DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

**STRATEGIC PLAN
(2011-2017)**

GOVERNMENT OF INDIA

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

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CONTENTS

Section -1: Department's Vision, Mission, Objectives, and Functions

Vision

1.   To ensure education of equitable quality for all to fully harness the nation's human potential.

Mission

2.   (i).   Reinforce the national and integrative character of education in partnership with States/UTs.

(ii).   Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.

(iii).   Provide free and compulsory quality education to all children at elementary level as envisaged under the RTE Act, 2009.

(iv).   Universalise opportunities for quality secondary education.

(v).   Establish a fully literate society.

Objectives

3.   (i).   Access: Expansion of quality school education.

(ii).   Equity: Inclusion of disadvantaged groups and weaker sections.

(iii).   Quality: Improving standards of education.

(iv).   Formulating policy and carrying out institutional and systemic reforms.

Functions

4. (i). To formulate and implement policies and programmes for elementary education, secondary education, literacy and continuing education for adults.

   (ii). To set up programmatic structures for administration, fund devolution and monitoring of schemes and programmes of the Department.

   (iii). To develop mechanisms for coordination, consultation and monitoring of performance of the State/UT Governments in respect of the various programmes and schemes of the Department.

   (iv). To fulfil international commitments relating to Education For All (EFA) and Millennium Development Goals (MDG).

   (v). To monitor the functioning of subordinate/autonomous bodies/organisations: Directorate of Adult Education, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, Central Board of Secondary Education, National Institute of Open Schooling, Central Tibetan School Administration; National Council for Teacher Education, National Bal Bahwan and the National Council for Educational Research and Training.

   ● Entering into RFD with above mentioned organisations.

Section – 2: Assessment of the Situation

1.   School education at all levels impacts on all families raising student-concerns, parent-concerns, community-concerns, teacher-concerns, institutional-concerns, administrative-concerns, financial-concerns and a host of others. These have regularly to be monitored, analysed and, resolved.

2.1.   Some of these concerns have been addressed by the globally advocated objectives in 'Education For All' and 'Millennium Development Goals'.   Overall, these encompass early childhood care and education, access to good quality free and compulsory primary education, learning needs of young people and adults, adult literacy, gender equality and, improving quality of education. Internationally, we stand committed to realisation of these goals. But, in our own prescriptions, we have gone ahead in many of these.

2.2.   By amending the Constitution of India, we have enshrined 'elementary education' (and, not just primary education) as a Fundamental Right; and, the RTE Act has been enacted to operationalise this provision for giving free and compulsory elementary education to all children in the 6-14 age group.   The Saakshar Bharat programme advances the cause of adult education with focus on literacy and more particularly on female literacy. Both the SSA (under the RTE Act) and the RMSA

lay stress on girls education while stipulating appropriate standards for quality enhancement. The ambitious skill-development programme initiated by the Prime Minister seeks to bring vocational education back into prominence.

3. The SSA was already advancing the cause of elementary education in a big way. To make the implementation job simpler for the States/UTs, the SSA norms and standards have been harmonised with the statutory prescriptions in the RTE Act. States/UTs have also been appropriately oriented towards the time-limits stipulated and the quality-thrust prescribed. And, adequate financial support has also been assured.

4. Unaided though it is by constitutional directives or statutory stipulations, the RMSA seeks still to take rigorous steps. The phenomenal 13-fold jump in budgetary provision is proof enough of the seriousness of intent. The RMSA includes in its fold projects like Model Schools in the PPP mould, ICT in School, Construction of Girls Hostels, incentive to girls for secondary education, vocational education and inclusive education of disabled children.

5. The school education and literacy sectors have a number of stake-holders. These will obviously vary for each of the six thrust

programmes identified for special consideration in Section – 3. An effort has been made to list them out for different levels. A comprehensive set of these lists is attached as **Annex – 1.**

6.   These stake-holders expect genuine service from the Govt. to achieve the stated objectives in a limited time-frame. The Govt. expects cooperation and support from them in the smooth implementation of the programme. If they can be consulted about, associated with and, involved in the programme, they are very likely to play a more pre-active role.

7.   They can assist the Govt. in ensuring implementation of the programme; in monitoring enforcement of norms/standards; in facilitating quality enhancement; in conducting social audits of the projects; in motivating girls/children from disadvantaged groups/children from educationally backward minorities and, disabled children. By spreading objective information about the programme, they can increase the credibility of the governmental initiative.

8.   Approximately 20 stake-holders in the DSEL sector were extensively consulted on identified issues. The lists of 'Issues for Consideration' were sent in writing for responses. A comprehensive set of these lists

of 'Issues for Consideration' is attached as **Annex – 2.** There were detailed discussions on the lists in separate meetings with,

~ representatives of state governmental officers; and,

~ a representative group of selected non-governmental stake-holders.

9. Based on all the information gathered, an assessment of the situation was quickly made so as to gauge the strengths, weaknesses, opportunities and, threats. Interestingly, it has been decided to eliminate 'threats' on the ground that there can be no threat to 'education'. Instead, 'challenges' have been identified.

10. This, again, was done separately for the six major thrust areas identified. A comprehensive set of the SWOC analyses is attached as **Annex -3.**

11. In the RFD drill, given the importance attached to the Strategic Plan, consultations with Stake-holders will become a regular feature.

Section – 3 : Outline of the Strategy

1.   The work of the Dept. of School Education & Literacy covers, in the main, elementary education, secondary education, adult education and teacher education. The strategy has been to advance this work through major thrust programmes as follows:

(i).   **Adult Education**

        -   Saakshar Bharat

(ii).   **Elementary Education**

        - The Right to Education Act.

        - Sarva Shiksha Abhiyan.

        - The Mid-Day Meal Programme.

(iii).   **Secondary Education**

        - Rashtriya Madhyamik Shiksha Abhiyan.

(iv).   Teacher Education Progrmme.
          (Commonly for elementary and secondary education).

2.   Almost all the major thrust programmes identified have had recent reviews of policies and strategies. The SSA underwent this review in the context of implementation of the RTE Act. The Saakshar Bharat programme was approved for implementation only halfway through 2009-10. The RMSA has been launched even more recently. The Teacher Education Programme was critically reviewed and revised,

modified, with the help of the NCERT, during 2009-10. The MDM Programme, as a PM's Flagship programme, is subjected to continuous scrutiny and was revised during 2009-10. The strategies, priorities, targets and, processes of all these programmes have been set out recently. It will be too early to alter them at this juncture; they will have to be maintained as already approved. Based on the experience so far, however, some ideas about possible changes for improvement have emerged. The XII Plan formulation process will provide an opportunity to consider introduction of these changes. Viewed in this perspective, the position in respect of each of the six major thrust programmes has been set out hereinafter.

3.1. **Adult Education**

Saakshar Bharat Programme.

1. The National Policy on Education, 1986 (as modified in 1992) stated that in view of the critical importance of participation by beneficiaries in the development programmes, systematic programmes of adult education linked with national goals will be organised. It elaborated that a vast programme of adult and continuing education will be implemented through various ways and channels, including: establishment of centres in rural areas for continuing education, post-secondary education institutions, programmes of distance learning, organising need and interest based vocational training programmes, *etc*.

2.	Although the NPE advocated a vast and systematic adult and continuing education programme, linked to national goals, in practice. The approach has been segmented and sequentialised rather than treating basic literacy, post-literacy and continuing education as a continuum, *i.e.*, first to achieve universal literacy and then move on to lifelong learning. As a result, millions of literates are deprived of an opportunity of lifelong learning. This approach also gives ample room to literates to relapse into non-literacy. Strategically, adult education has to be accepted as a continuum and not as sequential.

3.	Saakshar Bharat recognizes the need for such a paradigm shift in respect of adult education.

In the 12th Plan period, this strategic shift from adult literacy to continuing education and lifelong learning will be foregrounded so that new literates and literate adults could equally benefit from the programme.   The effort will be to change the ephemeral character of the literacy mission to a regular and permanent system of education of adults.

4.	Some of the features of this strategic shift will include the following:

(i).   **National Authority on Adult Education**

In order to imbibe and radiate the paradigm shift in adult education, as indicated above, the nodal agency at the national level, viz., National Literacy Mission Authority, should be restored to its original character of functional autonomy with executive and financial powers in respect of its programmes. It will be more meaningful to rechristen it as National Authority on Adult Education,   from   its   current   restricted connotation, *i.*e. National **Literacy** Mission Authority.

This will facilitate to position an organisational and management set up for the system of adult learning and education in lifelong learning perspective, with its own **administrative** and **academic support-structures** at national, state, district, block and village levels, parallel to the formal school education system.

(ii).   **Permanent set up for Adult Education in villages**

The shift implies the creation of an Adult Education Centre (AEC), much like   formal   schools,   as   a **permanent set up at village/Gram Panchayat level,** as also such centres, with better infrastructure &

expertise at Cluster and Block levels. The AEC will need to have Adult Educators or **Adult Education Teachers, as a regular professional cadre**, as in the case of teachers in formal schools.

