



क abc क इ 1+2=3

# Education For All



सत्यमेव जयते

Government of India  
Ministry of Human Resource Development  
Department of Elementary Education and Literacy

November 2005

*"The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the education. The girls, we say, do not have to earn; so why should they be education? As long as such ideas persist there is no hope of our ever knowing the true value of education."*

Mahatma Gandhi

*"...The whole purpose of education in a country like India is to develop and enhance the potential of our human resource and progressively transform it into a knowledge society."*

Dr. A.P.J. Abdul Kalam  
President of India

*"...Of the commitments made by our Government, none is more dear to us than the one we have made to Universal Elementary Education."*

Dr. Manmohan Singh  
Prime Minister of India

*"...Each one of us should try to excel the other in an effort to make our country literate and educated, our children literate and educated."*

Mr. Arjun Singh  
Minister for Human Resource Development  
Government of India



# Education For All



सत्यमेव जयते

**Government of India**

Ministry of Human Resource Development  
Department of Elementary Education and Literacy

**November 2005**

©Government of India, 2005

Can be used freely, with due acknowledgement for non-commercial purposes only.

Photographs  
Courtesy: UNICEF, India and EdCIL

*Prepared and Published by*  
Educational Consultants India Limited

For  
Department of Elementary Education and Literacy,  
Ministry of Human Resource Development, Government of India

*Editing, Design and Printing*  
New Concept Information Systems Pvt. Ltd., New Delhi



मानव संसाधन विकास मंत्री

भारत

नई दिल्ली - ११० ००१

MINISTER OF  
HUMAN RESOURCE DEVELOPMENT  
INDIA  
NEW DELHI-110 001

अर्जुन सिंह  
ARJUN SINGH

### Foreword

In the last few years, India has witnessed what has perhaps been the most active period of its development in the area of basic education. As a result of the many steps that have been taken during this period, more than 95 per cent of the population today has access to primary education within a distance of one kilometre. Since 2001, the number of out-of-school children has come down from 32 million to 9.5 million. Gross enrolment ratio has risen to 82.5 in 2002-2003, while teacher-pupil ratio has improved to 1:40. Since 2001, more than 770,000 additional posts of teachers have been sanctioned across the country. The absolute number of non-literates has declined, with 120 million persons being made literate; 60 per cent of them are women. Our comprehensive school meal programme is helping to ensure that the enrolment, retention and nutritional status of primary school children improve rapidly. The Constitution has been amended to make elementary education a fundamental right for children in the age group of 6-14 years, and we are in the process of putting in place the enabling legislation to enforce this right. Clearly, our efforts are now beginning to bear fruit.

However, even as we contemplate with some satisfaction these remarkable achievements in the provision of universal access and enrolment, we are conscious that we need now to turn our attention to improving quality and retaining students in school, especially girls. While gender parity in enrolment at the elementary stage has been achieved, we need to refocus our energies on eliminating gender and other disparities at higher levels, by inclusion of all children regardless of sex, socio-economic background, or disability. Regular attendance and learning achievements must now become the areas of greater attention.

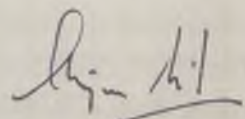
The stage has now arrived for looking to substantive progress in education and not merely numbers and statistics. We need to assess learning outcomes and understand what children have actually gained from their school experience. The emphasis must now be on improving the quality of school provisioning, as well as capacity-building of teachers.

India is one of the largest democracies in the world, home to sixteen per cent of the global population, with around 210 million children between the age of 6 and 14 years. It is a plural society, culturally rich and diverse, with a multitude of languages and dialects. Naturally, our strategies for achieving 'Education for All' (EFA) must be contextual and related to the



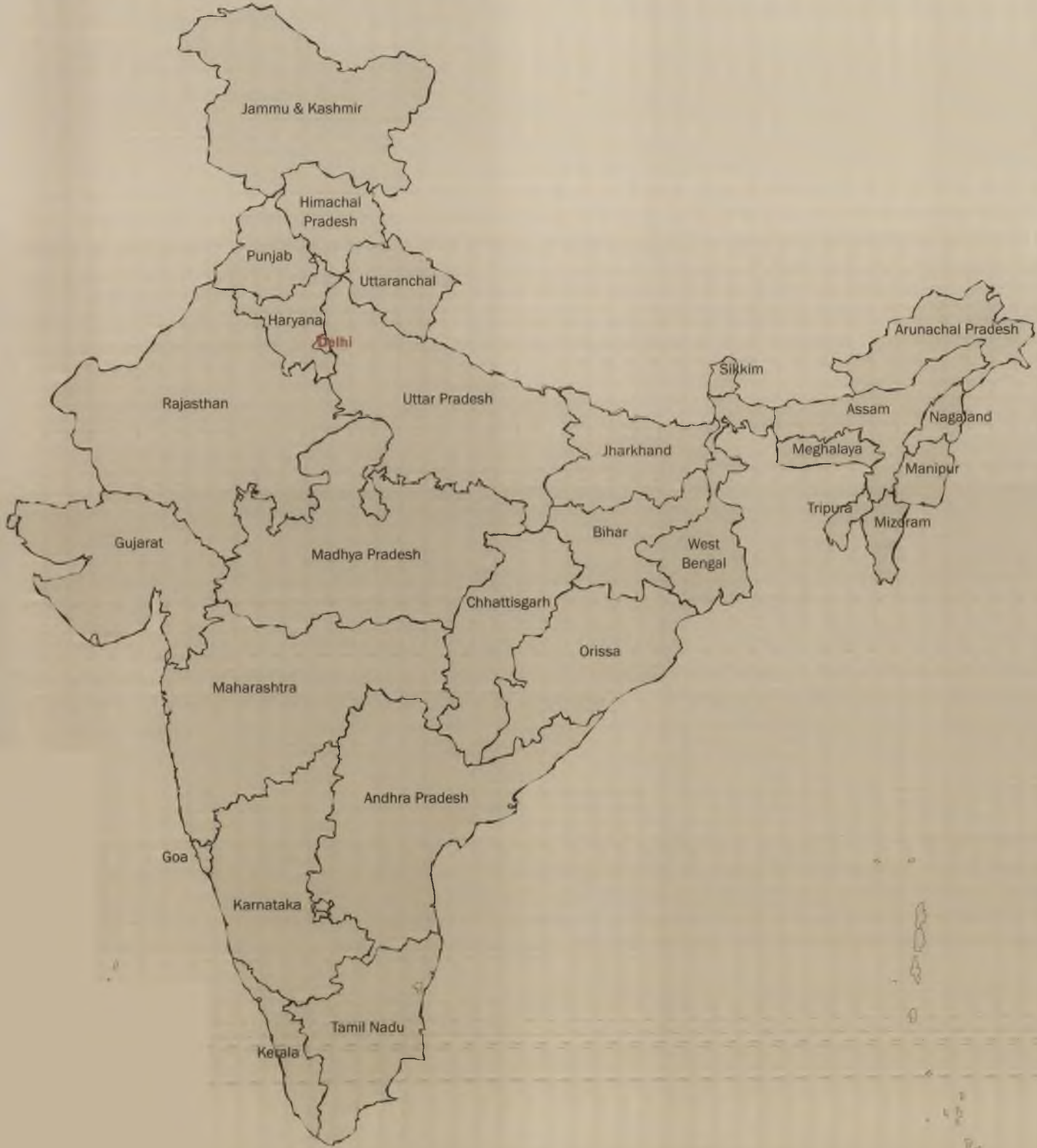
unique socio-cultural heterogeneity of our nation, and we have sought to do so through a wide variety of measures, including contextualized action plans, innovative and alternative modes of schooling, social mobilisation and devolution of powers to local self-governing bodies (Panchayati Raj Institutions). This marks our journey towards the Millennium Development Goals and EFA goals.

As the High Level Group meets for the fifth time in Beijing, China, in 2005 to assess the progress made by world nations in their quest for the Dakar goals, it gives me great pleasure to share this document, which reviews some of the initiatives and activities taken in India in the past year. I hope that this report will not only inform the deliberations of the Group but will also serve as a snapshot of basic education in India as we march along the path to EFA.



