



**Training Module for the members**

**OF**

**VEC & DDJ**



**By**

**NUSRATK**

**And**

**S K KAKROO**

**State Institute of Education**

**Jammu**

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**DEDICATED  
TO THE CAUSE OF  
ELEMENTARY EDUCATION**

01-05-2002

**MSRIAT QAK**  
And  
**SR KAKROO**



**Nusrat Tak**



**S.K. KAKROO**

## PREFACE

The Village Education Committee (V.E.C.) has an important role to achieve --- the goal of universalisation of Primary Education. Even with a better plan it may not be possible to achieve the proper goal until the participation of the community concerned is sought. Under the Sarva Shiksha Abhiyan Programme (SSA) the control of Primary Education is being handed over to V.E.C.s so that the villagers are able to plan Programme of action themselves, identify the importance of child education & be a part of innovative methodologies whole heartedly.

This training module has been developed by S.K. Kakroo and Nusrat Tak of S.P.E. Jammu under the able and expert guidance of Sh. M. S. Khan Director School Education Jammu. Let us hope that this module goes a long way in bringing qualitative improvement in elementary education.



M. H. J.  
Director

## FORE WORD

*The process of economic development in an organized and planned manner was set in motion with the introduction of the concept of five year plans in the country. The strategies were accordingly devised and priority fixed so as to reach out to all the strata of society and carry out various schemes in the pursuit to bring about a wholesome socio-economic transformation in the country. The idea was to have the poverty fought through inter-alia spreading education with a network of schools besides following various measures for associating the community in the decision making process.*

*After a long innings having been played and various schemes launched with pointed objectives the results have not been matching with the satisfaction level of the common masses. In this back-drop various measures have been taken by devising novel schemes and implementing various community related programmes. Education sector being at the top in order of priority efforts have been made to associate the community for upgrading the systems in the education sector by which the quality education could be ensured together with ensuring coverage to the under privileged, weaker and deprived sections of the society. In order to address this task with the underlying objective of ensuring Universalization of Elementary Education, optimal retention of children in the schools and bestowing quality education on them, it has been felt imperative that without the active participation of community the dream would never come true .*

*The Govt. of Jammu & Kashmir rising to the occasion decided to have community involved in a big way with the elementary level schooling to ensure the fulfillment of dream of universalization of elementary education by various strategies and interventions like provision of quality infrastructure, teaching learning material, improving parent teacher relationship,*

*associating the community in the efforts of various incentives to the children for enticing them to the schools. The association of the community in the wholesome task has started yielding rich dividends simultaneously giving out an evaluation that the community has not been fully awakened to the needs and responsibilities nor is it fully oriented to address the task, prospectively breaking the shackles of old age systems circumventing a debate, discussion and transparency so that the goals could be more purposefully realized with economy of time.*

*In this back drop I find that a team of officers of State Institute of Education Jammu (SIE) comprising Smt. Nusrat Tak and Sh. S.K. Kakroo have done a significant work by having delved into the matter in all micro details and having devised a module under the title (MUJIM) encompassing all requirements of Members of Panchayati Raj Institutions (PRIs) and Village Education Committee (VEC) Members. The idea is that until the community members are fully awakened to the needs and challenges and understanding about their role is explained to them together with laying emphasis on various systems to be put in place to make the operation a great success, the last hope for retrieving the systems through the above mechanism lest the same may also meet its Waterloo. In this background I do not wish to get swayed by sentiments but re-assemble myself within my conviction to pay compliments for the good work done by way of devising of module which when permeates into the system shall recharge our broken dreams and shattered beliefs and shall bring forth revolution of an undefinable magnitude which alone can gear the system and make us true Indians within us matching word with deeds. Who can deny the hard labor having been put in the preparation of the module "MUJIM" which is a job which one can do in fulfillment of ones own aspirations, in bringing up the basic education as the instrument of unity, nation building and integrity?*

*I pray and hope that this Module would go a long way in sensitizing the community fully, which is the ultimate challenge we all have to rise up to.*

*The State Institute of Education Jammu as a whole shall have to evolve into a team transcending the considerations of status and protocol so that the programme travels further and farther carrying the message of education as a sole means of sublimation to the length and breadth of the State.*

**M S KJAN**

**Director School Education Jammu**

# ACKNOWLEDGEMENT

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It gives us immense pleasure to acknowledge our deep sense of gratitude to Sh. ~~Sh. S. S. S.~~ Director School Education Jammu whose able and experienced guidance provided an inspiration to complete the work despite our busy schedule of preparing District annual plans (2002-03) under SSA for Jammu province.

Our sincere thanks are due to Joint Director Education/Principal State Institute of Education Jammu for his co-operation and encouragement in completing this module.

We are thankful to ~~Sh. S. S. S.~~ Fellow School and Nonformal Unit, National Institute of Educational Planning and Administration (NIEPA) New Delhi for her valuable guidance and for providing us some modules of different states on VEC training,

We are thankful to Sh. ~~Sh. S. S. S.~~ (H.A.) and Sh. Kam Prasad Choudry (Sr. Assistant) of SIE, Jammu for their effort to suggest the name "MUHIM" for the module.

Our sincere thanks are also due to Sh. ~~Sh. S. S. S.~~ Kumar Pandit for computerizing and formatting this module.

We are also thankful to our family members who relieved us just for a few days from the household activities and provided us sufficient time to study and discuss a few modules of other states in order to prepare this module in the backdrop of present scenario of elementary education in our state.

Last but not the least we bestow our gratitude to Sh. ~~Sh. S. S. S.~~ Singh plus 2 principal and Chief Tutor (DC EET) SIE, Jammu for sparing his precious moments in correcting the language of this module.

~~Sh. S. S. S.~~

SH. S. S. S.