(iii). Based on successful models internationally available (*e.g.,* China and Brazil), we should think in terms of organising these comprehensive adult education centres in ways that will ensure pronounced transparency in their set up and democratisation in their functioning.

(iv). Such a system can not admit involvement of volunteers and honorary workers. Volunteer-Instructors in any case have been a reluctant lot. In these days of steep escalation of cost of living, it is not easy to attract willing volunteers. The move, therefore, will be to convert these voluntary positions into paid-functionaries.

(v). **Academic Resource Support System for Adult Education**

State Resource Centres (SRC) provide academic support for the Adult Education system through development of Primers and other materials for further learning and

training. The SCs are also undertake training of those engaged in imparting literacy and other components of adult education, through the cascade model of training as well as upgrading the capacities of those engaged in planning and implementation of adult education programme, like the PRI members and other convergence agencies.

Right now, there are 30 SRCs and it is proposed to add 10 more before the end of the 11th Five Year Plan.

In order to professionalise and regularly upgrade the capacities of the cadres engaged in adult education, the SRCs will be strengthened down to district and block levels, subject to availability of resources.

Institutional collaboration with IGNOU, NIOS, etc., is underway for strengthening and upgrading the professional competencies of adult education personnel, like the Preraks.

(vi). **Model AECs**

The Model AECs will be pace setters not only in respect of learning opportunities and programmes offered, but also in the matter of physical infrastructure facilities. NLMA has circulated detailed list of parameters of a model AEC.

Model ACEs have been set up by SLMAs and SRCs and even PSUs and corporate sectors. The idea is to motivate other agencies to emulate such models.

(vii). **Capacity Building of GPs and GP level Management Committee Members**

Saakshar Bharat programme is being implemented in 167 districts, sanctioned during 2009-10. As of January, 2011, 861 meetings have been conducted, orienting 33,592 GP Presidents in 147 blocks of 79 districts in 13 states. Capacity building orientation of remaining GP Presidents is in progress.

Capacity building of the 82,409 GP level Management Committee Members has been initiated.

Orientation of remaining GP Presidents of 208 district as well as the GP level Management Committee Members will be completed within the Eleventh Plan, but such

orientations will also be repeated periodically thereafter on various other components of the programmes of Adult Education.

(viii). **Extending Vocational Skill Development through Jan Shikshan Sansthans.**

The Jan Shikshan Sansthans' (JSSs) courses and programmes are being re-organised in synchronisation with the National Policy on Skill Development which aims to impart skills to 500 million people by 2022. Their reach will be extended as JSSs are the only institutional set ups to meet the life skill and vocational skill needs of the beneficiaries of adult education programme *viz.,* non-literates and neo- literates. Steps will also be taken to dovetail JSS courses with local vocational needs.

(ix). **Assessment and Certification**

A national benchmarking of the status and level of literacy proficiency is underway as a combined initiative of NLMA and NIOS with the support of SLMAs, Districts, Block and GP Lok Shiksha Samities. The approach is to open up the assessment and certification of literacy status on demand as a matter of right. In the literacy test conducted on 20 August 2010 as a pilot phase, 5,18,385 appeared and 3,34,507 (64.53%) qualified. The idea of open assessment and certification is being up-scaled.

More than 10 million has been targeted for the next round of literacy assessment test slated for 6 March 2011 and is scheduled to be repeated every six months thereafter.

The road map for Assessment for equivalency would also include assessment and accreditation through certification of prior learning.

(x). **National Curriculum Framework for Adult Education**

The larger social objectives of NLMA are embedded in the National Curriculum Framework for Adult Education and are the pervasive values and objectives in the

contents and processes of adult education. The NCFAE recognises lifelong learning and education of adults as an integral continuum beyond basic literacy. It also stresses convergence and synergy between adult education and departments/programmes like agriculture, health, women and child development, social welfare, etc.

(xi). **Strengthening and Promoting Adult Learning and Education through a clear Policy Framework**

The entire spectrum of adult learning and education needs to be brought under a system of regulation through legislation. A clear cut policy framework, with adequate legislative backing, if required, relating to levels of proficiency and achievement norms of adult learning will lend tremendous legitimacy and validation, and thereby strengthen adult education.

Education of adults in a rights and lifelong learning perspective will become vibrant if it is viewed as a justiciable right through a statutory prescription by Central and State Governments.

(xii). **Public-Public (PP) and Public-Private Partnership (PPP)**

Public-Public Partnership: As a part of the Corporate Social Responsibility (CSR), Govt. Departments, their agencies and PSUs have come forward to join the Saakshar Bharat Mission.

Container Corporation of India (CONCOR) has offered to adopt the AECs and transform them into Model AECs by endowing with all facilities. The TRIFED's MOU with NLMA is another case of Public-Public-Partnership (PPP) in the matter of extending marketing facility and financial help to the JSS beneficiaries.

Public-Private Partnership: Tata Consultancy Service's offer of mounting computer based literacy in a camp mode, has already been pilot tested, and is due for upscaling in many states.

(xiii).**Role of NGOs**

Saakshar Bharat envisages involvement of NGOs to undertake any activity with grants-in-aid. Especially for Environment Building (EB), Ad agencies have been commissioned to create a favourable environment through print and other electronic media.

The Bharat Gyan Vigyan Samiti (BGVS) has offered to mount a nation-wide mass mobilization campaign and also to run some innovative AECs.

In response to an advertisement for collaborating with NLMA in Saakshar Bharat Mission, more than 6000 applications have been received out of which 600 were found eligible. These would be further scrutinised in respect of innovative dimensions of their proposal and the selected ones would be offered grants-in-aid.

3.2.1. **Elementary Education**

A. **Implementation of the RTE Act**

   And

B. **The Sarva Shiksha Abhiyan**

(i).   To enable States/UTs to conveniently implement the programmes, substantial financial support will be provided. The SSA model of tapering financial support has been modified to provide for financial support on a fixed 65% - 35% basis.

(ii).   Realisation of the physical goals – classrooms/teachers/new Schools – will be substantive; and, there will be front – loading of these targets.

(iii). Opening of new schools will taper off. At the primary level, the need will be met by end of the XI Plan. For the Upper Primary Level, it will extend to the second year of the XII Plan also.

(iv).   Some special residential schools will also have to be set up. For children from habitations not having enough numbers for a new school as also for urban deprived children without adult protection some appropriately located residential schools will have to be established.

(v).   The SSA focus on breaking barriers of gender, class, caste, etc., will be reiterated.   These are not, however, easily targettable as they involve introduction of attitudinal change. This will have to be arranged through Teacher Training, sensitising parents and community members including PRIs, curricular material, *etc*.

(vi).   States/UTs will be assisted in redeployment of teachers to conform to the ratio prescribed in the RTE Act.   A specially developed software to analyse the existing position will be given.

(vii).   Text Book reform will be intensified to incorporate reform in contents and production.

(viii). The Management structure for SSA, as a registered society, was devised for specific reasons.   It has had its advantages. But, from a long-term perspective, and in the context of the RTE Act, which requires the whole education department to be geared up in a unified manner, steps will be taken during the course of 12th Plan to harmonise the SSA and Departmental structure.

(ix). In conformity with the stated policy, a system of Continuous and Comprehensive Evaluation will be introduced to ensure that evaluation is treated as an integral part of teaching rather than as an event which follows the completion of teaching.

3.2.2. **Mid Day Meal Programme**

(i). Delivery and storage of supplies have shown many weaknesses. MIS-based monitoring of supplies from the FCI will be a good initiative. Likewise, speeding up construction of kitchen-cum-store rooms will be a good initiative to stop misappropriation of stocks in storage and to provide adequate hygienic cooking space.

(ii). Like supplies, flow of funds has been a hurdle too. It will be a good idea to use available technology to streamline flow of funds on-line through Banks. This unexceptionable proposition, that has been in demand, will be increasingly adopted.

(iii). As regards monitoring, which is manually done now, it will be a good idea to explore the feasibility of adopting the U.P. model of employing an IVR system. Adoption of appropriate software to strengthen the system and use of mobile phones to

supplement the facility should enable on-line monitoring in real time.

In this connection, it will be useful to recognise that 2% of the B.E. is earmarked for monitoring. In other words, in the total Programme Budget nearly ` 200 crs. are available for 'monitoring'! Action will be taken to motivate States/UTs to use this provision purposefully for modernizing and streamlining 'monitoring'.

(iv).   Poor attention to hygiene has been highlighted repeatedly. External inspection of cleanliness of kitchens was introduced as an effective way of tackling this issue. Involvement of some local organisations in this work was also introduced on priority. Also, to the extent possible, other touring officers were given some basic training in what to look for so that they could also make surprise inspections. These measures have, no doubt, yielded results. But, they need to be reinforced and strengthened for giving better results.

The RTE Schedule prescribes that every school must have a well established kitchen. Besides other aspects, this basic infrastructural facility shall be met on priority.

(v).   Cooks and Helpers will themselves have to be better trained in these matters so that the quality-thrust can be equally internalised.

(vi).   Inadequate availability of water is a major contributing factor in this regard. Arrangements will, therefore, have to be made to surmount this problem in convergence with UD/RD Ministries. Appropriate action will be taken accordingly.

