

**DPEP**



ज़िला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

# **Para Teachers in Primary Education**

## **A Status Report**

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## EXECUTIVE SUMMARY & ANALYSIS

### 1. Background

The use of para teachers in primary education started on a large scale in the late seventies with the start of the centrally sponsored NFE scheme. But the use of para teachers in regular primary schools has started only in the eighties, the first initiative being the 'Volunteer Teachers Scheme' of Government of Himachal Pradesh, in 1984. Subsequently the para teachers have been employed in most of the states. These schemes of para teachers have originated in the background of the states' effort to universalise primary education, especially after the NPE, 1986.

During the last few years, especially after the start of DPEP there has been phenomenal rise in the number of Para Teacher Schemes. Almost all the educationally backward states have come up with the scheme of para teacher.

The term 'para teacher' covers a wide range of recruitment for teaching in schools and alternative learning centres. In a broad sense, any appointment that is a deviation from the past practice in that state, is referred to as para teacher. This broadly refers to a large number of teachers recruited by the community (though not always), at less than the regular teacher pay scale, for the formal as well as Alternative Schools, to meet the demand for basic education within the limited financial resource available, in the shortest possible time. Engagement of para teachers is also seen as a concerted effort to universalise access in the remote unserved habitations that do not qualify for formal primary school and have no school within an approachable distance of one kilometer. The recruitment of para teachers, in some cases has been visualised as an interim strategy to provide adequate number of teachers, without compromising on quality. In other instances, the scheme of para teachers is envisaged as continuing along with regular teachers, though there may be possibilities of individuals graduating from the first category to the second. There also exists a trend of departing from the earlier system of teacher recruitment, with states opting for appointing teachers only on contract, through panchayats. In the case of Madhya Pradesh the older policy of teachers' appointment on permanent basis as regular government employees has now been substituted by appointment of teacher on contract by District and Block panchayats. Since all the teachers will be appointed on contract in the state and the cadre of regular teacher has been done away with, therefore the contract teacher system has become the regular system. The government of Rajasthan has taken a similar policy decision. In these cases, it has been seen as decentralisation of accountability framework.

For the purpose this study, all schemes of appointment of teachers that is a deviation from past practice in a broad sense, has been covered under the umbrella of para teacher. However such para teachers who are working with part time education programmes like, NFE and some Alternative schooling centres under DPEP, have not been included.

### 2. Origin

The recent schemes of Para teachers have come up in response to the challenge of providing universal access to primary education under different situation. It has three aspects. First, there are a sizeable number of small size habitations in remote and tribal areas, in different states, which do not qualify for formal primary schools within the state government norms. These habitations are dispersed and the children of these habitations do not have access to

primary schools within a radius of one kilometer. Providing formal primary schools in these habitations is financially not viable. Therefore local teachers from the communities are appointed, on a comparatively lower salary to these schools in remote habitations. Secondly, para teachers are appointed in regular schools to ensure a minimum of two teachers in every school. There are a sizeable number of single teacher schools in most of these states. Thirdly, to address the adverse Pupil Teacher Ratio (PTR), or in other words to meet the teacher requirement. Large vacancies of teachers exist in the regular schools. These vacancies have arisen partly because of the retirement of teachers and partly due to the increase in enrolment. State governments are finding it difficult to fill up these vacancies with teachers in regular pay scales. Para teachers are being appointed to meet the requirement of teachers, because it does not require any significant increase in financial allocation, especially when the state governments are faced with the paucity of funds.

### 3. Rationale

The existing para-teacher schemes are quite varied and so are their origins and rationale. These variations in the schemes are rooted in the contexts in which these schemes have originated and also the specific problems they are trying to address. Para teachers were first employed in India with the part time education programme in the late seventies. Then the rationale for employing para teachers was different. It was argued that since the children because of 'their problems' can not join full time schools, setting up part time school during the hours convenient for them was considered necessary. Since children were available for part time only so the teacher also needed to work part time. They were meagerly paid (initially it was Rs. 100 p. m. which was raised to Rs. 200 p.m.) because they had to work for only about 2 hours daily. That is how the concept of para teachers in education came into existence. In the mid- eighties the para teachers were extended to formal primary schools and in the decade of nineties para teachers have been extended to upper-primary, secondary and senior secondary schools also. The appointment of para teachers, in Madhya Pradesh and Andhra Pradesh has been extended up to the senior secondary levels. The rationale for appointing para teacher has changed. Focus has shifted from the 'problems of children' to the financial inability of the governments. Currently para teachers are paid less, not because they are working part time or the services they provide do not justify payments more than what they are paid currently. They are paid less because of state governments' financial inability to pay them adequately, especially when the requirement has been very large within a very short period of time, coupled with the high rise in the salary of government employees.

The first scheme of para teachers in primary schools in Himachal Pradesh was started for the purpose of providing additional teacher in single teacher schools. Subsequently this concept of para teacher has been applied in many states, but the contexts in which these schemes have evolved are different. A very substantial proportion of para teachers has been appointed in formal primary schools to maintain the balance in Pupil Teacher Ratio (PTR). States are finding it difficult to provide teachers with full pay scale in the shortest time frame. Besides meeting the demand in the shortest time frame, engagement of para teachers is also seen as a cost - effective strategy. This has led them to adopt the para teacher recruitment route.

With the 73<sup>rd</sup> Constitutional Amendment when Primary Education has become the responsibility of Gram Panchayats, appointment of para-teachers by the Gram Panchayat

has found a new context. Powers to appoint para teachers in most cases have been vested in Panchayats. In these states, it is seen as empowerment of the Panchayati Raj system and a decentralization of the accountability framework. In many schemes this has been further decentralised and the power to identify/select teachers has been vested in the parents of the beneficiary children. It is allowing states to develop a decentralised framework with the involvement of community through the Panchayati Raj system and the Village Education Committees. Decentralisation of appointments has quickened the process of teacher recruitment. The existing process of recruitment in different states has been time consuming. Appointment of such a large number of teachers in such a short time frame without decentralising the recruitment process probably would not have been possible.

In schemes like, *Vidya Sahayak* of Gujarat and *Shikshan Sevaks* of Maharashtra, the appointment of para teachers have been seen as interim measures to be able to meet the heavy financial requirement in a phased manner. But in most of the schemes, such understanding is not clearly visible. In Madhya Pradesh, the government policy is to appoint teachers only on contract basis. Schoolteachers will henceforth no longer be, a regular government employees. Either the Janpad Panchayats or the Zila Panchayats appoints them. The regular teacher cadre is a dying cadre in Madhya Pradesh.

Though this has not been articulated very clearly in these schemes, there also seem to be an understanding among the educational planners and implementers that the local appointments will solve the most difficult problems of irrational deployment of teachers in schools. The appointment of teachers in most of these schemes is against vacancy in a particular school and they are then not subject to the regime of transfer.

In Himachal Pradesh, which is near achieving the goal of universal access, retention and quality are the two major concerns. The new scheme has been launched, mainly with a view to provide minimum three teachers in each school to improve the quality of learning.

Though, the schemes of para teachers vary significantly in their origin and approach but the common factor in all of them is that the teachers are low paid and are appointed on contract. In most cases barring Gujarat and Maharashtra pre-service training is not mandatory. Induction training is largely between 20-40 days duration, except in the case of *Vidya Volunteers* of Andhra Pradesh and *Sahyoginis* of West Bengal. Another significant point about the para teacher is that they are mostly from the local community. Appointing authorities in most cases are VECs/SCs/Panchayats. The local communities have a major role in functioning and management of para teacher run schools, especially those in smaller habitations. Honorarium to the para teachers also in majority of the cases, is paid through the community.

#### 4. Coverage

At present in different states, more than 220 thousand para teachers are engaged in full time schools. Out of which the state of Madhya Pradesh has a share of 53.7%, about 118 thousand. The rest, about 102 thousand, para teachers are distributed in states of Andhra Pradesh (35,000), Gujarat (26,485), Rajasthan (18,269), Himachal Pradesh (10,961) West Bengal (8,065) Assam (2,332), Kerala (385) and Orissa (380). If number of para teachers working in part time Primary education programmes, is also added, this number will go

above 500 thousands. These 220 thousand para teachers have been appointed in the last 5 years and out of this about 180 thousand have been appointed during the last two years.

The states of Uttar Pradesh, Maharashtra have notified new schemes of Para teachers on the patterns of *Education Guarantee Scheme* and *Shiksha Karmi Program* of Madhya Pradesh. Going by the proposals of different states for the current year, about another 90 thousand more para teachers are going to be appointed in formal schools. Bihar is also in the process of finalising a scheme of para teachers "*Lok Shikshan Karyakaram*". With this, all the states under DPEP barring Karnataka and Tamil Nadu will be having provision of para teachers for full time schools.

## 5. Types of Para Teachers

Due to the very varied origins and rationales of these schemes categorising them has been a difficult task. But on the basis of the types of school the para teachers are working with, they can be classified broadly into two categories:

- I. Para teachers working in formal primary schools and
- II. Para teachers working in schools other than formal primary schools

Again within both the categories there can be two sub categories.

**5Ia. Para teachers appointed in formal primary schools.** This has been done with a view to address the problems of single teacher schools as well as the high Pupil Teacher Ratio. In spite of the OBB scheme, there are many single teacher schools existing in the country today. Apart from this, there has been number of teacher posts vacant in most of the states. These vacancies have arisen partly because of the retirement of teachers and partly due to increase in enrolment. State governments are finding it difficult to fill these vacancies by appointing teachers in regular pay scales. The para teacher schemes have been conceived as measures to provide teachers at a lower cost, especially when state governments are faced with paucity of funds. In this category, the examples are; '*Vidya Upasak Yojana*' of Gujarat, '*Vidya Volunteer Scheme*' of Andhra Pradesh, '*Shiksha Sawayam Sevi Scheme*' of DPEP Rajasthan and '*Guru Mitra Scheme*' of Uttar Pradesh, '*Vidya Sahayak Yojana*' of Himachal Pradesh and '*Shikshan Sevak Scheme*' of Maharashtra etc.

**5Ib. Para teachers replacing formal primary schools teachers.** In this category the only example is of *Shiksha Karmi Programme* in Rajasthan. The *Shiksha Karmi Programme* Rajasthan was launched in response to meeting the problems of teacher absenteeism in remote villages in tribal and desert areas of Rajasthan. Regular teachers are replaced by SKs who are local youths and trained specially. The minimum qualification for teachers in SKP is class VIII and for women it is further lowered to class V. They receive 37 days induction training and 30 days in-service training, each year. The appointment is on contract basis. After 8 years of satisfactory service they are put in the regular grade.

**5IIa. Para teachers working in full time schools in small remote habitations which do not qualify for formal schools.** A very sizeable number of such habitations, situated in the remote, hilly and isolated areas, inhabited largely by backward communities, exist in different states. These habitations have no facility of formal school in the vicinity of 1 k.m. The size of population in majority of the cases, is also smaller for which opening formal primary schools is not viable both from the financial as well as management angles. These habitations do not qualify for opening of formal primary schools under norms of the state

governments. Teachers under this category are also paid less compared to regular teachers. The nature of appointment is contractual. There is no insistence on pre-service training. Though most of them receive induction training, ranging between 20-40 days. In some cases, these schools are attached to the nearest formal schools and they admit children, only for classes I and II. They have feeder status and children after completing class II join the nearest formal primary schools. The responsibility of supervising these schools also lies with the headmasters of the nearest schools. The examples of these types are; Community Schools of Andhra Pradesh and *Education Guarantee Scheme* of Uttar Pradesh. In this case the new scheme do not grow as parallel to the existing system and thereby do not create dichotomy.

Barring these two schemes, schools in most of the schemes under this category are upto standard V. Examples of these are -- *EGS* of MP, *Rajiv Gandhi Swarn Jayanti Pathshala* of Rajasthan, *Alternative Schooling Programme* of Orissa, *Rishi Valley Pattern schools* of Uttar Pradesh, proposed *Vasti Shala* scheme of Maharashtra and *Multigrade schools* of Kerala etc.

**5Iib. Para teachers in Part time education programme.** The teachers in these programmes also belong to the local community. *Teaching is not considered their main profession.* They are paid very poorly, ranging between Rs. 200-1,000 a month. No provision for pre-service training exists. The induction training received by teachers is also of significantly short duration. Examples under this category are; teachers of centrally sponsored NFE scheme, *Sahaj Shiksha Programme* of LJP and a number of *Alternative Schooling programmes* in DPEP.

## **6. Qualification of Para Teachers**

Minimum qualification of para teachers in most of the schemes is intermediate. Rajasthan SKP is the only scheme where minimum qualification for para teachers have been kept as low as VIII standard and in case of women it is further lowered to 5<sup>th</sup> standard. This has relevance in the context of Rajasthan. Since SKP is meant for remote habitations and teachers have to be necessarily local, finding teachers with better qualifications would be difficult in many habitations. Even in SKP majority of the teachers are matriculate. In some cases, candidates having pre service training experience get weightage or preference over others in appointment.

## **7. Honorarium of Para Teachers**

Honorarium paid to para teachers vary from Rs 900 to Rs 3,000 per month against the regular teachers' salary of about Rs 5,000 per month. Honorarium of para teachers, who are appointed in regular schools, is in the range of Rs 1800-3000 per month, with only exception of *Volunteer Teacher Scheme* of Andhra Pradesh. For the para teachers working in schools which have been set up in unserved habitations, the honorarium is largely in the range of Rs 900-1200 per month, except in Kerala. In all these schemes, teachers are paid less in comparison to the regular teachers. For one regular teacher's salary, in some cases, about 5 para teachers can be appointed.

## **8. Terms of Appointment**

All the para teachers are appointed on annual contract basis. The annual contracts can be renewed if the para teachers work is found satisfactory. In some schemes, there is a provision for annual increment but in majority of the schemes such provision do not exist.

In the EGS types of schemes mostly Gram Panchayat contract para teachers. The selection of para teacher is also done by Panchayats on the basis of criteria laid down in the schemes. Payment of honorarium to para teacher is also through the Panchayats. But in schemes like *Vidya Upasak* of Gujarat, *Vidya Sahayak* of Himachal Pradesh and *Shikshan Sevak* of Maharashtra, the appointing authority is vested either in Zila Parishad or in the Education Department of the state governments. In case of the *SKP* of Rajasthan, the BDO appoints the Shiksha Karmi. In case of *SKP*, Madhya Pradesh the Shiksha Karmis are appointed either by the Janpad Panchayats or by the Zila Panchayats, depending on the grade of Shiksha Karmis.

All the *Vidya Upasaks* of Gujarat will be absorbed as regular teacher after 5 years of their service. They may be absorbed after three years also if the vacancies exist. In the *Shikshan Sevak* scheme of Maharashtra also such a provision has been included. In Madhya Pradesh state government policy is to appoint schoolteachers only on contract through Panchayati Raj bodies. There are three grades of SKs in Madhya Pradesh. The vacancy in SK grade II and III are filled 50% by promotion of SKs from the lower grades and 50% by direct recruitment. In case of *SKP* of Rajasthan, after 8 years of satisfactory service SKs are promoted as senior Shiksha Karmis on a fixed salary, equivalent to regular teachers. SKs in Rajasthan are entitled to have facilities like medical reimbursement after hospitalisation and ex gratia payment of Rs 30,000 to the nearest kin in case of death. They are also compensated for textbooks and examination fees if they appear in exams for improving their qualification.

## 9. Training and Academic Support

Training of teachers is crucial for achieving quality of education. By and large the pre-service training for para-teachers is not mandatory. Maharashtra and Gujarat are the only two states where pre service training for para teachers appointed in formal schools is mandatory. They have to undergo the same training which regular teachers undergo. But all the para teachers undergo induction training, mostly in the range of 20-40 days. In some cases this training is as short as seven days also. In service training of para teachers in majority of the schemes is between 10-20 days per year. There are some schemes in which it is not spelt out clearly. By and large, it can be said that the training of para teachers with few exceptions is quite inadequate. And this requires immediate and serious attention.

Academic support to para-teacher is provided through BRCs & CRCs in the DPEP districts but in non-DPEP districts, it is through the DIETs. In some of the schemes, like *SKP* of Rajasthan and *SSK* of West Bengal, separate arrangement for academic support has been made. In non-DPEP districts where CRCs / BRCs do not exist, for DIETs to be able to reach to all the schools, seem a very unrealistic proposition. Some arrangements below DIETs need to be made.

The issue concerning the pre-service training and the quality of induction as well as in-service training of the para teachers, should be the matter of concern. The academic support system, also need to be reviewed from the point of its adequacy.

## 10. Nature of School

The para-teachers in the schemes documented, are either appointed in regular primary schools or schools which have been set up in remote habitations which did not have any schooling facility within the approachable distance of one kilometer. These schools are full time schools run during the day hours.



## 11. Curriculum and textbooks

Regular school curriculum and textbooks are used in the schools. In case of EGS Madhya Pradesh, though the curriculum is the same as in the regular schools, separate non-graded textbooks have been prepared for the EGS schools. Andhra Pradesh and Kerala have developed multigrade materials especially for these schools. These textbooks and material developed in these states allow free pace of learning for children and also encourage independent learning. These are suitable for multilevel / multigrade situation. In fact free pace of learning presumes multilevel classroom.

## 12. School Infrastructure

Schools which are in unserved habitation, barring *Rajiv Gandhi Swarna Jayanti Pathshalas* of Rajasthan, *Multi-grade Centres* of Kerala and to some extent EGS of Madhya Pradesh, are being run in places / buildings provided by the community. In SSK of West Bengal, there is a provision that Panchayat can utilise development funds to construct suitable building for running the SSKs. By and large the infrastructure in para teacher run schools in remote habitations, is quite inadequate. This hampers the teaching-learning process. This requires immediate attention. It is necessary to provide these learning centers basic minimum infrastructure to ensure that we move towards the goal of achieving universal quality primary education.

## 13. Litigation impacting the para teacher schemes

These schemes have been challenged legally in different courts. Primarily, there have been three grounds on which these programmes have been challenged.

- a) Ensuring the provision of reservation for different categories in appointment.
- b) Para teachers are being paid low wages in comparison to the regular teachers, for the similar work. Thereby these teachers place the grievances that they are being discriminated. Unequal ways for equal work violates the constitutional provision of right to equality and
- c) the third issue is the appointment of local persons as teachers and in some cases only women being appointed as teachers.

Due to court interventions, the schemes have undergone certain changes. In scheme like SKP of Madhya Pradesh, the appointment of Para teacher is at block/district level instead of village level and the teacher in this case does not belong necessarily to the community. This has meant that the advantage which para teacher schemes have from teacher being local may be lost. But the Shiksha Karmis continue to be appointed against vacancy in a particular school thereby the problem of irrational deployment of teachers, is taken care of.

There are number of cases still pending in different courts against the para teacher schemes. As para teachers are paid less than half to one seventh the amount of regular teacher, this is a contentious issue, which will continue to attract legal interventions.

## 14. Prospects

The appointment of para teachers has helped states in ensuring access for a very large number of remote habitations, mostly inhabited by the deprived communities. It has also helped in providing a second teacher in single teacher schools as well as filling up teacher

vacancies in schools. The requirement of teachers has been substantially large. Filling up all the vacancies with regular teachers would have required major enhancement in the financial provision for education, especially when salaries of government employees have gone up very substantially. Without substantial increase in financial allocation for education by the states, ensuring adequate teachers in schools within a very short time frame, can be possible only by appointing para teachers for less salaries / honorarium. This does provide solutions for the problems of access as well as shortage of teachers for the time being but this dualism of high paid and low paid teachers in the primary education system can not continue for a very long time without creating tension and distortions in the system.