# 1) Subject wise Details of Village Education Committee Training Module

## ***First Day***

- ❖ Registration and material distribution
- ❖ Formal welcome to the participants
- ❖ Information about arrangements
- ❖ Introduction
- ❖ Aims of Training
- ❖ Analysis of present socio economic structure of moda, village, tehsil and district
- ❖ Perception of society regarding the education of backward classes, deprived classes and Girls education
- ❖ The status of girls and women in the society Present status of elementary education and its aim of Universalisation, analysis of the conditions Identification and solution of the problems
- ❖ What is Sarwa Shiksha Abhiyan (SSA) A detailed information regarding its programme, Management Structure, Rationale and objectives of SSA
- ❖ The concept formation. Nature of work, rights & responsibility and role of VEC/PRI's regarding the Universalisation of elementary Education under SSA
- ❖ The role of VEC/PRI's in New Panchayati Raj Act
- ❖ The functioning of VEC while convening the meetings



# Subject wise Details of Village Education Committee Training Module

## *Second Day.*

- ✓ Formal welcome to the participants
- ✓ Functioning of VEC (Proceedings of the meetings) Development of Leadership Skills
- ✓ Functioning of VEC (How to take decisions).
- ✓ Functioning of VEC ( Duties, Rights, Responsibilities)
- ✓ Functioning of VEC (How to record minutes of the meetings).
- ✓ Functioning of VEC (Maintaining accounts).
- ✓ Functioning of VEC(How to get the classrooms and school buildings constructed)
- ✓ Functioning of VEC (Planning and Analysis of Field Study for Universalisation of primary education.
- ✓ Functioning of VEC (Planning for availability of elementary Education for all children.
- ✓ Functioning of VEC (Planning for out of school children to bring them back in the schools/EGS centers)
- ✓ Valedictory Function.

## **Training of V.E.C. members**

Objectives

Nature of training

Process of Training/Training Process

Important highlights in Course of Training

Important highlights before training/Pre-training

Daily Timetable and main subjects of discussion

## **Appendix**

- Sample of Registration Form
- Sample of Registration Register
- Educational profile of the village/Morda
- Enrolment profile of the village/Morda
- Objectives of SSA
- Components of SSA
- Strategies central to SSA
- Financial intervention on SSA
- Intervention norms of SSA
- Role and Functions of VEC/PRI members
- Powers of VEC/PRI members
- Funds for VEC.
- Organisational and administrative support for VEC



## V.E.C./P.R.I's

### Objectives

- To build awareness among V.E.C. members.
- To insist upon the co-operation for availability of Elementary Education for all.
- To aware community for girl education & Women empowerment through V.E.C.
- To encourage the ladies, disadvantaged group, SC, Backward Classes, minorities and handicapped persons for the participation in monitoring of schools.
- Building awareness of community through V.E.C. for reducing the drop out rate and ensure 100% retention up to elementary level of schooling.
- To sensitize V.E.C members about their rights, duties and accountability.
- To build awareness in the community and assure their participation for availability and monitoring of natural, physical and educational infrastructures of schools Through VEC.
- Capacity building of V.E.C for its successful operation
- Ensure successful functioning of the members of V.E.C/PRI
- To bridge the gap between school and society.
- To ensure Quality Education
- To ensure community participation in the management of Elementary Education
- To achieve the target of Universalization of elementary Education by 2010
- To bridge all gender and social gaps in the Elementary Education

## **Nature of Teaching**

- ❖ Two day sensitizing training about the role model of the members of PRI's and VEC's.
- ❖ To invite five members from each V E C for participation in training in which Secretary and Chairman must be present, in addition to active member or Ladies members and members from SC, ST, and other communities.
- ❖ 30-40 participants in each training camp
- ❖ Participatory based training
- ❖ Principle and Behavior based training

## **Training Process**

- Participatory Based
- Activity Based
- Teaching-Learning Based
- Lecture method.
- Presentation of group discussion in large group, Small group, Group Talks.
- Thinking
- Case-Study
- Activities without hesitation

Use of subject based material for making interesting training

## **Important Highlights in Course of Training**

### **(Instructions for R.P's)**

- Being a trainer R.P's should think themselves as trainees and should have sitting arrangement among the participants
- The word 'Hum, Hum log' in talking should as far as possible be used. Words like, Aap, Main, Tum, and V.E.C people etc should be avoided while talking.
- R.P's should maintain easy & amicable environment with discipline and punctuality
- R.P's should solve the quick reactions of participants with the help of group discussion/internal talk
- R.P's should not impose their views on participants. They should be initiated to express their own opinions.
- R.P's should have respectful feelings to the women, SC, ST and minorities.
- R.P's should ensure the participation of Chief Guests/Public representatives and Officers during the training.
- R.P's should provide equal chance to all participants so that every one can express his views on the elementary education of his locality.
- R.P's should not promise to fulfill the demand of V.E.C members on behalf of SSA during the training. They should also encourage them to fulfill their demands with the help of community participation/involvement of community
- R.P's should not use the words like order & direct.
- R.P's should not use the difficult words during training.

## **Highlights of Pre-Training**

- Participants should be aware at least seven days before about the venue of training programme.
- Motivator/Resource person/concerned DIET officer must have come at the venue before reporting time and help the participants in registration
- Proposed timetable should be prepared well in advance
- Advance preparation of lessons/lectures by trainer/Resource person/Motivator is essential
- Advance arrangement of useable teaching-aids during training should be made.
- Availability of First-aid Box be ensured
- Sufficient electric facility should be arranged.
- Arrangement of furnished toilet & bathroom should be made in advance.
- Special care should be given on monitoring and cleanliness

Advance arrangement of distributive materials to the participants like

- 1) Note book
- 2) Ball pen
- 3) Information materials related to the programme
- 4) Proposed timetable
- 5) Carry bag/Bag/Folder etc. Be ensured.

Advance arrangement should be made for registration material like

- ✓ Registration Register
- ✓ Registration Performa
- ✓ Scale
- ✓ Ball pen
- ✓ Name plates
  - Advance arrangement of drinking water, refreshment and toilet facilities for participants during the training.
  - Advance arrangements should also be made for the preparation of training room having the facilities like -

Blackboard, Banner, Curtain/Gaddey for sitting, Cello tape, Scissors, Aggrabati, Marker, Sketch pen, poster for decoration

## **Arrival & Welcome to the participants**

### *Banner for training venue.*

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### **Objectives**

- I Participation of participants in the training.
- II Building mental awareness in participants for training.
- III To develop intimacy among the participants.
- IV Highlight the importance of SSA and the Programme of elementary education

### **Method:**

Mutual and behavioral welcome, with full intimacy, to members of PRI and V.E.C. By concerned DIET officers/Motivators/Resource persons.