(vii).   The feasibility of introduction of gas cylinders or alternate local fuels will be explored so that burning of wood can be eliminated even as the quality of the cooking process improves.

(viii). In schools having ECE classes, the 'pre-school children' are denied MDM on a rigid enforcement of the age bracket. This logjam will be resolved by a realistic and humane appreciation of the ground-situation created by the conjunction of ECE and Primary classes.

(ix).   Andhra Pradesh has developed a model of MDM centres being run by Self Help Groups. This has been seen to function well.

Efforts will, therefore, be made to emulate this model elsewhere also.

(x). The concept of Social audit is well known but less adopted. A vast programme like the MDM, operating on a widely dispersed basis, can be checked by social audit better than through other means. Efforts will be made accordingly to create the necessary public awareness through a sustained media campaign.

(xi). The effectiveness of the MDM programme has been assessed through impact on enrolment, retention and, attendance. This has been questioned by the PAC who have observed that other factors also impact on enrolment, retention and, attendance. Efforts will be made to explore the feasibility of identifying exclusive indicators to assess the impact of the MDM Programme.

3.3. Secondary Education

1. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) covers only the secondary stage (*i.e.*, upto class X)   now.   But, in the foreseeable future, it must extend to the Senior Secondary stage also.   But, before that happens, some structural

readjustments will be necessary. At many places, senior secondary classes are located in inter-colleges. If they have to be properly incorporated in the RMSA fold, they must shift from inter-colleges to schools. The attempt will be to accomplish this by 2013-14.

2.1. The RMSA has a modest beginning of encompassing only govt. schools to start with. But, to be meaningful it must expand its coverage. Bearing in mind realistic considerations, it can be expected to encompass 'aided' schools in the next plan period i.e., from 2012 -13 onwards.

2.2. It will, however, not be practicable to treat 'private unaided' schools on par. They will have to be pushed into the system through through other normative measures like a Pupil-Teacher Ratio, Pupil-Computer Ratio, etc. The Pupil-Teacher Ratio that is 30 : 1 now is proposed to be improved to 25 : 1 in the XII Plan; and, the Pupil-Computer Ratio is likely, by the end of the XII plan period (*i.e.*, 2016-17), to improve 10 : 1.

2.3. In addition, B.Ed. colleges will be encouraged to give special attention to development of capability of teacher-trainees for ICT enablement. B.Ed. colleges will be incentivised to develop

infrastructure and connectivity for ICT so that all teachers acquire proficiency in use of ICT in classroom transaction.

3. The RMSA stipulates that 'access' and 'quality' must go together; expansion shall not mean a thinning-out of the spread of resources. Every school will be required to fulfil certain infrastructural and faculty norms. The Boards of Secondary Education will improve recognition conditions relating to Library, Computer Room, Laboratories, Class rooms, Toilets (separately for boys and girls), provision of drinking water and, supply of sports equipment.

4. The Abhiyan will lay stress on curricular and examination reforms. To prepare a level playing field for aspirants of higher education, a core syllabus for higher secondary stage will be prepared and circulated to all Boards for adoption. This will be more in the nature of a quality initiative.

5.1. In-service Training of secondary teachers in general will also have to be spot-lighted. For better outcomes, the whole training effort will need to be institutionalised. The DIETs may have to expand to cover secondary classes too. This can be achieved with special funding from the RMSA, so that

specialised units within DIETs can handle the same.

5.2.   Bearing in mind the existing inadequacies, the RMSA will emphasise improvement in teaching of Science, Mathematics and, English. Towards this end, establishment of Science and Mathematics Laboratories will be singled out for special attention. Additionally, ICT will be increasingly used to make teaching – learning more interesting, enjoyable and effective.

5.3.   The focus will be on 'capacity building'. The thrust will be for creation of a permanent pool of resource persons in each state so as to build-in capacities to sustain training on an on-going basis. Appropriate collaboration with universities and colleges will be established to involve their faculty for content-enrichment.

6.1.   Taking an 8-year cycle, full impact of the RTE Act, at the elementary level upto class VIII, will be realised by 2017. But, bearing in mind the fact that the SSA has been making impressive   progress since 2001, it can be expected to realise its goals even earlier. The RMSA will, therefore, aim to achieve universal enrolment upto class X by 2017 and universal

retention by 2020. In phase-2, the RMSA will aim to achieve free and compulsory secondary education.

6.2. The transition rate from class VIII to IX is 89% now. To realise the objective stated above, it should be raised to 95% – 100% by 2016-17.

7.1. One of the high points of the RMSA is its emphasis on ICT in school. It will, therefore, be essential to ensure that all Secondary and Senior Secondary Schools have necessary connectivity and capacity building for teachers in ICT enablement. At present, only 10 PCs per school are provided under the programme. Bearing in mind the enrolment drive, the target will be to provide PCs with reference to enrolment by 2016-17.

7.2. To sustain the progress in this regard, every year all teachers are proposed to be exposed to a one-week Refresher Course in ICT. An ICT Cell will be created in the SCERT or State directorate to institutionalize attention to this activity. To augment training capacity and to enhance quality of the inputs, help will be taken from institutions like the IIT, IIIT, etc., if necessary, with special funding from the RMSA. In consultation

with the Dept. of Higher Education, a coordinated plan of action will be developed.

8.   The secondary education sector has 8 high prority projects. One of them is inclusive education of disabled students. In line with the latest approach in this regard, such children will be placed in normal classes in all schools with special arrangement for additional inputs.   Such development of inclusive environment in all   schools will be realised by end of the XII plan period i.e. 2016-17.

9.1   RMSA is confined to class 9 and 10 at present. With implementation of SSA and RMSA, the demand for higher secondary education will grow. Also, the Government has set a target of enhancing the GER for higher education from the present figure of 13.5% to 30% by 2020. In order to achieve the same, the GER of higher secondary stage needs to be improved substantially. Therefore, classes 11 and 12 need to be included under RMSA during the 12th Plan

10.1. Efforts will be initiated to popularise vocational courses at the +2   level. The National Policy on Education envisages it to be at a 25% level. Distressingly, it is only at 4.5% at present.

Recognising the realistic limitations in expanding this coverage, the RMSA will aim to reach a level of 10% by the end of the XII plan period (i.e., 2016-17).

10.2. Statistics indicate that the enrolment at the +2 level will be about 4 crores. 10% of that will be 40 lakhs. The requirement of faculty for such a large contingent of trainees will be enormous.

10.3. A pupil-teacher ratio fo 20: 1 will be maintained in vocational education. Faculty availability of this order will be difficult to obtain. Special preparatory efforts will be called for. Persons with the skill and knowledge of the subject area concerned will be selected and given special training in teaching methods.

11.1. Efforts will be made to introduce a PPP –model in secondary education. Although the initiative has already been launched, it is expected to pick up momentum during the XII plan period.

11.2. The idea will primarily be for securing initial investments. Private parties will be motivated to make such investments on

the assurance of reimbursement by the Govt. through annuity payments spread over 12-15 years.

11.3. The Govt. will also keep a 50% quota in admissions in the PPP-model schools. The private parties concerned will be made payments on a per capita basis. For the purpose of maintaining   quality, these payments will be subject to minimum standards of performance by the students.

11.4. The model school scheme is being implemented through the State Govts. in the 3500 educationally backward Blocks. Since each of these high quality schools is meant to cater to the entire block, efforts will be made to add hostel facilities to these model schools during the 12th Plan.

3.4. **Teacher Education**

(i). Like DIETs, BIETs will be started at the Block Level. To begin with, 100 model BIETs will be set up. The MHRD will provide funding for their establishment.

(ii). DIETs will have a crucial role to play. Their functioning will, therefore, be subjected to critical evaluation. The T.N. Govt. as well as the RIE (Mysore) have developed good assessment – models. Assessments, based on these models, will be taken up in a bigway, during 2011-12, in the 8 states having the greatest problem.

Teacher Training Institutions, (including DIETs) will be required to be accredited by the NCTE or anyother appropriate body. They will also be subjected to strict annual inspections. In view of the crucial role played by DIETs, special emphasis will be laid on DIETs meeting minimum standards.

(iii). A national Workshop will be organised in 2011-12 with participation of State Education Secretaries, Education Directors and, domain Experts to develop a Vision Plan.
Core Groups, with 5 or 6 Experts, will be set up in each state to keep pushing the Teacher Education Programme. With suitable modifications, based on experience, this will lead on to continuation of the programme during the XII Plan period.

(iv). Help of reputed educational organizations in the field of Teacher Education will be taken for Vision-Development and DIET-assessment.

(v). There has been very little involvement of Higher Education Institutions in School Teacher Education Programmes.

Only 4% Universities have M.Ed. courses. Very few Universities have introduced integrated B.Ed./M.Ed. courses. Strenuous efforts will be made to rectify this position. The UGC will be requested to open a Cell for overseeing Teacher Education programmes in Universities/Colleges.

Lack of interest from the side of Universities is possibly due to a loss of their prerogatives to the NCTE. The system, as it has developed, requires Universities to affiliate any and every T.T.I. whose cases have been cleared by the NCTE. Universities have taken this to mean an erosion of their autonomy; and, consequently, have softened on enforcement of norms and standards.   Efforts will be made to address this issue after establishment of the NCHER.