(Arjun Singh)

# Map of India







# Contents

- 1 Incredible Adventure: The Road to Education For All 1
- 2 Giant Steps, Little Feet: Early Childhood Care and Education 9
- 3 Great Leap Forward: Universal Elementary Education 15
- 4 Blazing New Trails: Female Education and Empowerment 27
- 5 The School Meal Programme: A Catalyst to Education For All 35
- 6 Growing Powers: Education for Adolescents and Youth 41
- 7 Lifelong Learning: Adult Literacy and Continuing Education 53
- 8 Hand in Hand, Shoulder to Shoulder: Public-Private Partnership 61
- 9 Reaching for the Sky: Quality Enhancement 69
- 10 Funding the Journey: Allocating Adequate Resources 77
- 11 Keeping Track: Managing and Monitoring EFA 83

## List of Abbreviations

AIE	Alternative and Innovative Education
AWC	Anganwadi Centres
BPL	Below Poverty Line
BRC	Block Resource Centre
CEC	Continuing Education Centre
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DIET	District Institute of Education and Training
DPE	Diploma in Primary Education
DPEP	District Primary Education Programme
EBB	Educationally Backward Blocks
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EDI	EFA Development Index
EDUSAT	Education Satellite
EFA	Education For All
EGS	Education Guarantee Scheme
EMIS	Education Management Information System
EVS	Environment Science
GoI	Government of India
IASE	Institute of Advanced Study in Education
ICDS	Integrated Child Development Services
MDM	Mid Day Meal Scheme
MS	<i>Mahila Samakhya</i>
MoHRD	Ministry of Human Resource Development
MRC	<i>Mandal</i> Resource Centre
MSK	<i>Mahila Shiksha Kendra</i>
MTC	Mother Teacher Council

NACO	National AIDS Control Organization
NLM	National Literacy Mission
NCERT	National Council of Educational Research and Training
NCTE	National Council for Technical Education
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy on Education
NPEGEL	National Programme for Education of Girls at the Elementary Level
NP-NSPE	National Programme for Nutritional Support to Primary Education (popularly called Mid Day Meal Scheme)
NYP	National Youth Policy
PLUS	Programme of Mobilising Local Support to Primary Schools
PMIS	Project Management Information System
PTA	Parent-Teacher Association
SACS	State AIDS Control Society
SCERT	State Council of Educational Research and Training
SDMC	School Development and Management Committee
SGRY	Sampoorna Grameen Rozgar Yojana
SHG	Self Help Group
SPC	State Programme Coordinator
SSA	<i>Sarva Shiksha Abhiyan</i>
TEAB	Teacher Education Approval Board
TLC	Total Literacy Campaign
TQM	Total Quality Management
UEE	Universalisation of Elementary Education
UNDP	United Nations Development Programme
VEC	Village Education Committee





# Incredible Adventure On the Road to EFA

"Where the head is held high  
and knowledge is free,...  
Into that heaven of freedom, my lord,  
Let my country awake,"

*Rabindranath Tagore*

# Incredible Adventure On the Road to EFA



India has set out on an incredible journey. The path is fraught with barriers – deep, treacherous gorges and tall, insurmountable mountains. Yet the people are determined to move ahead – step by courageous step. For this is the path towards full education: Education For All.

## Milestones: On the Road to EFA

- Overall Literacy: Rises from 52 per cent (in 1991) to 65 per cent (in 2001).
- Gross Enrolment Ratio in Elementary Education: Rises from 32.1 in 1950-51 to 82.5 in 2002-03.
- Gender Parity: Gender disparity in GER at elementary stage declines from 17.1 percentage points in 2001-02 to 4.1 percentage points in 2002-03. Some states have achieved gender parity and others are approaching it.
- Out-of-school Children: Down from 32 million in 2001 to 9.5 million in April 2005.
- Dropout Rate at Primary Level: Down by 4.1 per cent. From 39 per cent in 2001-02 to 34.9 per cent in 2002-03.
- Pupil-Teacher Ratio: Improves to 40:1. New posts of teachers sanctioned: 770,000.
- Number of Schools: A dense network of over one million schools. 94 per cent of rural population have a school within 1 km. New schools opened since 2001: 120,000.
- Absolute Number of Non-literates: Declines from 328 million in 1991 to 296 million in 2001.
- Enrolment of Children with Special Needs: 1.46 million children enrolled in schools in 2004-05.



Seldom has such an enormous segment of humanity united in a common aspiration. India consists of over one billion people: a force so powerful, if they can but realise their powers. Moving together – children and adults, governments and volunteers – this vast populace is determined today to seek out the golden key – the key that will unlock their potential. The key, it is clear, lies in education.

Ordinary people, today, are reaching for the sky. And incredibly, the sky seems to be bending their way.

Education has long been treasured by Indians. History records this as a land of ancient civilisations where mathematics and philosophies, arts and sciences have been invented, taught and practised over the millennia.

The aspiration to knowledge was kept alive in the heart of every Indian. Today the vision has not soured: the dream remains, fresh and green.

The vision of a fully educated country has been enshrined in the Constitution of India. India is determined to bring the light to every child and adult: to leave no dark corners. Banishing the lurking monsters of illiteracy and ignorance, education is transforming the country into a vibrant, vital democracy.

As articulated in 1951 in the Directive Principles of the Constitution of India, the State has endeavoured to provide free and compulsory education to all children up to the age of 14. In 2002, this principle was converted into an inalienable right of every child. With the Constitution (86th Amendment) Act 2002, free and compulsory education for all children in the age group of 6-14 years has been adopted as a fundamental right.





## Towards UEE

India is an active participant in the worldwide movement for universal education that began in Jomtien in 1990 and at Dakar in 2000. The Framework of Action adopted in Dakar identified the following six goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and 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 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all 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 the quality of education, and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Knowledge is power. At its best, education equips people with skills and tools for self-realisation. Education is an end, and at the same time it is a means towards achieving all that the heart desires. On the road towards EFA, India is making an active choice: it is choosing equality, growth and freedom. It is choosing to be a society where each person will enjoy the conditions for full growth and learning.

These choices are being made in the face of tremendous odds. India is a country with immense diversity, umpteen languages and a plethora of points of view. Cultures differ. Political ideas diverge. Yet, India is committed to overcome all obstacles and barriers, and take the great leap forward.

## Translating Vision into Action

EFA involves action along many tracks, including:

- Early Childhood Care and Education (ECCE): Basic pre-school services to all children aged 0-6 years, especially those belonging to disadvantaged sections.
- Universal Elementary Education: *Sarva Shiksha Abhiyan* (SSA), a comprehensive flagship programme, launched in 2000-01 to bring useful and relevant education to all children aged 6-14 years, by the year 2010.
- Education for Adolescents and Youth: Vocational, academic and life-skills are provided through secondary schools, colleges, technical institutes, vocational training, non-formal centres and youth clubs.
- Adult Education and Literacy: A people's movement for self-development, carried out by thousands of volunteers and governments in each State, through Total Literacy Campaigns (TLC).
- Girls' Education and Women's Empowerment: Blazing new trails in girls' rights and women's empowerment, encouraged by special schemes



and programmes such as NPEGEL (National Programme for Education of Girls at the Elementary Level), *Mahila Samakhya* (MS) and *Kasturba Balika Vidyalayas*.

- **Capacity Building and Teacher Training:** Ensuring an adequate number of teachers, trained in creative methods of teaching, able to innovate and experiment as required by different contexts.
- **Data Streamlining:** Meticulous mapping of conditions, gaps and needs in different parts of the country. Data collected by DISE (District Information System for Education) and GIS (Geographical Information Systems), facilitates sound planning, implementation and monitoring.

Public-private partnership and local community participation are helping enhance the quality of schooling. Parent Teacher Associations (PTA), Village Education Committees (VEC), Mothers' Committees, School Development and Management Committees (SDMC) are being strengthened so as to develop a sense of local ownership of schools.

### Raising Resources

Resources are required to support the journey towards EFA. An important decision in this regard is imposition of a two per cent Education Cess to provide additional funds for elementary education. The funds flow into a dedicated, non-lapsable fund that can be used for no purpose other than elementary education.

Government of India is committed to increase resources for education up to 6 per cent of GDP. These steps are likely to have a significant impact upon the achievement of EFA goals.