### **Process:**

The participants will be welcomed and accommodated by the concerned DIET officer/Motivator/Resource Person as they reach at the training venue.

### **Outcomes:**

The participants should increase interest in training and feel that they have some importance in the programme and they have been invited for execution of very important task.

### **Caution:**

There should be no let up in the welcome of participants from the side of Motivator/Resource person/DIET.

## **Registration and Material Distribution**

### **Objectives:**

- ❖ Information about participants
- ❖ Information about number of participants
- ❖ To provide proposed timetable of training to participants
- ❖ Availability of writing material to participants before going into the training room

### **Method:**

- Listing & getting information from participants.

### **Materials:**

- ✓ Registration Performa
- ✓ Registration Register
- ✓ Ball pen
- ✓ Scale
- ✓ Distribution of material Notebook, Ball pen, Identity Card, Programme related information material, proposed time – table, Carry bag/Bag.

### **Process:**

Filling up of registration form by participants at a fixed space and registering details in register and after this providing them writing material. Help by DIET officer /Motivator/Resource person in registration process.

### **Outcomes:**

- Availability of materials and enrollment of all participants.

### **Caution:**

- The registration may not be left of any participant
- Equal distribution of the teaching – writing aids to all participants
- Help by Motivator/Resource person/DIET Officer to illiterate participants with regard to registration



# **Formal Welcome of the Participants**

## **Objectives:**

- ❖ Providing opportunity to all participants to speak.
- ❖ Mutual introduction of participants
- ❖ To remove hesitation.
- ❖ Building environment for training

## **Method:**

- a) Through introduction.

## **Material:**

- 1) According to need /Situation Plate, Flower, garlands, badges etc

## **Process:**

- 1) All participants would be seated in the training room in round shape. All participants will be introduced about the manner of formal welcome.

## **Outcomes:**

- All participants will be introduced with each other.

# **Information about Arrangement**

## **Objectives:**

- ❖ Provide Information about arrangement.
- ❖ Mentally preparation of participants during the training for working under arrangement

## **Method:**

- ❖ Group discussion in a large group
- ❖ Self participation

## **Material:**

- ❖ Chart paper and Marker, Cello tape, Scissors and plain paper

## **Process:**

- ❖ The information will be conveyed about handling the arrangement through group discussion in a large group.
  - (a) Senate Arrangement
  - (b) Cleanliness
  - (c) Food/refreshment Arrangements
  - (c) Cultural Programme

- ❖ The task will be distributed in a collective way as per participants Each group will try to finish the related task collectively.

## **Outcomes:**

- ❖ To develop the handling skill in all participants for daily arrangement.

## **Caution:**

- ❖ The Motivator/Resource person invites the name of participants who have self-interest in handling the daily arrangement This task may not be imposed on participants

# **Village Education Committee/Panchayati Raj Institution Members**

## **Training Module**

### **First Day**

## **Introduction**

### **Methods:**

- 1) Mutual introduction through pair method.

### **Outcomes:**

- To develop mutual understanding among participants, to remove hesitation and build the training environment.
- To reduce the distance between Motivator/Resource person and participants and develop the mutual understanding
- To be appraised of participants expectations.

### **Caution:**

- Motivator/Resource person will also be self participated in this game.
- The ideas of participant may be regarded

## **Aims of Training**

### **Objectives:**

- To develop understanding in the regard of aims of training.
- Information about the importance of SSA

### **Method:**

Lecture Method using overhead Projector

### **Material:**

Sketch pen, Chart paper, Marker etc

## **Process: -**

- During the lecture the Resource person will ask from the participants some questions like
  1. How many teachers are there in your school?
  2. Are all the school activities carried out according to the time-table set for them?
  3. In a single or 2 teacher school, how do they manage to take care of all four classes simultaneously?
  4. Do you have any trained teacher to take up the various co-curricular activities like singing? Dancing painting etc ?
  5. Do you have people skilled in various fields in your locality?
  6. If the teachers find it difficult to teach mathematics and science, then what alternative arrangements are made?
  7. In the absence of the teacher in a single teacher school, how do the classes function?
  8. Are the services of experts from health department, Agricultural department, Veterinary department, social organization etc utilized from time to time?
  9. Have you ever thought of organizing coaching classes for students appearing in scholarship examination with the help of local experts?

May be some more ideas are forming in their mind, but they are still hesitant. Why let them discuss with other VEC members and write down their difficulties, ideas and suggestions for overcoming those

## **Outcomes:**

To develop the understanding about the aims and objectives of SSA.

## **Caution:**

Motivator/Resource person should clarify the aims of training through adding of compiled expectations

# **Information of Training Report and Selection of Reporter**

## **Objectives:**

- To inform the participants about the importance SSA
- To develop the skill for report writing, remembering and analysis in participants for written information of whole-day activity.
- Building capacity of preparing the written document for an overview
- To make qualitative improvement in training standard

## **Method:**

- ❖ Collective discussion in a large group
- ❖ Self – participation

## **Material:**

- 1) Chart paper, Marker, Cello tape, Scissors, Plain paper

## **Process:**

- The information would be given about the importance of training report and method of writing report in a bigger group. And also two participants would be asked to come forward willingly for preparing of concerned report-activities before the lunch and after the lunch both days

## **Outcomes:**

- ❖ To develop skills of training report writing in participants

## **Caution:**

- The report may be required according to daily routine including subject matter and their main points.
- Don't mention the name of anyone in the report even the name of motivator/resource person/participant

# **Analysis of Present Socio-Economic Structure of moda, village, tohsil and District.**

## **Objectives:**

- ❖ To intimate the participants about the present socio-economic structure of village
- ❖ To make them sensitive against the socio-economic condition.
- ❖ To intimate them with real problems of the village