(vi).   The possibility and desirability will be explored of networking of all the TTIs with an Apex Level Institution to coordinate.

(vii).   The NCTE will be strengthened and its functioning streamlined to make its role more effective.

Search Committees, with members of repute, will be set up to identify good teacher-educators and others to be members of its 4 Regional Committees.

(viii).   The absence of a separate cadre of Teacher Educators is often cited as the main reason for weaknesses in the system. Taking advantage of the emphasis laid on the Teacher under the RTE Act and in the RMSA, a serious HRD initiative will be attempted to create a separate cadre of Teacher Educators.

(ix).   As part of the HRD initiative, a Core Group (of Teacher Educators) will be developed in each State/UT to guide the teacher education programme. Towards this end, a well-knit drive will be organised to identify Teacher Educators doing good work. Under a Talent-build-up project, such emerging talent will be chosen for higher training (national and/or international).

(x). Various States have been taking different quality-initiatives through Programmes like the ABL (in T.N.), Nali Kali (in Karnataka), etc. Special training courses will have to be develop to equip teachers to handle such new responsibilities. States/UTs will be assisted in such initiatives.

(xi). The RTE Act has given rise to new responsibilities of teachers. Bearing in mind the statutory liabilities to be discharged within a strict time-frame, a special effort will have to be organised to give special training for teachers to meet the RTE requirements.

Section – 4 : Implementation Plan

1.1. In order to enable organised **implementation**, the Strategic Plan will be synchronised in time-frame with the 5–year Plan. Accordingly, the conventional approach of adopting a 5–year perspective will be replaced by a Plan with a 6–year perspective (2011-17). In other words, it is conceived as a 1+5 year Plan i.e., the first year for the last year (2011-12) of the XI Five Year Plan and the remaining 5 years for the entire XII Plan period (2012-17).

1.2. The policies, objectives and, action points will all be set out for the overall period whereas the targets will be set only for 2011-12. The targets for the remaining 5 years can only be decided after the XII Plan details have been set out.

1.3. Wherever possible, however, it will be shown whether targetting will be on a front-loading, back-loading or, normal-curve basis. Even here though, the precise details can be cited only when the plan provisions are known.

2.1. Whatever be the targets, they will mostly have to be realised through State govts./U.T. Admns. Educated through orientation programmes

and facilitated through financial assistance, they will be pushed into performance through rigorous monitoring. Active involvement of Panchayati Raj Institutions and close association of parents and NGOs in implementation will pave the way for the kind of social audit (of performance) that will promote quality outputs.

2.2.   Targets flowing out of the RTE Act have willy willy to be realised within the time-frame give in the statute itself. In the event of unsurmountable obstacles hampering performance, the statute may have to be amended to prescribe altered time-limits.

3.1.   The approach has been to ensure that 'access' and 'quality' go together; expansion shall not mean a thinning-out of the spread of resources.

3.2.   In elementary education, the norms and standards have been statutorily prescribed. For purposes of implementation, the SSA norms have been harmonised with those prescribed in the RTE Act. As regards, secondary education, as has been explained in Section-4, The Boards of Secondary Education will be required to improve recognition conditions especially those relating to Library, Computer Room, Laboratories, Class rooms, Toilets (separately for boys and girls), provision of drinking water, supply of sports equipment, etc.

3.3.   Availability of teachers to support the expansion to increase 'access' will be ensured. While at the elementary stage this will be in fulfilment of the statutory prescription, at the secondary and senior secondary stage this will be achieved through prescription of recognition conditions by the Boards of Secondary Education. In both the stages, the quality-spirit will pervade the prescriptions to install appropriate Teacher-Pupil Ratios.

3.4.   Expert advice and help will be taken to update and upgrade capacities of teachers. Whereas pre-service training will be governed by the statutory Regulator (viz. NCTE), in-service training will be systematised and institutionalised with help from permanent 'resource pools' developed in each State/UT. Extension of ICT to Teacher Education will further enhance the quality thrust.

3.5.   To enable States/UTs to conveniently implement the programmes, substantial financial support will be provided. The SSA model of tapering financial support has been modified to provide for a fixed financial support on a 65% 35% basis. The Govt. has also been requested to arrange for appropriate devolution of resources so that States/UTs can meet their 35% share of expenditure. For the Secondary stage also there has been a phenomenal increase in

financial support, of the order of over 1000%!   Significantly, it incorporates an imaginative initiative to provide each school with a 'development fund' for improving infrastructural facilities.

3.6.1. Incentives like scholarships, talent awards, recognition of meritorious performance will be continued.   Special attention will be given to provision of facilities and incentives for inclusion of disadvantaged groups and weaker sections in realisation of the objective relating to 'equity'.

3.6.2. Organising the Mid Day Meal Programme has to be singled out for special mention because it is not just an incentive to attract children to schools; it actually provides effective nutritional supplementation to serve as a health input.   Involvement of the PRIs, NGOs, local community and, the parents has helped to streamline its implementation. This process will be continued and strengthened. Strengthening of Management, Monitoring and Evaluation structure at various level viz. State, District, Blocks and development of Management Information System (MIS) through Interactive Voice Response System (IVRS) will improve the implementation of the Scheme.

Section -5 : Linkage between the Strategic Plan and the RFD

1.   It is realised that the RFD must flow from the Strategic Plan. While the Vision, Mission and, Objectives will remain the same, the 'action points' of the RFD will be in conformity with the Strategic Plan; and, the 'success indicators' will also be identified accordingly.

2.   Section - 1 of the RFD has a crisp setting out of Objectives. The four listed Objectives cover Access, Equity, Quality and, Formulation of Policy & institutional/systemic reforms. In all the six major thrust areas identified, these Objectives have been duly reckoned with.

3.   Section – 1 of the RFD has a long-term perspective, longer than that for this strategic plan. The entries therein do not change with Annual Plans or, ordinarily, not even with Five Year Plans. It is Section – 2 that has only an annual perspective. It is only through successive versions of Section – 2 that we seek to achieve the Objectives for realising the Vision.

2.1.   The aim of this Strategic Plan, in overall terms, will of course be to realise the long-term vision of the Department. But, in more realistic operational terms, its utility will be to guide meaningful formulation of

yearly entries in Section – 2 of the RFD. The contents of Section – 3 and Section – 4 of this strategic plan will help to identify the 'Action Points' (under each Objective) and their 'Success Indicators' for formulating Section – 2 of the RFD.

2.2.   The inter-se weightage given between the six major thrust areas identified will guide allocation of weightage points between the chosen Objectives, Actions and, Success Indicators.

2.3.   The entries relating to cross-departmental and cross-functional issues in Section – 6 of this Strategic Plan will be helpful in listing out the entries in Section – 5 of the RFD.

2.4.   Entries in Sections 3,4 and, 5 of this Strategic Plan have been so made as to serve the linkage-purpose described above.

Section – 6 : Cross Ministerial/Departmental issues

Inspite of best intentions and lack of any clash of interests, in real terms, support from and cooperation by concerned Ministries/Departments have been hard to come by. This is most glaring in the case of Saakshar Bharat in which all the concerned Ministries/Depts. are members of the NLMA; but, still, convergence of facilities and services has not happened thereby dissipating the developmental effort. It will be useful, therefore, to identify Departmentwise the areas/issues on which closer coordination is required. An attempt has been made hereinafter in this Section to set out in detail the inter-Departmental-dependence- issues.

1. **Dept. of Higher Education**

The Dept. of Higher Education must extend cooperation in dealing with Teacher Education issues. Improvement of norms, standards and, infrastructural facilities in B.Ed./M.Ed. Colleges will need to be pursued with vigour. Involvement of university/college teachers in in-service training of Secondary/Sr. Secondary teaches will be essential not only on hierarchical considerations but equally for content-enrichment of course-curricula. Imaginative initatives will be necessary to improve techniques of teaching Science and Mathematics

for reviving interest in learning these subjects. The clash of interest between the statutory regulator (NCTE) and Universities will have to be amicably resolved.

2.   **Ministry of Social Justice & Empowerment**

3.   **Ministry of Minority Affairs**

4.   **Ministry of Tribal Affairs**

The immense relevance of inclusive education, particularly of disadvantaged groups, demands vibrant partnerships with the Ministries and Depts. concerned with children of SC, St and, educationally backward minorities.

5.   **Ministry of Panchayati Raj**

 6.   **Ministry of Rural Development**

The Rural Development and Panchayati Raj Ministries would need to accelerate poverty reduction chores and wage earning response-bilities. State Govts. must simultaneously ensure that Panchayati Raj Institutions get appropriately involved so that the "local authorities" can discharge their functions under the RTE Act. Involvement of PRIs is, perhaps, the maximum in implementation of Saakshar Bharat. The DSEL has perfect coordination with and gets full cooperation from the Ministry of Rural Development. But, at the state level and sub-state

levels, there are many coordination problems. Synergy of coverage will maximise impact of benefits. For example, synergy between NREGA and NLM can give rise to an excellent Learn-while-you-Earn programme.