Public-private partnership and local community participation are helping enhance the quality of schooling.





Based on the trend of improvement in the literacy rate since 1991 and projected demographic changes, it is more than likely that India will reach a sustainable threshold literacy rate of 75 per cent by 2007, and at least a rate of 80 per cent by 2015 as planned.

A number of innovative interventions are gradually transforming education, rendering the teaching-learning process more creative and ensuring significant learning outcomes. India is, for instance, the only country to have launched a satellite (EDUSAT) dedicated exclusively to education. It creates virtual classrooms through which children can be educated as well as teachers trained.

The Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE) programme is designed to bring education to the doorstep of every child, particularly those in remote and inaccessible habitations. Through a basket of flexible strategies – non-formal centres, bridge courses, remedial classes, summer camps, residential camps and so on – basic education reaches children who might otherwise be deprived of learning opportunities.

The potential to bring the light of education to every citizen of the country has never before shone so clear and bright. Bridges are being made to cross those deep gorges, and strategies developed by which even the peaks that seemed insurmountable yesterday are, today, being scaled. The country seems poised on the brink of a breakthrough.





## EFA Development Index

The Global Monitoring Report 2006 on EFA has indicated an improvement in India's EFA Development Index (EDI) value from 0.696 in 2001 to 0.741 in 2002. This reflects the progress made in various areas. However, the EDI value calculated by GMR 2006 takes into account an adult literacy rate of around 60 per cent only for India, though this is lower than the rate reported by the Census 2001. If the actual literacy rate is taken into account, the EDI value for India will be higher.

The GMR points out that India is likely to achieve gender parity in elementary education by 2005, although greater efforts will be required to achieve gender parity at the secondary education level.

The current EDI rankings are on the basis of data for 2001-02, and several important initiatives have been taken in the country since then, such as *Sarva Shiksha Abhiyan*, revised Mid-Day Meal programme, *Kasturba Gandhi Balika Vidyalaya* scheme, which are having a positive impact on progress towards achieving the EFA goals. The EDI for 2003 and 2004 are therefore likely to suitably reflect the impact of the implementation of these policies.



Note: EDI is the arithmetic mean of four components – total primary net enrolment ratio, adult literacy rate, gender-related EFA Index and survival rate to Grade 5.





# **Giant Steps, Little Feet**

## **Early Childhood Care and Education**

"The function of education is to help you from childhood not to imitate anybody, but be yourself all the time."

*Jiddu Krishnamurti*

# Giant Steps, Little Feet

## Early Childhood Care and Education



Basic groundwork for human development is laid in the earliest years of life. Sound attention and care during early childhood provides the best foundation for meeting all subsequent educational goals. Having long recognised this, in 1975 India launched **Integrated Child Development Services (ICDS)** – a nation-wide programme for holistic development of children under six years of age. Ever since, ICDS has steadily expanded to cover increasing numbers of children, particularly those belonging to disadvantaged backgrounds. ICDS provides health care, nutritional supplements and pre-school education for children aged 0-6 years. It also reaches out to women through family planning services, pre-natal care and nutritional support for pregnant and lactating mothers, in recognition of the fact that successful child care begins in the womb itself.

Tender care and intelligent handling lead to desirable physical, motor, cognitive, emotional, social and moral development of little children. A high-quality Early Childhood Care and Education (ECCE) programme has multiple positive impacts, and can help break the vicious cycle of poverty and deprivation. It provides lasting benefits to children, families and society. Good ECCE thus lays firm foundations for a bright future.

ECCE is today understood within a rights perspective, as a holistic, integrated approach to ensuring proper childcare leading to the survival, growth, maximum development and protection of young children.

The National Policy on Education, 1986, emphasised the importance of ECCE as a crucial input for human resource development, a feeder

At present, 38 million children of 0-6 years age group are covered through 650,000 ICDS centres. Another 190,000 centres are being opened with the intention of universalising coverage. The overall number of *Anganwadi* Centres is expected to go up to almost 1 million by 2006.

India's commitment to ECCE crystallised in the Constitution (86th Amendment) Act 2002, which enjoins the State 'to provide early childhood care and education to all children until they complete the age of six years'.



and support programme for primary education, and a support service for working women from disadvantaged sections of society. ICDS, run by the Department of Women and Child Development, is India's major programme for ECCE.

Most ICDS programme activities take place at regular day care centres known as *Anganwadi* Centres (AWCs). At AWCs play-way activities are sustained for three hours daily. The programme provides a joyful, stimulating environment with emphasis on necessary inputs for optimal growth and development. The early learning component of ICDS provides necessary preparation for primary schooling. In addition, by offering substitute care, it frees older children – especially girls – from the duty of attending to younger siblings. They are thus more likely to have the opportunity to attend school.

## Major Components of ICDS

### Nutrition

- Supplementary feeding
- Growth monitoring and promotion
- Nutrition and health

### Health

- Immunisation
- Health check-ups
- Referral services
- Treatment of minor illnesses

### Support to pregnant and lactating mothers

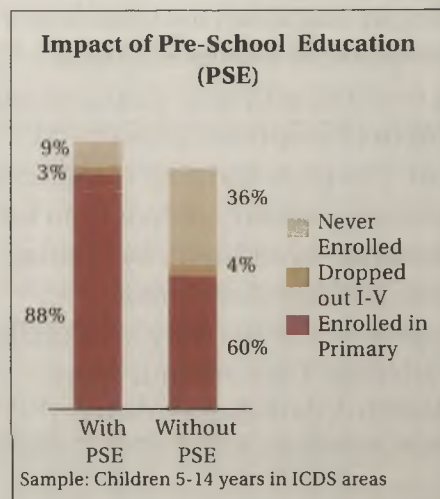
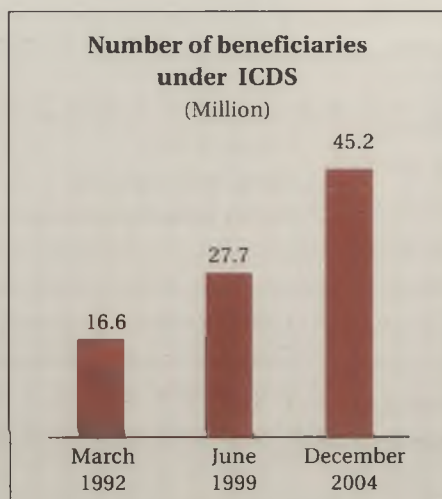
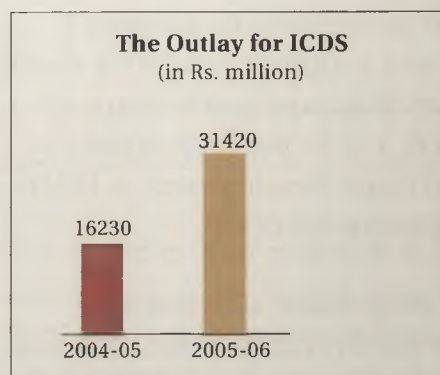
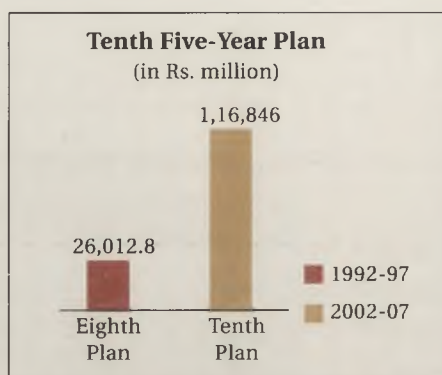
- Pre-natal care
- Nutritional support
- Family planning services

### ECE and Pre-School Education

- Early care and stimulation for the 0-3 year-old children
- Early learning readiness programme for the 3-6 year old children







The Tenth Five-Year Plan (2002-07) reaffirms India's commitment. Against an expenditure of Rs 26,012.8 million in the Eighth Five Year Plan (1992-97), the Tenth Five Year Plan (2002-07) allocated Rs 116,846 million for the ICDS scheme. In 2005-06, the outlay for ICDS doubled – from Rs 16,230 million in 2004-05, to Rs 31,420 millions in 2005-06.

### Pre-school to School

ICDS supports enrolment and retention of children in primary education. By providing increased opportunities for early development, associated with improved cognitive and social skills, children become more tuned to the challenge of school participation and learning.