## **Method:**

Thinking and discussion in large groups

## **Material:**

Chart, Marker, blank maps etc

## **Process:**

The participants would be informed through graph as regard the social structure, its main part and about their inter-relations. In which they would be made familiar about the subjects like illiteracy, poverty, limited scope for development, situations of ladies, schedule caste and backward classes etc

## **Outcomes:**

Information about Socio-economic structure of village

## **Caution:**

- The repetition of subjects may be avoided. The participant may not go astray from the subject.
- The discussion may be made interesting
- The participants don't get entangled in the situation of difference of opinion.
- The points/opinion of any participant may not be removed from the list
- Don't hurt the participant's feelings

# **The Perception of Society Regarding the Education of Backward Class, Deprived class and Girls Education.**

## **Objectives:**

1. To bring about a change in the perception of society regarding education.
2. To sensitize the people about the backward classes, deprived classes and girls education.
3. To bring about a change in the perception of women regarding the girl's education.

## **Method:**

A discussion in small groups.

## **Material:**

Chart paper, Marker, Sketch Pen, Cello tape, Scissors etc

## **Process:**

Firstly the participants would be distributed in six small groups and each group will be provided subject matter for group discussion

The subject of group discussion may be as follows:

- The perception of society regarding the girl's education.
- The perception of their guardians regarding the children of poor/deprived/backward classes.
- The perception of families who are employed regarding the education
- The perception of women/ladies about the girl's education.
- The perception regarding the education of elite class.
- The perception of society and family about the educated daughter-in-law.

Eighteen-minute time will be given for group discussion. The presentation will be held after the completion of time. The Motivator/Resource person will give information related to the subject

## **Outcomes:**

To sensitize the poor/backward/deprived classes regarding the education of their children and together with the feeling that education is equally important for them also.

## **Caution:**

- 1) The attention may be drawn on this issue that all the participants may be given an equal chance to express themselves
- 2) The Motivator/Resource person should spent a little bit time in each group during the group discussion



# **The Status of Girls and Women in the** **Society**

## **Objectives:**

- 1) To introduce with different conditions of women
- 2) To sensitize them about the assassination of girl
- 3) To build awareness among the people about the atrocities afflicted  
    (On women.
- 4) Education is helpful in changing the status of girl and women  
    The understanding regarding this may be developed.

## **Method:**

Discussion in small group, Presentation and discussion in large group.

## **Material:**

Chart paper, Sketch pen etc.

## **Process:**

First of all the participants may be given understanding about the subject and they may be may be explained about the female literacy rate of their village, tehsil, district and state

## **Outcomes:**

The participants should be made aware about the prevailing situation of education for women and they should know that how the education solves their problems.

## **Caution:**

1. It may be remembered that the participants must not divert from the subject.
2. The Motivator/Resource person during the group discussions may do the guidance and care/perusal

# **Present condition of Elementary Education in J&K, Its aim of Universalisation, Identificatlon and solution of the problems.**

## **Objectives:**

- 1) To make them aware about the present condition of Primary Education
- 2) To identify the aim of Universalisation of Primary Education.
- 3) To identify the obstacles regarding the Universalisation of Primary Education and the understanding may be developed about its solution
- 4) To motivate and sensitize the participants people regarding the Universalisation of Primary Education.

## **Method:**

Mute acting, Display of data and thinking.

## **Material:**

Stick, Book, Chair, Matchbox, Marble, Chart Paper, Marker, Information Sheet and data related with Primary Education.

## **Process:**

First of all the mute acting will be performed by the motivator/resource person. The Motivator/Resource person will perform the role of teacher, child and guardian in this mute acting. In the first scene, the teacher is sitting on the

chair with a stick. The guardian will force child to go to school with heavy load of bag. During the process of acting,

the teacher used to frighten the child with stick and asked him to study and the teacher kept sitting by keeping legs on chair and then start smoking. The child starts to play marble when the teacher is not attentive. Suddenly the teacher becomes attentive and he starts to beat the child and threatens him to read. Being afraid with teacher's behavior child is overcome by fear but pretends to read. Meanwhile, the child runs away from the school when he found that the teacher is not attentive. The mute acting is being stopped at this point. After that the following questions may be asked to participants:

1. What did you saw?
2. How was the teacher's behavior?
3. How was the guardian's behavior?
4. What was the Child doing?
5. What did the child need?
6. Why the child ran away?

More of such questions can be asked to participants and forwarding the continuation of discussion to the concerned with block, district and state. The present problems of the Elementary education in Jammu and Kashmir State and their solution will be discussed through these data

## **Outcomes:**

The understanding may be developed about present condition of Primary Education.

## **Caution:**

The advance preparation of mute acting should be done and necessary data may be collected in advance.

# **What is Sarva Shiksha Abhyan (SSA)?** **Detailed information regarding its** **Implementation, Aims, objectives and** **Interventions.**

## **Objectives**

- 1) To make them aware about SSA
- 1) To make them aware about the structure and management of the programme

**Method:** Lecture, Distribution of Information Sheets.

## **Material:**

Information Sheets regarding SSA, Chart paper, Marker, Sketch pen, Cello tape etc.

## **Process:-**

The Motivator/Resource person in a large group will give the information about the goals, management of objectives and structure of SSA through the information regarding SSA.

**Outcomes:** To make them aware about the different aspects of the SSA programme

**Caution:** Please do not give the details about SSA, but give the necessary information.

**The Concept, Formation, Nature of work,  
Rights, Responsibilities and the  
Role of Village Education Committees  
(VEC's) regarding the  
Universalisation of Elementary Education  
Under SSA.**

**Objective:**

To make them aware about the nature, Process of formation, Work Proficiency, responsibility and role of Village Education committee.

**Method:**

Discussion in a large group through the method of questions

**Material:**

V E C Brochure concerned with the Formation, nature, function, right responsibility and role

**Process:**

The detailed information will be imparted through discussion about V E C concept process of formation, nature, function, responsibility and role.

