Sarva Shiksha Abhiyan
Chhattisgarh

AWP & B – 2005 – 06

(State Component)

Rajiv Gandhi Shiksha Mission
Chhattisgarh

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PREFACE

Education is the perennial concern for all the time all over the world. The vision of Education for India is contained in Article 45 of its constitution "Free & Compulsory Education for all children upto the age of 14." Since independence, government has expanded the provision of elementary education & many new programmes were introduced to improve the situation.

The overall challenge in education is to sustain & deepen current reforms in primary education in the era of fiscal adjustment & increasing administrative & political decentralization. Strategies for expanding & improving Elementary Education need to be planned & managed locally to address the diverse constraints in primary education with a sharper focus on cost-effectiveness.

The Annual Work Plan & Budget prepared for the Sarva Shiksha Abhiyan-2005-06 is based on the previous experiences, brainstorming from grassroot to the top level, exploring creative solutions through creative problem solving & other form of possibility thinking to get the collective best outcomes with the spirit of Together Everyone Achieves More (TEAM).

I hope that the successful implementation of overall activities proposed by Education Department will be able to sort out the problems like building-less schools, single teacher school, lack of staff, teacher motivation, timely release of various grants & improving overall situations. Though our plan is ambitious but it is realistic in the sense that we have very clear vision for timely implementation of all activities with the mantra-"Think big, Start with small & Act Now"

(DR. ALOK SHUKLA)
SECRETARY, SCHOOL EDUCATION
DKS MANTRALAYA BHAWAN
GOVT. OF CHHATTISGARH

ACKNOWLEDGEMENTS

It gives me great pleasure to submit the Annual Work Plan & Budget of Sarva Shiksha Abhiyan & Budget for conducting various activities in the area of Education in Chhattisgarh. This was a rigorous task & lot of energy & brain was involved in accomplishing the task.

First of all, I would like to thank Ministry of Human Resources & Development & Education Consultancy India Limited for providing regular guidance & support for preparing the Annual Work Plan for the state.

I express my sense of gratitude to our honorable Chief Minister, Dr. Raman Singh & Education Minister, Mr. Rajesh Munat for taking regular review of Sarva Shiksha Abhiyan & paying serious attention for the successful implementation of Sarva Shiksha Abhiyan at the grassroot level.

During the brief span of tenure in the State Project Office, Sarva Shiksha Abhiyan, I was regularly guided by our department head & Secretary, School Education-Dr. Alok Shukla. He himself took regular meetings & conducted various training sessions & tried all possible strategies for the vision enhancement of district & block functionaries.

My grateful thanks are due to all those who have contributed for the preparation of this Annual Work Plan. I do believe that as education is a continuous process so is its implementation. Keeping the past events apart, we are sure that our TEAM will be able to implement the proposed activities within time-frame & quality assurance.

(D.S. DHANANJAI)
MISSION DIRECTOR
STATE PROJECT OFFICE
RAJIV GANDHI SHIKSHA MISSION
CHHATTISGARH

Chapter 1
State Profile

1.1 Map of Chhattisgarh

1.2 CHHATTISGARH AT A GLANCE

• Formed on		1st Nov. 2000
• Area		1,35,194 Sq. Km.
• Measure	-East to West	140 Km.
	-North to South	360 Km.
• Capital		Raipur
• State Language		Hindi, Chhattisgarhi
• No. of Divisions		3
• No. of Districts		16
• No. of Tehsils		98
• No. of Blocks		146
• No. of Cities		86
• No. of Villages		20063
• Population(2001)		2,07,95,956
	-Male	1,04,52,426
	-Female	1,03,43,530
• Female-Male Ratio		990
• Population Density		154
• Population Growth Rate		18.06%
• Literacy (2001)		65.18%
	-Male	77.86%
	-Female	52.40%
• Forest Area		45.06%
• Smallest District (Area)		Kawardha(1925 Sq. Km.)
• Smallest District (Population)		Kawardha(584667)
• Largest District (Area)		Bastar(24350 Sq. Km.)
• Largest District (Population)		Raipur(3009042)
• District (Lowest Density)		Dantewara(41)
• District (Highest Density)		Janjgir-Champa(342)
• Lowest Gender Ratio		Koriya(947)
• Highest Gender Ratio		Rajnandgaon(1024)
• Lowest Literate District		Dantewara(30.01%)
• Highest Literate District		Rajnandgaon (77.58%)

1.3 Introduction

GEOGRAPHICAL LOCATION:

The sea-horse shaped Chhattisgarh state came into existence on 1st Nov., 2000 by the Bill "Madhya Pradesh Reorganization Act. 2000" passed in the Parliament. It is situated between 17.46 to 24.05 degree North latitudes and 80.15 to 84.26 East longitude. Rice is the principal crop of the state. Uttar Pradesh to the North, Jharkhand to the North East, Orissa to the east, Andhra Pradesh to the south-east and south, Maharashtra to the south-west, Madhya Pradesh to the west and north-west form its boundaries.

Administratively it comprises of 16 districts, carved out of the original seven, viz., Raipur, Durg, Rajnandgaon, Bilaspur, Surguja, Raigarh and Bastar.The last three districts lie on the fringes of the region and are considerably influenced by the culture and ecology of the areas they border, Mirzapur, Ranchi, Gumla, Gadchiroli, some districts of Orissa, and the Telengana districts of Andhra pradesh. The Chhattisgarh region, has a large area under forest cover, rich mineral reserves (limestone, quartzite, iron ore, bauxite alexandrite), and a large tribal population. The river Mahanadi flows through the central part of the region, and the plains areas in the river valley are famous for rice cultivation.

People

The population is mixed around this industrial and urban belt. In the rural areas of the Mahanadi valley, OBCs like the Sahus and the Kurmis dominant agriculture, and the Satnamis constitute a major scheduled caste component. Chhattisgarh has approximately 32.5 % Scheduled Tribe population, 12% Scheduled Caste population, and more than 50% Other Backward Classes. Some of these areas, dominated by the Gond, Halba and Kamar/Bhujia and Oraon tribes, have recently been covered under the Extension of Panchayati Raj to Scheduled Areas.

SCHEDULED TRIBES

The scheduled tribes constitute 32.5 percent of the State's population. Almost 98.1% of this population lives in the rural areas and only 1.9% lives in urban Chhattisgarh. The Scheduled Tribes are concentrated in the southern, the northern and the north-eastern districts. The highest concentration is in the erstwhile Bastar district. The district of Dantewara has 79 percent tribals followed by Bastar (67 percent) Jashpur (65 percent), Surguja (57 percent) and Kanker (56 percent).

There are a total of 42 tribes in Chhattisgarh, principal among them being the Gond tribe. Besides, a large population of Kanwar, Brinjhwar, Bhunjia, Bhatra, Uraon, Munda, Kamar, Halba, Baiga, Sanwra, Korwa, Bharia, Nageshia, Manghwar, Kharia and Dhanwar tribe are also found in the State.

SCHEDULED CASTES

Scheduled Castes with a total population of 21.5 lakhs comprised 12.2 percent of the total population of Chhattisgarh. Most of the Scheduled Castes are found in the central and north central parts of Chhattisgarh. The districts of Janjgir-Champa, Bilaspur and Raipur had over 15 percent scheduled castes. The relatively larger concentration of scheduled castes is found in Raigarh, Kawardha and Mahasamund districts.

RESOURCES

Like the neighboring state of Jharkhand, Chhattisgarh is also a resource rich state. It consists of three natural regions that are rich in minerals, forest produce as well as fertile alluvial plains.

Although resource rich Chhattisgarh is home to large numbers of people who are among the poorest in the country. The gains of development and industrialization have gone to migrants and 'skilled' labour force from outside the state. This has meant that the poorest of the poor were either forced into working as daily wage labourers or looking for jobs outside the state. In the plains areas, in the absence of assured irrigation and second crop over a large area, rural landless could only get

part-time seasonal employment within Chhattisgarh. Therefore a large part of the labour force migrates to other parts of the country from this region.

AGRICULTURE

Chhattisgarh is known as the "rice bowl". Many of the rice varieties grown here are indigenous to the region and are adapted to local eco-climatic conditions. Apart from paddy, cereals like maize, kodo-kutki and other small millets, pulses like tur and kulthi and oilseeds like groundnut, sunflower are also grown. The main rabi crops of Chhattisgarh are jowar, gram, urad, mong and moth.

FORESTS

Slightly less than half of the geographical area of Chhattisgarh is covered by forest cover is an extremely valuable asset of the state. Nearly one-third of the forests comprise Sal forest produce which provide livelihood to large numbers of our population. Timber wood has an important place among the major forest produce. It contributes about forty percent of the total forest revenue. Nearly ten thousand industrial units depend on forests for their raw material base. There are three national parks namely the Sanjay Gandhi Udyan, indrawati Tiger project and Kanger valley in the State. There are sanctuaries at Badakhol, Barnawapara, Sitanade Achanakmar, Semarsat, Tamar Pingla, Bhairamagarh, Pamed, Udanti and Gomarda of the State.

MINERAL RESOURCES

Chhattisgarh region is as well known for its rich cultural heritage as for its abundant deposits of natural resources. A variety of mineral resources are found in this region, diamond, gold, iron-ore, coal, corundum, bauxite, dolomite, lime, tin, granite to name a few. Deposits of cumberlite pipe found in Pailikhand and Deobhog area and gold deposits in Sonakhan area of Raipur district have evoked investor interest. High quality iron-ore deposits are found in the Bailadila hill ranges as well as in Dalhi-Rajhara. Abundant deposits of limestone are found in the districts of

Raipur, Bilaspur, Durg and Bastar facilitating the growth of several large cement plants in the area.

WOMEN

Women in Chhattisgarh have traditionally enjoyed a kind of freedom denied to women elsewhere in the country. This position of women continues to be very much the same even in modern times. This comes out strongly from available data and from the general Development index in the Human Development Report (1998) of the Government of Madhya Pradesh. The districts of Chhattisgarh fare much better and rank higher in the Gender Development Index. The relative freedom to women is evident in the local traditions and customs. The Pardah system, present in one form or the other in many parts of India is not present in Chhattisgarh except in a few Brahmin and Bania Communities. According to another local custom, women, other than those of these caste can choose to terminate a marriage relationship and through a custom called Chudi pahanana, if she so desires. However, a mention of these progressive local customs, in no way suggests that the ideology of female subservience does not exist in Chhattisgarh. On the contrary, in spite of this male authority and dominance is seen quite clearly in the social and cultural life of Chhattisgarh.

LIVELIHOOD

Livelihood of the people is based on farm and forest employment the industrial sector is a smaller though expanding source of livelihood of people.

EMPLOYMENT

The Farm Sector dominates employment. About 82 percent of all workers and 90 percent of rural workers were involved in farm related

activities including cultivation and agriculture allied activities. Collection of NTFP including Tendu Leaves is a major activity in the northern and southern districts. After the primary sector, the services sector offers the highest employment. Eleven percent of the entire Chhattisgarh and fifty two percent of urban employment was in the services sector.

FOLK SONGS

Sua, Bhojli, Gaura, Dadariya, Lori, Karma, Madai, Nacha,Raas, Panthi, Pandwani & Dewi Gatha

FOLK DANCES

Pandwani, Karma, Panthi Nritya, Gammat, Shaila, Danda, Kaksar & Rawat Naacha

FESTIVALS

Ram-Navami, Hareli, Nag-Panchami, Navratri, Bhojli, Kamarchhat, Cherta, Goura,

Chapter 2
Elementary Educational Scenario

The School Education in Chhattisgarh is mainly under the control of School Education Department. It conducts educational activities from pre-primary to Higher-Secondary Education within the state. Out of 16 districts in the state, 7 districts are predominantly tribal districts & 5 are mixed tribal districts. The school education in tribal areas is looked after by the Tribal Welfare Department. Some Missionary Organizations, Local Bodies & Private Institutions are also engaged in providing education in the state.

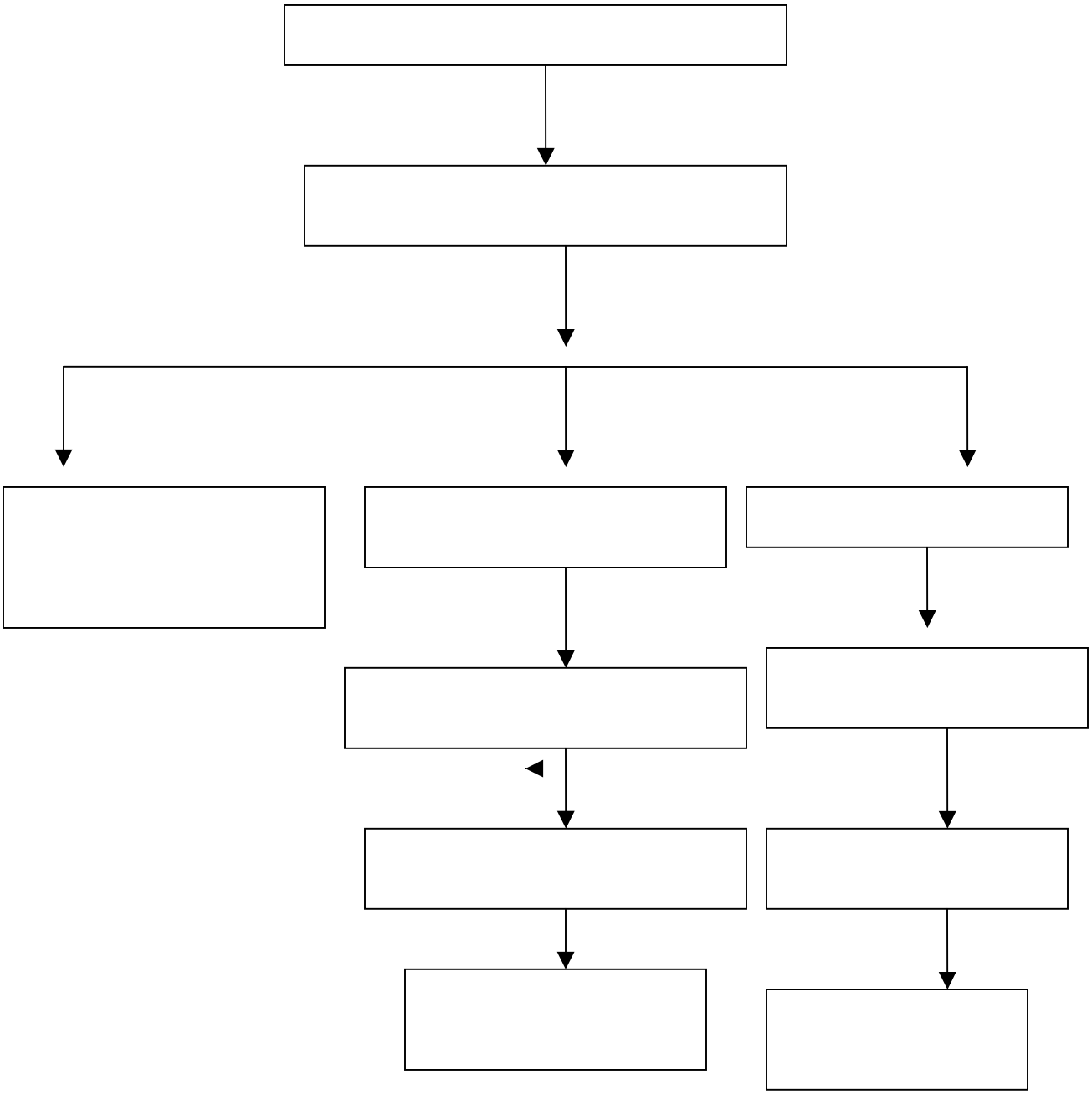
2.1 School Set-up

The types of Schools & their set-up in the state are as follows:

- Primary School (Class 1 to 5):
- Upper Primary School (Class 6 to 8):
- High School (Class 9-10)
- Higher Secondary (Class 11-12)

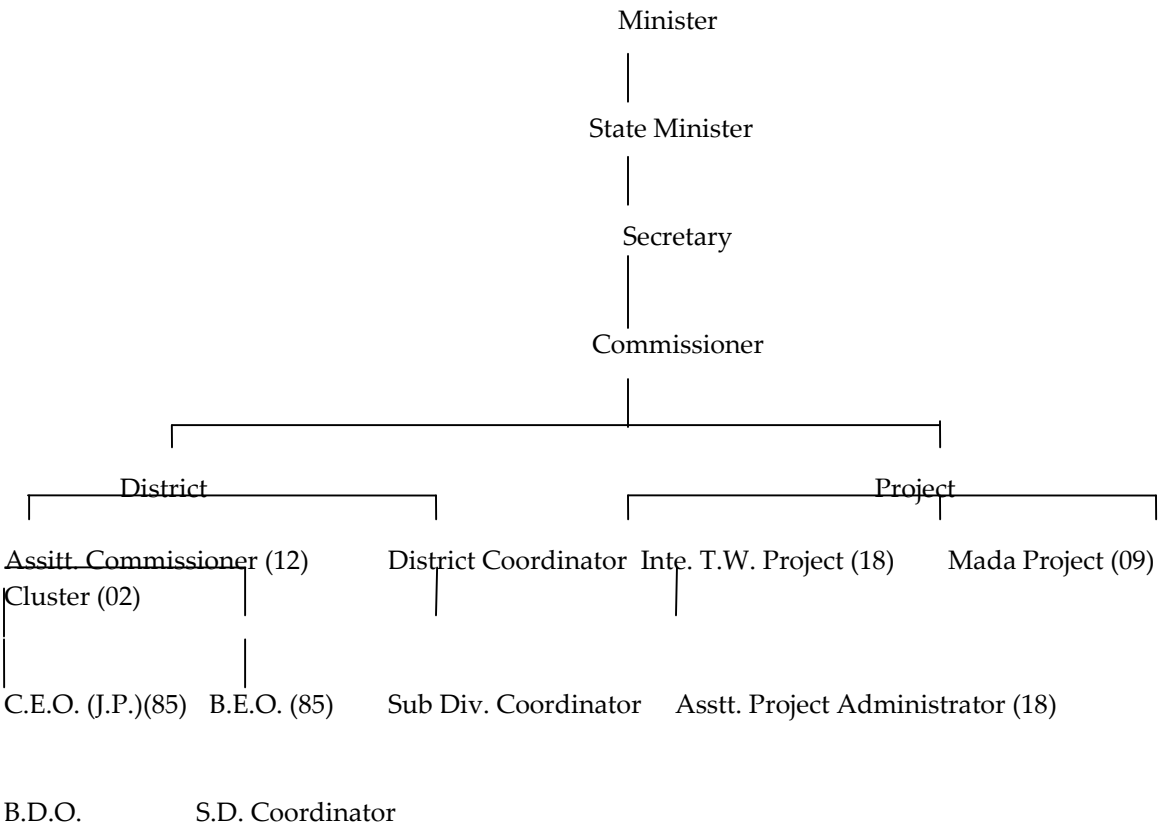
2.2 Administrative Set-up

School Education Department

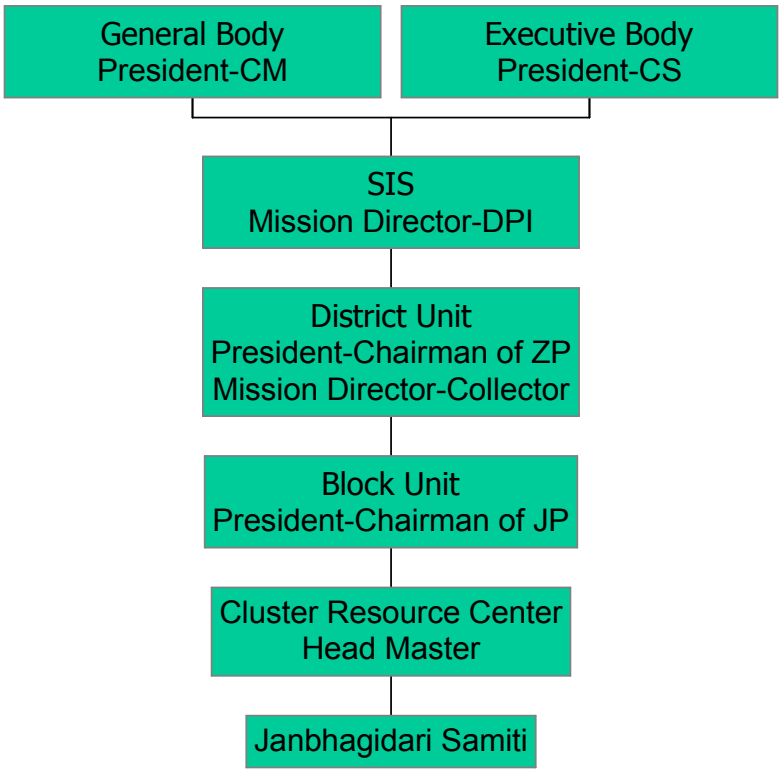


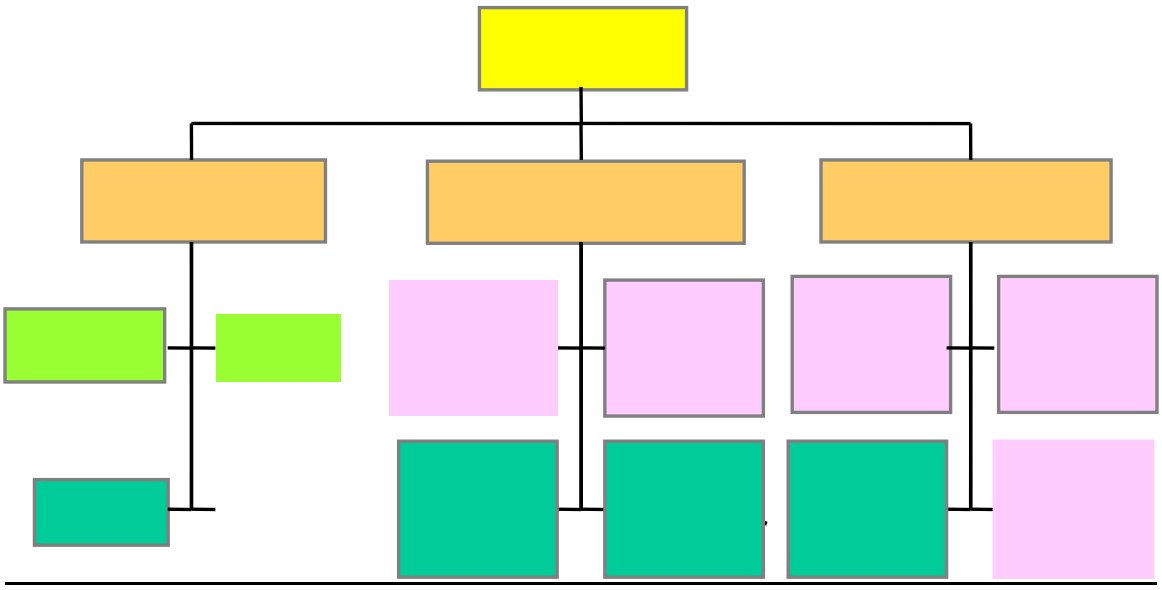
Tribal Welfare Department

Administrative Setup of Tribal, Scheduled Caste, Other Backward Classes and Minority People Welfare Department



Sarva Shiksha Abhiyan





Chhattisgarh Board of Secondary Education

The main functions of the Board include:

- *To conduct High School & Higher Secondary Examination*
- *To form syllabus & develop Textbooks for the Board*

To teach through Correspondence Course

To give recognition to schools under certain guidelines

To take steps to improve the educational standards of the state

State Council of Educational Research & Training

The main functions of the SCERT include:

To develop curriculum & syllabus for the Formal & Non-Formal School Education

To provide technical support to School Education

To conduct research for qualitative improvement in School Education

To discharge duties as head of the department of academic & training wing in School Education

To organize the in-service training for teachers & administrators

State Institute of Educational Management & Training

SIEMAT in the state will function as a unit of SCERT. The building for proposed SIEMAT is under construction. The Chhattisgarh Housing Board is the agency assigned for building work. The 11 member staff for SIEMAT has also been sanctioned by the C.G.Govt. and the post will soon be fulfilled. The main function of SIEMAT will be to provide training to Educational Administrators.

District Institute of Education & Training

DIET has the following functions:

DIET supervises & monitors the activities of PS, EGS, SSK, AS, CRC, BRC etc.

DIETs organize & facilitate the meetings of CRC, BRC & district.

Training role

DIET provides training to teachers, CACs, VEC members etc.

DIET helps in the training at the block resource centres.

To assist in planning & co-ordination of in service training programmes.

English Language Teaching Institute

At present, English Language Teaching Institute is functional in SCERT with a limited number of staff. The main function of this Institute is to develop various teaching materials, training modules & organize different training programmes.

District Centre for English

Main activities performed through DCEs are

Short-term refresher courses in English

Activities for improving teacher competence in language teaching

Monitoring of various activities

Material development

District Project Office

The various functions performed by the DPO are-

Planning, scheduling of various activities including participation in the preparation of AWP& B.

Organize monthly review meeting for institutional reforms.

Regular monitoring & supervision.

To ensure quality in all aspects of the project.

Conducting sample studies focused on critical issues related to primary education.

Financial management of the different components of the project.

Routine tasks suggested by the state project office.

Block Resource Centre

Block Resource Centre has the following functions to perform:

Building BRC into a resource centre where books, discussion papers etc are available.
Training
Developing teaching-learning materials
Visits to schools & monthly meetings(observation & feedback)
Planning, organizing, co-ordination & administrative role
Planning & organizing training programmes, workshops, review meetings, monthly meetings at BRC
Collaborating & coordinating with BEO & DIET.
Preparing AWP& B & training calendar etc.
Providing support to activities undertaken at cluster level.
Planning environment-building activities.
Coordinating with DPO.
Monitoring of CRC activities.
Collecting reports of various meetings & submiting to DPO.
Feedback from teachers through school visits.
Attending review meetings.
Supervision of civil works.

Cluster Resource Centre

The job chart of the Academic co-ordinator is –

Visiting of every primary school & EGS to monitor the classroom processes atleast twice in a month.
Observation of the classroom transactions for making it in line with imparted training to the teacher.
Observing the student's notebooks to ensure the work has been done properly checked by the teachers & the mistakes are rectified by the teachers.
Monitoring of quarterly examinations in every school of the cluster, analysis of results, discussion of results in PTA/ VEC meetings.
Discussions on difficulty faced by teachers & provide on the job guidance.
Review of the teacher's diary.
Making agenda for the monthly meetings based on the teachers' diary.
Presenting & sharing the achievement, problems & difficulties of the whole cluster in the monthly meeting at the Block resource Centre.
Devoting the one full day in a school during the visit.

2.3 Various Projects implemented to achieve UEE:

From time to time various projects have been launched in the state to improve different aspects of primary education.

Operation Black Board (OBB)

This project was initiated with a view to equip the schools with the following basic facilities:

A) A pucca building with at least two classrooms and a verandah,
B) At least two teachers, &
C) Essential teaching-learning materials worth approx.Rs.7215/, so as to make learning more activity-based & joyful.

Non-Formal Education (NFE)

Under this project, centres are established where children who can't attend school can pursue their education at timings & pace suited to them. Instructors & supervisors do the work in these centres

& they are paid honorarium provision for lighting, contingency etc. are also been provided to them & they are trained regularly.

Teacher Education (TE)

District Institutes of Education & Training (DIETs) are established in all the districts. The function of DIET is to provide academic support and guidance to the educational system, impart pre-service & in-service training for teachers & other officials.

Teachers were oriented in the field of Minimum Level of Learning (MLL), Special Orientation of Primary Teachers (SOPT) and Mass Orientation of Primary School Teachers (PMOST).

ICDS & Other ECCE Programmes

The department of women & child Development of the Govt. of India has been giving assistance to states for a scheme called Integrated Child Development Services (ICDS) since 1975 which has a very important bearing on UPE. The scheme aims to provide a package of the following 6 services to (a) Pregnant & nursing mothers (b) Children in 0-6 age group through a network of Anganwadis.

i) Supplementary Nutrition.
ii) Immunization
iii) Health Checkup
iv) Health & Nutrition Education
v) Referral Services
vi) Early Childhood Education.

Providing access & incentives to the disadvantaged groups:

Over the years, state Govt., has been bearing not merely the non-plan expenditures on schools opened in previous plan periods, it has been committing substantial funds to Elementary Education, mainly for the opening of new schools & construction of buildings for old as well as new schools & providing incentives to the following disadvantaged group:

i) Girls
ii) Working Children
iii) Disabled Children
iv) Scheduled tribes
v) Scheduled Castes
vi) Other Backward Classes (OBCs)
vii) Families living below the poverty line or in very remote areas, Urban, Slum dwellers etc.

Shikshak Samakhya:

Shikshak Samakhya is an innovation launched by the Govt. of Madhya Pradesh with the major objective of enriching & enhancing the teaching leaning processes. Shikshak Samakhya translates as "Teacher Empowerment". A more appropriate translation would be "equal say", a concept that projects the teacher as the key person in the implementation of the education strategy. The project aims to achieve its objective through raising teacher motivation & self-image.

The project emphasizes on making the classroom an attractive place to be in by providing effective & relevant teaching-learning materials aids through a participative process. Emphasizing participation, multi sensory stimulation, activity-based methods, increased student teacher interaction, heightened attention through involvement in learning activities which combine action songs and teaching aids, Shikshak Samakhya has developed a lively & powerful training approach, the most visible aspect of Shikshak Samakhya is the transformation of the school & the classroom. The school is converted into a Bal Mitra Shala (child friendly school) in name & appearance. The walls are whitewashed and scenes from popular nursery rhymes & stories are painted colorfully by the teachers themselves. A three feet high blackboard is painted all around the lower walls of the classroom to give the children their own "space" to write & also provide an easy way for the teacher to monitor their activities at a

glance. The teaching-learning process is made participatory & enjoyable.

Mid-Day Meal Scheme:

On August 15, 1995, the Government of India launched a major initiative - the National program for Nutritional support to Primary Education. The objective of the program is to give a boost to UPE, by increasing enrolment, retention & attendance & simultaneously impacting on nutrition of students in Primary Education. The District Collector is made responsible for collection from the FCI godown & arranging transportation of food grains & distribution thereof to the local bodies/ schools based on the entitlement of individual schools. The State Govt. has decided to distribute gas cylinder & pressure cookers in schools

District Primary Education Programme:

Building upon accumulated national experience in pursuit of UEE as well as experience gained from State-Specific & area-specific projects, a nation-wide plan, the District Primary Education Program (DPEP), was launched in 1994, in the area of primary Education. The DPEP seeks to operationalize the strategy of decentralized planning identified by the P0A, 1992 to be the main strategy for achieving UEE.

The DPEP has primarily drawn its lessons from & builds on the achievements of first generation projects such as the Andhra Pradesh Primary Education Project, Bihar Education Project, Lok Jumbish, Mahila Samakhya & the Uttar Pradesh Basic Education Project.

In Chhattisgarh, the project was launched in two phases. First phase covered 9 districts & the second phase was introduced in 6 districts. Durg was the only district which didn't have the DPEP for achieving UPE.

Department wise schemes for Elementary Education

There are several schemes conducted by different departments which help us in achieving the objectives of UEE.

Tribal Welfare Department:

This department runs various schemes for the benefit of Tribals. Chhattisgarh being the tribal dominated state, a big amount is spent through this department. Some of the important schemes run by this department are:

Ashram Shalas:

Tribals live in scattered areas with small population. This makes the Govt. difficult to open schools as per the norms. Tribal Department opens Residential Ashram Shalas for children with all facilities free of cost.

Incentives:

Tribal children are provided with free textbooks, uniform, School bags, meals & scholarships. Tribal girls are provided cycles for travelling distances to reach schools.

Directorate of Public Instruction:

Education Department runs various schemes such as:

Free Text Books:

Girls of classes 1-5 & SC, ST children are provided with free textbooks. Book bank scheme is also there to cater to the needs of children.

School Uniform:

nder the scheme of "Earn & Learn", students are provided free school uniform.

Scholarships:

ll eligible students are provided scholarships & some other incentives.

Naming the Schools:

On the demand from the community & on getting financial assistance for school development, the name of the school can be put on the name suggested by the donors. This is a good example for getting community support in schools (PLUS).

Computer Education:

DPI runs various schemes for computer education. Apart from CLASS & CLAP Projects state has Chhattisgarh Soochana Shakti Yojana & some other new schemes.

Facilities for MDM:

DPI is arranging funds for Gas Cylinder, Pressure cooker & doubled the unit cost for MDM.

Women & Child Development Department:

Early Childhood Education:

Under this scheme, habitations are provided with centres for Early Childhood Education with one lady facilitator & one Maid to take care of these pre-school children. These children are given opportunities to play & learn & they are given nutritious food as well.

Other important schemes are Dattak Putri Yojana, Balika Samriddhi Yojana for the motivation & promotion of education of Girl child.

Panchayat and Social Welfare Department:

This department organizes various health camps at block level in order to identify the children with special needs between the age group of 6-14 years and after necessary identification, they provide various aids-n-appliances to them like tricycle, calipers, crutches, wheel chairs, Splints, hearing aids, power spectacles and also provide scholarships to these children. They are also responsible to provide funds to NGOs to run special schools in the district for disabled children. A few such educational

institutions are working in the district. They are Andh Mook Badhir Govt. School, Tifra, and Anandniketan, Vyapar Vihar for Deaf and Dumb, physically handicapped and visually impaired children respectively.

The department provide scholarships and apparatus for the children with special needs with more than 40% disabilities.

Under the scheme of **Pt. Din dayal Punarwas yojana,** the department provides identity card and pass book to disabled children for the various beneficiary schemes.

Zila Panchayat:

The Zila Panchayat mainly provides infra-structure facilities for schools such as buildings, Additional rooms, toilets etc. The different schemes are as follows-

11th Finance commission*:*

This scheme provides financial and technical supports for new school buildings and additional rooms.

SGRY

This scheme provides financial and technical support for new school buildings and additional rooms.

PMGY

It also provides funds for the construction of school buildings.

Member of Parliament & MLA Fund

It is a special funds released by the seating member of parliament of the parliamentary constituency & MLA for the construction of school building based on the community demand for such construction.

Mid Day Meals

The provision of mid day meal are being earmarked for the children of the primary schools in order to motivate the young children for attending the school.

Public Health Department

This department also provides drinking water facilities in the school premises. The 90% cost of the hand pump is born by PHE where as rest of the cost is born by the communities under this scheme. This scheme is known as "Swajal Dhara Yojna".

2.4 Challenges in Elementary Education

On behalf of European Commission, Dr. Vimala Ramachandran, New Delhi studied the state scenario in elementary Education. Some of the important observations are:

Diversity and uneven progress

Among the daunting challenges faced in Chhattisgarh is its diversity - this essentially implies that the range and intensity of problems faced vary across districts and within districts, blocks and clusters. Infrastructure (especially roads, transportation), economic situation, social profile and level of penetration of the market exert a significant influence on educational access, availability of teachers (their regularity, absenteeism), efficacy of monitoring systems and so on. It is not only that there is a big difference between tribal and non-tribal areas, rural and urban areas, remote and accessible areas, but there are also significant differences among different social groups - some tribal groups being far more disadvantaged than others (for example Pahadi Korba, Abujh Maria living in the deep forests of Narayanpur area of Bastar, Bison Horn Maria living in Jagdalpur area, Bhatra of Bastar and south Raipur). This poses a big challenge to planners and affects the following areas in education:

- Location and the distribution of schools across differently endowed areas;

- Engagement and participation in existing committees and other mechanisms established to promote community participation;
- Availability of teachers, problems with respect to teacher regularity, absenteeism;
- Access to academic support and availability of teacher education opportunities; higher proportion of untrained teachers;
- Regular monitoring due to relatively poor infrastructure; and
- Availability of trained human resources in related institutions (administrative and academic)

Elementary Education:

Availability of schools and prevalent multi grade situation:

While there is ample evidence to show that there is a tremendous demand for education and that enrolment has gone up significantly - the existence of multi grade schools is a big challenge. Recent information show that there has been a tremendous expansion of primary schools in the state and there has been a 74.87 percentage increase in the number of primary school teachers from the Sixth Educational Survey (1993) to the Seventh (2002). The percentage of female teachers is 35.89 per cent. Notwithstanding this positive trend the 7th Educational Survey (NCERT, 2002) also reports that 205 (186 of them rural) out of 23,951 schools visited had no teachers, and 3503 schools had only one teacher. This implies that a very large number of them are multi-grade schools where one teacher has to manage different grades in the same classroom thereby putting a tremendous amount of pressure on teachers who are not trained to handle multi grade situations.

