

**EDUCATION
GUARANTEE SCHEME**

AND

**ALTERNATIVE
& INNOVATIVE
EDUCATION**

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HANDBOOK FOR EDUCATION GUARANTEE SCHEME AND ALTERNATIVE & INNOVATIVE EDUCATION

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Handbook for Education Guarantee Scheme and Alternative and Innovative Education

1. Background: The Current NFE Scheme

1.1 Overview:

The Centrally Sponsored Scheme of Non Formal Education (NFE) was introduced in 1979-80 on a pilot basis with a view to support the formal system in providing education to all children upto the age of 14 years as enunciated in the Directive Principles of the Constitution. In subsequent years, the NFE scheme was expanded to cover 10 educationally backward states of Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal.

The National Policy on Education (NPE), 1986 recognised that the school could not reach all children and a large and systematic programme of non formal education would be required for school dropouts, for children from habitations without schools, working children and girls who could not attend whole day schools. Thus NFE became an important component of the overall strategy for achievement of Universalisation of Elementary Education (UEE). *The NFE scheme was revised in 1987-88. While the focus continued to be on 10 educationally backward states, but it also included urban slums, hilly, tribal and desert areas and projects for working children in other states and Union Territories (UTs) as well.* A major portion of the NFE scheme is run by the State Governments which set up NFE centres. One component of this scheme provides grants to Voluntary Agencies (VAs) directly from the Central Government for running of NFE centres and a third is for projects of experimental innovative nature by VAs .

The Programme of Action (POA) 1992 outlined strategies for strengthening of the NFE scheme including:-

- a) Setting up NFE centres based on a micro-planning exercise carried out for UEE.
- b) Central role for community by involving them in setting up of the centre, identification of the instructor and supervision of the NFE centre.
- c) Efforts to evolve different models of NFE programme for different target groups.
- d) Adequate training and orientation of NFE instructors. 30 days initial training of instructors and 20 days in subsequent years etc.
- e) Linkage with the formal school to facilitate lateral entry of the learners from the NFE stream.
- f) Efforts to link non-formal courses with formal schools.
- g) Adoption of learner-centered approach. The learning levels for the learners to be equivalent to the formal system.

1.2 Current Status of NFE Scheme :

- Being implemented in 25 States/UTs by the State Governments and by 812 VAs.
- 2.38 lakh primary and 6800 upper primary centres are presently sanctioned in the state sector.
- 58,000 primary and 1000 upper primary centres are run by VAs.
- 41 experimental and innovative education projects are being implemented by VAs.
- Total coverage of children under NFE scheme is about 74 lakh.

1.3 Review and Assessment of the functioning of NFE Scheme

1.3.1 Several evaluations and assessments by State Governments, institutions and most notably the Programme Evaluation Organisation (PEO) of the Planning Commission have indicated that the implementation of the Scheme has not been satisfactory.

The PEO's findings were:-

- i) Insufficient involvement of the local community, the Village Education Committees (VECs) and the Panchayati Raj Institutions (PRIs).
- ii) The absence of linkages for entry at different levels into formal schools and for tie-ups with the National Open School.
- iii) The notion that the alternative system is inferior, second-rate and second-grade, both qualitatively and quantitatively.
- iv) Insufficient decentralisation of administrative and financial powers.
- v) Insufficient flexibility. NFE needs to recognise that different children's groups have different educational needs and modify itself accordingly.
- vi) Lack of success with girls. The attendance at girls' centres and the number of women functionaries in the programme have been noticeably low.
- vii) Poor coordination of the work of VAs with state governments.
- viii) Low overall coverage of the scheme. It covers less than 10% of the out of school children.
- ix) Delay in release of funds at all levels.
- x) Poor completion rates for the primary level by children studying in NFE centres. Very low transition rates to the formal system.

1.3.2 The NFE centres function for two hours daily at a time suitable for learners. But in many states the centres have functioned in the evening and night to accommodate children who are working during the day. The NFE Scheme did advocate flexibility in various aspects of running of the centre but the manner of its implementation resulted in a uniformity and rigidity almost across the country. Certain states like Andhra Pradesh and

Madhya Pradesh could not implement modified approaches which had been worked out by them within the existing NFE scheme. A large number of NFE centres were set up in habitations which had formal schools and therefore the target of small and scattered SC and ST habitations without schools, did not receive a high priority.

Clearly, in its present form the NFE Scheme could not ensure quality primary education for out of school children and the objectives and measures outlined in the NPE and POA (1992) could not be adequately met.

2. Rationale of the EGS & AIE Scheme:

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

- (i) *The shortcomings of the existing NFE scheme* in terms of very low investments; poor community involvement; problems in release of funds; several quality issues including training of instructors number of hours of teaching per day etc had to be addressed.
- (ii) *The objectives and measures identified in the NPE (especially the POA-1992) for strengthening the NFE programme needed to be incorporated in the new scheme.*
- (iii) *The experience of programmes like Lok Jumbish and DPEP and innovative schemes implemented by NGOs across states where flexible strategies of alternative schooling have been implemented in the past few years, has shown that programmes for 'out of school' children could be implemented with considerable community participation and reasonable quality. The significant learning experience of these programmes are as follows:*
 - Use of community based micro-planning to assess the need for alternative schooling and also the nature of problems of 'out of school' children.
 - Since the nature of 'out of school' children is diverse, a variety of strategies would be required to ensure their participation in elementary education. Need for flexibility to introduce changes as per local requirements.
 - Close linkages between the community and the alternative school is a prerequisite for its satisfactory functioning.
 - Considerable emphasis needs to be given to quality aspects including the number of hours of teaching, teacher preparation, teaching-learning materials (TLM), regular academic support through school visits and frequent planning meetings with resource persons and use of appropriate TLM and pedagogy for the multi-age, multi-level situation prevalent in NFE/Alternative Schooling centres.

- (iv) *The need for provision of educational facilities in the habitations presently unserved by formal schools.* In 1993, the Sixth All India Educational Survey had indicated that there were 1.8 lakh habitations without primary schools in the country. Over the past 6 years a large number of these habitations have been provided an educational facility through setting up of new primary schools, alternative schools under DPEP and state specific initiatives like the Education Guarantee Scheme (EGS) in Madhya Pradesh, the Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan, Shishu Shiksha Karmasuchi in West Bengal, Community/Maabadi Schools in Andhra Pradesh etc. However, the coverage of the remaining school-less habitations has to be completed on a priority basis.
- (v) *The Supreme Court has recognised the education of children in the 6 - 14 years age group as a Fundamental Right which cannot wait. The centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA) has set time-bound targets for achievements of UEE.*
- all children in school/EGS school/alternative school or 'Back to School' camp by 2003.
 - All children complete primary level education by 2007.
 - All children complete elementary level education by 2010.

The NFE scheme till now has functioned largely as a separate intervention for 'out of school' children resulting in poor linkages with the formal system, inadequate emphasis on mainstreaming of children from the NFE system and duplication of enrolment between the formal and alternative systems. Thus a reorientation was necessary.

The effort to provide access to 'out of school' children and ensure their regular participation and completion of primary/elementary level of education with satisfactory levels of learning has to form a part of the overall effort for achievement of UEE. The planning for UEE for a geographic unit, say district would need to be done in a comprehensive manner to cover all children through schools or alternative arrangements.

2.2 Formal and Alternative Systems: The Ideological debate

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

Issues raised about alternative systems	Some assumptions under EGS & AIE.
<p>(i) Do alternative systems advocate Alternate/innovative pedagogies that address the problems of the rigid, unattractive formal system which does not allow any scope for multilevel/flexible teaching learning process? Or are alternative arrangements introduced only to address the issue of access for children who are currently 'out of school' ?</p>	<p>(i) The focus of this scheme would be on ensuring <i>participation</i> of all 'out of school' children including children living in small, unserved habitations and other categories of children like working children, migrating children, street children, adolescent girls etc who are out of school. Thus the '<i>raison-d'etre</i>' of the scheme is to provide access to schooling for such children. However, as the following sections would clearly indicate, there would be considerable stress on quality issues and introduction of appropriate child-centred, multi-level teaching strategies through intensive teacher training, development of appropriate TLM and pupil evaluation practices, regular academic support to Education Volunteers etc.</p> <p>Also the Innovative Education component would continue to support initiatives of VAs to develop and experiment with innovative pedagogical practices.</p>
<p>(ii) Most non-formal systems stress low- cost' solutions and advocate low-investments that provide the recipe for poor quality.</p>	<p>(ii) To maintain the quality of any educational programme certain basic essentials needs to be ensured eg. Minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers, proper investment in their professional preparation and regular academic support etc. These essential elements or non-negotiables necessitate appropriate financial investments. Mere insistence on 'low-cost' would result in dilution in quality. Therefore, the investments under the revised EGS & AIE are much higher than the current NFE scheme. However, they are still less than the per-pupil investment in the formal system, largely on account of the</p>

<p>(iii) By emphasising part-time education at convenient timings, non-formal programmes accommodate and even support child labour.</p>	<p>considerably lower honorarium to the Education Volunteers compared to salaries of regular government teachers.</p> <p>(iii) The issue of child-work is a vexed one. Opinions on this issue range from considering every child who is not in school as a child labourer or a potential child labourer to a resigned acceptance of child-work as a corollary of poverty in the country. Generally, recent educational programmes and projects have taken the stand that any work that comes in the way of a child regularly participating in school education upto the age of 14 years should be considered as 'child labour' and therefore opposed.</p> <p>It is difficult to make a clear, ideological statement on the issue of child labour in the context of EGS & AIE. However, by stressing time-bound achievement of UEE, i.e. enrolment and completion of elementary education by <i>all</i> children, the SSA does imply that all children should be in school and not at work. The duration of part-time alternative schools under EGS & AIE will now be a minimum of four hours a day <i>in the daytime</i> (except in rare cases where evening/night centres maybe allowed) This would also address the quality issue of inadequate instruction time and also help in ensuring that children are away from work for a significant part of the day.</p>
<p>(iv) Currently there are about 5.6 crore children in the age group 6-14 years who are out of school. Is it possible to establish alternative schools for such a large number of children? How large can the non formal/alternative system be?</p>	<p>(iv) A significant proportion of the children currently 'out of school' (at the primary level) do not have physical access to a schooling facility within 1 km of the habitation. Alternative, EGS-like schools set up in these habitations would be full-time day schools and would continue to exist in these</p>

Any large system would tend to become rigid and acquire the ills of the very system for which it is trying to provide an alternative.

habitations as Education Guarantee Centres or become upgraded to regular schools once certain conditions are fulfilled.

For the rest of the children (not living in small, unserved habitations), the focus should be on their enrolment into formal schools. Wherever **'mainstreaming'** can be planned for such children, there would be a need for specific interventions prior to and even after their enrolment into regular schools. These could include residential camps, drop-in centres, bridge & transitional courses, vacation or condensed courses and remedial teaching through Community Volunteers etc.

But the experience has been that certain children who are in extremely difficult circumstances e.g. street children, children who migrate with their families, wage earning child labourers, adolescent girls (11-14 years of age) cannot be easily enrolled into formal schools directly. Some of these groups of children would require specific, flexible strategies based on their situation to ensure that they complete primary/elementary education.

(v) A significant proportion of children who are out of school including the dropouts are push-outs from the formal system. The problems afflicting the functioning of regular primary and upper primary schools require priority attention. Initiation of alternative systems is likely to detract from the major effort that is required to ensure that the formal system become accountable for delivering quality education for all children including those from the most disadvantaged groups.

(v) This EGS & AIE would not be the substitute for a dysfunctional school but actually provide flexible strategies for specific groups of children. For children in the age group of 6-8 years, the thrust almost in all states is on ensuring their enrolment in regular schools. If necessary, a motivational, school readiness / bridging summer camp could be provided under EGS & AIE to ensure all eligible children in a habitation actually enroll in the regular schools.

	<p>With this basic thrust, the EGS & AIE would not detract from strengthening and improvement of regular schools. Mainstreaming, which is stressed under EGS & AIE would not be possible unless regular schools are strengthened, have adequate teachers and infrastructure and are made accountable to the community to ensure that the most disadvantaged children are able to continue and 'learn'.</p>
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3. Overall Framework of EGS & AIE : Salient features

3.1 The EGS & AIE would cover children in the age group of 6-14 years, however, for children with disabilities, it would cover children upto the age of 18 years complying with the provisions of Persons with Disabilities (Equal Opportunities, Protection or Rights and full Participation) Act, 1995. It will continue to have 3 components as in the earlier NFE scheme:

- (i) *State-run centres (now EGS/schools or a variety of alternative schools / back to school camps run by the state government).*
- (ii) *EGS/Learning centres or alternative schools run by Voluntary Agencies (VAs).*
- (iii) *Innovative and Experimental projects and DRUs run by VAs.*

3.2 EGS & AIE is based on the assumption that the planning for universalisation of elementary education (UEE) for all children in the 6-14 years age group should be done in a holistic manner. In most states, the planning for NFE for 'out of school' children has followed a 'parallel track' approach to the formal system. The underlying assumption being that for 'out of school' children the only option is part-time, non-formal education.

The EGS & AIE clearly states that every district should initially target enrolment of all children in the 6-8 years age group in formal schools only (with some motivational camps or bridge courses, if necessary). For elder children (9-11 years age) also, the effort should be towards mainstreaming (admitting children to formal schools) through appropriate interventions like bridge courses, residential camps etc. Thus, the thrust is on ensuring enrolment and retention of children in formal schools as far as possible. Of course, it is recognised that children in the 12-14 years age group (who have never been enrolled or have dropped out early) and certain difficult groups like street children, children who migrate, bonded

child labour etc cannot be admitted into formal schools and would require alternative interventions for some time.

Such an approach envisages that child-wise planning is undertaken for each 'out of school' child and the possibility of enrolment/mainstreaming of 'out of school' children into formal schools is explored first before deciding on the alternative approaches that are necessary. This would require that the non-formal and formal systems converge totally at all levels. Presently, in several educationally backward states the NFE and elementary education structures are quite separate and independent of each other and have no linkages at block, district and state levels.

Since EGS & AIE would be implemented as an integral part of the UEE effort under SSA, the structures and personnel for EGS & AIE would therefore necessarily have to converge with or be a part of the elementary education structures at all levels.

The EGS & AIE would form a part of the SSA. Under SSA, every district would prepare a District Elementary Education Plan (DEEP) which would include a range of interventions for school improvement, incentives for children, recruitment of teachers quality improvement in regular schools, ECE etc. along with intervention for ensuring education of 'out of school' children. The component for 'out of school' children would be funded under EGS & AIE. *It is expected that by the beginning of the Xth plan, the EGS & AIE would be merged with the SSA programme and would cease to exist as a separate scheme.* The interventions supported under EGS & AIE would then be funded under SSA directly.

- 3.3 EGS & AIE supports flexible strategies including schools in unserved habitations, seasonal hostels or condensed courses for migrating children, bridge course, residential camps, drop-in centres for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc.
- 3.4 The EGS & AIE would accord a priority to setting up of EGS centres (primary level) in unserved habitations where no school exists within a radius of 1 k.m. and atleast 15 children in the age group of 6-14 who are not going to schools are available. In exceptional cases e.g. remote habitations in hilly areas of Jammu & Kashmir and parts of North East India, EGS schools could be supported even for 10 children within the overall cost norms of the scheme VAs could also apply for setting up of EGS schools. A second category of interventions that would be accorded priority are bridge courses, back to school centres or camps that aim at mainstreaming of 'out of school' children into formal schools.
- 3.5 Conduct of microplanning exercises, including house to house surveys and evidence of demand from the community and community's commitment would be a pre-requisite for preparation of proposals under

EGS & AIE. For the EGS component, evidence of norm- based school mapping exercise for ensuring universal physical access would need to be provided. Based on the demand from the community, the state would ensure setting up of the EGS schools if the demand is found valid as per norms, within a reasonable period to be decided by individual state governments.

- 3.6 The EGS component viz. the setting up of alternative school in small, unserved habitations would cover the entire country according to the actual requirement. Alternative education interventions for specific categories of very deprived children e.g. child labour, street children, migrating children, and elder children (in the 9+ age group especially adolescent girls) would be supported under EGS & AIE in the non-educationally backward states also. Preference would however, continue to be given to the 10 educationally backward states, under the EGS & AIE.
- 3.7 The State Level society would be responsible for appraising and approving district level proposals under EGS & AIE. The district level proposals would include proposals for state-run schools/centres and also VA projects. All VA proposals would form part of the district level EGS & AIE proposals. VA proposals would also be approved by the Grants-in-aid Committee of the State Society **. The funds for EGS & AIE would be shared on a 75:25 basis between the central & state governments for all state run schools. VA's would receive 100 per cent grants under the scheme.
- 3.8 As one of the first steps, the State Government will need to sign an MOU with the Department of Elementary Education & Literacy, Government of India. Funds from Government of India for state and VA run projects would be transferred to a state level society identified for implementation of the scheme. *In view of the fact that EGS & AIE would form a part of the overall UEE effort through the SSA, the state society for EGS & AIE would necessarily have to be the same as that identified for SSA.* The state society would be responsible for coordination and monitoring of the implementation of VA run programmes also.
- 3.9 In districts/blocks where centrally sponsored or externally funded projects / programmes for universalisation of primary / elementary education are being implemented e.g. DPEP, LJP, Janshala (GOI-UN) Programme, the interventions for 'out of school' children (including EGS and EGS like alternative schools) would continue to be funded under these projects / programmes till the end of the project period. In project districts EGS & AIE could support interventions for 'out of school' children in the following conditions:-
 - (i) Interventions for elder children (11-14 years) who are not covered under the project (DPEP etc.) which focus on 6-11 year old children.