**Outcomes:**

The detailed information regarding the V E C

**Caution:**

The information should be given on the basis of V E C provisions laid down under SSA

# **The role of V.E.C. in New Panchayati Raj Act**

## **Objectives:**

- To make them aware about the New Panchayati Raj Act and what is the role of V.E.C under the already prevailing system of Panchayati Raj Act in J&K Developing understanding regarding these.

## **Method:**

- Thinking

## **Material:**

- Chart Paper, Marker, Sketch Pen, Bulletin concerned with Jammu & Kashmir Panchayati Raj Act.

## **Process:**

- The Motivator group will distribute the bulletin concerned with the J&K Panchayati Raj Act. After that they will provide information regarding the importance of V.E.C. under the ruling of Jammu and Kashmir Panchayati Raj system through discussion for developing understanding

## **Outcomes:**

- Development of better understanding regarding the inter-relations of V.E.C. and Jammu & Kashmir Panchayati Raj System.

## **Caution:**

- The special care will be given on this topic in presentation that the information may be provided as per provision of Panchayati Raj Act.

# **The Functioning of** **Village Education Committee** **- Convening the Meeting.**

## **Objectives:**

- ❖ To make the participants aware about the successful function of Village education Committee (V.E.C.)

## **Method:**

- ❖ Role Play

## **Material:**

- ❖ According to Need

## **Process:**

- ❖ First of all the participants will be provided ten minutes time for preparation of a meeting in a practical way selection of Topic, the objectives of meeting, information to participants for participation in meeting, and making the work list of meeting for role play. After that the each group will suggest the method for solution of gaps to identification of virtues & vices through their presentation and analysis.

## **Outcomes:**

- ❖ Developing the understanding regarding the successful convening of V.E.C. meeting.

## **Caution:**

- ❖ The wrong information may not be provided

## *Second Day*

### **The functioning of V.E.C. (Proceedings of meetings) -Development of leadership skill)**

#### **Objectives:**

- To develop the leadership skill among the participants to establish an efficient Village education Committee (VEC). To develop the leadership skill among the participants for successful conducting of meetings

#### **Method:**

- To follow up and role-play.

#### **Material:**

- Old newspaper a Waste paper, Chart paper, Marker, Sketch pen, Scissors

#### **Process:**

- The Motivator/Resource person will arrange the participants in three small groups separately.
- After that one participant from each of the group/each group will be said to perform the role of separate leader in their own group through calling by signal turn wise. They will perform the role of different leaders given as follows: -
  - The role of dictator leader,
  - The role of participatory leader,
  - And the role of inactive leader,
- The above participant will then go back and sit with own group. They will not tell anything to their other friends of group. All participants will be provided old



newspaper and they will be asked to make one hundred aeroplanes within 15 minutes with the help of group's participants. As the role-play starts, three leaders will perform their role in their own group according to instruction. The Motivator/Resource person will have a watch that the task is going on according to rule and regulation or not through visiting in each of the group. After completing the time, the following questions will be asked from the participants

- Which group has made how many aeroplanes?
- Why your group has made more number of aeroplanes?
- Why your group has made a less number of aeroplanes?
- How was the role of leader in your group?
- How was the leader's behaviour in your group?
- Which of the leader's behaviour you like and why?

At the last moment Motivator/Resource person will discuss on this issue through connecting with behaviour and activities of role-play that which type of participation of chairman, Secretary, members and villagers should be done in the implementation of the V.E.C. meeting and other activities conducting

## **Outcomes:**

- Developing understanding about the group participation and leadership skill.

## **Caution:**

- The Motivator/Resource person will assess carefully the positive and negative effects on the group and the role of leader of each group. The Motivator/Resource person will enhance the need and their importance of the participatory leadership in the V E C through that role play & simulation

# **Functioning of V.E.C.**

## **(How to take decision?)**

### **Objectives:**

- To develop the understanding among the participants about the process of decision and their different aspects

### **Method:**

- Study annexure 3

### **Material**

- Written Performa about educational profile of the District/morda

### **Process:**

- After providing the written Performa all the participants sitting in the four small groups may be asked to take decision within ten minutes about out of school children in their respective village/ morda. As the time completed discussions may be stopped and the analysis may be done  
The following questions may be asked during the analysis:
  - Have you taken any decision?
  - Was the decision unanimous?
  - How was the opinion formulated?
  - How do they feel who have not involved in decision making?
  - Which is the best method for taking decision?

It would be clarified through discussion and presentation by all the four groups that a number of members in the group are unsatisfied and feelings of displeasure will clearly be visible on their faces

Taking the discussion forward the participants may be clarified that the process of decision effected by the point of view, value and opinion of the member who are involved in decision making. A number of methods may be followed for making decision in the order

- |                    |                     |
|--------------------|---------------------|
| (A) Public Opinion | (B) self prescribed |
| (C) Twin Decision  | (D) by vote         |
| (E) Unanimity      | (F) by force        |

The difference of opinion among the members/participants is bound to happen whenever the process of decision making may be held because everybody has his separate ideology about every thing. The difference of opinion is bound to happen when the member/participant person having different point of view and ambitions will gather together for decision making. The participants may be informed about this. The discussion may be held about few methods for settlement of differences of opinions. The settlement as may be follows:-

- ❖ Safety
- ❖ To patch up
- ❖ Dealings
- ❖ Impose
- ❖ Clear solution of problem
- ❖ Social adjustment
- ❖ Reducing the mutual differences etc

### **Outcomes:**

- Developing understanding about the problems & solutions in decision making

### **Caution:**

- During simulation the attempts may be made to assess the decision making of each group.

# **Functioning of V.E.C.**

## **Objectives:**

1. To promote understanding about the importance of distribution and completion of task.
2. To make them aware about the feelings of lead effect. Whatever is going on due to lack of the distribution of responsibility in the order of completion the task. To remove any ill feelings regarding the distribution of responsibility.
3. To sensitise the member of V E C regarding their duty, rights and responsibility

## **Method:**

- Lecture method

## **Material:**

- Distribution of print material.