The issue of incentives is equally important. In most of the currently started schemes, there does not exist any provision of these teachers getting absorbed in the regular system. *Gujarat has appointed para teachers, without compromising on qualification and pre service training requirement and the scheme has a provision of absorbing all these teachers after five years. Some may be absorbed even before that, if vacancies exist. Maharashtra also has opted for similar provisions.*

In Shiksha Karmi Scheme again there is provision for SKs to be made permanent after 8 years of satisfactory service. SKs of MP are placed in a regular scale after three years of satisfactory service but the SKs salary is lower compared to the regular teachers.

The schemes like, Gujarat and Maharashtra have taken these schemes as an interim measures to tackle the problem arising out of heavy requirement of teachers in a situation when they are faced with the financial constraints. It also helps in resolving the conflict arising out of dualism in the system.

The states probably need to estimate the number of teachers required till the enrolment reaches a plateau, and ensure absorption of para teachers in the regular system in a phased manner. The period after which these para teachers in different states will get absorbed in the regular system will vary, based on the requirement of number of teachers as well as the financial situation of the state.

The issue of inadequate training is a matter of serious concern. Gradually the states need to address this issue. It is true, that the training imparted through our teacher training institutes is also inappropriate. But no training and poor training are no answers. There is a need to think afresh about the training needs of these teachers. Academic support systems also need strengthening.

Again schools, which have been opened in unserved habitations, are likely to face many problems. Most of them, because of the small number of children are likely to remain single teacher schools for long time, based on the present norms. For a single teacher to be able to teach children upto class V is almost an impossible task, unless continuous support and training is extended to him. Secondly, most of these schools lack basic infrastructure required for organising classes properly. By allowing these schools to function up to class V, a parallel system of schooling which have started with inferior inputs, will get created and allowed to exist.

If these schools opened in smaller habitations are seen as an extension of the nearest formal primary schools, where children are admitted only up to class II, the problem of continuing with an inferior system can be resolved. Availability of schools in their vicinity can ensure regular attendance of younger children. Once they get oriented to schooling for two years, it should not be difficult for them to walk a distance of 2-3 kilometers. The local school

headmasters along with the community can be responsible for proper and regular functioning of these schools. The school headmaster can supervise and extend academic support to the satellite school. The teachers of satellite schools after certain years of service can also get absorbed in the regular system and this will be a great source of motivation for them. The feeder and satellite status will also help states to get rid of dualism in the primary education system. Andhra Pradesh and Uttar Pradesh have planned these schools as feeder schools but there is no provision for absorption of these teachers in the regular system.

Para teacher schemes seem to have helped states in solving the problems of ensuring universal access as well as meeting requirement of teachers to cope with the increased enrolment in schools, without increasing the financial allocation in primary education. But this may prove a short term solution. Systematic approach with long term vision regarding use of para teachers, needs to be developed in the states.

## **ANDARIKI VIDYA – VIDYA VOLUNTEER SCHEME ANDHRA PRADESH**

### **Origin**

The scheme to provide Vidya Volunteers for Andariki Vidya (Education for All) was initiated on 1.12.1998 by the State Government of Andhra Pradesh.

### **Rationale**

The UEE emerged from the constitutional commitment of the Indian government that irrespective of caste, creed, location, sex and socio-economic status all children upto the age of 14 years must have access to free and compulsory education of a comparable standard. The major focus is to combine quality and equity concern. However, the remote and inaccessible habitations of the state face problems like non-availability of trained teachers and poor scholastic standards resulting in inefficient functioning of primary schools.

Thus Andariki Vidya-Vidya Volunteer scheme was conceived to:

- Promote universalisation of elementary education and eradication of illiteracy from remote and socio-economically backward areas.
- Improve the quality of education.
- Mobilize the community to take an active interest in the enrolment of out of school children and improve the retention rate.
- Assist the regular teachers in addressing the adverse teacher pupil ratio and counter the problems of non-availability of teachers in schools located in remote and difficult areas.
- Encourage volunteerism and a sense of participation among the concerned.

### **Operational Norms**

The scheme operates to provide Vidya Volunteers to primary schools where prescribed number of regular teachers are not available as per state norms. The Vidya-Volunteers are provided where:

- The school committee represent that it had resolved to enrol all the children in the age groups of 6-11 years of the village in its school and sustain their retention.
- The School Committee further represented that due to the increased number of children due to the enrolment drive and anticipated higher retention level of children, the services of Vidya Volunteers are required.
- The School Committee requested the Mandal Education Officer (MEO), to assist the school committee on taking the services of Vidya Volunteers to have desirable Pupil Teacher Ratio by way of meeting the expenditure of honorarium from project funds. For a viable demand for Vidya Volunteers the teacher pupil ratio should be above 1:40 in primary classes and above 1:55 in upper primary & higher classes.

Certain criteria have to be satisfied for the recruitment of Vidya Volunteers and opening the Alternative Schools / Mabadi. These are:

- The population size should be 300 or below in General habitation and 200 or below in ST habitations.
- The number of school going age children should be 20 or above in general habitation or 10 or above in ST habitation.
- There should be no formal schooling facility available within a radius of 1 k.m. of the habitations.

### Current Coverage

Initially a total of 20,364 posts were identified in the state for recruitment of Vidya Volunteers in the primary schools; 12,397 in Upper Primary schools and 19,493 in high schools.

Presently, all the 23 districts of the state are covered under the scheme and a total of 35,000 Vidya Volunteers are engaged in the schools.

### Teacher

The teacher is called as "Vidya Volunteer" and is a local person appointed by School Committee. The minimum age limit is 18 years and the minimum educational qualification required for primary schools is intermediate (SSC in low literacy districts), Graduation with B.Ed. for upper primary schools. (Intermediate in the low literacy districts) and Post-Graduate (Graduate, in low literacy district) for high school.

The number of out of school children, should be arranged category-wise (SC/ST/BC/GC) in the descending order of their strength and Vidya Volunteer should preferably be selected from that category of population having maximum number of children out of school. Preference is given to women candidates and candidates who have participated in Total Literacy Campaign / Post Literacy Campaign / Continuing Education Programme and Non-Formal Education programmes. Candidates participation in community mobilization and ability to communicate effectively is also viewed favourably.

The Vidya Volunteers are appointed for 10 months in an academic year on contractual basis through a Memorandum of Understanding between Mandal Educational Officer and School Education Committee. An honorarium is paid to the teachers with no other facility. The detail of the honorarium is given in the table below.

#### *Honorarium for Vidya Volunteers*

School	Amount (Rs.)
Primary School	1,000/-
Upper Primary School	
i. Teacher having B.Ed.	1,500/-
ii. Language Pundits	1,000/-
High School	
i. Teachers having B.Ed.	1,500/-
ii. Language Pundits	1,000/-

The honorarium amount is shared between the school committees and the state government on 50:50 basis.

An amount of Rs. 5,000 teacher per annum in primary school is contributed by the Government and the school committee each. In Upper Primary school and High School for teachers with B.Ed. qualifications this amount is Rs. 7,500/-. Similarly for language Pundits both Government and School Committees contribute Rs. 5,000/- per annum.

#### *Teacher Training and Academic Support*

Seven days induction training to the newly appointed teachers and a 15 days recurrent training in subsequent years is necessary. 11,616 teachers were trained during 1998-99 and 12,474 teachers were trained in 1999-2000.

Vidya Volunteers receive academic support through Mandal Resource Centre (Mandal Education Officer and Mandal Resource Group and Resource Persons). School Head Masters of regular schools also interact regularly with the teachers of community school to extend onsite support. Twice a month there are school visits by Mandal Resource Persons to identify and resolve the problems faced by Vidya Volunteers.

#### **Nature of School**

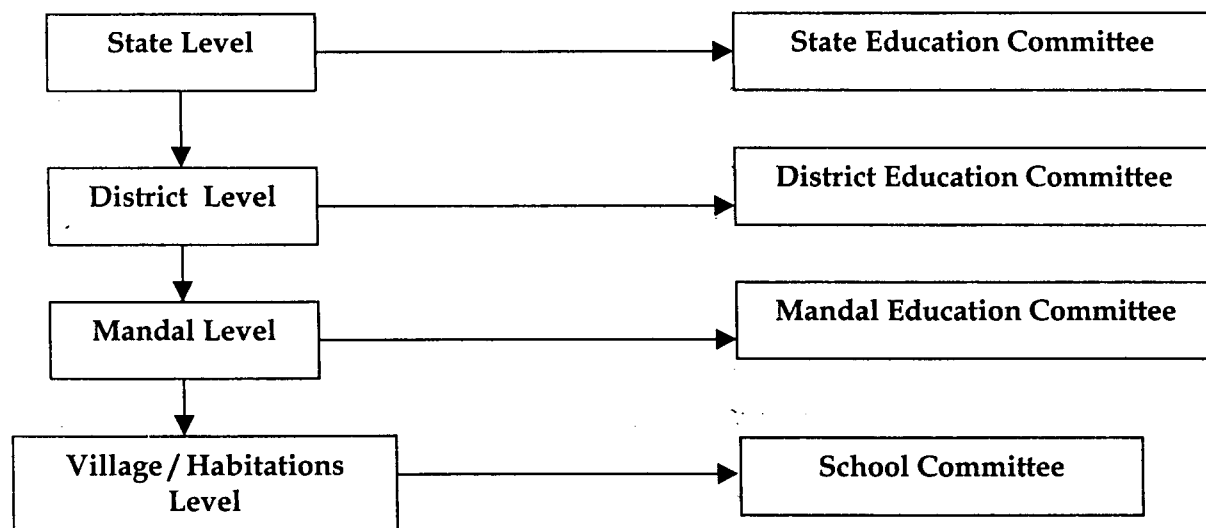
The Vidya Volunteers are appointed in regular formal schools at primary / Upper Primary / High School level, where they work along with the regular teachers. Since they function in normal primary schools there is no need for additional infrastructure or school building.

Vidya Volunteers teach only class I and II in primary schools but all the classes in Upper primary and High schools. The teacher pupil ratio in primary classes (I to V) is 1:40 and in upper primary and high school it is 1:55.

The curriculum and teaching learning material is that of the regular school only.

#### **Management and Community Participation**

The scheme is managed by various committees at different levels. A schematic representation of these levels is given below:



Community represented through School Education Committee is responsible for identification, selection and appointment of Vidya Volunteers and disbursement of the honorarium.

Community-teacher interaction takes place regularly. Parent Teacher Association (PTA) and School Committee meetings are forums for regular community teacher interaction. The Head Master as a convenor holds bi-monthly School Committee meetings to discuss the various developmental issues. Measures to improve the academic performance of students are also discussed with teachers in PTA meetings.

As the contribution from the village community, the PTA deposits Rs. 1,000/- in the joint account of the School Committee towards the honorarium of Vidya Volunteers.

It is the responsibility of the School Committee to reduce differences in enrolment, dropouts and learning achievement among gender and social groups to less than 5% over a period of four years and average achievement levels be raised by 25% in Language and Mathematics over a period of five years.

### **Funding/ Costs**

The Vidya volunteers working in primary schools are supported partially by DPEP. The State Government supports Vidya Volunteers working in upper primary and high schools. 25% of the total Vidya Volunteers are funded by the DPEP and 75% of the total Vidya Volunteers are funded by the State Government.

The total budget of DPEP for the scheme is 6.05 crores.

### **State Policy on the Scheme**

The scheme has been designed to fulfil the teacher vacancies. The scheme is designed for 4 years i.e. from 1998-2002, thereafter, the Government will undertake a review of the effectiveness of the scheme and may extend it. The Govt. reserves the right to review, modify the implementation and examine the desirability of the continuation of the scheme, terminate the scheme at any time prior to the completion of the proposed 4 year period. Some incentives have been given to Vidya Volunteers such as 15% reservation in admissions in DIETs, relaxation of age (5 years) and weightage in recruitment if qualified.

### **Litigation**

No litigation has been filed against the scheme till date.

### **Studies / Evaluations**

Though the programme is regularly monitored by the Mandal Resource Centre and DPO staff, no formal studies or evaluation of the scheme has been taken up.

## VIDYA SAHAYAK YOJANA GUJARAT

### Origin

The Vidya Sahayak Yojana (VSY) formerly known as 'Bal Guru Yojana' was conceived by the Government of Gujarat. Initially, it was proposed to recruit 1,000 primary school teachers under the Bal Guru Yojana. After the first phase of recruitment, court gave a stay order and asked the state to form new recruitment rules for the teachers. This resulted in a modified new programme called 'Vidya Sahayak Yojana' with better provision of salary and service conditions for teachers. The new scheme was launched in June 1996.

### Rationale

The VSY was conceived as an alternative to a regular primary school teacher with basic aim of cutting costs. In a state-wide survey it was found that one of the main reasons for large number of school dropouts and dysfunctional institutions was inadequate teaching staff. There were about 20,000 teachers posts lying vacant in the government run schools of Gujarat. The number of teachers recruited were much less than the number retiring every year. Thus, an innovative scheme was worked out with the objective of having adequate teaching staff at a much lower budget in existing government run primary schools of Gujarat.

### Objectives of the Scheme

The VSY is designed to help achieve.

- 1) Fill up all the teacher vacancies accumulated during the last 4-5 years, in the remote and backward areas where existing primary schools have become dysfunctional.
- 2) To address the problem of teacher absenteeism by recruiting teachers on contractual terms from the same Taluka - Stability of the teachers would help further achieve the objective of universalisation of elementary education.
- 3) To provide employment to those unemployed teachers who have completed the institutional pre-service training programme.



Current Coverage

Appointment of Vidya Sahayak

Up to August 2000

S. No.	Name of District	Recruitment of Vidya Sahayak 1998-99	Recruitment of Vidya Sahayak 1999-2000	Total
1.	Ahmedabad	807	740	1547
2.	Vadodara	714	750	1464
3.	Rajkot	589	821	1410
4.	Surat	615	843	1458
5.	Kheda	325	937	1262
6.	Anand	570	1130	1700
7.	Panchmahal	799	757	1556
8.	Dahod	1164	399	1563
9.	Sabarkantha	973	1334	2307
10.	Junagadh	200	1263	1463
11.	Porbandar	139	291	430
12.	Mahesana	700	662	1362
13.	Patan	614	561	1175
14.	Bhavnagar	1010	1988	2998
15.	Jamnagar	562	988	1550
16.	Amreli	315	1190	1505
17.	Kutchh	828	1549	2377
18.	Bharuch	85	622	707
19.	Narmada	124	1158	1282
20.	Valsad	276	717	993
21.	Navsaari	313	207	520
22.	Banaskantha	1475	2857	4332
23.	Surendranagar	312	763	1075
24.	Gandhinagar	404	111	515
25.	Dang	173	171	344
<b>Total</b>		<b>14086</b>	<b>22809</b>	<b>36895</b>
<b>Nagarpalika</b>		<b>1673</b>	<b>211</b>	<b>1884</b>
<b>Grand Total</b>		<b>15757</b>	<b>10728</b>	<b>26485</b>

## **Teacher**

Teacher in this scheme is called "Vidya Sahayak".

### *Eligibility Criteria*

Vidya Sahayak is at par with regular teacher. Minimum age for appointment of the teacher is 18 to 28 years. Para teachers are recruited from the trained candidates at the district level through the employment exchange. The appointment is on the basis of merit. A candidate must have a minimum of 40% marks in S.S.C/B.A/B.Sc. and should have achieved at least 60% marks in P.T.C/B.Ed. The reservation quotas for the various caste is observed as per the rules / norms of the government in the recruitment process.

### *Appointment Procedure*

For the selection of the teacher, a selection committee is constituted which comprises of the following members:

- 1) The District Primary Education Officer
- 2) The District Education Officer
- 3) The Chairman of the Education Committee
- 4) The Principal, DIET

### *Terms of Appointment*

In the third year of service, they will be absorbed into the cadre of regular teachers as per seniority against the vacant posts available in the previous year. After five years, all such teacher under the scheme will be absorbed, irrespective of the vacant posts in the regular scale. The teachers under this programme are paid consolidated salary of Rs. 2500/- per month. They work full time on par with the regular teachers. Vidya Sahayaks are also entitled for summer and winter vacation and casual leave as per rules applicable for common teacher cadre.

### **Nature of School**

Para teachers have been appointed in primary schools where they teach along with the regular teachers. They also work in the Elementary Schools and teach all classes.

The school is run in a pucca building community identifies the location of the school and the state government makes the necessary provision for the construction of the building. The school curriculum is the same as in a formal school.

### **Classroom Related**

Vidya Sahayaks teach classes which are allotted to them by the Head Master, Teacher Pupil - ratio in class is 1:42. Teachers are provided a TLM grant in the DPEP districts. In non-DPEP districts TLM grant is not provided. Under operation Black Board Scheme, the learning material and equipments are provided for the school, children and teacher. A set of library books is also provided to schools.

Multilevel or multigrade situation is handled by the teacher by appointing a monitor in the class. Monitor looks after the learning activities of his class while teacher takes care of the other class. Group work and peer group learning is encouraged. Teachers plan in advance the activities that are to be carried out everyday with the children.

### **Community Participation**

District Education Committee manages the school. Community members undertake the task of organising physical education which work as a forum MTAs and PTAs are formed in all the schools all over the state. VEC meets once a month for regular community teacher interaction.

### **State Policy**

The scheme of Para Teacher is likely to be continued indefinitely. Under the plan for regularisation of "Vidya Sahayak", they would be absorbed as regular teachers on completion of three of years, subject to the vacancies created by retirements. The scheme assures absorption of Vidya Sahayaks in the regular pay scale as a primary teacher latest by the end of five years.

### **Funding**

The scheme is fully funded by the state government. The annual budget for the scheme under plan is 238.55 crores and under non-plan 1650.63 crorers. The overall budget is 1889.18 crores.

### **Litigation**

A court case was filed against the implementation of Bal Guru Yojana by candidates who could have got jobs as regular government teachers. The candidates were aggrieved because the salary in the Bal Guru Yojana was only Rs 2000/- the courts gave a decision against the state government.

## VIDHYA UPASAK YOJANA HIMACHAL PRADESH

### Origin

The Vidhya Upasak Yojana was approved in September 1998 and notified by the Government of Himachal Pradesh in March 1999.

### Rationale

The task of Universalisation of Elementary Education is gigantic keeping in view the tough geographical conditions in Himachal Pradesh and the non-availability of trained teaching man power. The trained teachers available in urban and other developed areas are not willing to serve in the remote places as a result of which most of our schools in such areas are without teachers. In the remote and inaccessible areas of the State, the Department of Primary Education faced many problems like teacher absenteeism, irregular functioning of primary schools increased drop out rate and poor scholastic standards. In order to find a permanent and realistic solution to the problems being encountered in the realization of the objectives of Universal Primary Education and to meet the growing demand for qualified teachers in the State, the "Vidya Upasak Yojana " was proposed for implementation in the primary schools in the Pradesh.

The Yojana aims at:

- Total eradication of illiteracy and to provide Universalisation of Primary education in remote and socio-economically backward villages.
- To achieve 100% enrolment of children in the age group of 6-11 years & to improve standards of education in Government Primary School in Himachal Pradesh.
- To provide innovative ways to counter the problem of teacher absenteeism i.e. inability shown by teachers in taking up postings in primary schools located in the remote difficult areas.
- To provide an opportunity for the educated unemployed youth of Himachal Pradesh to teach in Government Primary Schools of their sub-division near their home place while earning a decent honorarium as well.