** State Govt. may make appropriate modifications in case of projects run by Vol. Agencies.

- (ii) Interventions for very specific groups of deprived children e.g. street children, children of sex workers, bonded child labour etc. to be implemented through VAs
- (iii) Other interventions (including EGS schools), if for any reason funds available for that district under the project are inadequate.

In districts not currently covered under projects (DPEP, LJP, GOI-UN) and SSA only proposals for EGS schools would be supported, during 2000-01.

- 3.10 The state society would have the power to approve all EGS & AIE proposals (State run or VA) which have centre costs within an overall ceiling of Rs. 845/- per child per annum for primary level and Rs. 1200/- per child per annum for upper primary level. All proposals that have unit costs higher than these would need to be sent to the central government for approval. The ceiling for any proposal under the EGS & AIE is Rs. 3000 per child per annum. This ceiling would be applicable also for proposals under the Innovative and Experimental component to be funded directly from the Government of India.
- 3.11 Proposals that exceed the ceiling of Rs. 845/- (primary level) or Rs. 1200 (upper primary level) including proposals under the Experimental & Innovative component (to be funded directly by the central government) should not form more than 15% of the overall budget allocation for a particular year.
- 3.12 In view of the requirement of microplanning, emphasis on EGS schools, and changes in several parameters of the scheme, the planning for EGS & AIE would need to be undertaken afresh. Thus NFE centres currently functional in the state-run and VA projects would need to be discontinued to allow for a proper planning for the scheme. All existing NFE projects including VA projects would therefore, be discontinued prior to 31-3-2001. States could commence EGS schools (or propose funding of existing EGS schools from EGS & AIE) prior to 31-3-2001 provided all NFE centres within 1 km of the habitations where EGS schools are proposed/functioning have been discontinued.
- 3.13 During 2000-01, SSA is likely to be launched in about 100 districts. It is expected that these districts would be able to undertake microplanning exercises and prepare comprehensive plans for 'out of school' children. Districts not covered by DPEP or SSA may not be in a position to take up detailed microplanning exercises or be able to implement flexible strategies under EGS & AIE which would require appropriate staffing, capacity building of personnel etc. Therefore, in districts not covered currently under projects (DPEP, LJP, GOI-UN) or SSA, only the EGS component (alternative schools for school-less habitations) would be supported under EGS & AIE during 2000-01.
- 3.14 Quality education is a cornerstone of EGS & AIE. Several elements of the Scheme viz. increased duration of the EGS & AIE centres (at least 4 hours

everyday), induction and recurrent training of 30 days for Education Volunteers (EVs), 2 day review and planning meetings every month, regular academic support for EVs would contribute to improved quality.

4. EGS & AIE supports diversified strategies for 'out of school' children :

- 4.1 There is great heterogeneity among 'out of school' children. Out of school children could belong to remote school-less habitations, could be working children, street children, deprived children in urban slums, bonded child labourers, children of sex workers, girls belonging to the minority community, girls involved in domestic chores or sibling care, children who are engaged in cattle grazing etc. This heterogeneity demands diversified approaches and strategies for their education.¹ Details about some of these strategies and references of successful experiences in government programmes / VA projects may be seen at **Annex I**.
- 4.2 EGS & AIE would support the following 3 broad kinds of strategies:
- (a) setting up of schools in school-less habitations (EGS)
 - (b) interventions for mainstreaming of 'out of school' children viz bridge courses, back to school camps etc.
 - (c) strategies for very specific, difficult groups of children who cannot be mainstreamed.

Strategies under (b) and (c) above would be together referred to as the AIE component of the EGS & AIE Scheme (to distinguish them from the EGS component.)

4.2.1 Children in remote, school-less habitations :

Opening of Alternative schools in school-less habitations not having a school within 1 km with atleast 15 children of 6-14 years of age not enrolled at school. These would be single teacher schools with an education volunteer from the same habitation. EGS in Madhya Pradesh, *Maabadi* in Andhra Pradesh, Multigrade learning centres in Kerala, Shishu Shiksha Karamsuchi Kendras in West Bengal, Contract schools in Maharashtra, Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan are some of the important strategies being implemented in various states to provide universal physical access for primary schooling. In some states, such schools have grade-I and II only and are envisaged as feeder schools for formal primary schools.

4.2.2 Strategies for education of children who migrate :

- Seasonal community hostels with arrangement for boarding, lodging, coaching and care of children who stay back and continue in schools when the parents migrate (LJP and DPEP Andhra Pradesh)

¹The document "Every Child in School and Every Child Learning – Diverse strategies for universalising access to Schooling" (Department of Education, Ministry of Human Resource Development, 1999) outlines a range of strategies being implemented by various DPEP states).

- Provision of a mobile teacher along with the migrating families & children.
- Setting up of a school at the site of migration (Sugar schools, Brick kiln schools in Maharashtra; salt farms schools in Gujarat).
- Organising condensed, bridging courses for children on their return to their village to make up for the schooling time lost during the period of migration (Vocational course in Gujarat).

4.2.3 Support to Maktabas / Madrasas in a variety of ways to provide non-formal education.

In cases where children are only receiving religious teaching or Dinee Taleem in these institutions, arrangements should be made to provide an additional teacher who would transact the formal school curriculum. Wherever possible children should be mainstreamed into the formal school system.

4.2.4 Bridge Courses / Back to School Camps :

These strategies support mainstreaming of children into formal schools through bridge courses of varying duration which bring 'out of school' children to age-appropriate competency levels through condensed courses followed by their admission into appropriate grades in the formal school. The duration of the bridge course would depend on the age of the children and their prior education. The bridge courses could be residential or non-residential, could be organised in the community or as part of the regular school itself. MV Foundation, Andhra Pradesh has done pioneering work in this area. Several other VAs like Pratham (Mumbai & other cities), CINI-ASHA (Calcutta) are also implementing bridge courses. The government of Andhra Pradesh runs a large 'back to school' programme for elder children. Under DPEP, Andhra Pradesh and Gujarat are implementing a large number of bridge courses.

4.2.5 Very specific, flexible strategies for certain groups of children e.g. street children, children of sex workers, children on railway platforms, children living in slums, children living on construction sites, children working in shops, dhabas, mechanic shops, as coolies, as domestic workers, in juvenile homes, children whose parents are in jails etc. The strategies could be bridge courses, remedial teaching centres, residential camps, drop-in-centres, half-way homes etc. Strategies for such groups could also include contact based activities e.g. outreach workers to establish rapport with the children, a counselor to provide emotional support and a doctor to cater to their health need.

4.2.6 Long duration residential camps for elder out of school children: These could be of 12-24 months duration that help children of ages 12-14 years to complete primary / upper primary education at the camp itself. Balika Shikshan Shivir of Lok Jumbish, Mahila Shikshan Kendras under Mahila Samakhyas and several other VA initiatives (including MV Foundation) have implemented this approach. Since such camp would have high per child costs, they should be adopted sparingly in deserving cases.

4.2.7 Remedial teaching:

The scheme would allow for the following two kinds of interventions:-

- a) For children mainstreamed into formal schools from bridge courses/camps/back to school strategies.
- b) Remedial teaching for children in formal schools.

Under the strategy (b):-

- i) Only proposals from districts with female literacy rates below the national average as per the 1991 census would be eligible.
- ii) Preference should be given to schools in tribal areas, in areas with high concentration of SC and ST population and minority communities.
- iii) A district may prepare to cover not more than 5% of the total number of schools in that district (excluding schools located in urban slums). In addition 10% of the schools located in urban slums could also be covered.

It should be ensured that all schools including under this strategy should have adequate number of teachers as per norms and be fully functional in all respects. A certificate to this effect should accompany the proposals.

These centres should be operational before or after school hours, hence these would be centres for less than 4 hours duration. The EV for these centres could be paid an honorarium commensurate to the number hours the centre is operational.

4.2.8 Short duration summer camps or schools to motivate children in the age group of 6-8 years to enroll in schools or even for remedial teaching prior to start of a new school session. Andhra Pradesh & Uttar Pradesh have conducted such summer schools / camps.

4.2.9 Strategies for adolescent girls could be similar to interventions adopted under the Mahila Samakhya programme and several other NGO run programmes in different states. These include Jagjagi centres, short duration motivational and literacy centres which are residential in nature, from where the girls could go on to attend longer duration residential camps. The focus of these motivational/preparatory centres apart from inducting the girls into the formal system would be to also impart life oriented and gender sensitive education. The learners apart from reading and writing would get information regarding legal aid, health care, environment and women issues.

4.2.10 Several other strategies may be required depending on the specific target group. EGS & AIE encourages diversified strategies. It should be recognised that some of these strategies require extensive community mobilisation and prior work at the grass root level with parents, children, community Education Volunteers, employers, school Education Volunteers etc.

It would be useful for key planners and decision makers of the state (and if possible district) level to visit some of the programmes implementing these strategies. Also, for some groups of children in very difficult circumstances, it may be more appropriate to support VAs already working with such groups for expanding or enriching their (VA's) activities.

5. Centrality of community involvement/management in EGS & AIE interventions:

5.1 Community involvement will be central to the implementation of any of the strategies under EGS & AIE. The involvement of the community could be operationalised through parent's groups (called school committees, Parent Teacher Associations (PTAs), Mother Teacher Associations (MTAs), etc.) Village Education Committees (VECs) and Panchayats. It is expected that EGS schools or AIE centres would be managed by community based groups personally constituted of parents of the children enrolled at the school/centre.²

5.2.1 The decision / implementation of the following aspects of EGS & AIE would be undertaken by the VECs / Panchayats :

- (i) Conduct of microplanning / house to house survey exercise.
- (ii) Planning and locating EGS / AIE centres based on results of microplanning exercise.
- (iii) Selection of teacher
- (iv) Providing space, lighting, drinking water etc. for the learning centre.
- (v) Deciding the timing of the centre
- (vi) Overseeing the day-to-day running of the centres / camp,
- (vii) Motivation of parents etc.
- (viii) Payment of honorarium to the teacher
- (ix) Purchase of teaching-learning material and equipment for the centre.

6. Education Volunteers

6.1 Selection process

- i) The EV would be selected by the local community where the school/centre is proposed to be established. The state may define the role of the local VEC, Panchayat and the committee of parents where children are to be enrolled in the EGS & AIE centre³. It is mandatory that an important role is assigned to the group of parents whose children are to be enrolled in the school/centre since they are the most important stakeholder in the proper functioning of the school.

² In Madhya Pradesh, Rajasthan, Andhra Pradesh, West Bengal where EGS & AIE like schools have been set up based on community demand such parents committees/EGS committees/ school education committees are managing the running of these schools.

³ In Madhya Pradesh, the Gram Panchayat prepares a panel of 3 candidates stating its preference. The EGS committee (consisting of parents of children who would be enrolled) makes the final decision based on norms. The appointment is made by the panchayat.

- ii) The VEC/Gram Panchayat should ensure that the local community is informed about the need for a EV for the EGS & AIE school/camp.
- iii) The VEC/Gram Panchayat would receive applications, scrutinize them and shortlist suitable candidates.
- iv) The State could make available the support of DIET/BRC personnel to the village level body to assess the academic capacity of the candidates.
- v) The selection process may include a written test and an interview of candidates to make a final selection.
- vi) The teacher would be appointed by the parents committee/VEC/gram panchayat as per the decision taken by the state.

6.2 Criteria for selection

- i) The candidate should be atleast 18 years of age and be a matriculate (passed class X) for primary level school/centre. Women with lower than class X qualification should be engaged only in very exceptional circumstances where qualified women are not available at all. For some very specific cases, EGS & AIE would support professional preparation of women through long duration residential training programmes for their induction as EVs in schools/centres funded by the scheme. For upper primary centre the person should be atleast 21 years of age and a graduate. Women with class XII qualification could be selected if no suitable graduate candidate is available.
- ii) The Panchayat/VEC/Parents committee should give preference to women when selecting EVs. As an incentive for appointment of female EVs, preference would be given to EGS centres with female EVs while upgrading them to schools under SSA.
- iii) The EV should, preferably, belong to the same habitations or village/panchayat. He/she should preferably belong to the same community as the children who would be enrolled in the school.

The State Government may consider inclusion of a provision in the instructions that may be issued for selection of education volunteers for EGS school or AIE camp/centre for giving some preference to an erstwhile NFE instructor in the selection of the education volunteer under the new scheme, if the NFE instructor has performed his/her duties satisfactorily and satisfies the other conditions mentioned above. In addition, the states may consider relaxation of age limit for any instructors and supervisors for being eligible for selection under various para-teacher schemes including for EGS & AIE (where such age limit is decided by any state). The decision regarding selection of EV would vest with the VEC/gram panchayat.

7. Ensuring quality in EGS & AIE

Children in the NFE centres are from different age group and abilities. So far, in the NFE centres all children have been taken together through the semesters, covering the curriculum in a sequential manner. Such an approach has not had

satisfactory outcomes in terms of children progressing from one level to another, as well as children completing their primary education. This has been an area of concern. Poor performance of learners has been due to poor and inadequate inputs into the programme. There has been a lack of appropriate and adequate training of teachers, inadequate supervision and academic support for the teacher, the curriculum and teaching-learning material does not recognise the different pace of learning of the children of different age groups.

The current scheme of EGS & AIE recognises that the schools/centres/camps would have children in the age group of 6-14 years, these children would have either never been enrolled at school or would be dropouts hence they would also have different abilities. Since the EGS schools would be like formal schools or feeder schools for formal schools, these schools would use the formal school curriculum and textbooks. The challenge in such a situation would be in using formal school textbooks along with additional teaching learning material which would enable the older children to cover the curriculum for the earlier classes in a short period. The Education Volunteers would need to be trained to address the varying learning needs of the children.

The provisions of the EGS & AIE scheme have been made such that there is no compromise on the quality of teaching learning in the school/camp/centre. The following are the non-negotiables viz-a-viz the classroom processes:

- Classroom processes to be child centred
- Use of appropriate and adequate activities and TLM for children
- The activities should allow children to learn at their own pace while emphasising progression through the curriculum.
- The teacher to work as a facilitator in the multi-level teaching-learning process.
- To make the learning effective use of appropriate learning material (textbooks, workbooks, activity cards or sheets, multi-grade kits).
- Continuous and comprehensive evaluation of learners.

To be able to incorporate the above principles in any strategy a holistic approach of planning will need to be adopted. This will have to be addressed in the training package for the Education Volunteer and the Cluster Resource Person, the teaching learning material will have to be developed such that it would allow children to learn independently and with their peers, designing the regular academic support in the form of regular visits of the CRP to the centre and the fortnightly/monthly meetings for review, reflection and developing innovative activities (refer **Annex II**).

7.1 Training:

EGS & AIE provides for induction training of 30 days duration for the Education Volunteers of the primary level and 40 days for those of the upper primary level. This training would be residential.

There is a provision for 30 days training in every subsequent year also. This recurrent training could be provided in 2 to 3 or even more rounds during the year. All CRPs would also need to undergo these training programmes. In addition, the CRPs would need some additional training to deal with monthly meetings and other administrative issues. The content and focus of these training programmes should be flexible, depending on the need assessed by the education volunteers, resource persons, and training institutions like DIETs or VAs. The training process should be participatory and reflective in nature, allowing enough scope to the education volunteers to learn through experiences. Lecture-based training should be completely discontinued. The training programmes would need to address the specific requirements of multi-level teaching for children of different age groups and abilities. This is a major challenge since such training programmes have not been attempted earlier on a large scale. Institutions like SCERTs, DRUs and DIETs would need to work intensively on formulation of long duration programmes that help in preparation of EVs for the challenging classroom conditions in alternative schools. In certain DPEP states, State Resource Groups (SRG) have undertaken such work in collaboration with SCERTs or other institutions/NGOs.

Training at the district and block levels would be the responsibility of DIETs, DRUs located outside DIETs or identified VAs. VAs receiving funds under this scheme could have the option of getting the training organised through DIETs, DRUs or reputed VAs which have carried out innovative work. *States could also constitute state, district & block resource groups to impart training to Education Volunteers under EGS & AIE. Key Resource Persons at state / district level would need to be provided exposure through visits to other innovative programmes' resource institutions etc. Such exposure visits/capacity building programmes for resource persons associated with EGS & AIE would be supported under SSA.*

7.2 Regular academic support

The experience of Alternative Schooling programme of DPEP, LJP and several VAs has clearly shown that academic review and planning on a fortnightly/monthly basis is the key to maintenance of quality of the teaching learning process. This has also been the experience with BRC & CRC forums for the formal schools. It is therefore advisable to provide adequate and intensive academic support to the EGS & AIE centres from the initial stage. EGS & AIE provides for one Cluster Resource Person (CRP) for every 20 centres. The CRPs would be responsible for regular visits to the schools / camps and also for holding fortnightly / monthly academic review and planning meeting of the Education Volunteers. The CRP replaces the erstwhile supervisor in the earlier NFE scheme. For EGS schools in project districts and SSA districts, existing structures of CRC and BRC would be well placed to provide regular academic support. For strategies aimed at mainstreaming involvement of the head teacher of the nearest formal school would be desirable.

These review and planning meetings of the Education Volunteers should be organised for atleast 2 days every month (one day every fortnight or for two days, once in a month).

7.3 Teaching-Learning Materials:

It is expected that in most states, the EGS schools would follow the formal schools curriculum and textbooks. While the EGS school may start with all children at class I level, it would soon have to deal with children in different classes. It would be challenging task for one EV to use the formal school textbooks (which follow a somewhat rigid, sequential structure) to teach all children effectively. There would be a need to develop supplementary material that help in organising group and self learning activities eg. Worksheets, teaching aid etc. to help the EV in classroom transaction.

The situation would be even more difficult in certain AIE centres where the groups of learners may be more diverse. Teaching learning materials would need to be developed/adopted specifically for such multi-level centres. For bridge courses/back to school camps innovative materials that support flexible pace of learning and completion of gradewise curriculum would be required. Such materials have already been developed by several state run projects and VA programmes.