## **Process:**

Explain the functions of VEC/PRI members (Annexure given)

Ask the following questions

- 1) Do you realize your role in UEE?
- 2) Can you perform your responsibilities now?

## **Outcomes:**

- Developing a sense of responsibility

## **Caution:**

- A sense of responsibility is reflected through the sensitizing

# **Functioning of V.E.C.** **(The Method of Writing the Meeting Proceedings)**

## **Objectives:**

- To develop the skill of writing proceedings among the participants

## **Methods:**

- Role-play and behavioural task

## **Material:**

- Sample, Register, Plain paper, Pen.

## **Process:**

- After dividing the participants in a small group, they may be conducting the meeting and writing the proceedings accordingly the subject. After the completion of group task the presentation may be done in a large group and suggestions may be invited. The understanding of writing proceedings through the right suggestions by the Motivator/Resource person.

## **Outcomes:**

- Developing the skill of writing the proceedings.

## **Caution:**

- Providing information on recording the proceedings correctly

# **Functioning of V.E.C.**

## **(To maintain the account)**

### **Objective:**

- To make them aware about the accounts of income and expenditure getting from different sources

### **Method:**

- Group discussion and Written Sample.

### **Material:**

- Sample of different types of register/cash books for maintaining the account.

### **Process:**

- The Motivator/Resource person may provide the information regarding the accounts through discussion in a large group. The information regarding the different grants-in-aid of V.E.C. getting through the SSA and developmental schemes may be also given and make them aware about the whole process regarding its income, expenditure and accounting

### **Outcomes:**

- Development the skill of accounting among the participant.

### **Caution:**

The Motivator/Resource person should not add anything of his own while informing about SSA and development schemes

# **Information Regarding Making the Planning and Analysis of field study for Universalisation of Elementary Education**

## **Objective:**

- To make them aware on different aspects of field study

## **Method:**

- Discussion, Consideration

## **Material:**

- Chart Paper, Sketch Pen and sample of important Performa for field study annexure 3 & 4.

## **Process:**

- First of all, the participants may be familiarized about the field study, e.g. to survey, identification of physical condition of school study of village atmosphere and its method of demarked in the map, method of highlighting of educational situation, assessment of educational situation of 6-14 age group children

## **Outcomes:**

- Develop the skill of assessment of present condition for Universalisation of Primary Education.

## **Caution:**

- The required information concerned with the field study must be given before the study undertaken in the file

# **Planning for Availability of Elementary Education for all children**

## **Objectives:**

- The member of V E C may able to decide their own role regarding the availability of elementary education for all children and implementing it  
Developing the skill regarding this .

## **Method:**

- Discussion in a small group, thinking and presentation in a large group.

## **Material:**

- Chart paper, Marker, Prescribed Performa for planning.

## **Process:**

- All participants will plan together with their own village participant for the availability of elementary education to all children especially plan for 0-6 child population ( Annexure) After providing the complete information about the subject, The Motivator/Resource person will distribute the prescribed Performa among the participants and provide them 30 minutes for group task. After the completion of period, discussion and presentation will be held in a large group

## **Outcomes:**

- The skill of planning should be developed among the participants to provide the primary education for all children

## **Caution:**

- The care must be taken on participant's clear opinion in all aspects.



# **Elementary Education Programme** **Under SSA**

Village Education Committee training dated from \_\_\_\_\_ to \_\_\_\_\_

## **Participant Registration Performa**

Name of the participant: \_\_\_\_\_

Father's/Husband's Name: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Village \_\_\_\_\_ P O. \_\_\_\_\_

Tehsil \_\_\_\_\_ Block \_\_\_\_\_

District \_\_\_\_\_ PIN \_\_\_\_\_

Phone No. \_\_\_\_\_

Age \_\_\_\_\_

Educational Qualification: \_\_\_\_\_

Special Training/Qualification/Experience \_\_\_\_\_

Name of V.E.C. \_\_\_\_\_

Post in V.E.C. \_\_\_\_\_

Name of the Primary Schools working under V.E.C. \_\_\_\_\_

Dated:-

Signature of Participant

### 1) For Office Use

1. Name of the District \_\_\_\_\_
2. Name of the DIET. \_\_\_\_\_
3. Name of DIET Coordinator \_\_\_\_\_
4. Name of R.P \_\_\_\_\_
5. Signature DIET Coordinator \_\_\_\_\_
6. Signature of R.P Coordinator \_\_\_\_\_
7. RPs opinion about the programme \_\_\_\_\_

**Sample of Registration Register**

Name of the District-----Name of the DIET-----

S N o	Name of the Participant	Father's/ Husband's Name	Age In years	Permanent Address	Educ Quali	Special Training /Qualification /Experience	Name of the V.E.C	Name of the elementary Schools Working under V.E.C.	Remarks	
									On the First Day	On the sec ond Day

Signature of the DIET Officer/Programme coordinator

# **Elementary Education Programme under SSA**

## **Educational Profile of the**

### **village/morda**

Name of the District: - \_\_\_\_\_

Name of the Tehsil \_\_\_\_\_

Name of the village/morda \_\_\_\_\_

#### **Population of the Village/morda**

Male-----

Female-----

Total-----

#### **Literate Population of the Village/morda**

Male-----

Female-----

Total-----

#### **Child Population of the Village/morda**

1) AGE GROUP (0-6) Boys =

Girls =

Total =

2) AGE GROUP (6-11) Boys =

Girls =

Total =

3) AGE GROUP (11-14)Boys =

Girls =

Total =

#### **Enrolled Child Population of the Village/morda**

1) AGE GROUP (6-11) Boys =

Girls =

Total =

2) AGE GROUP (11-14)Boys =

Girls =

Total =

**Out of School Child Population of the Village/morda**

1)	AGE GROUP (6-11)	Boys =
		Girls =
		Total =
2)	AGE GROUP (11-14)	Boys =
		Girls =
		Total =