While the number of Upper Primary Schools has increased from 3743 (3338 rural) in 1993 to 6293 (5406 rural) in 2002, only 6108 habitations have an upper primary school within them (as compared to 37,933 having

primary schools), 20,320 habitations have an upper primary school within three kilometres and 11,505 have it beyond three kilometers. (Source NCERT, 7th Educational Survey, 2002). The government proposes to fill this gap within the next 3 to 4 years, as evident from the SSA plans prepared by the state government.

Teacher-pupil ratio:

The teacher pupil ratio stands at 1:48 at the primary level and 1:49 at the upper primary level (overall it is 1:49). These figures hide inter-district and intra-district variations. For example the TPR as reported in the 2003-04 SSA Annual Work plan is as follows:

Teacher pupil ratio

Wrt sanctioned posts	**Primary School**	**Upper Primary School**
Highest TPR district	***64 (Raipur)***	***65 (Raipur)***
Lowest TPR district	***29 (Jashpur)***	***18 (Dantewada)***
State TPR	***47***	***21***

(Source: GoCG, SSA Annual Work-plan and Budget, 2003-04)

Training of teachers:

Recent information on the number of trained teachers reveals that there is a huge backlog and that that 48% primary and 42% upper primary of teachers are not trained. The challenge faced by the government is to not only ensure every single teacher is trained but that the quality of training is maintained. The main objective of the training programme is to ensure that learning outcomes improve and that it starts making a big difference in the classroom and in the motivation of the teacher. The state government had flagged to need to seriously plan for greater coverage and improved quality and relevance of the programmes.

Teacher motivation and teacher absenteeism:

A recent study conducted in 2003 (Kremer et al, June 2004, Harvard University, funded by World Bank) indicates that teacher absenteeism in the state is a very serious problem with 30.6% of teachers being absent in schools visited in 2003 and no teaching activity observed in almost 80% of schools visited. This information highlights the grave situation with respect to teacher availability in the school and its impact on the real TPR as it obtains on the ground. Evidence from several areas of the country and also other countries show that alcoholism and other forms of addiction is also a big problem - especially in tribal areas (Source: Ongoing research of ERU in Andhra Pradesh, 2004-05). While similar studies are not available in Chhattisgarh, this could be an area of concern. This further vitiates the school environment, reducing teaching time.

The teacher is the fulcrum around whom the entire education system revolves. The social status of the teacher in the community, the value placed on teaching as a profession by potential aspirants, the way they are managed by the administration - all these exert a strong influence on teacher motivation. A qualitative research study done in 1999-2000 (prior to the formation of Chhattisgarh) revealed that there were problems of regular payment of salaries, reimbursement of training / official work related travel claims and over loading of teachers with a range of non-teaching duties (Vimala Ramachandran (ed): Hierarchies of Access, European Commission, 2002). Complicating this situation is the decision of the state government to declare the "formal school teacher" as a dying cadre and replace them with contract teachers at all levels. This trend of de-professionalization of teaching as a profession could have long-term effect on the quality of education.

Experience of addressing teacher motivation issues in several states of India and indeed in several countries of the world point to the need for a multi-pronged strategy simultaneously addressing:

- teacher cadre management issues,

- community based support and monitoring programmes,
- administrative mechanisms to give more teeth to block and district level structures to plan for their own area,
- avenues for professional growth of teachers and restoring their professional status and
- regular awards and prizes to encourage teachers to do their best with the available resources.

The language issue at the primary level:

Given that 32.5 per cent of the population of the state is tribal, and given that there different tribal groups speaking different languages and dialects, the ability of small children (at the primary level) to comprehend Hindi language emerged as an important issue of concern. The situation is particularly worrisome in border districts - for example in Dantewada district, Gondi & some other dialects are spoken, in other areas Oriya & Telugu are spoken. It would therefore be important for the state government to develop a strategy to bridge the language gap at the primary state so that children can gradually master the official state language.

Educational needs of urban deprived and child labour:

The government has also flagged the need for appropriate educational facilities for urban deprived children (children living in urban slums and resettlement colonies, street and working children and children who need special attention (migrant workers, sex workers, remand homes etc.). Discussions with government officials revealed that the government has also invited MV Foundation of Andhra Pradesh to help them initiate programmes to get child labour out of work and into full time schooling. Discussions have also been initiated with other national NGOs and corporate bodies. While a range of strategies are under active consideration, systematic planning to cover all the special focus group of

children is an urgent requirement, especially in the light of the 83rd Constitutional Amendment making universal elementary education a Fundamental Right of every child.

Diversity inside the classroom:

The positive trend visible in Chhattisgarh is the unprecedented increase in enrolment with hitherto excluded communities sending their children to school. While this is indeed a welcome trend that needs to be encouraged and strengthened, the reality is that children from diverse background in both rural and urban areas and from families and communities that do not have even a single literate person are now entering school. This has made the classroom far more complex with teachers having to manage far greater diversity in the classroom. While this problem has been acknowledged across the country, supporting the teachers and the community to manage this diversity is a big challenge. A host of teacher related issues discussed above acquires a greater sense of urgency in the light of this diversity - especially teacher training.

Community mobilization:

Mobilization of the community has been identified as a critical input into universal enrolment and retention. Given the population distribution in Chhattisgarh, especially in the tribal areas and given the relatively low levels of exposure to education and the media - especially in rural remote areas and in small habitations dotting the forest areas; community mobilization efforts would require a considerable amount of investment in both human and financial resources. Again, these kinds of intensive community level activities cannot be done effectively within the financial norms of the SSA programme. Special time-bound programmes need to be planned for those areas identified as being the most vulnerable - especially with respect to regular attendance and to prevent children from dropping out.

Child care and pre-school education:

Livelihood patterns of tribal communities often involve long hours in the forests to collect Non-timber Forest Produce (NTFP) and absence of parents from the habitation during peak agricultural activities - especially where "podu" or shifting cultivation is practiced. The provision for childcare centres and pre-school education is limited to Rs 15 lakhs available under the innovation fund. Regular attendance and effective participation of young girls in school is often inhibited by sibling care responsibilities. It is now widely acknowledged that the ICDS programme has not been able to meet the requirement of childcare during school hours. Furthermore, not all habitations are covered under the ICDS programme. Planning and designing community based childcare facilities and pre-school education programmes has been inhibited by lack of resources. This remains a big challenge in the state.

Research to enhance knowledge base for planning and strategy development:

Another important issue flagged by the state government is the non-availability of good quality research based information on a number of issues like teacher motivation / teacher absenteeism, systemic barriers to realization of equity and quality objectives, why children drop out and at what levels, effectiveness of ongoing teacher training programme on learning outcomes of children and so on. The state government has expressed the need to initiate a range of research studies to better understanding the ground level situation in the state as a necessary input into educational planning and management.

Secondary and higher secondary education:

There is little doubt that enrolment has gone up at primary and upper primary levels and that there will be a huge surge of aspirants seeking admission to secondary schools. The situation at the high school level is also quite alarming. The number of higher secondary schools has

increased from 732 (424 rural) in 1993 to 1564 (945 rural) in 2002. (Source NCERT, 7th Educational Survey, 2002). The existing SS and HSS are not designed to cater to the increased demand and given the uneven distribution of secondary and high schools it may adversely impact girls as compared to boys and children from rural areas more than urban.

While we do not have accurate information (as yet) on the number of residential schools and Ashram Shalas, we were informed that there are 577 schools spread across the state. These schools are funded and managed by the Tribal Welfare department and do not necessarily come under the jurisdiction of the education department.

Facilities for post middle level and post secondary education are also woefully inadequate in the state. While the government has welcomed private universities and colleges, this expansion may not benefit rural children. Discussions with officials reveal that they are aware of the problem and have flagged this as an important issue in the Vision 2012 document of the State Government.

Chapter 3
Process of Plan formulation

3.1 Introduction:

Sarva Shiksha Abhiyan has time bound objectives. It means that the goals & the objectives of the programme are to be achieved within stipulated period. Thus, planning under SSA is to review the present scenario in the state, district, block or village, to identify the needs & propose various interventions, strategies to fill the gap areas, in order to achieve the goals of the programme.

SSA requires two types of plans- Annual & Perspective. The Annual Work Plan proposes the interventions for a year and the perspective plan covers a longer period. The present plan presented is the fifth Annual Work Plan of the state starting from the session 2001-02. The state has submitted the perspective plan for a period of 2001-2010.

We all are well aware that we can achieve the targets set effectively if we plan our activity with a proper vision & regularly monitor the progress. These objectives can't be achieved in isolation & we have to coordinate with other departments & agencies & have a collective effort in team mode to achieve these objectives.

In a meeting of the World Education Forum, held at Dakar, Senegal, a framework of Action for achieving six goals related to Education for All (EFA) has been adopted. They are:

1. Expanding & improving comprehensive early childhood care & education, especially for the most vulnerable & disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances & those belonging to ethnic minorities, have access to complete free & compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for ass adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving every aspect of quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

3.2 Targets-Vision 2020

Our State Project Office has recently developed the Vision Document which puts the following statement:

- Schools in easy access to all children
- Schools with all required facilities & infrastructure
- Curriculum addressing to the specific needs of the region
- Well equipped Academic Resource Centres to enhance quality
- Well qualified, motivated & committed teachers with opportunities for professional development
- Facilitate a mechanism by which educational facilities are provided to poor at the lowest cost
- Encourage private sector for providing support in Education

In consonance with the goal and objectives envisaged in Vision 2020, its commitment to the child's right to education, the Chhattisgarh agenda for education has the following objectives:

Our Government will include responsible and accountable stakeholders who are committed to democratic, representative and participative action, through creating equal opportunity with mutual respect, recognition and individual value guided by transparency and honesty in all relationships, leading to continuous improvement and openness to change.

The School Education Department commits to provide a challenging, enriching and purposeful learning environment on a sustained basis on the belief that this engages students in maximum learning. Holistic, value based self-development through nurturing life skills will be the nucleus of this affirmative learning environment.

We will use Technology to create a self- governing and learning society that is aware of its rights, duties and responsibilities, resulting in a secure and comfortable life, with plenty of time for self-exploration, growth, development and leisure.

The state has made plans for Sarva Shiksha Abhiyan accordingly.

3.3 Plan Preparation Activities

In order to prepare annual work plan 2005-06, exhaustive preparations were done throughout the year. In May-June 2004 we carried out massive household survey and collected and compiled the data from various other sources also. DISE was also another important exercise to collect & compile the data for the use in planning.

The first major exercise was done in the state to get the suggestions from various sectors for improving our educational scenario. State Project Office organized a **state level Workshop on Policy & Planning for Elementary Education in Chhattisgarh.** This two day workshop was

organized on 31-08-2004 to 01-09-2004 & the important areas discussed during the workshop were:

Institutional Reforms for better performance

Capacity building initiatives

Reaching the unreached

Bringing Quality in Schools

Better Community Involvement

Computer Assisted Learning Facilities

Availability of Reliable Data

Suggestions given in the workshop were taken care of while making the Annual Work Plan.

Chhattisgarh Govt. is getting support from **European Commission under direct State Partnership Scheme.** Several activities, field visits, seminars, workshops & trainings were organized to develop a vision in the state for better collaboration. Several need areas were identified & some of the areas were included in the SSA plan as per norms do that the other inputs can be demanded from EC partnership, especially in the area of Secondary Education.

Different stages of Planning in the state

Formation of planning teams at State, District, Block and Habitation Levels.

Capacity Building of Planning teams at various levels through orientation, workshops, exposure visits etc.,

Development of material, formats etc., for planning.

Development of Habitation-wise database by involving community, Teachers, School Committee Members.

Development of Habitation Education Plan through Micro-planning and discussion in the Gram Sabhas.

Consolidation of Habitation Education Plans at Block Level and discussion in the Block Committees and forwarding to the district.

Presentation of Block Plans at district level, selection of activities and development of draft district plans.

Discussion of district plans in the District Committees chaired by District Collector and finalization – submission to the State Project Office.

Sharing & review of district plans at State Level & making corrections as per suggestions.

Formation and Functioning of Planning Committee

At the state level, all the concerned persons from different departments were invited from time to time for planning meeting. Plans of different departments were received to avoid duplication. Planning teams made at District & Block level have the following pattern in general. They had the flexibility for the formation of their own team.

District Level

President - Chairman, Zila Panchayat, ex-officio

		President District Education Committee
Members	-	Principal DIET
		Project Officer, ICDS.
		Assistant Commissioner Tribal Welfare
		District Education Officer
		Representatives of two N.G.O.s
		Two Lecturers from local Higher Secondary schools
		Two Block Education Officers
Secretary	-	District Project Co-ordinator
Educationist	-	Retired Persons

Block Level

President	-	President, Janpad Panchayat
Members	-	Members of Janpad Committee
		Principal local Hr Secondary School
		Two Cluster Heads
		Two CACs
		Two Head Masters of Middle Schools
		Two Head Masters of Primary Schools
Secretary	-	Block Education Officer

3.4 Further State Level Initiatives:

Preparation of AWP was the most discussed topic during the last few months. Important activities or initiatives undertaken for achieving this task are:

1. Orientation of District Planning Teams on a regular basis for last four months.
2. Review the progress of AWP through Video-Conferencing.
3. District visits by the state officials to identify various field related problems.
4. Exposure visits to different states to know about the best practices
5. Receiving feedback from districts through correspondence & other medium
6. During the consensus seeking meeting with District Planning Group, All the districts have committed that they will ensure that after the approval of the AWP, they will develop school level project implementation plan.
7. Districts will develop habitation level plans this year for Alternative Innovative Education & from next year onwards, they will keep the record of habitation level plans during the planning process.
8. State level teams were formed to review the plans of different districts. Presentation of each districts were made in detail in front of the state level planning core groups & on the spot corrections were made.

9. Districts were asked to finalize their plans & submit it by 4th April, 2005. Before leaving the state level meeting, they submitted the CDs of the tables in prescribed formats along with one draft plan.
10. Services of the Head of Department, statistics, Pt. Ravishankar University, Raipur along with some MCA students were taken to finalize the plans & analyze the data in a proper & systematic way.
11. A questionnaire was sent to all districts to be filled by about 16200 untrained teachers getting training under SSA. Their suggestions, their opinion was given due consideration while making the plan.
12. State has decided to prepare Project Implementation Plan (PIP) after the approval of AWP & B.

3.5 Photo Feature

Mission Director along with the state level planning Team appraising District Plans.

State MIS In-charge explaining the district planning team to incorporate various minute data in detail in their AWPs

Chapter 4
Progress made so far

4.1 Actions taken on the suggestions given by PAB:

.No.	P.A.B. No.	Remark	Actions taken
1	2.4	JS observed that there was approximately a backlog of 13,000 teaches to be recruited by the state and wanted to know the reasons for the same.	This backlog has increased upto 22,249 after getting more posts for 2004-05. Due to the stay from court, the recruitments were not done. Now the state has started the process of recruiting Shikshakarmis instead of contract teachers & all

			recruitments will be done before the commencement of session.
2	2.6	JS questioned SPD on the steps taken by the state to address the concerns of the tribal child population, since they constituted 28.5% of the total child population. He further observed that since a substantial percentage of the tribal population consisted of primitive tribal group there was a need for more intensive planning and varied strategies were required to bring these children into the fold of elementary education.	Last year, districts were asked to submit specific plans for tribal population. They were suggested to take activities like special coaching classes, providing incentives & complete school kit, improving traditional skills & daily half an hour programme through radio for these children. The state is planning to adapt the materials develop din Jharkhand for tribals as the tribal living there are almost similar to the bordering tribals of Raigarh, Jashpur & Surguja districts.
3	2.8	Secretary further observed that going by the appraisal report it was clear that the state had not made any progress in covering this critical category of children and therefore there was an immediate need for the state to develop district specific	This year, districts were asked to make tribal specific plans especially in districts like Bastar & Surguja. They are having special packages for tribal development & were asked to give focused attention in these areas for tribal development.

		plan especially for the tribal districts.	
4	2.9	On reviewing the achievement levels of children in the state based on the DISE data secretary drew the attention of state representatives to the very low levels of achievements at the upper primary level. She informed the state representatives that the children passing out at the upper primary level with more 60 % marks were only 4 %.	State has paid attention to this problem & rigorous training programme for Upper Primary teachers are being planned. SCERT has assigned districts to different lecturers & made them responsible for quality issues. DIETs, BRCCS & CRCs are also strengthened to monitor & improve quality at Upper Primary level.
5	2.10	JS desired to know the percentage of teachers covered under 20 days in service training.	
6	2.14 (a)	The state government should give a written commitment for meeting its share.	Commitment has been given & the state share has also been received.
7	2.14 (c)	At least 50% of the teachers recruited should be female.	This decision has yet to be taken.

8	2.14 (d)	Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least salary payment. The latter would monitor the attendance before releasing the salary	This is followed in schools.
9	2.14 (e)	VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teachers grant civil works, maintenance grants, school grants and other such expenditure which has to be incurred only through these bodies as per SSA norms.	Village level committees are constituted & funds are utilized through these agencies.
10	2.14 (f)	The state government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to government of India before the release of second installment. The	The decision has yet to be taken.

		contribution as state share for SSA will be over and above this investment.	
11	2.14 (h)	All appointments under the head of management cost should either be on deputation or on contract basis. With all persons being recruited having functional computer literacy.	This instruction has been taken care of & if the persons are not computer literate, they are being provided computer related training.

4.2 Activities done in Chhattisgarh under SSA

Chhattisgarh has done remarkable progress in the implementation of Sarva Shiksha Abhiyan. Following activities were done during the last few months in the state:

Institutional Reforms:

In order to have smooth implementation of SSA, the existing structures were strengthened. At the block level, the Block Education Officers were made the nodal officers & in the same way at the district & state level, all the existing main structures were given the main responsibilities by delegating them the powers of chief coordinator.

The site for the construction of State Institute of Educational Management & Training (SIEMT) has been selected & Housing Board has been given the responsibilities for civil works. The process of identification of staff has been initiated by SCERT.

Various vacant posts in the project offices were advertised & process of recruiting the staff has been started.

All the block education offices are being equipped with computers to avoid seeking the same information different times & involving teachers in non-teaching tasks.

The responsibilities of construction of school building has been given to Janbhagidari Samitis from the Village Nirman Samiti to improve the pace of construction.

The process of recruiting more than 20 thousand teachers were at the final stage but due to the writ, it is pending. State has decided to recruit Shikshakarmis & the process is going on & all the recruitment will be done before the new session.

Teachers Training:

Teachers' training activities are looked after by SCERT through DIETs & Block Resource Centres.

As per the target, 20 days teachers training has been done in three phases of 10, 7 & 3 days.

The training of Upper Primary School Teachers is in progress. They are given Science, Math, Social Science & language training.

To improve the quality of English, about 1300 teachers are registered for the 6 months' Certificate Programme in Teaching of English.

All the untrained teachers are undergoing 2 year's Diploma in Education through correspondence programme. This year, 16200 teachers are registered for this programme.

There will be remarkable change in the system of training. All the training are made joyful & in camp mode. Teacher motivation, self-confidence & self-respect are the key factors in teachers training.

The Block Resource Centres are provided an advance of Rs. 1 lack kept ready for ever for the training programmes.

Training modules for different subjects are developed & distributed to the teachers participating in the training.

Teachers were given assignments during the teachers training which they have to do while remaining in the school & has to submit them in Resource Centres.

The teachers are being trained to conduct the Interactive classrooms. A training module has been developed for this purpose. They are taught various activities, developing teaching aids, placing the radio & other technical issues.

NGOs are being involved to make the teachers training more effective.

Academic Monitoring:

Regular Academic monitoring is ensured from different levels. The state officials are given the responsibilities of various districts for the project implementation.

Capacity enhancement plan for the Cluster Academic Coordinator is made. They will be taken test to know their problem areas. Question

papers have been developed & Board of Secondary Education will take the exam of all the Cluster Coordinators. On the basis of the results, training packages will be developed.

The tasks other than monitoring by Cluster Academic Coordinators are tried to be reduced so that they can give their full attention to the quality in schools.

In case of academic support at Upper Primary level, these CACs will collect the hard & required areas for discussion & pass it to the subject expert nominated from nearby Secondary & Higher Secondary level. These experts will come & deliver the topics given to them & support these schools by occasional monitoring.

All the CACs are given the training on the Academic Monitoring System developed by NCERT.

2 days training & meeting with all the administrative officials on various academic issues.

State organized TLM week & teachers were provided training & several meetings were organized to develop various TLM.

Distance Education:

Last year, State has registered 890 teachers for this 6 month's certificate programme by IGNOU & this year 400 teachers have been registered for this programme.

A digital audio studio has been constructed under Sarva Shiksha Abhiyan in the SCERT premises. Latest equipments are provided by Education Development Center, Washington.

EDC, Washington has trained the persons from SCERT, DIET & Schools to write the Interactive Radio Scripts. The scripts are being produced. Total 150 programmes are to be broadcast.

State is in regular interaction with IGNOU to conduct the training of untrained teachers under Sarva Shiksha Abhiyan. Detailed plan has been submitted to enroll the teachers in 2 years Diploma in Education. An MoU has been drafted to conduct this activity. At present Chhattisgarh Board of Secondary

Education is organizing the training programmes through College of Teacher Education.

Last year the Resource Persons from IGNOU trained the teachers on script writing issues. About 40 scripts were developed. This year, educational programmes for the community has been made & broadcast was done.

The state organized one-day training for the Panchayati Raj Institutions on gender related issues. The programme was telecast from Bhopal Academy of Administration.

The Education Department is now availing the facility of video-conferencing in the NIC from Mantralaya. Feedback & review of different programmes are planned to be done through video-conferencing.

The 20 days teachers' training has the break up in three parts. One part of total 7 days is devoted on conducting different assignments staying in the school itself.

Workshop for identifying the need areas for module development:

SCERT has organized a workshop inviting DIET & CTE level principals for identifying the need areas for developing different modules. Module writing workshop is over & the print materials will be ready to be tried out during the training of Upper Primary Teachers' training.

Familiarizing education tool kit:

A three day workshop to get familiarize with the latest education tool kit has been organized in Goa. A latest site in the name of "reinventingeducation.org" has been developed which helps the educational planners & administrators for developing various projects.

Modules to assist the teachers in developing teaching aids:

SCERT has developed self-learning modules on the use of teaching aids at primary level. Manual for Upper Primary is also being developed.

Distribution of audio cassettes:

DEP-SSA has supplied three sets of audio CDs for Resource Centres. These CDs were distributed & feedback was received by SCERT.

Motivational songs for teachers:

SCERT has planned to prepare some motivational songs for teachers to be listened during teachers training. The idea behind this is to generate the same spirit, which was there among the people during the freedom struggle.

Research Activities

The State Project Office assisted in conducting audience research in the state to find out the taste & requirement of the target group. On the basis of the report, the scripts are being developed.

Formative Evaluation of the programmes developed:

The Audio CDs developed for the broadcast are being tested in selected schools for formative evaluation. After getting suggestions & feedback from the classrooms, they are revised & made ready for the broadcast.

Topics for M.Ed. dissertation:

The State Project Office has given certain topics to M.Ed. Scholars. A study on the effectiveness of Computer enabled education is being made by one scholar.

Self-learning modules on Action Research:

The State Project Office developed a module on Action Research to be supplied in each school. This module is in the interactive form.

DIETs have been given Rs. 2.00 Lacks per DIET for the conduct of various research activities. Detailed guidelines are given to these DIETs.

Management Information System

GIS Software Development:

In order to locate each school & its detail on the map of the state, entries are being made by the State MIS Cell. This will be made available in the net.

Compilation of DISE data:

The state has compiled the DISE successfully & the quality of data has been assured this year & verification at different levels have been done

Analysis of DISE report:

This time some studies are taken by M.Ed. & NIEPA scholars to analyze the data received through DISE.

Internet Connection:

All the districts are connected through internet with the help of NIC.

House hold Survey:

Detailed household survey has been done in the state. Report will be used to make different plans.

Baseline Assessment Survey:

Baseline survey of 5 districts has been done with the help of NCERT & the data has been sent for analysis.

Equity issues

Distributing hearing aids for deaf:

The state has started the distribution of hearing aids to the school going deaf students for continuing their education.

Developing Audio CDs for blind:

The State has planned to supply audio CD player to the blind & provide classwise CDs based on the textbooks.

Distribution of Equipments to the differently abled children:

A massive programme for the distribution of Equipments to the differently abled children was inaugurated in the state by Honorable Governor & Chief Minister in presence of ministers & more than 5000 audience.

Competition of differently abled children:

Competitions of differently abled children were arranged at different levels & prizes were distributed to them.

Medical Camps:

Medical camps were organized at block level & medical certificates were provided on the spot.

Implementation of NPEGEL:

Plan proposal for NPEGEL has been made. Training module for teachers has been developed.

Funds to the districts were released for different activities.

Residential hostels in the name of Kasturba Gandhi Balika Vidyalaya is planned to be opened.

Media support

IEC Activities:

Different advertisement & Slogans are developed & published in newspapers & magazines. The mobilization campaigns organized this year was "Chalva Sangi Padhe Bar, Jinagi laa garhe bar"

Production of films on current problems:

The State has recently organized a workshop on policy planning in education. During this workshop participants were from different states. A film depicting the current scenario & educational problems was made by the state with the help of DIET & CTE, Raipur.

Ad on Sarva Shiksha Abhiyan:

Various Ad related to Sarva Shiksha Abhiyan has been made & given to various newspapers& magazines for publicity. Hoardings were also made & put in public places.

All the schools are whitewashed during the diwali vacation with creamy yellow colour & putting the SSA logo in prominent place.

All the MPs & MLAs are given the details of the funds given in their constituency area & about the support required from them for the effective implementation.

Out of School Children

Proposals to run the AIE Centres were invited from various NGOs. These NGOs were oriented about the AIE Scheme.

Reading materials for the implementation of AIE has been developed by SCERT.

Resource Groups at various levels have been formed in the state.

Organizing Policy planning Workshops for developing Roadmaps.

Identification of Mitanins for conducting AIE Centres.

Exposure visits to Andhra Pradesh for knowing about Bridge Courses.

Innovations

Touch-screen computers in schools:

The state is planning to provide latest touchscreen model computers in selected 50 schools to have an easy access of computers to children.

Computer Assisted Learning:

The state is planning to accelerate the Headstart centres for Computer Assisted learning. A state level team visited the rural schools of Karnataka to study the functioning. The State is planning to get CDs from Azim Premji Foundation & develop our own CD based on the state curriculum.

School Sanitation Programme:

UNICEF is supporting the state by implementing the School sanitation programme. A state team visited Tamil Nadu to see the project implementation there.

Competition of teachers on cultural aspects:

To bring forward the various skills of teachers, a state level competition on music, painting & drama was organized.

Educational Tour for brilliant students:

As per the instructions given by the State Education Minister, 50-50 brilliant SC/ST students were taken to different districts during the Diwali vacation.

Area of assistance from UNICEF

Following areas were identified for assistance from UNICEF:

Providing Human Resource Support:

During the workshop on policy & planning, it was requested that some human resource support is expected from the agencies participating. UNICEF is expected to support expert technical hands for SCERT to work for developing children's magazine.

This group is expected to develop handouts on various hard spots to make the fundamentals of teachers clear. Supplementary readers for students will also be developed.

Strengthening Academic Monitoring System:

UNICEF is expected to improve the academic monitoring system & develop some training modules for Cluster Academic Coordinators.

Providing infrastructural support:

SCERT requires renovation of various rooms to provide work environment in the institute. Library has to be developed in a proper shape & some rooms require A/C facility.

Developing Interactive Educational CDs:

UNICEF is requested to provide technical hands in SCERT to develop various interactive educational CDs.

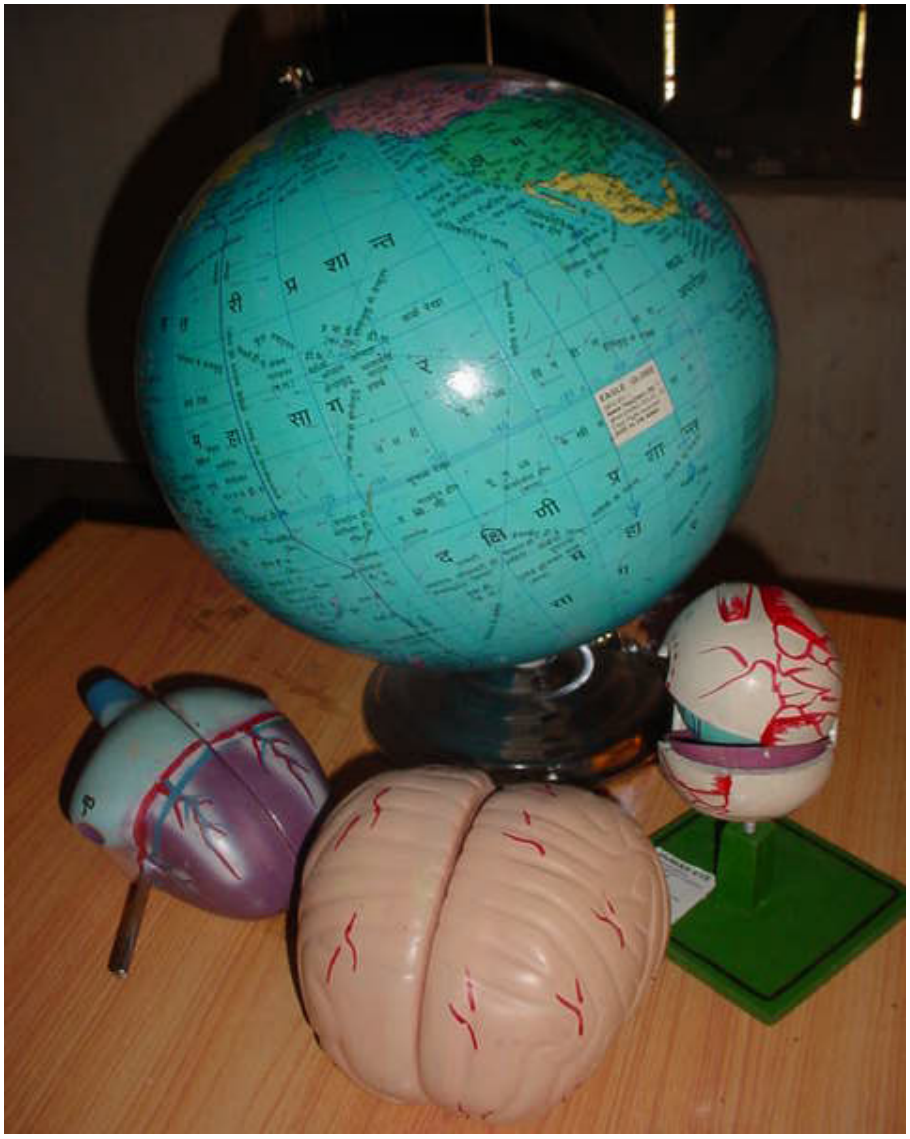
Improving Science Labs:

There is an immediate need to improve our science labs & provide a suggestive model for the proper use of Teaching-Learning Equipments at Upper Primary level.

State Partnership with European Commission:

State has developed a vision document & planning is being done for the state partnership with European Commission in the areas of Education, Health & Environment.

4.3 Activities through Pictures



Teaching-learning Equipment in school

Dr. Alok Shukla, Secretary, School Education, distributing prizes to the teachers for best performance

Teachers performing drama in a state level competition

Inauguration of Digital Audio Studio in SCERT

Classroom in action

TLM in Classroom

Block officials training on academic issues

Community support in construction of kitchen shed

Computers in block level offices

State level programme for distribution of Equipments for disabled children

Chapter 5

Problems & Solutions

5.1 Introduction:

To achieve the goal of `Education for All' envisaged in the National Policy on Education (1986) and its Revised Policy Formulations (1992), proper planning and effective implementation is required. Generally planning exercises are initiated at two levels, micro and macro levels of planning. In micro planning, plans are prepared at sub-national level, such as, institution, village, block and district level, whereas macro plans are developed at the level which is just above the sub-national level i.e. state and national level. At the district level, blocks, villages and educational institutions are units of micro planning but at the state level, district is a unit of micro planning.

There are different stages of planning but diagnosis of the educational development is one of the most important stages of planning. It is taking stock of the present situation with particular reference to different objectives and goal of `Education for All' in general and `Universalization of Elementary Education' in particular. One of the other main objectives of the diagnosis is to understand district and its sub-units with reference to educational development that has taken place in the recent past. Generally, cross-sectional data for analyzing existing situation and time series information for capturing trend is required; period of which depends upon the nature of a variable, which is to be extrapolated. The next important question is the level, at which information need to be collected which depends upon the basic unit of planning.

As soon as the diagnosis exercise is over, the next stage of planning needs review of past plans, policies and programs implemented in the district with respect to its objectives, strategies and major achievements. It would be useful, if similar programs were undertaken in future. Generally, these programs are related to promotion of education of Scheduled Caste and Scheduled Tribe, Girls and Total Literacy Campaigns. Reasons of failures and success of a particular programme need to be thoroughly analyzed. If need be, the existing programme with or without

modifications can be continued which should be followed by setting up of the targets on different indicators.

The reasons for failure/slow implementation of the project/schemes of the education system is its inability to apply the management techniques i.e. systems analysis - planning, implementation and monitoring - in solving the problems. There is a wide gap between theory and practice and this is applicable to more or less all the sectors of economy.

Problems/barriers are valuable to have in mind when beginning a Programme or Project. This chapter deals with various problems encountered during the past project implementation & the suggestions or remedies planned or thought over for better project implementation.

5.2 Academic Problems:

Problem No. 1. Huge number of Untrained Teachers

Solution:

Backlog of untrained teachers to be reduced through the provision of 60 days training under SSA. The state has decided to book the amount under this head for funding for registering teachers in 2 years' Diploma in Education programme through correspondence course.

While selection of teachers, bonus marks are given to the trained teachers.

To get trained persons, the intake capacity of Pre-service has been increased.

Problem No. 2. Lack of Teachers in schools

Solution:

Posts of teachers as per need has been sanctioned in last year's AWP but was not able to be fulfilled due to various reasons.

This year again the school wise needs were identified & posts were proposed.

Community also supports schools by providing the services of local youth.

Problem No. 3. Lack of appropriate knowledge among students respective to their age & class

Solution:

This issue will be emphasized during teachers training programmes.
CACs will regularly check this issue during their monitoring.
Language/ numeracy readiness programmes will be initiated.
Work books are planned to be given to each student.
Teachers will be given the ideas of various pedagogical issues like cooperative learning, coping with multi-grade situations.

Problem No. 4. Lack of effective training programs

Solution:

Training design for this year will be improved.
Use of technology in teachers training will be ensured.
One level from cascade model has been deleted to reduce transmission loss.
Effective monitoring of teachers training will be done.
Impact studies of training in classrooms will be done.
Software for monitoring of teachers training will be developed.

Problem No. 5. Lack of knowledge about the use of TLM

Solution:

SCERT has developed handbook on the use of TLM.
All training will include developing TLM.
TLM will be shared during every monthly meetings.
State will procure the TLM developed by various agencies & share them with schools.
CACs? BRCCs/ DIETs will be asked to ensure the use of TLM in day to day classroom teaching.

Problem No. 6. Curriculum not suited to local needs

Solution:

Teachers will be asked to explain the meaning in local contexts.
Preference for local persons while recruitment will be given.
Local specific reading materials can be developed.
Materials for tribals living in border areas will be adapted from the neighboring state like Jharkhand.

State will make necessary changes in textbooks after trialing & getting feedback from schools.

5.3 Administrative problems:

Problem No. 1. Lack of staff at various levels

Solution:

Posts at various levels have been increased after getting approval in EC.
Ad for various posts were given. Applications have been received. Scrutiny has been done.
Preference is now given to fill the posts on deputation. The process is to be initiated soon.

Problem No. 2. Initiatives for capacity building programmes

Solution:

The key administrative persons will be given training on various issues.
Training on programme implementation has to be ensured to every related person.
Exposure visits to different parts of the country & abroad can be arranged.

Problem No. 3. Coordination among different departments

Solution:

Coordination & linkage between different level project offices will be ensured.
All concerned departments will be requested to meet frequently to share their schemes to avoid duplication & work in collaborative manner.
Various convergence committees will be established.
DEOs/ BEOs are made nodal officers for the implementation of SSA.

Problem No. 4. Delay in getting the works completed

Solution:

All districts have been asked to develop activity plan & propose time schedule for each activity.
The state will share the responsibility of various tasks with districts & allot them different state level activities. The same will be followed at district level.
Responsibilities will be fixed for delay in implementation of programmes & actions will be taken.