7.   **Ministry of Finance**

The Ministry of Finance must provide adequate and appropriate financial allocations and timely releases of funds at all levels. The arrangements relating to supplementary Estimates call for a serious relook.   SE-I, for example, is too early in the year for anyone to formulate proposals; and, SE-II is too late in the year for anyone to conveniently and fully utilise the supplementary allocations.

8**.   Ministry of Women & Child Development**

There is need for close cooperation with the NCPCR/SCPCR and the Ministry/Depts. of Women and Child Development to ensure that children get their rights under the RTE Act. The need to introduce elements of nutritional aspects in the curriculum of training for elementary school teachers will require careful consideration. Issues relating to coordination between ECCE and Primary Education are not quite in order now; these will require sorting out.   As for Saakshar Bharat, they should allow use of their network of Anganwadi Centres as Adult Education Centres.

9.   **Ministry of Health**

Closer coordination with the Ministry of Health and Family Welfare will be necessary for organising an effective School Health Programme. Programmes under the National Rural Health Mission must take up school health programmes, including de-worming and micro-nutrient supplementation, with special attention to vulnerable groups, especially girls approaching adolescence. The significance must be recognised of training teachers in refraction so as to identify children's problems of vision for early attention by para-medical ophthalmic assistants.

10.   **Ministry of Youth Affairs and Sports**

The Ministry of Youth Affairs and Sports will need to build-in physical education and yoga for the overall physical, social, emotional and, mental development of the child.

10.   **Ministry of Labour**

The RTE Act mandates that every child must be in school; this presupposes that child labour will be eliminated. The Ministry of Labour (in GOI) and the Labour Depts. (in states) must align their policies with the RTE Act so that all children participate in the

schooling process regularly. As regards Saakshar Bharat, they should provide all help for skill-development under the Comprehensive Adult Education programme.

11. **Dept. of Science and Technology**

The Dept. of Science and Technology should provide geo-spatial technologies for school mapping and location to supplement social mapping exercises at grassroots level. For developing a scientific temper in villages, the DST, which may have out-reach problems, can beneficially utilise the network of Adult Education Centres.

13. **Dept. of Information Technology**

ICT in schools is an important component of the package of programmes under RMSA; and, use of IT in Teacher Education, especially for their continuing education and, more particularly in clearance of the backlog of untrained teachers through the Distance Learning Mode will require endorsement of the approach and extension of support to the operation by the Dept. of Information Technology. The Dept. of I.T. must recognise the multi-faceted role of the network of AE centres and seek their support in developing a sustainable development.

14. **Ministry of Food**

The Ministry of Food can help in smooth implementation of the MDM Programme by ensuring timely releases of supplies from the FCI and by extending technical support through organisations like the CFTRI on matters relating to quality of food and fortification of food with micro-nutrients.

15. **Ministry of Agriculture**

The entire Extension network should have close liaison with the NLM because of the ready forum available for promoting sustainable development in agriculture.

16. **Ministry of Urban Development**

The Ministry of Urban Development must ensure that programmes for Water and Sanitation provide access to adequate and safe drinking water, and accessible and adequate sanitation facilities especially for girls in schools.

17. **Ministry/Dept. of Environment and Forest**

Must recognise the outreach potential and, logic of coordinating with the Adult Education network for promoting sustainable environment development.

18. **Ministry of Petroleum and Natural Gas**

Close and active support of the Ministry of Petroleum and Natural Gas will be needed for effective introduction of gas cylinders in the MDM Programme.

19. **State Education/Public Works Depts.**

The State Education Depts. (through their Public Works Depts.) need to reconceptualise and redesign school spaces from the pedagogic perspective, and address issues of inclusion for children with disabilities through barrier free access. State Education Depts. should allow sharing of their infrastructure and faculty to enable upgradaiton of the literacy centres into comprehensive AE centres.

Section – 7 : Monitoring and Reviewing Arrangements

1.1.   Since school education is handled almost entirely by States/UTs, the Dept. of SE & L has a well established system of (regular) consultations with States/UTs:

(i).   Half-yearly conference of State Education Secretaries and Directors.

(ii).   Annual Conference of State Education Ministries.

(iii).   Annual meetings of the C.A.B.E. which are attended among others by all State Education Ministries and Secretaries.

1.2.   All important policies, plans, programmes and, problems are discussed and decisions are in these forums taken to guide further action.

2.   Because of their inclusion in the list of Prime Minister's Flagship Programames, the SSA, the MDM Programme and, the Saakshar Bharat Programme are subjected to quarterly 'flagship monitoring' by the PMO.

3.   RMSA and SSA (under the RTE Act) have their own annual Project Approval Board meetings for every state in which an extensive review is made of programme implementation.   Likewise, the MDM Programme has a National Commission for Monitoring that meets twice a year.

4.   RMSA, like Saakshar Bharat, collects quarterly (progress) reports from States/UTs.   SSA holds quarterly monitoring meetings with programme coordinators.   The MDM Programme collects monthly (progress) reports from States/UTs.

5.   The SSA has a component, albeit minimal, of international funding. Under this arrangement, the SSA gets reviewed on a half-yearly basis by a Joint Review Mission with the donors.   The RMSA is contemplating to develop a similar arrangement.

6.   The MDM Programme, like SSA, has installed a system of independent evaluation by 42 Institutions of Higher Education. It is proposed to involve Department of Home Science in monitoring, supervision and evaluation of Mid Day Meal to improve quality. The RMSA has a plan to develop a similar system by creating a network of monitoring organisations under the aegis of NUEPA. The Saakshar Bharat, which

was launched in Sept.09, too has built-in provisions for independent monitoring. Selected Universities, NGOs and, other reputed Institutions will be contracted for taking up concurrent monitoring and impact evaluation. This arrangement, however, is yet to be installed. The SSA has fine-tuned this set up by incorporating on-line systems through its web portal and further by introducing Independent Research and Studies. The elaborate arrangements ordered by the SSA have been clearly set out in bullet-format, a copy of which is attached as **Annex -3.**

7.1   The Teacher Education Programme has a long-term Vision of getting all the TTIs accredited by an expert body. As an interim measure, there is a thinking to get them at least graded. Towards this end, criteria and mechanisms have to be developed first.

7.2. In the context of the no-detention policy, until the CCE system stabilises, there may have to be a method of assessing teacher performance.   The Teacher Education Programme is engaged in deciding what can it be and how is it to be activated. The basic idea is to develop one standarised test for all teachers everywhere.

7.3. Another concern engaging the attention of the TE Programme is about the system being too front-loaded. The idea is to make 'continuing education' a functioning reality.

8. The Saakshar Bharat Programme is implemented in a Mission-mode by the National Literacy Mission Authority with a TSG to support it in technical and operational matters. The Executive Committee of the Authority reviews performance on a quarterly basis and its General Council reviews on a half-yearly basis. Once the IT network, which is at a pilot stage at present, is fully developed, monitoring and review will be done on-line.

9. In addition to all this, all these programmes are subjected to state, regional and, field-level monitoring and review by officers on tour.

10. Lately, a special monitoring and review system has been added with reference to the RFD. This system has not yet been standarised.

Major Programmewise Lists of Stakeholders

1. **Adult Education**

    (i).   Central Ministries concerned and the NLMA.

    (ii).   State Govts.

    (iii). State Literacy Mission Authorities.

    (iv).   Implementing agencies at the ground level.

    (v).   Jan Shikshan Sansthans.

    (vi).   SRCs.

    (vii). NGOs.

2.1. **R.T.E./SSA**

    (i).   State Education Ministers.

    (ii).   State Education Secretaries.

    (iii). State Project Directors.

    (iv).   State Directors of Elementary Education.

    (v).   Reputed Experts in Elementary Education.

    (vi).   NGOs engaged in Elementary Education.

    (vii). SCERTs/DTERTs

    (viii). Parents.

    (ix).   Teachers.

    (x).   Students.

2.2. **MDM Programme**

  (i).   State Govts.

      a)   State Education Ministers'
      b)   State Education Secretaries
      c)   State Directors of Mid Day Meal

  (ii).   Parents

  (iii). Management Committees

  (iv).   Cook-cum-helper

  (v).   Students

  (vi).   Gram Panchayats

  (vii). NGOs engaged in Mid Day Meal Scheme

  (viii) Mahila Samakhya's

3. **Secondary Education**

  (i).   State Govts.

  (ii).   Local Bodies.

  (iii). Boards of Secondary Education.

  (iv).   SMDCs.

  (v).   Parents.

  (vi).   Teachers.

  (vii). Students.

4. **Teacher Education**

  (i).   State Education Ministers.

(ii).   State Education Secretaries.

(iii).   State Directors of Elementary Education.

(iv).   SCERTs/DTERTs.

(v).   Teacher Education Institutes.

(vi).   Teacher – trainees.

(vii).   Teachers.

(viii).   N.C.T.E.

