into consideration under the SSA scheme. The main objective of SSA in the context of EGS and AIE scheme is of '**reaching out to the unserved habitations**'. Since India has a diverse population of out of school children, possible strategies have to be worked out to cater to the diversified population of out of school children.

Some of the issues that arise in the context of EGS and AIE are –

- **How do we reach the 'unreached'?**
- **How do we classify them?**
- **What is the source of information?**

The 'out of school' children include street children, child-labourers, children in shops etc, girl child, children going to '*Maktabas*' and others. These children need special attention and therefore, it is important to identify their problems. Mr. Dayaram highlighted some of the problems of these children.

- The first problem pertains to the **education of the girl child**. In villages, there are government schools, private schools, non-formal centers (NFE) and also private tuitions. Villagers send their children to private tuitions. Between boys and girls, boys are generally sent to formal schools, whereas girls are sent to NFE centers. One can see the disparity between genders here.
- Another disparity found is between the categories of schools for rich and poor. It is observed that children of rich parents go to a particular category of school and the children of poor parents go to a different category of school.
- There are a number of other common problems facing the out of school children in non-formal set-up, which pertain to planning of curriculum, teacher preparation and establishing linkages with the formal schools.

According to Dr. Sinha,

*What linkages should EGS be having with the formal school system is an important issue.*

As per the norms already approved under Education Guarantee Scheme and Alternative and Innovative Education, certain interventions for out of school children have already been. Specified. Dr. Sinha, elaborating on one of these interventions classified them into five different categories. These are:

- 1) **Unserved Habitations:** Dr Sinha pointed out that there are some habitations which qualify for a regular school, but there are others which do not have a regular school and are called **unserved habitations**. These habitations have very few children. Under EGS and AIE scheme, the government is committed to setting up Education Guarantee centers in these unserved habitations, even if there are only 5-10 students; provide for a physical access in terms of distance. One issue, which comes up here is, 'how much' education should be catered to in these centers, i.e., upto class III or upto class V or more. The suggestion was that a 'Learning Center' could be opened upto class III and should be situated in the habitation itself, but it should not go beyond class IV. The focus of the revised EGS should be to promote socialization of every child in the habitation. Dr. Sinha further pointed out that various models of education could be tried out under EGS and AIE, referring to the MP model of EGS as one of the possibilities in the present context.
  
- 2) **Mainstreaming:** Setting up of alternative schooling models for mainstreaming of out of school children is another important intervention strategy, as stressed by Dr. Sinha. Referring to the MV foundation, Hyderabad, he said that the number of students passing out of primary is not the only criteria for enrollment of children into upper primary. Children from residential institutions are also to be considered, may be in grades V or VI. He further added that the revised EGS

provides for such enrollment of a '**non-formal school child**' or from an '**alternative school system**'. He cited another example of '*Pratham*' in Mumbai, which focuses on mainstreaming. Bridge courses, remedial courses, back-to-school camps, with a focus on mainstreaming out of school children into regular schools can be thought of, under the EGS and AIE.

- 3) **Planning a component of remedial classes:** Here the speaker, Dr. Sinha pointed it out, that a component of remedial classes and/or additional support for children can be planned under EGS. Citing the example of municipal schools in Mumbai, Dr. Sinha lauded their efforts of segregating such children, who need remedial support in Maths or any other subject with the help of '**Bal Sakhis**'.
- 4) **Pedagogical Innovation:** Pedagogical innovations can be thought of for EGS and AIE under SSA to motivate children to come to school and stay there. The EGS scheme provides for this kind of an intervention. In this regard, Dr. Sinha made a mention of the 'Rishi Valley' approach, which could be followed under the scheme.
- 5) **NGO's support and intervention:** One of the interventions in the EGS and AIE scheme, according to Dr. Sinha, is the active support of NGOs, which should form a part of the larger plan of the districts for EGS and AIE. He clarified that the support of nearly 830 NGOs with Government directive as outside the district plan is difficult to justify. However, the funding of these NGOs would not decrease, but on the other hand, may increase. Therefore, the NGOs can support the EGS and AIE scheme.

*A district plan will be incomplete if it does not plan for every child in the habitation. Therefore, the NFE (now EGS and AIE) cannot be ignored.*



### **Management of EGS and AIE programmes**

Mr. Dayaram, speaking on the management issues pointed out that if EGS and AIE are to be seen as a comprehensive part of SSA, a major convergence of all the parallel structures of schools would be needed in a big way. Establishing linkages between NFE centers, alternative schooling, residential camps, bridge courses and back-to-school camps etc. with the formal school system will be an important initiative in this direction. Those elements of EGS and AIE that help promote greater and effective linkages with formal schools will have to be identified. Mainstreaming of education of groups with special needs with the formal schooling should also form a priority area of EGS and AIE.

### **Appraisal Issues under EGS and AIE**

Concluding his presentation, Mr. Dayaram listed some of the important appraisal issues, which need to be highlighted through the district plans. These are:

Information required for EGS and AIE (for example, number of unserved habitations, number of children in 6-14 or 5-14 years age groups)

- Strategies proposed for interventions
- Activities proposed to be carried out
- Budgetary details
- Implementation schedule (Reflect realistic implementation schedules in a 'phased-out' uniform manner. Targets should be maintained at all costs.)

### **Discussion**

At the end of the presentation, Mr. A A C Lal thanked the speakers for their detailed presentation on EGS and AIE and invited the house for raising issues, seeking clarification or making any suggestions.

Issues that came up for discussion were :

- Double enrollment in schools
- Management structures
- Involvement of state/district institutes of education in the planning of education in states
- Need for a separate directorate of education, especially in Jammu

**CONVERGENCE, NET WORKING  
AND COMMUNITY PARTICIPATION**

**Date** : 15.3.2001  
**Time** : 1.00 to 13.00 hrs.  
**Session** : Morning session  
**Speaker(s)** : Daya Ram  
A.A.C. Lal

Sh. Daya Ram began his presentation by highlighting the criticality of convergence at the macro as well as the micro level for realistic implementation of any large scale programme. He stressed that convergence at the top level i.e. at the national level is more crucial for its filtration to the ground level. There could be a sharing of experiences of efforts undertaken to bring about convergence. It has often been noticed that many inputs in the field of education starts at the top and are transmitted to the field for the teachers to transact and for the community to accept. This attitude, he said, lead to gaps; in expectations at the national level and the implementation modalities at the field level.

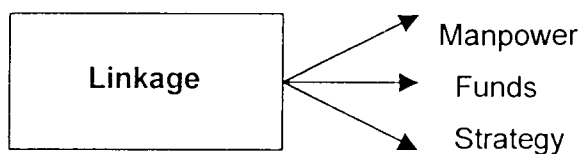
Even intra-departmentally there exist various committees to look into isolated areas. A better approach would be to set up one committee to oversee the various departments looking at inter-connected areas. It is in programmes which are centrally directed that such problems arise. In programmes related to health for instance, centralized targets are not set. Hence, there are less of problems faced on issues of convergence at various levels.

In the context of educational programmes it had been found that there were manifold teacher-training packages. Each teacher educator/educational planner focuses on his/her own expertise or interest. There is variety in training packages as well as in the training content, with some focusing on gender issues, others on special education etc. It is at such levels that convergence is an utmost necessity.

He narrated a personal experience of having worked with labour department in the area of child labour. This was one area, he said, where extreme caution was required to ensure that there was convergence between the labour department and the departments concerned with education. This had to be taken up at the district level, where there are multiplicity of programmes like Tribal Area Development Plans, ICDS, schools for a child labour etc. The experience of DPEP had also thrown up the major issue of convergence and coordination with the existing programmes of various departments in the DPEP districts. Each department handling different components had to be brought together and the funding collated, to avoid duplication.

In the context of SSA, the project document articulates a categorical need to take into account various existing schemes and their gains. For this, decentralized planning and target setting could be the only strategy for proper convergence. Even the power structure needs to be decentralized to ensure convergence between different schemes.

Sh. Lal further added that SSA is based on a holistic approach for achieving quality elementary education. The focus would not be only on knowledge acquisition but also on education as a preparation for life. This would necessitate intra departmental linkages and net working. Intra departmental linkages would take into account three aspects:



In all the plans therefore the process of programme plan preparation would have different emphasis to ensure that convergence of areas had been met effectively.