Convergence between ECCE and primary school education is being explored under different schemes and programmes, including *Sarva Shiksha Abhiyan* (SSA), District Primary Education Programme (DPEP), *Mahila Samakhya* and National Programme for Education of Girls at the Elementary Level (NPEGEL).

SSA includes a provision for taking up small-scale, innovative Early Childhood Education projects. It supports ICDS pre-school education services by:

- Strengthening pre-school component by need-based training of *Anganwadi Sevika* and provision of an additional person
- Setting up *Balwadis* (pre-school centres for 3-6 years) in uncovered areas
- Building advocacy for the importance of early child development
- Organising training programmes for community leaders
- Providing intensive planning for ECCE
- Developing learning material
- Promoting convergence between the school system and ECCE.

Initiatives towards forging linkages between ECCE and primary education have been undertaken under DPEP by locating ECCE/ICDS centres together with schools and synchronising their timings. Key strategies under DPEP include working closely with ICDS, setting up new centres in non-ICDS areas, running school readiness programmes and starting pre-primary classes in formal primary schools. Community involvement has been an integral element of ECCE centres in DPEP. Community-based organisations such as the Village Education Committees (VEC), Mother Teacher Associations (MTA) and Mothers' Groups are closely involved in the entire process of establishing the centres, running them and also securing community support for early childhood education. This has succeeded in creating greater community ownership.

Under NPEGEL, programmatic provision for child care centres, mobilisation and community monitoring for Early Childhood Education (ECE) services in underprivileged areas has been created. The centres are to be run by the local community.

### Further Steps

Caring, committed personnel are the key to successful functioning of ECCE centres. National Council of Teacher Education (NCTE) has recently taken steps to ensure that quality professional ECCE courses of varying duration can be accessed by more girls and women. These girls and women, often from disadvantaged backgrounds, are now eligible to acquire qualifications to start their own ECCE centres.

National Council of Educational Research and Training (NCERT) is engaged in framing curricula and developing teaching-learning material and activities for pre-school children. It conducts Early Childhood Education training programmes for functionaries from different States. NCERT has specified criteria for pre-school centres and pre-school education. These specifications are a valuable guide in the pursuit of quality services. They have been widely used to model ECCE interventions in diverse contexts.



Caring, committed personnel are the key to successful functioning of ECCE centres.



## Balwadis: An Innovative Approach for ECCE and Community Empowerment in Uttarakhand

Supported by the Department of Education, Ministry of Human Resource Development, Government of India, the balwadis of *Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan* (USNPSS), Almora aim at providing a quality ECCE programme to 3-6 years old children in remote, economically poor Himalayan villages in Uttarakhand.

Twenty-nine community based groups from ten hill districts of Uttarakhand work with a common philosophy of education and development as they try to create and develop socially and ecologically sustainable rural communities through education. Starting with two villages in 1988, the programme has now not only expanded to 321 villages catering to about 7,000 children, majority of whom are girls, but also evolved from being just a learning orientation to children to a forum for child development and community education.

In Uttarakhand, the geographical conditions make it imperative to have a centre flexible both in terms of the curriculum and admission procedures. Girls start attending the centre as soon as they are three years old and are enrolled in primary schools after they attain the age of 5-6 years. Over the years, universal primary education of girls in all villages having a pre-primary centre has been achieved. Primary school teachers welcome children from the *Balwadis* as they are more confident and articulate. Most of the girls, working as teachers, are now intermediate/graduates and want to pursue further studies. An offshoot of this trend has been that girls are marrying late in villages. A network of 412 women's groups called *Uttarakhand Mahila Parishad* involving 12,000 rural women has been created as a direct offshoot of the *balwadi* programme.

Environmental education, an important component of the *balwadi* curriculum, aims to foster children's awareness and knowledge about the local environment and helps develop skills to enable them to translate their knowledge into action. Children learn songs, stories, poems, games in the centre. They also plant their own flower and vegetable beds and take part in campaigns to clean the village paths and water sources.

The community owns each centre and this sense of ownership and commitment towards balwadis is the driving force for education and sustainable development:

- Communities provide a room for the centre. Villagers have donated land and provided free labour to construct small buildings called *bal bhavans*
- Members of the women's group maintain the centre. They apply mud plaster on the walls and on the floor, help in digging the garbage pit, and installing a temporary sanitation facility near the centre. The land for these facilities is provided free by the community
- Each year, the local NGO, the community, and the centre organise a *Bal Mela* jointly. Children display what they have learnt.

The strong link of education to communities through *balwadi* centres helps provide a secure framework of learning to children as well as the village people. In each village, where a *balwadi* centre is functional, a women's group is formed. The programme is reviewed each month in village meetings organised by the women's group as well as by the local community based group. Regular meetings are held in USNPSS to review the programme and to initiate new activities.



# Great Leap Forward

## Universal Elementary Education

"A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever I talk with someone I learn from him. I take from him more than I give him. In this way, a true teacher regards himself as a student of his students. If you will teach your pupils with this attitude, you will benefit much from them."

*Mahatma Gandhi*

# Great Leap Forward

## Universal Elementary Education



### National Policy on Education

The National Policy on Education (NPE), 1986, as modified in 1992, emphasised three aspects in relation to elementary education:

- Universal access and enrolment
- Universal retention of children up to 14 years of age
- Substantial improvement in the quality of education to enable all children to achieve essential levels of learning

In light of the drive to universalise elementary education, the NPE explicitly recognised that education must play a positive and interventionist role in correcting social and regional imbalances, gender gaps, and securing a rightful place for the disadvantaged and minorities.

India has for long been pursuing the goal of UEE, enunciated in the Dakar declaration as follows: 'Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.'

Education is a child's right, even as the air s/he breathes, the food s/he eats. Accepting this, India has enshrined the child's fundamental right to free elementary education. The State has promised its children that it will make every possible effort to fulfil this obligation.

### Network of Schools

A dense network of schools has been set up across the length and breadth of India. The scale of operations is indeed mind-boggling. Data collected in 2004, from 539 out of a total of 600 districts, reveals the functioning of 9,31,471 schools in these districts. Of these, 85 per cent are elementary schools. In all there are over one million elementary schools in the country. The enrolment of children in elementary schools has steadily increased: Gross Enrolment Ratio in 2002-03 was 82.5 per cent, as compared to 32 per cent in 1950-51. Further improvements in GER have taken place over the last two years.

### Gross Enrolment Ratio (GER) Over the Years

Year	Primary (I-V)			Upper Primary (VI-VIII)			Elementary (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
2002-03*	97.5	93.1	95.4	65.3	56.2	61.0	85.4	79.3	82.5

Source: Selected Educational Statistics 2002-03, Ministry of HRD,

\*Provisional



## Free Elementary Education

Education provided by India's governmental school system has been kept free of fees. By removing the burden of paying fees, schooling becomes accessible for children from poor and disadvantaged backgrounds. Provision of free Mid-Day Meals, textbooks, uniforms and scholarships for needy/meritorious students act as powerful incentives for parents to send their children – especially daughters – to school.

Resource allocation for elementary education during the Tenth Plan period (2002-07) is Rs 287.50 million, which is 75 per cent higher than the allocation during the Ninth Plan.

## Vehicles for UEE

Major schemes to achieve UEE are:

- *Sarva Shiksha Abhiyan* (SSA), including:
  - National Programme for Education of Girls at Elementary Level (NPEGEL)
  - Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE)
  - Inclusive Education for Children with Special Needs (CWSN)

Gross enrolment ratio (GER) indicates the number of children actually enrolled in elementary schools as a proportion of child population in the 6-14 years age group. GER has increased progressively since 1950-51, rising from 32.1 in that year to 82.5 in 2002-03. The rate of increase in GER has been higher for girls than for boys, as a result of which the gender gap in enrolment is declining.

Education provided by India's governmental school system has been kept free of fees. By removing the burden of paying fees, schooling becomes accessible to children from poor and disadvantaged backgrounds.





## Mid-Day Meal Scheme

The National Programme of Nutritional Support to Primary Education, popularly known as the Mid-Day Meal scheme, was launched in 1995. Its objectives were:

- To give a boost to universalisation of primary education by increasing enrolment, retention and attendance
- To improve the nutritional status of students of primary classes.