### Concept and the Philosophy

Under the Vidya Upasak Yojana all the vacant posts of teachers in Government Primary Schools which are located in remote / backward/difficult/tribal areas will be filled by appointing Vidya Upasaks (VUs) from the revenue sub-divisions. The VUs are being appointed to remote and difficult locations where there is a deficiency of teachers as per state norms.

The state norms provide that:

- Two teachers shall be provided in every primary school irrespective of strength.
- The two teachers continue till the strength of 59 students in the school.
- For every addition of 40 students or part thereof one additional teacher is provided.

### Current Coverage:

A total of 2100 posts of Vidya Upasak were sanctioned for 11 districts of Himachal Pradesh out of which only 1414 were filled up till September,2000. The selection process in Solan, Shimla,

Kinnaur and Lahoul-Spiti districts is yet to be completed. The trainees who had completed the induction training in August-September, 2000 have been posted to remotely located primary schools. A district wise break-up of posts and candidates is given in the table below.

No.	District	Number of Posts sanctioned	Candidates recommended by the HPSSB	No. of candidates who reported for induction training at DIET in August, 2000
1.	Bilaspur	74	70	56
2.	Chamba	77	63	55
3.	Hamirpur	104	99	90
4.	Kangra	140	131	130
5.	Kullu	209	182	173
6.	Mandi	720	630	613
7.	Sirmour	81	68	60
8.	Solan	400	231	223
9.	Una	24	24	14
10.	Lahaul-Spiti	69		
11.	Shimla	132		
12.	Kinnaur	70		
	<b>Total</b>	<b>2100</b>	<b>1498</b>	<b>1414</b>

### Teacher

The teacher is designated as Vidya Upasak in the scheme. The Vidya Upasaks are appointed by the District Primary Education Officers. Sub-division wise vacancies are identified by the Department of Primary Education and communicated to the H.P. Sub-ordinate Service Selection Board at Hamirpur. The selection of the candidates is made by the HPSSB on sub-divisional basis through a written competitive examination followed by interviews. Minimum and maximum age for appointment of Vidya Upasaks is 18 years and 38 years respectively. The minimum educational qualification is matriculation with minimum of 45% marks for general category and 40% marks in aggregate for reserved categories. Reservation for different categories i.e. SCs/STs/OBCs/Physical Handicapped/Ward of Freedom Fighter etc. will be as per the norms approved by the State Government.

A sum of Rs. 2500/- per month for twelve months will be paid to Vidya Upasaks and one day casual leave for every month is allowed.

The appointment is likely to continue as such. The Vidya Upasaks shall be regularized after completion of 5 years service, subject to the condition that they acquire 10+2 qualifications as per NCTE norms and successfully complete the condensed training course prescribed by the Department of Primary Education.

### *Teacher Training and Academic Support*

A 21 days induction training is provided to the Vidya Upasaks in the DIETs on the basis of Vidya Upasaks induction Training Module has been developed by DPEP, H.P. The Vidya Upasaks shall undergo 45 days of recurrent in-service training every year at the DIETs during vacations in the primary schools. The modules for refresher training are being developed.

The academic support to Vidya Upasaks is provided by the DIETs in non-DPEP districts while in DPEP districts the sub-districts level structures (BRC and CRC) once in every month shall be taking care of academic support to the Vidya Upasaks. In DPEP districts once every month school visits are made for onsite support.

### **Nature of School**

The Vidya Upasaks are appointed in regular formal primary schools in which para teachers work along with the regular teachers. Since Vidya Upasaks are working only in formal primary schools, the school buildings are being constructed by the Education Department, under various developmental schemes. Saraswati Bal Vidya Sankalp Yojana, PMRGY, DPEP Civil Work component, and other wage employment schemes of the state government are the various sources of funding for construction of school building.

The school curriculum is same as prescribed for the Government Primary School. Two teachers per school are provided upto a strength of 59 students. One additional teacher is provided for every addition of 40 students or part thereof.

The Vidya Upasaks work in multi-grade situations. The induction-training module is provided for handling of multi-grade multi-level situations by the Vidya Upasaks. The advance planning for the transaction of teaching-learning process is also done to certain extent by these teachers. The students progress and learning deficiencies are recorded by the teachers through a system of 3 monthly and 6 monthly tests.

### **Teaching Learning Material**

The teachers are provided with a Teaching Learning Material grant of Rs. 500/- per teacher per year in the DPEP districts only. Since VUs have been appointed to the Government primary schools, the same Teaching Learning Material and equipment is provided. Each school is provided with a set of library books also.

### **Management Structure:**

The scheme is being managed by the main line functionaries of the Department of Primary Education e.g. Block Primary Education Officer at the Block level and District Primary Education Officer at the district level. The community has no role in identification, selection, appointment of teachers and in disbursement of the honorarium etc. The State government is considering the transfer of Vidya Upasaks to the Gram Panchayats. The modalities have been worked out and final decision is yet to be taken. However the community and teacher interaction is ensured through monthly meetings of the VEC/Mother Teacher Association.

### **Funding/Costs**

State Government provides the funds for VUY. The annual budget of the scheme is Rs. 630/- lacs per year.

**Litigation**

A civil writ petition titled Smt. Nirmala Devi and others versus State of Himachal Pradesh has been filed in the High Court of Himachal Pradesh. The validity of Vidya Upasak Yojana has been challenged on the grounds that it provides for untrained teachers to be appointed in the Government run primary schools against the vacant posts of JBT teachers, despite the availability of unemployed trained graduate B.Ed. teachers in the state. The petition has been admitted for hearing.

**Studies / Evaluation**

So far no documentation, evaluation or studies have been taken up as the scheme has just been launched.

**SHIKSHA KARMI YOJANA  
MADHYA PRADESH**

**Origin**

The State Government of Madhya Pradesh in the year 1994 conceived the Shiksha Karmi Programme. Under this scheme Shiksha Karmis were appointed for 10 months (for one academic session) in regular government schools. This scheme was revised and a new scheme was formulated which followed the Madhya Pradesh Panchayat Shiksha Karmis (Recruitment and conditions of services) Rules, 1997. The revised scheme is regulated by the provisions of Madhya Pradesh School education Contract teachers' (appointment and terms of services) Rules 2000.

**Concept**

All vacancies arising in government schools are being filled up only through Shiksha Karmis. Thus the appointment of regular government teachers has been stopped. The scheme covers primary, upper primary as well as secondary schools. The state government policy is to appoint teachers only on contract. The permanent teacher cadre in state is a dying cadre.

**Coverage**

This scheme is operational in all districts of the state. Presently there are 95,432 Shiksha Karmis employed in the schools in Madhya Pradesh. A total of 1,08,501 posts are sanctioned in full time schools, against 95,432 are appointed and 13,069 posts are still lying vacant.

<b>Grade</b>	<b>Sanctioned</b>	<b>Filled</b>	<b>Vacant</b>
I (Secondary)	4,548	3,000	1,548
II (Upper Primary)	11,499	8,018	3,481
III (Primary)	92,454	84,414	8,040
<b>Total</b>	<b>108,501</b>	<b>95,432</b>	<b>13,069</b>

**Structure**

The Shiksha Karmis work under the administrative control of Zila Panchayat or the Janpad (Block) Panchayat as the case may be. The General Administration Standing Committee of the Zila Panchayat or the Janpad Panchayat as the case may be, is the disciplinary authority for the major punishment and the Chief Executive Officers of the District / Block Panchayat for the minor punishment.

**Teacher**

The teacher is called 'Shiksha Karmi' under this programme. They are appointed for teaching in the school controlled by the Zila Panchayat or the Janpad Panchayat.

*Eligibility Criteria*

A candidate in the age group of 21-33 years and having second class Post Graduate degree in the related subject or equivalent is eligible for Grade-I post.



For the grade-II post a candidate should be in the age group of 21-33 years and should have second class graduate degree in the related subject group.

To become eligible for the Grade-III post a candidate should be at least Higher Secondary pass and must be in the age group of 18-33 years.

The relaxation in the upper limits for SC, ST and OBC is as per the Government rules. The relaxation for women in the upper age limit is by 10 years in each category.

Those who have worked in the schools managed by the Janpad Panchayats and Zila Panchayats, get 3 years relaxation in age limit in addition to the age limit relevant for the categories, they belong. Instructors of Non-Formal Education are given 8 years relaxation in the age limit.

For the Grade-II and Grade-III, 50% of the vacancies are to be filled by direct recruitment and 50% by promotion. For the Grade-I hundred percent posts are filled up by the direct recruitment. But in the first seven years, all the posts in all Grades shall be filled up by the direct recruitment only.

#### *Salary of Shiksha Karmis*

There are three Shiksha Karmi grades having different pay scales.

Grade	Salary (Rs.)
I (Secondary)	4,500
II (Upper Primary)	3,500
III (Primary)	2,500

The SK gets consolidated salary of Rs. 2,500, Rs. 3500 and Rs. 4500 at the time of initial appointment for Grades I, II and III respectively. On receiving new contract after the renewal Shiksha Karmis are entitled to get 15% raise in their salary.

#### *Appointment Procedure*

The recruitment of the Shiksha Karmis, is done by following two methods:

- (a) by direct recruitment after selection and
- (b) by promotion as specified in the rules.

The Zila Panchayats or the Janpad Panchayats appoint Shiksha Karmis. For the primary level, the Janpad Panchayats does the appointment.

The posts of Shiksha Karmi are advertised in at least one Hindi daily newspaper, having wide circulation in the area. Notification is sent to the local Employment Exchange, and also displayed on the notice board of the concerned Janpad Panchayat or Zila Panchayat as the case may be.

Reservation for candidates belonging to the Scheduled Castes, Scheduled Tribes and other backward classes is provided in accordance with the provisions of the Madhya Pradesh Lok Seva (Anusuchit Jatiyon, Anusuchit Jan Jatiyon Aur Anya Pichada Varga Ke Liya Arakshana) Adhiniyam, 1994 (No. 21 of 1994).

Posts are also reserved for women candidates, disabled persons, ex-servicemen, and such other classes according to the rules of the state government.

After scrutinizing the applications category-wise list are prepared on the basis of marks obtained in the qualifying examinations. The specified committees will interview these candidates and award marks as follows.

75% marks is given on the basis of performances in the qualifying examination. Candidates who have done vocational courses, only marks obtained in written examination will be considered for this purpose.

A maximum of 10% weightage point will be given for teaching experience in the schools functioning under district / Janpad panchayats.

For teaching experience of one year, two years and three years respectively 3%, 6% and 10% weightage point will be awarded (Alternative schools run under DPEP, EGS schools and NFE centres are also considered schools for this purpose).

Teachers who have participated in *Padhna Badhna* campaign and have made atleast 20 persons from SC/ST and OBC category and 30 persons from general category are also entitled to get 3% weightage point in selection.

The candidates who have B.Ed. / BTI / D.Ed. certificates will be entitled to get 10% of weightage point in selection.

Those who have certificates of Scouts and Guides / NCC are also given 2.5% weightage point.

In the final selection if all other things remain same, those who have experience of teaching in the schools of Janpad and Zila Panchayats will get priority in appointments over others.

On the basis of the number of vacancies in each category (ST/SC/OBC/GC etc.), candidates three times the number of vacant posts are called for the interview or/and test. A waiting list of five names or 20% from each category, whichever is higher is prepared which remains valid for nine months. Candidates belonging to reserved categories are considered against the posts in the general category if they qualify on merit. Preference is given to the candidates having experience in teaching for at least one session in the schools of Janpad Panchayat or Zila Panchayat.

The assessment of the number of posts for promotion and direct recruitment under various categories shall be made and certified by the Deputy Director of Education of the Zila Panchayat.

### **Selection Committee**

The selection committee for teacher of grade I & II consists of following members:

1. Chairman of the Standing Committee (Samanya Pashasan Samiti) of Zila Panchayat.
2. Chief Executive Officer of the Zila Panchayat.
3. District Education Officer or Deputy Commissioner Tribal Development as the case may be.
4. Two subject specialists nominated by the standing committee out of which one must be a woman.

5. All members of the Standing committee on education of whom at least one belongs to SC, ST or OBC. In case there is no SC/ST/OBC member in the Standing Committee then the same is nominated from the General Body.

*For teachers of grade III, the selection committee consists of following members:-*

1. Chairman of the Standing Committee of the Janpad Panchayat.
2. Chief Executive Officer, Janpad Panchayat.
3. Block Education Officer (Member Secretary).
4. Two subject specialists nominated by Standing Committee of the Janpad Panchayat, out of which one must be a women.
5. All members of the Standing committee on education of whom at least one belongs to SC, ST or OBC. In case there is no SC/ST/OBC member in the Standing Committee then the same is nominated from the General Body.

The Government from time to time approves the number of posts of Shiksha Karmis demanded for each panchayat on receiving the duly certified proposals.

To be promoted from Grade-II to Grade-I, a Shiksha Karmi should have a Post Graduate degree in the related subject and work experience of not less than seven years on the post previously held. And to be promoted from Grade-III to Grade-II the candidate should be a graduate with not less than seven years of experience on the post previously held.

The Selection Committee allots 60% marks for the qualifying examination, 25% marks for teaching experience in the schools controlled by Janpad Panchayat or Zila Panchayat and 15% marks for the oral test. Preference is given to candidates who possess certificate in B.Ed., B.T.I. or B.Ed.

A select list of each category is prepared in order of merit and it includes 5 names or 20% names (whichever higher) in waiting list which shall be valid for nine months.

Shiksha Karmis, directly recruited are appointed initially on contract of three years for a particular school so that he/she serves in that school for full probation period.

A Shiksha Karmi is paid a fixed amount equivalent to the minimum of the pay scale with admissible dearness allowance during the probation period.

The services of a Shiksha Karmi, shall be liable to termination at any time by one month's notice in writing or on payment of one month's pay and allowances given either by the Shiksha Karmi to the appointing authority or by the appointing authority to the Shiksha Karmi.

#### *Incentives*

After three years, the Shiksha Karmis the contract can be extended by the panchayats on the basis of their work, conduct and performance for the another three years. In case the performance is unsatisfactory, his/her services may be terminated. After extension the SK will be entitled to have 15% raise in the salary. But the terms of appointment will remain contractual only.

The Departmental Promotion Committee is responsible for the appointment of the Shiksha Karmi by promotional method.

The performance of the Shiksha Karmi is assessed by the appointing authority at the end of each year.

#### *Teacher Training*

Induction training is for 40 days. Other in-service training programmes are the same as for regular government teacher i.e. 12 days every year.

#### *Academic Support*

Academic support to SKs is provided through BRC, CRC and DIET. Each school is visited at least once in a month by team to provide onsite support to the SKs. Apart from this, there is a monthly meeting at CRC where academic problems are discussed at length.

#### **Monitoring and Evaluation**

The monitoring and evaluation of the Shiksha Karmi's work is done by the appointing authority at the end of each year.

#### **Funding**

The State Government of Madhya Pradesh is providing financial support to this programme. In DPEP districts DPEP fund is also utilised for payment of SKs. The fund available from OBB scheme is also being used.

#### **Litigation**

A writ petition challenging the appointment procedure was filed in the High Court. Following this, a revised scheme with new rules was formulated during 97-98. Currently there is no Govt. case against the scheme.

#### **Studies / Evaluation**

No evaluation so far has been done.

## SHIKSHAN SEVAK MAHARASHTRA

### Origin

A large number of teacher posts are vacant in the government primary schools. this vacancy has been due to retirement of teachers and also due to additional enrolment in the schools. To maintain teacher pupil ratio 20,000 teachers need to be appointed in Maharashtra. Due to paucity of funds the state government is not in a position to fill up these vacancies through appointing regular teachers. In this background the scheme of Shikshan Sevak was conceived by the Govt. of Maharashtra. This scheme was notified by the G.R.No.PRE1098/1945/PE/ dated - 10.3.2000.

### Objectives

To meet the requirement of teachers in the primary schools at lower costs. The state government is faced with the paucity of fund to recruit so many teachers regular pay-scale.

### Current Coverage

The scheme has been challenged in the High Court of Maharashtra. It is yet to be implemented. About 20,000 vacancy of teachers in the primary schools have been identified. These are to be filled up under the scheme. Additional requirement of teacher will also be met through this scheme. The scheme is not meant for any special area, all the schools of the state where vacancy exists will be covered by this scheme.

### Management Structure

The scheme is being managed by the Education Department of the Government of Maharashtra. At district level chief education officer of the Zila Parishad is the key person responsible for the programme. At the Block level Block Education office is responsible. In Municipal areas, Administrative officer of the MCs are responsible for the programme. Volunteers agencies are also been allowed to make use of the scheme provisions. In project districts the scheme is being implemented through the project structures.

### Teacher

The teacher is called "Shikshan Sevak". Minimum age for appointment is 18 years and the minimum qualification is SSC/HSC/D.Ed.

### *Appointment Procedure*

District / Municipal Committee will call for the list of candidates from District Employment Exchange. A merit list on the basis of marks obtained in D.Ed. examination and viva will be prepared. Reservation of seats as per the state policy will be applicable in the scheme. They will be appointed by a selection committee formed by a special Resolution of the Govt. of Maharashtra, Resolution no. BCCE/1095/966/PK - 5/9516-B dated 11<sup>th</sup> August 1993. There has been a separate resolution for constituting appointment committees in municipal areas.

The appointing authority has to communicate the requirement to the Member Secretary of selection committee. The member secretary calls list of names from the District Employment Exchange, Tribal Development Department and Social Welfare Department. Generally 5 candidates are invited for each vacancy.

### *Terms of Appointment*

Teachers are appointed on the basis of annual contract for monthly honorarium of Rs. 3,000. The appointment is for the period of 10 months (June to April) every year. The contract will be renewed on the basis of performances. After 3 years of satisfactory services the Shikshan Sevaks will be absorbed as regular teacher against the vacancy. On the basis of one day leave for every two months, a total of five days leave in ten months is permissible for the teachers. School holidays are also considered for paying honorarium during the period of contract.

The appointment order will be issued by the Chief Education Officer of the Zila Parishad or the Administrative Officer of the Municipal Corporation or also by the Executive Officer of the voluntary agency.

### *Job Responsibilities*

The Shikshan Sevaks are expected to fulfill following responsibilities:

- To enroll all school going children in the school and to develop support with the parents to ensure attendance of this children regularly.
- To attend school regularly in time for all the working days.
- To develop teaching-learning material as directed in the curriculum.
- To organise the Class / Classes in the manner prescribed in the curriculum.
- To attend training / trainings organised by the Educational Department.
- To work under and abide by the orders of concerned Headmaster, Cluster Co-ordinator and the Extension Officer.
- To undertake continuous and comprehensive evaluation of students.

### *Training*

Two years pre-service Diploma in Education through DIETs / D.Ed. colleges is essential. In-service trainings will be decided as per the requirements. The period in-service training modules includes aspects of multigrade teaching.

### *Academic Support*

In DPEP districts academic support to these teachers will be provided by the CRC / BRC. In these non-Project districts it will through Block Education Office with the help of DIETs. These teachers will participate in monthly meetings organised in the clusters.

### **Nature of School**

These Shikshan Sevaks will work in the government primary schools under the guidance of Head Master.

### **Community Involvement**

Every month teacher and the local community discuss school related issues in the Village Education committee meeting.