Sh. Daya Ram explained that community participation and awareness was one of the key factors for the success of any social sector developmental programme. He

cited the example of community mobilization efforts undertaken in the Lok Jumbish Project. Till date, he said, very few programmes existed which could match the extent of community participation brought out in the Lok Jumbish Project. He explained that it was experienced that after 6-8 months of any programme intervention in the education sector, the community got fed up of focusing merely on education. Other issues started getting raised like ; need for roads, electricity, water supply etc. It has often been found that the needs of the community are integrated and it is the policy makers who are compartmentalized in their thinking and planning. In the context of SSA, all programmes related to elementary education would need to be covered within its ambit. The first casualty of centralized planning was **convergence**. Unless there is decentralization in the unit of planning and in the power structure, no convergence was possible. He shared the experience of Kerala where under the Ninth Five Year Plan, the community had been entrusted with the responsibility of planning not only for education but even other departmental schemes. Their plan includes setting set up of self-sustaining schools by 2001. Here, convergence was possible as a consolidated fund was available for integrated planning and expenditure.

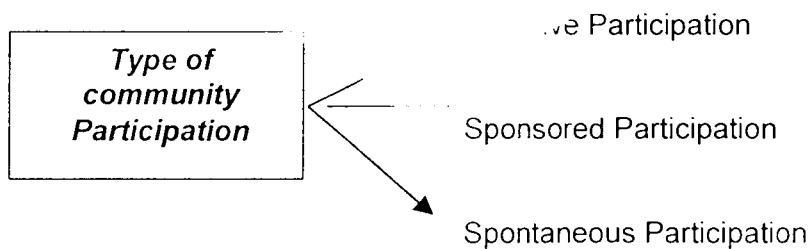
Mr. Lal then initiated a discussion on a number of agencies/departments visiting the villages regarding propagation and advocacy of their programmes and projects. In some cases it was found that up to 57 agencies were found intervening with various programmes in one village ! They visited, advocated and confused the community. In "Pansheel", he said, the first advise rendered was to limit the number of programmes and avoid duplication. Integration and inter-linkages, he said, was easiest at the lowest level. It was at the higher levels that the approach was more sectoral and in cases even intra-departmental linkages were missing. In the context of SSA, therefore, it was absolutely necessary that plan formation should strategize for effective convergence.

Mr. Lal initiated further discussion on community participation. He said that it was in vogue to talk about community participation. However, participation in not a one way but two way process. Hence the term **community participation should be**

changed to **community partnership**. Community partnership has to be achieved in all aspects i.e. need identification, planning, execution, monitoring, supervision and correction measures. Only, then can true goal of decentralization be achieved. Another significant aspect that he highlighted was the concept of **legal status** and **realized status**. He provided an interesting example of Uttar Pradesh where 30 % of the post for **pradhans** were reserved for women. **women pradhans** were elected to the **Panchayat**, but the **Panchayats** were actually run by the **Pradhanpatis** i.e. the husbands of the **women pradhans**. This was a clear example of legal status and realized status.

The need of the moment was to create an opportunity for community participation. Community participation should not be attempted or solicited according to the **provider's** needs. It should be suited and adapted to the **users needs**, as **they** want. Moreover, there was a need to obviate the artificial barrier between **we** and **they**. There should be optimal reflection of the needs and aspirations expressed by the PRIs, VECs, MTAs and other community organizations. Besides, orientation programmes also need to be organized for those groups. Community participation has two key factors:

- Extent of participation
- Type of participation



Coercive Participation is of course the most inadvisable methodology. Sponsored participation creates an institution for participation on a cost-sharing basis. It is spontaneous participation, which leads to creation of conditions that nurture spontaneity and sustainability. The terminology used now is **people's programme** with government participation and not **government programme** with **people's participation**.

***Implications for appraisal***

- Does the plan reflect wide consultation between different departments regarding programme in the area of elementary education for convergence to avoid duplication?
- Has funding from other departments/resources in elementary education been taken into account?
- Do plans show reflection of community needs and aspirations?
- Have VECs, MTAs, PRIs representations been consulted in plan formulation?
- Have strategies for community monitoring of the programme been built into plan?

MANAGEMENT STRUCTURE AND EDUCATION MANAGEMENT INFORMATION SYSTEM	
Date	: 15.3.2001
Time	: 14.00 to 15.30 hrs.
Session	: Afternoon
Speaker	: M.K. Talukdar

After his introduction to the participants by Sh. Lal, Programme Coordinator, Sh. Taukdar began his presentation. He began by stressing the tremendous importance of the Education Management Information System (EMIS) in an education programme. In the context of social sector programmes and their implementation, the role of the MIS cannot be minimised as it was a major tool of consolidating and accessing field level data at the central level. The EMIS for SSA would be functioning in accordance with the "SSA; Framework for Implementation" document which is still in a draft form. The EMIS data format would he said, to a large extent be prepared according to the guidelines arrived at, based on the DPEP exercise.

The MIS would be developed against the framework of SSA. It would cater to acquisition of data for fulfilling the explicit objectives of SSA which aims at enrolling children in school either by way of primary formal education or it is equivalent. It is envisaged that in the alternative schooling system, all children would be in school either in EGS centres, AIE schools or back to school camps by 2003. By the year 2007, all children would be expected to cover 8 years of elementary schooling. Besides, one of the major aims of the SSA is also to remove gender and social gaps in educational access, retention and achievement. Universal retention is also aimed at by 2010.. As the targets set by the SSA are very categorical, the role of the EMIS becomes extremely crucial in terms of getting tentative data on Gross Enrolment Rates, Net Enrolment Ratio as well as other population projections.

The over all implementation process is well structured and has well demarcated assigning of executive responsibilities. At the state level, there is a **State**



**Implementation Society (SIS)** which is registered and autonomous. The crucial unit for the implementation of the programme is the **State Office** which establishes links with the district and sub-district structures, resources institutions, state govt. the national implementation body and all other concerned institutions and individuals.

The **district level structures** are also firmly there in place, and in the context of DPEP were named **District Project Office**. They looked after programme implementation and were headed by the District Project Coordinator. In the context of SSA, the District Elementary Education Officer would be incharge of the over all activities and their implementation at the district level.

The **sub-district level** structures would comprise of the **Block Resource Centres (BRC)** which are expected to provide academic leadership as well as administrative management to the programme. It is also a structure which is involved in consolidation of data which are received from the sub-, sub-district level structures like the **Cluster Resource Centres (CRC)** as well as the primary school falling within its catchment areas. Data compiled from village/ward level organisations would also need to be consolidated at the block level. More over in the context of SSA, where the planning has to be habitation based, the data has to take in to account the enrolment status of each and every child in that habitation. This information emerging from micro planning exercises would be transmitted onward for consolidation.

The EMIS at the district level would comprise of the **District Information System for Education (DISE)**. The DISE is a unique feature in the sense that it is a totally systematic approach to collection of information about each and every school recognised by the state govt. with information on each and every child in the district. The DISE would be an annual feature containing school based data. This would comprise of details regarding:

- Enrolment of children grade wise as well as over all in the primary level. (NER and GER)
- Teacher population and status on training undergone
- Facilities in the school e.g. drinking water, toilet for girls, number of classrooms etc.
- Gender wise and social group wise data
- Age – gender matrix

The DISE would also comprise the cohort studies conducted at the district level. The cohort studies are important to know about the drop out rates in each district. It can be used to generate information about each child enrolled in class I and following up the information about the child year after year till class V. Though it appears to be a formidable task, yet its implementation seems to be not very difficult. Tamil Nadu covered 9 blocks in one district for DISE and generated information about each child of these 9 blocks on a continual basis from classes I to V. It was found to be so effective that it was implemented in the entire Tamil Nadu. Even other states have undertaken such detailed data base

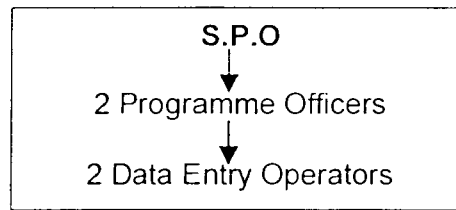
In order to that such cohort studies be prepared a house to house survey and habitation wise data base is generated . This provides important information about each child at the habitation level. The data is computerized and stored.