Development of such TLM (and also the training programmes associated with them) would require a massive capacity building exercise for state and district level resource persons and groups including personnel from SCERTs, and DIETs. This work would need to be completed prior to a large scale invitation of EGS schools/AIE centres.

7.4 Testing, Certification and Mainstreaming

Since the thrust of EGS & AIE is on mainstreaming of children into the formal schools, each state would need to ensure a system of testing & certification of children studying at these centres / bridge courses. Education Volunteers / Headmasters of formal schools, CRCs /Sub Inspectors of Schools could be involved in a simple assessment procedure for such children to ensure their smooth transition into formal schools in an appropriate grade. Also, admission in the schools for children coming from such centres should be allowed throughout the year. The Education Volunteers/ teachers in the formal schools would need to be sensitised to ensure that the children admitted into the formal schools get adequate attention and are able to cope up with the work in the class.

7.5 Duration of the programme

7.5.1 The centres would function for a minimum of 4 hours a day. *The centre timings should not be in the late evening or night-time, except in rare cases.* The Education Volunteers would be required to put in at least an extra hour of preparation time (beyond the time for which the centre

function) to plan for the day including documenting child wise progress, maintaining teacher's diary, finalising the TLM etc. for the various subjects, contacting the community / parents of children etc.

- 7.5.2 There is no specific period of duration of the scheme in a particular village / slum. While EGS schools would continue to function for several years till upgraded, even centres for other categories of children could continue till 'out of school' children in that area are covered. It is not expected that all children would complete education upto class IV / V in 2 years only. Bridge courses / residential camps would continue for varying duration depending on the requirement of children of different age groups. It is possible that a particular bridge course continues throughout the year and different children take 3 months to 1 year to reach the educational level of the grade to which they are to be admitted.

All the provisions mentioned above would also apply to EGS & AIE centres / camps run by VAs. It will be the responsibility of the implementation structures of EGS & AIE / SSA at the state, district & block levels to ensure that VA run sub-projects also implement the scheme as per these guidelines.

8. Upper Primary Level Education for 'out of school' children

There has not been much work for education of 'out of school' children for the upper primary level outside the formal system. This is an area of challenge. Certain VAs like MV Foundation, CARE India have been conducting long duration residential camps for children in the 12-14 year age group. MV Foundation is the only organisation which conducts remedial courses which enable adolescent girls to appear for the class-VII public examination. Balika Shikshan Shivar of Lok Jumbish Parishad is also an intervention of residential camps for adolescent girls. Several other VAs implement programmes for elder children, especially adolescent girls which stress on empowerment, building of self-esteem and life-skills including health issues. Some of these programme also work for development of vocational skills in adolescent girls. A few VA programme focus on remedial teaching for adolescents and also short duration residential camps for generating greater awareness among adolescents. Many of these programmes are functioning mainly in large urban centres.

Clearly, it is difficult to run alternative schools for upper primary levels. Part-time instruction is not likely to result in competencies required for completing the upper primary level education. However, in certain states, National or State Open School is also proposing courses at the upper primary level. This alternative is worth exploring.

Alternative schools for upper primary level may be considered for sanction only in such cases where there are no appropriate facilities in the vicinity to cater to the needs of learners, linkages for maintenance of quality of teaching learning have to be established. An assessment would also be made of the infrastructure

available for the centre. Progress of implementation of the upper primary level be reviewed from time to time.

9. Implementation arrangements

The EGS & AIE would function within the overall framework of the SSA. Till SSA becomes fully operational, separate management structures for EGS & AIE could be established for supervision and monitoring of the scheme. Later, it is expected that personnel for implementation and monitoring of EGS & AIE (the state run component) would form a part of the SSA management structure. For VA run centres, project management structure and costs would be allowed as per the norms presented later in the section on financial norms and units costs. The EGS & AIE/SSA organised arrangement at state, district and block levels would coordinate the work of VAs also.

Outlined below is the management structure (for state-run centres) envisaged for EGS and AIE at various levels which could undergo modifications once the staffing for SSA is finalised. In DPEP districts, the management structure at district level would have to take into account the existing personnel available at the District Project Office. The EGS & AIE would not be implemented by an arrangement that is completely separated from the arrangements for implementation of the Alternative Schooling (AS) component of DPEP.

9.1 Habitation / village level :

A school committee/Mothers' group/Village Education Committee/Gram Panchayat would be given the responsibility of management of the EGS & AIE centres. Their responsibilities should be clearly detailed in the MOU to be signed by the VEC/PRI with the block/district level representatives of the State Implementing Society. Funds for honorarium of the teacher, teaching-learning equipment and centre contingency would be transferred to the bank account of the VEC/panchayat in advance. The Local Committee/VEC/Gram Panchayat would make payments to the teacher and incur other expenditure as per norms. The Committee would maintain simple accounts for this purpose and submit utilisation certificates to the block/district office.

9.2 Cluster Level :

A cluster will comprise of 20 EGS & AIE centres/bridge courses/camps. A CRP would be responsible for:

- Undertaking visits of the centres as per norms.
- Liaising with Gram Panchayats/VECs.
- Ensuring timely payment of honorarium to Education Volunteers.
- Ensuring delivery & replacement of teaching-learning materials.
- Consolidation and analysis of habitation-wise, microplanning results.
- Organise two-day monthly meeting of the Education Volunteers for academic review and planning.

Since EGS schools would be more like formal schools and in most states would follow the formal schools curriculum, it would be appropriate to use existing BRC-CRC structures in project (DPEP, LJP, GOI-UN) districts (and in SSA districts whenever these become functional) for academic support and monitoring of the EGS schools. The headmaster of the nearest primary school may also be given some responsibility for guidance/supervision of EGS schools. This would be especially important where EGS schools have been conceptualised as feeder schools to the nearby primary schools. In districts currently not covered under DPEP or SSA and till BRCs and CRCs become functional strengthening of block education office may be considered under the scheme for looking after the additional EGS schools. For other kinds of interventions it would be important to have additional personnel for academic support and supervision. For mainstreaming strategies like bridge courses and back to school camps also the involvement of head masters and CRC-BRC would be crucial since the children have to be admitted to formal primary schools. But additional CRPs (local motivated youth) could greatly help in a more intensive supervision of these programmes and maintain close contact with the headmasters in districts where such structures exist. In certain strategies for very difficult groups, more community contact and regular supervision would be required, separate CRPs should be engaged for such centres. Thus, CRPs could be placed for support of a smaller number of centres (say 10 centres) in innovative strategies. This would be possible within overall cost ceiling since the EGS component may not require too many additional CRPs.

There is therefore scope for flexibility in the arrangement through which cluster (10-20 centres) level academic support and supervision could be organised within the overall financial allocation for project management cost which included the costs for academic support supervision.

9.3 Block Level Organisation:

The earlier NFE scheme provided for a project management structure for every 100 centres, which was often, but not always coterminous with a development / education block. The main work of this office was administrative in nature relating to selection and appointment of instructors & supervisors; preparation of monthly bills for instructors & supervisors, TA/DA etc. Since the selection process and payment of Education Volunteers is now proposed to be decentralised to the VEC / Panchayat, the requirement of administrative & accounting work at the block level would be reduced.

It is envisaged in the SSA pattern that the Block Education Office / Block Panchayat Samiti would be responsible for all UEE schemes & activities including the interventions for 'out of school' children under EGS & AIE. *It is therefore advisable that the project structure under EGS & AIE is made coterminous with the educational block.* The block level committee (proposed under SSA) would also guide the implementation of EGS & AIE. A separate committee for EGS & AIE maybe formed till the SSA structures are in place. The personnel to be provided at the block level would depend on the number of EGS

& AIE centres in that block and the need for academic support & mainstreaming. If a majority of the centres are EGS – like schools where academic support could be provided as a part of the BRC – CRC arrangement (already created in DPEP districts or which may be proposed under SSA in non DPEP districts), EGS & AIE could simply provide an additional Block Resource Person at the BRC, if necessary. If it is felt that the specific needs of EGS & AIE require a monitoring & support arrangement that is separate, then additional personnel may be provided (under the overall supervision of the BEO) as per requirement. A Block Resource Group (BRG) may be constituted to provide academic & implementation support to the scheme. The personnel to be provided at the block level for supervision and monitoring of EGS & AIE scheme could be decided by the State Government within the overall financial limits which are indicated in a separate section. Whatever arrangement is finalised for support to EGS & AIE interventions at block level it must be ensured that there is regular guidance to the CRPs and support is organised from the block level for the monthly meeting of Education Volunteers at the cluster level. The provision for costs for the monthly meetings at the cluster level should be made out of the block management costs under EGS & AIE. The requirement of staff like accounts clerk and messenger should be finalised based on availability of fund under block management and also the staffing pattern that is finalised under SSA.

The block level programme management would be responsible for:

- consolidation of the plans of EGS and AIE received from the panchayats.
- analysis of microplanning results received from VECs and panchayats.
- monitoring and supervision working of CRPs, periodic visits to the centres.
- conduct review and planning meetings of CRPs.
- Organising training programmes. maintaining close liaison with DIET, NGOs, district administration PRIs and school system.
- supervising the work of VAs running EGS/AIE centres in the block.

9.4 District Level Organisation :

It is expected that the administrative arrangements for SSA at district level would also cover EGS & AIE. However, till such time as such arrangements are finalised, there would be a District Advisory Committee headed by the District Collector or the Chief Executive Officer of Zilla Parishad as the State Government may decide. Representatives of VAs and PRIs, representatives of DIETs , Project Officers of EGS and AIE, Education Volunteers and educationists would be its members. This committee would review and guide the implementation of the programme and interact with other social sector departments and agencies to find maximum areas of convergence.

The existing administrative arrangements in the ten educationally backward states and a few other states where the state run NFE programme is being implemented in selected areas may need to be modified to ensure that the

district level organisation for EGS and AIE works closely with the District Elementary Education structures. Since, the EGS & AIE is an important component of the overall UEE effort, there has to be unified organisation at the district level to look at all children in the age of 6-14 years, their enrolment and retention in formal schools, EGS schools, bridge courses etc. The consolidation of results of micro-planning exercises would also have to be done in one place to provide a comprehensive picture of all children who are currently enrolled in schools and those who are not going to schools.

9.5 State Level Organisation :

All states receiving funds under EGS & AIE would be expected to entrust the responsibility of routing funds and overall coordination of the scheme to an existing state level society. *As mentioned earlier, since EGS and AIE would form a part of the SSA, it is appropriate that the society formed or identified for implementation of SSA is also made responsible at the state level for EGS and AIE.* Identification of the state society will have to be finalised by the State Government prior to taking up any other activities under EGS and AIE. The state society would receive central share and state share for EGS and AIE, disburse funds for state run projects as well as grants in aid to VAs, appraise and approve the district level **proposals received from the district committees** for EGS & AIE. The structure of the state office responsible for implementation and supervision of EGS & AIE would have to be finalised by each state quickly. A state level appraisal team should be constituted to appraise the district level EGS & AIE plans. It would be also useful to constitute a **State Resource Group (SRG)** to advise and guide the implementation especially the academic aspects. The SRG could undertake periodic visits (with the involvement of more institutions/individuals) to the districts to monitor the programme implementation. Such review and monitoring visits would help provide valuable feedback for corrective action on academic and administrative matters. District proposals for 'out of school' children will form a part of the District Elementary Education Plan (DEEP) once SSA is operational in the district concerned, and would be appraised as a part of the appraisal of these plans. The VA proposals would also form a part of the district EGS & AIE proposals and DEEP. The state society should constitute a Grants-in-aid Committee (GIAC) to examine the VA proposals on the parameters of:

- a) Credibility and background of the VA.
- b) How the VA proposal fits into the overall block/district plan for coverage of all out of school children?
- c) Whether all processes for starting EGS and AIE including microplanning constitution of PRIs/VECs, analysis of the number, age group and background out of school children has been conducted?
- d) Is the strategy adopted by the VA appropriate?
- e) Other procedural requirements for release of grant in aid.

The GIAC should include representatives of different directorates of the education department, representative of finance department and a few VAs.

The Executive Committee of the state level society and the GIAC would include a representative of the Government of India. The GIAC would also include one non-official representative of the GOI. The existing arrangement for coordination of the NFE scheme would need to be integrated with the state society made responsible for UEE. This would require some changes in the structural arrangements at the state level (and district level as indicated earlier). The management costs that can be allocated under EGS and AIE scheme at the district and state level are indicated in a later section on financial norms.

The state society would also be responsible for:

- Ensuring training and orientation of EGS and AIE personnel
 - identifying good practices and strategies for education of out of school children
 - arranging for exposure visits
 - evaluation of functioning of EGS and AIEs centres run by the State Government and VAs
 - promoting research
 - developing MIS for monitoring the progress of EGS and AIE
 - coordination with the National Level for EGS and AIE /SSA
 - Ensuring regular supply of teaching-learning materials
-
- preparation of regular progress reports and accounts of EGS and AIE in the state run and voluntary sector etc.
 - The MIS developed for SSA should also include information on the EGS and AIEs component.

9.6 National Level Organisation :

9.6.1 At the national level, the proposed Sarva Siksha Abhiyan Mission would also oversee the implementation of EGE & AIE. The Mission would have an Executive Committee and Governing Council. Since the proposal for Experimental and Innovative projects and DRUs would continue to be funded directly by the centre, there would be a Grant-in-Aid Committee for such projects constituted by the Department of Elementary Education and Literacy.

9.6.2 *For scrutiny of state proposals which would have already been appraised by the state societies, a small Core Group would be constituted consisting of Joint Secretary (Elementary Education) Deputy Secretary /Director (NFE), representative of NCERT, and one or two persons with relevant experience to be nominated by the JS (EE) This Core Group will be responsible for according final approval to the proposals from the states including the proposals of VAs which would be incorporated as a part of the district-wise proposals. This Group would be responsible for ensuring that the proposals sent by the state are in accordance with these guidelines and that due processes have been followed in the preparation*

of the plans. It would also be the task of the Group to suggest modification of strategies proposed by the state and suggest other strategies that could be adopted based on successful programmes and projects. The Core Group could also suggest and arrange for orientation and exposure visits for state and district personnel responsible for planning and implementation EGS & AIE. The DS/Director Incharge of EGS & AIE would function as the member secretary of the Core Group. The Core Group would also be responsible for arranging for review and monitoring of the state EGS & AIE programmes through frequent visits of resource persons and representatives of organisation/institution on a regular basis.

9.6.3 A detailed framework of monitoring and evaluation on a regular basis is being worked out at the national level. The Core Group at the national level would take up with the state societies various issues brought out by the visiting monitoring teams. The Core Group or Deputy Secretary/Director incharge of EGS & AIE would review the corrective action taken by the State based on the report of monitoring visits/evaluations.

9.6.4 The present arrangement of a Grants-in-Aid Committee to discuss VA proposals for Innovative and Experimental projects would continue.

10. Planning process/Finalisation of EGS & AIE proposals and their approval.

10.1 Discontinuation of existing NFE projects

The state run NFE projects would be discontinued by 31-3-2001. The VA run NFE projects will also be discontinued latest by 31-3-2001. Fresh district level proposals for EGS & AIE would be supported from 1-4-2001. Such proposals would also include proposals of VAs as a part of the district plan for EGS & AIE. State Government could finalise and submit proposals for the EGS component prior to 31-3-2001 since their preparation may not require a detailed microplanning process. NFE centres in habitations where EGS schools are proposed to be set up would need to be discontinued prior to finalisation of the proposal. Also certain proposals for urban areas where state governments, municipal corporation/VAs have completed microplanning and convergence strategies have been worked out would be considered for funding prior to preparation of district level plans for EGS & AIE or SSA.

10.2 Microplanning and school mapping for EGS & AIE

10.2.1 The proposals for EGS & AIE have to be based on the habitation/village/urban cluster wise requirements. A process of house to house survey or micro-planning would need to be undertaken in each village to identify the children between 6-14 years, their educational status, whether they are currently going to school or not, the specific problems of children not going to schools etc. Such micro-planning exercises have been undertaken under Lok Jumbish, DPEP (in several

states), Janshala Programme (GOI-UN) and enough experience is available at least in the 18 states covered under the above programmes for conducting such micro-planning/survey exercises. The SSA also requires micro-planning exercises to be undertaken prior to formulation of village/block and district plans. Based on the specific information available for 'out of school' children, strategies could be planned for their education. The initial process of planning would also include mobilisation of the community. The involvement of VAs including youth club, women's groups, parent's group, VEC members in the process of mobilisation and microplanning would be very useful. For the EGS component, identification of schoolless habitations has to be undertaken in a systematic manner. Alongwith collection of habitation-wise information, it would be necessary to ensure that there is a clearly articulated demand from the community for setting up of new schools. This is discussed in detail, later in this section (refer **Annex III**).

- 10.2.2 For micro-planning/survey several processes could be used by the states. One effective and quick mechanism could be training of a core group of 5-7 members from each village (some could be from the VEC, if a VEC already exists) for conducting house-to-house survey, group discussion, compilation and analysis of information and preparation of a village education plan (which will be a household-wise, child-wise plan of action). It is important to ensure that the village-wise information and the panchayat/block level consolidated records are dynamic in nature i.e. they can be updated on a periodic basis to get a clear idea of the status of the 'out of school' children. As is done in several states, VEC formation and mobilisation of the community are outcomes of such village survey/planning exercises.

10.3 Planning for EGS proposals:

- 10.3.1 Proposals for setting up of schools in school-less habitations (EGS) could be finalised and sent for approval to the central government even before detailed micro-planning is completed in all areas. All states/UTs would be eligible for sending proposals for the EGS component. For districts currently not covered under projects (DPEP, LJP, GOI-UN) or SSA, only the EGS component would be supported under EGS & AIE during 2000-01.