### **Funding**

In district covered under DPEP and Janshala projects these teachers will be funded through these projects. In non-DPEP districts state govt. fund will be made available. Voluntary agencies can also fund these teachers in their projects. Per child cost in the scheme per annum is Rs. 2,100 only.

## SHIKSHA KARMI PROJECT RAJASTHAN

### Origin

The conception of Shiksha Karmi Project (SKP) is based on an approach developed in the Silora Block by the Government of Rajasthan in cooperation with a voluntary agency, Social Work and Research Centre (SWRC). The crucial innovation in the Silora Block experiment was the substitution of the primary school teacher by a team of two educational workers, "Shiksha Karmis", who were local persons living in the village. This experiment formed the basis of the Shiksha Karmi Project, an agreement for which was signed on October 19, 1987 between Swedish International Development Agency (SIDA) and Government of India.

### Rationale

One of the major causes of irregular functioning of primary schools and consequent poor scholastic standards and high drop-out rate is teacher absenteeism, particularly in remote rural areas. The Shiksha Karmi Project (SKP) believes it is difficult to find fully qualified and trained teachers who would willingly accept posting in such remote villages, far less actually take up residence there. It was realised that a primary school in such remote villages, with the teacher not residing there, often tended to become dysfunctional, and parents as well as children failed to relate to such an institution, leading to high drop-out rates. In the Shiksha Karmi Project, therefore, teacher absenteeism is not treated as a failure of the educational administration but is seen as a problem arising out of a difficult terrain/location which is unattractive for teachers from outside. It was also realised that inspection and punitive controls, perhaps, would be ineffective in socio-political circumstances so as to effectively counter teacher absenteeism in really difficult and remote villages.

### Concept and Philosophy

1. The qualification of a Shiksha Karmi is less important than the local acceptance and his/her dedication, willingness and ability to work as social worker.
2. For any agent of change it is essential that the agent should belong to that village and he/she must have social and emotional attachment with that community.
3. Acceptance and trust in Shiksha Karmi by the community is as important as the knowledge of teaching methodology.
4. It is very difficult for a teacher from outside to stay or to be accepted by socio-economically backward village with social conservatism.

### Objectives

Consistent with the national goals laid down for primary education in the "National Policy on Education" 1986 and its Programme of Action, the SKP was designed to help achieve:

- universalisation of primary education in remote, socio-economically backward villages in those blocks of Rajasthan state where the existing primary schools have become dysfunctional.
- a qualitative improvement of primary education in such villages by adapting the form and content of education to local needs and conditions;

- cent-percent enrolment of boys and girls in the age group 6-14 years;
- a level of learning equivalent to the norms for class V;

More specifically, the SKP project was designed to address the following problems; teacher absenteeism, poor enrolment especially of girls, high drop-out rates, and poor local relevance of the curriculum.

### **Coverage**

Presently, there are 6,427 Shiksha Karmis working in 2,708 Shiksha Karmi schools. These schools are spread over 146 blocks in 31 districts of the state of Rajasthan. The total number of children enrolled in Shiksha Karmi schools is 2.28 lakhs.

The programme is in its third phase of implementation since July 1999. It has completed two earlier phases. In the third phase the total cost of the project is estimated Rs. 239.83 crores. The annual budget for the project in the current financial year 2000-01 is 52.24 crores. The amount is shared between the Government of Rajasthan and DFID on 50:50 basis.

### **Structure**

The basic management principle adopted for this project is to use the existing management and executive structure of the formal and non-formal education sector. To ensure that the new procedures are both formulated and put into practice, the existing system is supported by a parallel structure of advisory executive committee. These committees include representatives of the NGOs and voluntary agencies involved in supporting and implementing the Project.

The Shiksha Karmi Board (SKB) was set-up and registered as an autonomous body in October, 1987 for the planning, implementation, co-ordination, and management of the Project.

The secretariat of SKB consists of 7 units: Establishment Unit, Planning and Review Unit, Academic Wing, Administration, Finance and Monitoring Unit, Management Information System (MIS) Unit, Mahila Prashikshan Kendra (MPK) Unit and Mahila Task Force (MTF) Unit.

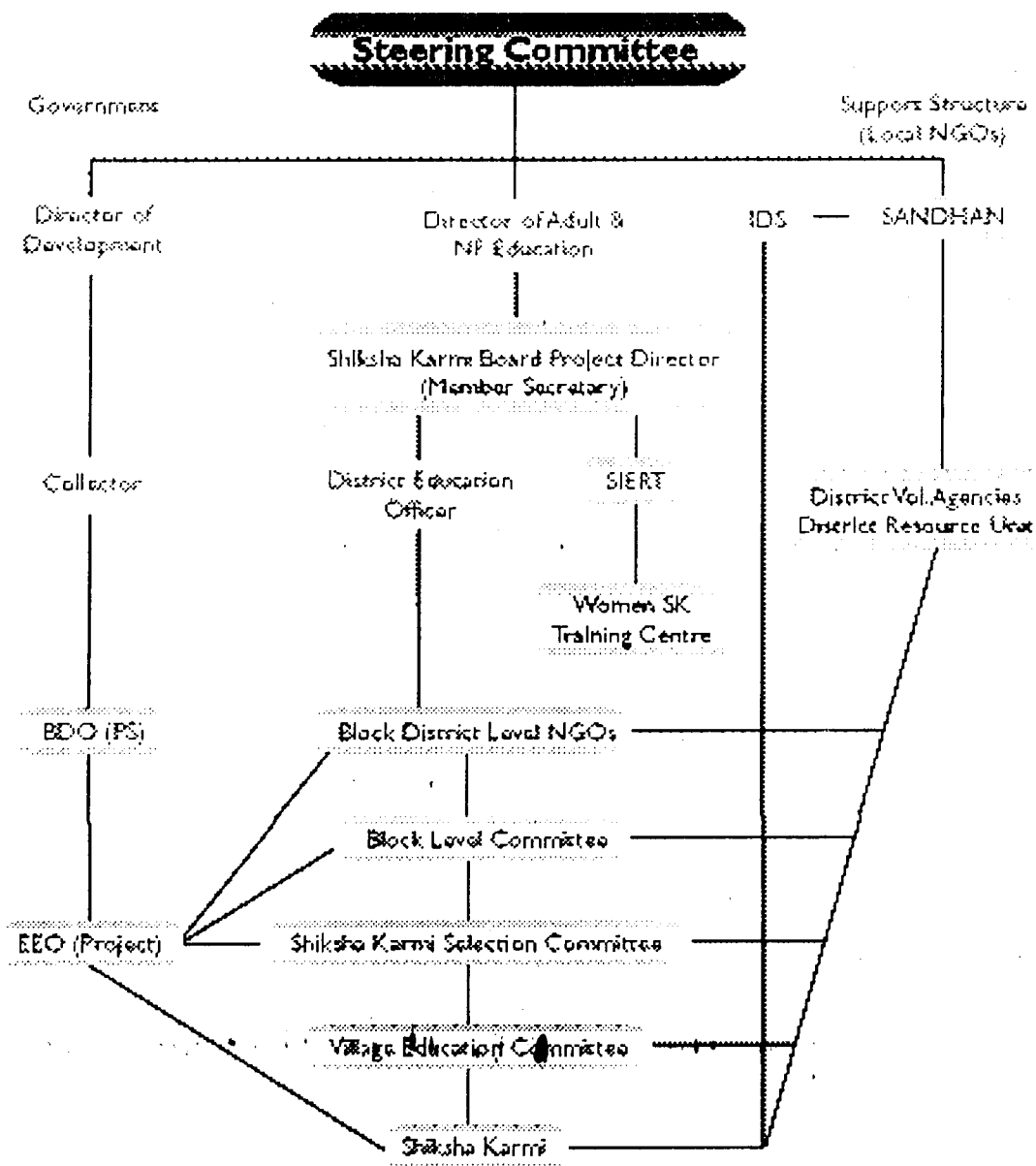
The Secretariat is headed by Secretary/Project Director, SKP. He is assisted by one Deputy Director (Academic), two Project Officers, one Evaluation Officer, one Assistant Director (Statistics), two Assistant Directors (Academic), four Subject specialists and one MPK consultant with some support staff, three Research Officers, one Financial Adviser and Administrative Officer.

### **Co-ordination among the various agencies**

To coordinate and improve the training programmes a Coordination Committee comprising of the heads of SKB, Sandhan and Resource Units (RUs) has been constituted. The Secretary, SKB is the Member Secretary and the Director of Adult and Non-formal Education is Chairman. The Committee meets quarterly to review and plan the training programmes. Problems relating to training are solved in these meetings.

A core group has also been set up to facilitate networking of NGOs. This has helped in co-ordination and improvement of training programmes.





### Block Level

In the management and administration of SKP, the Block Development Officer (BDO) plays a significant role. Funds for honorarium, TLM, equipment etc. are allotted to him. He utilises the budget, appoints SKs, and supervises their work. His work performance is monitored through review and planning meetings. The co-ordination between SKB and Block level functionaries has been satisfactory.

To ensure community participation at the block level and to review, plan and solve problems, Block Education Committee (BEC) are constituted in each block where the Project is in operation.

## Regional Units

During the Phase II, in addition to the consolidation of existing activities, expansion of the programme and new innovative activities were introduced. This necessitated decentralisation of management functions.

The responsibility of selection of blocks, villages, Shiksha Karmis and Master Trainers rests with the SKB. Through establishment of Regional Units, decentralisation of management has been attempted. These units with active support from the Board are assigned specific responsibility for a cluster or block. Each Regional Unit is provided with 3-5 specialists and necessary supporting staff.

## Nature of School

The SKP runs three types of schools: Day schools, Prehar Pathshalas and Angan Pathshalas. These are described in detail below:

### *Day Schools (DS)*

Day schools were part of the SKP from its inception. In the initial stage, the SKP took over dysfunctional schools where the enrolment and retention were poor and the problem of teacher absenteeism was acute. The existing teacher was replaced by two trained SKs.

In the extended phase, SKP also opened new primary schools in unserved habitations in remote and inaccessible areas.

Only those habitations are covered where at least 40 children in the age group of 6-14 year are available, the local community demonstrates its willingness and shows its involvement by providing accommodation for the school, and where two SKs are available.

### *Prehar Pathshalas (PP)*

The PPs or 'schools of convenient timing', are run usually in the evening or night to accommodate girls and working children who are unable to attend day schools. The same SKs who run the day centre run the PPs.

### *Angan Pathshalas (AP)*

The AP was introduced on an experimental basis in 1992 to provide girls easy access to primary schooling within a reasonable distance from home. The APs are usually started in villages where there are no formal schools or other facilities for the education of children. A woman is preferably selected as a teacher for the AP. The school is generally run in an *angan* (the courtyard or verandah of a home). The space for the school is usually, provided by the community.

## Curriculum

The standard curriculum and textbooks of state run schools are used in the SK schools. The condensed textbooks are used in the PPs. Special text books in Maths and Hindi have been developed along with workbooks with the goal that these will help attain knowledge and competencies to enter class-VI in the mainstream schools after completion of the syllabus in the DS or PP.

SIERT is designated as the apex body for curriculum development and preparing textbooks with inputs from Sandhan, local NGOs and other resource persons.

## Teaching-Learning Materials

- Each centre receives necessary equipment like carpets, lanterns, etc. as per requirement. The equipment and instructional materials are provided by GOI under the Operation Blackboard Scheme.
- Books, school bags, TLM and equipment are made available to the students free of cost in PPs. Since 1992-93, materials have also been made available to students in DSs also.
- The SKP provides a non-recurring grant of Rs. 2000/- to each school as an additional resource to purchase equipments like Black-Board, Darri-patti, globes, maps etc.

## Teacher

1. The teacher in the SKP is a voluntary worker. He/she is not employed in any job and belongs to the project village. He/she is called a Shiksha Karmi (SK).
2. The teacher is expected to articulate and respond to the local needs and aspirations.
3. The teacher has a very important role to play in the enrolment and retention of the child until he/she has completed education equivalent to 5 years of elementary school.
4. The teacher is expected to work with the support of the community and cooperating agencies.

The teacher in this programme is expected to be above 18 years and below 33 years of age. But, in case of a Mahila Shiksha Karmi, the upper age limit is relaxed by 5 years.

To become eligible for selection as a SK, a male candidate is expected to be 8th pass or above, and a female candidate is expected to be at least 5th pass.

It is mandatory that every Shiksha Karmi runs both the night and the day schools for which he/she is paid Rs. 1800/- per month as an honorarium.

## *Incentives*

After 3 years of satisfactory service s/he gets an annual increment of Rs. 50/- and 100/- after 5 years. To retain trained and experienced Shiksha Karmis, a package of career opportunities has been provided.

Pay scales and retirement benefits equivalent to those for regular government teachers are provided to Shiksha Karmis who have completed 8 years of satisfactory performance and have the secondary (Class X) certificate. Shiksha Karmis who do not possess secondary certificate are eligible for these benefits on completion of ten years of satisfactory services. Provision for the said benefits for the existing Shiksha Karmis is made from the savings of programme in Phase-I.

There is a provision for the reimbursement of 90% expenditure incurred on text books and 15 days of coaching when SKs prepare for the secondary school examination.

Shiksha Karmis can become Shiksha Karmi Sahyogis, Master Trainers, or members of Resource Team when found capable.

## *Training and Academic Support*

### *Training*

- The project's in-service training at all levels is considered extremely important since the personnel has to be responsive and understanding towards Shiksha Karmis and their work.

The main responsibility of training rests with Sandhan, Jaipur while the academic wing of Shiksha Karmi Board (SKB) provides ongoing support for the training activities. They offer annual orientation/refresher courses for all persons associated with project implementation at block, district and state levels, and also train Master Trainers.

- Shiksha Karmis are given intensive residential induction training in pedagogy and subject matter for a period of 37 days in general areas and 50 days in certain specified areas.
- They are given 30 day's refresher training in the summer vacation and 10 day's training in the winter vacation in the first year and similar courses of 40 days and 30 days duration in the second and subsequent years respectively.
- Special arrangements are made for training of women Shiksha Karmis who would be more effective in enhancing the enrolment and retention of girls.

A 20 days tailor-made remedial training programme for teachers who have been identified as weak by the SK Sahayogis or other field workers during the field visits is conducted.

### **Academic Support and Supervision**

Under the Project, a structure has been developed to provide necessary support and assistance to the field functionaries. The structure extends from the village level to the block level. It includes Shiksha Karmi Sahyogis, Subject Specialists (SSs) of NGOs, Mahila Sahyogis and two-day review and planning meetings.

#### **Shiksha Karmi Sahyogis**

The SKS is a supervisor, but not a conventional one. He is to provide continuous support to SKs and work as friend, facilitator and helper. On the other hand, he must provide feedback to SKB/Sandhan and RUs towards improving the training programmes.

He conducts two-day monthly review meetings of SKs (where there is no NGO) to review the progress and seek solution to problems.

Subject Specialists with NGOs also form part of the support structure for the SKs. They are expected to provide guidance and support to SKs particularly to improve subject competence, organise review and planning meetings, activate BECs, and contact parents of out-of schools children.

Two-day monthly 'Review and Planning Meetings' are held regularly in each block to give support to SKs and help them in sorting out their problems. In these meetings, SKs present reports of the work done in the last month. SKs are encouraged to come up with workable solutions to the various practical problems they face.

### **Community Participation**

The SKP places special emphasis on the involvement of the community. The community is given the responsibility of evaluation of the SKs work. The community does this through the help of the Village Education Committee (VEC).

The VEC is constituted by the SK with membership of men and women from the village. The VEC generally consists of the following members: the Sarpanch, ward heads, a female social worker and the SKs. Community members, through the VEC's encouragement, contribute money, time, land, raw materials, labour for various DS, PP or AP activities. They also contact

parents for increased enrolment and retention, supervise the working of the centre, and arrange for the physical facilities.

VECs are also involved in;

- Survey of children; their enrolment; ensuring regular attendance of children; Selection of SKs; finding a suitable location for the schools; special efforts for improving girls enrolment; distribution of TLM and providing facilities for drinking water.

### **Monitoring and Evaluation**

Since the SKP activities are spread over widely scattered areas with poor accessibility and involve different types of organisations for planning, implementation, co-ordination and management of the project, three different approaches for monitoring are used.

Internal, physical, financial, and manpower monitoring follow normal government requirements and procedures.

The concerned EEOs, during regular visits to the Project villages and through the monthly meetings, collect data on a simple format developed by the State Project Office which focus the basis for monitoring.

### **Internal Reporting System**

A monthly report is submitted by the BDO to the Project Director summarising the project performance. The monitoring of the physical and financial performance of the project is reported by IDS based on the participatory monitoring and evaluation described above.

### **Funding**

The first two phases of the project was assisted by external funding from SIDA. In the third phase of the project financial assistance is from DFID routed through Government of India. In the third phase the Government of Rajasthan and DFID are sharing the project cost of 50:50 basis.

### **Litigation**

Writ Petitions have been filed in the Rajasthan High Court by Shiksha Karmi Association demanding that the principle of equal wage for equal work is not being followed in the case of Shiksha Karmi. In one of the writs the High Court has rejected this petition on the ground that the Shiksha Karmi Board is an autonomous body which can have its own terms & conditions.

## SHIKSHA MITRA YOJANA UTTAR PRADESH

### **Origin**

The Shiksha Mitra Yojana was initiated by the State Government of Uttar Pradesh in July 2000-2001.

### **Rationale**

Universalisation of Primary Education requires that the State Government should ensure provision of quality education. Teacher-pupil ratio plays an important role in improving the quality of teaching-learning process. Thus the Shiksha Mitra Yojana was introduced to provide second teacher to single teacher schools and schools with adverse teacher-pupil ratio.

### **Concept and Philosophy**

Shiksha Mitra Yojana was conceptualised to maintain the optimum teacher-pupil ratio. The scheme operates to provide a Shiksha Mitra (SM) in such primary schools where prescribed number of regular teacher is not available. The SMs are appointed to relieve the presence of multigrade teaching.

The Village Education Committee (VEC) makes decision regarding the demand of Shiksha Mitra. On the basis of micro-planning and EMIS data single teacher schools and schools having high teacher-pupil ratio are identified for provision of Shiksha Mitra.

A maximum of two SMs can be appointed in any school. SMs will be posted in a school in the ratio of 3:2 i.e. 3 regular teachers and two Shiksha Mitras per school. The first SM will be appointed only if a regular teacher is available in the school and the second SM after the second regular teacher is available. SMs are appointed to maintain 1:40 teacher-pupil ratio.

### **Current Coverage**

Presently the scheme is operating in 77 districts covered under Basic Education Project DPEP II and III.

For 77 districts 19,758 posts of SMs have been sanctioned but no instructions for regularisation of SMs have been stated as yet.

No time period has been specified for the continuation of scheme. The scheme will continue in the present form.