### **MIS – Implementation Process**

The implementation process for the MIS pre supposes and a well structured system as well as catering to other support needs

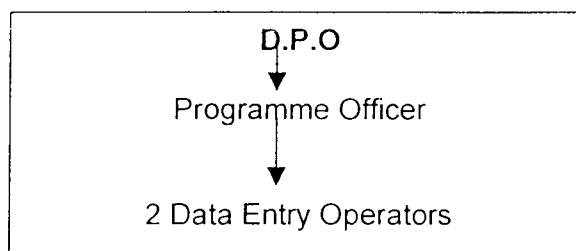
#### **a) The MIS unit at the State Project Office**

The MIS unit at the State Project Office (SPO) would comprise of one system analyst responsible for the state level data assisted by two Programme Officers who are further assisted by two data entry operators.



### b) The District Project Office

The District Project Office (DPO) has one programmer and two data entry operators.



- At the time of appraisal it necessary to see the infrastructure at the district level.
- The computers having MIS should not be used merely for desk top work but for data storage and retrieval
- A constitution of resource groups is required at the district as well as the state level. this is for the purpose for training of personnel for planning of data preparation input, storage and retrieval.
- The infrastructure a available at BRC/CRC level also needs to be looked at carefully.

### Training, quality Management and Storing of Data

It is very necessary to maintain the quality of data for the MIS. The quality of data comprises of two aspects; (a) the field data in structured formats and (b) computer data generated after keying in field data. The training of data management needs to follow the cascade training methodology to minimize transmission loss and quality dilution. It is necessary **that each institution** providing the data should get the message that the data provided can be **cross checked**.

There is need to check and control school based data. There could be various methods of cross checking of data. School based data is available at the cluster level. One could pick up a random Proforma containing school based data, go to the school, and cross check the veracity of the provided data. Only then should the data of the proformas be passed. This would lead to correct data compilation and authentic report generation. Correct data received should also be entered correctly through proper keying in. This can be cross checked by picking up a percentage of the field in data which is called a **dump**, compare it with a raw data received from the field and come to valid conclusions. The next step would be the analysis of the data and its dissemination right from the national level to the state level to the district, sub-sub-district and sub-district level.

### Use of MIS in Planning Process

The MIS data can be effectively used for planning purposes in implementation of educational programmes. They would provide information about the requirement of:

- New school buildings
- Classrooms – new or major repairs
- Additional teacher requirement
- Identification of issues for research studies.

The EMIS has been used effectively for planning in the following ways:

- Action plans have been prepared to address specific areas like single teacher schools including non-availability of basic facilities etc. in Assam, Maharashtra, Uttar Pradesh and Tamil Nadu.
- Identification of issues for school improvement plans in Orissa, Karnataka and Himachal Pradesh.
- Monitoring of new schools and keeping track of the individual child – Tamil Nadu.

**Implications for appraisal**

If habitation based data has been given what is the process of data collection? **Child-to-child data and parent data should be looked into.**

If consolidated data is provided, its details and break up needs to be looked into.

Surprise visits could be made to habitations to cross check data

Always "**reach the root**" i.e. look for parent data.

The session concluded with Shri Lal thanking Mr. Talukdar for his extensive and lucid presentation on data management in educational programmes.

The appraiser should always **Reach the Root** i.e. look for the parent data

**INSTITUTIONAL DEVELOPMENT**

**Date : 16.3.2001**  
**Time : 9.30 to 11.00 hrs.**  
**Session : Morning**  
**Speaker: J.S. Rajput**

The Director, NCERT, Prof. J.S. Rajput was accorded a warm welcome by the Project Coordinator. He was introduced to the participants as one of the leading personalities in the field of education in India. The participants were introduced to the Director, as belonging to various institutions like the National Institute for Rural Development (NIRD), State Institutes of Educational Management and Training (SIEMAT), Unicef, CARE, State Universities and NGOs. The participants he was informed would form the core group for appraisal and review of SSA plans in the times to come. Previously, such orientation programmes were organised by the NSDART, Mussorie. The NCERT had been called upon at this instance to organise the programme on request from the MHRD, Govt. of India. As SSA lays a strong stress on the quality dimension of elementary education, the NCERT was expected to be able to contribute more effectively to it.

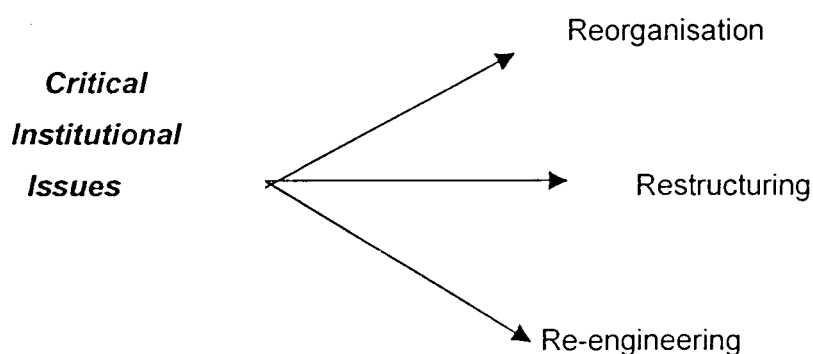
The Director NCERT began his presentation by mentioning that he was very happy that the programme was being organised in New Delhi and not in Mussorie. He said that he would have been even happier had the programme been organised in some small district in the states, for instance, like Koraput! He explained to the participants that he would present what everybody was familiar with, but in a different manner.

The task of UEE he informed was enormous and this was the last phase in the continuum of the effort undertaken to bring about UEE. The government could not be expected to launch a programme like the SSA again. The prestige of the entire education system was at stake and the challenge, stupendous. The challenge was to bring a heterogeneous and varied group of children to school – each one of them.

The twentieth century he said has been reviewed on three indicators; growth, development and civilization. The twin slurs on human civilization namely colonialism and apartheid are mercifully things of the past. Education is a phenomenon that can be achieved even in the absence of basic literacy. The population of India he said, had trebled since independence yet she is not deficient in food grains. This was a gift bestowed on her by the development of science in the shape of the **green revolution**. The illiterate farmer benefited from it. He was not literate, but he derived education out of it. Education is therefore inextricably related to one's context and needs to be relevant to one's needs in order to be imbibed.

The entire world in the present context has been divided into two parts; the developed and the developing nations. Prof. Rajput provided an exposition on the process and meaning of development. Even the Delors Commission he said had acknowledged this factor as a significant issue. It was said that as India was a developing country, a development policy was needed that would plan for both long term and short term strategies. Progress in the field of science has rendered it accessible to every home and health. Science had been applied to develop technologies which are relevant to society in terms of their outreach, extension and contribution to social development and progress. The key factor and indicator for social development and progress is education. The tremendous upsurge for education in the global context is in reality, an upsurge for human rights and social equity. The Sarva Shiksha Abhiyan endeavours to meet these global objectives in the Indian context. The SSA needs to prepare people for the twenty first century through its institutions. In the field of education, the educational professionals and academics are its leaders and keepers for the furtherance of the aim of institutional development. An awareness about the criticality of institutional development needs to be brought about.

There are certain key institutional issues which need to be adhered to in order to ensure the survival and success of institutions.