For the EGS component, a habitation-wise database would be required that would provide information about the number of children not enrolled school and the distance from the nearest government/government aided/local body school. The proposal for EGS should be available with the State society in the format enclosed at **Annex IV**.

- 10.3.2. States may like to undertake collection of this information, prior to a comprehensive microplanning exercise (which will be required for AIE intervention). Some states already have this information base which would need to be updated/verified. In a few states, EGS-like schools are

already functional. The information for these schools and habitations would also need to be sent in the format mentioned above.

10.3.3 *Community demand:* the community could articulate its demand for setting up an EGS school with a request in writing to the Panchayat/BDO/BEO etc. This should include the list of children in the 6-14 years of age (not going to school) in that habitation, commitment to get all of them enrolled in the EGS school, provide suitable accommodation for the school, regular supervision etc. Articulation of this demand would require a mobilisation in the planning process which has to be initiated by the state agencies/PRIs. However, it is not enough to only collect information as required for the EGS proposal. The proposals would need to clearly indicate that community mobilisation and consultation has been undertaken in all the habitations. One of the prerequisites for an EGS proposal is clear articulation of demand by the community.

10.3.4 *Guarantee for setting up of EGS:* EGS & AIE envisages a time bound coverage of schoolless habitations by setting up alternative schools on a priority basis. Articulation of a demand by the community for opening of an EGS school is a pre-requisite for an EGS proposal. Similarly, there has to be a commitment from the state government to open an EGS school within a reasonable period of time. This element of a “guarantee” is an initial component of EGS. Hence, states should work out detailing of the guarantee including the time period for approval at various levels. In the Education Guarantee Scheme being implemented in Madhya Pradesh as a response to the community’s (Panchayat’s) demand for a school, the state government provides a guarantee to set up the EGS school by providing a package including funds for honorarium of the ‘Guruji’, teaching-learning material, training for the Guruji, some contingency funds and a supervision and evaluation system, within 90 days of receiving a demand.

In West Bengal, the Shishu Shiksha Karmasuchi (SSK) also operates on a similar community demand – time bound state response (guarantee) promise, Gram Panchayats verifies the proposal submitted by the parents of children who want a school to be opened in a habitation. If there is no response from the Gram Panchayat within 4 weeks from the date of submission of the paper by the community, the applicants can move the next higher body i.e. Panchayat Samiti directly. Similarly a 4 week period is prescribed for other bodies for taking a decision on the application.⁴

10.3.5 The state would need to finalise the detailed procedure for finalisation of EGS proposals. The steps would include:

⁴ Details of the schemes of EGS schools in schoolless habitations, in different states, are available in the Document “Schools in Unserved habitations – Education Guarantee Scheme” circulated by the Department of Elementary Education & Literacy to all states.

- i) community mobilisation
- ii) collection of information of unserved habitations
- iii) request from community groups/panchayats
- iv) verifications and approval at various levels
- v) follow up action by community to select teacher, identify space and prepare for opening of school.

Recognising the centrality of community initiative in this component it is desirable to clearly define the roles and responsibilities of the community and different agencies through agreements (see **Annex V** which provides an illustrative format for EGS)⁵

- 10.4 Apart from the EGS component which is applicable throughout the country, states which do not fall in the educationally backward category would need to identify specific pockets in Panchayats/blocks, urban slums etc. where the percentage of 'out of school' children is high and where specific disadvantaged groups like scheduled tribes, migrating population, street children of sex-workers, bonded/wage earning child labour are located. Micro-planning exercises would need to be undertaken in these areas. The proposals for AIE in these specific areas could include state-run EGS & AIE interventions as well as VA proposals.

10.5 Consolidation and approval of EGS & AIE proposals:

- 10.5.1 After the plans are prepared at the village level, these could be discussed at the Panchayat level (if necessary) and then screened in the Block level committee. At the block level, the work of allocation of specific strategies/villages to VAs may be undertaken. The Block Committee would forward the plans to the district level committee.
- 10.5.2 The District Committee would be responsible for incorporation of proposals in the district plan for EGS & AIE/SSA. It would have to ascertain that there is no duplication between state & VA proposals, that there is no dual coverage of children in the formal schools, aided, unrecognised private schools and proposed EGS & AIE centres, and basic information supporting the plans is available. It may be necessary to incorporate some VAs proposals at the district level also. The district committee would also take into account programmes like NCLP (National Child Labour Projects) while finalising the district plan for EGS & AIE. These plans would then be sent to the state society as a comprehensive, strategy-wise', consolidated plan for 'out of school' children for the district. It is expected that the entire process of microplanning and preparation of village, block and district plans could be completed within 3-4 months if intensive guidance and supervision can be organised by the state society.

⁵ such a format may have to be finalised in the specific context of the State.

10.6 Planning of EGS & AIE

- 10.6.1 The district plans for EGS and AIE (which would form a component of the DEEP, once SSA is implemented in that district) would be appraised by the State Society. The State Society would undertake an exercise of prioritisation, scrutiny of the database on which the proposals are based, study the appropriateness of the strategies selected and suggest modifications if necessary, check conformity with the EGS and AIE guidelines etc. The proposals would be sent to the national level with the appraisal report and recommendation of the state society.

The state society would have the power to approve all EGS & AIE proposals (State run or VA) which are within an overall ceiling of centre cost of Rs. 845/- per child per annum for primary level and Rs. 1200/- per child per annum for upper primary level. All proposals that have unit costs higher than these would need to be sent to the central government for approval.

- 10.6.2 As far as the releases are concerned, the requirements of the States would be assessed and lump sum grants would be released to the State level societies in 3 instalments of 40/40/20 each. The State level society has the responsibility to settle the accounts at district level and forward a consolidated statement of accounts to the SSA Mission of this Department. For the first year of the project, first instalment would be released @ 40% of the demand projected for the year by the State/UTs and the 2nd and 3rd instalments of the first year would be released based on the progress of expenditure reported by the State level society in the month of October/November and after ensuing that the State Govt. has contributed its share for the first instalment. From the 2nd year onwards, first instalment would be released to the State Society without waiting for audited accounts of the previous year but after ensuing that the State Govt. has contributed its share of the instalment of the previous year. However, the 2nd instalment would be released only on receipt and settlement of audited accounts for the previous year.

- 10.7 The process of planning for EGS & AIE in urban slums is more complex since there are several agencies, including state education department, municipal corporation/committee agencies like DUDA (District Urban Development Agency), NGOs etc., where work would need to be coordinated. A Task Force may be constituted at the city level to prepare a coordinated plan for the urban slums. The state education department would need to take initiative to get the other agencies involved.

10.8 Facilitation of the planning process

There are at least 3 important pre-requisites for ensuring that appropriate planning process takes place and feasible plans are prepared:

- (i) The state would need to prepare detailed guidelines for the micro-planning process and appropriate formats for collection of information. These should be available in most DPEP states. In non-DPEP states also the process is likely to be initiated under SSA. However, based on requirement, the national level would arrange to provide technical support for organising state level workshops for the initial activities. A framework for training and schedule for quick completion of micro-planning exercise would need to be finalised at the state level.
- (ii) Strategy for analysing the data that is collected would need to be delineated clearly. This would include the level and nature of consolidation of information, the formats for preparation of abstracts, categorisation of children according to age groups & their specific problems.
- (iii) Clear norms would need to be conveyed to the block & district levels for various strategies eg. EGS, bridge courses, remedial teaching through Education Volunteers in formal schools etc. Thus the block and district level personnel would need to be oriented about the various strategies that could be adopted for different groups of children and the norms for each of these strategies. This is a crucial aspect for preparation of quality plans at decentralised levels. Such norms could also include criteria for prioritisation by which blocks/districts could assign a priority for initiating work in certain villages/pockets or for some groups of children. This would be necessary, in case the funds available are limited or the capacity of the programme management is not adequate to take up all interventions in all areas at once.

Such norms could include assigning a high priority for:

- a) SC/ST habitations.
- b) Habitations where the enrolment rate of girls is very low.
- c) Habitation where either the proportion of out of school children or the total number of out of school children is the highest.
- d) Children belonging to the most vulnerable groups e.g. Street children, bonded child labour etc.

The basis for selection of areas/strategies on a priority basis should be explained to Panchayats & VECs so that there is transparency in the decisions taken at the higher levels..

10.9 Initial steps for operationalisation of EGS & AIE

- i) Identification of a state level society for EGS & AIE. Notification of a grants-in-aid committee of the society.
- ii) Holding of state and district level workshops for personnel of Education Department and VAs for disseminating information about EGS & AIE.
- iii) Detailing norms and strategies for EGS schools and AIE centres. Finalisation of detailed guidelines for EGS.

- iv) Notification of the roles and responsibilities at each level viz. VEC/school committee, Gram Panchayats, block and district level etc. the fund flow mechanism would also need to be finalised.
- v) Finalising and starting the process of school mapping and microplanning. Also finalisation of action plan for initiation of EGS and AIE by 1-4-2001.
- vi) Constitution of a state level group to visit the districts during the process of planning. The team could review the process and suggest corrective action before the plans are finalised.
- vii) Identifying and evolving a convergent framework for UEE and EGS & AIE structures. Assessment of the requirement of personnel for EGS & AIE at district levels and finalisation of staffing patterns.
- viii) Informing and involving VAs for EGS & AIE proposals. Preparing detailed procedure for identification, selection and appraisal of VA proposals.
- ix) Capacity building of personnel to ensure that they develop a clear understanding of the new scheme; become familiar with new strategies like bridge courses, back to school camps; understand the nature of academic inputs required etc. This could also include visits to other projects, NGO programmes.
- x) Developing a framework for training of Education Volunteers, CRPs etc. under the new scheme. This would involve identification of state and district level agencies for training, development of long duration training packages, development of guidelines for holding of 2 day monthly review meetings etc.

11. Voluntary Agency proposals:

- 11.1 For Experimental and Innovative projects and for establishment of District Resource Units (DRUs), the proposals would be received directly by the Department of Elementary Education and Literacy, GOI. The funding to DRUs run by VAs would be reviewed based on assessment of the capacity of the existing VAs to support projects under EGS & AIE.
- 11.2 For other VA proposals for EGS & AIE centres/bridge courses etc., VAs would need to apply to the block/district/state level. The exact procedure for calling of VA proposals, their sanctioning and dovetailing with district level EGS & AIE proposals should be notified by each state government/society for EGS & AIE/SSA. The state societies would need to draw up clear guidelines for processing of the VA proposals and also deciding at which level these would get incorporated into the plans. The states should study the application forms and fund release procedure presently in use by Government of India for VA proposals (refer **Annex VI**).
- 11.3 The GIAC at the state level should consider *all* VA proposals that are sent to the state level as a part of the district plan. If some VA proposals are not recommended at the district level, they should still be forwarded to the state level by the District Committee, with clearly recorded reasons. After

GIAC recommendation, the entire district proposal (including the VA component) would be considered by the state society.

- 11.4 Since the EGS & AIE programme is sought to be completely reoriented and the interventions for 'out of school' children would now form a part of the entire UEE effort, the state society & district level structures would be responsible for informing and orienting VAs about the EGS & AIE, allocating specific strategies or pockets to VAs as a part of the overall plan for UEE for the whole district. This information may be circulated to VAs along with the application forms prior to the planning process. VAs with a good track record may be approached directly by state and district level personnel to ensure their participation.
- 11.5 A list of VAs whose performance has not been satisfactory under NFE programme as per GOI records would be communicated to the state societies for EGS & AIE/SSA. All matters of financial assistance to VAs for projects under the existing NFE scheme upto 31-3-2001 would be finalised by the Government of India.
- 11.6 The project management personnel and other eligible expenditures for VAs are indicated in the section on Financial norms. The records and procedures for grants-in-aid to VAs would be as per the existing system being followed at the Ministry of Human Resource Development.

12. Non Negotiables under EGS & AIE : Memorandum of Understanding

- (i) An appropriate society would be identified for routing of EGS & AIE funds and also for planning and implementing the entire programme for out of school children. The society should be the same as the Society identified for Sarva Shiksha Abhiyan.
- (ii) All EGS & AIE centres should function for atleast four hours, during the day-time. Any exception to this norm should be discussed in the District Advisory Committee and permitted only in very specific and deserving cases after a decision at the state society.
- (iii) Microplanning exercises or house-to-house surveys would be undertaken prior to preparation of village, block and district proposals for EGS & AIE. The appraisal conducted by the state society would specifically study the information from microplanning before approval of the district proposals.
- (iv) Proposals of voluntary agencies (VAs) would be given due weightage at various levels and information regarding the new scheme and its provision would be shared with VAs at state and district level at the initial stage.
- (v) The selection of Education Volunteers for EGS & AIE should be made by the village community/gram panchayat or local urban area representative groups.

- (vi) Preference should be given to women in selection of Educational volunteers.
- (vii) Timely and regular payment of honorarium to the Education Volunteers and CRPs should be ensured.
- (viii) Text-books, other teaching-learning materials and equipment for the centres should be provided prior to the starting of the centre.
- (ix) If the number of children exceeds 40, an additional Education volunteer can be provided at the Centre.
- (x) The induction-training of Education Volunteers of 30 days for primary level centres and 40 days for upper primary centres should be completed prior to starting of the centres.
- (xi) EGS & AIE interventions should be initiated only when there is a clearly expressed demand and commitment from the community. The local community should provide suitable space, drinking water facility for the children of EGS & AIE centres.
- (xii) Apart from EGS centres, most AIE strategies would attempt mainstreaming of children into formal schools. Thus, close linkage between alternative and formal systems should be maintained at all levels.

Head Masters of the local schools should be involved in regular supervision of EGS & AIE centres from which children are likely to be mainstreamed.

- (xiii) The EGS & AIE will be a component of the overall plan for UEE at the state, district and sub-district levels. It is absolutely necessary to ensure that management structures for Elementary Education and EGS & AIE are not separate. This integration would have to be achieved from state level downwards.
- (xiv) Regular evaluation of the functioning of EGS & AIE interventions (State run and VA) would be carried out in addition to annual classrooms observation studies.
- (xv) An MOU would be signed by the Central Government with each State Government regarding the above mentioned principles. Certain state specific items would be included, especially those relating to staff and management structures for EGS & AIE. The state society or district/block level offices would also need to sign MOUs with VAs, PRIs/VECs or other community groups responsible for management of EGS & AIE centre.
- (xvi) On the issue of convergence of EE & NFE structures (in some of the educationally backward states where separate NFE structures have been set up), the MOU would clearly state the component of the state government to complete the process of modification of existing structures

by 30-6-2001. By 31-3-2001 a framework for such convergence/modification should be communicated to the Government of India.

(Refer to **Annex VII** for a draft MOU to be signed between GOI, state government and the State Society.)

- (xvii) The Govt. of India shall be **mandatorily** represented in all the State GIAC Meetings.

13. Monitoring and Evaluation arrangements under EGS & AIE

13.1 The regular monitoring & academic support arrangement at the cluster level through the CRP have been outlined earlier. This linkage of the school/centre and the cluster level is the most crucial. It can provide an effective process for continuous and natural evaluation and improvement in the programme. The block level arrangements would be finalised by each state. The Block Resource Centre (BRC) could be used in project (DPEP, LJP, GOI-UN) districts for regular monitoring. The regular monitoring schedule of cluster and block level and reporting formats would need to be devised by each state. The district level office, DIETs, District Resource Group (DRG) would be assigned responsibility of monitoring of EGS & AIE from the district level. This would not be an inspection type work, rather it would help in review, planning and regular academic support for EGS & AIE centres. At the state level, an intensive monitoring system would have to be established through the involvement of SCERT, DIETs, State & District Resource groups and some good VAs.

13.2 A suggested monitoring framework is being developed for EGS & AIE at the national level, which will be circulated to, states shortly. The monitoring arrangement and reporting formats should include quantitative data as well as qualitative information on the centre.⁶ One of the most important indicators of effective functioning of the centre/school is the progression of learners to higher grades within appropriate timeframes. This has not been properly monitored under the NFE scheme and alternative schooling programmes of different projects. This indicator should be an integral part of any Management Information System (MIS)

⁶ Quantitative indicators (illustrative)

- Children's enrolment
- Attendance
- Visits of the CRP
- Meetings of school committee
- Number of children who have left the school
- Age distribution of learners
- Distribution of children across different grades and progression to higher grades from year to year.
- Members admitted to formal schools.

Qualitative indicators (illustrative)

- Classroom environment
- Volunteers' competence and relationship with children.
- Teaching learning process
- Children's achievement levels - periodic assessment.

developed for EGS & AIE. There should be a system of regular monitoring and reporting from the school to the state level on certain important parameters. This MIS would function as a part of the MIS for SSA. In addition, a structured monitoring/review exercise can be undertaken periodically in the nature of 'review missions', say every six months to undertake a more detailed review of the functioning of the scheme including the VA component.

- 13.3 From the national level a comprehensive monitoring mechanism would be evolved by involving officers of the Department of Elementary Education & Literacy, national level apex institutions like NCERT, NIEPA, reputed VAs and resource institutions, individual resource persons etc. There would be visits to different states to review the functioning of the EGS & AIE scheme, adherence to MOU conditions etc. In addition, specific visits would be organised whenever necessary to individual states to review particular aspects of the scheme. The monitoring would be effective only if a limited set of quantitative and qualitative indicators is worked out.

13.4 Evaluation:

Evaluation of EGS & AIE projects will be done at two levels; by (i) the State level society and (ii) the Central Government. In addition to regular monitoring of projects through MIS and field visits, the district projects are to be evaluated once in every 4 years by an empanelled agency of State Level society. Evaluation of 1-2 districts each year in the bigger states and 1 district every alternative year in the smaller states will also be carried out by the Central Government, an external evaluation agency empanelled with the Department of Education, Ministry of HRD.