Annual Project Implementation plan will be developed after getting approval of the plan from GoI.
These plans will be made from state to school level & funds will be released accordingly.
Next installment will be released only after the satisfactory expenditure of the previous installment.

Problem No. 5. Lack of transparency in project works

Solution:

Details of the programmes will be spread over through media support.
The details of funds & plans will be given to the incharge ministers & public representatives for dissemination.
State Govt. is working in the direction of transparency in the system.
Various issues & circulars will be floated through web/ net for public interest.

5.4 **Management related problems:**

Problem No. 1. Lack of training on management related issues

Solution:

Teachers will be taught about classroom management issues.
Educational Administrators will be trained on various management issues.
SIEMAT will focus on improving the management skills of the programme implementers.
Different modules on management issues will be developed.

Problem No. 2. Delay in getting proposals

Solutions:

Officials are not habitual of managing different tasks at a single stretch. They will be given practice on this.
Officials will get training/ orientation on developing proposals.
Planning exercise will start well in advance from the grassroot levels.
Incharges for different districts will be made to fix responsibilities for getting the plans well in time.

Problem No. 3. Lack of visioning for field level planning

Solution:

Lot of brainstorming exercise is required to be done at various levels.
Officials will be requested to have frequent field visits.

Provision for participating & conducting various seminars & workshops will be made.

Problem No. 4. Delay in getting various incentives

Solution:

Timely provision of incentives will be ensured.
Plan for supply of free textbooks will be received from Textbook Corporation.
Accountability will be fixed for delay in getting various incentives.

Problem No. 5. Functioning of Resource Institutes

Solution:

Capacity building of staff working in Resource Centre
Better coordination of these staff with DIETs
Improvised & latest resource support materials will be provided
Funds for TA/ DA/ O & M will be increased for better & frequent monitoring.
Self-reading materials for these persons will be developed.
Analysis of DISE data will be done to make the plan more need-based.

5.5 Community related problems:

Problem No. 1. Lack of Community awareness

Solution:

Awareness campaigns should be organized
Mouth to mouth campaign is required
Media should be explored for community awareness

Problem No. 2. Lack of Training of Community members

Solution:

Training of community members will be ensured
NGOs will be involved in the training of community members
Community will be made aware about their roles & responsibilities

Problem No. 3. Active involvement of Community members in project related issues

Solution:

Active community members will be involved in decision-making process
Community will be given opportunity to put their opinion through academic monitoring formats.

Problem No. 4. Children engaged in supporting family

Solution:

Community should take responsibility to get all children in schools of AIE

Various incentives should be released to motivate parents in sending their children to school

5.6 Financial Problems:

Problem No. 1. Delay in getting funds

Solution:

State Office will ensure the timely receipt of funds

Timely submission of demands & QPR will be ensured

Problem No. 2. Problems in maintaining financial records

Solution:

Training on financial issues

Developing user manuals for project functionaries

Developing software for maintaining records

Problem No. 3. Delay in getting Utilization Certificates

Solution:

Regular receipt of UC will be made into practice

UC of the prior installment will be required to be submitted for getting the next installment

Problem No. 4. Lack of knowledge of norms & procurement procedures

Solution:

Norms & procedures will be made clear

Transparency will be maintained

Procurement procedures will be made simple

Suggestions from the functionaries will be invited to make the norms more user-friendly.

Problem No. 5. Delay in transfer of funds in school accounts

Solution:

Districts will transfer the routine school funds directly into school account

Banks will be asked to transfer the amount to the concerned within no time.

Problem No. 6. More funds required for civil works

Solution:

Total demands for civil works have been calculated by the districts. AWP will take the 33% of the civil works under SSA. The rest of the civil works activity will be taken under various other schemes. A separate handbook containing the list of requirement will be made for each district as per tribal & non-tribal department. NABARD, European Commission, MP Fund, 11th Financial Commission will be requested for getting funds for these construction work.

5.7 Problems related to achieving UEE:

Problem No. 1. Access related problems

Solution:

School-mapping exercise is not done properly in districts. State made the districts to think over the number of schools to be opened & rigorous exercise was done on the habitation basis. Plan to speed up the civil work related activities.

Problem No. 2. Enrolment related problems

Solution:

Studies are proposed for actual presence in classrooms & getting the idea of relation between enrolment & attendance. Summer camps, enrolment drives & AIE Centres will be opened to increase enrolment.

Problem No. 3. Retention related problems

Solution:

Incentives will be provided timely.
Schools will be made attractive.
Computer education will be introduced.

Problem No. 4. Achievement related problems

Solution:

Teachers' training will be made effective.
Classroom practices will be improved.
Social audit will be made regular feature.

Problem No. 5. Equity related problems

Solution:

Special focus will be paid to the deprived groups.
Training & Equipments will be provided to children with special needs.

Media & modern technology will be used to lift the condition.

5.8 Research findings

Teacher Absenteeism

Chhattisgarh has about 30.6% instances of teacher absenteeism. Instances of non-teaching tasks observed were 80.6%, highest in India.

Reading writing skills

RAPID ASSESSMENT OF LEARNING OUTCOMES-ALL INDIA: JUNE – AUGUST 2004

Pratham, an NGO working in the field of education has made a rapid assessment survey of learning outcomes in the year, August-2004. Total 382 children of Durg district were tested under rapid assessment survey.In each district, two blocks were randomly chosen. Within each block, five villages were randomly chosen. In each village, 50 children were tested. The important findings are:

PERCENTAGE OF CHILDREN WHO CANNOT READ BY AGE

State	District	Total tested Ages: 7 to 10	Percentage of children who cannot read words. Ages:7 to 10		Total tested Ages: 11 to 14	Percentage of children who cannot read words. Ages: 11 to 14	
			Govt.	Private.		Govt.	Private.
Chattisgarh	Durg	179	43%		203	5%	

PERCENTAGE OF CHILDREN WHO CANNOT WRITE BY AGE

State	District	Total tested Ages: 7 to 10	Percentage of children who cannot write a dictated sentence. Ages:7 to 10		Total tested Ages: 11 to 14	Percentage of children who cannot write a dictated sentence. Ages: 11 to 14	
			Govt.	Private.		Govt.	Private.
Chattisgarh	Durg	179	57%		203	10%	

PERCENTAGE OF CHILDREN WHO CANNOT DO SUBTRACTION

State	District	Total tested Ages: 7 to 10	Percentage of children who cannot do subtraction problems. Ages:7 to 10		Total tested Ages: 11 to 14	Percentage of children who cannot do subtraction problems. Ages: 11 to 14	
			Govt.	Private.		Govt.	Private.
Chattisgarh	**Durg**	**179**	**78%**		**203**	**25%**	

Non-teaching tasks

BPL survey strains the relations of teachers with the community when some people pressurize the teacher to add their name in the list so that they can get the benefit of various schemes.

In the proforma of BPL of survey, 4 points are given if the child goes to school and 0 point if the child doesn't go to school. Those who get below 14 points get the benefit of BPL so people do not co-operate the teachers during enrolment drives.

Teachers dislike the work the tendu-leaf collection the most and face a lot of problem doing that work.

Implications and action point:

Educated people of the village should be given these tasks.

This type of work should be given to the staff of concerned department.

Government should appoint unemployed youth of the village for a short period.

BPL survey should be done in summer vacation.

Problems of Urban Slum Children

A study of the Problems faced by the urban slum dwellers in the education of their children.

Findings:

Teachers never come to the slum areas to visit the parents & meet absentee children.

The schooling system makes them away from the traditional jobs & they want to get sophisticated job. The current education system makes them away from the grassroot realities & they hesitate to work in the field.

The employment linkages of education is very weak & in most cases, non-existent.

Audience Research

Audience Research report for launching Interactive Radio Instruction Programmes in Chhattisgarh.

For the successful implementation of the programme, following things have to be kept in mind:

The demand for the programme should be generated from the beneficiaries.

Each programme should be made keeping in mind the taste & interest of the audience.

There must be a provision for the time-to-time live interactions with the target group. At least one phone-in programme every month should be broadcast.

To motivate the students & teachers, some programme should be recorded with the help of teachers & students of the schools performing well. They should deliver some programmes based on the lessons they learned through our radio programmes.

In order to make the programme popular, there should be sufficient publicity campaigns.

Hard spots of Science

To identify the hard spots of Science (Class –8) and give solution for its simplification

Hard spots of Class –8 Science are as follows –

Structure of diamond and graphite, Fractional distillation of Petroleum, Structure and working of Davy's Safety lamp, Structure and defects of eye, Electro magnet, accumulator cell, Electromagnetic Induction, Nature and source of Electric current, Metallurgy, Chemical properties of metals, polymerization, glass, preservation of food, virus, fungi, chemical equation, origin of new species, nuclear fission

Reasons for low achievement

- To study the reasons for low achievement of children with learning disability and make an effort to increase it
- When children were given enough opportunities, joyful atmosphere and remedial teaching, learning disability could be removed
- When children with learning disability were treated in a friendly way and their parents were continuously contacted, their learning disability could be removed
- When proper attention was paid and efforts were made to develop skills where children made mistakes, the children were able to learn fast .

Problem of enrolment and retention

- An analytical study of the problem of enrolment and retention in school.
- Various new planning have positive effects in admission of schools in rural area, means due to implementation of different programme, enrolment rate in the schools of rural area is in progress compared to urban area.
- Involvement of public representatives in the implementation of different planning is satisfactory.
- Poverty is the main obstruction in the enrolment in schools.
- Non availability of basic amenities in the schools is the main reason for dropout of students.

Chapter 6
Programme Implementation Structure

6.1 Sarva Shiksha Abhiyan

The **Sarva Shiksha Abhiyan** is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Sarva shiksa abhiyan : A framework for implementation, P.1 SSA is being Implemented by Ministry of Human Resource Development, Government of India in collaboration with the states and union Territories. MHRD has published a national document titled: Sarva Shiksha Abhiyan- A Programme for universal elementary education: framework for implementation. This document covers various components of SSA as under.

- Salient features of Sarva Shiksha Abhiyan
- Planning appraisal and fund flows under Sarva Shiksha Abhiyan.
- Management structure for Programme implementation and integration with current efforts.
- Monitoring of programme implementation.
- Coverage of special focus groups.
- Quality issues in elementary education.
- Improvement of school facilities and other civil works.

Salient Features of SSA

The following are the salient features of SSA:

- A Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the panchyati raj institutions school management committees, village and urban slum level education

committees, parent teacher associations mother teacher association, tribal autonomous councils and other grassroots' level structures in the management of elementary schools.

- An expression of political will for universal elementary education across the country.
- A partnership between the central state and the local Government.
- An opportunity for states to develop their own vision of elementary education

Genesis of SSA

The scheme of SSA has evolved from the recommendations of the state education minister's conference held in October 1998, to pursue universal elementary education in a mission mode. The scheme of the SSA has been approved by the cabinet in its meeting held on 16 November 2000. The ministry has also set up national level mission under the chairmanship of the prime minister vide resolution dated 2 January 2001.

The Sarva Shiksha Abhiyan covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. Nearly 8.5 lakh existing primary and upper primary schools and 33 lakh existing teachers would be covered under the scheme.

The Programme seeks to open new schools habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength would be provided additional teachers under the Programme. The capacity of existing teachers would be built by extensive training, provision of grant for developing teaching learning material and development of academic support structure. The SSA has a special focus on girls and children of weaker sections. A number of initiatives, including the provision of free textbooks, computer education in rural areas to bridge the digital divide.

Target/ Expectations

- All children in school, education guarantee centre, Alternate school Back-to-school camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender all social category gaps at primary education stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Focus of SSA

SSA aims at improving efficiency of the delivery system and quality of basic education and bridging social, regional and gender gaps with the active participation of the community in the management of schools. This implies:

- Institutional reforms.
- Sustainable financing.
- Community ownership.
- Institutional capacity building.
- Improving mainstream educational administration.
- Community based monitoring with full transparency.
- Habitation as a unit of planning.
- Accountability to community
- Priority to education of girls
- Focus on special groups
- Innovative approach to educational practices based upon local specific learning environment.
- Strengthening both pre service and in-service training Programme meant for elementary education sector and literacy.
- Thrust on quality through improving the curriculum, child-centered activities and effective teaching learning strategies.

- Facilitating the decentralized planning and implementation in the management of delivery system.

District Elementary Education Plan

A holistic and convergent approach will be the core of a district elementary education plan and provide a framework of activities over a longer time frame to achieve the desired goal of UEE. The perspective plan of a district is split into annual work plan and budget with a prioritized list of activities matched by budgetary support to implement this AWP&B.

Organizational Structure of SSA at the State Level

The State Government has established a registered society to receive, disburse and account for funds and to oversee project implementation. Rajiv Gandhi Shiksha Mission, the society which implemented the DPEP in the state continues to support the implementation of Sarva Shiksha Abhian. The state implementation society is set up with a core staff performing two types of functions:

(i) Managerial staff to perform supervisory function; and

(ii) The execution staff who are directly involved with the project implementation process.

The technical structure envisaged at the state level is SCERT & SIEMAT. State Council of Educational Research & Training and State Institute of Educational Management & Training with support from National institutes would assist districts to introduce improved classroom practices & in-service teacher training & orientation of educational Administrators.

6.2 Various Bodies/ Committees

General Body

Chief Minister	President	Persons related to elementary education	3

Minister, School Education	Vice-President	Persons related to Literacy	1
Minister, TWD	Vice-President	Persons related to Distance Education & Technology	1
Chief Secretary, GoCG	Member	Persons related to Innovation	1
Secretary, School Education	Member	Person working for the education of SC/ST/IED	2
Secretary, TWD	Member	Women working for girls & female literacy	2
Secretary, Finance	Member	Social Workers	2
Secretary, Panchayat & Rural Development	Member	Representative nominated by MHRD	3
Secretary, Women & Child Development	Member	Three persons nominated by GoI	8
Commissioner, Information Technology	Member	Members nominated by Chiarman, General Body	15
Director, SCERT	Member		
Mission Director, School Education	Secretary		
Additional Mission Director, RGSM	Member		

Executive Council

President	Chief Secretary, GoCG
Member	Secretary, TWD
Member	Secretary, Finance

Member	Secretary, Panchayat & Rural Development
Member	Secretary, Women & Child Care
Member	Commissioner, Information Technology
Member	Director, SCERT
Member	Additional Director, School Education
Member	Additional Mission Director, RGSM
Member Secretary	Mission Director, RGSM
3	Members nominated by President
3	Members nominated by MHRD
2	Members nominated by the president, General Council

Grant-in-aid Committee

President	Mission Director
Member	Deputy-Secretary, TWD
Member	Deputy- Secretary, Finance
Member	Representative from DPI
Member	Representative from SCERT
Member	Representative from GoI
Member	Representative from RIE, Bhopal
Member	Additional Mission Director

State Resource Group

Process of the formation of State Resource Group is in progress through SCERT.

<u>SRG for DEP</u>

There is a provision to constitute a state resource group in each state for DEP-SSA SRG is composed of experienced educationist, media experts, professionals teacher educators content experts, teachers and representatives from NGOs, etc. Ideally SRG-DEP is constituted with the following:

Chairperson- State Project Director -01

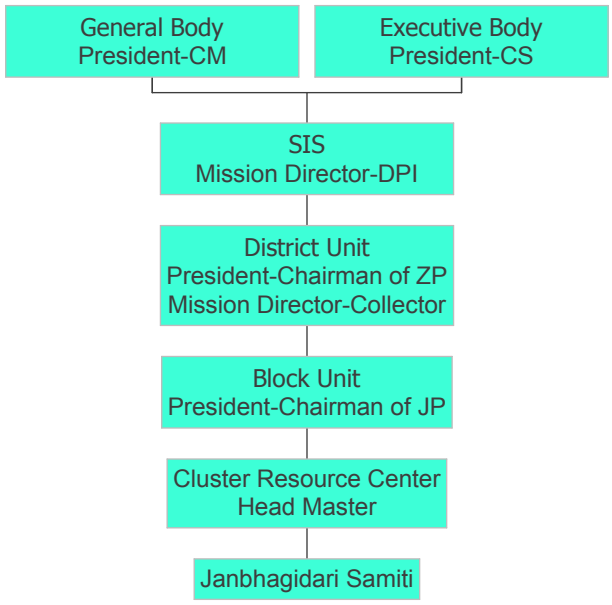
Members

- Director/state faculty in charge DEP-SSA, IGNOU New Delhi - 01
- Mission Director, SPO - 01
- Director/ Representative of SCERT - 01
- Representative of All India Radio / Doordarshan - 01
- Representative from Open University - 01
- Elementary Teacher/ head teacher - 01
- Technical Expert - 01

Member Secretary

State Distance Education Coordinator, SPO, RGSM, CG - 01

6.3 Structures at various level:



Organizational Structure of SSA at the District Level

A district level programme implementation unit is set up in each district under the leadership of Collector as Mission Director. District Project Office is made responsible for carrying out various project related activities. To provide technical support at the district level, DIETs act as the main resource support base at the district level to train functionaries in key areas and to evolve district specific mechanisms in plan formulation & implementation.

Organizational Structure of SSA at the Block Level

At the block level, a Block Resource Centre is established where all the training, meeting etc. could be arranged. The Block Resource Centre

Coordinators are made responsible for project implementation. Block Education Officer is made the nodal officer for the implementation of SSA.

Structure at Cluster level:

At the cluster level, the Head Teacher of Cluster school is made the Cluster Head & one of the best teacher from cluster is identified as the Cluster Academic Coordinator. He is responsible for quality issues, monitoring, dissemination & collection of various information.

As per the new proposal, Upper Primary Schools will function as the Cluster Resource Centres & the Head of the school will be responsible for the monitoring of Upper Primary schools in their clusters. Rest will remain the same. All the new proposed construction of CRC will be transferred to these Upper Primary Schools functioning as CRCs.

Facilities available at Block level:

Training hall
Dormitories for residential facilities
Computers
Two-in-one
OHP

6.4 Various steps taken for better project implementation:

Human Resource

Without sufficient human resource it is not possible to implement the project successfully. Most of the district & state level posts were vacant & the number of posts was not increased to cater to the needs of Upper Primary level. The state proposed to increase the posts & fill up all vacant

posts through deputation & from open market. The new structure at various level were approved by the EC & the process is on to fill up the posts & it is hoped that the New AWP will be implemented through a satisfactory number of Human resource.

Physical Resource

Smooth project implementation needs certain physical resources without equipping which, the project staff has to waste lot of their important time. The State has made provision for sufficient number of vehicles, computers, furniture, other equipments & facilities. State has started the construction of building for SIEMAT, SCERT, Directorate of Public Instruction, Board of Secondary Education. The State Project Office will also get space in the composite building. It is ensured that the project should not get hampered due to dearth of resources.

Linkages

It is very necessary to have proper linkages between the SSA set up with the existing set up as both have to function in a coordinated way. The State Education Secretary is the head with all executive powers. The linkage with the Directorate of Public Instructions is also important & so the post of Director, Public Instructions & Mission Director lies with the same person to have a better & effective linkage & coordination.

At the district level, District Education Officer is made the Nodal Officer to implement the SSA in their respective districts. District Project Coordinators will work in consultation with them. The same is followed at the block level wit the Block Education Officer as the head & the BRCCs working under them.

SCERT, SPO & the DPOs & DIETs also maintain certain types of linkages for better project outcomes.

Technical Structure

Capacity building is one of the important objectives of SSA & hence proper technical structure is required to be evolved. SSA has a five-tier technical structure in the state with the following bodies:

- State Council of Educational Research & Training
- State Institute of Educational Management & Training
- District Institute of Education & Training
- Block Resource Centre
- Cluster Resource Centre

Capacity Building

Capacity building aims at self-reliance. Building capacity & morale should go hand in hand. To plan, manage & implement the SSA, capacities have to be built at all levels. These levels are categorized as:

Individuals (e.g., public representatives, planners, managers, administrators, teachers, AIE incharges, Head Masters, Coordinators etc.)

Organizations (State Govt., District Administrators, Block Administrators, NGOs etc.)

Institutions (Autonomous societies, SCERT, DIETs, Schools, Textbook Corporation, Board of Secondary Education etc.)

Convergence of services

A central concern of the PoA of 1992 is the convergence of services such as education, health, ECCE etc. SSA would prefer measures to promote convergence wherever such services exist rather than replicating the services. Activities & processes which would promote these convergences would be financed by SSA. For better implementation of the programme, all possible efforts to converge with the following departments are made:

Women & Child Care Department:

Providing Play materials for Anganwadis
Capacity building programmes for Anganwadi workers
Funds for nutritional support
Bringing together Anganwadis & Primary Schools
Synchronizing the timings of both institutions

Public Health Department:

To receive support in construction of School toilet

To receive support in drinking water facilities

To conduct Total Sanitation Programme through schools

To organize health check-up camps & providing certificates

To facilitate diagnosis of learning disabilities

Tribal Welfare Department:

To provide human resource support for project implementation

To provide technical expertise support

To support in achieving the targets of UEE

To mobilize the community for awareness about the importance of education & eradicate social evils

Panchayat & Social Welfare Department:

To make provisions for the functioning of schools

To recruit teachers in time

To monitor & support school activities

To distribute equipments to differently abled children

To make provisions for Mid-day meals

Rural Engineering Services:

To construct school building

To monitor & provide technical support to construction activities

Monitoring mechanisms

Monitoring under SSA has been defined as

- continuous assessment of progress
- diagnosis of weaknesses and strengths
- provision for remedial and corrective measures, during the programme
- ascertaining the progress.
- Identifying strengths and achievements
- Zeroing in on the weaknesses
- Listing out activities planned but not undertaken
- Spotting delays
- Identifying impediments

The main purpose of monitoring is

- Overseeing execution of planned action.

- Regular inflow of information at different levels.
- Provision for systematic feedback.
- Guidance for modification of strategies.
- Provision for on-site support and guidance.
- Need assessment for capacity building of personnel.
- Helps achieving targets.
- Modification of strategies and evolving strategies for mid course corrections

The nature of monitoring is

- Participatory, decentralized, community based, and need based.
- Optimal utilization of resources.
- Promoting systematic action.
- Providing realistic estimates of requirements.
- Reflective and promoting innovation.
- Helps in diagnosis of problems.

The state will do the monitoring activities accordingly.

6.5 Fund flow mechanism

Funds of the state implementing society

The funds of the state implementing society shall mainly consist of :

(i) Grants-in-aid made by the government of India and the state government for the furtherance of the objectives of SSA.

(ii) Income from the assets of the state implementation society including interest.

(iii) Other sources.

The financial assistance under SSA programme has been on an 85:15 sharing arrangement during the IX plan and 50:50 thereafter between the government of India and state government. The funding arrangement under NEPGEL is on 75:25 sharing arrangement during the Xth plan and 50:50 sharing thereafter between the government of India and state government. The share of the government of India including external

assistance if any would be budgeted in the annual plan of the department of elementary education & literacy. The state governments share would be provided for in the annual plan of the departmental of education of the respective state government.

Procedure for release of funds

The government of India would release funds directly to the state implementing society in two installments in a year once in April and then again in September. The funds thus released will be credited to the bank account of the state implementing society. Further installments would be released to the society only after the state government has transferred its matching funds to the society and expenditure of at least 50% of the funds (centre and states) transferred has been incurred. The objective is to allow states to fully utilize the allocation for elementary education. The second installment shall be released based on the progress in expenditure and the quality of implementation. The utilization certificates however will be only become due one year after the release of an installment further release will be stalled if utilization certificates are not submitted as per the schedule.

The state government/union territories will have to maintain their level of expenditure elementary education as in 1999-2000. The state/ UT share for SSA has to be over and above the expenditure being incurred at the 1999-2000 level in a particular state. Sarva shiksha abhiyan will not substitute state funding for elementary education. In fact it is expected to encourage state to invest more on elementary education along side a higher allocation by the central government. The state level implementing society for SSA will certify that the level of investments are being maintained in the state at the time of seeking further allocation of resources from the central government. The national mission will also monitor expenditure on elementary education. NIEPA will provide professional support for regular monitoring of expenditure on elementary education.

Flow of funds.

government of India to societies; The funds released by government of India will be credited to the joint signatory bank account established by the state implementing society in any nationalized or scheduled bank. The

state society should open a separate savings joint signatory bank account for operation of funds of NEPGEL. Since the amounts are deposited into the accounts of the state implementing society unspent balances at eh end of the financial year need nit be refunded to government of India and shall be carried forward for utilization in the subsequent year with proper approval. In principle any state or district fully expending the advance through implementation of a high order could receive adequate second advance commensurate with projected activities. The second satisfactory implementation of the approved work plans would enable the society to carry the programme forward until May next year by which time the amount of first advance for the subsequent year would be available to the society.

State government to societies; the financial norms of the programme envisage that the participating state would contribute its agreed ratio of the programme cost within 30 days of the central contribution as per the approved sharing arrangement. It would therefore be necessary to make suitable provision in its budget to facilitate the release of its share of programme cost to the state implementing society. The release of funds by the state government to the society from out of the provision in the state government to the society from out of the provision into the state government budget would also be deposited in the same joint signatory bank account of the society in which the funds of government of India are deposited under SSA and NEPGEL. Any unspent balance from out of the state government share of funds shall be carried forward by the society for utilization in the next financial year with the approval of the state government.

Society to districts, block, village, school; Each entity would open joint signatory bank account in any nationalized or scheduled bank at the district level and any nationalized or scheduled bank or post office at the block and village level. The state society will release the funds to districts within 15 days of its receipt from government of India and state government. All funds to be used for up-gradation maintenance repair of school and teaching learning material equipment and local management must be transferred to VEC/schools management committees/gram

panchayat/ or any other village/school level arrangement for decentralization adopted by that particular state/UT. Districts would advance funds on the basis of annual work plans and objectives as approved by the project approval board at the national level within 15 day of receipt from the state society. Funds would be advanced in two installments annually, the first installment at the beginning of the financial year and the second installment after ensuring that the first installment has been satisfactorily utilized. The release of the second installment is subject to expenditure statement being rendered to the extent of at least 50% of the funds would be advanced to districts through banking channel to the district level bank account and to block and village level SSA institutional also by banking by banking channel.

Processes

SSA is a programme evolved on the basis of varied experience the country posses & supplemented by the experiences of various international agencies directly involved in funding primary education projects. On the basis of past experiences of running this project in the state, it has been decided to make certain changes in the processes to facilitate better work conditions & have better project outcomes. Following changes in the processes are planned this year:

- *Plans in the districts will be made in Hindi to have a better say of local experience in project formulation.*
- *Rigorous cross-checking of various data from the districts will be done by expert team.*
- *The state plan will be made after lot of consultation with district & grassroot level functionaries.*
- *After getting the approval from the GoI, the Project Implementation plan will be developed.*
- *Project Implementation plan will cover all activities with practically achievable time schedule.*
- *School-wise activity calendar in each school will be developed.*
- *Monitoring of various activities will be based on the schedule.*

- *Targets for each district will be fixed on monthly basis & the spillovers will be asked to be finished within next month.*
- *Districts have to send component-wise proposals for each approved activity in detail & start the activities after getting approval & suggestions for the activities from the state.*
- *Sharing of the implementation of various activities will be done through monthly meetings or video-conferencing.*
- *Keeping in mind the upcoming workloads & requirement of technical support, hiring of consultants will be assured.*
- *Collaboration with NGOs will be made to get technical support.*
- *Transparency in all activity will be made. Public representatives, community members & stakeholders will be involved in decision making processes.*
- *To avoid the problem of stay, caveat in the court will be submitted while advertising various posts of teachers & other functionaries.*
- *Mechanisms to provide various incentives in time like distribution of free textbooks will be planned with the help of SCERT & Textbook Corporation.*

Chapter 7
Strategies & Interventions

7.1 Meaning of Universal Elementary Education (UEE)

Article 45 of the constitution of India lays down "free & compulsory education for all children upto the age of 14 years" as one of the Directive principles of state policy. The time frame for achieving the above goal was mentioned in the constitution as 10 years (i.e. by 1960). Unfortunately, we are still very far from reaching this goal.

What exactly does "Universalization" of, say, Primary Education mean in concrete terms? It means achieving three conditions viz.

(i) Universal access,

(ii) Universal participation &

(iii) Universal achievement.

These terms are explained below: -

(i) Universal Access: - Is said to be achieved when every habitation has a primary school or Alternative education Centre within reasonable walking distance (commonly taken as 1 km for primary school children) which imparts Education in a language which the children concerned understand, at a time when they can attend the School/Centre & Upper Primary School for every two Primary School & withing three Km walking distance.

(ii) Universal Participation: - Is said to be achieved when every child of the relevant age group (about 6-14 years) is enrolled in a school or NFE Centre & attends it regularly for the period required for completing the equivalent of elementary education. In other words, Universal Participation implies three things viz.

a) Universal enrolment.

b) Universal retention, &

c) Universal regular attendance.

(iii) Universal Achievement: - Is said to be achieved when every child, by the time she or he completes a certain age-say, 11 (or 14) years,

actually achieves the minimum levels of learning prescribed for the primary stage.

Sarva Shiksha Abhiyan to Achieve UEE:

The Sarva Shiksha Abhiyan is an initiative to universalize and improve the quality of elementary education in a mission mode through District based, decentralized, context specific planning and implementation strategy. The SSA is to provide useful and relevant elementary education for all children in the age group of 6 -14 years by 2010. There is also another goal to bring down social, regional and gender gaps closer with active participation of the community in the management of the schools. Following are the major objectives of the SSA.

- All children in school, Education Guarantee Centre, Alternate School, 'Back to School' camps by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

7.2 Strategies & Interventions Proposed

Strategies and Interventions required to achieve the goals of SSA is discussed herewith. Most of the strategies & interventions are interlinked & help each other. Strategies are based on the analysis of existing status and gaps between the present scenario and proposed targets based on experiences gained during the implementation of DPEP and SSA programmes.

Objective 1: *All children in school, Education Guarantee Centre, Alternate School, 'Back to School' camps by 2003.*

This objective covers two issues of UEE, i.e. Access & Enrolment. Lot has been done on these two issues but still there are gaps which need to be filled through systematic planning & sincere efforts.

Issues:

- The tribal dominated areas which are geographically remote where habitations are scattered with less population possess no access for schooling facilities both primary and upper primary stage.
- Urban areas with migrated settlements viz., slums, settlement colonies, basties etc., are a challenge in terms of access
- Problem of access for special / disabled children
- Access to Upper Primary Stage especially Girls and other marginalized sections – SC, ST
- Social and Psychological Access for participation of children from marginalized families / communities.
- The problem of enrolment of children in the age group of 6 - 14 years especially girls, SC and ST.
- Community participation, mobilization and sensitization of community, employers, parents on child labour and their education
- Ineffective enforcement of child labour laws and observation of child rights
- Accountability of schools, teachers and community for the continuation of education of dropouts - poor school community links
- Lack of inclusiveness as a strategy to achieve UEE

Strategies:

- Special focus on tribal dominated areas, remote geographical locations of the districts, which are backward on the indicators of access, shall be a prioritized area for intervention. Allocation of more resources and setting up of an action team for improvement

of access in these areas by way of providing Schools/ AIE etc. in a time bound period shall be taken up.

- Coverage of all slums, basties and settlement colonies which are schoolless with regular primary school / alternative school facilities at the time reopening of schools.
- Establishment of AIE / NRBCs at the work sites viz., mines, sites for relief works, harvesting places, construction sites etc.
- Convergence with the department of Social Welfare and Department of School Education for establishment of Residential Schools for severe disabled groups of children.
- Upgradation of existing primary schools into upper primary schools to meet the norm of distance and as well as requirement.
- Sensitization of Head Masters and teachers for accepting the children of marginalized communities and treat them with empathy and provide social access to them.
- Mobilize for strong commitment and resources from community.
- Rationalization of residential and non residential bridge courses as a part of mobilization process based on demand of community and not the individuals shall be reviewed.
- Develop responsive participatory and accountable system of educational governance and management. More decentralized participatory decision making and implementing at lower levels.
- Special Residential Bridge courses for girls, children of urban slums / platform / street children and children with disabilities.
- Capacity building of field staff and exposure visits for effective enforcement of child labour laws.
- Making schools and teachers accountable for enrolment of children in their catchment area, making school as a center for all community activities.
- Using School premises & hostels for school readiness programme or running bridge courses for out of school children.

Interventions:

S.No.	Intervention	Norm/ Justification

1	Teacher	One teacher for every 40 children in Primary & Upper Primary At least 2 teachers in a primary school One teacher for every class in the Upper Primary
2	Primary School/ Alternative Schooling Facility	Within one Km of every habitation Provision for opening of new schools as per state norms or for setting up EGS like schools in unserved habitations.
3	Upper Primary Schools	As per requirement based on the number of children completing primary education, upto a ceiling of one Upper Primary School/ section for every two primary schools.
4	Classroom	A room for every teacher/ class, whichever is lower in Primary & Upper Primary, with a provision that there would be two rooms with verandah to every primary school with at least two teachers.
5	Civil Works	For school building construction, improvement of school facilities, toilet etc.
6	Maintenance & repair of School Buildings	Repair & maintenance grant for better school conditions
7	Upgradation of EGS to regular School or setting up of a new Primary School as per state norm	On the basis of fulfilling the norms, successful running of EGS for two years. Provision of Teacher & Classrooms
8	Training of Community leaders	Community leaders will be trained for cooperating for the targets of UEE.

9	Interventions for out of school children	Opening of AIE Centres Running RBC & NRBC Involving NGOs for running centres Summer camps for out of school children
10	Preparatory activities for micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training & orientation at all levels, etc.	Household surveys, mobilization campaigns, school-based activities

Objective 2: All children complete five years of primary schooling by 2007.

Objective 3: All children complete eight years of elementary schooling by 2010.

This objective covers the issues of participation, classroom practices, various incentives, special inputs, pedagogical inputs, systemic reforms etc.

Issues:

There is a major problem of drop outs in our schools.

Studies show that students drop out due to various reasons like poverty, lack of timely incentives, household chores, lack of timely incentives, teachers' behaviour etc.

There is no effective system for tracking each child's progress & continuation in education stream.

Migration of families break the education of children.

Quality of MDM is not satisfactory.

There are problems of distance especially in the case of Upper Primary Teachers.

Absence of lady teachers in schools prevent many parents send their girls in Upper Primary Schools.

Community has to take the responsibility of sending children regularly to schools.

Many children are enrolled but there is a wide gap between enrolment & actual attendance.

Teachers are engaged in several non-teaching tasks.

There is shortage of teachers in schools especially in remote areas.

Lack of teacher motivation & no proper system to appreciate the work of teachers in schools.

Problems in the system of evaluation in schools.

Strategies:

The state has planned for the timely supply of incentives like Uniform & free textbooks.

Efforts will be done to synchronize the timings of Anganwadi & nearby schools.

Attitudinal change will be the focus of teachers training. They will be sensitized to deal properly with the sensitive groups.

Cohort studies will be done to track the students' progress.

Software will be developed to monitor this issue.

Districts will be made capable for analysing the DISE data for drop outs & plan accordingly.

Efforts will be made for continuation of education of the children of migrant families

The quality of MDM is being improved. State Govt. has decided to increase the unit cost. Schools are provided with Pressure cooker & gas for cooking.

Primary schools are being upgraded as per SSA norms.

Ladies are given preference while selection for pre-Service training & recruitments.

Community will be trained & sensitized to ensure all children in schools.

Studies will be done to assess the problem of enrolment & attendance & thereafter proper strategies will be developed. Students' monitoring groups will be formed to ensure everyone's participation in school.

Efforts will be done to reduce non-teaching tasks. To avoid seeking same data several times from grassroot, computers are being provided at the block offices to maintain all require data in one stretch.

Teacher recruitment will be done on priority basis. School wise demands of teachers are collected & posting will be done accordingly.

Teacher motivation strategies like-competitions among them, providing opportunities for professional development, excursion tours, better service conditions, reward for best teachers etc. will be ensured.

Reforms will be done in the area of examination & evaluation techniques.