With the doubling of the quantum and pace of knowledge acquisition every two or three years, the most pressing need is to supplement skill shortages. New skills and competencies are required to counter and meet the new demands generated by knowledge explosion. However there has been, said Prof. Rajput, a lack of synchronisation of the pace of change with institutional change. Institutional change and advancement is required to meet increased competition and the new breakthrough and advances in Information Technology (I.T) and Information Communication Technology (ICT). It is therefore futile to hope or think that any institution can survive **as it is** – it needs to grow and evolve. He added a significant adage that **one can DELAY death, taxes and CHANGE but one cannot AVOID it.**

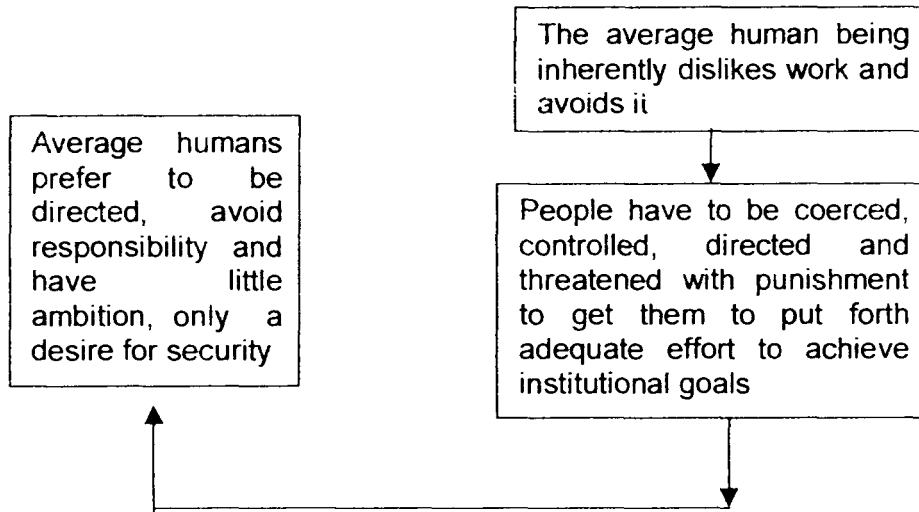
In traditional indigenous Indian learning and scholastic systems he said, there were Gurukulas which looked after school education. An interesting issue which emerged was 'How did they interact with each other?' They probably did not. They generated knowledge through sheer dedication and commitment. In the modern context however, survival of institutions is not possible in isolation. Professionalism alone he said could equip an individual or an institution to play a leadership role.

Next to understanding institutional issues, he said came the need to assess individuals. He referred to the famous work of Douglas Mc Gregor which provides a good representation of human resource thinking. He suggested a change of emphasis from social needs of individual at work to needs expressed as a desire for more intrinsic satisfaction from increased organizational responsibility and from achieving organizational goals.

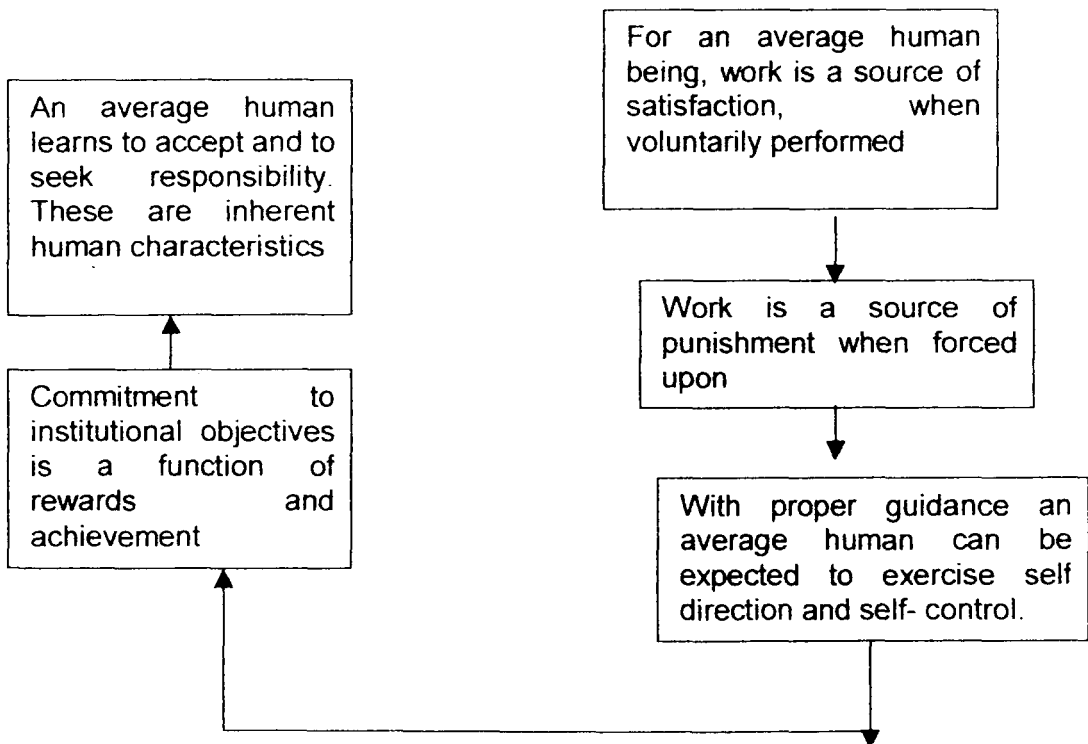


He explained Mc Gregor's theory about managers;

**THEORY - X**



**THEORY - Y**



Those responsible for large institutions he said, needed to understand about human faculties and frailties. The role of institutional leaders was to understand the socio-

cultural background of individuals that people in an institution and entrust responsibilities accordingly. The growth and development of institutions would be governed by the greater extent of overlap of institutional goals and organizational goals.

Even schools can play a powerful leadership role if they have learned people as members of their organisational structure. No institution, said Prof. Rajput, can grow unless it transforms itself into a learning institution. Individuals within institutions need to be learners in order that the institution may grow. Quoting from Sergiovanni (1994), he said that communities are connected together because they share common commitments, ideas and values. Schools can be therefore understood as;

**Learning Communities:** committed to thinking, growing and enquiring

**Collegial communities:** Where members are connected to each other for mutual benefit and to pursue common goals

**Caring communities:** motivated by altruistic love with mutual relationships that are moral in character.

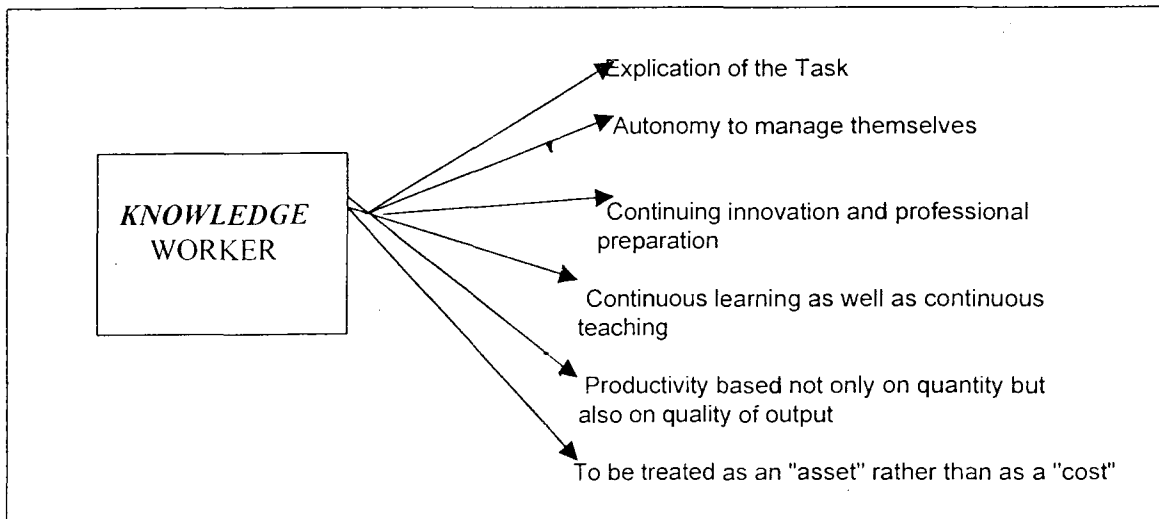
**Inclusive communities:** coalescing economic, religious, cultural, ethnic and family differences.

**Enquiring communities:** Committing itself to collective inquiry to search for solutions to the problems they face.

The current juncture in history has been characterized by knowledge explosion. It is, he said, a transition from muscle power to money power which has now come to mind power. The term knowledge worker has gained currency with a stress on the knowledge worker.