14 FINANCIAL PARAMETERS AND UNIT COSTS

14.1 Centre Costs

- 14.1.1 **Per learner cost of Rs. 845/- and Rs. 1200/- respectively for primary and upper primary centres are inclusive of 5% administrative cost for State and District level and block management cost upto Rs. 2.5 lakhs for block. For calculating the cost of a centre, items to be covered under 5% administrative cost would include monitoring and evaluation, administrative expenditure at district and state level and items included at para 14.3. While, items to be covered under block management cost would include payment of honorarium to one cluster resource person (supervisor) for every 20 centres, travel expenses for cluster resource person, other centre and cluster level activities including Bal Mela, Competition and the items included at para 14.2 of guidelines.**

The cost of individual centre would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be

maintained within Rs. 845/- per child per annum for primary level centres and Rs. 1200/- per child for upper primary level centres.

The item-wise centre cost (upper limit) would be as under:

Sl.No.	Item	Primary Level Centre	Upper Primary Level Centre
1.	Honorarium to educational volunteers	Rs. 1,000/- p.m.	Rs.2,000/- p.m. Rs. 1,000/- for each educational volunteer. Rs.
2.	Training educational volunteers	Rs. 1500/- per annum for 30 days @ Rs. 50/- each	4,000/- per annum (two educational volunteers) for 40 days training Rs. 50/- each*
3.	Teaching learning material for the learner	Rs. 100/- per learner	Rs. 150/- per learner
4.	Teaching Learning material equipment in the centre	Rs. 1,100/- per centre	Rs. 1,200/- per centre
5.	Contingency	Rs.468.75 per centre	Rs. 500/- per centre

An illustrative cost structure for a block having 100 primary centres is at **Annex VIII**

Training duration of educational volunteers may vary from 2nd year onwards.

** Where number of children exceeds 40 in a primary level centre an additional teachers can be provided. No rent for the running of EGS & AIE centre would be allowed under the scheme. The Community/Village Education Committee/Panchayat should provide the space for the centre.

14.1.2 For upper primary centres cost will have to be worked out carefully and funds out of 5% administrative cost will have to be used for meeting the shortfall. For upper primary centre no separate block management cost will be available.

14.1.3. The actual break up of cost between the various items may be finalised by the State within the norms /ceilings mentioned in 14.1.1 and 14.1.2.

- 14.1.4 For non-residential bridge courses of varying duration, the cost norms of the primary/ upper primary level centre would apply. The honorarium of the EVs would be payable for the number of months for which the bridge course functions. For remedial teaching the honorarium of the EV should be reduced (below Rs. 1000/- p.m.) . Based on the number of hours per day for which the Centre functions.
- 14.1.5 The cost ceilings mentioned above would be applicable for all EGS/alternative schools/non residential 'back to school camps' etc. The state society would be competent to accord approval for all proposals for state or VA-run centres/projects within these limits.
- 14.1.6 Certain strategies e.g. residential 'back to school' camps, Balika Shikshan Shivirs for adolescent girls etc require higher unit costs. Certain items of expenditure like food (for learners and staff); non-teaching personnel (cook, helper etc) provision for basic healthcare, rent would be allowed under such strategies. For proposals that exceed the centre level unit cost limit of Rs. 845/- (primary level) and Rs. 1200/- (upper primary level) final approvals would be accorded by the Department of Elementary Education & Literacy. The state society should satisfy itself about the need for such strategies in the context of the district plans for EGS & AIE and the unit costs also before forwarding these proposals to the Government of India.
- 14.1.7 The ceiling for any proposal under the EGS & AIE is Rs. 3000 per child per annum for centre costs. This ceiling would be applicable also for proposals under the Innovative and Experimental component to be funded directly from the Government of India.
- 14.1.8 At least 3 months honorarium of the EV should be available in the bank account of the Panchayat/VEC/NGO so as to ensure that there are no delays in payments. To ensure this, the final release mechanism and the procedures for accounting of expenditure reported by VECs/Panchayats should be properly worked out. Often procedural problems in release of funds from the state to the village level lead to inordinate delays in transfer of funds to the school committees/VECs. This must be avoided as it would undermine the decentralisation and the community's control over funding of the school/centre.

The Panchayat/ VEC would incur expenditure on school committee honorarium of the EV, centre contingency, teaching learning equipment etc and maintain simple accounts for the same. The utilisation certificate for the grants received by the Panchayat/VEC should be sent on a quarterly basis to the block/district office.

14.2 Block Level Management Cost:

14.2.1 The block level management costs would include:

- a) Honorarium of the Cluster Resource Persons (1 for every 20 schools/centres). A CRP would be paid an honorarium of Rs. 1500 per month.

- b) Salary/honorarium of block programme officer/Block level resource persons for EGS & AIE.
- c) Any support staff eg. Clerk/Messenger as per requirement.
- d) Cost of 2 day monthly review & planning meetings at the cluster level (upto Rs. 30/- per EV per month).
- e) Training of supervisors.
- f) Contingency costs for the block level establishment.
- g) Fixed TA to CRPs/Block programme officer or RP.
- h) Organisation of meetings, visits and trainings of Block resource groups, seminars, feedback meeting of block level.

14.2.2 To allow some flexibility, the following items of expenditure could be provided either in the centre cost or block management costs or shared between these two heads (centre and block management costs):

- a) honorarium of CRP
- b) cost for monthly meetings of EVs.

14.2.3 The nature of staffing at the block level would be decided by individual states. Current project level staffing may need to be discontinued. The first charge on the block level management funds would be on honorarium and training of CRPs, cost for monthly meetings, TA/DA for CRPs, and other programmatic interventions. The staff that can be provided at the BEO/BRC office for EGS & AIE should be decided after these costs have been provided for

The contingency to be made available at the block level, the fixed TA rates of CRPs & Block RPs would also be finalised by each state.

14.2.4 The total block level management cost would be allowed within the following ceilings: –

(i)	80-100 centres in the block	– Rs. 2.5 lakhs per annum
(ii)	50-80 centres in the block	– Rs. 2.0 lakhs per annum
(iii)	25-50 centres in the block	– Rs. 1.5 lakh per annum
(iv)	For less than 25 centres	- Rs. 100 per child per annum

- The block level management cost would be decided on the basis of the total number of schools/centres in block, including VA run centres. Out of this amount, the VAs would be eligible for management costs @ Rs. 100/- per learner per annum for the centres run by them. The balance cost will be available for the block level structure of EGS & AIE (of the state government).
- For VAs, project management costs will be admissible at a fixed rate of Rs. 100/- per child per annum.

14.3 District & State Administrative Costs (for State run centres only)

The following costs would be allowed under this head:

- (i) programme management personnel of district level who would function under the District Elementary Education Officer.
- (ii) Organisation of meetings of District Resource Group, payment of honorarium to DRG/BRG members.
- (iii) Programme management personnel at the state level who would function under the Directorate of Elementary Education.
- (iv) Setting up of State Resource Group (SRG), their capacity building, field visit, education, seminars, conferences.
- (v) Salary of faculty members of SCERT or any other resource support arrangement worked out at the state level for EGS & AIE. It would be possible to identify an NGO/institution which could be provided some funds to support the quality aspects of the EGS & AIE.

The district and state administrative cost would be limited to 5% of the overall proposals of any state including the centre and block level programme management costs.

14.4 The cost for the preparatory activities of

- a) microplanning and school microplanning.
- b) community mobilisation
- c) training of VECs/Panchayat/Mothers' group

which are essential to the planning process for the EGS & AIE, would be provided from SSA. For districts currently not covered under projects (DPEP, LJP, GOI-UN) or SSA, an amount of Rs. 1.00 lakh per district proposed to be covered under EGS would be released to the state society for school mapping and community mobilisation activities, provided funds have not been separately sanctioned for preproject activities of SSA.

14.4.1 Certain activities would need to be supported from SSA/projects (DPEP, LJP, GOI-UN) e.g.

- (i) Concurrent or annual evaluation of functioning of EGS & AIE.
- (ii) Exposure visits and capacity building of SRG/DRG/BRG personnel.
- (iii) Classroom observation studies to review the functioning of the quality aspects of the EGS & AIE centres.
- (iv) Evaluation of EV training programmes.

14.4.2 If the state government decides to follow cost norms beyond those clearly specified in the scheme (e.g. pay a higher honorarium to the EV), the balance amount could be provided through state funds (not using funds of any other central sector/centrally sponsored scheme) which should also be routed through the state society for EGS & AIE.

VAs could also augment funds provided under this scheme from sources other than grants from Government of India with the condition that payment of honorarium to EVs should not be at a rate higher than being paid by the state society.

Strategies for Out of School Children

What are the groups of out of school children?

The group of out of school children is a heterogeneous one. The group includes children who have never been enrolled at school since no schooling facilities were available within a walking distance of 1 to 1.5 k.m. While there are children, who while living in habitations where schooling facilities are available, did not enroll because the family migrates every year in search of work or the children work with their parents in the family trade, take care of the household chores and also look after their younger siblings while both parents work. In the urban areas there are children who are living in slums on the streets on railway platforms, in the red light areas children working as domestic help, children working in shops etc. These children are sometimes living with their families while there are those who have run away from home and are now living on their own.

Such diverse conditions and differing needs of each group of out of school children cannot be addressed through a single strategy.

Formulation of strategies needs to address the heterogeneous character of out of school children and their differing needs. The strategies need to be need specific and honour the spirit of the POA(1992) of the National Policy of Education which states 'efforts will be made to evolve different models of non formal education programme and agencies will be encouraged to evolve and adopt the most suitable model depending on the requirements of the target group'.

For the purpose of planning the large numbers of out of school children can be categorised as follows:

Broad Categories

- ◆ Non-enrolled
 - ◆ Living in small, remote schoolless habitations
 - ◆ Living in habitations where schools exist
- ◆ Enrolled but do not attend
- ◆ Enrolled but left school before completing schooling

Based on the nature of the group, out of school children can be categorised as follows:

- children living in remote / access less habitations
- children of families who migrate
- children engaged in household chores
- children engaged in wage earning labour
- children from deprived urban communities

- children belonging to communities -- where access is restrained due socio-religious beliefs & practices
- adolescent girls

The EGS & AIE scheme has three thrust areas; first it focuses on providing schooling facilities to children living in small remote and access less habitations; the second thrust area is to mainstream those out of school children who are in habitations where schooling facilities are available and finally to adopt strategies for those groups of out of school children who are in specially difficult circumstances and mainstreaming them is not likely.

Children living in remote / inaccessible schoolless habitations

The issue of physical access has been addressed by a number of state governments. Madhya Pradesh, in 1997 announced the Education Guarantee Scheme, under which any community where there were 40 non school going children in the age group of 6 to 11 years and no schooling facilities were available within 1 km distance, the community could demand for schooling facilities in the habitation. The government would fulfill the demand for the school within a period of 90 days. The community would organise the space for the school and select and appoint a teacher from the habitation. This school is up to class V after which the learners are mainstreamed in the nearest government formal school.

States like Andhra Pradesh, Rajasthan, West Bengal, have similar strategies to provide universal physical access to children living in small habitations. Maharashtra, Orissa and Uttar Pradesh have recently announced the scheme of Basti Shalas and EGS respectively. These schools are envisaged to be feeder schools for the formal government schools in case of Maharashtra and Uttar Pradesh. These Basti Shalas or EGS are designed for up to class II, after which the learners would join the nearest formal school in class III.

Given below are the key features of the Education Guarantee Scheme of the Government of Madhya Pradesh.

EGS (Education Guarantee Scheme) Madhya Pradesh

- A school is set-up based on a demand for a school by the community. The government provides a guarantee to set up a school within 90 days of receiving the demand.
- There should be at least 40 children, in the age group of 6-11 years, out of school (25 children in case of tribal habitations) and no schooling facilities within a radius of 1km.
- The community has to identify and appoint a teacher (Guruji) for the school and also identify a suitable space for the school.
- The school is operational for 200-225 days in a year. The school is operational for 5 hours every day.
- The children will study upto class V in the school.
- Cost: Rs. 14,860 per annum

- Honorarium of Guruji -- Rs. 1000 p.m.
- Material & Equipment for centre -- Rs. 850
- Material for Learners -- Rs. 25 per learner
- Training of Guruji -- (20 days) -- Rs. 1010.

There are budgetary provisions for textbooks to all the learners. An amount of Rs3000 is provided for procuring books for each centre of 40 children. Each school also receives a School Improvement Grant of Rs2000 per annum for any repairs and providing for any additional material and equipment to the centre.

In the table given in the next page are, the schemes of the different states to provide universal physical access to children living in small remote habitations.

Schools in Small and Accessless Habitations – An Overview Across States (Referred in Annexure-I)

State	Andhra Pradesh	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Issues							
Name of the Scheme / School	Maabadi	Education Guarantee Scheme	Bastishala	Education Guarantee Scheme	Rajiv Gandhi Swaran Jayanti Pathshala	Education Guarantee Scheme	Shishu Shiksha Karamsuchi
Current coverage (No. of Centres)	15,000	26,500	Yet to be started	Yet to be started	11,000	1636 proposed to be opened in 2000-2001	3000
Norm for opening of centre	Habitations with a population below 200 and no schooling facilities are available within 1 km. Minimum of 20 children. In case of Tribal sub-plan 10-20 children in the age group of 6-11 years	In habitations with atleast 40 children in the age group of 6-11 years and there is a demand from the community also there are no schooling facilities within a radius of 1km. In case of tribal habitations minimum 25 children	Habitations with about 200 population and no schooling facilities in 0.5 km radius. In case of Tribal and hilly areas this would be for population of 100 and no school within 1 km radius	In habitations with atleast 40 children in the age group of 6-11 years and there is a demand for a school from the community, also there are no schooling facilities within a radius of 1km. In case of tribal habitations minimum 25 children	In habitations with population 200 and above, atleast 40 learners in the age group of 6-11 years and no schooling facilities in 1km. radius, in case of tribal and desert areas habitations with population of 150 and above and a minimum of 25 learners and no school in 1km radius	In habitations where no school is available in 1km. Radius and there are minimum 30 learners in the 6-11 age group. In the hilly areas the minimum number of learners is relaxed and is 20. The proposal for the school will be presented by the Gram Panchayat	In those habitations where 20 or more children in the age group of 5 to 9 years are either not enrolled in the existing school or if there are no existing schools available in 1 km radius or the existing schools infrastructure is not adequate to take additional enrolment
Minimum number of learners	20 and in case of Tribal sub plan 10-20	40, in case of tribal habitations it is 25	15	40, in case of tribal habitations it is 25	40, in case of tribal habitations it is 25	30, in case of hill areas it is 20	20 learners
Upto which class	Classes I and II	Class I to V	Class I to IV	Class I to III	Class I to V	Class I and II	Class I to IV
Minimum days in a year	10 months	200 days	200 days	200 days			200 days

State	Andhra Pradesh	Madhya Pradesh	Maharashtra	Orissa	Rajasthan	Uttar Pradesh	West Bengal
Minimum Educational Qualification of teacher	Class 7 pass	Higher secondary pass	Diploma in education or class 12 pass	Class 10 pass	Class 12 pass incase of desert areas class 8 pass	Class 12 pass	Passed Madyamik exam of State Board of Secondary Education
Honorarium of teacher	Rs.500	Rs.1000	Rs.1000	Rs.1000	Rs.1200	Rs.1000	Rs.1000
Appointing agency	Gram panchayat	School Mang. Committee	Gram Panchayat	Village Education Committee	Gram Panchayat	Gram Panchayat	School Mang. committee
Duration of Training	10 days	20 days initial training following years 14 days		20 days initial training following years 14 days	Initial training of 30 days	Initial training of 30 days	Atleast 7 days in the first phase
Textbook/material used	Multi-grade learning kit	Books developed to cater to Multi level situation in the schools		Formal school books	Formal school books	Formal school books	Formal School books
Academic Support	Mandal resource persons	Cluster Academic Coordinator	Extension Officer to monitor the school	Cluster Resource Centre Coordinator, BRC and DIET		NPRC coordinator	Appointment of 1 supervisor for every 20 centres
Cost per centre	Rs.10,000	Rs.14,860	Rs.13,000	Rs.17730		Rs.16,350	

Bridge Courses

A significant proportion of out of school children are in habitations where schooling facilities are available. These children either did not join the school system or they left school before completing their schooling. If all these children were to be covered through alternative schools alone, given the large numbers we will probably require if not more alternative schools, as many schools as the existing formal schools. Any large system would tend to be rigid and in the process of standardisation would lose out the capacity to innovate and creatively address the needs of the heterogeneous group of out of school children. Also, there is the likelihood that while designing an alternative school for the different groups of out of school children, a design may be formulated which may be of a quality which is inferior to the existing formal school and these children would end up with a poor quality second rate education. The EGS & AIE scheme states equity to be one of the non-negotiable of the programme. Therefore a critical aspect of the scheme is to design strategies with the objective to mainstream learners into their age appropriate classes in the formal school. Innovative strategies have been implemented by NGOs and in government projects to bring different groups of out of school children back to school. These strategies have been referred as Bridge Courses.

What is a Bridge Course?

Unfortunately all motivational campaigns and enrolment drives lead to a large number of children being enrolled in class I of the formal school. These children are enrolled in class I irrespective of their age and abilities. The school enrolment data starts to show more than half the children in the school to be enrolled in this class. It is this group, of children who are most likely to drop out of the school system and remain out of school. An intervention which enables learners to develop their competency levels as per their age through a condensed curriculum, in a short duration i.e help the learners bridge the gap between them and their peers who have been attending school, are referred to as Bridge Courses or Back to School strategies. Bridge Courses or Transitional Classes are strategies designed for preparing out of school children to join the formal schools and be better adjusted to the school environment. The strategy enables the learners to achieve the competencies appropriate for their age in a short period, during which the children are allowed to learn at their own pace. The Bridge course also prepares the children to cope with the demands of the formal school system. The curriculum transacted to the learners is in a condensed form, the learners achieve equivalence with their peers in the formal school and join them in the appropriate class.