S.No.	District	No. of centres identified	S.No.	District	No. of centres identified	S.No.	District	No. of centres identified	S.No.	District	No. of centres identified
BEP											
1.	Varanasi	217	5.	Uttarkashi	60	27.	Jhansi	170	7.	Lalitpur	178
2.	Chandoli	225	6.	Agra	144	28.	Azamgarh	60	8.	Pilibhit	443
3.	Bhadoi	197	7.	Bijnor	200	29.	Ambedkar Nagar	150	9.	Basti	578
4.	Gorakhpur	618	8.	Bulandshahar	200	30.	Baliya	200	10.	Sant Kabir Nagar	310
5.	Allahabad	467	9.	Bagpat	58	31.	Faizabad	50	11.	Moradabad	575
6.	Kaushambi	239	10.	Etah	100	32.	Ghazipur	80	12.	J.P. Nagar	298
7.	Etwah	217	11.	Farukhabad	130	33.	Jaunpur	130	13.	Shahjanpur	904
8.	Oreya	161	12.	Gautam Budh Nagar	70	34.	Mau	118	14.	Sonhadra	509
9.	Banda	578	13.	Chaziabad	120	35.	Mirzapur	70	15.	Deoria	300
10.	Chitrkoot	286	14.	Haridwar	108	36.	Padrona	214	16.	Hardoi	800
11.	Aligarh	208	15.	Kanoj	180	37.	Pratapgarh	76	17.	Bareilly	322
12.	Hathras	112	16.	Mainpuri	128	38.	Sultanpur	80	18.	Firozabad	286
13.	Sitapur	995	17.	Mathura	80				19.	Rampur	34
14.	Sahranpur	242	18.	Meerut	70	Phase III			20.	Barabanki	100
15.	Pauri	529	19.	Muzaffarnagar	160	1.	Mahrajanj	803	21.	Shravasti	38
16.	Nanital	301	20.	Fatehpur	118	2.	Siddharth Nagar	934	22.	Baharich	62
17.	Udham Singh Nagar	133	21.	Kanpur (Dehat)	250	3.	Gonda	708			
			22.	Raibareilly	90	4.	Balrampur	417			
Phase II			23.	Unnav	140	5.	Badaun	562			
1.	Bagheswar	40	24.	Hamirpur	40	6.	Khiri	720			
2.	Champawat	81	25.	Mahoba	80						
3.	Pithoragarh	36	26.	Jaloan	50						
4.	Tehri Garhwal	60									

## **Teacher**

The teacher is designated as Shiksha Mitra. The SM is a local person selected by VEC on the basis of marks obtained in high school or intermediate. If a suitable person is not available in the village then a person from the same Nyaya Panchayat can be selected. The minimum educational qualification for a SM is intermediate or equivalent. The minimum and maximum age limit is 18 years and 30 years respectively. 50% of the SMs in a school have to be women. Prevalent norms for reservation of SC, ST, OBC and other categories are followed in appointment of SMs.

VECs appoints the eligible candidates on contract basis for one academic session i.e. 1<sup>st</sup> July - 30<sup>th</sup> May. The contract terminates on the last working day of May month.

Shiksha Mitra is given an honorarium of Rs. 2,250/- per month.

### *Teacher Training and Academic Support*

Prior to resuming their duties in the schools, a pre-service training of 30 days is mandatory for the SMs in the first year of service. The training is provided in DIETs according to the SCERT training modules. An honorarium of Rs. 400/- will be paid during the training period. After successful completion of one year a 15 days recurrent / refresher training will be provided by the DIETs in subsequent years. An honorarium of Rs. 200/- will be paid during the refresher training.

The SMs are provided with academic support from SCERT, DIET, BRC and NPRC as in the case of regular teachers. The co-ordinators from DIETs, Master Trainers, BRC and NPRC are trained and oriented for this purpose.

SMs also participate in the monthly meetings of NPRC. For onsite support there are weekly and monthly school visits of coordinators from BRC and DIET. NPRC co-ordinators visit the schools more frequently to discuss the experiences and solve the problems of SMs.

### **Nature of School**

The SMs work in regular formal primary schools along with the regular teachers. Presently 19,758 schools of such type are functioning in the state. SMs teach only classes II & I and they follow the curriculum of the formal school. Since SMs are appointed in existing formal schools. There is no financial provision in the scheme for construction of a school building. The schools have a teacher pupil ratio of 1:40.

### **Teaching Learning Material**

Teaching learning material is the same as used in the formal primary schools. Provisions are there for distribution of free textbooks to girls, SC, ST students and book bank for poor students. Teacher guides are given to all teachers and SMs. There is provision of books for school libraries in UPBEP, DPEP-II schools.

Teaching Learning Material grant of Rs. 500/- per year is provided.

SMs plan in advance the teaching-learning activities to be carried out and keep a record of the student's progress and learning deficiencies.



## Management Structure

District level committees exist for co-ordinate and implement the SM Yojana . The members of the committee are as follows:

- |  |    |             |
|--|----|-------------|
| 1. District Collector                        | -- | Chairperson |
| 2. Chief Executive Officer of Zila Panchayat | -- | Member      |
| 3. Lekha Adhikari                            | -- | Member      |
| 4. District Basic Education                  | -- | Member      |

At the village level VECs manage the schools. The VEC composition is as following:

- |   |    |                  |
|---|----|------------------|
| 1. Village Pradhan                                    | -- | Chairman         |
| 2. Head Teacher of the school                         | -- | Member-Secretary |
| 3. Three Guardians of the students studying in school | -- | Members          |

The VEC will select and appoints as per criteria SM on contract, preferably from the same village or from same Nyaya Panchayat. The village panchayat ensures regular community-teacher interaction by VEC meetings.

## Funding/ Costs

The funding for the SM Yojana is provided by DPEP / UPBEP projects. The annual budget of the scheme is Rs. 44.46 crores. After DPEP the State Government will support the SMs. The cost of one SM in a school for an academic year i.e. 10 months is Rs. 24,750/- and for training the cost is Rs. 1,850.00 per year.

## Litigation

A writ petition titled Sheopal Singh Yadav Vs. State Government have been filed in Lucknow and Allahabad Bench of High Court regarding age limit and claim of first right to appointment as SMs by the existing NFE instructor. The petition has been finally disposed of and the State Government has been directed to give preference to the petitioners over the fresh candidates.

## Studies/ Evaluation

The scheme is in its initial stage so no documentation, evaluation or studies have been done. An evaluation is proposed in the year 2003.

SCHEMES OF PARA TEACHERS IN REGULAR SCHOOLS - AN OVERVIEW ACROSS STATES

	Andhra Pradesh*	Gujarat	Himachal Pradesh	Madhya Pradesh	Maharashtra	Rajasthan	Uttar Pradesh
Issues							
Name of the scheme / school	Andariki Vidya	Vidya Sahayak Yojana, Gujarat	Vidya Upasak Yojana, Himachal Pradesh	Shiksha Karmi Programme, Madhya Pradesh	Shikshan Sevak	Shiksha Karmi Project	Shiksha Mitra Yojana - UP Parishadiya Vidyalaya.
Date and year of inception	December, 1998	June, 1998	September, 1998	1994	March, 2000	October, 1987	July, 2000
Objectives of the scheme	<ul style="list-style-type: none"> <li>• UEE of primary education.</li> <li>• Imparting of quality education.</li> <li>• Mobilizing the community.</li> <li>• Assist govt. teachers in school management.</li> <li>• To address adverse teacher pupil ratio.</li> </ul>	<ul style="list-style-type: none"> <li>• To address the problem of shortage of teacher in primary school.</li> <li>• To improve enrolment &amp; retention of learners.</li> <li>• To improve quality of classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring physical access in remote &amp; socio-economically backward village.</li> <li>• To address the problem of shortage of teachers.</li> <li>• To achieve 100% enrolment.</li> <li>• To improve the standard of education.</li> <li>• To counter the problem of teacher absenteeism.</li> <li>• To provide opportunity to educated unemployed youth to teach in govt. primary school.</li> </ul>	<ul style="list-style-type: none"> <li>• To address the problem of shortage of teachers due to vacancies.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide teachers against vacancies accruing due to retirement.</li> <li>• To provide teachers for the additional enrolment in formal schools.</li> </ul>	<ul style="list-style-type: none"> <li>• To solve this problem of teacher absenteeism in schools located in remote areas.</li> <li>• To bring a qualitative improvement in primary education.</li> <li>• Ensuring 100% enrolment of boys and girls in the age group 6-14.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a second teacher in single teacher schools.</li> <li>• To provide an additional teacher in schools with adverse pupil-teacher ratios.</li> </ul>

	Andhra Pradesh*	Gujarat	Himachal Pradesh	Madhya Pradesh	Maharashtra	Rajasthan	Uttar Pradesh
Current coverage <ul style="list-style-type: none"> <li>No. of school</li> <li>No. of district</li> <li>No. of Teacher</li> </ul>	<ul style="list-style-type: none"> <li>--</li> <li>23 districts</li> </ul>	<ul style="list-style-type: none"> <li>35,975</li> <li>All districts</li> <li>26,485</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> <li>All districts</li> <li>1,414</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> <li>All districts</li> <li>95,432</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> <li>All districts</li> <li>20,000 vacancies to be filled.</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> <li>31</li> <li>6,427</li> </ul>	<ul style="list-style-type: none"> <li>N.A.</li> <li>77</li> <li>19,758 posts sanctioned.</li> </ul>
Minimum number of learners	40 and incase of tribal sub plan 10-20.	<ul style="list-style-type: none"> <li>One teacher for 42 children (1:42).</li> <li>Second teacher appointed if the school has two rooms.</li> </ul>	<ul style="list-style-type: none"> <li>Two teacher upto 59 students.</li> <li>One additional teacher for every addition of 40 students.</li> </ul>	Based on Govt. norms PTR 1:40.	After two teachers upto 59 learner. additional teacher for 60 and above.	<ul style="list-style-type: none"> <li>Initial stage - work in dysfunctionai school.</li> <li>Late stage - open new school for 40 children.</li> </ul>	<ul style="list-style-type: none"> <li>PTR 1:40. For 3 regular teachers two Shiksha Mitra will be posted based on the requirement.</li> <li>First will be appointed only if a regular teacher exist in schools.</li> </ul>
Minimum educational qualification of teacher	Intermediate (SSC in the low literacy area).	<ul style="list-style-type: none"> <li>PTC / STC / B.Ed. / C.P.Ed. / AID</li> </ul>	<ul style="list-style-type: none"> <li>Matric with minimum 45% marks in general 40% in reserve category.</li> </ul>	Higher Secondary	SSC/H.S c., D.Ed.	VIII for males & V for females.	Intermediate or equivalent.

	Andhra Pradesh*	Gujarat	Himachal Pradesh	Madhya Pradesh	Maharashtra	Rajasthan	Uttar Pradesh
Age	18 yrs.	<ul style="list-style-type: none"> <li>Minimum 18 yrs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 18 yrs.</li> <li>Maximum 38 yrs.</li> </ul>	<ul style="list-style-type: none"> <li>Grade I (Secondary) -- 21-35 yrs.</li> <li>Grade II (Upper Primary) - 21-32 yrs.</li> <li>Grade III (Primary) -- 18-30 yrs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 18 yrs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 18 years</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 18 yrs.</li> </ul>
Honorarium of teacher (Rs.)	1,000/- p.m.	2,500/- p.m.	2,500/- p.m.	Grade I (Secondary) - 4,500 Grade II (Upper Primary) - 3,500 Grade III (Primary) - 2,500	3,000/- (proportionate) honorarium to be paid on the basis of working days other than school holidays).	1,800/- (including 500/- for Prehar Pathshalas which is mandatory) per month.	2,250/- p.m.
TLM grant (Rs.)		500/- in DPEP districts.	500/- to teachers in DPEP districts.	500/- in DPEP districts.	No provision of TLM grant.	Rs. 100 contingency every month.	500/- p.m.
Appointing agency	School committees	District Education Committee	District Primary Education Officers.	Janpad Panchayat.	CEO of the Zilla Parishad	Shiksha Karmi Board	VEC of the Gram Panchayat.
Duration of appointment	10 months in a year.	Two years. After 3 years if vacancy exist they will be absorbed. After 5 years irrespective of the vacancy all of them will be absorbed, provided there is no adverse reports.	One year. it can be extended after evaluation of the performance & approval by Director Primary Education.	<ul style="list-style-type: none"> <li>One year contract, which is renewed upto 3 years if no adverse reports.</li> <li>Made permanent after 3 years.</li> </ul>	June - April (10 months). Every year on contract which would be renewed based on performance. Contractual appointment for 3 years.	<ul style="list-style-type: none"> <li>Contractual appointment reviewed every year.</li> <li>After 8 years made permanent.</li> </ul>	Annual contract for 10 months between 1 <sup>st</sup> July - 31 <sup>st</sup> May.

	Andhra Pradesh	Gujarat	Himachal Pradesh	Madhya Pradesh	Maharashtra	Rajasthan	Uttar Pradesh
Duration of pre-service training	7 days	Two years training is mandatory.	21 days.	12 days	2 years pre-service Diploma in Education is essential through DIETs or D.Ed. college.	37 days	One month training to be imparted by DIETs.
Duration and frequency of in-service training	15 days	7 days refresher training.	45 days every year.	Same as for regular teacher.	Not specified.	Refresher training 30+10 =40 days.	15 days refresher training.
Curriculum / material	Multigrade learning kit.	Same as formal school.	Same as formal school.	Same as formal school	Same as formal school	Same as formal school	Same as formal school
Academic support	Mandal Resource Persons.	<ul style="list-style-type: none"> <li>• BRC, CRC &amp; DIET.</li> <li>• No separate arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• In non-DPEP districts DIETs.</li> <li>• In DPEP districts BRC / CRC co-ordinators</li> </ul>	BRC / CRC	<ul style="list-style-type: none"> <li>• CRC, BRC Co-ordinators in project districts.</li> <li>• BEO in the non-project districts through DIETs.</li> </ul>	Shiksha Karmi Sahyogi for 15-20 schools.	SCERT, DIET, BRC & NPRC
Sustainability	4 years (1998-2002)	After five year teachers will be absorbed as a regular teacher.	No decision regarding absorbing these teachers.	After 3 years satisfactory service, they are put in permanent grades. Madhya Pradesh government is financing this scheme.	The teachers will be absorbed as regular school teachers after a period of 3 years.	After 8 years SKs are made permanent.	No instruction for regularisation.

## ALTERNATIVE SCHOOLS

### ASSAM

#### Origin

The Alternative School Scheme was started in the year 1998 under DPEP to ensure access to primary education for children of remote habitations, which are without schooling facility. The scheme also includes provision for appointing para teachers called Shiksha Mitras in the schools, which are either single teacher or have adverse pupil teacher ratio (PTR).

#### Rationale

Formal schools in remote and flood prone areas of Assam have a very high pupil teacher ratio (PTR). There are many single teacher schools with more than 80 children. There are many schools with more than one teacher but very adverse PTR, to the extent of 1:80. Children enrolled in such schools drop out, as they do not get adequate attention from the teachers.

To address this problem of out-of-school children and high PTR in formal schools, the Alternative Schools were started in January 1998. The teachers of AS, apart from providing assistance to the single teacher schools and high PTR schools, organise classes at hours convenient then for girls and children who are working at home, in the fields or doing petty jobs on the riverside.

#### Objectives

The main objectives of the scheme are

1. To ensure universal access in the DPEP districts through, Alternative Schools in remote unserved habitations
2. Increasing retention of children in the schools by improving pupil teacher ration through appointment of para teachers in schools with adverse PTR and
3. Through the above moving towards the goal of universalisation of primary education.

#### Coverage

The scheme is operational in 53 blocks of the 9 DPEP districts. Total number of teachers appointed is 2,332 and the total student benefited is one lakh nine hundred thirty nine (100,939). Out of these there are 51,611 boys and 49,328 girls.

#### Management Structure

The villages Education Committees, at village level have been entrusted with over all responsibility of managing schools, which includes selection of teacher, disbursement of teacher honorarium and monitoring of schools.

At cluster level there is one supervisor for every 10 schools who are attached to CRC. The CRC co-ordinator, addresses management related issues, deployment of teachers wherever enrolment increases, and ensures availability of materials and equipment for the schools.

At the block level BRCC is the overall in charge. The BRCC has a supervisory role and every month meeting of AS teachers are organised at block level by the BRC for monitoring as well as for providing academic support.

NFE and AS wing headed by a District Programme Officer at District Project Office (DPO) is responsible for overall extension and monitoring. One District Level Resource Group for academic support exists which also provide academic support on regular basis to AS teachers.

At the state levels again NFE & AS wing headed by a Programme Officer at SPO is responsible for overall execution and monitoring. A state level steering group for guidance and direction also exist. There is a State Level Resource Group to provide academic inputs in the AS programme.

### **Operational Norms**

An Alternative School is started in a habitation, which is without school facility. Shiksha Mitra is appointed in formal schools that have single teacher and also in school where PTR is 1:60. They are appointed in schools where there are more than one teachers but PTR is 1:80 and above.

### **Teacher**

The teacher of the Alternative School is referred to as Shiksha Mitra. The teacher is preferably a woman from the same village, having passed high school. Only if a suitable woman from the same village is not available, a male teacher is appointed. Minimum age for the teacher is 8 years.

### *Selection and Appointment*

Names of candidates are recommended by the VEC through a resolution, approved and signed by the majority of members. The VEC recommends at least three names and the final selection is made through a written test. Shiksha Mitra is appointed on an annual contract basis.

### *Honorarium*

The teacher receives an honorarium of Rs 900 per month, it is disbursed by the VEC.

### *Roles*

Apart from teaching in two shifts the teacher is also expected to perform the following functions:

- Identify slow learners and organize special classes for them during the summer vacation period. Children from the formal schools, if recommended by the teachers join these special classes.
- Involve parents of the children, particularly girls, in the running of the school. It is mandatory to conduct a mother's meeting every fortnight at the school.
- Keep a record of all girl children in the age group of 6-14 years who are not attending school with reasons for the same, and make efforts to bring them to school.
- Work in close co-ordination with the formal school of the village.

### *Training*

The teacher undergoes a seven day initial training followed by an intensive training of 21 days. Teachers Modules are prepared at district level for refresher training as per the district specific needs also undergo a 7-10 days refresher training every year.

## **Academic Support and Supervision**

One supervisor is appointed for every 10 Alternative Schools. The number of supervisors in a block, however, does not exceed three. The supervisor conducts monthly meetings of the teachers. The teachers also receive a feedback on their performance from the supervisors and other resource persons during the meeting. Teachers are expected to attend monthly meetings at the Cluster Resource Centre (CRC) level. The BRC and the CRC co-ordinators provide necessary academic support.

## **Nature of School**

The Alternative School teachers teach the formal school children of classes I and II in the morning. The classes for out-of-school begins in the afternoon, after school hours are over. The teacher can also exercise the option of teaching these children in two shifts, morning and evening. The teacher decides the timings and the number of shifts in consultation with the Village Education Committee (VEC). For morning or evening classes the village should have a minimum of 10 students.

For out-of-school children, classes are held for at least two hours. The Alternative School has a teacher-pupil ration of 1:40.

Children in Classes I and II follow the same curriculum and textbooks as the formal school. Additional teaching-learning material has been developed at the state level in the form of workbooks and activity sheets for children to help them acquire the desired competencies with in a short time. Children in the age group of 6-8 years are prepared for classes II or III children of age group 9-11 years for classes III and IV; and 12-14 years olds for class V through condensed courses.

The duration of this condensed course is one to two years after which these children are mainstreamed to the formal school.

## **Community Participation**

The VECs have overall responsibility of supervising the schools. They have important role in selection of the Shiksha Mitra. Teachers are accountable to local community. Once in six months open evaluation of learners performance is organised in which parents of the learners participate. The teachers contract can be renewed only when VEC/PTA recommends the extension of contract.