Prof. Rajput explained that it was prevalent to say that India was developing into a knowledge society. However, all those associated with it, be they teachers, policy makers, bureaucrats, or academics have to function as knowledge workers in their own fields. The functioning of the knowledge worker therefore becomes paramount. He explained the six major factors which accordingly to Peter Drucker (1999)

determine the outputs of a knowledge worker;



The presentation of the Director was given the breath of the life through its sprinkling of anecdotal narratives and personal experiences. He stressed the need for continued innovation as a significant component in the making of a knowledge worker. Remarkable innovative efforts had been attempted by the Lok Jumbish project or the Dhar project of Unicef he said. Scintillating innovative efforts could be taken up by teachers who were extremely creative and insightful. He cited a personal experience.\*

The knowledge worker he said was an asset and he/she should endeavor to become indispensable. There had been three phases in the education scenario of the country, he explained:

- I The 1950s – where the focus was on enrolment drives
- II The next 10-15 years – where the focus was on reducing dropouts and stagnation

\* A research project was undertaken by the NCERT on rewriting of the Environmental Studies Textbooks. The rural teachers were asked to rewrite the textbook, based on their own experiences and perspective. A teacher responded by explaining a personal experience. He said that only one train passed through his village through a small railway over bridge. The school children played on it, below it and swung from it. He rewrote the book, using the over bridge as a resource to explain theories of **force, momentum, push, pull** etc. It was an eye opener for scholarly physicists that a simple everyday resource could be used to explain basic theories of Physics! This was innovation!

- III The post 1986 era, where the focus shifted from mere enrolment and access to attainment of reasonable quality. Here, the role of the NCERT had been paramount, as the focus on quality was incorporated as a major intervention of policy planning. It was based on NCERT researchers. At present, the significance of quality has been widened to encompass community ownership and utility of education for developing life skills. The utility of education to an individual in day to day existence has become paramount today. No matter up to what stage a student may achieve school education, that education should be worthy of application in daily life situations. No matter at what level the student drops out, the education received should be relevant and useful in day to day living.

The teaching learning process in the Indian tradition he said, was based on the management concept of the **knowledge worker**. It enunciated the concept of acquiring knowledge and education from one's parents and teachers. It exhorted individuals towards self study for improvement of knowledge. Its implication was implicit for teachers too – they had to seek **partnership learning**. As teachers and as parents, one was expected to impart value added knowledge to students and one's own children. This knowledge would benefit the family at a micro level and thence the society at a macro level.

For optimal institutional development, the society needs a **Change Leader**. A leader he said is a person who understands individuals, the institution and the concept of leadership. Only a person with an expansive perspective and strength of conviction can sustain and react productively to change, which is perennial. A change leader therefore, tries **to look** for change and **identifies** the right change. A change leader knows how to make them effective. He provided an illustration of a change leader by quoting M.K. Gandhi.

The chapter on Elementary Education in the Ramamurty Committee begins with a quote from Gandhi. In it Gandhi mentioned that he dared anybody to achieve universalization of elementary education through the prevalent model of schooling. What was needed was schools for each boy and girl in every village. One would have to go to the community, said Gandhi to achieve this. Gandhi said this in 1931. Today, one is talking of setting of Village Education Committees and empowering the community through Panchayati Raj !

Here, was a change leader who knew that policy makes the future. A change leader anticipates change and identifies the correct strategy for it with the right balance and continuity. To achieve institutional objectives, institutions require leaders capable of creating a new culture of work and attitude. The head of the institution has to be a person who is always eager to understand, anticipate change and is willing to lead the change. This can happen only when this individual has the capacity to identify the correctness of the planned change along with a confidence in the strategy proposed to be adopted to make it effective. The most significant part is the basic understanding of the institution community, their capabilities and a firm belief that the capabilities of individuals can be enhanced through motivation, support and partnership initiatives. The greatest of leaders never have with them functionaries which were fully to their own liking and according to their expectations. Their contributions lie in having created professionals from among those assigned to them. Their success is also judged by their capacity to perceive innovations that could contribute in enhancing the efficacy of the system and could result into effective reforms. Innovations create values. Those who play the leadership role must understand the difference between reforms and change.

Dr. Rajput explained that leaders could be of two kinds; academic and bureaucratic. His experience had shown him, he said that the bureaucracy had produced some of the best academics, poets and men of letters. Conversely, some academics would have made better bureaucrats. Leaders could be broadly taxonomised into two categories:

<b>Academic</b>	<b>Bureaucratic</b>
Commands respect	Expects respect
Influences by example	Depends on powers and regulations
Innovates continuously	Manages practices
Understands what is wrong	Focuses on who is wrong
Participates in professional tasks	Keeps aloof, expects compliance
Practices institutional management is an art	Practices institutional management as a craft
Is affectionate and empathetic	Evokes fear of authority and apprehension
Accepts challenges	Avoids challenges

However, said the Director, the borderlines would merge if one examines an equal number of bureaucrats and academics objectively.

He explained that his own experiences in various capacities had to a large extent shaped his understanding of people and ideas. The experiences and lessons learnt from them were presented with axiomatic precision:

- Every person has infinite capabilities, the only difference between a wizard and an ordinary person is that the wizard uses more of his or her latent capabilities – and works harder
- What one is doing is important, but not as important as how one goes about it.
- No person is so worthless that he cannot help someone else. No one does not need help at some time.
- Most innovations are based on simple ideas.
- One mistake is a great teacher, two mistakes are one too many.
- When mistakes are made, the top executive has to take responsibility.
- Knowledge should be shared; intellectual selfishness is as bad as material selfishness.
- No one who has poured herself or himself into work has ever failed.

In the context of SSA, Prof. Rajput explained that the implication was that, "**This time we cannot fail**". He concluded with an interesting personal experience. \*

In the context of SSA in India, where conditions of deprivation and deficiency prevail, each effort has to be well planned. The experiences of the last couple of decades need to be used to see that one's efforts do not go wayward. If one is determined, people look up to one for change and one can bring about the change, he concluded.

After the presentation was over, there was a lively discussion and interaction with the participants. A concern was expressed that with the general degeneration in the system, it was difficult to keep institutions untouched from them. Prof. Rajput responded that all systems were interlinked and no system degenerates in isolation, nor does it regenerate in isolation. An issue was raised that there were various programmes launched by the government and no programme was allowed to take root. It was therefore difficult to make people accept new programmes every now and then. The Director responded by saying that policy changes lead to progress and the fast pace of change make it essential even for policy makers to change and adapt. Learning from the past experience and evolving is not bad planning. One of participants wanted to know as to what was the autonomy envisaged for teachers. Prof. Rajput responded by saying that primary teachers were a community that had

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*\*He recounted that when he was called upon to take over as Chairman, National Council of Teacher Education, he was hesitant and unsure. There was no office, no staff and no other infrastructural facilities. However, an elder colleague advised him to take on the responsibility with the realization that the endeavour may be a failure. Yet, how many are there who always succeed? He took the challenge and made NCTE a functioning governing and effective statutory institution. Any individual he said, taking on leadership roles has to come up to the expectation of others.*

the maximum autonomy be it regarding work hours, work output or whatever. What was needed was an inculcation of a temperament of trust in the teacher. This required commitment from the teachers as well as from the community. Shri Amarjeet Sinha enquired about the role of NCERT and the change in institutional profile needed to handle knowledge change. Prof. Rajput replied that some departments of the NCERT had been changed and reorganised. The NCERT had to redefine its role as a learning institution and as a community moving towards professional upliftment. The need he said was to focus on national values with appropriate decentralisation coupled with continuity of management approaches.

Prof. K.K. Vashishtha rendered a formal vote of thanks to the Director who he said possessed a versatile personality. His talk on capacity building, commitment, climate building, institution building and institutional reform had been illuminative and enlightening.



**FINANCIAL PARAMETERS AND  
PROCUREMENT PROCEDURES**

**Date : 16.03.2001**  
**Time : 11.00 – 1.00 hrs.**  
**Session : Forenoon**  
**Speaker : Sumit Bose**  
**Ranjana Srivastava**  
**Amarjeet Sinha**

The session of 'Financial Parameters and Procurement Procedure' was taken up jointly by Shri Amarjeet Sinha and Ms. Ranjana Srivastava. She Sumit Bose, Joint Secretary, MHRD, GOI chaired the session. Mr. Bose mentioned at the very outset that the session would be taken up by Ms. Srivastava and he and Mr. Sinha would supplement the presentation whenever their intervention would be feel to be necessary.