Bridge Courses could be of residential or non-residential nature. These could be of varying duration depending upon the age group of the children. These courses are usually run in close co-ordination with the local formal school whose headmaster is responsible for admitting these children into the school in classes for which they have achieved competency.

While most of the time the Bridge Courses are of the nature of preparatory classes, sometimes they also perform the role of remedial teaching centres for children who has been recently enrolled in a formal school especially for those children who are first generation learners. In case the centre is like a support system it is of a very short duration and it ceases to exist once children are settled in the school.

Remedial Education

Very often children admitted to formal schools after undergoing a bridging programme face problems of adjustment to the formal school environment. These children need to be helped for sometime through community based volunteers. The scheme would support activities like home visits, weekly meetings with parents and children, remedial teaching of such children for a period of upto 4 months after their admission into formal schools.

Children enrolled in formal schools are unable to cope with the studies, because of irregular attendance or not getting sufficient attention at school or home. Centres for these children would need to function before and after school hours and hence the duration would be less than 4 hours. The honorarium paid to the volunteer should be commensurate with the number of hours of teaching at the centre.

Different Models of Bridge Courses

Age Group	Model
5-8 year old	Preparatory classes held for children in this age group to admit them into the formal schools. A Volunteer Teacher is appointed from the community. The duration of such a course is from 60-75 days and it is non-residential.
7-9 year old non-enrolled children or drop outs from school	Short duration Bridge Courses of 2-4 months duration, mostly non residential in nature prepare the children for admission into the appropriate class in the formal school. The children are taught by a volunteer teacher, under the supervision of the Head teacher of the formal school.
9-11 year old working children	Bridge Courses in Residential Camps, of 4 to 6 months duration are organised outside the formal school. The children and the teachers stay at the camp throughout the duration of the camp. At the end of the camp the children sit for the class V common exam and join school in class VI. Sometimes the children are admitted into hostels at the end of the camp to enable them to continue with their studies.
12-14 year old working children	Long duration Residential Camps (12-18 months) take the child upto class VII or VIII where a common exam is conducted. The children at the completion of their exam either join a hostel to continue with their studies or join technical training institutes to learn a vocational skill.
9-14 year old girls	For the adolescent girls who have either never been to school or dropped out of the schooling system it is often difficult to bring them back to school. The intervention begins with bringing the girls to Motivational Centres. At these centres there are a variety of activities conducted to create an interest in the learners to complete their schooling. From the Motivational Centres the girls move to Residential Camps, sometimes the girls may directly go on to attend the camp rather than going from a Motivational Centre. At the Residential camp apart from being prepared for the class V or VIII common examination the curriculum covers issues related to empowerment of the girls. Issues related to their developmental milestones in adolescence, reproductive health, legal awareness and other areas related to developing life skills are addressed.

Children of Migrating Families

Landless families from backward areas migrate in search of work during the agricultural seasons when labour requirements are high. Also there are certain communities who by their nature migrate from one place to another or are nomads. There is a third kind of group who due to extreme seasonal variations migrate to areas where living conditions are better and then return to their village only after the weather improves. In most cases this is a seasonal activity and the duration of migration can be predicted. In some cases the families migrate to a particular site and continue to stay there till the end of the activity while at other times the families may move from one place to another. Children from these families either never enroll at school as they do not know how long they would be in a particular place or lead a nomadic life, or leave school during session to accompany their parents.

With such variety in the nature of migration, strategies have been designed for this group of out of school children, which are implemented at different points. The different kinds of strategies are described below:

- Projects like Lok Jumbish and DPEP Andhra Pradesh set up hostel facilities for children, while their parents migrated, in the same habitation as they lived. The children either stayed in the homes of the families that migrated. A local community volunteer was entrusted the responsibility of looking after the children. Sometimes the parents either contributed money or dry rations for the children. The hostel facility ensured that the children did not have to discontinue their studies because they were going to accompany their parents during migration and secondly it took care of their boarding lodging needs. The community volunteer also provided coaching to the children after school hours.
- In a situation where a fixed group of families migrate together from one place to another it is also possible to provide a teacher to the group of families. This teacher would move with the families from one place to another. The school would be like a mobile school. This is possible in case of nomadic communities.
- When families migrate together to a fixed site and would stay there till the end of the activity, it is possible to set up schools at those work sites so that the children do not discontinue with their studies. Schools can be set up at such sites like brick kilns, construction sites, sugarcane and cotton fields, salt farms etc. One person from the community could be identified who could accompany the families or a suitable person may be found among those who migrate, to teach the children. After the children return to their village they should get admitted into the formal school.
- When families from a village migrate to different areas it may be difficult to either provide them with a mobile teacher or set up a school at their work site, a condensed course can be designed for the children which can be implemented after they return to their village. The condensed course would cover the curriculum children would have missed during the period of migration.

Deprived Urban Children

This group of out of school children includes children living in slums (authorised and unauthorised), children living on streets, children living on railway platforms, along railway lines, children on construction sites, children engaged as domestic workers, children engaged in household chores and sibling care, it includes children working for wages in dhabas, mechanic shops, as rag pickers, shoe shine boys, children of sex workers and children involved in sex trade. This is not a complete listing, one might come across many other groups of out of school children in the urban areas, who belong to the most deprived sections of the society.

Strategies for these children have to build in activities to gain the trust of both the children and their families and sometimes the local influential persons in the community. The children have to be met at their places of work and activities have to be conducted for them there itself initially rather than expecting them to come to a designated place.

- **Residential Camps:** In a large number of cases children are engaged in wage earning labour and therefore it is important to take them away from the work situation so that they are not compelled to go back to work while they get an opportunity to study.
- **Bridge Courses:** Children living in the slum areas are those who have permanently migrated with their parents to the city and most of these children are first generation learners. These children will need to attend Bridge Courses which are preparatory centres and help them to get enrolled at a formal school. An initial support will have to be extended to them after they join the formal school, to get adjusted to the demands of the school.
- **Short Stay Homes / Half Way Homes:** Many of the children living on the streets especially in the large cities, are on their own and living without their parents. These children have run away from their families or do not have either or both parents. They do not have any shelter, they live on the streets, at railway platforms, parks or other public places. A short stay home provides shelter to these children where they are fed, their health looked after and also counselling services are available. The caregiver at these homes also motivates the children to join a Residential camp to complete schooling.
- ★ **Contact centres** for children at or near their place of work for e.g. at railway stations, in parks, in street corners, on pavements. These contact centres would be like motivational centres. Children from here could be sent for attending bridge courses or residential camps.
- ★ **Drop in centres / Half Way Homes / Short-Stay Homes** amongst these deprived urban children there is a large group of those children who have run away from house and living on the streets etc. such children will have to be provided care and shelter along with ensuring their education. These drop in centres / half way homes will need to address basic needs to these children provide them with physical care and emotional support. Services of a doctor may be required to address the health needs of the children, a counsellor may be required to provide emotional support, since the children may have undergone physical, sexual or emotional abuse.
- ★ **Remedial teaching** may be organised for those children who have been enrolled from a Bridge Course or Camp to a formal school. The Remedial teaching centre would help the children get adjusted to the formal school environments and cope with academic requirements of the school. Remedial teaching may also be organised for those children who are irregular.
- ★ For older girls contact programmes may be organised to motivate them to join the mainstream formal education system or complete their education by attending a bridge course on a longer duration Residential Camp.

Education of Children attending Makhtabs & Madarassas only

In certain sections of the Muslim community there is a strong influence to send children to Makhtabs and Madarassas where children only learn the religious text and get no inputs of the mainstream curriculum. Education for these children can be organised through the following ways:

- **Building Linkages with the Formal School:** Children attending these institutions could be provided formal education in Urdu medium government schools after taking them through a Bridge Course to help them achieve competencies appropriate to their age.
- **Strengthening of the Makhtab or Madarassa:** An additional teacher from the same community could be appointed in the Makhtab / Madarassa, with the consent of the management committee of the institution, for teaching the mainstream curriculum to the children. Honorarium and teaching learning material for the learners and teacher could be made available. In case the teacher of the Makhtab / Madarassa has the required qualifications then he could be imparted training and paid an additional honorarium to teach the children the formal school curriculum over extended hours.
- **Changing the medium of instruction in the formal school:** Wherever there is a need and a demand from the community, the medium of instruction at school could be changed to Urdu.
- **Setting up Bridge Course centres for non-enrolled and drop out girls of the community:** Separate centres for girls could be set up in the mohallas/within the community where either a condensed course could be transacted after which the learners could be admitted to formal schools or the learners could study till they complete their elementary education

Adolescent Girls

Older age groups of girls 10-14 years, who have either never attended school or dropped out of school during the early years, it is difficult to just take these girls through preparatory centres and enroll them in formal schools. The strategies for older girls have to be in the form of Residential Camps. At these camps the girls not only achieve competency levels equivalent to the formal schools they also learn life skills, about reproductive health, legal awareness etc. The camp does not only achieve the objective of ensuring the education of the girls, it is also a process of empowering these young girls. Lok Jumbish-Rajasthan, M.V.Foundation-Hyderabad, Mahila Samakhaya project, Sarvodya Ashram and CARE Uttar Pradesh-Hardoi Uttar Pradesh are some programmes who have successfully implemented this strategy and have had satisfactory results. The duration of these camps has been from 6 months to 18 months.

M.V.Foundation has organised Motivational Centres for short duration (2 months) to prepare girls who have never been to school, to enroll them into residential camps

A large number of girls are unable to attend school as they are entrusted with the responsibility of taking care of their younger siblings. While planning strategies for a target group like this it will be crucial to converge with other programmes through which ECCE centres can be set up for the under six year olds so that the older girls are able to complete their education.

The Concept of an Improved School

Under the EGS & AIE scheme the schools being conceived are largely going to be single teacher schools. In these schools there would be 25 to 30 children. There are other characteristics of the schools that make them different from the formal schools. These schools will have:

- Children in the age group of 6-14 years all together in a class.
- The teacher of the school will be from the same village or from the same panchayat.
- The space for the school will be provided by the community.
- In most cases the school will be located in the habitation or adjoining the habitation.
- The timings of the school will be decided by the community to suit the learners.

Ensuring quality education and sustaining it in schools as envisaged in this scheme is a challenge which needs to be addressed. What is understood as quality education should be stated and clarified.

When we want to discuss quality of a school we will need to talk about the learners at the school, the teacher, the space of the school, the school environment, the material and equipment of the school and the teaching learning material.

When we discuss the school from the point of view of the **learners**, it should be a place

- Where children are free to explore and experiment.
- There are opportunities for children to do things themselves and learn, to play, work and talk with children of their own age as well as those older to them.
- There is a variety in the learning situations for the children.
- There is an adult who is concerned about the physical, cognitive and social development needs of all the children.
- This adult is interested in the children and is available whenever the children need.

If a school is able to provide children with an environment which is facilitative and allows them to explore and learn independently, there is no reason that children will not be at school each day.

The **teacher** is the cornerstone to ensure quality in a school. While selecting a teacher it will be critical to select someone who will

- be sensitive to the needs of the children
- be capable of planning activities according to the needs of the children
- have a clear understanding about the learning areas of the different subjects
- be able to prepare plans for each child to do individually as well as in a group
- enable the children to develop as self motivated learners
- work along with the children instead of getting things done from them

The **space** for the school should allow for children to be able to work either in one large group or in small groups and also individually. There should be space for both indoor and outdoor play. The materials and equipment of the school and the teaching learning material can be organised adequately and also stored properly. The room should get sufficient natural light and air. The school should have basic amenities of drinking water and toilets.

Children should be allowed to handle and use most of the **material** available in the school. Children should have access to and are encouraged to use books and other learning material other than the prescribed textbooks. There is sufficient amount of play material and equipment available for the children to use. The material available for the learners should be such that the children can independently use it with minimal help of the teacher.

The **community** should have a sense of belonging towards the school. The community members should be willing to extend support in the activities of the school. The community members could be involved in ensuring that the teacher is regular to the school and all learners are also regularly attending school.

It has been attempted to broadly discuss the parameters, which impact the quality of a school and its practices. This is not an exhaustive list and therefore it can be further broadened. The challenge lies in not only developing a good quality school but also maintaining it. Some of the areas in which it would be critical to focus are as follows

- appropriate and adequate space for a school
- a creative, sensitive and skilled teacher
- an initial training and regular academic support for the teacher
- appropriate and sufficient teaching learning material for the centre to be made available prior to the opening of the centre and a system by which it is replenished regularly
- a variety of learning material and resource material both for the learners and the teacher.
- Proper utilisation of all available resources.
- Capable and efficient system which is sensitive towards children and the society.

Training of Teachers

The kind of school that has been discussed in the earlier note on an ideal school and the qualities of a teacher that were outlined, it is not possible that any person who has studied upto class 8 or class 10 to go to a school and start teaching the children and work with them. The teacher will have to undergo some preparation.

Any individual before he begins working with children needs to learn new things, get new ideas a fresh orientation. The individual should also reflect on the kind of school that he / she attended, the assumption that the individual has related to education of

children, especially children from deprived communities. This self reflection and analysis is important so that unconsciously this person does bring in those very things in the school which he / she disliked in the school.

This teacher will need to be appraised of the recent research and developments in the area of education. The changing trends in the relationship between the school and the society. Similarly there are issues related to why children have been out of school, the child rights issue, issues of child labour so on and so forth. Only an intensive and long duration training programme, which is organised before the school / centre / camp between operational, can fulfil these requirements for developing a teacher for the school. An intensive training programme is only possible when it is a residential programme. List of resource agencies conducting long duration residential training for teachers are indicated in next page.

List of Resource agencies conducting long duration residential training for teacher

S.No.		Duration	Topic	Methodology
1	<p>Shikshaghar/ Prehar Pathshala Teacher Training Module (Nalanda, Lucknow) Features:</p> <ul style="list-style-type: none"> ◆ A brief plan for both phases and a detailed plan for each day. ◆ During the first phase the focus of the sessions is on discussions on issues related to education. The participants are also help in developing activities and teaching-learning material. ◆ Residential training programme. 	Two phases of 15 days each	<p>Orientation, introduction to DPEP, social structures and their inter-relationships, objectives of education, Why alternative schooling? what is an alternative school? Role of a teacher in an alternative school, how children learn and understand? Classroom organisation-fear, punishment, competition in the class-room et c., course content for a primary school, teaching methodologies and development of teaching-learning material and its use.</p> <p>Topic- why education , objectives, the nature of areas of learning (language mathematics and EVS).</p>	Discussion in large and small groups, games and activities, role play, group work, practice sessions on activities and developing TLM.
2	<p>Education Guarantee Scheme (EGS) Teacher Training Module (Rajiv Gandhi Prathmik Shiksha Mission, Bhopal). Features:</p> <ul style="list-style-type: none"> • The training programme develops 	21 days	<p>Training-why, role of teacher, expectations from the training programme. Education-why, objectives, the process of</p>	Discussions in small and large groups, games, role play, classroom organisation, planning of activities and development of teaching-learning material.

	<p>capacities of teachers to deal with ideological issues and day to day situations</p> <ul style="list-style-type: none"> • Academic and Administrative issues related to school have been discussed in detail 		<p>understanding concepts, skills; areas of learning. Learning process- Preparations for setting-up a school, class-room organisation, grouping of learners based on their abilities, planning, evaluation of learners Topic- Need of learning language, mathematics, EVS, art & craft, activities. Evaluation: Concept, continuous evaluation, assessment of problems faced by children, trainees evaluation, Philosophy and values, equivalence, social set-up, religion, gender: teacher- child relation ship in the above context. Discipline, fear, punishment, companion and competition Review – Academic and Administrative issues community support Review- different methods Gender- community participation.</p>	
3	Teachers Training (Digantar,Jaipur)	21 days	Training- what, why, how	Discussion with participants in

	<p>Features:</p> <ul style="list-style-type: none"> • Education, areas of learning, focus on principles of learning areas. • Grouping of learners, classroom organisation and multi-level situation. • Developing an understanding on why training to enable the trainers to develop their individual plan for training of teachers. • Developing a training package for teachers of alternative schools. 	<p>1/ 40 days1/ 4 months</p>	<p>methodology and activities, role of trainer. Introduction of participants and activities to develop team spirit.. The concept of an alternative school, an understanding of why education, role of education, objectives, sensitivity, skills, process of learning in children, activities for developing an understanding in children multi-level teaching. Topic: Language, mathematics, EVS and art and craft) objectives, form, activity use of teaching learning material.. Philosophy and values, inter personal relationships School environment – group/classroom organisation, discipline, competition, comparison, fear, punishment Organisation-classroom, time-table, basic amenities like drinking water and electricity.</p>	<p>small and large groups to understand and analyse their assumptions on education, observation of classrooms, games, songs, story telling sessions, creative activities, science experiments, exposure visits, book review and analysis, film and other audio-visual material and diary writing.</p>
4	Shikshakarmi Teachers Training (Sandhan, Jaipur)	37 days	State formal school curriculum. The focus of	Demonstration of transaction of course content in the classroom

	<p>Features:</p> <ul style="list-style-type: none"> • There is a training syllabus for every subject area (language, mathematics, science, social sciences). • There is a detailed plan for each learning area in the different subjects. • Residential training. 		<p>the training programme is on transaction of the curriculum activities, use of TLM adopting different methodologies, use of games story telling sessions, art and craft. The teachers are encouraged to group children based on their abilities.</p>	<p>using activities. Opportunities are given to the trainees to plan and conduct activities.</p>
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Teaching Learning Material

In a schools where there are children of different age group and of different abilities, the school has a single teacher, the children in the school are allowed to learn at their own pace, there is all likelihood that the school would have 3-4 group of learners. These groups would be on the basis of the different abilities of the learners. In such situations if the learners are provided with material which is directed by the teacher, it is found to be inadequate and inappropriate. Such materials ignore the different levels of the children and also engages all of them in one activity. There is also no scope to repeat any activity especially for these children who have not been able to develop the concept.