## **Funding Budget**

The scheme is currently operational in DPEP districts and is funded through DPEP. The cost per school for unserved habitation is Rs 32,950 per year. There is a provision of Rs 702.20 lakhs in the AWP&B 2000-01 for the scheme.

## **Litigation**

No court case has been field against the scheme so far.

## **Sustainability**

There is a proposal before the government of Assam to extend the scheme beyond the period of DPEP.

## **Documentation / Evaluation**

No external evaluation of the scheme has been done so far.



## MULTI-GRADE CENTRE KERALA

### Origin

Kerala is the first state in India to achieve universal primary education. The society is aware of the importance of educating their children and parents are actively involved in school affairs.

Primary schools are accessible within 1.5 kilometre radius and have good infrastructural facilities. Enrolment and attendance in formal schools is almost 100%. Most primary school children are third or fourth generation learners. Teachers are trained and teacher absenteeism is negligible.

However, during the course of micro planning some remote inaccessible pockets were identified where children do not have access to school. The problem is largely in the tribal pockets and among the fisher folk communities located in the coastal areas. Children from these communities do not go to school due to the following reasons:

#### *Physical barriers*

There are no schools within walking distance. Most of these hamlets are located in forests and hill areas where natural barriers like rivers prevent children from reaching school.

#### *Socio-cultural barriers*

The community feels that a formal school curriculum would alienate the children from their culture, language and customs because of a lack of awareness in the community regarding the importance of education. Existence of untouchability also prevents children from joining schools.

#### *Education in existing schools*

Children experience adjustment problems and they drop out of formal schools because the medium of instruction is at variance with the spoken dialect of the community. The teachers do not belong to the village and hence they are not sensitive towards the child's cultural beliefs and practices and at times the culture, beliefs and practices, and the language of the community get looked down upon.

Since these habitations / hamlets are very small, opening a formal school is not viable; consequently Multi-Grade Centres have been set up in these hamlets.

### Objectives

To provide access to schooling facilities within the approachable distance for children of deprived communities who have remained out of school by setting up a school sensitive towards the cultural beliefs and linguistic diversity of the local community.

### Coverage

There are 325 Multi-Grade Centres operation in the districts, covering 4,000 children.

### Norms for opening Multi-Grade Centres

The school is started in a hamlet with a minimum of 20 children. The DPEP officials and the Village Education Committee (VEC) members visit the hamlets and hold discussions with the local people; meet with the local bodies, officials of different government departments, especially Tribal and Education departments and the non governmental organisations. Based on

the information gathered during these interactions, the final selection of the hamlets is made for the Multi-Grade Centres.

## **Teacher**

### *Profile*

The teacher is a matriculate, belong to the same community and lives in the same habitation.

### *Selection and Appointment*

The community identifies and recommends names of qualified candidates. The recommended candidates are interviewed at the district level under the supervision of the District Advisory Committee. The most qualified amongst them is appointed as the teacher.

### *Honorarium*

The teacher receives a monthly honorarium of Rs. 2,000. The honorarium is disbursed through the Block Resource Centre (BRC) co-ordinator.

### *Role*

The teacher is expected to:

- help the community to identify problems regarding education of their children through regular interaction
- work towards building an awareness in the community
- understand the nature of the child, the child's learning process, the cultural and socio background of the children in the community
- identify and prepare material; effectively use already developed material; manage classroom activities and interact with the children and community meaningfully
- collect folk songs, stories, art forms from the community and with the help of the community members and children, develop their own local curriculum and
- conduct remedial teaching for slow learners.

### *Training*

After selection, the teacher undergoes a comprehensive three day training programme at the district level. The teacher also undergoes a 10-day internship at the formal school. Apart from this there is a visit and training at the Rishi Valley Schools. Teachers are also given five days of recurrent training by the DIET staff.

### *Academic Support*

The coordinators at the Cluster Resource Centre (CRC) and Block Resource Centre (BRC) extend regular academic support to the teachers during monthly meetings and school visits.

## **Material for Children**

Each centre has material in the form of picture cards, activities, games, number cards, etc. these cards are graded, and the level is indicated by a symbol. The children move from one level of competency to another, using this self-learning material. These materials have been developed with the help of the Rishi Valley Education Society. A comprehensive readiness package suitable for children from these habitation has also been prepared.

### **Community Participation**

After selecting the centres, a committee is formed in the habitation. It consists of, the President of the local *Panchayat*, a social worker, members from the community, teachers and NGO representatives.

This committee:

- provides land for building the school
- constructs a temporary building at the site
- identifies and enrol children
- ensures that children come to the centre regularly
- meets with the teacher of the centre to discuss matters relating to the centre
- makes arrangements for cooking of the mid-day meal, by organising utensils and firewood and also arranges for uniform for the children
- takes up the responsibility of building a permanent structure financed by the Project
- organises PTA / MTA meetings and
- monitors the school regularly.

### **Nature of School**

These Multi-Grade Centres are full time schools. These Centres cater to children of classes I-IV in unserved small habitations. Like formal schools these centres run for five hours a day for the entire year. There is no vacation scheduled for the centres. Holidays are decided as per the communities' need. A local committee identifies the children, organizes the space and provides necessary support to make the centre operational. The number of children attending a centre ranges from 30 to 50.

They operate on the following premises.

- children have the innate potential to learn; they are curious by nature
- when children come to the centre they bring with them rich knowledge of their immediate environment - trees, plants, animals, living beings etc.
- children can speak well and express their ideas clearly if a conducive atmosphere is ensured
- children are familiar with folk music, songs, stories, arts and crafts and variety of games and
- children possess skills to work with their hands

At the Multi-Grade Centres children learn at their own pace and the teacher makes the learning process interesting and enjoyable for them. The centre caters to the basic cultural needs of the children. It is also a common place for the community members to sit together and discuss their problems and issues.

### **Classroom Organization**

Often children are made to work in groups. The classroom is organised in a manner that allows group work. Grouping enables them to participate in each activity and also allows them to help and evaluate each other. Grouping is done according to the learning levels of children. Each

group is given simple instruction and tasks according to its level. Those who master the learning task of a particular level shift to the group at the next higher level.

Activities are conducted, in the classroom as well as outside, where children observe and collect things. Inside the classroom apart from group learning sessions, individual learning sessions also takes place.

Children fearlessly interact with their teacher. The teacher, sometimes sings with the children. The community members come to tell stories. All materials developed by the children are collected and displayed in the classroom. In level I, more times is spent on listening and speaking activities. Reading and writing are introduced in the later months of the first year. The teachers uses the local language in the classroom in the initial stages, to enable children freely express their ideas. Exposure to Malayalam is in the higher grades through listening, speaking and reading.

### **Funding / Budget**

These schools are set up in DPEP districts and these are funded under DPEP.

<b>Item</b>	<b>Unit Cost per annum (Rs.)</b>
Honorarium of teacher (@ Rs. 2,000 per month)	24,000
Material for children @ Rs. 100 per child)	2,500
Material for teacher per centre	2,000
Infrastructure cost (one-time cost)	1,00,000
Teaching Learning Material grant	500
School improvement grant	2,000
Training of instructors	1,000
Library	1,000
<b>Total</b>	<b>33,000</b>

### **Litigation**

No court case has been filed against the programme.

### **Documentation / Evaluation**

There is a comprehensive system of internal evaluation on regular basis. These centres are functioning well. No external evaluation has been done.

## EDUCATION GUARANTEE SCHEME MADHYA PRADESH

### Origin

The Education Guarantee Scheme (EGS) was conceived by the State Government of Madhya Pradesh and has been in operation since January, 1997.

### Rationale

The Indian constitution stipulates free and compulsory education for all children in the age group of 6-14 years. This enjoins upon the community the duty of sending their children to school and upon the State Government the responsibility of providing adequate facilities for it.

Universalisation of Primary Education requires the State Government to ensure the following minimum facilities:

- Provision of basic facilities for the education of children.
- Provision of quality education so that each child attains a desired level of learning.
- The fact that a large percentage of the population is tribal and below poverty line, imposes upon the state the responsibility of providing economic assistance to these disadvantaged groups so that they can send their children to school.

To serve all children in a time bound plan, the State Government of Madhya Pradesh has evolved the Education Guarantee Scheme (EGS).

### Concept and Philosophy

Under EGS the Government guarantees the provision of educational facilities to children in habitations where there is no schooling facility in the radius of one kilometre, within a period of 90 days of receiving a demand for such a facility by the local community. The Scheme is managed on the principles of decentralisation and community participation.

The norms for a viable EGS demand are :

- The demand for an educational facility should come from the local community and must be from a rural area.
- No schooling facilities of any kind should exist, within a radius of 1 km of the habitation from where the demand has been made.
- The number of prospective students (6-14 years) for the EGS centre should at least be 40. In tribal areas, the number should be at least 25.
- For the year 1997-98 the children were enrolled in class-I. In no case, shall children already studying in higher standards be allowed to enrol.

### Current Status

The educational centres running under EGS are called EGS centres. EGS centres are running in all the 45 districts of the state. There are a total of 22,940 EGS centres running in the state. These centres have a total of 28,052 trained Gurujis teaching the children.

## Teacher

The EGS teacher is designated as the "Guruji". The teacher is a local person proposed by the community and appointed by the Janpad Panchayat Shiksha Samiti. Preference is given to women. In case more than one teacher is needed, one of them will necessary be a woman. The minimum educational qualification for a teacher is Higher Secondary. However, if a local person with Higher Secondary qualification is not available, a High School pass may be considered for the post of Guruji. The Guruji is given an honorarium of Rs. 1,000/- per month. One teacher is provided for a group of 40 children, and in tribal areas for a group of every 25 children. If the number of children exceeds 50 then another Guruji is provided so as to maintain a low teacher-pupil ratio. The Gram Panchayat makes the payment of the honorarium to the Guruji by cheque every month.

### *Teacher Training and Academic Support*

The School Education Department with the assistance from the Tribal Welfare Department arranges for the training and the materials within 30 days of the receipt of the permission to conduct the training.

The EGS teacher training design and module is the one developed for the formal system. The training programme is based on the materials to be transacted at the centres. The teacher training aims at ensuring that teachers are equipped to transact the TLM effectively. The Guruji is given training for 18 days during a year. The Gurujis are paid a stipend during the training period @ Rs. 30 per day. Teaching in the EGS centre, under no circumstances is allowed to start without the proper training of the Guruji.

A senior teacher designated as Cluster Academic Co-ordinator visits the EGS centres and provides on-the-spot academic support to the Gurujis.

### **Structure**

#### *State Level*

At the state level the nodal department for implementing and co-ordinating EGS is the School Education Department (SED).

The implementation of the scheme involves other departments as well, particularly the Tribal Welfare Department (TWD) and the Panchayat.

An inter-departmental committee is set up, to coordinate, monitor and suggest policy initiatives, which is designated as the state EGS Committee.

The Constitution of the committee is as follows :

- |   |                |
|---|----------------|
| 1. Principal Secretary/<br>Secretary Education Department   | Chairperson    |
| 2. Principal Secretary/Secretary, Tribal Welfare Department | Co-Chairperson |
| 3. Principal Secretary/ Secretary Finance                   | Member         |
| 4. Principal Secretary/ Secretary Planning                  | Member         |
| 5. Principal Secretary/ Secretary Panchayat                 | Member         |
| 6. Principal Secretary/ Secretary Public Relation           | Member         |

7. Principal Secretary/ Secretary Women & Child Development Department	Member
8. Commissioner of Public Instruction	Member
9. Commissioner of Tribal Welfare Department	Member
10. Director Panchayat & Social Welfare Department	Member
11. Director SCERT	Member
12. Secretary to the Chief Minister and Mission Co-ordinator, Rajiv Gandhi Mission	Convenor
13. Mission Director, Rajiv Gandhi Shiksha Mission	Member Secretary.

#### *District Level*

Similarly at the district level an EGS Coordination committee is constituted with the following membership :

1. District Collector	Chairperson
2. Chief Executive Officer of Zila Panchayat	Vice Chairperson
3. Deputy Director of Education/AC Tribal	Member
4. District Program Co-ordinator in DPEP Districts	Member Secretary
5. Principal DIET	Member.

In non-DPEP Districts the Chief Executive Officer of Zila Panchayat acts as the member secretary of the EGS Committee. The District Collector can also invite others as the need arises.

#### **Nature of School**

The EGS centre must start functioning by the date indicated on the guarantee form. On receipt of EGS demand the BEO ensures its proper scrutiny. The BEO arranges for the teacher training, teaching material and ensures academic evaluation.

The Janpad Panchayat Shiksha Samiti has to take a decision within 7 days on the EGS demand that has been verified by the CEO.

EGS centres are run during day hours like formal schools about the vacations as per the convenience of the children. The centres run for at least 200 days in a year.

#### **Teaching Learning Materials**

Under the EGS, basic materials such as black board, slate, chalk, paper, pencil and register, worth Rs. 850 are provided to each centre. The Gram Panchayat on behalf of the EGS centre procures these.

Teaching-learning materials specially prepared for AS programme is being used in the EGS centres. Distribution of textbooks etc. to the EGS centres is the responsibility of the district EGS committee. These books are given to the Gurujis at their training centres. The EGS centres do not start if the TLM is not made available.

### **School Management**

The Block Education Officer, Janpad Panchayat Shiksha Samiti, Gram Panchayat and the cluster Academic Coordinator play an important role in the school management.

The Gram Panchayat has the central role at the village level. The responsibilities of the Gram Panchayat are as follows :

- Accept the EGS demand from the community and forward it to the Janpad Panchayat with its comments.
- Appoint the Guruji on the recommendation of the community after approval of the Janpad Panchayat.
- Operate the account of the EGS.
- Facilitate the functioning of the EGS Centre and provide for its contingency requirements.
- Undertake supervisory visits to the EGS Centres.
- Monitor and review the functioning of EGS centre.
- Send a monthly report to the Janpad CEO.

Cluster Academic Coordinator:

- Visits the EGS Centre once a month.
- Submits the monthly report of the EGS centre to the Janpad CEO.
- Supervises the teaching-learning progress and provides academic support on the spot.
- Assists in learner - evaluation.

### **Learners' Evaluation**

The School Education Department makes arrangement for the evaluation of the performance of the children. A system of continuous testing is built into the teaching-learning material and the transactional process. A continuous evaluation of the children by the teacher is also ensured. In addition, cluster coordinators will evaluate the performance of the children annually. The system of evaluation prevalent in the state for class V will be applicable to EGS.

### **Community Participation**

The EGS operates on a decentralised basis through collaboration of the State Government, local bodies and the community. The demand for the EGS comes from the local community. The local community organises itself in the form of a Shala Prabandh Samiti or School Management Committee. This provides an organised forum for the local community to actively participate in the management of the EGS school. The constitution of the SMC of the EGS is as follows:

1. The local Panch of the tola / majra / habitation where the Education Guarantee School is located -- **Chairperson**
2. 6 parents / guardians of whom atleast 3 are women and atleast 3 represent ST, SC and OBC groups.
3. EGS Guruji -- **Member Secretary**

Nominations of parents are through a Gram Sabha on a rotational basis for one year.



## Monitoring and Evaluation

A detailed MIS has been developed for EGS, to facilitate the development of a data base and to generate periodic reports. These reports provide for reviewing and taking of corrective action.

The CEO Monitors the EGS Centres particularly on:

- attendance of children and the Guruji,
- availability of materials,
- quality of the teaching-learning process,
- timely payment to Guruji, and
- co-ordination with the CEO.

It is the responsibility of the Gram Panchayat to send a monthly report about the functioning of the centre to the CEO Janpad Panchayat. Then the CEO puts up the report before the Janpad Shiksha Samiti. The CEO also submits a consolidated report of all the EGS Centres of the block to the CEO of Zila Panchayat.

The CEO Zila Panchayat similarly consolidates all the block reports and forwards a comprehensive report to the Secretary of the State EGS Committee.

If the number of children at any centre falls below 80 percent of initial enrolment, the financial aid is stopped. Such a decision, however, is taken only after a field-level inspection done by the CEO Janpad Panchayat.

The Secretary of the State EGS Committee places the reports before the State EGS Committee. The State Government evaluates the EGS from time to time so as to initiate measures to improve its functioning.

## Funding and Costs

The estimated cost for one EGS centre is Rs. 14,860/- per annum. This estimate is for 40 children, one guruji, teaching learning materials, teacher training, academic evaluation of the children, and contingency for the functioning of the EGS centre. The details are provided in the table below.

## Litigation

There has been no court case so far against the scheme.

## Evaluation / Studies

There has been number of evaluations / studies conducted. UNICEF has also done an independent study on cost and finance of elementary education in MP, which analyses teacher profiles, and their impact on education. In draft form still available with UNICEF.

IIM, Ahmedabad is doing evaluation of performance of children and textual material. The first preliminary report has been submitted.

RIE Bhopal has also done an assessment.

## VASTI SHALA MAHARASHTRA

### Origin

The scheme of Vasti Shala was conceived by the Government of Maharashtra in April 2000 to provide schooling facilities for estimated 11,000 small habitations for which schooling facility is not available in the radius of 1/2 km. These habitations being smaller in size, do not qualify for opening of formal primary schools. The scheme has been notified by the state government by GR-NO.PRE 1099/(2175) / PE 1 dated 18-4-2000.

### Objectives of the Scheme

- a) Ensuring schooling facilities for all within approachable distance of ½ km. to achieve universal primary education in the state.

### Current Coverage

The scheme is sub-judice. No appointment has taken place. But 11,000 school-less habitations are supposed to be covered under this scheme.

### Management Structure

In the DPEP districts responsibility to implement the programme lies with the Maharashtra Prathamik Shikshan Parishad. In most of the districts, the responsibility lies with the Directorate of Education.

#### *District Level*

In the district the responsibility of the scheme is under the over all control of Chief Executive Officer of Zila Parishad. Zila Parishad CEO and Education Officers would exercise overall administrative and financial support. DIETs will be provide training to Shikshak of Vasti Shala.

#### *Block Level*

At the Block level Block Education Officer along with the extension officers would provide administrative and monitoring support.

#### *Cluster*

Cluster co-ordinator will provide academic support at cluster level through onsite support and monthly meetings.

#### *Gram Panchayat / VEC at village level*

- ♦ Day to day supervision lies with the Gram Panchayat.
- ♦ Appointment of teachers, payment of their honorarium and provide suitable space for organising schools are responsibility of Gram Panchayat.

### Teacher

Teacher is called 'Shikshak' in this scheme. Minimum age for appointment of teacher is 18 years and the minimum academic qualification is D.Ed or HSE. The Gram Panchayat will select the teacher from the same habitation or from the vicinity. The most suitable from among the candidates, will be appointed as Shikshak.

Appointment will be on the annual contract basis for 10 months every year, between June to April. There is an agreement form on which agreement is reached between the Gram Panchayat and the Shikshak.

No other benefits like Provident Fund, Gratuity, Medical benefit etc. are available to the Shikshaks. There is no clear guidelines when the second teacher will be added. But upto the strength of 80 only two teachers are allowed.

#### *Responsibilities of the Teacher*

Shikshaks have the following responsibilities to perform:

- 1) To run the School for 200 days in the academic year, minimum 5 hours every day.
- 2) To guarantee enrolment of all children of 6-14 age group.
- 3) To maintain all necessary prescribed records.
- 4) To assure achievement of minimum level of learning for all children.
- 5) To submit monthly performance reports to Gram Panchayat.
- 6) To keep school environment clear and congenial for education.