**S.C Child Population of the Village/morda**

1)	AGE GROUP (0-6)	Boys =
		Girls =
		Total =
2)	AGE GROUP (6-11)	Boys =
		Girls =
		Total =
3)	AGE GROUP (11-14)	Boys =
		Girls =
		Total =

**S T Child Population of the Village/morda**

1)	AGE GROUP (0-6)	Boys =
		Girls =
		Total =
2)	AGE GROUP (6-11)	Boys =
		Girls =
		Total =
3)	AGE GROUP (11-14)	Boys =
		Girls =
		Total =

**Physically handicapped Child Population of the Village/morda**

1)	AGE GROUP (0-6)	Boys =
		Girls =
		Total =
2)	AGE GROUP (6-11)	Boys =
		Girls =
		Total =
3)	AGE GROUP (11-14)	Boys =
		Girls =
		Total =

# Elementary Education Programme under SSA

## School Profile of the village/morda

Name of the School	Status Govt/ Private	No of Trs. working	No of Vacant Posts	No of Children studying Grades								Total
				1	2	3	4	5	6	7	8	

Signature of the V E C  
1  
2  
3





## OBJECTIVES OF S S A

- ❖ 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 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.



## **COMPONENTS OF SSA**

- **Appointment of teachers.**
- **Teacher training.**
- **Quality improvement of elementary education.**
- **Provision of teaching learning material.**
- **Establishment of BRCs / CRCs for academic support.**
- **Construction of classrooms and school buildings.**
- **Establishment of education guarantees centers.**
- **Inclusive education for the disabled and distance education.**

## **STRATEGIES CENTRAL TO SARVA SHIKSHA ABHIYAN PROGRAMME**

### **Institutional reforms: -**

As a part of the SSA, institutional reforms in the states will be carried out. The states have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of state education act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE.

### **Sustainable Financing: -**

The SSA is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the central and the state governments

### **Community Ownership: -**

The programme calls for community ownership of the school based interventions

through effective decentralization. This will be augmented by

involvement of women's groups, VEC members and members of the Panchayati Raj institutions

### **Institutional Capacity building: -**

The SSA conceives a major capacity building role for national and state level institutions like NIEPA/NCERT/SCERT/SIEMAT/SIEs. Improvement in quality requires a sustainable support system of resource persons

### **Improving mainstream educational administration: -**

It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

### **Community based monitoring with full transparency: -**

The programme will have a community based monitoring system.

The educational management information system (EMIS) will correlate school level data with community based information from micro planning and surveys Besides this, every school will have a notice board showing all the grants received by the school and other details.

## **Habitation as a unit of Planning: -**

The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

## **Accountability to community: -**

SSA envisages cooperation between teachers, parents and PRIs, as well as accountability with transparency

## **Education of Girls: -**

Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in SSA.

## **Focus on special group: -**

There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children.

## **Pre-Project phase: -**

SSA will commence through the country with a well planned pre-project phase that provides for a large number of interventions for

capacity development to improve the delivery and monitoring system.

### **Thrust on equality: -**

SSA lays a special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child centered activities and effective teaching methods.

### **Role of teachers: -**

SSA recognizes the critical role of teachers and advocates a focus on their development needs. Setting up of BRCs/ CRCs, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material developments, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

### **District elementary education Plans: -**

As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach.

## **Financial Interventions on SARVA SHIKSHA ABHIYAN**

- The assistance under the programme of SSA could be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan and 50:50 thereafter between the Central government and State government. Commitments regarding sharing of costs would be taken from State governments in writing.
- States will be required to maintain their level of allocation for elementary education in real terms on base year 1999-2000. The share of states under SSA programme will be over and above the base of allocation.
  - The Government of India would release funds to the State government/Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.
  - The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio of 85:15 during the IX Plan, 75:25 the X Plan and 50:50 thereafter.

- **All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.**
  
- **Existing schemes of elementary education of the Department (except National BAI Bhawan and NCTE) will coverage after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid Day Meal) would remain a distinct intervention with food grains and specified transportation costs being met by the centre and the cost of cooked meals being met by the State.**
  
- **District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like JRY, PMRY, Sunishit Rozgar Yojna, Area fund of MPs/MLAs, State Plan, foreign funding and resources generated in the NGO sector.**
  
- **All funds to be used for up-gradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VEC's/School Management Committees.**
  
- **Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.**

## INTERVENTION NORMS OF SSA

\*\*\*\*\*

SNO	INTERVENTION	NORMS
1	Teacher	<ul style="list-style-type: none"> <li>• One teacher for every 40 children in Primary and Upper Primary Schools.</li> <li>• At least two teachers in a primary school+</li> </ul>
2	School/Alternative schooling facility.	<ul style="list-style-type: none"> <li>• Within one Kilometer of every habitation</li> </ul>
3	UPPER PRIMARY SCHOOLS/SECTOR	<ul style="list-style-type: none"> <li>• As per requirement based on the number of children completing primary education, up to a ceiling of one Upper Primary school/ section for every two primary schools.</li> </ul>
4	Class Rooms	<ul style="list-style-type: none"> <li>• A room for every teacher in primary and upper primary school</li> <li>• A room for Headmaster in upper primary school/sector</li> </ul>
5	Free Textbooks	<ul style="list-style-type: none"> <li>• To all girls/SC/ST children at primary and upper primary level within an upper ceiling of Rs150/- per child.</li> </ul>
6	Civil Works	<ul style="list-style-type: none"> <li>• Ceiling of 33% of SSA programme funds</li> <li>• For Improvement of school facilities, BRC/CRC construction.</li> <li>• No expenditure to be incurred on construction of office buildings.</li> </ul>
7	Maintenance and repair of school buildings	<ul style="list-style-type: none"> <li>• Only through school management committees</li> <li>• Up to Rs 5000/- per year as per a</li> </ul>