Consultation with Stake-holders

Lists of Issues raised for consideration

Adult Education

(Saakshar Bharat Programme)

1. **Issues for consideration by Central Ministries (MOPR, MORD and MOWCD), State Govt. Depts. Dealing with Adult Education, State Literacy Mission Authorities, District/Block/ Panchayat level implementing Agencies.**

   (i).   Approach and strategy of Saakshar Bharat Programme specially in the context of:

   - Exclusion of urban areas.

   - Mass based approach.

   - Resident Instructor approach.

   - Camp based approach.

   - Funding norms i.e. 90:10 for NER States and 75:25 for other States.

   - Any other issue.

   (ii). Availability of Volunteer Teachers, their quality, level of commitment and, motivation.

   (iii). Difficulty faced in getting central share and its disbursement to the implementing agencies.

(iv).   Greater involvement of Panchayati Raj Institutions, committee system and constitution of committees.

(v).   Problem in getting access to SSA/Panchayati Raj Infrastructure for implementation of Saakshar Bharat Programme.

(vi).   Capacity Building of Panchayati Raj Institutions.

(vii). Adequacy of monitoring and supervision arrangements, to ensure quality performance and proper implementation of the programme.

(viii). Streamlining of quality data collection mechanism.

(ix).   Convergence with SSA for data collection at Block/District/State levels.

(x).   Role of & services rendered by State Resource Centres.

(xi).   Guidelines of the Programme.

2.   Jan Shikshan Sansthan (JSS).

(i).   Viability to impart training of good quality at the cost of Rs.500/- per person.

(ii).   Financial pattern of funding JSS and unit cost for good training.

(iii).   Difficulties faced in furnishing utilization certificate and fulfilling other stipulated conditions for release of 1st instalment and subsequent instalments.

(iv).   Scope for improving strategy and framework of JSSs for more participation of the Volunteer sector without compromising with the objective of the scheme.

3.   State Resource Centres (SRCs) and NGOs.

(i).   Assessment of the outcomes and services rendered by SRC.

(ii).   Difficulty faced in coordination with other stakeholders for updating their capability and enhancing knowledge in the field of Adult Education.

(iii). Difficulties faced in furnishing utilisation certificate and fulfilling other stipulated conditions for release of funds.

(iv). Views on role and services rendered by the SRC and its functional linkages with State Government.

(v). Assessment of role of and services provided by SRC and of the quality of their performance.

(vi). Scope for improving strategy and framework of SRCs for more participation of the Volunteer sector without compromising the objective of the scheme.

2.   Elementary Education

2.1.   RTE and SSA

Issues for State Education Secretaries and State Project Directors of SSA

Child Entitlements:

(i).   Line of action planned for dealing with age appropriate admission of out-of school children.

(ii).   Action proposed for improving delivery and distribution of child entitlements provided under SSA as also State schemes, including inter alia textbooks, uniforms, scholarships, mid day meals, transportation, etc.

(iii).   Action proposed for ensuring that administrative requirements of Transfer Certificates, Birth Certificates, Proof of Residence, etc. do not impede children's admission, attendance and completion of elementary education.

(iv).   Action proposed for ensuring that RTE provisions banning corporal punishment, mental harassment, detention, expulsion are operationalised.

(v).   Views on conduct of household survey and adoption of unique ID for children in 6-14 age group.

Teacher Related Issues:

(i).   Assessment of vacancies to meet prescribed PTR school-wise, in keeping with the reservation roster and subject requirements.

(ii).   Action plan for re-deployment of teachers to ensure that prescribed PTR is maintained in every school, and subject-wise teachers are available at upper primary level.

(iii). Assessment of requirements for pre-service training of teachers.

(iv).   Assessment of requirements for professional training of 'untrained' teachers.

(v).   Arrangements for in-service training; development of training plan, training modules.

(vi).   Plan of action for discharging these statutory responsibilities within the RTE time frame.

Quality Issues:

(i).   Plan of action for curricular renewal of syllabus, textbooks, supplementary learning material in line with NCF-2005.

(ii).   Action plan for ensuring that in-service teacher training systems are also in consonance with NCF-2005.

(iii). Action plan for moving towards Continuous and Comprehensive Evaluation.

Infrastructure Issues:

(i).   Plan of action for assessing requirement of 'neighbourhood' schools.

(ii).   Action plan for assessing requirement of additional classrooms, drinking water, separate toilets for boys and girls, barrier free access for children with special needs.

(iii).   Action plan for ensuring that all schools meet the infrastructure norms laid down in the Schedule to the RTE Act.

Management Issues:

(i).   Views on and plan for better coordination between SSA, the Directorate of Elementary Education, SCERT and other related departments.

(ii).   Strategy for better convergence with other related sectoral programmes, such as Rural Deveopment, Women and Child Development, Urban Development, etc.

(iii).   Arrangements for strengthening monitoring and supervision and streamlining data collection and analysis.

Financial Issues:

(i).   Ways and means of enhancing financial self reliance of State Government to achieve and sustain UEE.

2.   Elementary Education

2.2. Mid-Day Meal Programme

1.   Issues for consideration by State Governments.

(i).   Are the arrangements for timely receipt of food grains and funds at all levels adequate? If not, what is the problem and what do you think could be the possible solution?

(ii).   Is the cooking cost adequate to meet the quality standards of Mid Day Meal? What is your opinion on its linkage to a scientifically developed Price Index (MDM-PI) based on the items included in the mid day meal?

(iii).   Absence of an effective system of Management, Monitoring and Evaluation (MME) has been identified as one of the constraints, do you think integration of MDMS and SSA will be helpful in the realization of objectives of the Right of Children to Free and Compulsory Education Act 2009?

(iv).   The flow of funds through treasury mode has been seen as limiting factor in preposition of the resources for effective implementation of the scheme. Do you think switch over to

society mode with single account for the whole country and authority to all stakeholders to withdraw money from this account within the limits of their authority will facilitate better implementation of the Scheme?

(v).   Some quarters feel that the present food norms need downward revision, as children of primary classes cannot consume food cooked from the prescribed quantities. What are your views on it? Do you have any evidence to support your view?

(vi).   The Constitution of India provides that the responsibility to implement education related programmes/activities should be entrusted to Panchayati Raj Institutions. What steps do you plan to take in this direction for implementation of Mid Day Meal in your state?

(vii).   MDM Guidelines provide for regular supervision and monitoring by the community. To what extent they have actually been involved and what has bee the outcome? What improvements will you suggest?

(viii). MDM Guidelines also provide for inspection of 25% schools in every quarter of the year by Supervisory Officers. How do you

implement this when the MDM setup has very few officers/officials? What are your suggestions in this regard for more effective monitoring?

(ix). What has been the experience of the State in involving NGOs in various activities of the MDM? Do you think that there is a need to redefine their roles in the light of your experience? What are your suggestions in this regard?

(x). Detailed Guidelines are available for effective implementation of the Scheme. What improvements do you suggest in the Guidelines?

2. **Issues for consideration by Parents**

(i). Quality, quantity, regularity and hygiene have been identified as essential components of the Mid Day Meal scheme. Are these adequately fulfilled through the implementation of the scheme?

(ii). Is water available for washing hands, drinking, cleaning plates/utensils, using toilets etc. in the school campus?

(iii). Is the health check up and follow up treatment and supplementation of micronutrients done in schools? Are you

satisfied with the services? If not what are your suggestions for improvement?

(iv). One of the intended benefits of the Mid Day Meal Scheme is that it promotes social harmony through taking together the meal, prepared by cooks belonging to socially disadvantaged groups. How far this aspiration has been realized? What are your suggestions to ensure that this aspiration is realised?

(v). How effective is the Parents-Teacher Association in your School? What beneficial impact does it have on the scheme?

3.   Issues for consideration by Management Committee.

(i). Do you receive funds and foodgrains in advance to implement the scheme properly? If not, then what is the time lag? How do you manage the programme in this period?

(ii). Are Mid Day Meal Register and Stock Register maintained at school level? Is it open to scrutiny by the community? What are your suggestions to improve the maintenance of records in schools?

(iii). What are the gaps in the execution of the instructions received and reasons therefor? What are your suggestions for the revision of instructions?

3. Secondary Education (R.M.S.A.)

1. Issues for consideration by State Govts.

General:

(i).   Whether the State Governments have started implementing the various schemes under Secondary Education?

(ii).   What is the level of preparation on the part of State Government for implementing the Secondary Education schemes?

(iii).   Whether sufficient coordination between Secondary Education Department and various implementing societies, (wherever applicable) has been ensured, especially in the case of RMSA, Model Schools and Girls Hostels, etc.

(iv).   Most of the Secondary Education Schemes being new, has sufficient awareness generation programme being initiated both within the Department (among various levels of official machinery) and outside?

(v).   Is the State Government satisfied with the present system of funding under various centrally sponsored schemes of secondary education?

(vi).   Are there any difficulties in getting central assistance? Are the Central government officials at various levels quick in their response?

(vii).   In what way NGOs/DPs can be engaged to achieve the objective of various schemes under Secondary Education especially RMSA, Model Schools and, ICT.

RMSA:

(viii).   Whether State level implementing societies, technical support group, district level implementation system, etc. have been set up?

(ix).   Whether the Perspective Plan for the State is ready?