Interventions:

S.No.	**Intervention/ action areas**	**Norm/ Justification/ action points**
1	Free textbooks & other incentives	Timely supply of these incentives will be ensured. As per need, students are provided with other incentives like stationery, compass, shoes, bags, uniform, watch, coaching classes through various heads like innovation & department funds. Meeting these hidden costs of education will help student continue their education.
2	Synchronizing timing of Anganwadi with	A meeting with the WCD department in the presence of the WCD Minister, centre has been organized & this issue

	nearby schools	was discussed.
3	Teachers' Training	Attitudinal change will be the focus of teachers' training. They will be taught how to deal with the hard group students.
4	Research, Evaluation, monitoring & Supervision	To know about the status of students, transition rates, drop outs, some studies will be conducted from the funds available in REMS.
5	MIS	Software will be developed to monitor retention & drop outs. Capacity of project officials will be made to analyse the DISE data.
6	AIE	Community hostels & on site classes for children of migrant families will be arranged.
7	Improving MDM quality	State Govt. has increased the unit cost of MDM Department will supply pressure cookers & gas cylinders in schools
8	Upgrading Primary Schools into Upper Primary	Upper Primary Schools will be provided in the need areas as per SSA norms to continue education
9	Recruitment of lady Teachers	Reservation for ladies in pre-service training & teacher recruitment
10	Irregular attendance	Teachers will be asked to take local measures to improve students' attendance.
11	Non-teaching tasks	Training on management issues to educational administrators to reduce teacher work loads.
12	Teacher shortage	Rationalization of teachers' posts & school-based deployment.

		Attachment will be banned.
13	Teacher motivation strategies	Activities like competitions, quick disposal of teachers' cases, creating proper environment & work culture, better service conditions, reward for best teachers etc. will be ensured.
14	Examination reforms	Seminar & workshops will be organized to implement examination reforms.

Objective 4: Focus on elementary education of satisfactory quality with emphasis on education for life.

This objective covers the issues related to quality in schools. SSA focuses on the quality related issues & almost all the interventions ultimately lead towards promoting quality in our classrooms.

Issues:

There is no State Resource Group in the state to be accountable for quality improvement initiatives.

District & Block level Academic Resource Groups needs to be activated.

Monitoring system needs lot of improvements.

Curriculum revision as per the learning needs of children & suitable to local situations.

Targets of teacher trainings are not achieved in time.

Teachers don't use the points taught during the teacher's training in their actual classrooms.

Teacher & student absenteeism are major problems in classrooms.

Innovative teaching aids needs to be used in classrooms by teachers.

Proper & effective use of teachers grant & TLE is not assured.

Community in not interested in the quality of education in schools.

Timely distribution of textbooks & incentives is not done.

The improvement in achievement or analysis of results is not done.

The quality of education in tribal & remote area is very poor.

Block & Cluster Resource Centres need to be more functional in pedagogical area.

There is a need to harness the potential of BTI, DIET & SCERT in the pedagogical arena.

Monitoring formats are to be used effectively & regular analysis is required.

Staff in DIETs are not having the experience of teaching at elementary level. This creates gaps in preaching & practice.

Strategies:

Formation of strong state, district & block level Resource Groups & making them accountable for various pedagogical inputs

Development of strong district resource groups in various curricular areas / subject forums for Teacher empowerment and for monitoring of quality aspects

Software for record of teachers' training at block level

School improvement plans will be developed

Studies on teacher, student absenteeism

Capacity building of CRCs / School Complexes

Identification of best schools, best teachers, best BRCs and best CRCs

Change is through constant collaboration and exchange

Capacity building of teachers

Improved classroom process

Using ICT for professional development of teachers and improved learning styles of pupil.

School libraries for improving literacy and other skills

Special strategy for class 1 and 2

Providing for pupil operating at multi levels in the class rooms / grades

Multi-grade situations in primary schools

Increased focus on Physical & health education, work experience & other creative areas of non scholastic areas

School based review and internal management of schools

Improved pupil assessment procedures

Interventions:

S.No.	Intervention/ action areas	Norm/ Justification/ action points
1	Formation of SRG	SRG will look after the pedagogical initiatives & leadership in this area.
2	Activating DRG & BRG	They will be given various topics/ areas for monthly meetings.
3	Academic Monitoring	Monitoring formats will be timely filled & analyzed.
4	Curriculum Renewal & Material Development	SCERT will develop textbooks as per learning needs of children. Melas in collaboration with publishers for the purchase of children's books for school libraries.
5	Teachers' Training	Target of teachers' training will be ensured to be complete within time. Software to update teachers' training will be used at block level Special strategy for class 1 and 2 Providing for pupil operating at multi levels in the class rooms / grades Multi-grade situations in primary schools Increased focus on Physical & health education, work experience & other creative areas of non scholastic areas
6	Research, Monitoring, Evaluation & Supervision	Impact of teachers' training in classrooms will be done through NGOs Studies on teacher & student absenteeism will be done & proper strategies to meet out this problem will be ensured School Improvement Plans Identification of best schools, best

		teachers, best BRCs and best CRCs School based review and internal management of schools Improved pupil assessment procedures
7	Teachers' Grant	DIETs will develop detailed guidelines to make proper use of teacher's grant. Capacity building of teachers Improved classroom process
8	Teaching-Learning Equipment	Schools will get detailed guidelines for the use of TLE grant.
9	Community Awareness	Social audit for quality will be initiated. School results will be declared in Gram Sabhas.
10	Textbooks & Teaching-learning Materials	Timely distribution of Textbooks & other materials will be planned.
11	Student Achievement	AITE & CTE will be assigned the task for students' achievement.
12	Tribal Education	Special attention & special initiatives will be taken in remote & tribal areas to improve quality.
13	Block & Cluster Resource Centres	All efforts will be made to strengthen & support BRCs & CRCs.
14	Support to SCERT, DIET & BTI	SCERT, DIET & BTI will be supported for capacity building programmes. Experienced, well qualified, motivated teachers should be appointed in DIETs for effective project implementation.
15	Use of Technology in Education	Using ICT for professional development teachers and improved learning styles pupils.

Objective 5: Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

Issues:

Lack of girl-friendly atmosphere in schools.

Community is not aware of the importance of girls' education.

Various activities required to sensitize children on gender related issues.

Motivational efforts towards the deprived groups are lacking to continue their education.

Anganbadi timings are not synchronized with the nearby school timings.

Adolescent girls require special treatment.

Special incentives for girls to continue their education is required.

Issues of Urban Slums

Ill treatment towards the children of urban slums by teachers

Lack of hygienic atmosphere

Lack of social awareness & illiteracy of parents

Migrant population from Orissa working as Rikshaw Pullers

Child labours & street children

Issues of SC/ ST Children

The problems faced by the tribal child in his education can be clarified under five areas (viz) Economic factors, Social factors, cultural factors, school factors and administrative factors.

Poverty of parents, lack of parental demand, child labour

Illiteracy of the parents, early marriages, community loyalties and lack of awareness are some of the problems, which retard the educational development of the tribal child.

Tribal festivals, tribal traditions, value system and problem of language are some of the cultural factors, which stand a hurdle with tribal child's education.

Lack of access, incomplete schools, teacher absenteeism, poor quality of teaching, unserviceable curriculum, unsuitable working hours etc., are some of the school factors which stand in the way of the educational development of the tribal child.

Lack of coordination among different managements, delays in supplies and incentives, weak inspectorate, lack of enrolment campaigns, lack of community control, lack of incentives for better performance are some of the administrative factors which are standing in the way of the education of tribal child.

Issues of Children with special needs:

Authentic data of differently abled children is required.

Lack of assessment camps for these children.

No effective & serious work done in this field.

Strategies:

Girl friendly atmosphere needs to be created in schools to attract out of school girls and to retain in-school ones.

Sensitization of teachers and community on gender issues.

Competitions for children at Block, District and State levels to sensitize towards gender issues like story telling, elocution, debate, essay writing, singing, drawing and painting, rangoli (for boys), running and cycling (for girls).

Exposure visits for ST girls of remote areas to near by cities to encourage them to continue their studies

Improving atmosphere at ECE / upgraded Anganwadi centres to take care of their siblings and to help girls to retain in the schools.

Workshop on developing activity books to train adolescent girls on life skills.

Strategies for Urban Slums

Review the status of urban slums

Help getting better health facilities in these areas

Eradicate child labour with the help of concerned departments

Support NGOs working for urban slum education

Sensitization of teachers during teachers' training programmes

Regular joint visits to these slum areas along with Ward members & CACs
Provide educational facility in every slum as per requirement
Converge all related departments to the education of urban slums
Mobilise the slums
Provide vocational training
Support Oriya EGS Schools with MDM & other facilities

Strategies for SC/ST Children

Social mobilization campaigns in these areas will be taken up.
Opening of schools/ Centres in these areas on priority basis.
Curriculum to meet the needs of children.
Strong monitoring system & effective collaboration with other departments.
Use of ICT in these area for better quality education.
Developing specific materials, supplementary materials, BLI for these areas.
Innovative programmes for these areas.
Local teachers to be deployed in these areas.

Strategies for Children with special needs

Collection of data of disabled children through DISE is required.
Frequent assessment camps of children with the help of doctors.
All children having mild and moderate disabilities of all categories can be placed in Formal schools.
Children with severe disabilities can be placed in special schools.
Aids and Appliances will be provided to the needy children who have been assessed through camps.
Individualized Educational Plan (IEP) should be prepared by the teacher for every child to know the academic progress of children from time to time.
Removal of Architectural barriers
Disable-friendly facilities will be provided in schools such as ramps, rails and toilets for smooth mobility of children.

Partnership with NGOs and National Institutions

Interventions:

S.No.	Intervention/ action areas	Norm/ Justification/ action points
1	Civil Works	Separate toilets for girls
2	Community awareness	Sensitization of teachers & community on gender issues
3	Media campaign	Ad, campaign through media & mass on gender issues
4	Motivational efforts	Various competition of girls
5	Linkage with Anganbadis	Synchronization of timing with local school Improving facilities in Anganbadi centres
6	Girls Education	Exposure visits of girls Activity books for adolescent girls on life skills
7	Urban Slums	Special inputs for teachers belonging to these areas Mobilization campaigns Support to Orphanages Multiplex Schools
8	Convergence	With Health Department for better health facilities With NGOs to support various schemes With Labour department to eradicate child labour Orissa Govt. to support Oriya EGS
9	SC-ST Education	Social mobilization campaigns Use of ICT in education

		Support materials for these areas Innovative programmes as per suggestions Reading materials for children
10	Children with Special Needs	Collection & analysis of data through DISE. Regular assessment camps & on the spot distribution of certificates. Financial support to children to be placed in special schools. Training of teachers & educational administrators on IED related issues. Distribution of aids & appliances. Removal of architectural barriers Partnership with NGOs & other institutions.
11	Support to Madarsas	Recognized Madarsas will be provided with TLM grant, free textbooks, Training & teachers' posts.

Objective 6: Universal retention by 2010.

Issues:

Lack of adequate space for seating, additional classrooms & toilet facilities.

Effective teachers training programmes.

Timely distribution of free textbooks & other incentives.

Maintenance & repair of school building required.

Provision for differently abled children.

Computer Education for Upper Primary level.

Monitoring the mainstreamed children of bridge courses in the primary schools by the community and teachers for their retention and continuation along with necessary support to them.

Making schools and classrooms more interesting by way of increased participation of children in the process of learning.
Teachers, administrators are not aware of UEE related indicators
Treating children with affection and empathy
Special effort and action for the districts which are backward in retention.
Effective strategies for the pedagogy of first generation literates is required.
Motivation of teachers to participate in various activities of community mobilization and to have the knowledge of background of first generation literates so as to enable them to treat the children better in schools.
Observation of child rights in the schools and classrooms.

Strategies:

Strong monitoring mechanism for mainstreaming children of bridge courses & summer camps.
Sensitisation of teachers and headmasters towards the issue of enrolment of dropouts and making them more concerned for their retention and providing extra support.
Special inputs in teachers' training
Bimaru districts in case of retention will be identified & suitable strategies will be evolved.
Special strategies for the pedagogy of first generation learners will be evolved.
Use of ICT in education will be ensured.
Community will be made responsible for retention of children.
Vocational Education will be promoted.
Proper incentives will be provided to the needy children.

Interventions:

S.No.	**Intervention/ action areas**	**Norm/ Justification/ action points**
1	Teachers' Training	Effective Teachers training Sensitization of teachers & HM

		Vocational Education will be promoted.
2	Monitoring	Poor performing districts will be paid special attention. Timely incentives will be ensured.
3	Computer Education	Use of ICT in education Attractive educational CDs will be developed & procured.
4	Civil Works	Repair & maintenance of school building Model & attractive Classrooms Additional Classrooms

Chapter 8
Component-wise Activity Plan

8.1 QUALITY IMPROVEMENT

The Elementary School System in the state has grown in size consistently; achieving an enrolment of nearly ***** million. This obviously poses a major challenge not only for efficient management but also for mobilizing resources needed to maintain even a reasonable level of quality. It is recognized that quality improvement in education cannot be carried out on a turnkey basis in a pre-specified time-frame. Persisting with efforts to move ahead on all fronts is seen as the most important factor. Keeping this in view, a number of programmes & schemes have been initiated by the Central, as well as State governments. Also, the quality improvement component has been given high priority in all the prior projects & is the main thrust of Sarva Shiksha Abhiyan.

Quality improvement is a complex question, unlike improving the status of access, enrolment & retention, improvement in infrastructure, appointment of teachers or even of equipping schools with better academic facilities, learning from the past efforts, it is realized that there is no single-

factor solution for the problem. Keeping this in view, following areas have been given importance for quality initiatives:

Vision for Quality Elementary Education
Curriculum Renewal Plan
Teaching-Learning Materials
Teacher Training
Teaching-Learning Process
Academic Resource Support Structure
Monitoring of Quality Aspects

1. Vision of Quality Elementary Education:

The state has done various efforts to establish a clear cut vision for Quality Elementary Education. A workshop on policy & planning for education was held in October, 2004 to have a clear roadmap on various issues. Quality assurance strategy was one of the important issues of discussion in this workshop. Various national level experts & delegates from different states & NGOs participated & gave valuable suggestions for developing vision for quality.

As per the guidelines given in Sarva Shiksha Abhiyan, various academic resource groups with statutory powers needs to be formed. Districts have formed District Academic Resource Groups & Block Academic Resource Groups & during initial few months, they were given detailed agenda to be discussed during the Resource Group meeting. During the planning processes they were asked to have meetings to discuss various issues related to block & district level planning. These groups are empowered to give suggestions & take decisions for quality improvement. In order to provide training, a new Block Academic Group (BAG) is also formed with one Block Academic Coordinator & 5 Cluster Academic Coordinators.

The process of the formation of State Academic Resource Group is progress in SCERT & as soon as this is finalized, it will start taking decisions on pedagogical issues.

State Resource Group for AIE had an exposure visit to different places & Key persons from Block level were also taken to different places to

learn best practices. State officials were given opportunity to visit different states & implement the best practices in the state.

State is developing **vision 2020** for different departments. The important issues submitted in Education for vision are:

- *Schools in easy access to all children*
- *Schools with all required facilities & infrastructure*
- *Curriculum addressing to the specific needs of the region*
- *Well equipped Academic Resource Centres to enhance quality*
- *Well qualified, motivated & committed teachers with opportunities for professional development*
- *Facilitate a mechanism by which educational facilities are provided to poor at the lowest cost*
- *Encourage private sector for providing support in Education*

Mission Statement on Quality:

"All children, including girls, dalits, tribals, differently abled children, in community managed schools or public funded autonomous schools with motivated, well trained teachers receiving constant academic support, adequate facilities, learning for life, through local context, at their own pace, by doing & by observation, mastering the natural environment, innovating, exploring without alienating from their social contexts."

Vision Chhattisgarh:

Our Government will include responsible and accountable stakeholders who are committed to democratic, representative and participative action, through creating equal opportunity with mutual respect, recognition and individual value guided by transparency and honesty in all relationships, leading to continuous improvement and openness to change.

The School Education Department commits to provide a challenging, enriching and purposeful learning environment on a sustained basis on the

belief that this engages students in maximum learning. Holistic, value based self-development through nurturing life skills will be the nucleus of this affirmative learning environment.

We will use Technology to create a self- governing and learning society that is aware of its rights, duties and responsibilities, resulting in a secure and comfortable life, with plenty of time for self-exploration, growth, development and leisure.

Vision Statement

"ALL OUR LEARNERS SHALL SUCCEED"

Commitments from the State for Quality Assurance

The state commits to do the following for quality assurance in schools:

The state will make provisions for access of education to all
Teachers in sufficient numbers will be appointed
There will be no building-less school
Timely supply of incentives like free textbooks, scholarships etc.
No school with PTR more than 1:70
Attractive, multi-colored, local-specific textbooks & workbooks to all children free of cost
Various efforts to motivate teachers & reduce their non-teaching workloads
Quality teacher training & sufficient self-reading materials in the hands of teachers
Removing the backlog of untrained teachers
Strengthening the training institutes
Improved facilities for Mid-day meals
Use of latest technology in education

Plan Proposals

Formation of State Academic Resource Group

SCERT will soon form a State level Academic Resource Group consisting of persons from SCERT/SPO/ DPI/ IASE/ CTE/ TWD/ Persons from Universities/ NGOs & eminent educationists. Total about 15 persons will be identified to work actively for pedagogical improvements.

Responsibilities:

This group will sit together to decide the roadmap for quality in the state.
Group will decide various agenda items for different level meetings.
Provisions will be made to make this group visit rural schools to identify current status & need areas for quality improvements.
Guide different institutions to work in a better way for quality improvement.
Suggest various activities to be included under SSA for better results.

Various suggestive issues to be discussed for developing state vision:

Enrolment Drive for this year
Strategies for out of school children
Encouraging Regular Attendance
Improving School Quality
School-based planning
Developing & use of TLM in Classrooms
Improving Academic Monitoring System
Community Support

Budget:

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
	Formation & meeting of Academic Resource Groups at various levels (Quarterly meeting of these Academic Resource Groups)	SARG DARG BARG	SCERT/SPO DIET/DPO BRC/BEO	1.00 Lack 0.50 Lack 0.10 Lack 1*4=4.00 .5*16*4=32.00 .1*146*4=584.00 **Total=620.00 Lack**

2. Curriculum Renewal Plan

With the formation of new state, new curriculum was developed in the year 2003 based on the National Curriculum Framework for School Education. The new curriculum was developed on the basis of the needs of the newly formed state. A number of workshops were held in which teachers from primary and upper primary schools – government as well as private, teacher-educators, various educationists and NGOs participated. After a lot of discussion by this group, vision for the curriculum was developed. Following characteristics of curriculum has been taken care of while developing the action plan & vision:

C – combination of subjects
U – updated subject knowledge
R – rhythm & rigour
R – research oriented programmes
I – individualistic yet integrated approach
C – caring set of teaching technology
U – uniqueness
L – leisure focused
U – unleashed talent
M – making it child friendly

The state has a clear vision/ policy for curriculum-development. A concept paper was developed & a workshop was organized to invite suggestions & partners in curriculum development process. The following strategy was evolved for developing curriculum:

Involving experts like Eklavya, Diganter & Vidya Bhawan Society as active partners in curriculum & textbook development
Seeking support from funding agencies like UNICEF, ICCICI Bank for organizing workshops & bringing expertise
Emphasis on developing independent & rational thinking
Making it contextual by adding local flavor & relevant to life
Developing material in a phased manner systematically
Constitution of Core-group & steering-committees for ongoing curriculum reform work

Finalizing draft curriculum after consultation with various experts from different streams
Identification of learning needs at various levels
Flexibility in change after getting feedback
Systematic plan of capacity building for curriculum developers
Seeking suggestions from different departments & organizations
Work education, value education, Yoga & education for life skills an integral part of curriculum

Plan Proposals

Budget:

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Workshop for curriculum review & development	Curriculum developers	SCERT	50000
2	Curriculum on work experience	Curriculum developers	SCERT	10000

The SSA provides sum of Rs. 1400 per school for Monitoring, Research & Evaluation activities. This will be utilized for interventions for quality improvement like curriculum development, its review & other related activities.

3. Teaching Learning Material (including text books)

Sustained provision of good quality Teaching-Learning Material could be one of the most important education investments for state govt. Teaching-Learning Materials include a wide variety of items such as textbooks, work books, teachers' guides, teaching aids, learning aids, educational kits, supplementary reading materials, usable blackboard, etc.

which are either directly or indirectly used by the teacher and/ or child in the classroom situation.

Textbook development:

SCERT has taken the responsibility for textbook development. SCERT has been supported by ICCICI, UNICF, Diganter, Eklavya & Vidya Bhawan Society for textbook development.

On the basis of the curriculum developed by the state, development for the text-book started. Following textbooks have been developed so far –

Class I, II, VI In the year 2003-04

Class III, VII In the year 2004-05

Proposal for the next session

Class IV, VIII In the year 2005-06

Approach of textbook writing:

New textbooks are child-centred and activity based. The language used is easy to understand. Attractive pictures are given in the text-book & are made to suit the local-specific needs. State has decided to involve the practicing teachers, retired persons, educationists in the process of textbook development. It has also been decided that new textbooks will be first introduced in sample schools & after getting feedback & revision, it will be introduced in all schools. The version after revision will be printed in multi-color.

Textbook Renewal Strategy:

The principle features of the strategy for developing textbooks in the state are:

Identification of Resource Persons at all levels & involving them in regular workshops

Setting up a State Implementation Group that include institutions, NGOs & individuals

Assessing the needs for capacity building in the institutions responsible for training

Strengthening SCERTs & DIETs & providing them with collections of quality teaching & learning materials & reference books

Identifying potential members of textbook creation teams, including teachers, writers, subject specialists, child development experts, illustrators, designers & NGO members with field experience

Ensuring that cost & production limitations are taken into account from the start of the process of textbook preparation

Field Testing/ Trialing of textbooks:

Field Testing/ Trialing of textbooks is essential to ensure that students & teachers understand the text & the illustrations & to identify remaining factual errors, which can then be corrected before publication. Regular field testing new textbooks would do much to increase the efficacy of textbook development. Trialing of textbooks is going on in 4 districts of the state, namely-

Raipur
Bilaspur
Bastar
Surguja

The number of schools in which experimental edition is being taught is as follows:

Primary Schools	164
Upper Primary Schools	43

These schools belong to urban as well as rural areas, tribal as well as non-tribal areas.

Text-books of class I, II and VI were taught in these schools in 2004-05. On the basis of the feed back given by the teachers during the field trials, changes have been incorporated in the text book. So, in 2005-06 these text books along with the textbooks of class III and VII will be field-tested.

Model question paper was also provided to teachers for the evaluation of students.

Workbooks:

Workbooks for classes I to V have been developed this year for all the subjects namely Hindi, Maths, EVS and English. Next year workbooks for classes VI to VIII will be developed.

Teaching Learning Material:

A "Teaching Learning Material Week" was celebrated in the month of October to ensure the preparation and usage of TLM grant. For this, workshops were organized at the state, district and block levels. A reference book of teaching learning material at the primary level was also developed by SCERT. Similar book for the use of TLM at upper primary level will be developed in the year 2005-06.

Children's Magazine:

Apart from textbooks and workbooks some supplementary materials in the form of quarterly magazine was also developed by SCERT for students of primary and upper primary schools.

Bachpan	For Primary School students
Bal mitra	For Upper Primary School students

From next session, a quarterly magazine for teachers will also be published so that teachers get some latest information about various pedagogical issues, teaching techniques, child psychology etc.

Apart from developing new books, some changes have been made in the old books as well. Correction and renewal of the content material has been done. Lay-out and design of the text books have been decided to be printed in 4 colors from this year.

Improving Efficiency in Textbook Printing:

State has established its own Textbook Corporation. Prior to this, SCERT was looking after the issue of developing & printing of textbooks. Textbook Corporation, an autonomous institution involves private publishers for printing of textbooks to reduce price through competition.

Textbook Corporation asks printers to bid for jobs & place the orders to the printer who can give quality, reliability & competitive prices. There is also a provision to penalize a supplier for failing to meet criteria by placing an order elsewhere & keeping the earnest money deposit.

The quality of textbooks are checked at various levels & after proper assurance, the payments are made.

Textbook Distribution Plan:

Even the best textbooks will make no difference for students if they do not reach the classroom in time. Timely distribution of textbook is the key area & this has still some problems in the state. Last year as well, distribution of free textbook was late, so the children entitled to them end up having to buy these books from market. These free textbooks sometimes find their way into the commercial market. Retailers sometime sell textbooks only if parents & children also buy high-priced keys or guides.

To overcome these problems & timely supply of textbooks, state Govt. has taken the following steps:

All children from classes 1 to 8th will be given free textbooks from this year
SSA will provide books for children belonging to SC/ST & all girls
TBC will provide free books to all other children
Textbook Corporation will supply the books upto its following depot:
Raipur Jagdalpur Bilaspur Durg Raigarh
List of nearest blocks will be made to reduce transportation charges
Route chart of these blocks will be made to ensure faster supply by 30th April, 2005
Books will start transporting from the main depot to the regional depot from 5th May & will complete by 15th May
From 16th May to 30th May all the books will move from these depot to the block headquarters & from there immediately to all the clusters
Clusters will make the class-wise set of books & will start distributing to the schools from 1st June upto 10th June, 2005
Workbooks for class 1 to 5 has been developed by SCERT
SSA will provide Workbooks for children belonging to SC/ST & all girls
SCERT will provide free Workbooks to all other children
These workbooks will reach directly to the block headquarters
Free books will be given to all children on the very first day in school in the presence of reputed persons from the community

Plan Proposals

Budget:

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Workshop for textbook development	Textbook writers	SCERT	
2	Printing of textbooks	----------	TBC	
3	Printing of Workbooks	----------	SCERT	
4	Printing of Book on TLM	Teachers	SCERT	
5	Developing & printing of Children's magazine	Students from classes 1 to 8th	SCERT	
6	Transportation charges		Block Resource Centres	
7	TLM Grant	PS & UPS Teachers	DPO	
8	TLE Grant	PS & UPS Teachers, BRC/ CRC	DPO	

4. Teachers Training:

In-service education of teachers is undoubtedly one of the most important strategies to improve the quality of education. Researchers have very often emphasized the importance of the link between the quality of education & the adequacy of opportunities for the professional development of teachers. This becomes more relevant when maximum numbers of our classrooms are in the hands of novice, locally recruited &

untrained teachers. The state has the following perspective to reduce this problem:

Increase in the intake capacity for pre-service Teacher Training
Approval for opening private institutions for conducing pre-service teacher training programmes
Provision of training of untrained teachers through correspondence courses under SSA
Regular in-service teacher training programmes under SSA.

Sarva Shiksha Abhiyan proposes three types of teachers' training at elementary stage. These training are separate for Primary & Upper Primary level. In this way, the state needs to plan 6 types of training under SSA. They are:

	20 Days	30 Days	60 days
Primary	1	2	3
Upper Primary	4	5	6

All the training programmes are conducted under the leadership of SCERT. State received the guidelines for teachers training from GoI.

Teachers' training is organized in cascade mode & most of its part is completed during the summer vacation. Teachers' training in the state was supported by some of the renowned NGOs like Vidya Bhawan Society & Diganter. The needs of training were identified during various meetings, monitoring & other sources. State involved College of Teacher Education & Institute of Advance Studies in Education for the training & monitoring of the training programme.

The following modules were developed in the state for teachers training:

Primary Level: Training Manual for 20 days
Self-reading Materials for 20 days
Upper Primary Level: Training Modules & Manuals for following curricular areas: Hindi, English, Sanskrit, Math, Science & Social Science.

The levels formed to complete the tasks were:

State Resource Group
District Resource Group
Master Trainers

The state decided to go for correspondence course for untrained teachers as there was a huge backlog of untrained teachers & the pressure of NCTE norms. Correspondence was made with IGNOU & the local Board. Ultimately it was decided to start the programme with Chhattisgarh Board of Secondary Education in some districts & some with IGNOU. They had the 2 years' Diploma Programme for regular teachers in the name of D.Ed. As per the approved AWP, the state has booked the fees of 16200 teachers from both primary & Upper Primary Schools. These teachers are undergoing contact programmes.

During the last year, training was hampered due to various elections, lack of staff in teachers' training institutes, transmission loss, and engagement in textbook work & delay in transfer of funds at block level.

Training of Teachers at Primary level:

SCERT has proposed the following plan for the training of teachers at Primary level:

The main theme of the training this year is "bringing attitudinal changes & giving motivation to teachers." Other objectives of the training are:

To develop the professional competencies of teachers
To make teachers understand the difficult concept of contents
To make them understand the process of teaching-learning
To get exposure to various innovations in teaching-learning processes
To motivate teachers to produce result oriented tasks
To do positive efforts to provide satisfactory level of teaching.

Training Design:

The break up for this year's 20 days training for Primary Teachers is:

Face to face training at block level	5 Days
Face to face training at cluster level	10 days
Need-based Training	5 Days

Keeping in view the transmission loss during last few years' training, the state has decided to reduce some levels in between & go for block directly from state removing the district level training. Different levels formed to do the training are:

State Resource Group
Block Academic Group

The state has selected some of the modules developed earlier & they are to be distributed in a kit form for ready reference to teachers. Various modules selected for teachers' training are:

Pahal Hindi EVS Maths Inclusive Education
Gender books on TLM

Features of this training:

Use of Power-point at the state level training
Use of OHP at the block level training
Competency-based training
Lot of opportunities for interactions
Teachers' free to ask or put questions in help box
Tension free, joyful atmosphere

Calendar:

Training of Block Academic Group (20 batches): April-June, 2005
Venue: SCERT, Raipur
Training of Primary Teachers:

Ist Round:	July-August, 2005
Venue:	Block Resource Centres
Duration:	5 Days
IInd Round:	Throughout the session
Venue:	Cluster Level
Duration:	One day training every month-10 days
IIIrd Round:	October onwards
Venue:	Block Level
Duration:	5 days

Training of Teachers at Upper Primary level:

The State Project Office proposes the following plan of action for the training of the teachers of Upper Primary level:

Need Assessment:

Any training requires assessing the needs of the target groups intended to be trained. Training need assessment is a very systematic approach to bring better results, outcomes to various training programmes. State has done training need assessment of teachers from all districts two years back & the initial training programmes were organized in the name of Need-based training. So the state has the wide range of needs for training at every level.

Last time the training needs were identified through questionnaire, focus group discussion & classroom observations. This time due to the shortage of time & not possible to follow the guidelines for training in time, the State Project Office has decided to go for getting the feedback from the teachers doing the job of Evaluation in the centres. They will be providing the list of hard areas. In the same way, hard areas identified during

previous year & the findings of various studies will be used for training programme. Even during the training programme, teachers will be given freedom to express their doubts & put their problems in the help box.

Training Objectives:

Training programmes fail if we don't fix the specific objectives for the training. Following objectives are fixed for this year's training programme:

1. To motivate the teachers to improve their performance in classrooms
2. To make the teachers aware of the various ongoing efforts for UEE & their role in achieving the targets
3. To have a better understanding of the content & classroom procedures
4. To develop various competencies enlisted in the NCF in the teachers
5. To prepare an annual/ daily plan of action for organizing teaching in classrooms
6. To document best practices in teaching-learning so that they can be shared & used during future training programmes

Training Design:

State is conducting various training programmes at the same time & it requires lot of Resource Persons. SCERT is looking after the training of Block Academic Group directly. Govt. Colleges of Education is taking care of 60 days training with the help of DIET & other trained persons. So a separate Resource Group is required for conducting Teachers Training at Upper Primary level. Following activities are proposed to implement the training programme:

So the first task will be to identify & form Upper Primary Teacher Education Resource Group (UPTERG) at every level from State to Block.

Formation of Upper Primary Teacher Education Resource Group:

State will form a separate resource group solely engaged for the training of Upper Primary Teachers. These resource groups will consist of persons from SCERT, SPO, DIETs, DPO, Block & teachers. Services of the

unemployed B.Ed. Trained youth can also be taken at various levels to conduct the training programmes.

Subject-wise formation of Trainee groups:

Blocks will collect data of teachers from the HM, Upper Primary Schools on the basis of the subjects assigned to be taught by each teacher. This will make the training useful for classroom teaching. Otherwise generally one teacher gets some particular training & the other teacher is assigned to teach that particular class or subject. The Head Masters have to assure that the person trained for that particular will be assigned that particular subject & class for teaching.

Developing software for maintaining the record of training:

It has been felt that keeping the record of training & regularly updating it is a very difficult task. State MIS will develop software with the help of some MCA passouts & use it in block level offices to maintain the records of the training.

Material Development:

The state has developed training module for Upper Primary last year. This year SCERT has not developed any new material for Upper Primary level. Keeping the shortage of time in mind, the state will make use of the same training module & will finalize a material for Upper Primary Teacher Education Resource Group (UPTERG) in the name of "Hume Bhee bulaao".

Already existing reference materials will be made available to the training centres. The members from Regional Institute of Education, responsible for monitoring of Chhattisgarh activities by GoI are also helping the state by providing various materials for teachers' training developed in other states.

Distance Education inputs:

The state will seek support of DEP-SSA, IGNOU in conducting some part of the training programmes. State has developed various modules on

different hard areas with the help of DEP-SSA, IGNOU. These modules will be tried out during this training program.

Radio will be used for pedagogical counseling & clarification of doubts at various levels. Some model video lessons will be developed to be used as support materials for teacher educators at block level. The state has used tele-conferencing mode for the training of Upper Primary teachers on the issue of using TLM at Upper Primary level. The Video Cassette of this programme can be converted into CD for the use during teachers training. State has also collected & compiled various TLM during the state & district level workshops & TLM Melas. These materials can be printed & supplied to teachers & teacher educators.

Various levels to be worked out:

State Office will invite district planning team with the detailed data & statistics. They will make the training plan, calendar & work out the area to be taught during the training programme in their respective districts. District specific issues will be identified & put in their time schedule. It will be tried to minimize the levels of training in the cascade to reduce the transmission loss. Districts will be responsible for the training of Upper Primary Teachers & no state level support will be provided to them this time. Only specific & detailed guidelines will be provided to the district planning team. In this way, various levels & their roles will be like this:

State Level Upper Primary Teacher Education implementation Group

This group will consist of about 15-20 persons from various streams like SCERT, SPO, CTE, IASE, DIETs, DPO, NGOs & trained youth with mastery in different subjects.

This group will sit together for three days to finalize the materials & training design at various levels. This group will be responsible for the orientation of District persons for making their plans of action & providing content & other guidelines for the training. The State Group will not provide any direct training & will be confined with providing materials, guidelines, facilitating in developing action plans for the training etc.

The State Implementation Group will sit together with the district Planning group for additional three days & assist in developing their plan of action & make them understand about the proposed training programme.

This group will also monitor the training at district & block levels.

District Level Upper Primary Teacher Education Resource Group

All the districts will have a minimum of 8 Resource Persons in their group. Out of these eight, three will participate in the state level planning meeting. These three will come along with all the data & other information & make the plan & share it with the rest of the team members who are mainly subject experts consisting of retired persons, trained young graduates etc.

This Resource Group will be responsible for designing their district specific training plans, identifying training needs, organizing training programmes for block level groups, developing & distributing various materials for the training, monitoring of training programmes, documentation of various activities etc.

Block Level Upper Primary Teacher Education Resource Group

Block level Resource Groups will consist of 6 Resource Persons from different subject groups. Out of these, three will make the detailed block level plan. The whole list of teachers of Upper Primary along with the subjects will be made & batches of 40-40 will be made. While making the batches, following points will be taken care of:

Same subject-groups should be clubbed for different batches

There should be representation from all blocks

Teachers from the nearby schools names should be kept reserved to be filled in case of any teachers' absence

If there is a problem of stay, separate batches for lady teachers can be made

Venue for training should be either the hostels or some schools free during summer vacations as BRC building will be occupied for other training programmes

Training Approach

Training at Upper Primary level has to follow different approaches. The following approaches/ Methods can be adopted during the training programme. The Demonstration lessons should cover all the methods with explanation simultaneously.

Science Teaching:

1. Lecture method
2. Dogmatic method
3. Inductive-deductive method
4. Heuristic method
5. Analytic-Synthetic method
6. Laboratory method
7. Project method
8. Topical method
9. Concentric method
10. Problem method
11. Assignment method
12. Discussion method

Daily the trainees will be experiencing:

One model demo by RPs
Analysis of the presentation
Discussion about the methods involved
Day wise distribution of lessons & Class
All the exercise has to be done in the copies of participants
Each lesson will be dealt
Group will make presentations of some lessons
Daily assignments
Residential & night classes
Daily morning yoga sessions
Cultural activities in the evening
Finding possibilities to link other subjects

Tentative Schedule

Ist Day	Introduction & Pre-Test
II-IV	Class VI
V-VII	Class VII
VIII-X	Class VIII
XI	Post Test & Compulsory topics
XII	Problem solving session

Preparatory activities

Listing of Resource Persons for different level

Listing of participants on the following basis:

(Entering the name in Microsoft Access)

School	Name	Qualification	Subjects taken in graduation	Subjects teaching in classes

Deciding the dates

Issuing orders/ letters

Meeting for planning training at different levels

Deciding the venues for workshops for material development

Deciding the framework for material development

Fixing responsibilities at different levels

Deciding risk factors & strategies to tackle

Programme of strong monitoring & feedback of training

Suitable model for evaluating the training programme

Finalizing budget for the training

Ground Rules:

The participants will evolve the ground rules after discussion on the need of such ground rules for the success of the workshop. Some of the essential rules will be:

Best use of time- considering the cost involved

Strict maintenance of discipline

Lock system for members talking too much

Management by different committees

Hall Committee

Time keepers

Reporting Committee

Innovations in training:

Help teachers to generate "Ownership" of the training programme

All efforts to bring attitudinal changes in teachers

Exploring the possibilities of trainees actually doing activities among themselves either in school or in training- real or peer teaching

Daily reporting will be made through various innovative ways

Teachers can make use of teachers' grant during the training

Local artists can be invited for making different teaching aids

Using OHP/ power point presentations

Teachers' doubts can be received through help box

All activities will be focused on classroom situations.