#### *Honorarium*

The Shikshak is paid honorarium of Rs 1000 per month by the Gram Panchayat. Honorarium is paid for only ten months in a year.

#### *Training*

DIETs are responsible for providing induction training to Shikshak. The subsequent in-service training will also be provided by the DIETs. The duration of in-service training is yet to be specified.

Academic Support in the DPEP district will be through CRC and BRC. In non-DPEP district it will through the DIETs, under the supervision of SCERT.

The schools will be visited at least twice in a month by CRC/DIET faculty for onsite support.

#### **Criteria for Opening Vasti Shala**

Vasti Shala will be open on the basis of demand received from the community. The habitations which have a minimum of 15 children in the 6-14 years age and do not have schooling facility available within ½ k.m. approachable distance are eligible for opening of Vasti Shala. It will be owned by local community. It will be the responsibility of Village Panchayat to provide accommodation etc.

#### **Nature of School**

Vasti Shalas will enroll children from I to IV standard. The space for the school will be provided by the Panchayat. There is no provision for construction of school building in the scheme. Curriculum and textbooks is the same as formal school.

Each school is provided one black board, sets of self-learning material, TLMs and textbooks for each child.

Apart from this a set of library books also will also be provided to the Vasti Shalas.

### **Financial Provision**

This includes following:

Cost per school is Rs 13,000 per annum, calculated for the through of 15 children.

Honorarium for 10 month --	Rs.	10,000
Contingency -	Rs	1000 / year
Text books		1000
Training		1000

Cost per child in the programme is Rs 870 / annum.

In district covered by DPEP and Janshala Programmes the scheme will be funded under these two programmes. In rest of the districts Education Department will fund the programme.

### **Litigation**

A writ petition filled in the Bombay High Court was disposed of after court suggesting certain modifications in the scheme. One writ petition against the scheme is pending in the Aurangabad bench of the High Court.

## ALTERNATIVE SCHOOLS ORISSA

### Origin

There are many habitations with 15 or more out of children of 6-14 years in remote tribal areas without any schooling facilities in 6 kilometer approachable distance. These habitations do not qualify for opening of formal primary schools under the state govt. norms. Under DPEP, it was decided to set up Alternative Schools with community teachers in such habitations in the year 1999 to ensure access to schooling for children of these remote habitations. The scheme was notified by the government of Orissa by letter No. 6375 S & ME dated 18-12-99.

### Objectives

Objectives of the schemes is to ensure access to schooling for children of remote tribal habitations which do not qualify for formal primary schools under state government norms.

### Current Coverage

This scheme is operational in 60 developmental blocks of 8 DPEP districts. There are 435 schools each school having one teacher. The number of children enrolled is 19,992. The programme is likely to be expanded at a large scale in the near future.

### Management Structure

At the village level entire responsibility of the management of Alternative Schools rest with school committee / village education committee. At the cluster and block levels CRCCs & BRCCs are responsible for implementation and monitoring. At district level a district tribal co-ordinators have responsibility of programme implementation and monitoring under the supervision of District Project Co-ordinator.

There is a programme in charge for AS at the SPO who is has overall responsibility of executing the programme under the guidance of SPD. A State Resource Group also exists for regular review and monitoring of the programme as well as to provide academic inputs.

### Operational Norms

Habitations having a minimum of 15 out of school children of 6-14 years age in the radius of one kilometer. Community demand is precondition for starting Alternative School.

### Teacher

The teacher in the scheme is called 'Gurujee' or 'Guruma' (if woman). Minimum age for appointment is 18 years and the minimum academic qualification is matriculate. The teacher preferably should be from the same habitations. If suitable candidate is not available in the habitation then he can be selected from the vicinity. Women are given preference in appointment.

### *Appointment Procedure*

Village education committee proposes three names, which is sent to the District Project Office through BRCCs or SIs. Photograph of the identified candidate along with relevant certificates is also sent to the DPO. The most suitable from them is selected. The selection has to be approved by the District Collector. The name of selected candidate is communicated to the VEC which enters into an agreement with the teacher for one year on a prescribed format. Appointment letter is issued by the school community/VEC.

Teachers are entitled to have government holidays as per Education Department Guidelines. 12 days casual leave every year is permissible for them but no earned leave is allowed. The nature of appointment is contractual.

### *Training*

Currently teachers receive 12 days in-service training. A decision to extend this in-service training to 30 days has been taken. Apart from this teachers will receive 5 days refresher training after every 5 months. These trainings are residential. A training module has been prepared by the CTT for imparting training to AS teachers. It is envisaged to give special inputs in their training to address the problem of multi grade teaching because most of these schools will remain single teacher schools.

### *Academic Support*

Academic support to Guruji is provided through BRC & CRC. Teachers take part in one day monthly meeting where review of progress is undertaken and academic issues are also discussed. Apart from this teachers receive onsite support from CRCs when they visit their schools at least once every month.

### **Nature of School**

These Alternative Schools run during the day hours for full time, like Formal Schools. The PTR is envisaged 1:40. After enrolment crosses the figure of 40, second teacher can be appointed.

Space for the school is provided by the community. No fund for any type of construction is available in the scheme. Formal school curriculum and textbooks are used in these schools. Primers in six tribal languages have been prepared to be used by the learners in the tribal areas.

### **Community Participation**

At the habitational level entire responsibility of the management of Alternative Schools rest with the VEC. The District Level Committee selects teachers only from the three names recommended by the VEC.

### **Funding**

The scheme is being funded through DPEP. The cost for each Alternative School per annum is Rs 21,500 only. After DPEP, these teachers will be supported through state government funding.

### **Litigation**

No court case has been filed against the scheme, so far.

### **Studies / Evaluation**

NO documentation as well as evaluation has been undertaken so far, since the scheme has been launched only year back.

## RAJIV GANDHI SWARAN JAYANTI PATHSHALAS RAJASTHAN

### Origin

In the year of the Golden Jubilee of the state of Rajasthan, 'Rajiv Gandhi Swaran Jayanti Pathshalas' scheme was introduced on 1<sup>st</sup> July 1999. On the demands of the willing local communities the state government decided to set up 612 'Pathshalas' in the remote, inaccessible, rural and urban areas of Rajasthan.

### Objectives

With the aim to universalize elementary education state government has decided to set up primary schools in villages/hamlets/ localities where no education facilities are available with the following objectives:

- ♦ To cover the remote inaccessible areas.
- ♦ To provide access to the children within reach.
- ♦ To ensure community participation.

Rajiv Gandhi Swaran Jayanti Pathshalas are to be introduced in those slum areas of the city where primary education is not available within the radius of half a kilometer.

In rural areas, Pathshalas are to be set up in such location, which have been on the periphery of the villages but now welded in the city limits. Also Pathshalas would be introduced in hamlets where the population is between 200 to 250 and no primary education facility is accessible within the radius of half a kilometer.

### Current Coverage

As on 31<sup>st</sup> March 2000, the scheme has been operational in 32 districts of Rajasthan. Out of 12,355 Pathshalas Sanctioned, at present 11,847 are operational. The teacher-school ratio is 1:1 and the number of students enrolled is 5,74,272. Construction of school buildings sanctioned under the scheme is 7670. Out of these 6646 is complete and 918 are under construction.

### Management Structure

These schools are run by Panchayati Raj Department of the Government of Rajasthan. Shiksha Karmi Project provides the academic support and trains the Shiksha Sahayogis. The selection and appointment of para teachers is done by the community through Gram Sabha.

### Criteria for Opening the School

RGSJ Pathshalas would be established in the locations where following criteria is met with:

- ♦ Any village/hamlet/locality where at least 40 children between 6 to 11 years of age are hiring and where no education facility or institution is available within the radius of 1 km.
- ♦ In deserts/Schedule Tribe/ Mewat / Magra /Dang areas and districts selected under compulsory education scheme (Jhunjhunu and Rajsaimand) where population exceeds beyond 150 and at least 25 children between the age 6 to 11 reside.

## Teacher

### *Appointing Para Teachers*

Teacher in this scheme is known as Siksha Sahyogi. These 'Shiksha Sahyogi' or the para teacher should be from the same locality / hamlet/village where the school is to be set up.

### *Criteria*

The minimum age for the appointment of 'Shiksha Sahyogi' is 18 years and minimum education required is senior secondary / higher secondary. In desert/tribal areas the minimum qualification is relaxed to class eight. Selection of the para teacher is purely on the basis of merit. Trained candidate is given preference. Initially, the contract given to 'Shiksha Sahayogi' by the Sarpanch of Panchayat is for a year, but likely to be extended on the basis of performance. The honorarium is fixed at Rs 1200/- per month. If the ward is reserved for the schedule caste/schedule tribe/other backward castes/ women, the woman candidate is given preference. Among women candidates, further preference is given to the widow/divorcee of the area.

Gram Sabha, the appointing authority for the Shiksha Sahyogi constitutes the following people.

- 1) Sarpanch - President
- 2) Gram Sewak - Secretary
- 3) Ward Panch - Member
- 4) Principal From the neighboring School - Member
- 5) Any women working in the ward - Member
- 6) Representative of the Block Development Officer - Member

In urban areas, Shiksha Sahyogi is selected on the basis of following criteria:

- a) Trained graduate - B.Ed
- b) Senior Higher Secondary with B.S.T.C
- c) Untrained graduates with 45% marks and in case of schedule caste/tribes, 40% marks.

### *Training*

A 43 days pre-service training is organised by the 'Shiksha Karmis' on the pattern of Shiksha Karmi module. Further, it has been decided that 10 days refresher training would be organised every year again on the lines of Shiksha Karmi Project.

### *Academic Support*

- a) Shiksha Karmi Board is to provide academic support through its network at the block and village level.
- b) DEEO & BEEEO of Elementary Education in the concerned block is also to provide academic support and supervision.
- c) In BPEP districts, academic support is to be provided by the DPEP personnel at different levels.



### **Nature of School**

The school is run in a two-room building. State government provides financial support for the construction of the school building and community provides the land on which it is constructed. Curriculum is on the lines of the formal schools.

### **Community Participation**

Village Education Committee (VEC) is responsible for managing the school. VEC comprises the following members.

- a) Representative of the Panchayat or a local person - Chairperson
- b) 6-10 members from the community of which 30% are females - Members
- c) Shiksha Sahyogi - Members Secretary

Community is fully responsible for identification, selection, and contract of the Shiksha Sahyogi and disbursement of their honorarium. Community members and teacher meet once a month or as the need arises. Mutual discussion on school problems enrollment, retention and academic achievement take place in these meetings.

### **Funding/Costs**

The scheme is 100% supported by the state government. The cost, excluding honorarium of teachers per school per annum is Rs. 8000/-

### **Litigation**

A writ petition challenging the appointment of para teachers on the ground that the low salary paid to the para teachers violate the rights of equality enshrined in the article 14<sup>th</sup> of the Indian constitution which advocates equal pay for equal work has been filed in the Rajasthan High Court. The matter is sub-judice that is why further appointment of para teachers have been suspended.

### **Studies / Evaluation**

Since the scheme was started in 1999 no documentation / evaluation has been done.

## EDUCATION GUARANTEE SCHEME UTTAR PRADESH

### Origin

The Education Guarantee Scheme (EGS) was conceptualised by the State Government of Uttar Pradesh and has been in operation since October, 2000.

### Rationale

The Government of India is committed by the Constitution of India to provide free and compulsory education for all children in the age group of 6-14 years. Thereby, the State Government is responsible for providing adequate facilities for it and ensuring that each child attains a desired level of learning.

### Concept and Philosophy

In order to facilitate Universalisation of Primary Education the EGS will provide educational facilities in habitations where there is no schooling facility at primary level within a radius of 1 k.m. The demand for an educational facility under EGS should come from Village Panchayat. The criteria for an EGS demand are :

- Habitation should not have Parishadiya Primary Vidyalaya or schooling facility of any kind within a radius of one kilometer.
- The minimum number of prospective students in the age group of 6-11 years should be 30. However for hilly region the minimum number of prospective students may be 20.
- Village Panchayat should have provision for at least one room to start EGS centre. The provision for a second room should also be made by the Village Panchayat in the second year of the scheme.

### Current Coverage

The EGS centres have children in the 6-11 years age group for class I and II. A total of 60 districts have been covered under DPEP II and III 3,784 EGS centres are proposed to be opened in the year 2000-2001. A district-wise break up of the centres is given in table below.

S.No.	District	No. of centres identified	S.No.	District	No. of centres identified	S.No.	District	No. of centres identified
Phase II			Phase III					
1.	Bagheswar	40	25.	Hamirpur	40	1.	Mahrajganj	803
2.	Champawat	81	26.	Mahoba	80	2.	Siddharthnagar	934
3.	Pithoragarh	36	27.	Jaloan	50	3.	Gonda	708
4.	Tehri Garhwal	60		Jhansi	170	4.	Balrampur	417
5.	Uttarkashi	60		Azamgarh	60	5.	Badaun	562
6.	Agra	144		Ambedkar Nagar	150	6.	Khiri	720
7.	Bijnor	200		Baliya	200	7.	Lalitpur	178
8.	Bulandshahar	200		Faizabad	50	8.	Pilibhit	443
9.	Bagpat	58		Ghazipur	80	9.	Basti	578
10.	Etah	100		Jaunpur	130	10.	Sant Kabir Nagar	310
11.	Farukhabad	130		Mau	118	11.	Moradabad	575
12.	Gautam Budh Nagar	70		Mirzapur	70	12.	J.P. Nagar	298
13.	Ghaziabad	120		Padrona	214	13.	Shahjanpur	904
14.	Haridwar	108		Pratapgarh	76	14.	Sonbhadra	509
15.	Kannoj	180		Sultanpur	80	15.	Deoria	300
16.	Mainpuri	128				16.	Hardoi	800
17.	Mathura	80				17.	Bareilly	322
18.	Meerut	70				18.	Firozabad	286
19.	Muzaffarnagar	160				19.	Rampur	34
21.	Fatehpur	118				20.	Barabanki	100
22.	Kanpur (Dehat)	250				21.	Shravasti	38
23.	Raibareilly	90				22.	Baharich	62
24.	Unnav	140						

## Teacher

The EGS teacher is designated as "Acharya ji". Acharya ji is a local person selected by Village Education Committee (VEC) of Village Panchayat on the basis of merit (marks obtained by the candidates in the High School Examination).

The minimum education qualification required for the post is Higher Secondary. The minimum age limit for appointment is 18 years. Preference is given to women candidate. In case the first Acharyaji is a male then the other teacher will necessary be a woman.

Acharyaji should preferably belong to the same habitation / village. If a suitable person is not available in the village then a suitable person from the same Nyaya Panchayat can be selected.

The Acharyaji is given an honorarium of Rs. 1,000/- per month paid by VEC. The amount is reimbursed by EGS. No other facilities are provided to the teacher.

Acharyaji is appointed on the contract basis by the VEC for one academic session i.e. 1<sup>st</sup> July - 30<sup>th</sup> May (11 month). The contract stands terminated automatically on the last working day of May month. After the completion of an academic session an Acharyaji can be considered for another academic session alongwith other candidates.

First Acharyaji is provided for 30-45 students. If the number of students exceed 45 then a second Acharyaji is provided.

There is no plan for the regularisation of Acharyaji. The scheme will continue in the present form.

### *Teacher Training and Academic Support*

A pre-service training of 30 days is mandatory in the 1<sup>st</sup> year for the newly recruited Acharyaji. The training is imparted by District Institutes of Educational Training (DIETs) under the supervision of State Council for Education Research and Training (SCERT). A 15 days recurrent / refresher training is provided by the DIETs in subsequent years. No stipend is paid during the training period. The academic support is provided by Panchayat Resource Centre (NPRC) co-ordinator, Block Resource Centre (BRC) co-ordinator and DIET lecturers. Acharyaji participates in the monthly meetings of NPRC and visits NPR centre at least three times a month.

### **Nature of School**

An EGS centre is a feeder school catering upto class II. The pupil teacher ratio is 1:45. The curriculum followed in EGS centres is same as that of formal schools. The school should work for atleast four hours on any working day. For the effective transaction of teaching-learning process Acharyaji plan their activities for the next day in advance.

The school may be Kuchha / Pucca building, shade, Panchayat Bhawan or Private building provided by Village Panchayat.

There is no financial provision for constructions of EGS centre building by the Government. It is the responsibility of Village Panchayat to arrange for building for EGS centre.

### Teaching Learning Material

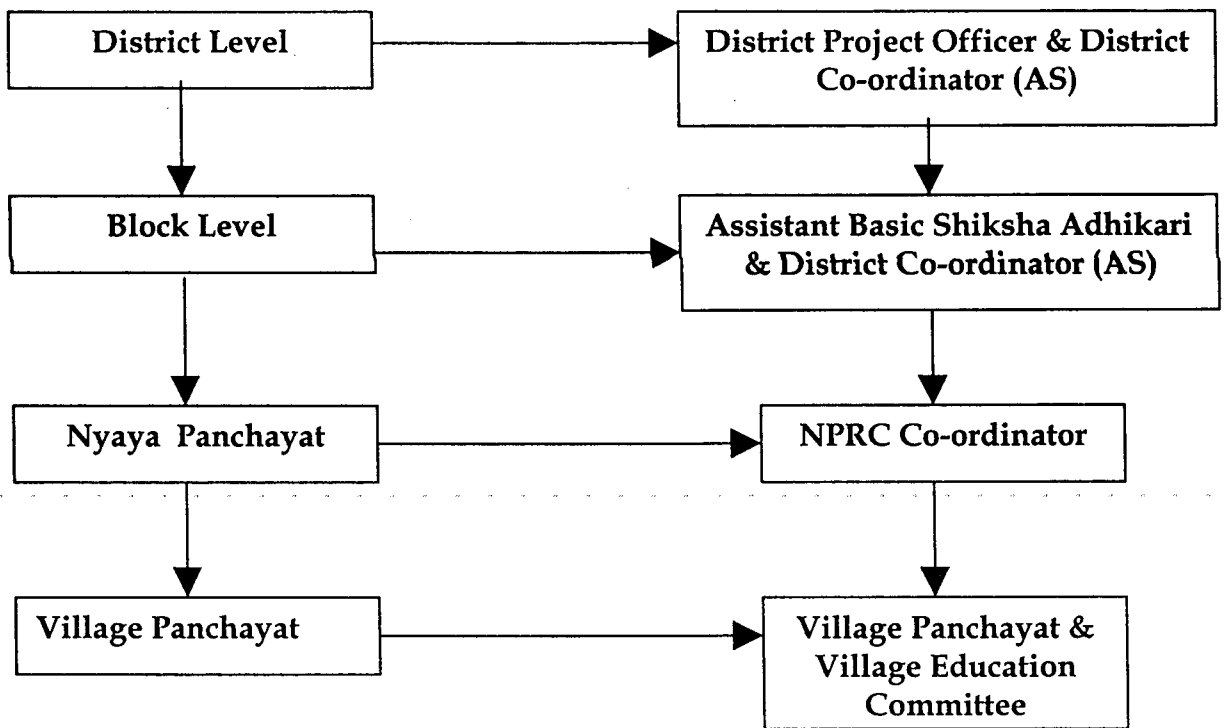
Under the EGS an amount of Rs. 1,000/- per centre is provided for distribution of free textbooks every year and an amount of Rs. 2,350/- is provided for teaching learning material and equipments. There is no provision of books for the library.