		<p>specific: proposal by the school committee</p> <ul style="list-style-type: none"> <li>• Must involve elements of community contribution.</li> </ul>
8	Up gradation of EGS to regular school	<ul style="list-style-type: none"> <li>• Provision of TLM @ Rs 10000/- per school</li> <li>• Provision of teacher and classroom</li> </ul>
9	TLM for upper primary	<ul style="list-style-type: none"> <li>• @ Rs 50,000 per school for uncovered schools</li> </ul>
10	School Grant	<ul style="list-style-type: none"> <li>• Rs 2000/- per year per primary/ Upper primary school for replacement of school equipments.</li> </ul>
11	Teacher Grants	<ul style="list-style-type: none"> <li>• Rs 500/- per teacher per year in primary and upper primary.</li> </ul>
	Teacher Training	<ul style="list-style-type: none"> <li>• Provision of 20 days in service for all teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits @ Rs 70/- per day.</li> </ul>
	State institute of Educational Management Administration and Training (SIEMAT)	<ul style="list-style-type: none"> <li>• One time assistance up to Rs 3 crore.</li> </ul>
	Training of community leaders	<ul style="list-style-type: none"> <li>• For a maximum of 8 persons in a village for 2 days</li> <li>• @ Rs 30/- per day.</li> </ul>
	Provision for disabled children	<ul style="list-style-type: none"> <li>• Up to Rs 1200/- per child for integration of disabled children, as per specific proposal.</li> </ul>
	Research, Evaluation, Supervision and	<ul style="list-style-type: none"> <li>• Up to Rs 1500/- per school per year.</li> </ul> <p>2. By creating pool of resource</p>

<p>monitoring.</p>	<p>persons, providing travel grant and honorarium for monitoring, generation of community based data, research studies, cost of assessment and appraisal terms&amp; their field activities.</p>
<p>Management cost</p>	<ul style="list-style-type: none"> <li>• Not to exceed 6% of the budget of a district plan.</li> </ul>
<p>Innovative activity for girls' education, ECCE, intervention for children belonging to SC/ST community, Computer education especially for upper primary level.</p>	<ul style="list-style-type: none"> <li>• Up to Rs 15 lakh for each innovative project and Rs 50 lakh for a district will apply for SSA.</li> </ul>
<p>BRC/CRC</p>	<ul style="list-style-type: none"> <li>➤ Rs 6 lakh ceiling for BRC construction wherever required.</li> <li>➤ Rs 2 lakh for CRC construction Wherever required</li> <li>➤ Deployment of up to 20 teacher in a block with more than 100 schools.</li> <li>➤ Provision of furniture etc.@ Rs 1 lakh for a BRC and Rs 10,000 for a CRC.</li> <li>➤ Contingency grant of Rs 125000/- for a BRC and Rs 2500/- per CRC, per year</li> </ul>
<p>20 Intervention for out of school children</p>	<p>1. As per norms already approved under EGS and AIE providing for the following kind of intervention:</p> <ul style="list-style-type: none"> <li>• Setting up EGS centers in unserved habitations.</li> <li>• Setting other alternative schooling models</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Bridge courses, remedial courses, back to school camps with a focus on mainstreaming out of school children into regular schools.</b></li> </ul>
21	<p><b>Preparatory activities for micro planning, household surveys, studies, community mobilization, school based activities, office equipment, etc.</b></p>	<ul style="list-style-type: none"> <li>➤ <b>As per specific proposal</b></li> </ul>

**VILLAGE EDUCATION COMMITTEE (VEC)**  
***ROLE AND FUNCTIONS***

- **Supervision over formal schools, EGS Centers, FCCE/Anganwardi centers.**
- **Supervision over upper primary schools under delegation of authority from Panchayats**
- **Generation and sustenance of awareness among the village community. Ensuring participation of all segments of population.**
- **Promote enrolment drives in primary schools and persuade parents of non attending/non enrolled children to send their wards to the school.**
- **Reduce Drop-outs in the school by Initiating measures and service for retention.**
- **Assist in smooth functioning of ELEMENTARY schools.**
- **Seek support of teachers, Youth. Women, NGOs and others for educational and other linked health and welfare programmes.**
- **Mobilize resources and help schools to have water supply, urinals, toilets, play-grounds and other facilities.**
- **Prepare plans and proposals to Panchayats to make periodic self-assessment of progress of committee's efforts.**
- **Co-ordination with other Social Service Departments and committees for mutual support.**

## POWERS OF V.E.C

- 1) To visit educational institutions
- 2) To check attendance and other registers to enquire and report to the concern authorities on educational difficulties and requirements in the village
- 3) To recommend annual budget of school to concern authority
- 4) To undertake construction and repair works entrusted to them.
- 5) To supervise the construction work and certify that the school building was constructed as per specifications laid for it
- 6) To report on the regularity of the students , teachers attendance and school functioning
- 7) To report about the vacancies of teachers in the schools
- 8) To report about the overall performance of the teacher/teachers
- 9) To frame the school calendar under the guidance of the DIET of the District/Chief Education officer concerned

## **Funds for V.E.C**

- 1) Funds provided by the state Govt.
- 2) Funds provided by the Panchayats.
- 3) Funds provided by the Govt Under SSA.
- 4) Earmarked funds provided by concern agencies of State Govt.
- 5) Funds locally raised from parents of the students.
- 6) Funds provided by the Voluntary organizations and NGO's.
- 7) Funds locally raised from the community/local people and the public.
- 8) Funds locally raised from the community by innovative activities.
- 9) Funds provided by the local MLA/MLC under state area development Scheme
- 10) Funds provided by the Member Parliament under MP Area Development Scheme Govt. of India

## **Organizational and Administrative Support** **For V.E.C**

- ❖ Assistance of Headmaster and teachers in Govt. Schools.
- ❖ Assistance of the Zonal Education officer and Zonal Educational Planning officer of the concerned Zone.
- ❖ Assistance of DIET Principal and DIET Officers of the concerned DIET
- ❖ Assistance of Chief Education officer and District planning officer of the concerned District
- ❖ Assistance of any retired Government educationist.

**MUHIM**

*Training Module for the  
members of  
VEC'S & PRI's*

*BY*

**Nusrat Tak  
and**

**S.K.KAKROO**

**State Institute of Education  
*Jammu***

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