The prime objective of the present session was **to provide a detailed overview of the financial parameters required for planning the district annual and perspective plan.** The session was also aimed at **developing a broad understanding of procurement of budgets and its implications for appraisal of the plans.** Dr. Srivastava, the speaker, at the very outset, clearly stated the fact that SSA is a framework as well as a programme. **It is a framework** as it provides a wide convergent view for implementation of elementary education while also functioning **as a programme** by providing budgetary provisions to states for strengthening vital areas to achieve UEE. While elaborating on the financial issues, she pointed out that it is clearly stated in the framework that all investments in the elementary education sectors from state and central plans would be reflected in the SSA plan. She made her presentation by focussing on the following aspects:

- What are financial parameters/norms in the SSA programme?
- What are the implications of parameters for appraisal?
- What are the procedures for release of funds/budgets for the plan?

Financial parameters/norms for SSA :

- While elaborating on the financial norms to be followed by the districts, she mentioned that for calculating and estimating the overall limit one has to assess the financial needs and also see whether they are justified or not. She explained in detail the financial norms, which have direct linkage with quality aspects through some examples. These are:

Intervention	Norm
Teacher	<ul style="list-style-type: none"> <li>• 1:40 Ratio in primary &amp; Upper primary and at least two teachers in every primary school</li> </ul>
Free Text books	<ul style="list-style-type: none"> <li>• To all girls/SC/ST at Primary and Upper primary within an Upper ceiling of Rs. 150/- per child</li> </ul>
Teacher grant	<ul style="list-style-type: none"> <li>• Rs 500/- per teacher per year in primary and upper primary and need to follow transparency in utilization</li> </ul>

*Other Financial parameters*

- *The existing schemes of Elementary Education of the Deptt. (Except Bal Bhawan & NCTE) will converge in SSA after IX plan. The Mid-day meal would remain a district intervention with good food grains and specified transportation cost being met by the centre and the cost of cooked meals also being met by the central govt.*
- Other incentive schemes like distribution of scholarships, uniforms will continue to be funded under the **states plan**. They will not be funded under SSA programme.

***Implications of financial parameters for appraisal***

- While discussing the financial appraisal issues, the speaker mentioned that the first point which need to be looked into is '**Assessment of resource availability**' in a district. This could be based on past experiences. Thus the district education plan would inter-alia, clearly show the funds resource available for various components under schemes like JRY, PMRY, Sunishchit Rozgar Yojana, area fund of MPs/MLAs state plan, foreign funding and resources generated in the NGOs sector. The second point that needs consideration while appraising the plan is whether the **assessment of the total resource requirement** has been considered or not. The calculation therefore should be made separately for the district share in the state plan and requirements under SSA. The assessment of requirements would be calculated as per activities costed under SSA norms.

While calculating activities cost under the plan proposal, it should be ensured that current investment level is maintained by the state in its share. Another important step which needs to be considered in the context of appraisal in terms of financial requirements is the **assessment of all activities**. Before assessing activities, it should be clear whether the various steps that are involved in estimation of financial requirements have been followed or not. Those steps are:

- **Listing of all the activities** to be undertaken
- *Classifying all the activities **into two categories i.e. activities having cost implications and activities having no cost implications.***
- *Classifying the activities, which have cost implications **into recurring and non-recurring activities.***
- *Working out the average cost of recurring activities **and unit cost for non-recurring activities.***
- *Estimation of cost separately **under the recurring and non-recurring funds.***

After ensuring that various steps that are necessary in the estimation of financial requirements have been followed, the assessment of activities need to be done while appraising the budget costing. Some of the important issues are:

Have all the activities has been reflected in the district/perspective plan been shown in budget costing or not or vice-versa.

- Have all the activities been costed.
- Are cost estimations as per norms
- Whether the schemes that are not permissible within the set norms have been identified or not.
- Whether all activities costed are fully justified or not.
- Ensure whether all ceiling are adhered to in the plan or not (e.g. Management cost 6%, Civil works 33% etc.)

### **Procurement and release of funds**

- The third aspect discussed by Shri Bose and Mr. Sinha was on **procurement and release of funds**. Shri Bose referred to the SSA framework and pointed out that in the framework it is stated "**SSA is a long term partnership between the central and the state/UT governments.** Therefore, the procedure for

**release of funds would be mutually dependent on both the agencies."** After assessment of the proposals for the preparatory activities, the central govt. would release funds to the state govt. The state govt. would thus be expected to transfer this to the **State Implications Society within thirty days**, and the state govts. have to give a written commitment regarding sharing of funds. After this, the perspective and annual plan would be jointly appraised by a team of experts constituted by national and the state level professionals. Thus, the **national SSA mission would approve** the annual plan on the basis of the appraisal report, the recommendations of the State Implication Society, the availability of central plan funds, and the commitment of the state govt. regarding financial resources. The first installment, to meet the proposed expenditure of the first six months, should be released by April 15. It is also mentioned in the SSA framework that some departure from the above mentioned norms would be necessary in the first year of the programme implementation. He further mentioned that the procurement of funds would be in two installments each year i.e. one in April and the second in Sept. The expenditure would be taken up between Oct. and March. A supervision by a team of resource persons would be undertaken in the implementation district before the second installment is processed. The second installment would be based on the progress in expenditure and the quality of implementation. The utilization certificate from the districts to the states and to the national mission for funds in the first installment would become due at the time of the release of the first installment in the subsequent year.

### ***Implications for Appraisal***

Whether the plan reflects:

- listing of all the activities to be undertaken ;
- cost estimation of all the listed activities which have financial requirements ;
- estimation of costs separately under the recurring non-recurring heads.

Animated group discussion followed the presentation. Some doubts were expressed about the financial norms for teacher training. These were effectively clarified by Shri Bose and Mr. Sinha. Queries were raised about the grant of Rs.15 lacs and Rs.50 lacs as innovation grant and district grant respectively. The participants wanted to know whether they were annual or a one-time grant. Shri Bose explained that they were annual grants. The session ended with Shri Lal formally thanking Shri Bose and Shri Sinha for sparing their time for explaining the intricacies of financial procurement to the participants. The session closed with a vote of thanks.

**MONITORING AND SUPERVISION**

<b>Date</b>	<b>:</b>	<b>16.3. 2001</b>
<b>Time</b>	<b>:</b>	<b>14.00 – 15.00 hrs.</b>
<b>Session</b>	<b>:</b>	<b>Afternoon</b>
<b>Speakers</b>	<b>:</b>	<b>S.M.A.I. Zaidi</b>

Proper and adequate monitoring and supervision is the key to the successful implementation of any educational programme. The same is true for Sarva Shiksha Abhiyan, which aims at providing useful and relevant elementary education to all children in the 6-14 years age group. Sarva Shiksha Abhiyan emphasizes community-based monitoring system and encourages independent research and supervision by autonomous research institutions. Therefore, under Sarva Shiksha Abhiyan, all out efforts are being made to develop partnerships between communities and research institutions in order to improve the quality of monitoring and supervision.

An educational programme like the one as the Sarva Shiksha Abhiyan has clearly defined objectives and proposed flexible strategies to achieve the same. Detailed implementation plans are made on year-to-year basis indicating broad estimates of the expenditure to be incurred at the same time making heavy investments to accomplish the task at hand.

Therefore, continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans.

Supervision in the context of Sarva Shiksha Abhiyan is crucial from the point of view of monitoring the progress of implementation of state and district plans and subsequently to identify the problems/bottlenecks, if any, in the implementation process and take remedial measures for the same. In addition, supervision also aims at ensuring compliance of the district plans and its subsequent implementation with the prescribed norms of the programme. Effective monitoring and supervision helps in learning from past experiences and in modifying/improving future plans.

Priority areas of supervision under Sarva Shiksha Abhiyan include the planning process adopted and documented, management structures and their functions, institutional capacity building, in-service teacher training, pedagogical improvements, special focus groups, environmental building and community mobilization, civil works and the pattern of expenditure on various components of Sarva Shiksha Abhiyan.