One person will be identified as Process Observer who will record all the effective classroom processes.

Documentation of innovative techniques/ presentations will be sent to state office for larger dissemination

Best innovative techniques will be awarded by the state office

To have better & perfect resource support provider role of BRCs, some selected books, TLE, TLM will be kept in the resource centres for display. Teachers will be observing these materials during their teachers training or monthly meeting programmes & place orders for the materials they find useful for their schools.

Eye Donation forms will be made available in all the training Institutes. Teachers will be motivated to fill the forms & spread this message in the community.

Training periodicity:

12 days training at block level

4 days workshop for TLM, one day in every quarter at cluster level

2 days workshop on developing school-based planning at cluster level

Monthly planner

Paper setting

UEE status

2 days locally relevant, theme-based training at block level

Monitoring & Evaluation of Quality of Training:

Training at all level will be monitored by the higher levels. Software will be used to regularly update the information of teachers' training. Impact of training will be assessed/ studied through different agencies & after each round of training, improvements will be made based on the feedback received from participants & Resource Persons.

Plan Proposals

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Teachers' Training (20 days)	PS Teachers	SCERT	
2	Teachers' Training (20 days)	UPS Teachers	SCERT	
3	Teachers' Training (60 days)	PS Teachers	Board of Secondary Education	
4	Teachers' Training (60 days)	UPS Teachers	Board of Secondary Education	
5	Teachers' Training (20 days)	Newly recruited PS Teachers	SCERT	
6	Teachers' Training (20 days)	Newly recruited UPS Teachers	SCERT	

5. Teaching-Learning Process

Quality of education mainly depends on the nature of teaching-learning process. Some of the studies have also come out with the finding

that non-attendance of children in schooling & subsequent dropping out from school for many of them is determined by the nature of the teaching-learning process. It is in this context that a number of activities to improve the quality of classroom interactions & making them child-centred & joyful have been initiated during the last several years. These initiatives need to be reinforced further.

Based on the previous experiences, following areas need attention for improving the teacher competencies:

Understanding the MLL
Handling multi-grade, multi-level situations
Coping with different paces at which children learn
Evaluation techniques
Active use of Teaching-learning materials
Undertaking various action researches
Specific strategies for teaching children with special needs or SFG

The state officials were involved in a study on classroom processes conducted by Ed.CIL, New Delhi. The persons from different levels were involved in all the processes like research design, sampling, developing tools etc. The same method will be utilized to have a better understanding of the various processes going on inside the classrooms. All efforts will be done to conduct this study through an expert involving the members of State Academic resource Group.

The roadmap for quality improvement initiatives will be finalized through various meetings & seminars. These issues will be given as agenda items in the meetings of academic groups & discussion points in teacher training programmes. This will help them understand the desired shift at various levels.

The state will make a perspective plan for the pedagogical shifts. Training designs should be made in such a way that expose teachers to a number of new aspects over a number of years. The state is well aware of this challenging task & it is a long-term continuous exercise which is

complex in nature & takes into account the unique differences that exist among schools. The desired outcome will be clearly plus one to the existing situation not expecting too much from the training. The focus areas decided will be discussed several times through various level & different media. Self-learning modules, educational magazines, pamphlets, posters, audio-cassettes, video CDs will be developed to be used & distributed among the teachers to **bring the desired changes in classrooms**. For example, state will develop educational calendar in cooperation with private agencies under PLUS Scheme in which certain points like praising students on doing good work, joyful learning, seeking community support & many others will be highlighted so that teachers get acquainted & familiarize with these issues automatically.

The training proposed for this year will be fully participatory & activity-based. Generally when we discuss of any training programme, we divide the training time into activity time & non-activity time (standard lectures). In our proposed training model for this year, we do believe that the teachers know lot of things & if given chance & opportunities, they can come in front with many innovative ideas. These new ideas will be shared with other teachers. Moreover a forum will be established where one can send their ideas & opportunities for reward & dissemination will be made. Teachers will also get an opportunity to **share their ideas** during the monthly meetings & through correspondence with DIET/ SCERT. The proposed 20 days training has a break up of 4 days, one day in each quarter to share & develop various teaching aids. The state will develop discussion papers for monthly meetings at Cluster Resource Centres, a newsletter for teachers carrying lucid & comprehensible articles on academic issues, activities for teachers, pull out materials that can be used in classrooms & even radio programmes to share different ideas.

State has experienced the **Interactive Radio Programmes** as pilot project in selected schools of three districts. Teachers are exposed to different pedagogical inputs through radio. Regular practice of these inputs makes them expert in the use of different skills & through habit formation these skills are transferred to other subjects as well. Use of radio

in building the capacity of teachers in these areas will be taken care of during the next academic session.

This year, the state will just provide necessary framework, suggest different modalities & approach to the training. Rest of the things has to be decided by the teacher/ teacher educators itself. There will be ample opportunities for the participants to **incorporate local & contextual elements.** Trainers will assess the training needs of the group on a regular basis & provide learning opportunities on different issues. For example, teachers coming from the schools situated in urban areas will be **sensitized** to deal with these hard group children. Tribal area teachers will be given materials for dealing with these children & the effective methods to be used in the classrooms. Their **skills** to deal multi-grade situations, dealing with children with special needs & evaluation techniques will be enhanced. Two days' training will be organized at the cluster level under the guidance of HM, Cluster Resource Centre, Upper Primary School to develop school-based local plan.

State Project Office has released funds to DIETs for conducting action researches. DIETs will train, assist & monitor various action researches being done by teachers. These teachers will get funds for doing action researches & their action research will be published district-wise. State will make a suitable climate for teachers to undertake various action researches.

Teachers will be given ample opportunities to practice & evolve suitable teaching techniques for effective classroom transaction. During teachers training & monthly meetings, they will be requested to suggest various innovative teaching techniques. Especially these types of issues have **more scope in Upper Primary** stage because it is least touched & discussed area during last several years.

Teachers will be given training on issues like how to **handle children with special needs,** children of SC/ST & hard groups. These issues get prompt attention during teachers' training as well as monthly meetings.

Selected teachers will get opportunity to join various correspondence courses related to these issues.

Para-teachers & teachers teaching in EGS/ AIE may be called in different dates for monthly meetings because they have different types of issues to be discussed & their problems & strategies are quite different from the regular schools. These para-teachers need more attention & regular support through experts. NGOs will also assist these schools regularly.

Teachers & students generally don't get exposed to good quality reading materials. While sharing the ideas with other states, a new idea for **improving library facilities** successfully implemented in their states was discussed. As per that the state plans to organize book fair at district or block level for teachers. Various publishers will be invited to participate & show their products to these teachers so that they can select the materials they require & make on the spot purchase.

Another idea to motivate & inculcate reading habit is based on the experience of Janshala's "Pustak Pitara" a mobile library for the children of worker's colony in Bhilai. This experiment will be expanded in other parts of the state.

This mobile library will contain children's books from Children's Book Trust, National Book Trust-India, 'Eklavya', State Resource Centre, New Delhi & many other publishers for children's books etc.This Pitara will also contain balls, rubber rings and educational toys. The children can also enjoy songs on the tape recorder in the Pitara, and entertain themselves by listening to their own voices being recorded and played back. These Pitaras can run on rickshaws or bicycles & will be attached to BRCs or CRCs. These young persons will move from one place to other on wheels & distribute books for a few days to these children to read. They can also play with various toys during the stay of pitara in their place.

Plan Proposals

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	School Calendar for teacher sensitization	Teachers	SPO	5.00 Lack
2	Pamphlets, posters, audio-cassettes, video CDs on various pedagogical issues	Teachers	SPO/ SCERT	5.00 Lack
3	Organizing Book fair at district & block level	Teachers/ community	SPO	2.00 Lack @ Rs. 10000 per block
4	Mobile library at block level	Deprived group	SPO/ DPO	50.00 Lack @ Rs. 30000 per block
5	Preparation of wall calendar	Schools	SCERT	43,73,590

7. Academic Resource Support Structure

Before 1987, the main source of academic support and training of teachers in elementary schools was the State Council of Educational Research & Training (SCERT) in each state. The establishment of DIETs in each district following the NPE-86 was a major step in taking the support system nearer to the field. This process of decentralization has been further extended under DPEP through the establishment of Block Resource Centres (BRC) & Cluster Resource Centres (CRC).

SCERT is the nodal institution at the state level to undertake academic activities to improve the quality of education. As the apex body for pedagogical improvements, its active role as a think tank, an institution

responsible for curriculum improvements, conducing research activities, developing teaching-learning materials is of paramount importance. To impart its job successfully, SCERT has to maintain a close liaison with the professional institutions inside & outside the state.

SCERT has submitted the plan for its strengthening under Teacher Education Scheme. At present, SSA has also supported in different ways to strengthen the SCERT. Funds for curriculum & Textbook Development have been given to SCERT. SSA has established two training halls with all facilities like AC & others to have better environment for training & workshops. The residential facilities have also been improved through the support for improving hostel. SCERT is given the funds for the construction of SIEMAT in their premises. A digital audio studio has also been constructed in SCERT for recording various programmes with latest equipments from Education Development Centre, Washington. SCERT library has also been given support for better reading materials. Funds for procuring various equipments are also provided in SCERT. The lecturers in SCERT are made incharge for different districts. Funds for monitoring have also been provided for them. In this way, SCERT has been strengthened through various measures under SSA.

DIETs are regarded as the universities for elementary schools. They are responsible for quality in schools & implement all those things decided by SCERT. They are supposed to train the BRCs & CRC staff & conduct various training programmes. DIET staff is allotted different blocks & they are responsible for the quality improvement in their blocks. But DIETs are not able to perform their role effectively. First of all there are four districts in which there is no DIET. They are Dantewara, Korba, Kawardha & Koriya. There are seven BTIs out of which 5 are upgraded but they need the funds & facilities to function as DIET. BTIs identified to be upgraded are- Mahasamund, Nagri,Kanker, Jashpur and Janjgir-Champa.

Staff in DIET & BTI is also vacant & after lot of efforts still about 45% of the posts are vacant.

Staff position of DIETs

S.No	Name of the post	Sanctioned	Filled	Vacant

1	Principal	7	7	0
2	Vice-Principal	7	2	5
3	Senior Lecturer	49	24	25
4	Lecturer	117	70	47
5	Work Experience Teachers	7	3	4
6	Asst. Teacher (Science)	13	5	8
7	Office Suptd.	7	3	4
8	Statistitian	7	0	7
		214	**114**	**100**

Staff position of BTIs

S.No	Name of the post	Sanctioned	Filled	Vacant
1	Principal	5	5	0
2	Lecturer	26	18	8
3	Upper Division teacher	4	4	0
4	Work Exp.Teacher	10	4	6
5	PTI	5	3	2
6	Music Teacher	5	3	2
7	Tabla Teacher	5	3	2
		60	**40**	**20**

DIETs also lack the required equipments likes computers & skilled persons to maintain the records of training & teachers. They also don't have the staff experienced in teaching at elementary level. Monitoring of schools in remote area is difficult for them due to the lack of vehicles. They also lack active link with DPO, BRC & CACs. These linkages need to be strengthened for better outputs.

Under DPEP, the State Project Office conducted "Situation Analysis of DIETs" through CTE & IASE. This study clearly shows many need areas where support from SCERT is required.

Most of the Block Resource Centres are understaffed & they are made responsible for most of the activities at the block level & they don't get any support from other institutes. Most BRC buildings are occupied by BEOs & so they face problems in organizing different meetings & trainings. These resource institutions also lack appropriate resources & regular training & academic support from DIETs. The number of schools under each cluster is increased manifolds & they are not given any TA/ DA for monitoring of schools within 8 Km. The amount under Operation & Maintenance is also reduced whereas their responsibilities have increased from Primary to Upper Primary level. CACs belong to primary level & they are made responsible for the monitoring of Upper Primary which makes the situation worse & they are not allowed to visit many schools.

In many places, BRCCs & CACs need to be changed for better programme outputs. There is a need to have proper selection procedure for these key players.

Plan proposals:

DIETs & SCERT will be strengthened under the Teacher Education Scheme. They will be given the required equipments & facilities for monitoring & monthly meetings under this scheme. From REMS funds, DIETs are proposed to be given Rs. 50,000. In the same way, SCERT is proposed to be given Rs. 2.00 lack for the monitoring of schools.

During this AWPs implementation, SIEMAT building construction will be over & they will require **funds for latest equipments,** furniture & interior designing. Rs. 50.00 lack is earmarked for this activity.

There is a need to develop a comprehensive plan for **capacity building programmes of CACs & BRCCs**. They will be trained for implementing the AWP as well as different skills like management, academic issues & the use of technology in education. Provisions for exposure visits to different places will also be made. Provision for

orientation of all the project functionaries will be made through few days workshops so that they are all conversant with the thrust of the project.

The ineffective persons from these posts will be shifted & **selection of most suitable persons** will be made in these posts. Persons will be identified through DIETs. Prior experience in giving training, expertise in departing training & subject knowledge, managerial skills, positive attitude, leadership quality will be taken care of & the screening will be done by an expert team duly constituted. To have **better linkages & close coordination** between these institutes, the responsibility of writing CR of BRCC/ CACs will be given to Principal, DIETs.

State will develop a system for **resource mapping at different level** to be used for various activities. In this record, expertise in different areas will be identified as per the activities identified for this year's AWP. Subject/ topic/ activity/ area wise resource mapping will be done & these groups will be given various tasks to be performed & they will make the draft plans to be approved by the higher level. In this way, workloads can be distributed, shared & expertise can be developed at various level in a decentralized way. Different state level workshops will be organized in districts as per their acceptance & resources, expertise available in that particular area.

Nearby Upper Primary Schools will be identified as the Cluster Resource Centre. All the new Custer Resource Centres will be constructed in this school campus only. The already constructed building will function as usual. In this new situation, Cluster Academic Coordinator will remain the same as his/ her capacity is build during several years' experience. The Cluster Head will be changed & the New Head will be the Head Master of new Upper Primary School selected as new cluster resource centre. This Cluster Head will be not idle but will be responsible for **the monitoring of Upper Primary schools** within their clusters. The Principal, Higher Secondary Schools will make arrangements for providing services of subject experts from High School, Higher-Secondary or any retired person or young graduate for giving academic support during monthly meetings & making field visits for **on-site support to Upper Primary schools.**

These resource centres will monitor the school activities on a regular basis. Minimum number of schools at each level will be fixed & plan to have better feedback mechanism for improving the situation. DIETs will take the help of their D.Ed. Students for school monitoring & field researches. Provision of internship for B.Ed./ D.Ed. students will be made for better understanding of schools & **school support** especially when the teachers are engaged in teachers' training. Students will get TA/DA for this activity from REMS funds

Role of Academic Resource Structures will be clearly identified. Main & important roles in the area of academic support will be:

Identification of training needs
Developing various modules & materials
Organizing various capacity building programmes
Monitoring of Resource Institutions/ schools
Maintaining the records of various quality dimensions
Corrective measures on the basis of field reports
Identification & proper utilization of available resources
Developing pedagogical vision & roadmap for quality improvement
Conducting/ supporting various action researches

Plan Proposals

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Monitoring & monthly meetings (REMS)	DIETs	SPO	7.00 Lacks @ Rs. 50000 per DIET
2	Monitoring & monthly meetings (REMS)	SCERT	SPO	2.00 Lacks
3	Furniture, equipments for	SIEMAT	SPO	50.00 Lacks

	SIEMAT			
4	Capacity building programmes of BRCs/ CRCs	BRCC/ CACs	SPO/ SCERT	25.00 lacks
5	Resource mapping	Teachers/ Project functionaries	SPO/ SCERT	1.00 Lack
6	On-site support to Upper Primary level	Upper Primary Schools	DPO	1.5 Lack
7	School support mechanism through B.Ed./ D.Ed. Students	Elementary Schools	CTE/ IASE/ DIET/ Private B.Ed. colleges	20.00 Lack

7. Monitoring of Quality Dimensions at Elementary Level

Monitoring is a process of watching regularly the progress of a programme in order to identify the smoothness and/ or problems that are being encountered in implementing the major aspects of the programme.

Monitoring under SSA has been defined as

- continuous assessment of progress
- diagnosis of weaknesses and strengths
- provision for remedial and corrective measures, during the programme
- ascertaining the progress**.**
- Identifying strengths and achievements
- Zeroing in on the weaknesses
- Listing out activities planned but not undertaken
- Spotting delays
- Identifying impediments

Purpose of Monitoring:

- Overseeing execution of planned action.
- Regular inflow of information at different levels.
- Provision for systematic feedback.
- Guidance for modification of strategies.
- Provision for on-site support and guidance.
- Need assessment for capacity building of personnel.
- Helps achieving targets.
- Modification of strategies and evolving strategies for mid course corrections

Nature of Monitoring:

- Participatory, decentralized, community based, and need based.
- Optimal utilization of resources.
- Promoting systematic action.
- Providing realistic estimates of requirements.
- Reflective and promoting innovation.
- Helps in diagnosis of problems.

Essential Competencies to be developed:

- Contextual comp.
- Conceptual
- Content
- Transactional
- Related to other educational activities
- To develop teaching-learning materials
- Evaluation comp.
- Management comp.
- Related to working with parents
- Competencies related to working with community & other agencies

The ultimate aim of all our efforts is to bring quality in schools. To measure quality is a difficult task. Under DPEP, there was a provision for knowing the improvements in achievement level through BAS/ MAS & TAS. Standardized tests were developed by NCERT & tests were conducted in sample schools & results were analyzed to see the progress.

NCERT has developed formats for Academic Monitoring. Training to fill up these formats has been done & the formats are printed. But due to certain reasons filling up of these formats have not come out as a routine feature. NCERT has recently reviewed the situation in Ranchi & oriented SCERT/ DIET/ BRC/ CRC & school level representatives for better use of these formats. Filling up & compilation of these formats will start from the next session onwards.

Govt. of India has appointed two persons from Regional Institute of Education, Bhopal- Mr. Sharad Kumar & Dr. O.N. Awasthi as the representatives from GoI for monitoring the activities of SSA. They visit the state & provide necessary guidance & academic support as per requirements. In this way, regular monitoring from external agency is assured.

Institute for Advanced Studies in Education (IASE) & College of Teacher Education (CTE) are given the responsibility for developing standardized tests to record the achievements of students annually. IASE will work for Upper Primary & CTE in the area of Primary Education. Funds from REMS will be booked for testing these tests & analyzing the results at district level.

The Academic Resource Groups will be monitoring different schools to have a better & close understanding of quality aspects in schools. They will also provide records on quality related issues.

State Project Office has developed a format for grading of schools & the process of grading has been started in districts. This will be implemented throughout the state sincerely & different strategies at local level will be adopted to improve the ranking of schools. Teachers from higher grades will be given better treatment while dealing with their cases & climate in the state will be made such that appreciation for better performance will be done.

Proper **analysis of DISE** data will also be done for knowing the status of quality issues. To analyze the DISE data, services of experts from Universities will be requested. Developing various software also requires technical expertise. For this, support from various technical institutes will be taken. Like supporting the M.Ed. Students, provisions will be made to support the students getting technical degrees like MCA etc. If they take the projects required by us in their partial fulfillment of degree, they will be given motivational amounts. State Office can get assistance in developing various software, analyzing various data, developing various reports through these students.

Social audit for school quality will be done through Gram Sabhas. School results will be declared in the gram sabha meeting & performance of students & teachers will be discussed in the meetings. **Student Development Index** will also be developed based on the MLLs, & it will be displayed in every classroom on the wall. Under the state-wide Gram-Suraj Programme, quality issues will be one of the focus areas & all other departments will be requested to monitor the school activities while visiting the remote villages. There will be changes in **writing the daily** diary by teachers. Teachers will write whatever has been done in the classroom instead of writing it before taking the classes. This diary will be treated as tool for monitoring the activities inside the classroom by teachers.

Plan Proposals

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Printing of Monitoring formats	Schools	SPO	
2	Training for filling the formats	Project functionaries	DIET/ DPO	

		& teachers		
3	Monitoring by GoI	RIE	SPO	2.00 Lacks
4	Construction & implementation of achievement tests	PS/ UPS schools	IASE/ CTE	20.00 Lacks
5	School grading	PS/ UPS schools	DPO/ BRC	1.00 Lack
6	Support to Technical Institutes for developing software & other aspects	Scholars studying in technical institutes	SPO	5.00 Lacks
7	Social Audit of schools	Panchayats	BRC	10.00 Lacks
8	Student Development Index	Schools	BRC	5.00 Lacks

8.2 EDUCATION OF OUT-OF-SCHOOL CHILDREN

Background:

The need to extend eight years of basic education to all children in the country is almost universally accepted. The facts that not only has this goal not been achieved even after 58 years of independence, but the numbers that are to be brought into the fold of schooling remain dauntingly large, reflect the lack of priority assigned to this issue & point to the enormity of the task that lies ahead. This is why, under Sarva Shiksha Abhiyan, there is the provision for Alternative Innovative Education to cater to the needs of these children.

State Project Office did the following activities under this head to bring out of school children in the system of education:

- Habitations which fulfilled the norms for opening the schools were given the sanction for opening new schools.
- Various enrolment drives to bring children in schools
- Invitations from experienced NGOs were invited to work in this area.
- NGOs were oriented about the various schemes & possibilities for the opening of AIE.
- Formation of State Resource Group to implement AIE in state with 8 members.
- Formation of District level Resource Group with 10 members & block level group with 8 members.
- Identification of one nodal person at the block level to implement the programme
- Organizing a workshop on policy planning inviting various experts working in this area & getting their proposals to work in collaboration with state.
- Organizing various workshops with MV Foundation, Andhra Pradesh.
- Visit of core groups to the residential bridge courses toget the first hand experience of the programme.
- Identification of MITANINS- the health workers to work as facilitators in AIE Centres & training of these Mitanins. These Mitanins are running 113 centres with 1439 children enrolled in these centres.
- NGOs are running 1080 AIE Centres with 28705 children enrolled in them.

Due to the panchayat elections, there is the delay in the progress under this head.

Objectives of the Scheme:

To bring all children in schools

To identify various groups of out of school children

To monitor the status of these hard to bring children

To develop & implement innovative strategies for these out of school children

Major Groups of Out of School Children:

Never Enrolled children & drop outs
Children from SC/ST communities
Street children, working children & girls
Children of migrant families

Plan Proposals:

State Project Office proposes the following activities under this head as per the suggestions received from the field functionaries:

1. **Organizing Summer Camps:**

Districts & blocks will organize various summer camps for out of school children with the help of self-help groups. Following activities are proposed in this scheme:

A. Identification of 40-40 children for each centre
B. Identification of Separate centres for boys & girls
C. Preference to Tribal & other hostels which remain vacant during summer
D. Identification of agency to run these summer camps
E. Detailed program & proposals from these agencies
F. Listing of competencies to be developed during these camps
G. Listing of activities like good habits, basic learning skills, fostering hobbies & developing various vocational skills etc.
H. Main objective of these camps will be to mainstream these children in schools with school readiness programme.
I. These children will be given free reading materials, MDM & some other incentives through various schemes

The Unit Cost of these camps will be as per SSA norms. Bilaspur district will send the detailed suggestive action plans to other districts based on their experiences. These camps will run in the month of May-June, 2005.

2. **Training to Mitanins, the health workers:**

The state has a big number of health workers in the name of "Mitanin"- a close friend. These ladies are self-motivated & are given training to health related issues & not paid. Last year, in some districts, these Mitanins were used as the incharge for Education of out of school children in their habitations. They were given training by SCERT. While working with these Mitanins, it was found that some of them are capable of teaching whereas others can be used as a catalyst for mainstreaming these difficult target groups.

SCERT has developed a training module for these Mitanins & after proper selection, these mitanins will be given training & the responsibilities.

3. **Inviting various expert NGOs to support local NGOs**

The state has invited various NGOs to work for bringing the out of school children back to school. Most of the NGOs are ready to give their expertise in this area. These NGOs may be invited to work with local NGOs to support them & get the targets achieved through their expertise interventions.

4. **Exposure visits to different places to learn better practices**

The state will make arrangements for the exposure visits of various places where the AIE is functioning well. Some of the places are:

Pratham, Maharastra
Surya Foundation, Haryana
Gali School, New Delhi
Prayas, New Delhi
Cine-Asha, Kolkata

5. **Opening of Alternative Innovative Centres with NGOs:**

On the basis of the decisions taken in Grant-in-Aid Committee, various NGOs will be given the task of running their AIE Centres. If

these NGOs are ready, they will be given freedom for the selection of materials in their centres but the competencies will be almost one to one with the state curriculum.

The private schools who educate children can be given a chance to give educational facilities to the out of school children & the expenses of these children for getting education in these schools can be born by SSA.

6. **Vocational Education for these children:**

Studies done in the state especially in the urban slums show that children leave or drop out from the school because of the ill-treatment of teachers or working as child labours. All the AIE Centres will be ensured to run some sort of vocational education courses to develop life skills among students so that they can earn while they learn. The courses will be selected in such a way that they have a good market for these children. Urban children can be taught to work for developing skills of mechanics, tailoring, leather work & many other demand-based skills. NGOs who have experience of running these types of projects will be given preference.

In interior villages, where girls are not sent to schools due to co-education can be given a opportunity to have a AIE centre especially for girls run by women of self-help groups.

7. **Running bridge courses of different durations:**

NGOs will be given opportunities to run different bridge courses of different durations as per the need & requirement of the out of school children.

8. **Specific strategies for difficult groups of children:**

A. Working children & street children

Support to existing centres run by NGOs

Vocational courses to these centres

Running centres in collaboration with other departments

Collaboration with Child labour department
Rehabilitation campaigns will be arranged

B. Children of migrant families

Temporary seasonal community hostels in migration affected areas during the peak time under the guardianship of elderly community persons
Appointing local persons as teachers to work with the migrant groups in their own working place
Special coaching classes to fill the gap during their long absence

C. Minority children

Many children in the state are enrolled in Maktabs & Madarsas to get religious education. Efforts will be done to strengthen these Madarsas & increase their enrolment.
Voluntary Organizations will be identified to work with these deprived groups. Special programmes will also be initiated under the innovation head.

D. Adolescence Girls

Girls who are ready to come to school but if the school is far away & they are ready to travel long distances to reach the school can be identified & they can be given bus passes to come to school daily as an incentive.
If it is not possible to travel daily & if there is no hostel facility for adolescent girls, funds can be arranged to meet out the cost of their living as paying guest in their relatives or the house of the member of self-help group.
Special bridge course could be arranged for these girls to cope up with the gaps & make them learn the life skills.

9. Strong systematic monitoring mechanism:

To bring all children in school is the major objective of Sarva Shiksha Abhiyan. It is very necessary to monitor the progress in this area very closely & constantly. Keeping this in mind, the state will go for developing a software for tracking each child for enrolment & attendance monitoring.

Intensive mobilization activities will be taken up to sensitize a community and parents of out of school children to release Child Labour from work and bring them to School through Bridge Courses.

10. Linkage with Open Schooling system

Open schooling is one of the best options for continue learning while earning or doing other tasks. All efforts will be made to get the students enrolled in the system of open schooling. A suitable model will be developed to make the open school function to cater to the needs of drop outs.

8.3 INNOVATIONS

SSA provides an opportunity to innovate in certain areas. It is true that there are large "Unknown" areas that are crucial to the achievement of Universalization of Elementary Education. Innovation, which is a special feature of SSA, entails systematic trial, evaluation, scaling & phasing. The explicit provision of innovation funds to encourage innovations at all levels, is an indication of the programme's emphasis on universalization through reform & innovation.

Districts put several innovations in their plan & some of them were mere copies of other districts but these innovations remained in the plan only. Some of them were special efforts for out of school children like bridge courses, summer camps, residential hostels, mobile teachers etc. Lot of planning has been mentioned for disabled children. Involvement of community & NGOS were mentioned several times in the plan but rarely concretized into action.

The goal of most development projects is that once they demonstrate their success on a small scale, similar activities will be developed at a

larger-scale, perhaps even at the state level. This move, from pilot to full-scale implementation, is described as "going-to-scale". Pilot projects often operate under highly advantaged conditions that can never be replicated on a wider scale. When a project goes to wider implementation in settings that are less advantaged, participants tend to be more average in their professional abilities, incentives tend to be less attractive, materials tend to be less available, and supervision tends to get stretched.

Experiments & innovations have contributed substantially to the change process. Perhaps, the most significant contribution to the programme has been the evolution of a new culture of innovations, an acknowledgement of the role of bold experiments in any programme attempting real change. SSA provides an opportunity for doing innovations in the following four areas:

1. EARLY CHILDHOOD CARE & EDUCATION
2. SCHEDULED TRIBE (ST) & SCHEDULED CASTE (SC)
3. GIRLS' EDUCATION
4. COMPUTER EDUCATION

1. EARLY CHILDHOOD CARE & EDUCATION

Background:

In Chhattisgarh, ECCE Centres in the name of Anganbadis are functional with the help of Women & Child Care Department. In some habitations, Shishu Shiksha Kendras were opened under DPEP. State Project Office developed one training module for the Anganwadi workers & there is a proposal to train all the Anganbadi Workers. Under Innovation Head, some of the centres were provided with play materials.

The main objectives of opening these centres are:

To engage 3-6 year old children in pre-school activities
To reduce drop out of those children who don't come to school due to sibling care

To improve the nutritional level of children & care about pregnant mothers
To retain satisfactory transition rate from ECE to Primary School

Plan Proposals:

1. **Printing of Anganwadi Sahayika's handbook**
   State Project Office has developed a training module for Anganwadi Workers. This year, this module will be printed & distributed to all AWs.

2. **Training of Anganwadi Workers**
   State Project Office will arrange the training of Anganwadi Workers with the help of the ECE staff available in all DIETs.

3. **Provision of play materials in these Centres**
   ECE Centres will be supported by SSA for providing plastic toys & learning materials. Some of the centres can be identified as model centres & some more facilities can be provided in these centres by increasing the unit cost.

4. **Linkage with nearby schools & the community**
   The Village level committees will be asked to have frequent interaction with the AWs. All efforts will be made to ensure the location of the AW in the premises of the primary schools or in their proximity & their timings are synchronized with AWs starting 15 minutes earlier to facilitate girl's participation since they can leave their younger siblings in the AWs.

5. **Joint training of Anganwadi Workers & Primary school teachers on School readiness**
   Cluster coordinators will be organizing one day training on the issues related to school readiness, enrolment drives & community mobilization related issues.
6. **Expansion of ECCE centres in villages not covered through WCD**

There are certain habitations which still lack the facilities of ECCE. If there are shortage of funds in the concerned department, SSA can make provisions for the opening of ECCE Centres by providing required funds for this to the concerned department.

7. **Nutritional support to children studying in ECCE**

   It is a well known fact that persistent malnutrition in the first three years can greatly erode a child's cranium capacity and can have a debilitating effect on a child's learning progress. So if it is felt that the existing provision of nutrition is not sufficient under ICDS, additional inputs can be arranged through SSA.

8. **Establishing Model Anganbadis**

   Under the PLUS scheme for school support, at least one Anganvadi will be identified as model Anganvadi & all resource supports will be made available through SSA & other interested corporate sector.

9. **Brain-vita for these children**

   An NGO has given a proposal for conducting certain activities for the pre-school going children which helps them develop their brain during the period when the growth of brain is at its peak. They have simple reading materials which help the child learn faster in a scientific way. These reading materials will be made available in selected centres under this innovation head.

10. **Self-financed Childcare centres in urban areas**

    In urban areas, handling children not going to school is a problem for working women especially when joint families are reducing in number. They require good Child-care centres to take care of their siblings during their working hours. ECE cell in the DIETs will invite proposals from individuals as well as NGOs interested in running these ECCE Centres & after proper verification, these centres will be opened either in DIET campus, practice teaching school, space provided by the community or any other suitable place where one can expect satisfactory number of children after survey.

    These centres can charge a nominal rate from the parents & the establishment cost in the form of play materials & other items will be provided through SSA. These centres will run for the whole day &

facilities like food, sleeping & toys can be made available through community support.

Before getting approval for the opening of these centres, the person opening the centre need to produce the list of children proposed to join this centre & the contribution from their side. Only on finding the possibilities of sustaining these centres for longer duration with effective management, SSA will support these centres by giving matching grant for establishing these centres.

Plan Proposals

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	Printing of Anganwadi Sahayika's handbook	Anganwadi Workers	SPO	2.00 Lacks
2	Training of Anganwadi Workers	Anganwadi Workers	SCERT/ SPO	50.00 Lacks
3	Provision of play materials in these Centres	Anganvadi Centres	SPO	100.00 Lacks
4	Joint Training of AW & PS teachers	AW & PS Teachers	SPO	2.00 Lacks
5	Expansion of ECCE Centres	Unserved habitations	WCD	
6	Nutritional support to AWs	Selected AWs		
7	Model AWs	At least one	SPO/ SCERT	1.60 Lacks

		in each district		
8	Brain-Vita	Piloting in 50 schools		1.0 Lack
9	Self-financed Child-care centres in urban areas	Urban area	DIETs/ DPOs	2.0 Lacks

2. SCHEDULED TRIBE (ST) & SCHEDULED CASTE (SC)

Background

Under Sarva Shiksha Abhiyan, there is a provision of Rs. 15 lack per district for doing innovations for the benefit of SC/ST children in the area of elementary education. Last year, there were no specific proposals from districts so just at the end of the year, following suggestions were given to the districts & some initiatives were taken in these areas:

1. Special coaching classes to SC/ST children
2. Support to schools run by various NGOs in these areas
3. Making basic facilities available in these schools
4. Encouraging traditional skills
5. Establishing Gym in ashram shalas & schools
6. Providing complete educational kit for children
7. Radio programs in catchment areas
8. Subscribing various children's books:

In Chhattisgarh, a new website to discuss the issues related to tribals have been created in the name of "Dream Chhattisgarh." This is a sort of sharing platform to discuss relevant issues & get new ideas to have effective implementation of developmental programmes. This website will be explored to get same minded people to work together for the betterment of tribals in state.

Plan Proposals:

1. IRI Programmes in Schools

Last year, an innovative programme was piloted in 300 schools of three blocks of three districts. These programmes were very popular & the districts have demanded this programme to be introduced in the schools of their districts. The Mid-Term results of these programmes are also enthusiastic & remarkable improvements in content knowledge & language skills is visible among students.

Introducing this programme in school needs a radio set, training to teachers on IRI methods, a teachers' handbook & recurring cost of battery. Once this programme is introduced in schools, & schools are equipped with radio sets, the state can go ahead in the use of Information Communication Technology in education. After the launch of EDUSAT in the state, it is very necessary that the state have the experiences of using technology in education. As districts have funds for girls' education under NPEGEL, some districts have planned to tie up the funds of girls & SC/ST education for implementing this programme in the state.

After the formation of state in November 2000 Govt. of Chhattisgarh took a major decision of introducing English from Class I. This decision was welcomed by everyone but there was a need to implement this decision successfully in all schools. There was a big gap between the desired skills to teach English and the teachers' knowledge of the subject. To bridge this lot many training programmes were conducted but it was found that the improvement in the learning levels of the teachers was not up to the mark. The teachers especially of tribal and backward areas fail to discharge their

duties in the manner as was desired out of them. At this very time the state got an opportunity to work with an International Organisation, Education Development Center (EDC). Here it will be appropriate to mention that EDC is an NGO working in the field of inculcating technology for drawing out the best from a student on the one hand and training teachers on the other. State Govt and EDC decided to work together to over come the problem of teaching English in primary schools of the state.