The Mid-day Meal Scheme has proved to be immensely successful.

- Kasturba Gandhi Balika Vidyalaya
- National Programme of Nutritional Support to Primary Education (NP-NSPE), commonly known as the Mid-Day Meal Scheme

## **Sarva Shiksha Abhiyan (SSA)**

The main vehicle at present for taking elementary education to all children is a comprehensive programme called *Sarva Shiksha Abhiyan* (SSA). This was launched in 2001-02. It was designed in a way that built upon the experience of prior primary education programmes including DPEP, *Shiksha Karmi* and *Lok Jumbish*.

SSA is a partnership programme between Central and State governments. It seeks to improve the performance of the school system through a community-owned approach, with specific focus on the provision of quality education. It aims to ensure UEE and bridge gender and social gaps by the year 2010.

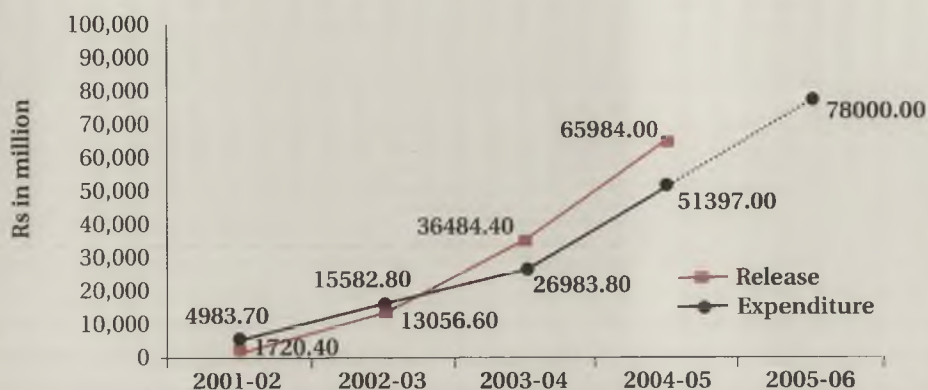
SSA covers the entire country. Annual work plans of all districts were approved under SSA during 2004-05. The programme seeks to open new schools, strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength are to be provided additional teachers. Capacity building of teachers, development of new teaching-learning material and academic support are part of the overall plan.

## **National Programme for Education of Girls at Elementary Level (NPEGEL)**

NPEGEL is an important sub-component of SSA, included with the objective of providing additional support for girls' education over and above the investments for girls education through normal SSA interventions. It focuses on promoting schooling for girls through a range of strategic interventions in educationally disadvantaged pockets.



### Government of India Releases and Expenditure



### Kasturba Gandhi Balika Vidyalaya Scheme

The *Kasturba Gandhi Balika Vidyalaya* scheme, launched during 2004-05, aims at setting up 750 residential schools in educationally backward blocks for girls who would otherwise be unable to study. 117 such schools have been opened in blocks with predominantly minority populations.

Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE) is designed to provide access to elementary education to out-of-school children, and those who live in school-less habitations. The scheme supports flexible educational strategies such as bridge courses, residential camps, drop-in centres, summer camps and remedial schools. During 2004-05, this component of SSA helped provide elementary education to 6.50 million children. Around 14.2 million children are expected to enrol in EGS centres and AIE interventions in the next year.

### Targeted provisions for girls under SSA

- Free textbooks
- Separate toilets for girls
- Recruitment of 50% women teachers
- Early Childhood Care and Education centres in/near schools
- Teachers' sensitisation programmes to promote equitable learning opportunities
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Gender-sensitive teaching-learning materials
- Intensive community mobilisation efforts
- Special fund for innovative need-based interventions for girls' attendance and retention in schools

### Inclusive Education for Children with Special Needs (CWSN)

SSA aims at ensuring that every Child with Special Needs is provided education in an appropriate environment. This includes children suffering



## Attending to Special Needs

During 2004-05, 1.85 million children with special needs (CWSN) were identified in the age group 6-14 years. SSA follows a zero-rejection policy and aims to provide inclusive education to all children with special needs. A specific grant of Rs 1,200 per CWSN per year is envisaged for meeting the special learning needs of these children. Some indicators of the progress of CWSNs are given in the table below:

### Indicators of the Progress of Education of CWSN

CWSN enrolled	
1. In schools	1,424,310
2. In EGS centres	26,040
3. Being provided home-based education	12,014
Total	1,462,364
Central assistance sanctioned for inclusive education @ Rs 1200/- per child	Rs 1904.5 million
Training for Inclusive Education	
1. 20 days training of elementary teachers with a 2-3 day module on inclusive education	1,236,405
2. 3-5 days training of resource persons	367,933
3. 45-90 days training of master trainers	6,252
CWSN given aids and appliances	129,132
Schools provided barrier-free access	98,594
VEC members oriented to needs of CWSN	745,186

from any kind of disability. The thrust is on providing integrated and inclusive education to all children in general schools, as far as possible. Suitable alternative approaches can be adopted where necessary.

### Impact of SSA

SSA has led to significant achievements in the field of elementary education. Alternative strategies for mainstreaming children who have been left out of the schooling process have been implemented. School infrastructure has improved. There is qualitative enhancement in teaching methods and learning outcomes. The number of out-of-school children (aged 6 to 14 years) has come down from 23 million at the beginning of 2003-04 to 9.5 million in October 2005.

The dropout rate at primary stage has declined by 4.1 percentage points in one year – between 2001-02 and 2002-03. Compared to this dramatic decline, during the decade 1991-92 to 2001-02 the dropout rate declined by only 2.9 percentage points. Improvement in

dropout rates for girls was more than for boys during the period 2001-02 to 2002-03 (6 percentage points for girls as compared to 4 percentage points for boys).

Over 400,000 additional teachers have already been recruited across the country under the SSA as of October 2005, to improve the pupil-teacher ratio. More than 73,000 academic resource centres have been established at block and cluster levels to provide academic support to primary and upper primary school teachers. All teachers are provided grants for developing teaching-learning material, leading to improved teaching-learning methods and outcomes. All teachers receive 20 days of in-service training and free textbooks are distributed to all girls and children belonging to the Scheduled Castes and Scheduled Tribes. In addition, a



## Educational Infrastructure –Targets and Progress

Sl.No.	Items	Targets Approved 2005-06	Cumulative targets including 2005-06 and progress	
			Approved	Completed and in Progress
1.	Opening of New Schools	35306	Approved	157967
			Completed and in Progress	117677 (74.5%)
2.	Construction of school buildings	34262	Approved	117174
			Completed and in Progress	77342 (66%)
3.	Construction of additional classrooms	141886	Approved	314779
			Completed and in Progress	143358 (45.5%)
4.	Drinking water facilities	40760	Approved	151907
			Completed and in Progress	90165 (59.3%)
5.	Construction of Toilets	65771	Approved	222405
			Completed and in Progress	120710 (54.3%)
6.	Supply of Free Textbooks	61.2 m children	Supplied	57.7 m children
7.	Teacher appointment	156610	Approved	770495
			Completed and in Progress	402797 (52.3%)
8.	Annual In-service training of Teachers	3,252,785	Approved	3,252,785
			Completed and in Progress	2,179,366 (67%)

maintenance grant and a grant to improve existing infrastructure are provided annually to all schools, leading to visible and concrete benefits.

The total budgetary allocation for SSA for 2005-06 is Rs 78,000 million. This is 51.8 per cent more than the actual funds released for SSA during 2004-05. Thus, in the past two years, there has been a huge increase in investment from Rs 27,322.9 million in 2003-04 to Rs 78,000 million in 2005-06 (an increase of 185.5 per cent ). This has been primarily on account of the allocation of funds from the receipts of the two per cent education cess imposed on all taxes.

Toward the objective of improving educational infrastructure during 2005-06, more than 35,000 new schools are being opened. Existing school infrastructure is being improved through provision of over 100,000

additional classrooms, around 34,000 school buildings, 66,000 toilets and 41,000 drinking water facilities.