(x).   Whether the school mapping exercise and grass root level planning on the basis of school improvement plan is ready?

(xi). What is the strategy of the State for universalisation of secondary education and improving GER in a time-bound manner?

(xii). Is the State ready with a clear cut road-map on various Reforms agenda on Curriculum, Governance and Examination related issues?

(xiii). Whether the State Government is ready with a detailed roadmap on teacher training under RMSA, identifying necessary organisational infrastructure, teacher trainers, training modules and material?

Other Schemes:

(xiv). Whether land has been identified in all EBBs for setting up of girls' hostel and model schools?

(xv). Has construction started wherever sanction has been made under various schemes such as RMSA, Girls' Hostel and Model Schools?

(xvi). Whether the State is ready with a clear cut roadmap for implementation of ICT and IEDSS schemes?

(xvii). Whether Bank accounts have been opened under NMMS and Girls Incentive scheme for each beneficiary?

2. Issues for consideration by Local Bodies, SMDCs and, Parents

(i). Are you aware of various centrally sponsored schemes launched by the Govt. of India during the 11th Five Year Plan in order to improve Secondary Education?

(ii). Whether all those schemes are being implemented in your State Government/taluk/panchayat covering all government and government-aided schools (as applicable)?

(iii). Whether beneficiary institution/individuals, as applicable, have been identified under the scheme such as ICT, IEDSS, NMMS, Girls Incentive scheme, which have been in operation for the last couple of years?

(iv). Whether SMDCs have been constituted in each Government school in your area as provided for in the implementation of RMSA and whether regular meetings of the same are being held?

(v). In what way further association with the community can be strengthened for realising the goals of RMSA and for improving its implementation?

3. Issues for consideration by Teachers.

(i). Are you aware of various schemes under Secondary Education such as RMSA, ICT, IEDSS, etc. which are being implemented by the Government of India, in association with the State Governments?

(ii). Has there been any specific interaction with the teachers by the district or state authorities in the implementation of these schemes?

(iii).   Is your suggestion sought for utilising the money given as annual grant to schools under RMSA especially for library, laboratory, internet connectivity etc.

(iv).   Was any training given to all secondary teachers as part of RMSA in the year 2009-10? If so, have you found the training useful? What are your suggestions for improving the methodology and module for training?

(v).   Is ICT being implemented in you school; and, whether any training under the same is being imparted to all the teachers?

(vi).   What are the quality and equity related interventions that you will suggest for improving the enrolment ratio in Secondary Education and especially that of girls in your school/area?

4. **Teacher Education**

1. **Issues for consideration by State Governments**

(i). Attention to and action on matters relating to teachers-

- Assessment of vacancies category-wise.

- Arrangements for pre-service training.

- Arrangements for in-service training (on an – on going basis).

- Arrangements for in-service training for 'untrained' teachers.

- Plan of Action for discharging these statutory responsibilities under the RTE Act within the given time-frame.

(ii). Views on implementation of the Teacher Education Programme including suggestions for improvement.

(iii). Comments on adequacy of structural arrangements and overall supervisory systems (esp. wrt SCERT/IASE/CTE/DIET) for effective implementation of the Teacher Education Programme.

(iv).   Views on effectiveness of SCERT/DTERT in implementing the Teacher Education Programme; and, suggestions, if any, for improvement.

(v).   Views on creation of a separate cadre of Teacher Educators.

(vi).   Provision of adequate infrastructural facilities (e.g., civil works, ICT, Library, etc.) in Teacher Education Institutions.

(vii).   Views on curriculum of teacher education courses and its alignment to the National Curriculum Framework of Teacher Education (NCFTE).

(viii).   Views on adequacy of institutional capacity for preparing teacher educators.

(ix).   Linkage amongst DIETs and BRCs/CRCs.

2.   **Issues for consideration by Teacher Education Institutions.**

(i).   Adequacy of the structural arrangements and supervisory systems (esp. wrt SCERT/IASE/CTE/DIET) for effective implementation of the Teacher Education Programme.

(ii).   Views on effectiveness of SCERT/DTERT as a lead-institution; and, suggestion, if any, for implementation.

(iii).   Measures necessary for increasing the role of and improving performance of DIETs.

(iv).   Measures required to cope with the statutory responsibility (under the RTE Act) to organize in-service training (on an on-going basis) and in-service training (for untrained teachers).

(v).   Measures required for improving and sustaining quality of teacher education.

(vi).   Will creation of a separate cadre of teacher educators be helpful in this regard.

(vii).   Adequacy of infrastructural facilities (e.g., civil works, ICT, Library, etc.).

(viii)   Steps to be taken for reforming the curriculum of teacher education courses in accordance with NCFTE.

(ix).   Linkage amongst DIETs and BRCs/CRCs.

3.   Issues for consideration by Trainees.

(i).   Views on, and suggestion, if any, for improvement in scope for in-service training (on an on-going basis).

(ii).   Views on the quality of the Teacher Education Programme including suggestions, if any, for improvement.

(iii).   Adequacy or inadequacy of faculty and its implication for quality of education/training.

(iv).   Adequacy of infrastructural facilities (e.g. Civil works, ICT, Library, hostel, etc.) in Teacher Education Institutions.

(v).   Adequacy of school contact programme in the teacher education course.

Assessment of Strengths, Weaknesses.

Opportunities and, Challenges

1. Adult Education

Strengths

1. The Flagship status given to the programme.

2. Assured availability and streamlined release of substantial funds.

3. Popular demand for functional literacy and skill development causing better coordination with market opportunities for employment.

4. The modified approach of simultaneous implementation of all components of the programme enabling continuous sequential availability of facilities to learners of all stages.

5. Involvement of Panchayati Raj Institutions in implementation.

Weaknesses

1. Overall apathy for the programme and skepticism about its implementation.

2.   Absence of established administrative structures and functional cadres.

3.   Inadequate exploitation of the potential of Continuing Education to promote a literate environment in all areas.

4.   Inadequate capacities of PR Institutions leading to lack of coordination between Literacy Mission functionaries and PRIs in monitoring implementation.

5.   Lack of financial incentives to motivate the volunteers.

6.   Competing claims for attention of the other Flagship Programmes of the D.S.E.L.

Opportunities

1.   Technological revolution helping leap – frogging in development generating in the process popular demand for functional literacy and skill development.

2. Availability of help and support from programmes like RTE/RMSA/ICDS through contribution of infrastructure and promotion of conducive atmosphere for education for all.

Challenges

1. Clash of demands for implementation from competing programmes can push this programme out of priority focus.

2. Financial constraints and the claims from other programmes may starve this programme of the required funds.

3. Perpetual uncertainty about the continuity of the programme can erode commitment and morale of the stakeholders.

4. Lack of well articulated demand for literacy would further weaken the will to extend this progamme and could cause disinterest of the intended beneficiaries of the programme thereby adversely affecting its take off.

5. Lack of beneficiary interest in and poor public opinion about the programme arising from low quality of services provided seen to be having limited utility.

2. Elementary Education

2.1. RTE/SSA

Strengths

1. Constitutional provision about Fundamental Right to elementary education; and, enactment of the RTE Act to operationalise it within a tight time-frame.

2. Successful implementation of the SSA enabling near universalisation of primary education.

3. Significant reduction in the number of out-of-school children, estimated at 4.8% in the country.

4. Significant improvement in reducing the gender gap in elementary education, as well as enrolment of children from SC and ST categories proportionate to their population.

5. Availability of substantial funding support: revised fund sharing pattern @ 65 : 35 for combined SSA/RTE.

6. A good system of sharing financial responsibility that promotes greater involvement of all concerned.

7.   Emergence of greater awareness about the need for better convergence of related inter-sectoral programmes.

8.   Development under SSA of functional models for community participation and involvement of PRIs.

Weaknesses

1.   Insufficiency of teachers.

2.   Large backlog of untrained teachers.

3.   Inadequacy of infrastructure.

4.   Multiplicity of data systems – Need to move towards a unified system.

5.   Muted initiatives towards curricular and evaluation reforms.

Opportunities

1.   Sporadic initiatives for introduction of innovative teaching learning systems.

Challenges

1. Notwithstanding the commitment of ` 2.31 crore for the combined RTE – SSA programme over the five year period 2010-15, uncertainties about timely availability of resources for implementation of the programme.

2. To build State capacities to implement the RTE- SSA interventions, especially with respect to recruitment and deployment of teachers, and construction of infrastructure.

3. To ensure that States initiate systemic reform in curriculum development, including reform in the learning system, in-service teacher training system and learner assessment system for achieving universal elementary education.

4. To institute systems for preparation of teachers for dealing with admission of out-of-school children in age appropriate classes mandated under the RTE.

Elementary Education

2.2. Mid – Day Meal Programme

Strengths

1. Fresh cooked food for 11.36 crore children in 12.63 lakh institutions with balanced nutritional supplementation served through localised menu.