It was decided to make the best use of Radio to over come this problem. Radio was selected keeping in mind the wide reach, availability, cost effectiveness and power to influence the masses. Initially the programme was done in the pilot basis using two AIR Radio stations – Raipur and Jagdalpur. Three blocks Abhanpur of Raipur, Kanker of Kanker and Kondagaon from Bastar were selected as pilot schools. On September 27th, 2004, EDC and the Chhattisgarh Ministry of Education launched the English is Fun IRI series. Locally scripted and produced, the IRI programs build upon the existing State English curriculum, which emphasizes listening and speaking skills. Everyday, participants practice these skills when they sing songs, play local games or conduct chain exercises during the 30-minute broadcasts. In addition to regularly scheduled student programs, an additional series offers program support for teachers namely "Hello Teacher". This program use feedback gathered from the field about how the IRI methods are impacting the teaching and learning environment. This feedback is used to generate tips for teachers on facilitating programs and overcoming other challenges that arise.

Before the launch of the programme a base line evaluation was done in the prograame areas in the month of July 2004 and to assess the gains another test namely Mid Tests was done in the month of December 2004. It was found that the achievement levels have increased amazingly. Based on the results it was decided by the state to expand the programme. In the academic year 2004-05 level one of

Introductory English was broadcasted in pilot sites (300 schools). In this academic year i.e. in 2005 – 06 the same will be broadcasted in the entire state. However, in the programme schools (i.e. 300 schools of Abhanpur, Kanker and Kodagaon blocks) level 2 will be tested. Here it will be pertinent to mention that the level one is designed to suit the needs of students of classes I and II. Whereas the Level two is being designed to cater to the educational needs of students of class III. The state will bear the cost of broadcast. The expenditure borne in will be taken from the Innovation component. For this a provision of Rs. 25.00 lacs has been done in AWP&B.

To implement the programme smoothly, teachers will be given a two day training. The training will be conducted by SSA and SCERT. The training will be concentrated on the ways and methods to use the radio as an effective tool for learning.

The District programme coordinators will be made responsible for getting the programme implemented in their districts. Regular monitoring will be done by the BRCs and CAC at their respective levels. The state will also conduct Baseline evaluations in all the districts in the month of July, Mid Test in the month of November – December and Final test in the month of Mar – Apr to assess the quantum of learning gains with the help of EDC. Every district will identify 50 schools for the tests on random basis. For the test tools designed by EDC will be used. The expenditure for this will be borne by RME&S component.

Following is the proposal made in the district plans

Rs in lacs

S.No.	item	No of Schools to be covered	Unit Cost	Total
1.	Broadecast Fee Level I			25.00

	Level II Teachers Programme LI Teachers Programme L II			
2.	Radio to be purchased	30000		
3.	Teachers to be trained	30000	210	63.00

2. Bicycles for brilliant & BPL girls

Girls belonging to SC/ ST community will be given bicycles as per the state govt. commitment. 100-100 girls from each district will be identified on the basis of merit & BPL.

3. Special Coaching Classes for tribal students

Most of these children are first generation learners & need special attention. Their learning styles are also different. The local Village Education Committee can identify a suitable educated person to coach these children & decide a place where children can learn. Ashram Shalas can also have these facilities through their own committees. If the teachers or contract teachers agree to take this task, they will be preferred. The payments will be made on the basis of per child. Each child can be given Rs. 50 per month with a ceiling of Rs. 1000/- per month for coaching. The time can be decided by the community.

4. Special inputs to teachers working in these areas

Teachers working in these areas will be given special inputs during teachers training to sensitize them for the children belonging to these areas. They will also be given the Bridge Language

Inventories as per requirements. In the border areas of Jharkhand, some materials are developed for teachers which can be used in our state as well because the tribals in these areas are almost of same culture. These materials will be brought from the neighboring state & made locally relevant to be used by the teachers working in these areas.

Apart from these, annual subscriptions for children's magazines will be arranged from this fund.

5. Complete Educational Kits for students during enrolment

Children studying in these areas will be given complete educational kits for promotion of UEE.

6. Mobile bus for making education joyful:

Districts can have a mobile bus on rent for joyful learning. Any person who can bring a bus well decorated like a classroom, where children can sit & learn, will be given a suitable amount for this. The selected agency has to perform the following tasks:

1. *Decorating bus with lot of pictures & blackboard*
2. *Inside area to be used as classrooms*
3. *Travel from one tribal to other tribal village*
4. *Entertain SC/ST children as well as educate them*
5. *System for video delivery showing some interesting educational films & community awareness programme*
6. *Take some local artists to mobilize the community & spread the message of govt. regarding various beneficial schemes*
7. *On the spot enrolment of children under AIE or mainstream*
8. *Regular monitoring of school activities*

7. School related reforms

Generally in tribal areas, children are engaged in collecting forest produce & they skip the schools. Even they don't appear in the exams. School timings also don't match. So it is proposed that in

tribal areas there must be flexibility in conducting local exams & school timing keeping in view the festivals & market day.

8. Staff quarters for teachers

Generally teachers don't stay in the tribal areas because of the lack of proper residential facilities. If teachers demand & are ready to share in some or other way to ensure for residing in the constructed building, mechanism can be developed through various sources to construct staff quarters in these areas.

9. Establishing Gym in ashram shalas & schools:

Tribals have strong body built because they work hard & are very close to nature. These strengths can be promoted by providing Gyms in ashram schools & the interested schools. This will help these children to be good athlete & participate in different competitions. Community can appoint sport teachers to coach these children as well.

10. Encouraging traditional skills:

If the community is interested to promote their traditional skills & the children of Upper Primary classes are already involved in it during their stay at home, they can be given opportunity to learn these skills with the help of appointing local expert tutor. The Village committee can identify & appoint these persons to get their children skilled in these activities.

Budget

S.No.	Name of the Programme	Target Group	Responsible Agency	Budget
1	IRI Programmes in Schools	PS Schools	EDC/ SPO	2000 per school
2	Bicycles for brilliant & BPL girls	Brilliant/ BPL Students	DPI/ SPO	1500 per student
3	Special Coaching	SC/ ST	DPO	2300 per centre

	Classes for tribal students	Students		per month
4	Subscription of children's magazine & adapting tribal materials	SC/ ST Students	DPO	600 per annum
5	Complete educational kit	SC/ ST Students	DPO	2000 per student
6	Mobile bus for making educational kits	SC/ ST Students	DPO	3.00 Lack
7	Staff quarters for teachers	Teachers working in tribal areas	DPO	2.00 Lack
8	Establishing Gym in ashram shalas & schools	Tribal Hostel	DPO	10000 per centre
9	Encouraging traditional skills	SC/ ST Students	DPO	2000 per centre

3. GIRLS' EDUCATION

As there is enough fund for girls' education under NPEGEL, most of the districts have clubbed the funds for girls' education & education of SC/ST students for implementing the IRI programme in their districts along with some other innovative programmes.

Following other activities will be taken by districts in Girls' Education under Innovation Head:

4. COMPUTER EDUCATION

In joint Madhya Pradesh, innovations in the field of computer was introduced through the "Headstart Programme." Under this programme, computers were provided in selected Cluster Resource Centres & computer enabled education was introduced among

students. But after the formation of new state, no further developments were made & the CDs were in limited number. Last year, after the policy & planning workshop, Azim PremjiFoundation decided to help the state & a set of about 45 CDs along with the teachers training was organized through APF in two districts, namely Raigarh & Raipur. The number of computers was increased by shifting it from other centres making the number of centres less. Minimum 5 computers were put in one centre & these centres were regularly monitored.

Government of Chhattisgarh decided to launch ambitious project 'Self Learning Center' with Kiosk type Touch Screen computers in 48 upper primary schools of the State under this year's computer innovation head. In this project it is planned to provide 10 touch screen computers in each school. Upper Primary Schools will be selected on the basis of attachment with Higher Secondary school with better enrolment, compound wall & electricity facility.

The idea behind introducing kiosk type Touch Screen Computers is that this type will be available in the easy access of children & as the name suggests it being self-learning centres, students will be using computers without the help of teachers. This facility will make them learn the difficult concepts at their own pace & liberty. These computers will be available to them from 8.00 AM to 8.00 PM every day. For the touch screen computers, development of a set of multimedia application software on hard spots is also in progress.

The process of tender has been completed on March 31, 2005. As per tender an amount of 3.60 crore will be needed for the purchase of computers. We were unable to spend Rs. out of sanctioned budget Rs. . Therefore it is humble appeal to re-sanction the unspent amount under this component as well as fresh budget of Rs. proposed for 2005-06 so that the estimated expenditure can be met.

For existing Head Start Centers, State has decided to use the Multimedia CDs provided by the Azim Premji Foundation,

Bangalore. A State team visited Karnataka and observed the Computer Aided Learning Centers running there and shared their experiences in Karnataka, Andhra Pradesh and Uttaranchal. The team devised an action plan with the help of APF personals on the basis of experiences of APF and our past experience. The State decided to launch the model devised in two phases. In the first phase, two districts namely Raigarh and Raipur out of 16 district have been taken. Computers of Head Start Centers were repaired, relocated to make 5 computers per center where all essential facilities were available and enrollment is more than 150. One teacher from the Head Start Center, CAC of the CRC and BRCC were given 3 days training by the APF resource persons at district head quarter. Teachers, CACs and trained other teachers of the Head Start Center. In this way all teachers were trained and they have started using Multimedia CDs Provided by the APF as teaching aid. In the second phase, the same plan will be implemented in rest of 14 districts in the year 2005-06.

The Plan of action for the implementation is:

S.No.	**Activity**	**Level**	**Participants**	**Period**	**Date of Reporting to the next level**
1	Repairing of Computers not working	District		1.6.2005 to 15.6.2005	16.6.2005
2	Exposure visit of MIS	State	State and District MIS	20.6.2005 to 25.6.2005	26.6.2005

	personals to Head Start Centers of Raipur and Raigarh Districts		personals		
3	Two days Training on MMCDs by APF	State	State and District Resource Persons	15.7.2005 to 17.7.2005	18.7.2005
4	Three days Training on MMCDs by DRP and distribution of MMCD	District	Teacher of Head Start Center, CAC, and BRCC	25.7.2005 to 28.7.2005	30.7.2005
5	Training on MMCDs by BRCC, CAC and teacher trained	Head Start Center	Teachers of Head Start Center	1.8.2005 to 10.8.2005	10.8.2005
6	Use of computers and MMCDs by Students		Students	15.8.2005	
7	Monitoring	All Level	All state, district, block and cluster level officials	Monthly	Every month on first week
8	Assessment Survey	School	All state, district, block and cluster level officials	Quarterly	On first week of every quarter

8.4 EDUCATION OF CHILDREN WITH SPECIAL NEEDS (CWSN)

It is estimated that there are about 8998 million children with special needs in the 6-14 age group, out of the total child population of 34343 in Chhattisgarh. Out of these, only about 7777million children with disabilities are attending school. The goal of UEE cannot be achieved unless & until all children with special needs are included in the formal or informal education system.

Last year, some of the teachers were registered for the training on IED through correspondence course. Some training programmes for teachers & educational administrators were organized & materials were developed. In the area of distributing aids & appliances, state has organized a state level massive programme in the presence of Hon'ble Governor, Chief Minister & many other ministers in the name of "Pt. Deen Dayal Upadhyaya Smriti Equipment distribution Campaign" which continued till the grassroot level. Many disabled children got the required equipments & competitions were organized at different levels as environment building exercise for the education of these children. The books were recorded by experts & various CDs were developed for the use of blind children.

Plan Proposals

To support the activities related to IED & achieve the objective of UEE, the following approaches & interventions are proposed under this head:

Collection of Data of Disabled children

The data of disabled children has been collected through DISE who are in Formal School system. The data of 'out of school' children have been collected through survey and have been validated through Gram Sabhas & the data collected through Panchayat & Social Welfare Department. Based on the data analysis, strategies have been

evolved for inclusive education of disabled children. Data on this will be collected this year as well to make a comprehensive plan.

Assessment & follow up Camps

Identification of children with impairments even before they enter school is a necessary condition for detecting & locating such children who have to be covered for inclusive schooling at a posterior date. Assessment of each child should be carried out through camps at Block / District level. A team of Doctors will carry out the assessment and recommend assistive devices for every child with special needs. Certificate of disability will be issued to these children to get benefit of various Govt. schemes. This year, follow-up camps will also be organized for the benefit of these children.

Educational Placement

Except the children having severe disability, all children having mild and moderate disabilities of all categories will be placed in Formal schools. The children with severe disabled will be placed in special schools & financial support for this can be given through SSA.

Aids and Appliances

All children requiring assistive devices would be provided with aids & appliances, obtained as far as possible through convergence with the Ministry of Social Justice & Empowerment, State Welfare Departments, National Institutions or NGOs.

Capacity Building Programmes

Because of the wide variety of problems, there is no single straight jacket model as solution. To achieve the goals of UEE, it is necessary that every functionary connected with education must have proper attitude & appreciation of the need of the disabled including teachers. For this, short term training programmes will be devised which may include awareness, appreciation of the child's needs, counseling, curriculum adaptation, simple techniques of identification & functional assessment, handling of children with

single & multiple disabilities, amongst other aspects that might be considered necessary.

Individualized Educational Plan (IEP)

The strategy for including disabled children would be based on a wide range of option, including regular schools, special schools, open learning systems, open schools, non-formal schools, home-based education, remedial teaching and community rehabilitation.

The individual Educational Plan would be prepared by the teacher for every child with special needs in consultation with parents & experts, monitored from time to time. The programme would test the effectiveness of various strategies & models by measuring the learning achievement of children with special needs periodically, after developing indicators. SCERT will provide guidance about developing the IEP to teachers.

Removal of Architectural barriers

Architectural barriers in schools will be removed for easy access. Efforts will be taken to provide disabled-friendly facilities in schools & educational institutions. Development of innovative designs for school to provide an enabling environment for children with special needs would also be a part of the programme. Disable-friendly facilities such a ramps, rails and toilets for smooth mobility of children will be provided in schools.

Partnership with NGOs and National Institutions

NGOs will be involved to implement the programme successfully in all districts. They will be given opportunities for providing training, strengthening already existing rehabilitation centres, organizing various campaigns, engaging resource persons & many other need-based activities. Support of different need-based Institutes & Resource Organizations will be taken to assist the IED related activities.

Material Development

Different educational materials, awareness materials, brochures, cartoon books will be developed under this head.

Establishing a Resource Room

The resource room will be set up at the BRC level depending on the number of identified disabled children & exiting facilities. The materials required for the resource rooms will depend upon the type & number of disabled children. These resource rooms will be responsible for:

Data collection on IED & need assessment of teachers/ students

Provision of continuous resource room support

Planning & implementation of all activities related to resource room support

Assessment & identification of in/out of school disabled children

Training of cluster, village level personnel-teachers, VEC members, panchayat members etc.

8.5 URBAN DEPRIVED CHILDREN

Background

The origin & growth of urban slums are essentially linked with the issue of the migration of people from rural or semi-urban areas in search of livelihood. The migration was more from the neighboring states like Orissa & Bihar but after becoming a separate state & Raipur becoming its capital, larger numbers of people from nearby

areas are regularly coming to settle down. Bilaspur, Durg & Rajnandgaon are some of the cities in the state where one can find big urban slums.

Most of the urban slums act as feeders to some particular trade or occupational practice. They are mostly built on govt. lands, illegal land, rented out by someone etc. Most of the houses are built of cardboard & polythene & are rebuilt after the phase of demolition gets over. There are some make-shift sheds & kuchcha type houses for laborers.

State Project Office has made a study on the problems of Urban Slum Dwellers in educating their children. House to house survey was done & the reasons of these children not going to schools were identified. The works of NGOs like Action Aid were observed in the shelters of Raipur & Raigarh. Some Oriya EGS Centres were opened in Raipur & Durg by Orissa Govt. & efforts are going on to help these centres by providing MDM & other facilities.

Objectives of the Scheme:

To do all efforts to bring urban slum children in schools

To identify various types of urban slum children

To converge with various departments & NGOs to help in the education of urban slum children

To develop specific strategies for the benefit of this deprived group

Major Groups of Urban Deprived Children:

Children living in slums & resettlement colonies

Child workers/ labours, including children working as domestic servants

Street children

Children of migrant workers

Children in remand homes, juvenile homes & in conflict with law

Child beggars

Children studying in religious institutions such as Madarsa/ Maktab

Plan Proposals:

State Project Office proposes the following activities under this head as per the suggestions received from the field functionaries:

1. Workshop to develop strategies for these children:

A state level workshop on the issues of urban slum dwellers will be organized & different departments & NGOs working in this area will be invited. The main objectives of the workshop will be:

To know the status of urban deprived children

To know about the various efforts being done for urban slum dwellers

To chalk out the strategy for better collaboration among different departments

To receive proposals from different NGOs

2. Identification of children from Urban Deprived Groups:

The local project staff will make a list of deprived urban children. Survey along with the mode through which these children want to get educated will be surveyed. If any other department has done survey, then that data will be used & meeting with a sample group will be arranged to know about their views.

3. Identification & support to NGOs working in urban slum areas:

After organizing the workshop & receiving the proposals, the grant-in-aid committee will finalize the list of NGOs to work with on these issues. NGOs will be given support to open AIE Centres in urban slum areas for these children. Space in existing schools after school time may be given to these NGOs for running their centres.

4. Special inputs to teachers working in these areas:

Studies have shown that urban slum area children mainly drop out because of the misbehavior by teachers in the classrooms. These

issues will be discussed during teachers' training & monthly meetings.

5. Community mobilization campaigns:

Special campaigns will be organized in these areas in the presence of Ward members & other elderly & influential local people to enroll these children in schools. Slogans, posters will be developed & rallies will be organized. Cultural programmes with the help of these children will also be organized.

6. Support to Oriya EGS working in urban areas:

Govt. of Orissa is running 21 EGS in Raipur & 11 EGS in Durg for the children of migrant families. These centres need to be supported in the area of MDM & various other incentives. Our state will also support them on monitoring related issues.

7. Counseling to these children:

Most of the street children & children working in platform & other areas are involved in drug activities. They need to be given counseling & treatment. Health check ups & other support services required will be arranged through this intervention.

8. Support to orphanages:

During the planning process, the project officials have visited some orphanages & found the problems there. Some of these orphanages may be supported for better residential facilities, MDM & other incentives like fees, stationery, uniform, opening vocational education etc.

9. Coordination with Literacy Mission, police & child labour department:

Most of the children in urban deprived groups are on the border line if we consider the age. They will go beyond the area of SSA. They

have to join the literacy classes after crossing the age of 15. A link has to be maintained with Literacy Mission. Police also supports the education for juvenile & rag-pickers. A good example is set up by Railway Police, Raipur. These types of activities can be supported & promoted through inter-departmental linkages. Projects of various districts on child-labours have been sent to the concerned & after getting approval, child-labours will be tried to be mainstreamed.

10.Support to existing Madarsas:

Existing Madarsas will be supported for their effective functioning. These Madarsas will be given school & teachers' grants, free textbooks & other incentives for better programme implementation.

8.6 RESEARCH & EVALUATION

Background:

There is considerable emphasis on research under Sarva Shiksha Abhiyan since research studies highlight the problems encountered in the course of implementation & also help in providing research based inputs & solutions for the success of SSA.

In the initial years, the staff was involved in project implementation & infrastructure development activities. So the number of studies was not satisfactory. Last year, all the DIETs/ BTIs were provided with funds & detailed guidelines to conduct some studies & Action Research activities. They will be doing 50-50 action researches, studies at Cluster, block & district levels & publication & dissemination of the findings. They were asked to complete these studies by the end of August, 2005. In this way, they will be getting a first hand experience of doing research at their own at the district level.

Apart from these, the State Project Office provides topics & support to the M.Ed. Scholars in doing various studies. They were provided all sort of support in getting the data from the field & regular lively interaction is assured with districts & state office. They also present the study & the

suggestions to the project functionaries for the dissemination of the findings. Ed.CIL, New Delhi is also providing continuous support in conducting research activities. The meetings of State level Research Coordinators & the publication of Research Abstracts are very useful for sharing of ideas, processes & findings.

Plan Proposals:

This year, the state is ready to go actively for the research activities. The state proposes the following activities to be done:

1. Formation of Research Advisory Committee:

Objectives:

To promote & systematize research activities in the state

To review the progress of research activities in the state

To finalize the areas of research & the release of funds

To guide the researchers at various levels

To conduct some project related studies

Formation:

Research Advisory Committee will consist of about 15 members from the following stream:

Scholars from Universities & RIE, Bhopal

Research institutions

NGOs as well as eminent individuals who have worked in the area of elementary education

Persons from SPO, SCERT, CTE & DIETs

2. Review Meetings at various levels:

Objectives:

To review the progress of various ongoing studies

To guide the district, block, cluster & school level persons in doing quality research work

Formation:

District level review meeting: Persons from State level Research Advisory Committee, SPO, SCERT.

Block level review meeting: Persons from District level Research Advisory Committee, DPO, DIET.

Meeting:

First meeting: June, 2005

Second meeting: August, 2005

3. ***Capacity Building Programmes:***

There is a need to strengthen the capacity of the project functionaries to do various studies & research activities. Following activities are planned for this:

Activating the Research & Innovation Cell in DIETs

DIETs have a separate cell to look after the issues of Research & Innovation in their districts. These cells need to be activated. This year, the State Project Office released the funds to these institutes to do various activities. Under next AWP, the members of these Cells will be provided training through the Advance Institute for Teacher Education. They will be asked to make their action plans to accomplish the targets given in the approved AWP.

Support from Apex Institutions

The state will seek the support from Regional Institute of Education, Bhopal, NCERT, IGNOU, Ed.CIL. to get different print materials & research abstracts published & the Resource support for teachers training. At least one workshop will be planned at the state level.

Long-term plan for seeking Expertise support

There is a need to work shoulder to shoulder with the experts from the beginning till the end of the research work. The state has the experience of working with Ed.CIL in the conduct of national level study on Classroom practices with gender perspective. The state worked in hand to hand for developing tools, gathering data from the field & analysis of the data. This is the right approach to develop the capacity & having hands on experience on the given task.

The state will identify the experts in this area to work with & have an MoU signed with them to support the state persons in doing various research activities.

Training of teachers for doing Action Research

Teachers will be given three days training on doing Action Research based on the material – "Har Taale Ki Chavi" developed by State Project Office. Teachers will be asked to develop their own proposals & tools during the training itself & regular monitoring will be ensured to have quality work.

4. Studies by NGOs:

As per the need & suggestion given by the State level Research Advisory Committee, some of the studies will be given to renowned NGOs. Ad through newspapers will be given for submitting research proposals & a detailed MoU will be developed to get the work done in time. These studies will be given to NGOs with a maximum ceiling of Rs. 5.00 lack per study. Some of the areas, which require some studies to be done, are:

"Non-teaching tasks performed by Teachers"

"Attendance & enrolment studies"

"Effectiveness of teachers' training in classrooms"

"Utilization of funds provided under SSA"

"Review of new textbooks developed in context of Chhattisgarh"

"An analysis of DISE Data"

"Study of poor performing districts to find out the real reasons of poor performance"

"Assessing the role of DIETs/ BTIs in bringing quality is schools"

"Role of BRCs & CRCs in quality improvement"

"Evaluative study of the utilization of school grants and grants given to teachers for TLM etc."

"To evaluate how effectively teachers are handling children with special needs after training."

"Studies related to involvement of Panchayati Raj institutions in school activities and management of schools and effectiveness of these institutions. Study of Women's Participation in VEC and SMC activity."

"Case study of villages in the context of achieving UEE"

5. Achievement & Evaluation Studies:

There are two Govt. colleges for Teacher Education. One is in Bilaspur & is in the status of Institute for Advance Studies in Education (IASE) & the other is College of Teacher Education, Raipur. Both the institutions are requested to develop tools & standardized tests for getting the information on district wise achievement of students.

Some Evaluation studies will also be done as per the decision taken by the Research Advisory Committee & the needs of the state.

6. Support to M.Ed. Scholars

This will be the fourth year in the state that SPO is providing support to the M.Ed. Scholars. As per the experiences gained during the last few years, the following changes will be made in the system of support in this area:

A seminar will be organized by the SPO to finalize & suggest topics in the presence of SCERT, DIETs & members of Research Advisory Committee.

All the studies are required to be submitted in CDs in word format only along with 3 copies.

Mid-term review will be taken for providing suggestion to the scholars in the presence of practitioners.

Field trips can be arranged by the State Project Office if required along with the project functionaries & the guide for the particular research.

Action Plan:

S.No.	Activity	Deadline	Approx. Budget	Responsible Agency
1	Formation & meeting of Research Advisory Committee	May, 2005	50000	SPO
2	Review Meetings at	Every	800000	SCERT

	various levels @ Rs. 10000 per meeting at district level for 4 meetings @ Rs. 40000 per meeting at state level for 4 meetings	quarter		
3	Capacity Building Programmes	June-January	3000000	SPO & SCERT
4	Studies by NGOs @ Rs. 5.00 Lack per study for maximum 10 studies	June-March	5000000	Research Advisory Committee
5	Achievement & Evaluation Studies @ Rs. 5.00 Lack for each level, i.e. PS & UPS	April – March	1000000	IASE & CTE
6	Support to M.Ed. Scholars @ Rs. 5000 per study & other expenses	August-March	500000	SPO
			10350000	

8.7 MEDIA & DOCUMENTATION ACTIVITIES

Media plays a very important role in spreading the message of the programme, collection of required information & bring desired changes. Media section made it possible to have the logo of SSA in each & every school in the state. Several posters & banners were developed for spreading the achievements made through SSA. Wider publicity arrangements were assured during the state fair. Some video documentation was also made. Keeping last years situations in the state,

the State Project Office has decided to make the media more active & play its major role in bringing awareness & dissemination of information & community mobilization campaigns.

Plan Proposals:

1. Slogan writings on walls, Kalajathas in remotest villages, exhibition at prominent places and at tradational melas will be organized.
2. Printing of material for media, issue of notifications, advertisements etc. to newspapers, radio, TV, issue of ads. to magazines, audio recording for children and documentation of success stories are included to bring awareness among the people and the public representatives.
3. Posters, handouts, brochures, pamphlets will be brought out on different relevant issues.
4. Newsletter on activities related to SSA with full of information will be started with the help of consultants or giving the month-wise responsibilities to different districts to develop materials. Proposal from local cartoonists to develop various educational posters, magazines & newsletter is under consideration.
5. Media campaigns to bring all out of school children back to school.
6. Innovative strategies for seeking support in school improvement under the PLUS Scheme.
7. Preparation of 'Wall Calendar' for students of Upper Primary School Students

(This is a programme proposed by English department of SCERT for developing reading habits)

Background:

Reading is caught, not taught. It is contagious. One tends to develop reading skills if , firstly, one is very often exposed to 'tempting' reading material, especially, which is not meant to be 'taught'. Secondly, when one's close associates (like those in one's peer group) have the love for reading. Hence most of our students need greater exposure to unconventional reading material, which they can explore along with their friends.

One such reading material is graffiti (writings/ pictures made on the walls related to politics, films etc.).And a close parallel to a graffiti that we could offer to our pupils would be a 'WALL CALENDAR'.

What is a 'wall calendar?'

A calendar has the dimensions like that of a big wall calendar (24''X 36'') with twelve glazed pages. It is supposed to be hung on the wall ike a calendar, but at a reasonably low height to be at easy access for pupil to read. The wall calendar meant for developing the habit of reading would not necessarily contain dates. It would contain small stories, activities some interesting facts (like from Ripley's believe it or not) and of course colourful illustrations to support.

Plan of Action (Prepared with the expectation that the project would be sanctioned latest by June 2005)

	Tasks	Finish dates
1.	Preparation of Wall Calendar and the related teachers' manual.	30 September '05
2.	Typing, layout designing and illustrations	October '05
3.	Printing the wall calendars and teachers'	November '05
4.	Training teachers to use the wall calendar.	December '05
5.	Follow up	February '05

Budget Summary

	Tasks	Estimated Expenditure
1.	Preparation of Wall Calendar and the related teachers' manual.	Rs.24220
2.	Typing, layout designing and illustrations	Rs. 3920

3.	Printing the wall calendars and teachers' manual	Rs.1240000
4.	Training teachers to use the wall calendar.	Rs.3105450
	Grand Total	Rs. 4373590

Detailed planning and budget for each task:

1. Preparation of Wall Calendar and teachers' manual	Rs.24220

A) Detailed planning of the workshops for writing and material collection

- No. of Workshops:5
- Duration of each workshop:5 days
- No. of participants:6
- Expenditure (for workshops)

S.No.	**Item**	**Computation**	**Amount**
1.	T.A.	6X100X5	3000
2.	D.A.	6X80X5X5	6000
3.	Stationery	6X 20X5	1500
4.	Contingency	1000X5	5000
5.	Remuneration	6X100X5	3000
Total			**18500**

B) Detailed planning of workshops for editing

- No. of Workshops:2
- Duration of each workshop:3 days
- No. of participants:6
- Expenditure for two workshops

S.No.	Item	Computation	Amount
1.	T.A.	3X100X2	600
2.	D.A.	3X80X5X2	2400
3.	Stationery	3X 20X2	120
4.	Contingency	1000X2	2000
5.	Remuneration	3X100X2	600
	Total		5720

2. Typing, layout designing and illustrations	Rs. 3920

S.No.	Item	Rate	Computation	Amount
1.	Typing	Rs. 12 per A4 paper size	{ 8 (A4) per page X Rs.12 } X 12 pages	1152
2.	Layout and designing	Rs. 0.10 per sq. cm.	5400sq.cm.X Rs.0.10 X 12 pages	648
3.	Scanning	Rs. 8 per picture	15 pictures per page X Rs.8 X 12 pages	120
4.	Illustrations	Rs. 100 per 6cmX 8cm Rs. 200 per picture bigger than 6cm X 8 cm	10 pictures X Rs. 100 +5 pictures X Rs. 200	2000
	Total			3920

3. Printing the wall calendars and teachers' manual	Rs.1240000

A) Printing the wall calendars

The size of the calendar would be 24" X 36"

The paper used would be 170 gsm mexico card sheet (art paper)

- No. of wall calendars to be printed = 8,000
- Cost of printing the calendars = 8000 X 140= 1120000

B) Printing the teachers' manual

- No. of teachers' manual to be printed = 8,000
- Cost of printing the teachers' manual = 8000 X 15= 1 20, 000

4. Training teachers to use the wall calendar	Rs.3105450

- Training is to be given to 2190 Cluster Academic Coordinators (CACs)
- Training is to be given in a two tier cascade :

1.State Resource Group trains the Cluster Academic Coordinators (CACs)

2. The Cluster Academic Coordinators train the Upper Primary School teachers.

The Cluster Academic Coordinators would be trained directly by the State Resource Group through teleconferencing.

Expenditure on training the Cluster Academic Coordinators through teleconferencing

No. of panelists required=5
Duration of the training=2 days

S.No.	Item	Computation	Amount
1.	T.A.	5 X100	500
2.	D.A.	5X95X2	950
4.	Hiring the studio	40000 X 2days	80000
5.	Remuneration	5 X 2000 X2	20000
	Total		101450

Expenditure to be incurred at the districts for training the CACs

S.No.	Item	Computation	Amount
1.	T.A.	2190 X 100	219000
2.	D.A.	2190X80 X2	350400
3.	Stationery	2190 X 20	43800
4.	Contingency	2000X16 districts	32000
	Total		732000

Expenditure to be incurred at the Clusters for training the Upper Primary School teachers

S.No.	Item	Computation	Amount
1.	T.A.	8000 X 100	800000
2.	D.A.	8000X80 X2	1280000
3.	Stationery	8000 X 20	160000
4.	Contingency	2000X16 districts	32000
	Total		2272000

5.	Follow up

Follow up would not require any expenditure in particular because this task would be carried out by the Block Academic Coordinators, the District Coordinators from SCERT, the District Project Coordinators and other monitoring agents.

8.8 COMMUNITY MOBILIZATION

Background:

The emergence of Panchayati Raj Institutions offers a unique & remarkable opportunity to empower local communities, to accomplish

major goals set out in the Constitution of India and to demonstrate the power of democracy. The gram panchayats are ideally placed to pick up responsibilities for making social sector programmes already in existence a success, and thereby strengthening the existence of gram panchayat as well as success of the programme aimed at improving the situation of women & children in India. The Village Education Committee can provide the lead to the Gram Panchayats by taking upon themselves the complete responsibility for the holistic development of the child.

The village education committee is a mix of elected & non-elected members & government functionaries. The Accountability of these institutions come when they are given to shoulder responsibility of running the schools. As the schedule of activities are transferred to panchayats, there is every likelihood that the army of government servants engaged in delivering programme to the people, shall now be directly accountable to panchayat representatives.

In SSA the community is expected to play a key role in micro-planning, especially in the development of Village/ Ward Education Plan & school improvement plans. Community-based monitoring in specific issues like enrolment, retention, education of girl child & other disadvantaged groups, utilization of various grants & construction work I important to ensure attainment of the programme objectives.

After the formation of state, following enrolment drives were organized with the active involvement of community:

Padhbo-padhabo, School Jaabo

School Jaabo, Padhke Aaabo

Noni baabu laa padhabo, School laa sugghad banaabo

Chalav Sangi padhe bar, Jindagi laa garhe bar

All these mobilization campaigns witnessed the active involvement of Community members. Last year, there were elections of panchayati Raj. State Office has developed a training module for the training of VEC/

Janbhagidari Vikas Samiti. A tele-conferencing was also organized for the female Panch, sarpanches for sensitization on girls' education.

Studies on seeking community support in education have come out with the following problems:

The level of understanding the role of VECs was found to be inadequate amongst most of the members.

In most of the cases, VECs has not yet struck a rapport with the local community on account of which they were yet to be accepted as a community institution.

Community is not aware of the various programmes going on for educational enhancement.

Inadequate attention was paid to capacity building of VECs on the whole & its individual members as well.

Keeping all these findings in view, the state plans to have awareness campaigns for the community involvement in schools.

Plan Proposals

1. Empowerment of Community:

The first task for involving the community is to plan for their empowerment. State Project Office has developed a module for the training of community members & 2 day training of these members is proposed this year with an objective to make the SSA related various aspects very clear & transparent to avoid any sort of misconception & doubts. Community will be told about their responsibilities towards the effective functioning of schools.

The four members to be selected for training must comprise of one women representative, representative from deprived group, elected member & one unemployed youth or a person interested in the education of children.

The training of these members will be conducted in the month of June, 2005 just before the opening of schools. The main objectives of the training will be:

Knowing about various components of SSA

Their roles & responsibility in education development

Identifying various resources & planning for better utilization of resources in education

Knowing about the problems in education & seeking their solutions

& improving skills in developing habitation level planning.

Activities:

S.No.	**Activity**	**By Whom**	**Various Options**	**Deadline**
1	Developing & Printing of Training module, educational calendars & brochures	SPO/ DPO	NGOs can be involved in developing materials	15 May, 2005
2	Identification of RPs at various levels	SPO/ DPO/ BRC	Trained unemployed youth/ teachers enrolled in correspondence courses as the part of their assignments/ NGOs/ Community leaders can be identified as	15 May, 2005

			RPs	
3	Training of Block & Cluster level RPs	SPO/ DPO/ BRC	Venue at Zila Panchayats, janpad Panchayats, Using Radio Phone-in Programme with Panchayat & Education Dept. Seretaries	25 May, 2005
4	Training of Village level committees	BRC/ CRCs	Training at Panchayat building, 2 days training in different batches as per requirement. Message of Hon'ble CM/ EM/ Panchayat Ministers through Radio/ Tape/ pamphlets	15 June, 2005

2. Community awareness towards Education:

Community can be an ideal partner in the management of schools. This requires lot of motivation & mobilization of the stakeholders. They have to be made aware of the importance of education & their active role in the

education of their own children. Following activities are proposed for mobilization of the community:

- **Enrolment Drives:**

  In the series of enrolment drives, the new & effective theme will be identified & the drive will start from May itself. Various summer camps will be organized. Under the PLUS scheme, private schools, publishers, NGOs will be requested to provide space as well as resource support to organize summer camps & contribute in bringing out of school children in mainstreaming or joining the AIE Centres.

- **Engaging activists for improving enrolment and retention in schools:**

  Financial assistance will be provided to school committees to engage activists to bring out of school children to Bridge Courses and also to improve retention in schools. These activists will be mainly from Mitanins, AW workers & other educated youth or community leaders.

- **Taking up intensive mobilization activities:**

Mobilization activities will be taken up through Slogans, Pamphlets, Posters, Audio and Video Cassettes, Traditional cultural folk programmes and Street place etc.

Enrolment drives, Rallies, Door to Door Campaigns, health check-ups, Meetings, Gram Sabhas will be held at Habitation / Cluster levels on issues of Child Labour and Out of School Children.