The textbooks and teaching material used with children in such classrooms will have to be such that after the teacher has explained the activity to the children, they should be able to do the work themselves, independently. The teacher will need to ensure that the activity is not a mere mechanical exercise and repetitive like copy of alphabets or writing the numbers. The activity should be enjoyable based on the abilities of the learner and allow the child to use his understanding to discover new knowledge and further develop his skills.

The teacher should also ensure that the children while working in smaller group share the material and also support each other in the learning process. Such teaching-learning material is especially useful in organising the school where there is a single teacher, all children have different competency levels and they are of different age groups. It is upto the teacher to creatively use the teaching learning material in a planned manner.

Given in next page is a list of organisations which have prepared different kinds of teaching learning material.

Material Available with Different Organisation

Name of the Organisation	Contact Person	Address & Phone Nos.	Nature of Material	Cost of Material
Centre for Learning Resources (CLR)	Dr. Zakiya Kurien	Director Centre for Learning Resources 8, Deccan College Road, Pune - 411 006 Ph.: 661123 (OFF), 627221 (RES) 661899 (Fax)	Maths Kit with teachers guide for classes 1 + 2 available in English and Hindi. This kit includes materials like Dominoes, Flashcards, number line, abacus, buttons, dice etc. The kit also has activity sheets, and booklets.	Rs. 500/- (approx.)
Bodh	Mr. Yogendra	Co-ordinator Bodh Shiksha Samiti, AA-1, Anita Colony, Bajaj Nagar, Jaipur - 302015 Ph.: 0141-518460 Mobile - 9828013518	For teaching different areas in language and maths in classes 1 to 3 the following materials are used. Board games, dominoes, dice, flashcards, playing cards sticks, scrabble etc.	Not priced
Digantar	Rohit Dhankar	Secretary, Digantar Shiksha Evam, Khel Kood Samiti, Village Todi Ramjanipura, P.O. Jagatpura, Jaipur - 302 017 Ph.: 0141-750230, 750310 Fax : 524601	Sets or series of small booklets are used for different levels of children. These are : <ul style="list-style-type: none"> ❖ Language - Bhasha Vikas Shrankla ❖ Maths- Ganit Bodh (1-15) ❖ Environment- Paryavaran Adhayan ❖ Readiness activities- Aarambik Gatividiyan ❖ Language- Shabds Chitra Card Set & Matra Card Set ❖ Language guide for teachers Issues of monthly magazine "Shiksha-Vimarsha" and Other photocopied material on education, language etc. are also available	Rs. 300/- (approx.) excluding postage.
Eklavya	Anjali Naronha	Fellow, EKLAVYA, E-1/25, Arera Colony, Bhopal Ph.: 563380 (OFF.), 592194 (RES.) 0755-567552 (Fax)	<ul style="list-style-type: none"> ❖ Khushi - khushi (integrated textbooks) for classes 1-5 ❖ Set flashcards, dominoes, Number cards, list of materials to be prepared by teachers Also available are the following publications: <ul style="list-style-type: none"> ❖ 'Sandarbh' (25 issues) - a bimonthly magazines in Hindi which is content based ❖ Assorted issues 'Chakmak' a monthly science magazines for annual subscription. ❖ Bal Vygyanik for classes 6-8 ❖ Samaajik Adhyayan for classes 6-8 A complete catalogue of their publication is available at TSG. 	Rs. 175/- Rs. 50/- Rs. 75/- Rs. 51/- Rs. 125/- per set

Name of the Organisation	Contact Person	Address & Phone Nos.	Nature of Material	Cost of Material
NCERT	Ms. Kanta Seth	Department of Elementary Education, NCERT, Sri Aurobindo Marg, New Delhi - 110 016	<p>School readiness kit</p> <ul style="list-style-type: none"> ◆ Guidelines for material development for enhancing reading skills & comprehension. ◆ School readiness document ◆ Flashcards ◆ Bal Madhyam Prayogshala Samagri ◆ Rachnatmak Kriyaen ◆ Easy to make toys & games ◆ Minimum kit for play material ◆ Prarambhik Bal Shiksha - guide book. ◆ Others story books etc. <p>Manual of Mathematics teaching aids for primary schools by P.K. Srinivasan.</p> <p>Let's Learn Mathematics Class 1-5 (English by K. Ramachandran, C.P. Gupta</p> <p>Resource Material for Mathematics Club Activities by P.K. Srinivasan</p> <p>Samanya Vigyan Part 1, 2, & 3 (Hindi)</p> <p>What on Earth is Energy? (English) by D.P. Sen Gupta.</p>	<p>Rs. 17.50 - 20/-</p> <p>Approx 20/- Rs.</p> <p>Rs.40/-</p>
Katha	Geeta Dharamarajan	A-4, Sarvodaya Enclave, New Delhi. Ph.: 6868193, 6521752	Hulgul ka pitra - basic learning kit for language (5 books, 3 games, 1 poster (Hindi), Material has been specifically developed for urban deprived children between the age of 6-14 years. The criteria for development has been using the familiar words in the environment of the children.	Rs.75/-
IGNOU	Dr. Parveen Sinclair	Reader, School of Sciences OGONOU Maidan Garhi New Delhi - 110 068 6492306 (Res.), 6857067 (O)	<p>Teachin of Primary Mathematics This Set of Six Volumes contains :</p> <ul style="list-style-type: none"> ◆ Aspect of Teaching Mathematics 	Rs. 355/-per set in English

Name of the Organisation	Contact Person	Address & Phone Nos.	Nature of Material	Cost of Material
			<ul style="list-style-type: none"> ◆ Numbers I and II ◆ Fractions and Decimals ◆ Measurement ◆ Project Guide <p>Each volume contains several units that have been very clearly written. These units help in developing an understanding of basic concepts such as addition etc. also explained are methods by which these concepts can be introduced to children in primary school.</p>	Rs. 235/- per set in Hindi.
Nehru Bal Pustakalay (NBT)		Director, National Book Trust India, A-5 Green Park, New Delhi - 110 016 Ph.: 6518378 (OFF) 2204986 (RES) FAX : 6851795	This collection of booklets includes topics on wide range of areas in Science, Social Studies, Language, Culture etc. The topics range from Inventions, Patterns in Nature, Sandhi to Pollution, Our Army etc. The total number of books available are approx. 35.	They are reasonably priced under Rs. 10/- each.
Suvidya	Dr. S.N. Gananath	206, 39th 'A' Cross, 9th Main 5th Block, Jayanagar, Bangalore. Karnataka - 560041	Contains many interesting and innovative ideas, activities and games on primary math teaching using a variety of materials like plastic, wood, cardboard etc. Also contains a manual for the use of the entire kit can be also made using low cost materials.	Rs.5000/- BGVS
Bharat Gyan Vigyan Samiti		Bharat Gyan Vigyan Samiti Working Women Hostel, Saket, New Delhi- 17 Ph.: 6569943, 6569773	The series has stories for children, for adults lucidly written and well illustrated. A set of such books could be made available at each school to be used by teacher.	Rs. 5/- each.
Rishi Valley	Mr. Y. Padmanabha Rao	Director, River Project, Rishi Valley Education Society Madanpally, Chittoor, Andhra Pradesh	Prepare ladder based TLM for children. Most of the work children do independently. Most of the material available in worksheet form. Other supplementary material can also be used with them. Hindi adaption of this material available with DPEP, Uttar Pradesh.	

Review and Planning Meetings Fortnightly / Monthly

To maintain the quality of an education programmes and to for developing its quality further, the induction training of teachers is not sufficient. The initial training is the starting point of a continuous process of developing an understanding of issues related to education and learning of skills, to work with children. The teacher sharpens / clarifies his / her understanding of issues and development of skills over a period of time. If the teacher, mechanically, conducts the class it that this understanding developed during the initial training does not grow and in all likelihood starts to diminish Therefore it is important that the teacher keeps reflecting on his / her work and experiences and shares them with his / her colleagues. The programme should provide space for such reflection and staring. This can be provided during the Review and Planning Meetings of teachers. This meeting can be organised with the objective to bring about qualitative improvements in the programme.

If this meeting is held every month then the two days of the meeting can be broadly divided into four sessions. The first three sessions should be devoted to discussions on academic issues and the fourth session should address the administrative issues of the programme. In case these are one day meetings held only fortnight then too one full day should be and half a day from the second day for discussions on academic issues. The purpose is to allow the teachers to share their experiences, raise problems related to curriculum transaction, use of teaching learning material, addressing the different levels of learners etc. and to be able to get new inputs to enable the teachers to plan new activities.

In these meetings the teachers along with the CRP should be able to discuss and deliberate an issues relevant to education of children, problems encountered during organisation of school and identify solution collectively. The CRP has to play a key role in regularly organising these meetings. The CRP has to be able a facilitation and a motivation enabling the teachers of the Alternative schools to search solutions to their problems themselves. The CRP has to ensure availability of resource persons, materials and other help that may be required by the teachers and the CRP during the process of planning for the learners and the classroom.

The CRP should ensure that all teachers get an opportunity to share their experiences. Discussions can be organised in small groups of 4-5 persons which are then shared in the larger group of all the teachers in the cluster. It is suggested that not more than 20 teachers are there at one time during this meeting. This is to ensure an intensive discussion, reflection and participation of all those present.

Discussion in smaller sub group ensure participation of all members and also enable the CRP to interact with each of the teachers.

During the discussion on academic issues the teacher could include the following areas for discussion. The teacher should share the following information about their school.

- * Average attendance of children in the last fortnight / month.
- * Feedback on meeting with parents of children who are irregular at school. Reasons for long duration absence of teachers if any, efforts made to bring these children to school.

- * Issues for which contact was made with the community.
- * To discuss and analyse the above issues in the context of issues discussed in last two / three meetings.
- * A brief presentation on the nature of academic work done with children in the last fortnight / month.
- * Problems faced in curriculum transaction, achievements of the learners.
- * Share the progress made by learners. Prepare a chart on the monthly / quarterly progress of each child.
- * The teachers could collectively along with resource persons look for possible solutions to problems faced by them in the classroom.
- * Sharing of new activities and preparing teaching-learning material for the activity.
- * Read reference material, journals, articles and make relevant use of it.
- * Develop teaching learning material.
- * Resource persons to introduce new activities, teaching-learning material.

Some of the above activities can be discussed in sub-groups and then shared in the larger group. Discussions with resource persons to develop new activities or discussions on issues related to education of children should preferably be within the larger group.

MICRO-PLANNING

Lack of people's participation in the planning and implementation has been one of the reasons for unsuccessful implementation of different development schemes. Since the inception of the Five Year Plan, it has been emphasized that the plans should be prepared and implemented in close collaboration with the people. It was assumed that without the active cooperation and support of the local people, identification of genuine needs and available resources at the local level would not be possible. This was termed as "planning at the grass roots level" or "microplanning". Planning at micro level means; a) the participation of the beneficiaries, the local people, in identifying needs b) generating available resources in terms of i) material inputs ii) co-operative action iii) creation of more resources through supportive efforts and c) preparation of village plan, keeping in view the available resources.

In the EGS/AIE scheme, it has been envisaged that the plan proposals have to be based on actual assessment of educational need for each habitation. This need assessment can be based on information collected through house to house survey, covering each child, his or her educational status and if s/he is out of school then enumeration of the reasons for the same. Along with this, survey of educational facilities available within the habitation or in the nearest vicinity, also has to be undertaken.

Objectives of micro-planning

The micro-planning under EGS and AIE, will have the following objectives:

- a) Preparing a need based plan with people's participation.
- b) Creating a core team from within the community who will actively participate in planning and implementation of the scheme and ensuring participation of the entire community in the programme.
- c) Ensuring enrolment and regular attendance of all children in the school / centre.
- d) Extending all necessary support to teachers in running the school properly.

Steps of Microplanning

Microplanning process will include following steps.

1. Formation of Core Team.
2. Orientation / training of Core team.
3. House to house survey.
4. Survey of educational facilities.
5. Compilation of information.
6. Sharing information with the community.
7. Preparation of plan based on norms; supported by necessary information.
8. Finalization of the education plan.
9. Preparation of Village Education Register.

10. **Monitoring of children's progress at definite intervals through VER Formation of Core Team**

For conducting micro planning exercise a core team of 5-7 persons at habitation level who would have undergone proper orientation, will be required. These persons will be selected from the local community through the Gram Sabha. One teacher, if the school exist, should also be part of the core team.

1) **Training**

Micro Planning is a complex exercise. Core Team members will require 4-5 days training / orientation which will include;

- a) role of the core team
- b) process and steps of conducting school survey and house to house survey,
- c) compilation of data
- d) importance of involving the members of the community, specially those who are from the deprived sections and
- e) Preparation of plan supported by necessary data

In identifying core teams care need to be taken to ensure participation of women and members of the weaker sections of the community.

3) **Child - Wise House to House Survey**

The first step in the micro planning exercise will be to collect child wise information in consultation with the members of every household. Information about all the children from a family in the sequence of their age has to be collected on the prescribed format. The same sheet of a particular family can get included in the VER.

4) **School Survey**

Survey of educational facilities is the next step. Format II will become the basis for collecting information regarding availability of schooling facilities in the habitation. This information has to be collected with the help of school teacher.

5) **Consolidation of household survey**

The entire family wise information, need to be consolidated to have an integrated view of the situation, on format III. This is a simple exercise of transferring information from household survey sheets to a consolidation sheet. From the sheet total no of children in the school going age, total no going to schools, what no not going to schools (it can be categorized on the basis of reason for not going to school) etc. can be calculated. This along with the other information will become the basis for planning.

6) **Sharing information with the community**

This entire categorized information should be with the entire community. The community generally has some idea about the problems of education in the some idea about the problems of education

in the village but very often this systematic categorized information is revelation for them also. They become aware of the problems of the education of their village. Discussion on probable strategies based on norms also can be initiated at this stage.

7) **Preparation of Education Plan**

Based on norms, education plan for the village can be prepared by the core team in consultation with the community. This plan will be sent to the 'CRC (wherever exist) through panchayats where all the habitation plans will be consolidated, scrutinized and sent to the block level committee.

8) **Monitoring on the Basis of VER**

On the basis of family wise survey format, a Village Education Register can be prepared which will include family wise, educational status of each child. This VER will become the tool for monitoring of children's progress as well as intervention by the community. Monitoring will be done at the intervals of six months. Those 2 periods can be decided based on the academic session of schools in a particular state.

Format -I
Family-wise Survey and Village Education Register

Village :

Habitation :

Cluster :

House Number :
Date of Survey :

- Name of the head of the household : Father's / Husband's Name :
- Caste (Please tick) (1) Scheduled Caste () (2) Scheduled Tribes () (3) Backward Caste () (4) Others ()
- Number of family members (including children) Female : Male : Total :
- Whether family stays in the village throughout the year (Yes / No) If no, which are the months family stays migrate out.
- Details of each child (3-14) yrs. (Please mention in descending order)

Monitoring Date			
I	II	III	IV

S. No.	Name (Boy/Girl)	Sex	Age	Date of Birth	Parent's Name	Grade in which s/he is enrolled	Reasons for not attending school	Details if s/he is physically challenged	Monitoring								Special mention
									I		II		III		IV		
									A	B	A	B	A	B	A	B	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

A. means that child is attending school. Please mention the grade she/he is studying
 B. means that child is not attending school.

Format - II

School Survey

Date of Survey

- 1) **Name of the School**
- 2) **Year of Establishment of School**
- 3) **Name of the habitation / Village**
- 4) **Cluster**
- 5) **School has Classes from _____ to _____**
- 6) **Total No of Sanctioned posts of teachers**
Serving - Male _____ Female _____ Total _____ Vacant Posts _____

7. Enrollment in the Current year (based on schools register)

Class	Boys				Girls				Total (B+G)
	SC	ST	Others	Total	SC	ST	Others	Total	
1)									
2)									
3)									
4)									
5)									
6)									
7)									
8)									
9)									
10)									
Total									

8. (i) Availability of electricity in the village : (Yes / No)
(ii) Availability of electricity in the School (yes/No)

If not available in school then the nearest distance at which it is available (distance in meter) -

9. (i) Availability of proper drinking water facility- (Yes/No):
(ii) If no then where Children go for drinking water (write briefly) :

10. Main equipment / materials available in the school.

S. No.	Equipments / Material	Total No.	No in usable condition
1)	Bell		
2)	Dust Bin		
3)	Durry Patti		
4)	Chairs		
5)	Tables		
6)	Black Boards		
7)	Almirah		
8)	Boxes		

11. (A) Description about school compound
- (i) Area of land allotted for the school -
 - (ii) Area of land in the possession of the school -
 - (iii) No of rooms _____ Complete _____ Incomplete _____
 - (iv) Verandah - (Yes /No)
 - (v) Toilets for girls - (Yes /No) / Urinals (Yes/No)
 - (vi) Play ground - (Yes / No)
 - (vii) Boundary Wall - (Yes/No)

(B) Condition of school building
Floor of rooms / Verandahs Roof Walls Windows/Doors Walls

Condition

- Use A,B,C,D to indicate the condition
 - A. Very good, Strong
 - B. Weak, needs repair
 - C. Delipadated, leaking
 - C. Partially Constructed

**Format - III
Consolidation of Household Survey**

Name of Revenue Village :
Survey :

Name of Habitation :

Months and Year of

House No.	Name of Family head	Caste (SC / ST / OBC / Gen.)	Total number of persons in the family (including children)			Total number of children (5-14) yrs.			Number of children studying in day school (5-14) yrs.			Number of children studying in NFE Centre			No. of children not enrolled (5-14) yrs.			Reasons for children not enrolled in the school (mention serial no. of reasons)	Number of physically challenged children		
			F	M	T	G	B	T	G	B	T	G	B	T	G	B	T		G	B	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Total

SC (Scheduled Caste)
ST (Scheduled Tribe)
OBC (Other Backward Caste)
Gen. (General)

(To be submitted to the BEO / BDO)

Annexure
Request for starting EGS

(Suggestive format)

To

The Block Educational Officer / Block Development Officer

Sir,

Sub: Request for assistance to start EGS in our habitation

We the VEC / PTA members on behalf of the residents of Habitation / Village _____ under _____ Gram Panchayat of _____ Block _____ District declare that we do not have any Schooling / Alternative Schooling facility in the habitation or in the vicinity (within 1 k.m. radius) as prescribed. The nearest Primary School is in _____ Habitation / Village which is _____ k.m. away from our habitation. Our habitation is away from the nearest school / cut off by stream / hillock / forest / national highway rendering it difficult for small children to attend that school. There are _____ out of school children in the age group of 6-14. The list of children with their names and ages is attached herewith.