### Evaluation

In the EGS centres, Acharyaji imparts education to class I and II only. Students' progress would be assessed periodically by the nearest primary school. Panchayat has the authority to consider or not the concerned teacher for the future appointments. If less than 50% students pass the examination. After compilation of class II at EGS centre the teachers encourage the parents to admit their children in nearby primary schools.

### School Management

The management and implementation of EGS is done by various teams at District, Block and Village level. A schematic representation is given below in the figure:



At the District level an EGS Co-ordination committee is constituted with the following membership:

- |    |   |    |                  |
|----|---|----|------------------|
| 1. | District Collector                        | -- | Chairperson      |
| 2. | Chief Executive Officer of Zila Panchayat | -- | Member           |
| 3. | Lekha Adhikari                            | -  | Member           |
| 4. | District Basic Education Officer          | -- | Member Secretary |

At the Village level the Village Education Committee of Gram Panchayat manage the EGS centre. Village Education Committee composition is as follows:

- |    |   |    |                  |
|----|---|----|------------------|
| 1. | Grampradhan   | -- | Chairperson      |
| 2. | Head Teacher of Primary School                                    | -- | Member Secretary |
| 3. | 3 Guardians of students studying in school and nominated by ABSA. |    |                  |

Village Education Committee publicise the opening of EGS, invites applications, select and recruit the suitable candidate for the post of Acharyaji and decide the school timings and vacations.

There is frequent interaction between VEC members and Acharyaji. It is the responsibility of the Village Panchayat to check monthly attendance and payment of honorarium to Acharyaji. Village panchayat also evaluates and discuss about the learning achievement of the students and decide on continuation or discontinuation of Acharyaji in the next academic session if the annual result is below 50%.

#### **Funding / Cost**

In the year 2000-2001, a total of 3,784 EGS centres are proposed to be opened in 60 project districts and have been provided Rs. 5.43 crores from the scheme. The scheme is announced by the Government of Uttar Pradesh and after DPEP it will be taken over by Government of Uttar Pradesh.

DPEP will pay honorarium for all the Acharyaji's working in EGS centres in project districts during project period.

The cost per EGS centre for a year will be Rs. 14,350 and per child cost is Rs. 478/- per annum.

#### **Litigation**

No litigation has been received so far against the EGS scheme

#### **Studies / Evaluation**

The scheme is in its initial stage so no documentation, evaluation or studies have been done. An evaluation is proposed in year 2003.

**SISHU SHIKSHA KARMAUCHI (SSK)  
WEST BENGAL**

**Origin**

The Sishu Shiksha Karmasuchi scheme was conceived by the State Government of West Bengal and was started in the academic year 1997-98.

**Rationale**

The scheme was envisaged to ensure universal access and enrolment to primary education for those who are unable to attend the primary schools for various reasons.

**Concept and Philosophy**

The Sishu Shiksha Karmasuchi (SSK) is a community managed flexible primary education programme started by State Government of West Bengal so that left out children can also be given access to primary / elementary education. The centres eligible for receiving government assistance under the programme would be known as Sishu Shiksha Kendra (SSK).

The norms for a SSK demand are:

- The demand for an educational facility must come from the local community.
- There should be no schooling facility, within a radius of 1 k.m. of the mouzas / village / habitations from where the demand has been made.
- Where there are primary schools within the said habitations (or within a radius of 1 k.m.) but the existing infrastructure e.g. number of rooms available, number of teachers available etc. are not adequate to take additional barrier of these children.
- The number of prospective students (5+ to 9 years) who are either not enrolled in the existing primary schools or are dropouts should at least be 20. In case of remote areas and geographical barriers. The number may be reduced to 15.
- Not more than one Sishu Shiksha Kendra (SSK) can be opened in a habitation.

**Current Coverage**

There are a total of 8,065 Sishu Shiksha Kendra running in the state catering to a total of 3,12,852 students. A district wise break up is given in table below:

District	Total No. of SSK	Total students enrolled		
		Boys	Girls	Total
DPEP District	2855	59371	53943	113314
DPEP District (Expansion)	1656	32573	30028	62781
Non-DPEP District	3554	71342	65415	136757
<b>Total</b>	<b>8065</b>	<b>163286</b>	<b>149386</b>	<b>312852</b>

## Teacher

The teacher in SSK is called as Shiksha Sahayika / Sahayak. To begin with only two Shiksha Sahayikas / Sahayaks are engaged in each SSK. The Managing Committee in consultation with the villagers select & appoint SS for one academic year on contract basis.

Only ladies or disabled males can be engaged as SS. The minimum age limit is 40 years and minimum qualification is Madhyamik (Matric). The SS should be a resident of same or adjacent habitations where SSK is located. The SS is paid an honorarium of Rs. 1,000/- per month. No other facility (leave etc.) is provided to SS. The period for the scheme is specified. It will continue in the present form.

SSK teach all primary classes in the Kendra. They manage the multilevel / multigrade situation by grouping and sub-grouping the children and teaching each group in rotation.

Teaching-learning activities are planned in advance to ensure the effectiveness of teaching-learning process. SS keep a record of the students' progress so that their learning deficiencies could be detected and attended.

### *Teacher Training and Academic Support*

The Shiksha Sahayikas / Sahayaks are given six day pre-service training. The district level trainers will arrange for the in-service training for five days and further training subsequently. West Bengal government and RD Department has decided to increase the duration of the In-service training to 30 days.

Panchayat and RD Department in collaboration with UNICEF is providing academic support independently.

Panchayat & Rural Development Department provides one time grant of Rs. 5,000/- to each SSK for teaching-learning material. West Bengal DPEP has decided to provide TLM grant of Rs. 250/- per Sahayika per year.

The formal school textbooks used in the SSK are provided free of cost. There is no provision for library books.

### **Academic Supervision and Monitoring**

To maintain the desired quality of learning and to provide continuous guidance on academic and administrative supervision arrangement has been worked out. Retired School Inspectors / Head Teachers / or any other retired person dedicated in the field of primary education and physically fit to undertake field visits are engaged as Academic Supervisors by the Zila Mahakuma Parishad on contract basis. The contract is annual and may be renewed every year if the services are found satisfactory. A fixed remuneration of Rs. 2,000/- per month is paid. The Academic Supervisor visits SSK at least once in two months, observe the teaching learning process in the centre, guide Shiksha Sahayikas / Sahayaks, interacts with managing Committee members and guardians and submit the report to the district level nodal officer. The TA / DA paid to academic supervisors for undertaking tours is at the rates applicable to the Group - B officers of the State Government.

The District magistrate and Executive Officer of Zila / Mahakuma Parishad nominate the District Panchayats and Rural Developmental Officer or Deputy Secretary of Zila / Mahakuma Parishad or any other officer of his choice to act as the nodal officer for monitoring the progress of the programme, and functioning of Academic Supervisors as well as the SSKs. The Sub-



Divisional Officer, the Executive Officer Panchayat Samiti, the members of Siksha, Sanskrit, Tatliya O Krira Sthayee Samiti & Gram Panchayat all are entrusted with the responsibility for administrative supervision of the programme.

The Zila / Mahakuma Parishad submits a progress report every month on the programme to the Director of Panchayats and Rural Development.

### **Nature of School**

The Sishu Shiksha Kendra are the primary schools established with the community initiative and are solely run by the para teachers (Sishu Sahayikas). Though the SSKs would primarily cater to the need for education of the children of 5 to 9 years age group, it will also admit non-enrolled / drop out children between the age group of 9 to 14 years.

In order to maintain the teacher pupil ratio of 1:40, whenever there are more than 40 children in one standard they are divided into two sections and one SKs for each section is appointed. Initially SSKs have Ist standard only. Then in subsequent years higher standards would be added. Financial support from the state is provided for the second SS in the second year of the Project. Financial support for one more SS is given in the 3<sup>rd</sup> year and for engaging fourth SS in fourth and subsequent years.

It is the responsibility of the Managing Committee to arrange for appropriate building / rooms for the SSKs. If public / community buildings are not available the Gram Panchayat should construct building with 3 rooms for SSK, out of the fund available under JRY/ EAS. State Government will not provide any fund for that purpose.

SSK curriculum is the same as formal school. These centres run for at least 200 days in a year and atleast three hours on each day.

### **Management of SSK**

Since the SSKs are established at the community initiative, the management of these centres rest with the community. At the state level Panchayat & RD Department is the Nodal Agency of the scheme presided by one Deputy Secretary. At the district level District Planning Committee and Zila Parishad is the authority for taking zonal decision for sanctioning the SSK. One Dy. Magistrate (DPRDO) looks after the scheme at this level.

At the Block Level, Shiksha Sthayee Samity is the authority headed by one Extension Officer.

At the village level, a nine member Managing Committee (MC) implements the scheme. The committee is headed by one President and one Secretary. Seven members of the committee should be guardians of the children admitted in the SSKs. The member of Gram Panchayat is an ex-officio member of the Managing Committee. The other member may be a person (preferably women) interested in education and residing in the same habitation. At least 3 members of the committee should be women.

A two days training is provided to MC by the P&RD Department for managing the SSK. The MC has a time of one year and is reconstituted every year.

The responsibilities of the Managing Committee are as follows:

- Arrange for necessary building / rooms for setting of the SSK.
- Engage Shiksha Sahayikas / Sahayaks through a contract.

- Decide the timings & working days of SSK.
- Supervise the quality of education imparted in the SSKs.
- Raise funds & resources from the community to manage the SSKs efficiently.

#### **Funding/ Cost**

Main source of funding for the scheme is Panchayat and Rural Development of the Government of West Bengal. However, West Bengal DPEP has made provision of TLM grant of Rs. 250/- per Shiksha Sahayikas, Rs. 1,000/- per SSK as school improvement grant and as well as one time lump sum grant of Rs. 5,000/-. Per child cost in the scheme is not available.

#### **Litigation**

No litigation has been filed against the scheme.

#### **Studies / Evaluation**

So far no documentation, evaluation or studies have been conducted on the scheme.

**SCHEMES OF PARA TEACHERS FOR UNSERVED HABITATIONS - AN OVERVIEW, ACROSS STATES**

	Assam*	Kerala	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Issues								
Name of the scheme / school	Alternative Schools	Multigrade Learning Centre	Education Guarantee Scheme	Vasti Shala	Education Guarantee Scheme	Rajeev Gandhi Swaran Jayanti Pathshala	Education Guarantee Scheme	Shishu Shiksha Karamsuchi
Date and year of inception	1998	1996-97	June, 1997	April, 2000	To be launched from November, 2000.	April, 1999	October, 2000	1997-98
Objectives of the scheme	<ul style="list-style-type: none"> <li>To ensure universal physical access.</li> <li>To fulfill teachers requirement in formal schools with adverse pupil-teacher ratio.</li> </ul>	To ensure universal access to primary education for children, in the age group of 6-11 years.	To ensure universal physical access.	To ensure universal physical access.	To ensure universal physical access.	To achieve UEE.	To ensure universal physical access.	
Current coverage	<ul style="list-style-type: none"> <li>No. of school</li> <li>No. of district</li> <li>No. of blocks</li> <li>Children enrolled.</li> <li>No. of Teacher</li> </ul>		<ul style="list-style-type: none"> <li>--</li> <li>--</li> <li>--</li> <li>8,56,746 children</li> <li>23,662 (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Yet to be started.</li> <li>"</li> <li>"</li> <li>"</li> <li>"</li> </ul>	<ul style="list-style-type: none"> <li>1,780 schools in DPEP phase I districts are proposed.</li> <li>Yet to be started.</li> </ul>	<ul style="list-style-type: none"> <li>11,847</li> <li>32</li> <li>All blocks of these districts.</li> <li>5,74,272</li> <li>11,847</li> </ul>	<ul style="list-style-type: none"> <li>3,784 proposed</li> <li>60</li> <li>All blocks of these districts.</li> <li>1,636 proposed to be opened in 2000-01.</li> </ul>	<ul style="list-style-type: none"> <li>8,065 (DPEP-4,511, Non DPEP-3,554)</li> <li>3,12,000 children</li> </ul>

\* In Assam and Andhra Pradesh schemes, the para teachers are appointed both in formal schools and schools opened in small unserved habitations also.

	Assam*	Kerala	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Norm of opening centre	<ul style="list-style-type: none"> <li>• Schoolless habitations minimum 20 children.</li> <li>• Single teacher schools having PTR 1:60 &amp; above.</li> <li>• Schools more than one teacher having PTR 1:80 &amp; above.</li> </ul>	Remote tribal habitations with minimum of children and no schooling facility within 1 k.m. radius.	In habitations with 40 children of 6-11 years and no schooling facilities within a radius of 1 k.m. In case of tribal habitations, minimum 25 children. Demand has come from the community.	Habitations with about 200 population and no schooling facilities in 0.5 k.m. radius. Incase of tribal and hilly areas this would be for population of 100.	In habitations with atleast 25 children of 6-11 years and no schooling facilities within a radius of 1 k.m. In case of tribal habitations minimum 15 children. Demand has to be from the community,	In habitations with population of 200 or 40 learners of 6-11 years and no schooling facilities in 1 k.m. radius. Incase of tribal and desert areas habitations with population of 150 and above and a minimum of 25 learners.	In habitations with minimum 30 learners of 11 years and no school available in 1 k.m. radius. In the hilly areas the minimum number of learners is 20. The proposal for the school will be presented by the Gram Panchayat.	In habitations with 20 or more children of 5 to 9 years, either not enrolled or drop-out or schools available in 1 k.m. radius or these existing schools infrastructure is not adequate to take additional enrolment.
Minimum number of learners	20 children, no school in 1 k.m. radius.	20 children and no school in 1 k.m. radius.	40. Incase of tribal habitations it is 25.	15 children no school in ½ k.m. radius.	40. Incase of tribal habitations it is 25. Beyond 40 child another teacher may be appointed.	40. Incase of tribal habitations it is 25.	30. Incase of hilly areas it is 20.	20 learners
Upto which class	I - IV	Class I to IV	Class I to IV	Class I to IV	Class I to III	Class I to V	Class I to II	Class I to IV

\* In Assam and Andhra Pradesh schemes, the para teachers are appointed both in formal schools and schools opened in small unserved habitations also.

	Assam*	Kerala	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Minimum educational qualification of teacher	HSSLC	Matric	Higher secondary pass.	Diploma in education or class 12 pass.	Class 10 pass	Class 12 pass. In case of desert areas class 8 pass.	Matric	Passed Madyamik exam of State Board of Secondary Education.
Age	18 yrs.	18 yrs.	18 yrs.	18 yrs.	18 yrs.	18 yrs.	18 yrs.	18 yrs.
Honorarium of teacher (Rs.) p.m.	900/-	2,000/-	1,000/-	1,000/-	1,000/-	1,200/-	1,000/-	1,000/-
Appointing agency	VEC	District Advisory Committee	School Management Committee	Gram Panchayat	Village Education Committee	Gram Panchayat	Village Education Committee	School Management Committee.
Duration of appointment	One year	Annual contract.	Annual contract.	Annual contract.	Annual contract.	Education session 1 <sup>st</sup> July to 30 <sup>th</sup> May	Annual contract.	Annual contract.
Duration of pre-service training	24 days	<ul style="list-style-type: none"> <li>• Initial orientation - 5 days.</li> <li>• No. of days through school attachment - 12 days.</li> </ul>	20 days initial training following years 14 days.	Not specified.	20 days initial training.	Initial training of 45 days.	Initial training of 30 days.	Atleast 7 days in the first phase.
Duration and frequency of in-service training	7-10 days in a year.		Recurrent training for 14 days.	Not specified	5 days refresher training in every six months.	15 days per year.	15 days	Not specified.

\* In Assam and Andhra Pradesh schemes, the para teachers are appointed both in formal schools and schools opened in small unserved habitations also.

	Assam	Kerala	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Textbook / material used	Formal school material.	Multi-grade learning kit.	Books developed to cater to Multi level situation in the schools.	Formal school textbook	Formal school books.	Formal school books.	Formal school books.	Formal school books.
Academic support	Supervisors as well as CRC & BRC	CRC, BRC co-ordinators and DIET faculty members.	Cluster Academic Co-ordinator.	Education Extension Officer.	Cluster Resource Centre Co-ordinator, BRC and DIET.	BRC, CRC co-ordinators	NPRC co-ordinator	Supervisor appointed for every 20 SSKs..
Period for which scheme is planned	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified
Total annual Budget (Rs.)	702.20 lakhs	N.A.	N.A.	N.A.	893.656 lakhs	N.A.	N.A.	N.A.
Cost per school (Rs.)	21,500/-	33,000/-	14,860/-	N.A.	21,100/-	22,500/-	14,350/-	17,500/-
Cost per child (Rs.)	820/- p.a.	1,650/-	367/-	N.A.	844/-	550/-	478/-	440/-

## ABBREVIATIONS

ABSA	--	Assistant Basic Shiksha Adhikari
AP	--	Angan Pathshala
AS	--	Alternative School
B.Ed.	--	Bachelor of Education
BC	--	Backward Class
BDO	--	Block Development Officer
BEC	--	Block Education Committee
BRC	--	Block Resource Centre
BRCC	--	Block Resource Centre Co-ordinator
BSTC	--	Basic School Teaching Certificate
CEO	--	Chief Executive Officer
CRC	--	Cluster Resource Centre
CRCC	--	Cluster Resource Centre Co-ordinator
D.Ed.	--	Diploma in Education
DFID	--	Department for International Development
DIET	--	District Institute of Education & Training
DPEP	--	District Primary Education Programme
DPO	--	District Project Office
DS	--	Day Schools
EGS	--	Education Guarantee Scheme
GC	--	General Category
GP	--	Gram Panchayat
HSC	--	High School Certificate
HSE	--	High School Examination
IDS	--	Institute of Development Studies
LJ	--	Lok Jumbish
MC	--	Managing Committee
MEO	--	Mandal Education Officer

MIS	--	Management Information System
MPK	--	Mahila Prashikshan Kendra
MRC	--	Mandal Resource Centre
MRP	--	Mandal Resource Person
MTA	--	Mother Teacher Association
MTE	--	Mahila Task Force
NCTE	--	National Council of Teacher Education
NFE	--	Non Formal Education
NGO	--	Non Governmental Organisation
NPRC	--	Nyay Panchayat Resource Centre
OB	--	Operation Blackboard
OBC	--	Other Backward Class
PMRGY	--	Prime Minister Rozgar Guarantee Yojana
PP	--	Prehar Pathshala
PT	--	Para Teacher
PTA	--	Parent Teacher Association
PTC	--	Primary Teacher Certificate
PTR	--	Pupil Teacher Ratio
RD	--	Rural Development
RGPSM	--	Rajiv Gandhi Prathmik Shiksha Mission
RGSJP	--	Rajiv Gandhi Swarna Jayanti Pathshala
SC	--	Scheduled Caste
SCERT	--	State Council of Educational Research & Training
SIDA	--	Swedish International Development Agency
SKB	--	Shiksha Karmi Board
SKP	--	Shiksha Karmi Project
SM	--	Shiksha Mitra
SMC	--	School Management Committee
SPO	--	State Project Office
SS	--	Subject Specialists



SSC	--	Senior School Certificate
SSK	--	Shishu Shiksha Karmsuchi
ST	--	Scheduled Tribe
SWRC	--	Social Work and Research Centre
TLM	--	Teaching Learning Material
UEE	--	Universalisation of Elementary Education
UPBEP	--	Uttar Pradesh Basic Education Project
VEC	--	Village Education Committee
VSJ	--	Vidya Sahayak Yojana
VU	--	Vidya Upasak