2. Constitutional back-up for close involvement of PRIs in implementation.

3. Social cohesion enhanced.

Weaknesses

1. Delays in release of resources both funds and provisions.

2. Lack of data on real time basis; weak monitoring compounded by inadequacy of supervisory and managerial personnel.

3. Poor response from community to participate in implementation of the programme.

4. Need to enhance infrastructure ; kitchen sheds lacking in more than 50% of the institutions.

Opportunity

1. Strident popular demand for the programme.

2. Improve retention of marginalized children in elementary schools.

Challenges

1. Massive upgradation of kitchen-cum-store infrastructure in a majority of the institution.

2. Ensure computer based Management Information System (MIS) with Interactive Voice Response System (IVRS).

3. Strengthening monitoring capacity of the States / UTs and involvement of local community in programme implementation and management.

3. Secondary Education

Strengths

1. Availability of scope for taking advantage of SSA experience and expertise.

2. First focused intervention at the secondary stage (10th Plan allocation ` 4300 crores – 11$^{th}$ Plan allocation ` 53550 crores)

3. Availability of assured funding – substantial funding (including release of 1% Cess Fund)

4.   Active involvement of State Boards in academic issues.

5.   Increasing awareness of and emphasis on teacher training.

Weaknesses

1.   Coverage limited to govt. schools (and only to classes 9 & 10 at that)

2.   Lack of identified infrastructural support for teacher training.(CET/IASE)

3.   Administrative structure – sub district level attention to secondary stage - is weak.

4.   Lack of uniformity in school structure at the +2 level.

Opportunities

1.   Introduction of maintenance grant for every school.

2.   Benefit of impact of RTE resulting in overall surge in school education.

3.   Increased private sector investment and participation.

4.   Liberalised higher education opportunities & expanded job market.

5.   Scope to expand RMSA to cover higher secondary stage.

6.   Demand for vocational education and skill development due to skill gap in the economy.

Challenges

1. Acute regional variations in gross enrolment ratio and imbalances in available school infrastructure impeding uniform progress everywhere.

2. Accumulated capacity deficiencies for dealing with secondary education issues.

3. Constraint of non-financial resources like inadequacy of installed capacity to train teachers for secondary education.

4.   Teacher Education

Strengths

1. Availability of a decentralised network of TE institutions enabling extended outreach for academic support to Teacher Education.

2. Well established DIETs providing pre-service training facilities for recruitment of elementary school teachers as also for training of BRC/CRC personnel.

3. Presence of a Statutory Regulator to lay down norms/standards and enforce quality.

Weaknesses

1.	Unregulated growth of T.E. institutions triggered by unchecked commercialisation in Teacher Education.

2.	Slack enforcement of NCTE/University norms/standards caused by erosion of the University's autonomy vis-a-vis NCTE.

3.	Inadequacy of Teacher Educators : absence of a separate cadre and insufficiency of institutions training Teacher Educators.

4.	Lack of coordination between the Teacher Education System and the School Education System.

Opportunities

1.	Enactment of the RTE Act.
2.	Introduction of the RMSA.
3.	Proposal to set up an over-arching NCHER.
4.	Emergence of specially designed courses (especially through the Distance Learning mode) enhancing the scope for training untrained (serving) teachers.

Challenges

1. Obtaining concurrence of other Ministries/Departments for timely revision of the Scheme and availability of adequate resources for meeting the supply-side constraints in reforming the teacher education system.

2. Coordination and closer linkages with Higher Education Institutions for preparation of adequate number of teacher educators in the short to medium term.

3. Adoption by Universities and State-level examining bodies of the NCFTE for reforming the curriculum of teacher education courses.

4. Development of institutional capacity in States for enabling 'untrained' teachers to acquire the minimum qualification laid down by the NCTE within the time period stipulated under the RTE Act.

5. Development of a credible monitoring and accreditation mechanism for improvement in quality of self-financed teacher education institutions.

RTE/SSA

MONITORING AND SUPERVISION

- Comprehensive Monitoring System

  - Quarterly monitoring with programme coordinators.

  - Six monthly meetings with Education Secretaries and SPDs.

  - Periodic State visits by MHRD and TSG.

  - Appraisal of AWP&B makes an extensive review of programme implementation.

- DISE – Computerised EMIS with reduced time lag.

  - National trends available for all the 35 States/UTs for 2009-10.

  - Focus on sharing of DISE data with public at school level.

  - School report cards for 1.3 million schools available.

- DISE in public domain including availability of raw data.

- 5% independent check emphasised.

- In-house solution exchange with 900 MIS coordinators at State, District and block level.

Independent Monitoring

- SSA web portal – online district based quarterly progress.

  - 402 districts have submitted reports for the 2nd quarter of 2010-11; 133 reports in progress.

  - Process of software consolidation continuing.

- Field monitoring by Independent Monitoring Institutes

  - 116 Reports for 411 districts for the year 2009-10.

  - ToR has been revised to make monitoring more process oriented.

  - Reports available in website.

- National Level Third Party Evaluation of Civil Works.

  - 11 States completed, draft received for other 12 states.

  - Strengths and weaknesses discussed with State/District level Functionaries.

- Quality Monitoring through QMT

Independent Monitoring

- Independent Research & Studies

  - 25 Studies and evaluations completed since 2004.

  - 5 Studies completed during 2009-10:

    - OoSC, Sample survey for estimation of dropout rates in 21 States, Reasons of large decline in enrolment between class I and II; VEC; Teaching of English in primary classes.

- 4 Studies in progress:

  - Impact of teacher training on classroom processes (NCERT); Study for estimation of dropout rates in NE States: National sample survey for study of retention, dropout and transition rate at elementary stage; Development of methodology and tools for study of classroom Processes.

- 5 Studies in pipe line:

  - Assessment of available facilities for primary and upper primary education in tribal areas; Assessment of available facilities for primary and upper primary education in Muslim pre-dominant areas; Study of Students' attendance and teachers' absence in 21 States including those of North-East; Study of discriminatory practices in schools; Baseline survey of the school scenario in three States in the context of RTE.

- Six monthly Joint Review Mission (with donors)

List of abbreviations used

1. ABL ..... Activity Based Learning
2. AEC ..... Adult Education Centre
3. BRC/CRC ..... Block/Cluster Resource Centre
4. CABE ..... Central Advisory Board on Education
5. CCE ..... Comprehensive and Continuous Evaluation
6. CFTRI ..... Central Food Technological Research Institute
7. DIET ..... District Institute of Education and Training
8. DISE ..... District Information System for Education
9. DSEL ..... Dept. of School Education and Literacy
10. DST ..... Dept. of Science & Technology
11. EB ..... Environment Building
12. ECCE ..... Early Childhood Care and Education
13. ECE ..... Early Childhood Education
14 EFA ..... Education For All
15. FCI ..... Food Corporation of India
16. GOI ..... Govt. of India
17. GP ..... Gram Panchayat
18. ICT ..... Information and Communication Technology
19. IEDSS ..... Inclusive Education of the Disabled at the Secondary Stage
20. IGNOU ..... Indira Gandhi National Open University

21.	I.I.I.T.	…..	Indian Institute of Information Technology
22.	IIT	…..	Indian Institute of Technology
23.	JSS	…..	Jan Shikshan Sansthan
24.	MDG	…..	Millennium Development Goals
25.	MDM	…..	Mid Day Meal
26.	MOPR	…..	Ministry of Panchayati Raj
27.	MORD	…..	Ministry of Rural Development
28.	MOWCD	…..	Ministry of Women and Child Development
29.	NAEP	…..	National Adult Education Programme
30.	NCERT	…..	National Council of Educational Research & Training
31.	NCF	…..	National Curriculum Framework
32.	NCFAC	…..	National Curriculum Framework for Adult Education
33.	NCPCR	…..	National Commission for Protection of Children's rights.
34.	NCTE	…..	National Council of Teacher Education
35.	NER	…..	North Eastern Region
36.	NIOS	…..	National Institute of Open Schooling
37.	NLMA	…..	National Literacy Mission Authority
38.	NPE	…..	National Policy on Education

39.	NREGA	…..	National Rural Employment Guarantee Act
40.	NUEPA	…..	National University of Educational Planning and Administration
41.	OOSC	…..	Out of School Children
42.	PAC	…..	Public Accounts Committee
43.	PMO	…..	Prime Minister's Office
44.	PPP	…..	Public Private Partnership
45.	PRI	…..	Panchayati Raj Institutions
46.	RFD	…..	Results Framework Document
47.	RMSA	…..	Rashtriya Madhyamik Shiksha Abhiyan
48.	RTE	…..	Right to Education
49.	SCERT	…..	State Council of Educational Research & Training
50.	SCPCR	…..	State Commission for Protection of Children's rights.
51.	S.E.	…..	Supplementary Estimates
52.	SPD	…..	State Project Directorate
53.	SRC	…..	State Resource Centre
54.	SSA	…..	Sarva Shiksha Abhiyan
55.	SWOC	…..	Strengths, Weaknesses, Opportunities and, Challenges

56.	TE	.....	Teacher Education
57.	TSG	.....	Technical Support Group
58.	TTIs	.....	Teacher Training Institutes
59.	UEE	.....	Universalisation of Elementary Education
60.	NCHER	.....	National Commission for Higher Education & Research
61.	VEC	.....	Village Education Committee

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