Joint review missions of SSA (conducted by the Government of India, World Bank and Department for International Development (DFID)) have found that:

- SSA has generated considerable interest and commitment in all the States and helped bring elementary education closer to the centre stage

### **Innovative Practices and Strategies to Achieve EFA Goals in Gujarat**

#### **EFA Week Celebrations**

Advocacy campaigns for EFA Week (April 24-30 2005) were conducted. As part of EFA Week celebrations, a radio campaign was organised on All India Radio and received State-wide coverage. A 30-second radio spot produced by AIR Ahmedabad was aired on all its primary channels. Rallies were organised at Block and Cluster levels to generate awareness and support for EFA in all districts of Gujarat.

#### **Enrolment Drive**

During June 18, 2005, *Kanya Kelavani Rath Yatra* was organised in 10,842 villages covering 10,842 Primary Schools. About 961 officials including 437 Senior officers participated in the Enrolment Drive in villages with low female literacy rate.

During the three days 235,085 children in the age group of 5+ years were enrolled in the first standard, including 116,357 girls and 118,728 boys. Contributions in cash and kind worth Rs. 25,937,177 were received by schools from the concerned communities.

#### **Television and Video Programmes**

The following programmes were telecast from Doordarshan Kendra, Ahmedabad

- A total of 8 TV spots of 30 seconds produced in collaboration with UNICEF
- A TV programme on 'NPEGEL in Gujarat'
- A panel discussion on 'Issues in Girls' Education'
- A Gujarati film on 'Sarva Shiksha Abhiyan in Gujarat'
- A puppet film on gender issues in education, titled - 'Bhaneli Dikri Be Kul Tare'
- A 30-minute documentary film on 'Kasturba Gandhi Balika Vidyalaya at village Shiyal, district Ahmedabad'.

#### **Media Workshop**

A State level workshop on "Developing Communication Strategy for Enhancing Enrolment and Retention of Children" was organised in collaboration with UNICEF in April 2005.

#### **Teleconference**

A teleconference on 'Role of VEC, MTA and PTA in Improving Girls' Education' was organised by Distance Education Programme - Sarva Shiksha Abhiyan on 15th October 2005, from the studio of Bhaskaracharya Institute for Space Application and Geo-informatics at Gandhinagar. A total of 11,100 persons comprising district, block and cluster level coordinators, teachers and members of VEC, MTA and PTA participated in the teleconference.



of the developmental agenda. Different States have adopted the national framework and adapted it to suit their different contexts.

- SSA has generated an intense school-community interface that would serve as the foundation for sustained progress towards UEE. Community participation in school development has visibly increased. Enrolment has gone up, attendance of students and teachers has improved, school buildings are better maintained and accountability in the system is markedly enhanced.
- SSA has significantly improved access to schooling, opened schools in remote areas and for hitherto unreached populations, and set up EGS centres in deep forests, isolated islands and hilly terrains.
- The number of out-of-school children has drastically reduced. Opening new schools, bridge courses, EGS centres and Early Childhood Care facilities have brought education closer to communities.
- More teachers have been recruited and in several States the pupil-teacher ratios are approaching a manageable level of 40 students per teacher.
- Excellent teaching-learning materials have been developed, schools are becoming more child-friendly and teachers are increasingly becoming aware of the efficacy of child-centred, activity-based pedagogy.
- Conscious of gender and social gaps, interventions like remedial instruction, residential schools, vocational skills development, uniforms and mid-day meals have been introduced in most States.
- Teacher training as a part of capacity building and sustaining reforms has become an integral part of the planning process. Teachers' professional skills are being upgraded.



- SSA has brought in greater convergence between various programmes and States are beginning to view schemes like ICDS, total sanitation and water supply as crucial inputs to UEE.
- Increasing number of NGOs and civil society partners are being brought into a collaborative relationship. Wide partnership is crucial for sustainability of this national endeavour.

### **Universalising Elementary Education – An Attainable Dream**

Universalisation of elementary education covering a target group of about 209 million children, in as large and diverse a country as India, is indeed a colossal task. Tremendous efforts have already been made

#### ***Sarva Shiksha Abhiyan – Kerala***

Innovative strategies adopted to improve the enrolment, retention and overall qualitative enhancement:

- Backward pockets identified for community mobilisation. Participation of PTAs, MTAs and local self-government bodies ensured to make the community aware of SSA and its goals.
  - *Sahavasa* camps conducted in BRCs. Upbringing and education of girls, and health of adolescent girls, were discussed.
  - Parental awareness programmes conducted to make community aware of EFA.
  - In inaccessible areas and remote pockets, backward girls and children of marginalised groups were identified and enrolment drives organised. In order to retain the enrolled students and reduce dropouts, residential facilities, scholarships and other facilities are provided in convergence with departments responsible for social welfare and development of marginalised sections of society.
  - To encourage girls' education special coaching classes, remedial education and content enrichment programmes were implemented in backward regions and pockets. Special programmes for girls' education conducted
- due to which their academic results improved. Dropout rate of girls was reduced, particularly among girls from poor families.
- Counselling classes conducted in more than 950 schools focusing on the health of girls, how to use health facilities, hygiene orientation, relationship with other students and with the community.
  - Attention is paid to personality development of girls in all schools. As part of this, cycle clubs were formed in most schools.
  - Alappuzha district has prepared learning material for remedial teaching in mathematics in Class IV. This is named 'Ganitham Madhuram' (Sweet Mathematics). The handbook was tried out in sample schools and helped children absorb mathematical concepts through the playway method. The learning material is designed for those pupils of coastal areas who have been identified as poor in mathematics learning.
  - A novel programme was undertaken in the first week of June 2005 to enhance skills of teachers and extend on-site support to schools for better classroom transaction, parental involvement, school management and academic planning.



to expand the scope of elementary education, and significant achievements registered. Yet there is still a long way to go.

SSA, including special programmes like NPEGEL, EGS and AIE, and KGBV, and the Mid-Day Meal Scheme represent a well-coordinated effort to take school education to all children aged 6-14, especially those from disadvantaged backgrounds. An ever-increasing number of children are being drawn into the charmed circle of elementary schooling. The day is not far when access to basic education will no longer be a distant, unattainable dream for any child in any part of the country.



#### Overall Achievement of SSA Goals in Kerala

1. Retention of all children enrolled: Kerala has already achieved the goal.
2. Reduction of dropouts rate to 0.3 per cent. Attainment of zero dropout rate is the goal for 2007.
3. There is parity of girls and boys in enrolment levels in Kerala. Enrolment of children of marginalised group is almost in par with general category. There is no gender gap or social gap as evident from enrolment, retention and drop-out figures.
4. Improvement in quality of learning: At the 8th standard level, the percentage of children securing 60 per cent and above marks increased from 40 in 2002-03 to 60 in 2004-05.
5. A spirit and sense of community ownership of schools has been created.
6. There are 450 Alternative and Innovative Education (AIE) Centres with an enrolment of 12,895 out-of-school children.
7. Research/evaluation programme conducted – 1,800 action-research projects – provided interesting feedback which led to identification of difficult spots, and strategies to improve learning levels.
8. Under computer-aided learning, computers were installed in 850 schools. All DIETs are provided with ten computers each and serve as resource centres for training. During 2003-2004 and 2004-2005 about 3000 teachers / trainers were given training.
9. Workbook preparation for standards IV to VII completed and eight titles prepared. This will help improve quality of education especially of the educationally backward children.
10. Inclusive education: disabled children identified through medical camps. Every year about 100,000 children are identified and assistive aids and appliances distributed to about 15,000 children. 895 severely disabled children who cannot attend school are being covered by home-based tuition.
11. School infrastructure and amenities improved: Buildings provided to 148 schools, and 1,967 additional classrooms constructed. Drinking water facility extended to 2,039 schools. All schools will be provided with toilet and drinking water by 2006-2007.
12. Capacity building at different levels – State, district and block – has enhanced the efficiency and social commitment of personnel in Sarva Shiksha Abhiyan.





# Blazing New Trails

## Female Education and Empowerment



“Education liberates us, frees us from bondage, helps us to shine, adds to the country’s wealth, enriches character: our boys and girls become smart and intelligent thereby.”

*Mahatma Gandhi*

# Blazing New Trails

## Female Education and Empowerment



### Education for Empowerment

Inspired and supported by women's rights struggles across the country, steps to educate girls are bound to succeed in India. Girls are keen to study – to find a world beyond the home, expand their horizons and improve their lives. Embedded within a framework of strong motivation and aspirations, girls' education is making rapid strides. Although gender disparities and discrimination are still common in India, various policy and programmatic measures have been designed to especially reach out to girls and women. The aim is to create an environment conducive to fulfilment of girls' and women's basic human rights.