Supervision of the programme activities can be accomplished with the help of data obtained from both primary and secondary sources. These include:

- Face-to-face interactions and meetings with the staff of implementing agencies and beneficiaries.
- Progress reports prepared by district and societies on implementation of the programme.
- Previous supervision reports (if any).
- Review of surveys and studies (if any).
- Site visits to check on-the-spot implementation.

Finally, the Sarva Shiksha Abhiyan needs to be supervised from the point of view of

1. Programme Management, and
2. Project Management.

Under Programme Management, the main areas of monitoring and supervision include information on school related aspects such as access, enrolment pattern, dropout, infra structural facilities and information on teachers, to name a few. In addition, achievement data of children in various grades and in various subjects (language, mathematics, etc.) and inclusion of evaluation studies on key issues also serve as indicators for monitoring the progress of programme management.

On the other hand, indicators used for monitoring the progress of Project Management include inputs into the project such as equipment, furniture, staffing pattern, construction and civil works, capacity building, training of personnel,



resource flows into the project (income, expenditure, disbursement), and output/achievements of the project such as completion of construction work, repairs undertaken, number of teachers trained, books and teaching-learning materials developed and their distribution and the school grants utilized. To adequately monitor and supervise the Sarva Shiksha Abhiyan programme, all the above indicators need to be appraised in the state/district plans.

<b>REPORT GENERATION</b>	
<b>Date</b>	<b>: March 16, 2001</b>
<b>Time</b>	<b>: 15.00 – 16.00 hrs.</b>
<b>Session</b>	<b>: Afternoon</b>
<b>Speakers</b>	<b>: Macro Group Discussion</b>

Report generation is an important step in the overall process of appraisal of district and state plans in the context of Sarva Shiksha Abhiyan. It is the culmination of the various activities related to the development of the state/district perspective plans and the appraisal of the same by the respective appraisal teams in different districts/states. What is extremely crucial for appraisal is that processes adopted for planning along with an appraisal of programme components is essential. The major concern of an appraisal exercise is basically to review the district level plan from the point of feasibility and to assess the preparedness of districts and states to implement the programme. In view of the above, it is important for the appraisal teams to be acquainted with the salient features that the appraisal report must contain.

The report at the outset must contain a chapter on the District and State background in terms of the educational profile of the states/districts with tables wherever necessary. There should be separate write-ups on access, enrolment, retention, quality of elementary education, capacity building and the infra structural facilities available in the state/district for providing education at the elementary level.

There should be a detailed write-up or chapter on 'the planning process undertaken at the district/state level'. This is extremely important in view of the fact that the SSA advocates decentralized participatory planning. This should include details about the pre-project activities and other activities undertaken so far in the area of education and the procedures followed for the same. The report should also mention the problems faced by the districts in the planning process and provide for remedial measures, if any, for the districts/states to follow.

An important component of the report should be the inclusion of the comments of the appraisal teams on the 'Management Structures' and 'Management information Systems' (MIS) proposals of the district plans. The viability of structures and MIS should be viewed in the light of the Sarva Shiksha Abhiyan programme and comments of the appraisal team included in the report. Similarly, the report should have write-ups (as appraised by the appraisal team) on civil works, issues relating to costing and financing of different aspects mentioned in the plans, their justification along with benefits and losses, if any. Detailed discussion on quality aspects like curriculum transaction, teacher training and pedagogical issues need to be provided.

An important point to be kept in mind while preparing the report is the language of reporting, while appraising the district plans. It was specifically mentioned that in the final report, the language has to be in agreement of the plan. No suggestions should be made but agreements may be made on time-bound proposals in the plan.

### *Some Dos and Don'ts of Appraisal*

Dos	Don'ts
<ul style="list-style-type: none"> <li>Read the district plan very, very thoroughly.</li> </ul>	Don't lecture or sermonize.
<ul style="list-style-type: none"> <li>Identify information required.</li> </ul>	Don't be rude.
<ul style="list-style-type: none"> <li>Formulate questions for understanding the district plans.</li> </ul>	Do not have a negative approach.
<ul style="list-style-type: none"> <li>Listen to state/district personnel – let them have their say – if suggestions are required, then elaborate through discussions.</li> </ul>	Do not be in a hurry. Do not force views on district-state teams but give alternatives.
<ul style="list-style-type: none"> <li>Have a positive negotiative approach.</li> </ul>	Do not be like a supervisor or inspector.
<ul style="list-style-type: none"> <li>Identify list of institutions which you would like to visit in the field in connection with the plan appraisal.</li> </ul>	
<ul style="list-style-type: none"> <li>Review programme components from the point of view of technical, management and financial feasibility.</li> </ul>	

# ANNEXURES

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**ORIENTATION PROGRAMME OF SSA TEAM FOR  
APPRAISAL AND SUPERVISION**

**Venue: Conference Room, 1st Floor, Zakir Hussain Block, NCERT**  
**Dates: March 12 – 16, 2001**

**DAILY PROGRAMME****Day I**

DATES AND DAY	PROGRAMME	SESSION
12.03.2001 Monday		
09.30 a.m. to 10.00 a.m.	Registration	General Session
10.00 a.m. to 11.00 a.m.	Inaugural Session	
11.00 a.m. to 11.15 a.m.	Tea	
11.15 a.m. to 11.45 a.m.	Introduction of participants, expectation from the program, daily programme	Open discussion
11.45 a.m. to 1.00 p.m.	SSA – An overview	Amarjeet Sinha
1.00 p.m. to 2.00 p.m.	Lunch	
2.00 p.m. to 3.30 p.m.	Planning process and structure of plans	S.M.I.A. Zaidi A.C. Mehta
3.30 p.m. to 3.45 p.m.	Tea	
3.45 p.m. to 5.00 p.m.	Education of Groups with Special Needs: Girls, Disadvantaged Sections and Children with Special Needs	Shalini Prasad Neerja Shukla

## Day II

DATES AND DAY	PROGRAMME	SESSION
<u>13.03.2001</u> Tuesday		
09.30 a.m. to 10.45 a.m.	Civil Works	Sumit Manchanda Venkataraman
10.45 a.m. to 11.00 a.m.	Tea	
11.00 a.m. to 1.00 p.m.	<ul style="list-style-type: none"> <li>• Factors Influencing Quality of Elementary Education</li> <li>• Learning Environment</li> </ul>	A.A.C. Lal Rashmi Sharma
1.00 p.m. to 2.00 p.m.	Lunch	
2.00 p.m. to 3.30 p.m.	Curriculum Reform and Teaching-Learning Material	K.K. Vashishtha R.L. Phutela
3.30 p.m. to 3.45 p.m.	Tea	
3.45 p.m. to 5.00 p.m.	Classroom Processes	C.S. Nagaraju

## Day III

DATES AND DAY	PROGRAMME	SESSION
<u>14.03.2001</u> Wednesday		
9.30 a.m. to 10.45 a.m.	Planning for Elementary Education: Linkages between Pre-primary, Primary and Upper Primary stages of Education	Panel Discussion Venita Kaul K.K. Vashishtha N.K. Ambasht
10.45 a.m. to 11.00 a.m.	Tea	
11.00 a.m. to 1.00 p.m.	Professional Development of Teachers: Content Enrichment and Pedagogical Concerns	G.L. Arora
1.00 p.m. to 2.00 p.m.	Lunch	
2.00 p.m. to 3.30 p.m.	Monitoring & Supervision of Quality Aspects	Ved Prakash A.A.C. Lal
3.30 p.m. to 3.45 p.m.	Tea	
3.45 p.m. to 5.00 p.m.	Appraising Quality Aspects of Project Plans	Group Work

## Day IV

DATES AND DAY	PROGRAMME	SESSION
<u>15.03.2001</u> Thursday		
09.30 a.m. to 10.45 a.m.	EGS and AIE	Dayaram Amarjeet Sinha
10.45 a.m. to 11.00 a.m.	Tea	
11.00 a.m. to 1.00 p.m.	Convergence, Networking and Community Participation	Daya Ram A.A.C. Lal
1.00 p.m. to 2.00 p.m.	Lunch	
2.00 p.m. to 3.30 p.m.	Management Structure and Educational Management Information System	M.K. Talukdar
3.30 p.m. to 3.45 p.m.	Tea	
3.45 p.m. to 5.00 p.m.	Appraisal of District Plans	Group Work