We are aware of the norms and guidelines issued by the Government, for assistance to establish school under EGS in schoolless habitations. We are agreeable to all conditions and are ready to extend our support as asked for. We request you to provide assistance to start a centre under EGS in our habitation and assure you that we will work with Government in partnership for the cause of education of our children.

We the members of PTA / MTA / VEC Panchayat, of habitation _____ hereby declare that:

- I. A list of eligible children (6-14 years age) who will be availing the facility has been prepared in consultation with the parents of the children during, house to house survey.
- II. We will make all efforts to get all out of school children enrolled in EGS / other schools and ensure their regular attendance.
- III. We also, undertake to provide a suitable accommodation for running the school.

- IV. We will supervise proper running of EGS and take steps required for achieving the objectives of the scheme.
- V. We have identified a teacher volunteer / volunteers who will run the school.
- VI. A committee has been constituted which will operate the account for the school and will be responsible for; monitoring its functioning, purchase of equipments and TLM, payments of honorarium to teacher volunteer and organising community meetings.

Yours faithfully,

Name

Place:

Date:

CERTIFICATE OF BEO/BDO

Reference to the request dated _____ received from the
Village Education Committee/Panchayat of _____
Habitation/Panchayat in _____ Block of _____
District for assistance to start an EGS centre in _____,
Sh./Smt. _____ CRC/BRC/BEO visited the
habitation/village on _____ and found that the facts
mentioned in the representation are correct/incorrect. I propose
acceptance/rejection of the request for the following reasons.

Visiting Officer's Signature
Name
Designation

Signature
Name
(BEO/BDO)

Contract between the Education Volunteer and the Local Community

(Suggestive format subject to State Level requirement)

1. This agreement is made and executed on this _____ day of _____ (month) of _____(year) between the school committee of _____ Gram Panchayat _____block of _____ district represented by its Chairman/President Sh/Smt/Kum _____ S/o _____ resident of _____(herein after referred as 'Committee')

And

Sh/Smt/Kum _____S/o/D/o Sh _____ aged about _____years residing at _____ (hereinafter referred as Volunteer) agreed for appointment on contract to render his/her service as Education Volunteer in EGS centre. The Education Volunteer shall provide service in the EGS centre for a period of one year commencing on the _____ day of _____month _____year.

2. The contract of this appointment IPSOFACTO shall stand terminated on completion of _____ year/s, unless it is renewed even if no specific date of termination is mentioned in this agreement. No formal notice or order shall be necessary to be issued by the Committee. Either party may resign prematurely with one month notice without assigning any reason.

3. It is stated and agreed to by the Committee and Volunteer that any service rendered under this agreement shall not under any circumstances, whatsoever, provide him/her any right to claim for absorption in regular vacancies that exist now or to arise in future in the said or any other educational institution(s).

4. The Volunteer will be eligible for availing of 10 days (leave) authorised absence during a year. If the Volunteer remains absent with permission and if he/she does not have any leave (authorised absence) at his/her credit, proportionate amount from consolidated remuneration will be deducted.

5. The Committee & Volunteer agree to discharge the following responsibilities:

School Committee / VEC / PTA / MTA / Panchayat has agreed to:

- provide regular support to Volunteer for effective functioning of the EGS School
- make available honorarium of Rs. _____ per month to the Education Volunteer of the Centre in the first week of every month
- make available to the Centre the required contingent material on time
- provide suitable place/infrastructure for running the Centre.
- take all measures in cooperation with the community and the Govt. to ensure proper functioning of the school

The Education Volunteer has agreed to:

- work as the teacher in the Centre for an honorarium of Rs. _____ per month
- ensure that the Centre remains open for not less than 200 working days in a year
- ensure that the Centre will be run for at least 4 hours everyday during day time
- devote atleast 1 hour daily for planning of activities
- ensure the upkeep of all centre level records viz. Village Education register, Attendance register, Students' learning records, teacher's diary, Centre facility register, Centre development plan etc.
- make all efforts to improve the academic levels of the students/learners
- prepare the monthly centre report and share it with the Village Education Committee and the parents of the children
- remain punctual and regular and motivate the children to attend the Centre
- properly utilise all the available resources in the Centre and keep the Centre clean and attractive
- that the extension of his services as Education Volunteer will be subject to the annual assessment made by the community / its representative.

Both the parties have also agreed to sort out the problems pertaining to Centre, if any arise, jointly.

We agree to abide by the above contract.

(Signature with date)
Education Volunteers

(Signature with date)
President / Secretary of the VEC /
PTA / MTA Panchayat

EXISTING PROCEDURE FOR VOLUNTARY AGENCY PROPOSALS

- Voluntary Agencies (VAs) which are in existence for at least last 3 years preceding the year of application, would be eligible under the scheme. The VAs should have their accounts audited by Chartered Accountant, atleast for last 3 years are eligible for applying for EGS & AIE projects.
- The eligible VAs are required to submit their application in a prescribed form (copy of the form being used currently, is enclosed).
- The applications together with the relevant supporting documents, should be examined by a Pre-Sanction Appraisal Committee (PSAC) constituted by the State Society for this purpose. The Committee members should be conversant with the strategies of EGS & AIE.
- After PSAC has given its recommendation (format current in use is available with the State Governments), the proposal should be placed before the Grants-in-Aid Committee, which will be constituted as per the guidelines being issued to all the State/UT Governments.

Release of funds

Grants to the Voluntary Agencies for running the centers should be released in 2 instalments.

After approval of a project and receipt of intimation from the Voluntary Agency regarding commencement of the project, first instalment of grant may be released to the agency to facilitate setting up of the centers etc. Thereafter, next instalment of grants can be released on production of the following documents:-

1. Quarterly Progress Report for all the past quarters;
2. Written request for release of grants, inter-alia intimating that 75% or more of the grant already released have been spent.

For release of grants for the subsequent years, the Voluntary Agency has to provide the following documents:-

1. Audited accounts which should consist of (i) Utilisation Certificate (ii) Balance Sheet (iii) Receipt and Payment-Statement and (iv) Income and Expenditure Statement as well as Auditors Report;
2. Annual Progress Report;
3. QPRs of any of the quarters for which such documents has not yet been submitted;
4. Written request for release of grants.

The grant sanctioning authority should examine the Utilisation Certificates and other documents to see that the grants already released from the preceding year has already been utilized during the stipulated period, **for the purpose for which it was sanctioned.** While examining the Utilisation Certificate it should be carefully examined that the Utilisation Certificate give intimation regarding actual receipt of all the instalments pertaining to the project period to which the audited accounts relates irrespective of date of release of such instalments. The UC should also indicate the total of expenditure incurred by the agency for the project during the particular period. Before sanctioning release of the subsequent grant, the grant sanctioning authority should issue an Utilisation Certificate in the format enclosed.

Details of all income and expenditure should be mentioned in the Income and Expenditure Statement on accrual basis and Receipt and Payment Statement on actual basis. Expenditure incurred on assets should be indicated in the Receipt and Payment Statement, as also mention of the assets created should be made in the Balance Sheet.

While examining the audited accounts of the agency, it should be made sure that the norms fixed expenditure to be incurred on non-negotiable postulates are not breached. Details regarding payment made to a Voluntary Agency should be entered, project-wise into a payment register project-wise against the name of the agency.

On receipt of a Sanction and before actual release of grants, the agency should give an undertaking that they will abide by the terms and conditions of the sanction of the grant and should pass a resolution authorising either the Secretary or the president of the agency to act as authorized signatory on behalf of the agency. The agency should also be asked to produce a bond for the entire amount of grant pertaining to a project year. During the currency of the project period, only those documents from the agency should be accepted, which are signed by the authorized signatory.

Reference to Central Government under EGS&AIE

The project proposals where per child cost is more than the norms indicated in the guidelines and all proposals having innovative initiatives and regarding setting up of District Resource Units (DRUs) will be required to be referred to the Central Government, appending therewith recommendations of the PSAC and the State Government Concerned.

Release of grants to the Voluntary Agencies for running DRUs will continue to be the responsibility of the Central Government.

10. Estimated expenditure

Recurring

Rs.

Non Recurring

Rs.

Total

Rs.

11. Amount of grant requested :

Recurring

Rs.

Non Recurring

Rs.

Total

Rs.

12. Whether the institution has adequate Personnel to look after the project ?

Yes

No

13. Whether following documents annexed.

(a) Constitution of the Agency

Yes

No

(b) Constitution of the Board of Management with particulars of each member.

Yes

No

(c) Latest available annual report

Yes

No

(d) Details regarding the selection of instructors and supervisors.

Yes

No

(e) Arrangements regarding training - give details regarding the number of Days of training to be provided to instructors, supervisors and other staff.

Yes

No

(f) Audited accounts for the last three years along with a copy of the certified Balance Sheet for the previous year.

Yes

No

**EDUCATION GUARANTEE SCHEME
AND
ALTERNATIVE AND INNOVATIVE EDUCATION**

**MEMORANDUM OF UNDERSTANDING BETWEEN
THE CENTRAL GOVERNMENT AND THE STATE GOVERNMENT**

This Memorandum of Understanding is made and executed between the Department of Elementary Education and Literacy, Ministry of Human Resource Development, on behalf of the Government of India (hereinafter referred to as the "Central Government") on the one part and the Secretary, Department of _____, on behalf of the Government of _____ (hereinafter referred to as the "State Government") on the second part.

2. The State Government undertake to implement the "Education Guarantee Scheme & Alternative and Innovative Education" (hereinafter referred to as "the Scheme") in its true letter and spirit, within the territorial jurisdiction of the whole of the state/UT of _____ (name of the State/UT)_____

3. The State Government shall immediately identify the State Society (hereinafter referred to as the Society), which should be solely responsible for the planning, implementation - both from executive and financial point of view - monitoring and evaluation of the Scheme in the State/UT of _____.

4. The State Government shall simultaneously with the commissioning of the Scheme, discontinue the existing centrally sponsored NFE Scheme and the existing NFE & EE implementation structure in the State shall converge with effect from the notified date. With the Commissioning of the Scheme, the residual authority and responsibility, if any, of the executive administering the NFE Scheme, will be passed on to the Society.

5. The Society to be identified as the executing agency for the administration of the Scheme shall be the one which has been or will eventually be entrusted with the responsibility of administration of the Sarva Shiksha Abhiyan (hereinafter referred to as SSA).

6. The State Government shall remain committed to make provision for and release every year 25% share of the total expenditure of the Society including actual funding of the projects under the Scheme which shall be approved by the society, from time to time.

7. The Central Government upon consideration of requests for financial assistance from the Society, shall release funds to the Society, as it would consider admissible and justified. The Central Government's share of expenditure will normally be released in three instalments of 40/40/20. The release of second instalment would, however, be linked to the actual release of State Government's share for the particular financial year. The funds released to the Society shall be spent by the Society only on the Scheme as per norms fixed.

8. The Society shall open a separate Bank account and shall maintain separate account in respect of the Scheme, which shall be got audited by a Chartered Accountant as well by the Accountant General of the respective State/UT.

9. The authorities of the Society shall rest with the General Council (GC) under the Chairmanship of the Chief Minister or State Minister in charge of the Department concerned and Executive Committee (EC) to be Chaired by the Chief Secretary or the Secretary of the Department concerned. The Central Government will be represented in the GC/EC by its nominees. The Composition and the powers of these authorities has been described in the relevant document

10. Actual launching of the Scheme shall be preceded by house to house survey district school Mapping exercise/micro-planning/capacity building exercises for which the Central Government will provide a pre-determined sum of money. In DPEP/SSA Districts funds available under these scheme shall be utilised, for the purpose

11. The District/Block level planning shall be so organised as to ensure elimination of duplicate enrolment, simultaneously, in private/Govt. Schools, NFE and such other centres.

12. The Society shall constitute a state-level Grants-in-Aid Committee (GIAC) to examine project proposals to be received. The Central Government shall be represented in the GIAC by a representative of the Department of the Elementary Education and Literacy (the Department) and a non-official member. The presence of the representative of the Department in the meeting of the GIAC will be mandatory. **Proposals received from those of the NGOs who have been blacklisted by any of the agencies/departments of the Central/State Governments, shall be permanently kept out of the consideration of the Society for allocation of programmes under the Scheme.**

13. Clear articulation of demand and commitment from the community shall be pre-requisite for consideration of proposals under the Scheme for EGS. Only those proposals shall be considered by the GIAC which bear evidence of being

demanded by the community. The Society's certification to that effect will a mandatory requirement.

14. The Society shall evolve a mechanism for inviting application from Non-Governmental Organisations(NGOs) and for objective appraisal of the proposals received from such N.G.Os.

15. There shall be a mechanism which shall allow the N.G.Os not satisfied with the decision of the GIAC, to appeal to the EC. However, provision shall be inbuilt in the mechanism, for issuing warning to those of the NGOs who are found to be in the habit of preferring appeal without any valid reason. An NGO receiving two such warning will automatically stand black-listed.

16. The Society shall consider only those proposals under the Education Guarantee component of the Scheme, which are having per child cost within the stipulated limits fixed from time to time. **Any proposal having higher cost parameters and all innovative interventions under the Alternative and Innovative Education component of the Scheme, shall be referred to the Central Government, after appending recommendations of the Society about the suitability of the agency for undertaking such a programme as also the PSAC detailed recommendations on the agency. Such proposals shall be directly dealt with by the Central Government.**

The following non-negotiable postulations shall be required to be guaranteed:-

a) Centres under the Scheme shall function for at least four hours every working day, during the day-time. Any exception to this norm shall be permitted only in the rarest of the cases with the approval of GIAC only;

b) Time-bound and regular payment of honorarium to the Education Volunteers shall be ensured;

c) Text-books & teaching-learning materials required for the Centres Shall be provided to the centres prior to the commencement of the Centres;

d) The induction-training of the Education Volunteers for the specific periods shall be ensured as per the provisions described in the relevant documents;

e) Evaluations of the functioning of the Centres under the Scheme on regular basis shall be carried out in addition to carrying out class-room observation studies.

18. With a view to ensure timely payment of honorarium and to meet requirement of funds for procurement of teaching learning material etc., it shall be the responsibility of the Society for timely release of funds to the field units through its approved channel.

19. The procedure prescribed by the Central Government for the selection and release of funds to the NGOs, shall be followed.

20. In addition to regular monitoring of the functioning of the individual programmes run by the State Government/NGOs, the Society shall also devise ways to keep a strict check on the accounts of such programmes.

21. The Society shall work out appropriate testing and certification mechanisms for the learners enrolled in the centres to enable them eventually to get admitted to the formal schools at various levels.

22. The Central Government on continuous basis evaluate performance and effectiveness of the programmes. Acceptance by the Society, of the decision of the Central Government, based on the recommendation of the teams which undertakes such evaluation activity, shall be mandatory and action taken reports on such decisions shall be placed before the GIAC when it meets next i.e. on or after one month from the date of communication of such decision.

23. The Society once in a year shall recommend to the State Government, names of a selected few centres, which tops the performance ladder, for conversion into formal schools. Such recommendation shall be made at least six months in advance of the commencement of the academic session.

24. The Society shall send reports and allied information to the State and Central Governments, as would be required and prescribed by these Governments, from time to time.

25. The Central Government will be within its right to suspend or stop release of funds, if in its opinion, the society has failed to perform its duties as specified in the relevant document(s) or as per the norms fixed and/or the State Government has not released its share of 25% of the total expenditure before the request for release of 2nd instalment of grant has been received by Central Government.

(SIGNATURES WITH SEALS)

**Calculated amount for EGS primary centres for a block with 100
EGS centres**

A.	Total admissible amount for 100 centres @ Rs. 845/- with per learner cost at each centre 845x25x100.	=	Rs. 21,12,500/-
i)	5% of administrative expenditure for State and District level office for lighting monitoring & evaluation etc.	=	Rs. 1,05,625/-
ii)	Block level management cost	=	Rs. 2,50,000/-
iii)	Amount available for running the centre	=	Rs. 17,56,875/-
	(a) Honorarium per 100 volunteers @ Rs. 1000/- for 12 months 1000x100x12	=	Rs. 12,00,000/-
	(b) Teaching-learning material @ Rs. 100/- per learner	=	Rs. 2,50,000/-
	(c) Teaching learning material @ Rs. 1100/- (equipment at the centre)	=	Rs. 1,10,000/-
	(d) Contingency for the centre	=	Rs. 46,875/-
	(e) Training of educational volunteers	=	Rs. 1,50,000/-