The commitment towards girls' and women's empowerment through education has been clear to Indian policy makers, as evident from the National Policy on Education, 1986: *'Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women.'*

Special measures for female education are reflected in some redoubtable achievements:

- Female literacy increased from 39.2 per cent in 1991 to 53.67 per cent in 2001. The growth rate in female literacy at 14.39 per cent has been higher than for males at 11.13 per cent. Gender gap in literacy has declined from 24.84 per cent in 1991 to 21.59 per cent in 2001.
- Girls' enrolment to total enrolment has increased at the primary school level from 28.1 per cent in 1951 to 46.83 per cent in 2002-03.

The Dakar Declaration reflects the critical importance of programmes for girls and women, in order to empower them through education. The inclusion of girls and women is essential if EFA is to become a reality. India is committed to the full and equal inclusion of girls and women, as articulated in the fifth Dakar Goal: 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.'





- There is a significant jump in enrolment of girls to total enrolment at the middle school level from 16.1 per cent in 1951 to nearly 43.90 per cent in 2002-03.
- At the primary level, the dropout rate among girls has come down from around 70.9 per cent in 1960-61 to 33.72 per cent in 2002-03. The gender gap in dropout rate at the primary level has been eliminated.
- At the upper primary level, the dropout rate for girls has come down from 85 per cent in 1960-61 to 53.4 per cent in 2002-03. The gender gap is below one per cent.
- Gender disparity in GER at elementary stage declined from 17.1 per cent in 2001-02 to 4.1 per cent in 2002-03.
- There are now 64 female teachers per 100 male teachers at primary level and 69 female teachers per 100 male teachers at upper primary level.

The *Mahila Samakhya* (MS) programme was launched in 1989 with the promise of affirmative action in support of women's education. A programme designed for women's education and empowerment, MS emphasises the crucial links between women's empowerment and education. The focus is not on service delivery, but on transforming gender-biased social attitudes, beliefs and roles. Education in MS is understood as an ongoing process of learning and empowerment. MS is being

## ***Mahila Samakhya—Empowering by Educating***

A demand for literacy and education for children, especially for girls, has been generated.

Girls are accessing facilities like hostels and scholarships.

Recognition and visibility within the family, community and block levels has increased – leadership qualities have been developed and a cadre of village-level organisers and activists is emerging.

The strength and ability to demand accountability of government delivery systems has been demonstrated.

*Sanghas* have taken decisions to postpone the age of marriage of their daughters and have actively prevented child marriages taking place in their villages.

In Uttar Pradesh and Gujarat, members have received intensive training in laws relating to women and have started Nari Adalats/Mahila Panch (informal women courts).

implemented to meet the needs of disadvantaged rural women. The programme revolves around village-level women's collectives, which raise a range of issues relevant to livelihood, education, health and other societal concerns.

Mobilising women has resulted in an enhanced demand for education. Women's collectives now take a lead in enrolling children, especially girls, monitoring schools and motivating parents. MS articulates its understanding of education as a process that enables learners to question, conceptualise, seek answers, act, reflect on their actions and raise new questions. The educational process and methodology, according to the rural women of MS, must be based on respect for women's existing knowledge, skills and experiences.

Unconstrained by pre-determined targets, MS responds to the aspirations and demands of the women with whom it works. The programme has been a resounding success. It now covers the States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Bihar, Assam, Jharkhand, Uttaranchal and Kerala.





## Gender and Schooling

Drawing the girl child into the ambit of schooling is central to national efforts to universalise elementary education. The 1992 Programme of Action acknowledged: “rural girls are doubly disadvantaged by non-availability of educational facilities and by the work they have to do related with fodder, water, sibling care and paid and unpaid work”. The Tenth Five Year Plan (2002-2007) recognises the need for special programmes to raise levels of girls’ participation in education. Strategies to enhance girls’ education are two-pronged – gender mainstreaming on the one hand, and introduction of special schemes for promoting girls’ education, on the other.

Sharp awareness of girls’ educational needs has informed diverse programmes aimed at UEE. Thus DPEP and *Lok Jumbish* adopted a holistic approach to reduce gender-based disparities and enhance access, retention and achievement levels. The *Shiksha Karmi* programme helped evolve effective strategies for education of girls. Early childhood care and education programmes, programmes for youth and adolescents, adult education and teacher training programmes all have special components for girls’ and women. Community participation is elicited in support of girls’ education – for enrolment and retention as well as day-to-day monitoring of performance and progress.

Gender mainstreaming through diverse programmes involves gender sensitisation and training of teachers, to ensure classrooms that consciously discard the ‘hidden curriculum’ of gender discrimination. Classrooms, textbooks and co-curricular activities are being carefully monitored and efforts being made to identify and remove any gender-discriminatory material. Critical interventions to create girl-child friendly teaching-learning material are inherent in the entire range of new educational initiatives. Special incentives are provided for girls from disadvantaged sections, to enable their sustained participation in the educational process.

## National Programme for Education of Girls at the Elementary Level (NPEGEL)

Since its inception in 2001-02, SSA has been blazing new trails in the realm of girls’ elementary school education. In 2003, a special programme was launched within SSA to provide additional components for enhancing education of girls at the elementary stage. Called the National Programme for Education of Girls at the Elementary Level (NPEGEL), this programme is designed to reach the “hardest-to-reach girls, specially those who are out of school.



Gender mainstreaming through diverse programmes involves gender sensitisation and training of teachers, to ensure classrooms that consciously discard the ‘hidden curriculum’ of gender discrimination.



NPEGEL is giving a thrust to girls' education through community mobilisation and locale-specific interventions to improve the school environment, as well as support services like child-care centres.

NPEGEL is being implemented in over 3000 educationally backward blocks (EBBs) in 21 States, where the female literacy rate is less than the national average and the gender gap is above the national average, or where the population and characteristics of marginalised groups meets certain specified criteria.. It will also be implemented in urban slum areas. The following are specially targeted:

- Out-of-school girls
- Dropout girls
- Working girls
- Girls from marginalised social groups
- Girls with low attendance
- Girls with low achievement levels.

NPEGEL provides for development of one model girls' school in each cluster, and includes incentives such as stationary, additional interventions like awards, remedial teaching and bridge courses. Appropriate teaching-learning material is being developed. Special attention is to be paid to adolescent girls through development of supplementary teaching material that includes stories on women achievers and lessons on nutrition, sanitation, environment, gender and legal aid. Curricular enhancement will include classes on self-defence and self-image building.

NPEGEL is giving a thrust to girls' education through community mobilisation and locale-specific interventions to improve the school environment, as well as support services like child-care centres. Teachers and teacher educators will be trained for gender sensitisation. Short-term residential courses, distance education and open schooling will be expanded to bring learning opportunities to girls unable to attend regular schools.

### ***Kasturba Gandhi Balika Vidyalaya (KGBV)***

Girls living in hard-to-reach, small and scattered habitations that lie at a considerable distance from the nearest school are being reached by the *Kasturba Gandhi Balika Vidyalaya* scheme. KGBV is designed to ensure access and quality education to girls through the provision of 750 residential schools at upper primary level. The scheme is being implemented only in the identified Educationally Backward Blocks in 21 States of the country. At least three-fourths of the seats are reserved for girls from marginalised or minority communities while the rest may be made available to girls from families below the poverty line.

Schools set up under KGBV scheme will have necessary teaching-learning material, systems for academic support, evaluation and monitoring and





community interface so as to prepare families to send their daughters to residential schools.

Established NGOs and other non-profit making bodies will be involved in running these schools, wherever possible. The residential schools can also be adopted by corporate houses.

**Education Guarantee Scheme, and Alternative and Innovative Education (EGS and AIE)**

The EGS and AIE schemes also provide for extended teaching-learning opportunities to small and unserved habitations, flexible strategies for out-of-school children, bridge course, back-to-school camps, and residential camps for out-of-school girls. Such innovations are to be managed by the concerned communities. This component of SSA has special features designed to enrol and retain girls, especially older girls who may never have attended school.