- **Focus on identified low performing blocks/ clusters:**

The Blocks/ Clusters which are showing low performance in respect of enrolment, retention and quality, special initiatives will be taken up for improving the performance through active participation of community.

3. Community in programme implementation Plan:

To make the community more & more involve & build a systematic mechanism for next year's planning, it has been thought that after getting

approval of this years' AWP, all the stakeholders will sit once again to develop their own plan of action for successful implementation of the programme. Members of the VECs will sit together with the school authorities to develop their school-based implementation plan & some of the active members will be involved while making the cluster & block level planning. This group will be responsible for making next year's habitation level planning.

4. Community in Monitoring & Supervision:

NCERT has developed a monitoring format which has to be filled by the community representatives. Community will be made responsible for monitoring of school functioning, availability of minimum required resources, pooling of resources from other sources & quality in schools. Social audit will be done during the Gram Sabhas.

During the "Gram Suraj" programme, community & other department persons will be given orientation on various issues of monitoring & supervision. Systematic plan for more & effective communication & feedback mechanism will be developed by getting correspondence of having some pages on popular newspapers or panchayat bulletins.

Funds for refreshments will be made available to schools for making these available during the monthly meetings of VECs.

5. Construction & Maintenance of School Infrastructure:

Under SSA, it is also mandatory for involving the community in construction & maintenance of school infrastructure. All civil work funds under the programme are routed through the community. The School Vikas Janbhagidari Committee will be responsible for construction related issues. The VEC will assure the proper & effective use of various grants to schools. The school will display all the important assistance given to school through various schemes & agencies.

The construction committee responsible for school construction & repair will be given training on these issues. Pamphlets will be developed focusing these issues.

8.9 CIVIL WORKS

Background

Civil work is one of the major components among other components of the project. It consumes upto one third of the project outlay. The allocation for civil work nevertheless may not exceed 40% of the total annual expenditure in a particular year.

The major civil work started during the period of DPEP. All the civil works were given to the village level Construction Committtees. Progress in the civil work was low during the last year & lot of efforts were made to improve the pace of construction. The task of construction was given to the Janbhagidari Samitis. The delay in constructions was due to panchayat elections & Election code of conduct. Districts & state offices also lack the staff to look after the activities of civil works. Only one district- Surguja is having the civil Engineer & that too is engaged in the works of Zila Panchayats. State Project Office is also not having any specialized staff to monitor the activities of civil works.

Status: Last year

S.No.	Name of the Component	Sanctioned	Complete
1	PS Building	1758	598
2	UPS Building	1541	537
3	Additional rooms-PS	1955	346
4	Additional rooms-UPS	2234	992
5	BRC Building	12	05
6	CRC Building	887	149
7	Toilet- PS	3001	1468
8	Toilet - UPS	2723	865
	Total	**14111**	**4960**

Objectives of Civil Works

It helps in providing access to children

It helps in their retention

The Resource Centres helps in creating academic support, which acts as a catalyst towards quality improvement.

Requirements

Civil works planning & proposals under Sarva Shiksha Abhiyan is based on the school-wise infrastructure survey. This survey is based on the following data:

- Number of Teachers
- Number of Children
- Existing infrastructure (Class rooms, Toilets, Drinking Water, Boundary Wall etc)
- Major/minor repair needs.
- Existing usable space per child.
- Required infrastructure.

On the basis of the survey, infrastructure gaps & the construction requirements are identified & priorities are fixed to put the items within the ceiling.

The state has decided to go for the uniform pattern in civil works to avoid duplications. All the proposals for construction is sanctioned through Zila Panchayats' approval. Proposals from various schemes are put in one pool & as per budget, number of works are approved for different departments.

Districts have made contacts with the public Health Departments (P.He.), Public Works Department (PWD) & UNICEF to get the information regarding their proposals for school education. Survey has been done by UNICEF for the prevailing facilities on school sanitation. UNICEF is also assisting the school education for Complete School Sanitation Programme. Other departments don't have the actual number in which they are going to give support, as their plans are not yet approved, the plan proposes to start the construction works based on the actual requirements are made through SSA under civil works. We have decided that we will release the list of sites or work approved under SSA to other concerned departments to avoid duplicacy.

Plan Proposals:

1. **Appointment of Civil Engineers**

State Office gave the ad for recruitment of Engineers. But due to elections & other problems, appointments were not done. Now the state is planning to take the assistance from the Engineers from the Water Resource Management Department. This department is having excess posts & provisions can be made to get some of the engineers on deputation in our department. If we don't get proper persons on deputation, we will go for consultants on contract basis.

The staffing pattern proposed for state & district is as follows:

District Project Office	2 Assistant Engineer
State Project Office	1 Executive Engineer & 2 Assistant Engineer

2. **Workshops for finalizing the designs, developing guidelines & material development**

State level workshop will be organized inviting experts to finalize different designs, planning programme implementation plans, child-friendly & barrier-free features, review the problems in civil works, developing various pamphlets etc.

3. **Training of Civil Engineers**

All the new recruited civil engineers will be given training to work for school education & making them aware about the various aspects of construction like involving community, cost-effectiveness, using locally available materials, monitoring of progress in civil works, quality control & so on.

4. **Training of the Village level construction agencies**

Village level construction committees will be given at least two days training on the school designs, costing, involvement of community & locally available resources.

5. **Monitoring System for Civil Works**

Keeping in view the problems in civil works, this year we are planning for strong monitoring mechanism. The status of each construction work will be monitored every month & this year, districts will keep the photographs of each work on quarterly basis. The next installment will be released only after the satisfactory progress & the proof thereof.

6. Construction Works

Following types of construction work will be taken in the district:

S.No.	Type	Unit Cost	Total Number	Total Cost
1	Building for PS			
2	Building for UPS			
3	Block Resource Centre Building			
4	Cluster Resource Centre Building			
5	Toilet for PS			
6	Toilet for UPS			
7	Additional room for PS			
8	Additional room for UPS			
9	Drinking Water			
10	Repair Work			

7. School wise infrastructure survey

School wise infrastructure survey will be done in the district to assess the needs for the civil works during the next year. The cost will be booked in research, monitoring head.

S.No.	Activity	Deadline	Approx. Budget	Responsible Agency
1	Appointment of Civil Engineers	May, 2005		SPO
2	Workshop for finalizing the designs, developing guidelines	June, 2005		
3	Training of Civil Engineers	June, 2005		
4	Training of Village level Construction agency	July, 2005		
5	Monitoring system for civil works	July-March, 2006		
6	Construction Works	April-March, 2006		
7	School wise infrastructure survey	March, 2005		

Action Plan:

8.10 MANAGEMENT INFORMATION SYSTEM (MIS)

The Management Information System is an important component of planning **and implementation of** SSA. Collection, Compilation, Analysis and Dissemination of data in the planning process are the important tasks of MIS. In addition to these, MIS Cell **is responsible for** providing information on:

Access, retention and quality issues

Intervention-wise progress of SSA implementation

Schooling scenario of children in the target age group

Progress of EGS/AIE issues

1. House Hold Survey:

The State has completed House Hold survey in June 2004. It provided the actual picture of children of target age group. In AWP 2005-06 districts are using this data for habitation level planning. All the districts have been asked to give habitation level access scenario, dropout and un-enrolled children.

Action Plan for updation of House Hold Survey data:

S.No.	Activity	Level	Period	Date of Reporting to the next level
	Development of Software for Computerisation of Data	State	15.4.2005 to 30.5.2005	1.6.2005
1	Updation of data as on April 30, 2005	School	1.5.2005 to 30.5.2005	30.5.2005
	Verification by CACs	Cluster	1.5.2005 to 30.5.2005	15.6.2005
2	Verification and Computerisation	Block	15.6.2005 to 30.6.2005	1.7.2005
3	Habitation wise, Cluster wise and Block wise	District	2.7.2005 to 15.7.2005	16.7.2005

	Compilation of data			
4	Habitation wise, Cluster wise, Block wise and District wise Compilation of data	State	17.7.2005	As per requirement

2. District Information System for Education:

Problems encountered-

In the year 2001-02 when the State, Chhattisgarh was formed, there was no proper system of collection of data. Even some of the districts were not collecting it properly. There wasn't any use of data in planning or elsewhere. In the new bifurcated district there weren't any MIS cell at district level. Even in some districts there wasn't any computer literate person. DISE data of 9 districts were collected and data punching was done at the State level. Similarly in 2002-03 all the data was computerized at the State level with some improvement. But it was experienced that the incomplete data capture formats can not be corrected at state level and no one can cross check the data in bulk. In 2003-04 all the districts were instructed to computerize their data at district level. They were given support from State level in installation of software and in data entry. Even in some districts data entry operators were sent to district. In one district all BRCC co-coordinators were trained for the purpose by the State. DISE data of 2003-04 was for the first time used in preparation of Annual Work Plan 2004-05. DISE Data is useful in assessment of Gross Enrolment, Net Enrolment, Repeater, Teacher related information, basic facilities of school.

Though the data covers a number of components, it is not useful in planning very much. Reports generated by DISE are not user friendly; it does not cover the numbers sanctioned under different components.

Remedies suggested

From year 2003-04 computerization of data has been done at district/ block level.

Sharing of data by block functionaries and use of data in AWP enhanced the quality of data.

NIEPA should modify the software as per state requirement. A utility should be incorporated in MS Excel to create reports and additional variables should be defined in such a way that they can be exported up to state level.

DISE Plan-

S.No.	**Activity**	**Level**	**Period**	**Date of Reporting to the next level**
1	Printing of DISE Reports with Analysis and Sharing it with other Departments	State	1.6.2005	5.6.2005
2	Printing of Formats	State	1.8.2005 to 30.8.2005	
3	Training of MIS Personal By NIEPA and distribution of	State	1.9.2005 to 5.9.2005	6.9.2005

	formats			
4	Orientation of Block Resource Person and distribution of formats	District	8.9.2005 to 15.9.2005	16.9.2005
5	Orientation of Cluster Resource Persons and distribution of formats	Block	17.9.2005 to 20.9.2005	21.9.2005
6	Orientation of School Teachers on Data filling of Data Capture Formats verification of filled data with school records by the Cluster Resource Persons	Cluster	1.10.2005 to 15.10.2005	16.10.2005
7	Collection and verification of Data Capture formats by Block Resource Center	Block	1.10.2005 to 20.10.2005	21.10.2005
8	Collection and verification of Data Capture formats by District Project Office	District	1.10.2005 to 25.10.2005	26.10.2005

9	Monitoring by State level		1.10.2005 to 25.10.2005	28.10.2005
10	Computerization and verification of data	Block/ District	30.10.2005 to 30.11.2005	1.12.2005
11	Verification and Compilation of data			

3. Procurement of software

The state has procured various equipments like computers, laptops, digital camera, pen drives etc. to facilitate the works. The existing internet line is also getting upgraded into broadband DSL. The staff has been given training on computer related issues & further training programme is planned to improve the capacity of staff for better performance & less dependency of MIS persons. The state will purchase the following software for better performance:

Oracle 10
Laptops
Oracle 11i
ASP
Server IIS
Computer
Printer
Networking

4. Implementation of Quality Monitoring System

The state MIS has given training to various level project functionaries on filling the formats developed by NIEPA & NCERT. Recently a review meeting was organized by NCERT & the SCERT, DIET & other staff participated in it. This year, there is a plan to implement these formats systematically.

5. Empanelling of Consultants

MIS needs regular support from experts. The State MIS will empanel such expertise group for the occasional works. This year, while analyzing the data, MIS cell took assistance from the Head of Statistics department, Pt. Ravishankar University, Raipur.

6. Collaboration with Universities/ technical institutes

This year, the state MIS has decided to take the assistance of technical institutes for getting lot of works done through various scholars. Students of these technical institutes need to do some projects for partial fulfillment of their degree. State office will send the need areas & the students who submit the project as per our requirements will get a financial assistance of Rs. 5000/- per project as an incentive. This amount can be raised if the nature of work demands. Some of the areas which are urgent:

Software for maintaining the records of teachers training

Status of out of school children

Analysis of DISE/ Household data

Project Monitoring Information System

S.No.	**Activity**	**Level**	**Period**	**Date of Reporting to the next level**
	Development of Software for Computerization of Data	State		
1	Reporting by Block	Block	Quarterly	On or before
2	Verification and Computerisation	District	Quarterly	
3	Verification and Computerisation	State	Quarterly	

Key Indicators

S.No.	Activity	Level	Period	Date of Reporting to the next level
1	Reporting by Block	Block	Monthly	On or before
2	Verification and Computerization	District	Monthly	
3	Verification and Computerization	State	Monthly	

Civil Works

S.No.	**Activity**	**Level**	**Period**	**Date of Reporting to the next level**
1	Development of software for computerization of data	State		
2	Reporting by Block	Block	Monthly	On or before
3	Verification and Computerization	District	Monthly	
4	Verification and Computerizatio	State	Monthly	

	n			

Out of School Children

S.No.	Activity	Level	Period	Date of Reporting to the next level
1	Reporting by Cluster	Cluster	Quarterly	
2	Reporting by Block	Block	Quarterly	On or before
3	Verification and Computerization	District	Quarterly	
4	Verification and Computerization	State	Quarterly	

Free Text Book

S.No.	Activity	Level	Period	Date of Reporting to the next level
1	Reporting by Cluster	Cluster		On or before
2	Reporting by Block	Block		
3	Verification and Computerization	District		

4	Verification and Computerization	State		

Education Management Information System

S.No.	Activity	Level	Participants	Period	Date of Reporting to the next level
1	Computer Literacy Programme	State	State personals	1.6.2005 to 30.6.2005	1.7.2005
2	Capacity Building of MIS Personals on Working on web, various front end and back end tools, Client Server System and GIS	State	State and District MIS personals	6.9.2005 to 10.9.2005	11.7.2005
3	Exposure Visit to other district and state	State and District	State and District MIS personals	January 2006	

8.11 DISTANCE EDUCATION ACTIVITIES

Background:

The state is getting support from DEP-SSA, IGNOU, New Delhi for distance education activities. This support started in the state from the DPEP period in the name of DEP-DPEP. There is a provision for the post of Distance Education Coordinator in the state to look after the issues of distance education. The activity under this head is looked after by the Assistant Director, Pedagogy. During last few months, lots of distance education initiatives have started in the state in collaboration with SCERT.

Following activities have been done in Chhattisgarh under DEP-SSA activities:

1. Radio Programme in Chhattisgarh:
2. Distribution of Video CDs
3. Organizing Tele-Conferencing
4. Developing Self-Learning Materials for Teachers
5. Video Script Writing
6. Video-Conferencing facilities
7. Construction of Digital Audio Studio
8. Developing Audio CDs for blind
9. Motivational Songs for Teachers
10. Training of Teachers through distance mode

Proposals:

1. Support in the training of Head Masters on the implementation of SSA

State AWP has made provisions for the Training of Head Masters of Upper Primary for effective implementation of the programme. DEP-SSA will provide distance education inputs in this training programme for maintaining quality & breaking the barriers between school & state officials. This training will also help them identify their own problems & mention suggestions to be given to the educational administrators.

Specific Objectives:

To make the Head Master aware about their roles in the implementation of SSA in their area.

Phasing of the programme

S.No.	Activities proposed	Proposed dates	Estimated Expenditure
1	Planning meet	4 May, 2005	
2	Developing print materials-Folder	6-7 May, 2005	
3	Identifying RPs at various levels	10 May, 2005	
4	Duplication of CDs of two radio programmes	15 May, 2005	

5	Training of district persons	17 May, 2005	
6	Training of Block Persons	23 May, 2005	
7	Recording for Phone-in-Programme	23 May, 2005	
7	Training of Head Masters	25 May, 2005	
8	Phone-in-Programme	25 May, 2005	

Details of each budget activity

S.No.	**Head**	**Estimated Expenditure**	**Remarks if any**
1	Developing print materials-Folder @ Rs. 4 Per unit	40000	
2	Duplication of CDs of two radio programmes 200 copies @ Rs. 40 each	8000	
3	Phone-in-Programme	40000	
	Total	**88000**	

2. Workshop on developing awareness materials for community leaders to be displayed through academic calendar

Under SSA, there is a provision of training of community members. But this short term affair will not create proper awareness among the members about their role in education. Through this academic session calendar, they will be made aware about their role in different months like enrolment drives in the months of May to July, white wash in October, special classes before exams & so on through pictorial depiction to be made clear even to the illiterate or semi-literate.

Specific Objectives:

To make the community aware about their role in improving the situations in schools through pictorial calendar

Collaborating agencies

EDC ready to prepare illustrations as per guidance/ suggestions from SPO.

Phasing of the programme

S.No.	Activities proposed	Proposed dates	Estimated Expenditure
1	ToR with the Illustrator	May, 2005	EDC will bear the expenses
2	Identification of artists in the department & some local artists	May, 2005	
3	Identifying sponsors	May, 2005	1000
4	Workshop for developing the materials	May, 2005	50000
5	Printing & distribution of materials	May, 2005	15000

3. Training on Presentation Techniques:

Chhattisgarh has decided to go for the use of powerpoint presentations & media support during teachers training at various levels. All the BRCs are given instructions to have functional Over Head Projectors & Computers. This step will not deviate the teachers educators from the topic as well there will be less chances of transmission loss. To introduce this system, we need to have a training of all the teacher educators in the area of developing & using OHPs, LCDs & knowing about various studio presentation techniques. The department persons will also be taught about the video-conferencing techniques.

Specific Objectives:

To use power point presentations while giving lectures.

To develop trans-parencies & using OHP

To share the techniques while using tele-conferencing

To plan for effective video-conferencing
To use LCDs in lecture

Phasing of the programme

S.No.	Activities proposed	Proposed dates	Estimated Expenditure
1	Identification of the target group	May, 2005	
2	Finalizing the areas of training	May, 2005	Rs. 3000
3	Training of Teacher educators	May, 2005	Rs. 44250

4. Tele-Conferencing on various issues:

Chhattisgarh has a network of Dish antenna in the training institutes & about 50 centres with dish antenna are available in the Centres run by Women & Child Development. State Project Office has made use of these resources during the tele-conferencing programmes. The state has decided to go for the use of this mode for the following programmes:

S.No.	Name of the Programme	Target Group	Proposed dates	Budget
1	Implementation plan for SSA-AWP	District & Block Officials	May, 2005	100000
2	IRI Programmes	School Teachers	August, 2005	100000
3	Model Classrooms	School Teachers	September, 2005	100000
4	Action Research	DIET, Block, Cluster persons	October, 2005	100000

5. Phone-in-programmes:

Radio is available in some schools, Resource Centres due to the launch of IRI programmes. These radios can be used for our Phone-in-Programmes. Following Phone-in-programmes will be broadcast during the next year:

S.No.	Name of the Programme	Target Group	Proposed dates	Budget
1	Pedagogical Counselling (5)	District, Block, Cluster Persons & Teachers	May, 2005	150000
2	During various Training programmes (5)	School Teachers	May-March, 2006	150000
3	Wardens of Tribal Hostels	Warden	September, 2005	100000
4	Girls' Education	DIET, Block, Cluster persons	October, 2005	100000
5	Review of project activities	Project officials	December, 2005	40000
6	Examination reforms	Schools	January, 2006	40000

6. Workshop for Collection & dissemination of tribal arts for aesthetic & life skills development.

Target Group/ beneficiaries:

Teachers working in tribal areas with special skills in tribal arts & crafts.

Need & justification:

SSA stresses the need of life skills education for children. Dissemination of the skills of tribals is the need of the hour. We also need to develop professionalism in their work. CCRT, New Delhi provides various types of incentives to teachers & scholarships to students who work in this field. These hidden talents should be identified & promoted.

Specific Objectives:

To identify the teachers with special skills.

To promote these teachers & students by arranging scholarships & incentives through CCRT.

To identify various areas in curriculum for life skill education.

Phasing of the programme

S.No.	Activities proposed	Proposed dates	Estimated Expenditure
1	Finalizing the plan	1-5 August, 2005	5000
2	Organizing Workshop	10-13 August, 2005	30000
3	Documentation of the outputs	25 August, 2005	5000
4	Printing & dissemination	September, 2005	10000
			50000

7. Workshop on developing designs of model classrooms

Target Group/ beneficiaries: Teacher & Teacher Educators

Need & justification:

Students learn better in attractive classrooms. Through model classrooms they also get various information on the wall. Teachers also have an idea how to use the teachers grant effectively & take the help of community in decorating their classrooms.

Specific Objectives:

To make the teachers aware about how to make their classrooms attractive, meaningful & informative.

Phasing of the programme

S.No.	Activities proposed	Proposed dates	Estimated Expenditure
1	Finalizing the plan	September, 2005	
2	Organizing Workshop	September, 2005	30000
3	Documentation of the outputs	September, 2005	10000
4	Printing & dissemination	September, 2005	20000
5	Making two model classrooms	September, 2005	20000
			80000

8. Workshop on developing educational Ad, success stories & Jingles:

A workshop will be organized to develop various educational ad, success stories & Jingles to be used in the department to involve community & create awareness among the people. Budget will be booked with the funds available from DEP-SSA, IGNOU. Rs. 30000 is required to organize this workshop.

9. Video documentation of model lessons for untrained teachers:

The state has developed some scripts on model lessons for video documentation. About 10 model films will be developed this year & the copies will be sent to the resource Centres for the training purposes. Each documentation will cost about one lack & total 10 Lack is required for this activity.

10. Meeting of SRG for Distance Education activities:

Two state level meeting will be organized to decide various distance education activities & review the works done under distance education head. All SRG members will be participating in the meeting.

Chapter 9
New Schemes

9.1 : NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)

National Progarmme for education of girls at Elementary Level is a programme for providing additional component for education of girls at Elementary Level, implemented under SSA with a district identity. The Programme aims to provide access and to facilitate of girls and to ensure greater participation of women and girls in the field of education. To achieve this aim it is necessary to have responsible at district, block and cluster level.

BENEFECIRIES OF NPEGEL:

- Un enrolled girls.
- Drop out girls.
- Illiterate over age girls
- Girls belong to backward & suppressed group.
- Girls of low IQ levels.

OBJECT OF NPEGEL:

- Provide facilities of education for girls.
- Qualitative improvement in education.
- Easy access for education.
- Encouragement for enrolment & retention and also control in the drop out tendency.
- Alternative schools for over age girls.
- Special efforts for educationally backward blocks (EBBS) and clusters.
- To develop innovative gender sensitization for teachers and administrators and create an environment for better education.

- To break gender bias.
- To gear the entire education system to play a positive interventions role to enhance self-esteem and self-confidence of women and girls.
- To build community support for girls, not only for education but also in other fields of development.
- Equalization of literacy level of state along with National level.

GENERAL BARRIERS FOR GIRLS EDUCATION:

- Parents are less aware for girls' education, especially in rural areas.
- Parents are unable to understand the utility of girl's education.
- Girl child belong to labor classes are evenly busy in earning money and sibling care.
- Early childhood marriage trend.
- Long distances between schools and home.
- Lack of separate girls middle school.
- Lack of separate toilet for girls in schools.
- Negative attitude of community.
- In-sufficient number of lady teachers.

Work done in 2004 –2005 :

- ➲ Life Skill training have been given to girls.
- ➲ 990 Cluster Friendly School (Saheli Shala) had been Constructed .
- ➲ Teaching Learning Equipment provided to 990 Cluster Friendly School (Saheli Shala).
- ➲ On eighth march 05 international women's day hoarding as well as poster exhibition in addition to it reilly took place .

- ➲ And art group presents time-to-time play in order to encourage girls education.
- ➲ For encouragement of girls education, NPEGEL and KGBV advertisements in newspapers, television and radio too place.
- ➲ Before examinations girls were given special study coaching
- ➲ Construction of addition of room's for Saheli Shala is in continuation.
- ➲ Educational tours were held for girls.
- ➲ Pomplet's, brocer etc related to it were distributed in block, community cluster etc.
- ➲ Special competitions were also held up for grils.

STRATEGIES for 2005-06

A Programme of girls' education NPEGEL is an attempt to achieve elementary level of education for girls and this would be accomplished with the helps of followings-

➲ -------- **Cluster Friendly School (Saheli Shala) will have to be Construct.**

➲ **<u>Professional training for girls</u> ;**

- Training for painting, tailoring, mehandi, food preservation, bakery, cholk making, mushrooms production, soap and phenyl making, boutique making useful things from old useless things, toys making, making bag and for making different things from available material, will be given. In addition to this shorthand, typing, and computer training will also be given.
- Balika fair will be conducted in order to encourage girls education in which their parents , men and women from society and public representative officer's will be invited .

- In these fairs food made by themselves i.e, girls will be available for selling. Likewise, some competition will also be held like – food, rangoli, play, paper flowers, making competition and other competition for making other type of things, in which their art skill can be represented. They can also take part in painting, poster making and banner making competition. For giving rewards in such activities – cycle, watches, Tiffin, school bag, etc will be used.

➲ **For social orientation women's self help group will be given training.**

➲ **Awareness of community**

Awareness of community is very essential step and it could be done by the following action:

- Explanation of benefits of girls education
- Motivate the parents to send their daughters regularly to school.
- Active participative of members of VEC, MTA and PTA is very essential for girls education and it could be performed by regular meetings and seminar.

Member of Panchayat (Specially women members) workers of Anganwadi and members of Primary health centers are also helping persons for our working plan.

Organizing different cultural programme like Puppet show and street plays for giving messages of girls literacy.

Rally and mela. Mela will be organized not only by cultural programme but also for advertisement of special women personality of particular village.

Wall paintings, Hoardings are also very effective means of communication of messages.

➲ **<u>Empowerment of women</u>**

Women become empowered through collective reflection and decision-making. The parameters of empowerment are:

- Building a positive self-image and self-confidence.
- Developing ability to think critically
- Building up group cohesion and fostering decision-making and action.
- Ensuring group action in order to bring about change in the society.

Following measures will be taken for the achievement of the above parameters-

- All teachers and Non-formal education instructors of selected clusters should be trained. As agents of women's empowerment. Special training programmed will developed by the help of SCERT and DIET
- Special programmed should be developed by research institution voluntary Institutions and professional groups of artists to promote general awareness and self-image amongst women through a variety of programmed like discussions, street play wall papers, puppet show etc.

- Preference in recruitment of teachers up to school level should be for woman. This will create a confidence in the parents to send for the school.

- The core groups of districts, blocks and clusters will be revived and given the responsibility for preparing basic plan for fulfillment of components of NPEGEL.
- Sensitization of teachers, trainers, planners and administrators to women's issues especially for the barriers for girl's education.

➲ **By the help of the government offices.**

The target of NPEGEL can be achieved by the help of following offices –

- ICDS
- Primary health center
- Khadi and village Industry
- DIC
- Panchyat & VEC

➲ **Support of different NGOs**

The facilities of alternative schools, bridge course and vocational courses may be provided by the support of different NGOs. NGOs are also helpful for checking in the drop out tendency among village girls.

NGOs like NCIT can provide details information about herbal cultivation and their uses in local language with local and simple process. They can also conduct seminars and exhibition regarding herbal cultivation. They can also facilitate for study tools for small children (related with herbal cultivation).

SPECIAL EFFORTS FOR "BASKET OF COMPONENTS" GIVEN IN NPEGEL GUIDELINES –ARE AS FOLLOWS:

- **Out of School girls**

A survey should be conducted in all villages to know the list of un-enrolled girls. This list should be put on the meeting of the gram

Panchayat and after that a notice may be issue by "Sarpanch" or Senior "Panch" for the parents of those un-enrolled girls just for the admission of those girls.

- **Drop out girls**

Collection of reasons for dropping out girls and after that required solutions should be provided for example: If the sibling care is the reason of dropping out girls then Anganwadi and ECCE would be solution.

- **Over Age Girls**

Firstly identify the over age girls and after that an alternative school facility or Bridge Course should be provided to them.

- **Working Girls**

Working girls have no time for their studies, so the only solution of this problem is adjustment of school timing as per requirements of those girls and this type of facility may be provided by the help of N.G.Os. and social workers.

- **Girls from Marginalized social groups**

Development of residential school facilities or Ashram shala may be a good alternative for girls of marginalized social groups.

- **Girls with low attendance**

It is evenly found that girls of 4th, 5th and 7th class standards become irregular in school going, Their attendance affected, so the solution may come out after micro observation of circumstances and climate around the school and home.

- **Girls with low level of achievement**

If there is a situation of un sufficient number of teacher, un-interesting teaching climate, ignorance of teachers, which may results in the form of low level of achievements among students. The solution may be suggested by SCERT, NGOs and other active participants of community.

- **Other Programme**

  - Community mobilization by the help of SRG, DRG, VEC, PTA and MTA.
  - Teachers training for girls' education to control rate of drop out.
  - Opening of new separate girls schools with separate toilets.
  - Special Programmes for life skill education for adolescent girls.
  - Facilities for health and nutrition.
  - Facilities for suitable timings for school.
  - Alternative school facilities for over age girls to provide primary education.
  - Future micro planning for innovative activities.
  - Special attention for disables girls.
  - Programmes for gender sensitization.
  - Special and creative role of MTA, PTA and VEC member.
  - Special drive for enrollment and retention.
  - Help to create awareness in society for girls education specially for drop out and an enrolled girls.
  - Regular monitoring of schools.
  - By providing financial power to MTA will be helpful for school management.

- **<u>Community mobilization</u>:**

  All the district and cluster level, mobilization activities including the training of teachers and educational administrators, mobilization and training of resource groups (MTA) women

motivator groups (WMG), activities by resource groups like enrolment, retention, talking to parents etc, Training and review of resource group, community follow up of enrolment attendance, achievement etc, Shall be carried out.

Financial provision in addition to the provisions already available under SSA an amount of Rs. 35,000/- for the first year, Rs 20,000/- for the 2nd and 3rd year Rs. 10,000/- for the 4th and 5th year will be available for the purpose of community mobilization, through training follow up of girls, enrolment, attendance etc in each cluster.

- **Teachers Training:**

Under this scheme teachers will be trained for gender sensitization. A maximum amount of Rs. 4,000/- per annum will be provided to each cluster for annual training of at least 20 teachers specially on gender aspects.

- **Life skill education and educational training:**

A facility of life skill education. Along with training of handy craft should be given in Modal Cluster School. A short terms course of herbal and medicinal plants cultivation, which may be useful for livelihood activity and also for primary health care. This training will be given by the help of local resource persons and help of these resource persons will be not taken for more than 3 months and given remuneration will be not more than Rs. 1000. A short-term course of Herbal Medicinal plants cultivation, which may be useful for activity and also for primary health care.

- **Facilities for Health and Nutrition:**

Health also remains a critical issue for girls education. Greater malnutrition among girls and lower family priority towards their health affects their learning capacity. School health would involve general health checkup with a more intensive follow up of such girls who require special attention. On sanctioning of a model cluster school for girls child, a list of such schools mentioning the nearest government hospital or PHC to the school will be provided to the concerned state health department under intimation to the department of elementary education & literacy who will request the ministry of Health & Family Welfare for providing necessary services to the model cluster school.

- **Facilities for Suitable Training for School.**

It is found that some girls evenly busy in their family responsibilities and therefore they could not reach schools for their studies. This problem may be solve by the help of Gram Panchayat, who will give special permission for suitable timings of school.

- **Alternative School Facilities for Over Age Girls to Provide Elementary Education:**

Special facility of Alternative schooling is provided by NPEGEL additional to the provisions already available under the EGS & AIE component of SSA. This facility would be helpful for over age girls in which included bridge courses flexible timings remedial teaching etc, There may be two such centers under one clusters.

- **Additional incentives**

Are girls in identified blocks will be given additional incentives like uniforms workbooks, stationary etc.

- **Requiring grants to MCS**

Under this head Rupees 60000.00 per cluster has been provisioned. This grant will be utilized for maintenance of MCS, engaging of instructors, purchase of computers etc.

SHEDULE FOR PROGRAMMES

SN	Programmes	Month
1	Future micro planning for innovative activities	April-05
2	Community mobilization	May-05
3	Teachers training, life skill education for adolescent girls	June-05
4	Special drive for enrollment	July-05
5	Special and creative role of MTA, PTA and VEC member	August-05
6	Programmes for gender sensitization	September-05
7	Facilities for health and nutrition	October-05
8	Different Competition Programme Organized for girls	November-05
9	Competition Programme, Educational Tour	December-05
10	Special Couching Classes for Girls	January – 06
11	Special Couching Classes for Girls	February – 06
12	Special Couching Classes for Girls	March -06

IMPLEMENTATION OF PROGRAMME:

- **NPEGEL should be implemented in following way:**

- Firstly identify the name of block which is educational backward and in that block select all clusters and is that identified clusters select a school for "Model girls School". The selection criteria of model girls school is as follows-

  The school in which –

  (a) Density of girls SC/ST/OBC and minority is greater.

  (b) The number of dropout and un-enrolled girls is large.

Following facilities are provided for model girls' school-

- Rs. 30,000 – for TLE library, Games facilities and material for other school facilities. This money may be utilized for activity centers including, Sea-saw, Slippery, Jhula etc.
- Rs. 20,00,00 (Two lacks)- for the construction of a big hall with separate toilet.

Following work should be performed in 3 cluster of each selected block

- A training programme of 10 teachers of each cluster for Gender sensitization
- Provision of vocational courses for the girls of model cluster schools would be given by local resource person for this purpose select different resource person, the government officials could be also helpful for that purpose.
- The limit of Rs. 1000 is decided for the remuneration for resource person, the maximum limit of period of working is 3 months for these resource persons.

- For the encouragement of girls education and making of positive climate a provision of "Awards and Prizes" for achievement is essential.

For the implementation of programme DRG, BRG and CRG must be constructed in each district, block and cluster.

STRUCTURE

For the implementation of programme following structure is essential step-

Structure at State Level

Mission Director (SSA)

↓

Additional Mission Director

↓ ↓

Finance Controller **Joint Director**

↓

Asst. Director

STATE RESOURCE GROUP (SRG)

- **SRG included following departments-**
  - Tribal Welfare Department
  - Health Department
  - Dept of ICDS
  - Panchayat & Social Welfare
  - State rehabilitation center
  - Adult literacy center
  - Education dept.

- SCERT

DISTRICT LEVEL

Mission Leader

↓

Project Director

↓

DPC

↓

APC

↓

EC

↙ ↘

Supporting Staff Resource Group

DISTRICT GENDER CO-COORDINATOR COMMITTEE

→ Nominees of MTA

→ Women motivator groups

→ Mahila Sangh

→ Female members of SC/ST

The state level head of the gender unit or his/her nominee will also be a member of this committee.

STRUCTURE OF BLOCK LEVEL

BRCC (SSA)

↓

Gender coordinator (Teacher)
(Equity coordinator)

↓

Block Resource Group (BRG)

In Block level a teacher will be attached as a block equity coordinator who will give his service whenever required by the block and it is quite clear that no extra payment of this service will be given to the block equity coordinator.

CLUSTER RESOURCE GROUP (CRG)

- Female member of Janapad Panchayat
- Female social worker
- Project officer ICDS
- Principal (Block Head Office)
- Head Master (Middle School)
- Head Master (Primary School)
- Female worker of SC/ST
- Female of Minorities
- Health officer/Doctor (Block level)

- Female member of NGOs.

STRUCTURE AT CLUSTER LEVEL

Cluster Head
CAC

↓

Women worker

↓

Cluster Core Group

CLUSTER CORE GROUP

In the selected cluster centers following persons will be included for the construction of cluster core group-
Women coordinator

- Female sarpanch/panch
- Supervisor Angan wadi
- Female person of Primary health center
- Head master of middle school
- Head master of primary school
- Female Teacher
- Female member of SC/ST

WOMAN COORDINATOR

A woman will be appointed temporarily for implementation of NPEGEL in cluster level. The maximum duration of that worker will be 3 months and the given remuneration will be not more than Rs 1000.

SUPERVISION AND MONITORING

The success of any programme depends upon effective information system and the information collected by supervision and monitoring. So supervision and monitoring is a effective tool for SWOT analysis.