## Day V

DATES AND DAY	PROGRAMME	SESSION
<u>16.03.2001</u> Friday		
09.30 a.m. to 10.45 a.m.	Institutional Development	J.S. Rajput
10.45 a.m. to 11.00 a.m.	Tea	
11.00 a.m. to 1.00 p.m.	Financial Parameters and Procurement Procedures	Sumit Bose Ranjana Srivastava Amarjeet Sinha
1.00 p.m. to 2.00 p.m.	Lunch	
2.00 p.m. to 3.00 p.m.	Monitoring and Supervision	S.M.I.A. Zaidi A.A.C. Lal
3.00 p.m. to 3.30 p.m.	Report Generation	
3.30 p.m. to 4.00 p.m.	Do's and Don'ts of Appraisal & Supervision	Macro Group Discussion
4.00 p.m. to 5.00 p.m.	Valedictory Session	
5.00 p.m.	Tea	

*List of Participants*

1. Shri Amit Kumar Deputy Director Helpage India Q. No. 801, Sector – 5 Pushpa Vihar New Delhi – 17	9. Ms. Divya Lata Programme Manager Education Aga Khan Foundation Sarojini House 6, Bhagwandas Road New Delhi – 110 001
2. Dr. Bhupendra Singh Joint Director SCERT (Delhi) 13 J Vishishta Park Pankha Road New Delhi – 46	10. Dr. Sudhandhu Bhushan Additional Director, SIEMAT Mahendru, Patna – 800 006
3. Dr. S.K. Kejariwal Director Department of Adult Education Pune University Pune – 411 007	12. Dr. Nirankar Srivastava Reader Deptt. of Economics North-Eastern Hill University Shillong – 793022 Meghalaya
4. Dr. Manohar Lal Reader Sociology/Anthopology A.N. Sinha Institute of Social Studies Patna – 800 001	13. Dr. G.P. Gautam OSD 136-B, Pocket 'F' Mayur Vihar - II Delhi – 91
5. Dr. S. Rajakutty Director (M&E) National Institution of Rural Development Rajendra Nagar Hyderabad – 500 030	14. Shri Vinay Kumar Kantha Hony. Chairman East & West, Educational Society Pantna
6. Dr. N. Venkataiah Professor of Education Deptt. of Studies in Education Univesity of Mysore Mysore – 570 006	15. Dr. B. Shiva Reddy Professor, Department of Economics Osmania University Hyderabad – 500 007
7. Sh. A.P. Sharma Civil Works Consultants 930, Sector-21 Gurgaon - 122015 Haryana	16. Dr. S.C. Jain Reader in Education Regional Institute of Education Ajmer
8. Dr. Suman Sachdeva Consultant 52/77, Chitranjan Park New Delhi-110 019	17. Dr. Shaileshwar Sati Prasad Maitri Shanti Bhawan B.M. Patna – 800 006
	18. Ms. Geeta Menon CARE India 27, Hauz Khas Vilalge New Delhi – 16



19. Mrs. Neerja Shukla Professor and Head DEGSN, NCERT New Delhi	27. Dr. Gouri Srivastava Reader DWS NCERT New Delhi - 11
20. Ms. Shushmita C. Dutt, Ph.D. Independent Consultant 603 Multi Storied Flats Bapu Dham, Sanmartin Marg New Delhi	28. Dr. Manju Jain Reader Department of Elementary Education NCERT
21. Shri Mohan Das, N.K. Former Director (Operations) DPEP, Kerala	29. Dr. Swarna Gupta Reader, DEE NCERT New Delhi - 16
22. Dr. Madhulika S.Patel Senior Lecturer Department of Educational Planning & Administration SCERT, Varun Marg Defence Colony New Delhi - 24	30. Dr. S.K. Yadav Reader, DTEE NCERT New Delhi - 16
23. Shri Yogendra Director Bodh Shiksha Samiti BODH AA 1, Anita Colony Bajaj Nagar Jaipur - 325 015	31. Dr. Sandhya Paranjpe Reader, DEE NCERT New Delhi - 16
24. Shri O.P. Baru Director School Education (Retd.) 32, Rani Park, Bimarl Mani Road Jammu (Tawi) - 180 001	32. Dr. Shabnam Sinha Reader, DEE NCERT New Delhi -16
25. Sh. Dushyant Agarwal Deputy Director (Jr.) Shikshakarmi Unit, SIERT Udaipur (Rajasthan)	
26. Dr. M.P. Rastogi Free Lancer 261, Aravalli Enclave Alaknanda New Delhi - 19	

## Annexure III

## List of Resource Persons

1. Prof. J.S. Rajput Director NCERT New Delhi- 16	7. Shri Dayaram Chief Consultant, TSG 10 B, I.P. Estate New Delhi – 110 002
2. Shri Sumit Bose, IAS Joint Secretary ( EE & L) MHRD Shastri Bhawan New Delhi - 1	8. Shri M.K. Talukdar CC (MIS) 154 SFS Gulmarg Enclave New Delhi – 49
3. Mr. Amarjeet Sinha Director (EE&L) MHRD Shastri Bhawan New Delhi – 110 001	9. Ms. Rashmi Sharma, IAS Director MHRD, GOI Shastri Bhawan New Delhi - 16
4. Prof. N. K. Ambasht Chairman National Open School B-35, Kailash Colony New Delhi - 48	10. Ms. Shalini Prasad, IAS Director MHRD, GOI Shastri Bhawan New Delhi - 16
5. Dr. Ranjana Srivastava Consulant 42 – A, Mayur Vihar Pocket – 4 Phase I Delhi – 110091	11. Prof. Venita Kaul Education specialist World Bank 70, Lodhi Estate New Delhi - 110 003
6. Shri. SMIA, Zaidi Fellow NIEPA 17-B, Sri Aurobindo Marg New Delhi – 16	12. Mrs. Neerja Shukla Professor and Head DEGSN NCERT New Delhi

<p>13. Prof. K.K. Vashishtha Head, DEE NCERT New Delhi - 16</p>	<p>18. Prof. G.L. Arora Ex-Professor NCERT 423/7 Urban Estate Gurganon (Haryana)</p>
<p>14. Prof. R.L. Phutela CIET, NCERT New Delhi - 16</p>	<p>19. Shri Sumeet Manchanda Senior Consultant 10-B, I.P. Estate New Delhi</p>
<p>15. Prof. Ved Prakash Head, DEME NCERT New Delhi - 16</p>	<p>20. Dr. A.C. Mehta Fello NIEPA New Delhi</p>
<p>16. Prof. C.S. Nagaraju DERPP, NCERT New Delhi</p>	<p>21. Shri V. Venkataramana Senior Consultant, TSG 10-B, I.P. Estate New Delhi</p>
<p>17. Mr. A.A.C. LAL Reader DEE NCERT New Delhi - 16</p>	

**Annexure IV**

**Documents Distributed**

1. Information Brochure
2. National Curriculum Framework for School Education (NCERT)
3. Some Aspects of Upper Primary Stage of Education in India: A Status Study: 1998 (NCERT)
4. An Assessment of Trends in Access and Retention: (NIEPA)
5. Community Based Monitoring & Evaluation for School Effectiveness in Primary Education: Amarjeet Sinha
6. People on the Move: The Many Facets of Area-Intensive Education Project for Human Resource Development : NCERT
7. Pedagogical and Curriculum Related Issues: NCERT
8. Some Tips for Planning Quality Aspects of Elementary Education - NCERT
9. Classroom Processes - NCERT
10. A Note on Concept and Process of District Planing in Education: SMIA Zaidi, NIEPA
11. Planning for Elementary Education: Linkages between Pre-Primary, Primary and Upper Primary Education: Venita Kaul (World Bank)
12. Framework for Implementation of SSA: (MHRD, Govt. of India)
13. District Elementary Education Plan of SSA, East Godawari District, Andhra Pradesh
14. Education Guarantee Scheme and Alternative Education: MHRD, Govt. of India

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