(Where S= Strength W= Weakness O= Opportunity T= Threat)

STRUCTURE OF SUPERVISORY TEAM

State Level

(Mission (SPO)+SCERT+SRG+DPI)

↓

District Level

(DEO+DPO+DIET+BTI+DRG)

↓

Block Level

(BRCC+BEO+BRG)

↓

Cluster Level

(CAC+ In charge + Women Worker)

↓

Village Level

(VEC+MTA)

COVERGE AREAS OF CHHATTISGARH UNDER NPEGEL

In Chhattisgarh the area of working under NPEGEL blocks among 15 district are as follows:

S.N.	District	Block	Rural Female Literacy Rate	Gender Gap	% of SC /ST/OBC population
1.	Bastar	Baderajpur	33.30	27.50	94.97
2.	Bastar	Bakawand	25.50	26.69	91.86
3.	Bastar	Bastar	24.60	28.07	91.81
4.	Bastar	Darbha	24.30	25.55	96.61
5.	Bastar	Jagdalpur	25.50	26.52	84.11
6.	Bastar	Keshkal	36.62	26.59	90.77
7.	Bastar	Kondagaon	26.43	30.21	89.65
8.	Bastar	Makadi	28.30	29.40	94.61
9.	Bastar	Naraynpur	28.65	28.01	89.95
10.	Bastar	Farrasgaon	26.20	30.50	93.98
11.	Bastar	Tokapal	25.30	31.10	90.18
12.	Bastar	Lohandiguda	25.40	26.99	87.92
13.	Bastar	Bastanar	25.40	26.52	93.13
14.	Bastar	Orachha	27.05	31.96	97.97
15.	Bilaspur	Lorami	33.57	34.37	80.13
16.	Bilaspur	Patharia	38.30	28.90	64.45
17.	Bilaspur	Kota	38.87	28.25	81.01
18.	Bilaspur	Bilha	39.56	28.02	76.94
19.	Bilaspur	Takhatpur	41.56	28.06	72.09
20.	Bilaspur	Pendra	30.56	25.25	73.99
21.	Bilaspur	Marwahi	40.00	30.63	78.50
22.	Bilaspur	Masturi	43.28	28.97	69.48
23.	Bilaspur	Gourela	30.56	24.90	93.18
24.	Bilaspur	Mungeli	40.00	29.11	82.89
25.	Dantewada	Dantewada	15.33	26.05	84.77
26.	Dantewada	Geegam	15.04	26.93	91.28
27.	Dantewada	Bijapur	16.38	31.89	94.78
28.	Dantewada	Usoor	14.56	32.12	96.59
29.	Dantewada	Bhopalpatnam	24.61	34.04	96.53
30.	Dantewada	Chhindarh	15.18	34.42	94.68
31.	Dantewada	Sukama	15.68	31.70	86.39
32.	Dantewada	Katekalyan	14.00	31.46	95.48
33.	Dantewada	Kuwakonda	14.02	26.58	97.29
34.	Dantewada	Konta	15.18	35.77	95.87
35.	Dantewada	Bhairamgarh	16.06	30.78	96.29
36.	Dhamtari	Magarlod	45.00	21.99	88.4
37.	Dhamtari	Nagri	45.00	21.80	86.01

CIVIL WORKS FOR NPEGEL

- **INTRODUCTION:**

A newly plan is commencing under Sarva Shiksha Abhiyan which is said to be as " National Programme for Education of girls at Elementary Level. Under this programme, the principal target is set to provide appropriate. Sufficient and better education for the girls in different schools at different blokes of the districts. Programme also includes the efforts towards the dress and maximum enrollment of the over age and out of schools girls.

- **CONSTRUCTION ASPECTS:**

Under this programme, an existing school will be identified for opening of " Model Cluster School for girls" in all selected blokes of the district. It should be necessary to have a selected model cluster school with SC/ST/OBC minority girls. In selected Model cluster schools, an additional room will be constructed and to be developed as girl child friendly school. The construction of additional room shall include different facilities, which will be necessary provided in Model Cluster Schools. The Construction items will includes:

Construction of additional classroom

- Construction of a single room.
- Chalk Board
- Cupboard at different locations of wall.
- Hooks for hanging charts.
- Construction of W.C. & Urinals.
- A verandah.
- A platform outside the room with chalkboard.

Supply of fresh and potable drinking water.

Provision of electrification with all the internal electrical services like switchboard, supply pipe, switches, lights etc.

NORMS

- For the construction of additional classroom including all the amenities, one time grant up to a maximum of Rs. 2.00 lacs will be given.
- The Executive Committee of the state SSA Society will approve the type of design for the classroom.
- The construction of additional classroom will be carried out by the village education committee/School Management committee of the cluster head quarter.

9.2 **Kasturba Gandhi Balika Vidyalaya (KGBV)**

Concept of KGBV ? [what is KGBV]

K.G.B.V. is a scheme for the girls of SC, ST, OBC, and minorities to provide elementary level of education. Those girls who are drop out because of economic or domestic reasons will be able to complete their education with the help of residential school scheme K.G.B.V.

Why KGBV ?

In Chhattisgarh state total 99 Block have been selected out of total 146 blocks for the K.G.B.V. In these Blocks the female literacy rate is below than national average of literacy and the population of SC. ST. OBC or minorities are higher. In these blocks the girls literacy rate is low which compete us to do more for these girls, with the support of community and N.G.O. the female literacy rate may be increased, which provide the empowerment of women.

For whom KGBV ?

Our Constitution provides equal status to both men & women but women who are backward and suppressed in comparison to men specially in rural area. The female literacy rate in rural areas is also lower than national average rate of literacy so many reasons for that including cast, poverty, means of living & earnings. Elimination of these reasons is possible through special efforts of K.G.B.V. which is a new scheme for provision of education for the girls of backward and rural society.

IMPLEMENTATION AND PLANNING

The literacy rate in Chhattisgarh is 65.18% out of which female literacy is 52.40%. Urban literacy rate in the state is 81.08% out of which female literacy rate is 71.69%. The rural literacy rate in the state is 60.93% out of which female literacy rate is only 46.41%. By the interpretation of above data it is quite clear that still 47.60% of women are illiterate. In urban area 28.31% approx and is rural area 52.59% approx women are illiterate. What a shameful situation! After 57 years of Independence literacy rate of female is still so far from the target of 100% therefore special attention is required and it is in the form of KGBV.

The literacy rate in Chhattisgarh is 65.18% out of which 77.86% male and 52.40% female are literate. Rajnandgaon is the highest literate district with 77.58% literacy rate while the lowest rate is in Dantewada. With the interpretation of above data and tables it is quite clear that rate of literacy in Chhattisgarh is unsatisfactory specially in rural area. Therefore special effort is needed for that. Under Sarva Shiksha Abhiyan the literacy scene is changing gradually, and now a national programme has been launched specially for the girls Kasturaba Gandhi Balika Vidyalaya.

After 86th amendment of constitution "Education" become a "Constitutional Right" of every child for elementary education. Boys are comparatively better position than girls. The scene is gradually changing yet some efforts are required and obviously one of them is Kasturaba Gandhi Balika Vidyalaya.

Education is everybody's human right. Government is very careful for education specially for girls education and Kasturaba Gandhi Balika Vidyalaya is another example for that. The universalisation of education and removal of gender bias is very essential for achieving goal of 100% education. It is education that will provide the next generation with the tools to fight poverty and

conquer disease and it is parity in education that will ensure a future in which girls and boys are equally safe, healthy, protected and empowered.

The reports present the results of various studies on the consequences of depriving girls education. Major findings indicate that girls are particularly vulnerable to poverty and hunger; sexual exploitation and child trafficking; when a girl is without the knowledge and life skills that school can provide, there are immediate and long-tern effects; she is exposed to many more risks than her educated counterparts and the consequences are bequeathed to the next generation.

Studies have also determined that education increases girl's confidence, social and negotiation skills and earning power and makes them less vulnerable to violence and ill health. Girl's education is inextricably linked to other facts of human development.

Education saves and improves the lives of girls and women. It allows women greater control of their lives and provides them with skills to contribute to their societies. It enables them to make decisions for themselves and to influence their families. It is this power that produces all the other developmental and social benefits. Women's participation and influence in governments, families, communities, the economy. It leads to more equitable development, stronger families, better services, better child health.

Education of a girl makes her:

- Learning and expansion of her own potential
- Enrichment of self- confidence, earn power and social negotiation skills
- Increase ability to protect herself from violence and ill health

Girls and women education is a uniquely positive force with a wide-ranging impact on society and human development.

- **Education for the next generation:** If educated girls

become mothers they know better the benefits of education, so they send their children to school, thereby passing on and multiplying benefits both for themselves and society in a positive intergenerational effect.

- **The multiplier effect:** Education has an impact on areas beyond learning, extending a positive influence into most aspects of a child's life. For example, children who go to school are more likely to learn what they need to stay healthy, including how to protect themselves against diseases.
- **Healthier families:** One benefit to society of educating girls is a greater balance between family size and family resources. When a society ensures that mothers are educated, children will be healthier. Children of more educated women tend to be better nourished and get sick less often.

To ensure 100% education, it is very essential to do something very special for suppressed portion of society i.e. women and girls.

➢ BARRIERS FOR GIRLS EDUCATION:

There are a lot of barriers to achieve the goal in the field of girls education. They are identified. Without removing those barriers, it is not possible to achieve the goal. Some of the barriers are as follows:

- Parents are less aware of girl's education, especially in rural areas.
- Parents are unable to understand the utility of girls education.
- Girl child belonging to labour classes are busy in earning money and sibling care.
- Early childhood marriage trend.

- Long distance between schools and home.
- Lack of separate girls middle school.
- Lack of separate toilet for girls in schools.
- Negative attitude of community.
- In-sufficient no. of lady teachers.

Poverty is a factor, while both boys and girls from poor socio-economic backgrounds are more likely to be educationally disenfranchised, poverty takes a greater toll on girls, who are in double jeopardy: because of their gender and because of their poverty.

So a programme is required especially for girls a programme which can give benefits to the girls of SC, ST, OBC & Minority girls in rural areas. The programme which can also help the girls living below poverty line.

Kasturaba Gandhi Balika Vidyalaya is a programme is an additionally for education of SC, ST, OBC & Minority girls in difficult areas at elementary level, implemented under SSA with a state identity. In the planning to open KGB Vidyalaya for girls at elementary level, we have to prepare the proposal according to the norms given by GoI. These vidyalayas will provide benefits for girls of SC, ST, OBC & minorities, who are studying in elementary level in difficult areas.

Kasturaba Gandhi Balika Vidyalaya will definitely remove some of the barriers, which are coming in the way of girls education to achieve the goal.

The scheme will be co-ordinated with the existing schemes of Department of Elementary Education & Literacy viz Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL).

COVERAGE OF THE SCHEME:

We have identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the rural female literacy is below

the national average and gender gap in literacy is more than the national average. Among these blocks, schools will be set up in areas with :

- concentration of tribal population with low female literacy and/ or a large number of girls out of schools;
- concentration of SC, OBC and minority populations with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school.

The criteria for eligible EBB will be the same as in the NPEGEL scheme of SSA.

Target Group

Target group of Kasturaba Gandhi Balika Vidyalaya is to give benefits to those girls, who are away from education. It will give benefit :

- to decrease gender disparities which are still persist in rural areas.
- the girls of SC,ST, OBC and minorities who could not complete their elementary level education due to social circumstances or some other reasons.
- the girls who could not complete their elementary level education
- to improve quality of girls education
- the girls of difficult areas where there is no school near to their villages.
- the girls who have school near to their village but can not go to school due to forest, river etc.
- girls who cannot go to school due to bad financial conditions of

family.

- girls who cannot go to schools due to migration of their family.
- girls who leave the school due to some other problems.
- overage girls who have not completed their elementary level education
- working class girls of below poverty line families.
- girls of suppressed portion of the society.
- improve capacity building & motivate girls.

OBJECTIVE

- To provide better education facilities.
- To increase literacy rate of the girls of SC, ST., OBC., Minorities and BPL.
- To bring awareness for education in tribal areas.
- To provide schooling facilities for the girls who could not reach to the school because of long distance between home and school.
- Provide free of cost education for the girls of poor families.
- To decrease dropout rate and increase retention rate.
- To equalize the enrollment and achievement.
- To provide health and higene facilities for adolescent girls.
- To provide balanced diet and control malnutrition problem.
- To provide dresses, Uniform, Pen, Copies and other materials for proper reading purpose.
- To give training for cultural activities drawing, painting etc.
- To eliminate social disparities.
- To ensure communities participation in school programmes.
- To develop life skills in girls.
- To provide facilities for personality development and empowerment.
- To make intestine environment for both inside and out side the class rooms.
- To provide interesting means of teaching and learning

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrollment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

Work done in 2004-05

- Construction work has been started after the inauguration of 51 KGBV in 2004.
- 14 KGBV has been started & education work is continue
- Workers from other departments are attached in 14 started KGBV.
- Further attachment process is continue for started KGBV.

- **STRATEGIES :**

Strategy needs strategic organisational structure and institutional support base to achieve success in development. Only when the gaps in actual and potential performance levels of several known things are identified and the causes of failures, or the shortfalls in achievement of targets have been diagnosed, effective strategy for doing these numerous known things better, every time the given tasks are to be performed, can be evolved and implemented

In first phase we are planning to open KGBV of 100 seats and KGBV of 50 seats. Witch are sanctioned in 2004-05. Among 51 sanctioned 32 KGBV 100 setter & 19 KGBV 50 setter have been opened & they are running in Govt. rented buildings. In second phase we are planning 2005-06 to poen 25 KGBV of 100 seats & 23 KGBV of 50 seats. proposal is prepared under the guidelines provided by Ministry of Human Resource Development, Government of India. The estimated cost for 100 seats KGBV is Rs.

19.05 lakh as recurring cost and Rs. 26.25 lakh as non recurring cost per school. Initially the proposed schools shall be opened in rented or other available government buildings after deciding the location.

Such residential schools will be set up only in those blocks that do not have residential schools for elementary education of girls under any scheme of govt. This has been ensured by district level authority of SSA.

Location of K.G.B.V.

Selection criteria

1. No any residential school should be running in selected block.
2. Where rate of drop out is higher and rate of retention is lower.
3. Proper means of transportation should be available.

Building.

- No Crowdy place and graveyard near school building.
- Safety is must so boundary wall is essential.
- Separate & net clean kitchen & dining space.
- Proper toilet & sanitation facilities.
- Proper facility for electric & water supply.
- Airy rooms and properly lighting facility.
- School & hostels should be separate but inside a single boundary.
- Residence facilities for teachers inside the campus.

Management-Academic.

- Teacher & Principal should be young and energetic person's retired persons should be avoided.
- Number of full time and part time teachers should be proportionate as per requirement.
- Pupil teacher ratio should be not more than 30:1
- Peon/Guard/Official staff-as per requirement.

Admission of girls.

- Admissions drive for dropout and un-enrolled girls.
- Survey should be conducted during summer vacations.
- Proper motivational efforts should be done for parents to send their daughter in these K.G.B.V.

- If regular and easy approachable school is available for girls, leave them, no need of K.G.B.V. here .
- Specially girls of those areas where lack of upper primary school.
- For admission the rules for SC. ST. OBC. BPC and minorities should be followed strictly

Curriculum.

- Curriculum similar as state curriculum.
- Bridge course for dropout and over age girls in which courses content should cover class 1 to 5 and duration should be maintain for each girl separately for special efforts.
- Extra curriculum activities like dancing, singing, drawing, painting, playing is also essential.

Daily Routine.

- A fixed daily routine for all working.
- Daily a fixed time duration for Yoga, exercise, cultural programme and playing.
- Remedial teaching for week girls.
- Study time should be sufficient for current age of competition.

Monitoring.

- A proper strategy should be made for monitoring
- Head of institution and management committee is responsible for internal monitoring.
- Monitoring team for external monitoring.
- Monitoring should cover all facilities including study, residence, meals etc.
- Regular monitoring for financial activities.
- Review of monitoring.

Community support.

- Community support is essential for the success of K.G.B.V.
- Small and local problems should be eliminated through the help of community.
- Absence, irregular presence, dropout tendencies are the problem which can handle by the help of community.
- Selection of site should be done by the community suggestions &

help.

- Model personality of community should be honored by school to motivate girls.
- Guest teachers, part time teachers may be selected from surrounding community.
- Proper linkage and support with other developed schools.
- Community support is also helpful for survey & enrollment drive.

Time –Schedule for KGBV.

S.No.	Particular	Time
1	Daily routine work	5 to 6 Am
2	Petty	6 to 7 Am
3	Break Fast	7 to 8 Am
4	Self Study	8 to 9 Am
5	Prayer	10 to 30 Am
6	Classroom Study	10.30 to 1.30 Pm
7	Lunch	1.30 to 2.00 Pm
8	Classroom Study	2.00 to 4.30 Pm
9	Tea Break	4.30 to 5.00 Pm
10	Play	5.00 to 6.00 Pm
11	Evening Prayer	6.00 to 6.30 Pm

12	Vocational Education	6.30 to 7.30 Pm
13	Dinner	7.30 to 8.30 Pm
14	Self Study	8.30 to 9.30 Pm

Other major points for KGBV :

1- Setting up of residential schools where there are a minimum of 200 girls predominantly from the SC, ST, OBC and minority communities available to study in the school at the elementary level.
2- To provide necessary infrastructure for these schools.
3- To prepare and procure necessary teaching learning material and aids for the schools
4- To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring
5- To motivate and prepare the girls and their families to send them to residential school
6- At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted.
7- At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.
8- In view of the targeted nature of scheme, 75% girls from SC, ST, OBC or minority thereafter, 25% girls from families below poverty line will be admitted.
9- Established NGOs and other non profit making bodies will be involved in the running of the schools, whenever possible.

KGBV is an attempt to achieve elementary level of education for girls and this would be accomplished with the helps of followings:

- Awareness of community
- Empowerment of women

- With the help of the government
- Support of different NGOs

Awareness of community is very essential step and it could be done by the following action :

(a) Explanation of benefits of girls education

(b) Motivate the parents to send their daughters regularly to school

(c) Active participation of members of VEC, MTA and PTA is very essential for girl's education and it could be done by regular meetings and seminar.

Panchayat members, anganwadi members, member of primary health centres are also helping persons for our working plan.

Empowerment of women is also important. Women become empowered through collective reflection and decision making. The parameters of empowerment are:

(a) Building a positive self image and self confidence.

(b) Developing ability to think critically.

(c) Building up group cohesion and fostering decision making and action.

(d) Ensuring group action in order to bring about change in the society.

Following measures will be taken for the achievement of the above parameters:-

(1) All teachers and non-formal education instructors of selected clusters should be trained, as agents of women's empowerment. Special training programme will be developed with the help of SCERT and DIET.

(2) Special programmes should be developed by research institution voluntary Institutions and professional groups of artists to promote general awareness and self-image amongst women through a variety of programmes like discussions, street play, wall papers, puppet shows etc.

(3) Preference in recruitment of teachers up to school level

should be for women. This will create confidence in the parents to send to their girls school.

(4) The core groups of districts, blocks and clusters will be revised and given the responsibility for preparing basic plan for fulfillment of components of KGBV.

(5) Sensitization of teachers, trainers, planners and administrators to women's issues especially for the barriers for girls education will be done.

To achieve the goal of Kasturaba Gandhi Balika Vidyalaya the efforts will be done on the every type of girls separately. Otherwise it will not be possible. The some strategies & planning are made.

Special efforts for out of school, drop out, overage & working girls: In the blocks where we shall open the Kasturaba Gandhi Balika Vidyalaya the maximum efforts will be done on the out of school girls, drop out girls & over age girls. A household survey has been completed in the state. Through that survey the identification of the above girls has been completed. The planning will be to bring them in mainstream of education for these girls. The list of these girls should be put on the meeting on gram panchayat and after that with the help of gram panchayat try to agree the parents of those out of school girls for the admission in the Kasturaba Gandhi Balika Vidyalaya.

Community mobilization: The key to girl's education is community mobilization. The training of community/ resource groups involving parent teacher association, mother teacher association & others also. Self-help group of women's will also be taken up under this component. The core group will pay one of the most important role in this programme, in terms of planning mobilization and implementation the programme package of activities. Therefore its constitution, selection of members their training and orientation will be a key input in the programme. Their role will help the programme truly involve and gain local context and community ownership.

- **<u>IMPLEMENTATION, MONITORING AND EVALUATION</u>**

The scheme will be implemented by State Governments through the SSA society. The monitoring and evaluation at the state and district level will be undertaken through the committee created for the NPEGEL in the SSA society.

Training of teacher and staff at the residential schools will be coordinated by the District Institutes of Educational Training & Block Resource Centers.

- **STATE SUPPORT GROUP**

In state an advisory coordination committee shall provide direction and support to the programme. This group will consist of nominees from relevant State Government Departments, Government of India, experts in the field of girls education, educationist etc. The selection of an appropriate model of the school and its location will be done by this committee based on the recommendation of the district committee implementing the NPEGEL and the new proposed scheme.

- **FINANCIAL NORMS**

1. A 75:25 ratio of sharing between the Centres and the States during the tenth five year plan, and 50:50 thereafter.
2. In addition to the provisions already made under SSA and for NPEGEL. The SSA society shall ensure convergence of KGBV with NPEGEL.
3. The implementation of this scheme will be through the 'Gender Unit' of SSA.
4. The SIS will open a separate saving bank account for operating the funds of KGBV.
5. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

Education saves and improves the lives of girls and women. It leads to more equitable development, stronger families & society, better services, better child health.

Proposal of KGBV for 2005-06

District	100 setter	50 setter
Baster		Baderajpur, Bakawand, Baster, Darbha, Keshkal, Jagadalpur, Kondagaon, Lohdiguda, Makadi, Bastanar, Farsgaon, Tokapal
Bilaspur	Gaurela, Mungeli	
Dantewada		Dantewada, Gidam, Chindgarh, Bijapur, Usur, Bhopalpatanam, Sukama
Jashpur	Manora, Farsabahar	Dudula, Kanshabel
Kawardha	Pandaria	
Korba	Korba, Katghora	
Raigarh	GharGhoda, Tamnar	
Raipur	Balaudabajar, Chura, Kasdol	
Surguja	Ambakapur, Btoli, Satapur, Lundra,	Pratappur, Wadrafnagar.

	Shankapur, Kasumi, Lakhanpur, Udeypur, Bhayathan, Ramanujganj, Ramanujnagar, Balrampur, Surajapur,	

Details of 100 Seats KGBV Blocks in Chhattisgarh State

SELECTED BLOCK OF KASTURABA GANDHI BALIKA VIDYALAYA

S.N.	District	Block	Rural Female Literacy Rate		Out of school girls				Whether Mahila Samakhya Block	Whether Tribal Block	Any other existing Residential Schools/Hostels in the blocks
				Gap	SC	ST	OBC	Total			
1	Bilaspur	Lorami	33.57	34.37	127	89	235	451	No	No	No
2	Bilaspur	Patharia	38.30	28.90	68	73	309	450	No	No	No
3	Bilaspur	Kota	38.87	28.25	137	166	211	514	No	No	No
4	Bilaspur	Bilha	39.56	28.02	197	108	256	561	No	No	No
5	Bilaspur	Takhatpur	41.56	28.06	215	207	244	666	No	No	No
6	Dhamtari	Magarlod	45.00	21.99	35	129	481	645	No	No	No
7	Durg	Nawagarh	45.00	22.68	69	130	205	440	No	No	No
8	Durg	Saja	45.22	22.06	67	89	301	544	No	No	No

9	Janjgir-Champa	Jaijepur	44.98	21.87	332	142	473	947	No	No	No
10	Janjgir-Champa	Sakti	45.10	22.01	39	38	297	374	No	No	No
11	Janjgir-Champa	Bamhani	45.18	24.19	118	186	261	565	No	No	No
12	Janjgir-Champa	Baloda	45.21	24.96	454	439	796	1689	No	No	No
13	Janjgir-Champa	Pamgarh	45.96	26.65	178	45	341	564	No	No	No
14	Jashpur	Manora	45.10	22.95	39	64	110	213	No	Tribal	No
15	Jashpur	Farsabahar	44.34	22.18	38	43	230	311	No	Tribal	No
16	Kawardha	Pandariya	28.32	36.50	981	1157	2744	4882	No	No	No
17	Kawardha	Bodla	38.41	26.43	192	1014	1026	2232	No	No	No
18	Kawardha	S.Lohara	40.36	27.30	107	138	704	949	No	No	No
19	Kawardha	Kawardha	41.89	25.04	466	237	2004	2707	No	No	No
20	Korba	Pondi uproda	32.16	27.84	15	466	84	565	No	Tribal	No

21	Korba	Pali	40.14	29.81	191	208	137	536	No	Tribal	No
22	Korba	Kartala	41.19	29.54	112	124	129	365	No	Tribal	No
23	Korea	Khadganwa	30.26	24.20	152	203	79	434	No	Tribal	No
24	Mahasmund	Bagbahra	45.01	22.62	164	250	575	989	No	No	No
25	Mahasmund	Basna	45.11	21.78	44	103	213	360	No	No	No
26	Mahasmund	Pithora	45.16	22.79	117	60	144	321	No	No	No

27	Raigarh	Dharamjaigarh	37.29	27.27	20	331	143	494	No	Tribal	No	92.37	Annexu **I**
28	Raigarh	Lailunga	45.83	22.19	104	180	120	404	No	Tribal	No	90.79	Annexu **I**
29	Raipur	Devbhog	30.64	36.37	92	123	161	376	No	Tribal	No	88.77	Annexu **I**
30	Raipur	Gariyabandh	33.13	26.90	67	123	138	328	No	Tribal	No	89.65	Annexu **I**
31	Raipur	Bilaigarh	41.00	27.33	86	154	517	757	No	No	No	79.87	Annexu **I**
32	Raipur	Mainpur	32..33	37.98	42	353	198	593	No	Tribal	No	91.63	Annexu **I**
33	Raipur	Balodabazar	45.08	24.96	87	48	269	404	No	No	No	77.63	Annexu **I**
34	Raipur	Chhura	34.40	26.15	37	197	174	408	No	Tribal	No	85.45	Annexu **I**
35	Raipur	Kasdol	43.05	28.41	94	240	433	767	No	No	No	84.56	Annexu **I**
36	Bilaspur	Gourela	30.56	24.90	73	295	131	499	No	Tribal	No	93.18	Annexu **I**
37	Bilaspur	Mungeli	40.00	29.11	34	38	374	446	No	No	No	82.89	Annexu **I**
38	Dantewada	Dantewada	15.33	26.05	43	1005	97	1145	No	No	No	84.77	Annexu **I**

39	Dantewada	Geegam	15.04	26.93	53	1665	25	1743	No	No	No	91.28	Annexu **I**
40	Dantewada	Bijapur	16.38	31.89	45	1493	30	1568	No	Tribal	No	94.78	Annexu **I**
41	Dantewada	Usoor	14.56	32.12	35	1559	52	1646	No	Tribal	No	96.59	Annexu **I**
42	Dantewada	Bhopalpatnam	24.61	34.04	57	1798	62	1917	No	Tribal	No	96.53	Annexu **I**
43	Dantewada	Chhindarh	15.18	34.42	39	1732	54	1825	No	Tribal	No	94.68	Annexu **I**
44	Dantewada	Sukama	15.68	31.70	41	1963	65	2069	No	Tribal	No	86.39	Annexu **I**
45	Bastar	Baderajpur	33.30	27.50	63	415	69	547	No	Tribal	No	94.97	Annexu **I**
46	Bastar	Bakawand	25.50	26.69	51	369	54	474	No	Tribal	No	91.86	Annexu **I**
47	Bastar	Bastar	24.60	28.07	62	654	83	799	No	Tribal	No	91.81	Annexu **I**
48	Bastar	Darbha	24.30	25.55	47	813	59	919	No	Tribal	No	96.61	Annexu **I**
49	Bastar	Jagdalpur	25.50	26.52	53	453	79	585	No	Tribal	No	84.11	Annexu **I**
50	Bastar	Keshkal	36.62	26.59	42	654	68	764	No	Tribal	No	90.77	Annexu **I**

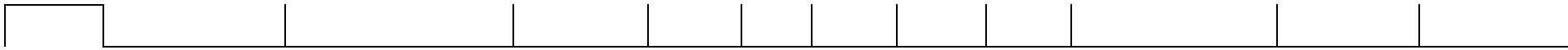
51	Bastar	Kondagaon	26.43	30.21	63	741	70	874	No	Tribal	No	89.65	Annexu I
52	Bastar	Makadi	28.30	29.40	52	536	83	671	No	Tribal	No	94.61	Annexu I
53	Bastar	Naraynpur	28.65	28.01	45	761	94	900	No	Tribal	No	89.95	Annexu I
54	Bastar	Farrasgaon	26.20	30.50	35	563	59	657	No	Tribal	No	93.98	Annexu I
55	Bastar	Tokapal	25.30	31.10	56	456	86	598	No	Tribal	No	90.18	Annexu I
56	Bastar	Lohandiguda	25.40	26.99	48	798	95	941	No	Tribal	No	87.92	Annexu I
57	Raigarh	Gkarghoda	45.95	22.79	63	213	265	541	No	Tribal	No	82.59	Annexu I
58	Raigarh	Tamnar	42.21	21.98	45	125	338	508	No	Tribal	No	85.05	Annexu I
59	Korba	Korba	33.34	21.97	38	453	122	613	No	Tribal	No	82.62	Annexu I
60	Korba	Katghora	34.85	28.55	85	466	84	635	No	Tribal	No	81.19	Annexu I

Details of 50 Seater KGBV Blocks in Chhattisgarh State

SELECTED BLOCK OF KASTURABA GANDHI BALIKA VIDYALAYA

S.No.	District	Block	Rural Female Literacy Rate		Out of school girls				WhterMahila Samakhya Block	Whether Tribal Block	Any existing Residentia Schools/H in the bloc
				Gap	SC	ST	OBC	ALL			
1	Bastar	Bastanar	25.40	26.52	43	296	44	383	No	Tribal	No
2	Bastar	Orachha	27.05	31.96	54	259	46	359	No	Tribal	No
3	Bilaspur	Pendra	30.56	25.25	63	94	268	425	No	No	No
4	Bilaspur	Marwahi	40.00	30.63	56	98	167	321	No	Tribal	No
5	Bilaspur	Masturi	43.28	28.97	65	85	103	253	No	No	No
6	Dantewada	Katekalyan	14.00	31.46	40	747	34	821	No	Tribal	No
7	Dantewada	Kuwakonda	14.02	26.58	143	716	134	993	No	Tribal	No
8	Dantewada	Konta	15.18	35.77	38	1364	10	1412	No	Tribal	No
9	Dantewada	Bhairamgarh	16.06	30.78	11	199	83	293	No	Tribal	No

10	Dhamtari	Nagri	45.00	21.80	30	336	560	926	No	Tribal	No
11	Janjgir-champa	Nawagarh	45.70	27.45	86	31	111	228	No	No	No
12	Janjgir-champa	Akaltara	45.81	27.11	65	50	60	175	No	No	No
13	Jashpur	Bagicha	44.93	22.44	17	280	98	395	No	Tribal	No
14	Jashpur	Pathalgaon	46.47	22.05	94	693	220	1007	No	Tribal	No
15	Kanker	Antagarh	45.22	21.76	34	246	103	383	No	Tribal	No
16	Koria	Manendragarh	31.21	24.74	90	445	34	569	No	Tribal	No
17	Sarguja	Mainpat	31.26	26.48	66	454	100	620	No	Tribal	No
18	Sarguja	Rajpur	35.03	28.77	100	546	281	927	No	Tribal	No
19	Sarguja	Odagi	42.10	29.36	131	282	208	621	No	Tribal	No
20	Sarguja	Preamnagar	43.21	22.09	61	86	289	436	No	Tribal	No
21	Sarguja	Ramanujganj	36.42	29.28	65	427	485	977	No	Tribal	No



22	Sarguja	Ramanujnagar	43.23	28.47	61	86	289	436	No	Tribal	No
23	Sarguja	Balampur	37.02	30.68	131	468	107	706	No	Tribal	No
24	Sarguja	Surajpur	44.65	24.07	125	384	298	807	No	Tribal	No
25	Sarguja	Pratappur	36.76	28.56	180	578	134	892	No	Tribal	No
26	Sarguja	Wadrafnagar	45.05	25.30	66	727	524	1317	No	Tribal	No
27	Sarguja	Ambikapur	32.05	23.96	66	353	222	641	No	Tribal	No
28	Sarguja	Batoli	30.05	24.87	68	204	100	372	No	Tribal	No
29	Sarguja	Sitapur	35.52	26.67	57	429	121	607	No	Tribal	No
30	Sarguja	Lundra	36.68	26.84	96	272	40	408	No	Tribal	No
31	Sarguja	Sankargarh	36.26	29.03	58	127	114	299	No	Tribal	No
32	Sarguja	Lakhanpur	35.43	29.87	69	239	121	429	No	Tribal	No
33	Sarguja	Udaypur	43.41	29.60	65	294	68	427	No	Tribal	No
34	Sarguja	Bhayathan	37.02	29.76	44	465	112	621	No	Tribal	No
35	Sarguja	kusami	36.32	26.46	83	119	145	347	No	Tribal	No
36	Korea	Sonhat	45.66	23.77	46	120	121	287	No	Tribal	No
37	Korea	Bharatpur	42.19	26.37	37	273	157	467	No	Tribal	No
38	Jashpur	Duldula	45.45	24.12	83	463	312	858	No	Tribal	No
39	Jashpur	Kansabel	45.21	23.02	95	266	187	548	No	Tribal	No

Detsils of 50 Seater KGBV in Chhattisgarh State

SELECTED BLOCK OF KASTURABA GANDHI BALIKA VIDYALAYA

S.No.	District	Block	Female		Out of school girls	Whether	Whether	Any	c

			Literacy Rate	Gap	SC	ST	OBC	Total	Mahila Samakhya Block	Tribal Block	existing Residential Schools/Ho in the block
1	Rajnandgaon	Chowki	46.58	16.94	25	140	246	411	No	Tribal	No
2	Rajnandgaon	Chuikhadan	36.55	22.45	75	175	223	473	No	No	No
3	Rajnandgaon	Churia	34.00	22.32	156	99	143	398	No	No	No
4	Rajnandgaon	Dongargarh	43.50	13.00	94	196	316	606	No	No	No
5	Rajnandgaon	Dongarganw	44.66	10.69	16	141	247	404	No	Tribal	No
6	Rajnandgaon	Khairagarh	44.48	11.04	50	78	314	442	No	No	No
7	Rajnandgaon	Rajnandanw	44.66	10.69	161	94	729	984	No	No	No
8	Rajnandgaon	Manpur	44.99	10.02	24	138	148	310	No	Tribal	No
9	Rajnandgaon	Mohla	46.00	8.00	39	170	167	376	No	Tribal	No

ANNEXURE - I

↳ Justification for K.G.B.V.

Geographically Chhattisgarh is a rich state but on the basis of literacy rate and other fundamental basis of development our state is not in a good position.

- On the basis of population data few districts are less developed because they belongs to higher percentage of SC. ST. and O.B.C.. These districts are – Dantewada, Bastar, Kanker, Surguja, Korea, Jashpur, Raigarh, Korba, Kabirdham and Bilaspur. These districts also less developed for the proper means of transportation and travelling in rural areas.
- The rate of literacy is lesser and rate of drop out is higher.
- In this/these, Block/Blocks or any residential school for girls is running, therefore KGBV well be supportive for increasing retention rate.
- In this/these, Block/Blocks, the dropout rate is higher for upper primary school due to distance or lack of separate girls middle school.
- Due to Nasality's activities facilities for travelling and transportation are very poorly developed which is also sufficient reason for high rate of drop out girls and low rate of retention ratio.

- On the basis of census 2001 the literacy rate is lower in SC. ST. OBC minorities and B.P.L.
- The cultivation trend in Chhattisgarh is single crop therefore means of earning is not sufficient. Due to poverty the rate of migration is higher which again crated problem for children's education specially for girls. K.G.B.V. will definitely provide opportunity to those girls for study.

ANNEXURE - II

Justification for Rajnandgaon Dist.

In the Rajnandgaon district, block Churia, Dongargarh, Dongargaon, Chauki, Chuikhadan, Khairagarh, Rajnandgaon, Manpur and Mohla are belongs to poor families because they earn only through daily labor works. Rajnandgaon in also facing the problem of high rate of migration because it is also a single crepe cultivation area usually the months of Nov. to January are the migratory months which affect the education of there is higher in all blocks. Another causes of dropout girls, this district is covered by forest area. Nasality's activities are found in this District, they disturb Human life by violence activities, which is sufficient reason for high rate dropout girls. In this District more Scheduled

Tribes and Scheduled Caste population are found. This ST/SC family is not awareness about elementary level School education of their girls. So, more girls are unenrolled and not completed their elementary level School education. So, this reason is responsible for high rate of drop out girls and low rate of retention ratio in the district Although the literacy data have shown highest literacy rate in Rajnandgaon which is unable to explain the backwardness of those mentioned blocks.

K.G.B.V. will helpful to provide means of stable residence for migratory girls to complete their elementary level of education.