**Beyond Gender Disparities**

Issues regarding girls's schooling that continue to need special attention include:

- Enrolment of girls at upper primary level
- Retention of girls in school

- Completion of elementary education cycle
- Participation of girls from tribal and other disadvantaged groups

Though India has made enormous strides in widening the ambit of schooling so as to reach all girls and women, much more remains to be done. Discriminatory socialisation patterns remain the norm in most households, and are sometimes reinforced during schooling. Girls' schooling experience is expected to fulfil the task of breaking these vicious patterns. The full achievement of female empowerment and gender equity will remain a pipe dream unless we are able to generate sufficient change in the desired directions – towards 'education for empowerment'.



# The School Meal Programme

## A Catalyst to EFA

“We assert that human nature cannot be changed, we accept things as they are and encourage the child to fit into the present society; we condition him to our present ways of life, and hope for the best. But can such conformity to present values, which lead to war and starvation, be considered education?”

*Jiddu Krishnamurti*

# The School Meal Programme

## A Catalyst to EFA



The Mid-Day Meal Scheme is an immensely popular initiative, drawing otherwise deprived children into the ambit of schooling. Whereas the scheme is meant to provide nutritive meals to all primary stage children, it is particularly important for those hailing from impoverished and disadvantaged family backgrounds.

‘Mid-Day Meal Scheme’ is the popular coinage of the official nomenclature: ‘National Programme for Nutritional Support to Primary Education (NP-NSPE)’. It is the largest school nutritional programme in the world – currently covering about 120 million children.

The scheme covers children of primary stage studying in government, local body and government-aided schools, as well as those studying in Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres.

### Managing Mid-Day Meal Programme: *Bhojan Mata* and SMC in Uttaranchal

In Uttaranchal, a northern state in India, the Mid-Day Meal (MDM) programme is being implemented in 11,485 schools and 1,649 EGS and AIE centres.

Unique to the Uttaranchal MDM programme are the institutions of School Management Committee (SMC) and *Bhojan Mata*. Management is considered a community responsibility and therefore not outsourced to any agency. The SMC comprises of members from the village community, including parents of children studying in the school. It is responsible for managing the programme at school level, especially ensuring timely availability of food grain, fuel and drinking water, transportation of food grain from fair price shop to school, cleanliness of kitchen and school premises where food is being served, timely payment of honorarium to the *Bhojan Mata*, ensuring that there is no discrimination on the basis of caste/ religion/ class, hygiene and cleanliness in the cooking process,

safety measures and deciding menus for the week or month.

*Bhojan Mata* is a person recruited by the Village Education Committee to cook and serve the Mid-Day Meal. She is a member of the village community. In fact, she has to be the mother of a child/children studying in the same school. She should be from the below poverty line (BPL) community. In addition to this a helper (Rasoi Sahayak) is appointed in a school having more than 100 children. She too belongs to the village community, has a child/children studying in the same school and belongs to the BPL category.

The present model of management and monitoring at school level has not only proved to be cost-effective, serving good quality food, but has also provided employment to 13,500 village BPL women as cooks and helpers.



## Times-ISKCON Mid-Day Meal Programme, Mumbai

The Times Iskcon Mid-Day Meal Programme in Mumbai is a project of the Government of Maharashtra, initiative of the Times of India Group, and implemented by ISKCON Food Relief Foundation.

The programme was formally launched in June 2004. A kitchen was set up on the fifth floor of Bhaktivedanta Hospital, which currently provides nutritious mid-day meal to 7,362 students in 29 Municipal schools. Another kitchen was started in January 2005 in Jaywant Industrial Estate at Tardeo. This state-of-the-art kitchen presently serves mid-day meals to 5,857 students in 9 government-aided schools in south Mumbai.

How It Works: Dressed in blue uniforms with caps and gloves, the cooks start preparing the meals at 5 a.m. every morning. They cook the meals in four steam-jacketed cauldrons, which have an individual capacity of 300 kg. pure *ghee*, spices and freshly

cut tomatoes are added to the cooked mix of grains and vegetables. '*Khichadi*' (a mix of rice, lentils and vegetables) is prepared in cauldrons and transferred into specially designed stainless steel containers that move forward through a conveyor system. Each container is covered with a lid and sealed. Containers are stacked in stainless steel racks fitted in Maruti Cargo vans and transported to the schools. The school coordinator receives the sealed food containers. During the lunch break, piping hot nutritious and delicious *khichadi* in sumptuous quantity is served to the students. There are no limitations on quantity, students may eat as much as they desire.

Total transparency is maintained throughout the process. Anyone can visit the schools and observe the meal distribution. One can help serve the meals to the children. Transparency is maintained in the collection of donations and allocations.

The main premise of the MDM programme is to improve enrolment and retention in the classroom while improving the nutritional status of children, since malnourished children are unlikely to be able to concentrate on reading, writing or arithmetic. There is very strong evidence that good health and nutrition are prerequisites for learning.

The MDM Scheme has proved to be a critical component of UEE. It has significantly boosted enrolment, attendance, retention and learning levels of children.

Under the Scheme, as revised in 2004, a cooked mid-day meal with minimum nutritional content of 300 calories and 8-12 grams of protein is provided to each child.



## Mid-Day Meal in Uttar Pradesh

Hot cooked Mid-Day Meal Scheme was started in Uttar Pradesh in November 2004. MDM is served in 95,000 government primary schools, which provide education to about 2.5 per cent of the world's children in the age group of 6-11 years. Innovative features of the Scheme are:

### Implementation through Elected Village Pradhans

Elected village pradhans are responsible for implementing the scheme in schools. This has ensured devolution of authority, flexibility in implementation and involvement of the community. Food grains at the rate of 100 grams per child per day are obtained by the pradhan from fair price shops. The conversion cost of Re 1/- per child per day is remitted to the gram nidhi (village panchayat account). Pradhans determine the menu, engage cooks and get the meals prepared and served. Teachers are actively involved in facilitation and provide on-site support at the school level.

### A Varied Menu



Until December 2004 most Uttar Pradesh districts received wheat under the MDM programme. Chapatis (unleavened bread) were cooked and provided to

children. This meant an extremely time-consuming and labour-intensive cooking process. This was identified as a major reason due to which MDM programme was not working effectively in north Indian States. The State Government got the allocation of food grains changed to 2/3 rice and 1/3 wheat so that a rice-based lunch was provided 4 days of the week and a wheat-based meal on the remaining 2 days. This reduced cooking time by 70 per cent, facilitated variety in the menu and made it easier to include protein and vegetables in the

food by adding vegetables, soya and pulses as part of various recipes.

### Convergence and Dovetailing

Convergence with other government schemes has been established thus providing infrastructure, ensuring basic facilities and augmenting cost-effectiveness of the MDM programme.

### Working with NGOs

NGOs are successfully implementing the scheme from modern centralised kitchens using an elaborate transportation system in a number of cities and towns like Lucknow, Kanpur, Noida and Mathura. Efforts are being made to motivate women's self help groups (SHGs) to provide MDM as income generating enterprises.

### Achievements

Universalisation of MDM in all 95,000 schools took place in a short period of about 5 months. Effective dovetailing with SGRY and other schemes has helped create cooking infrastructure in schools and reduced cooking cost. Children of all social backgrounds sit together and share food. There has been an increase in school attendance. Regularity of supply has made the scheme popular with both teachers and children.







As a part of a food safety net, in drought-affected areas, a cooked mid-day meal is also provided during summer vacations. Most States are providing micronutrient supplementation and regular provision of deworming to help improve the overall health of school children.

The annual budget requirement for MDM is Rs 33,000 million for the year 2005-06. Over 2.46 million tons of food grains have been allocated for this purpose, and the centre has released Rs 12,000 million to the States towards cooking costs. Appropriate mechanisms for quality check have been devised in different areas.





# Growing Powers

## Education for Adolescents and Youth

“.., if some fairy god-mother of destiny were to say to me, “Yet in time, now or in the future, which is the one supreme wish of your heart, what is the one supreme honour you covet, what would be the crowning glory of all your achievement – choose.

“Do you know what I would choose without hesitation, without doubt in my mind? For my opportunity I would choose to mould the mind of the young generation.”

*Sarojini Naidu*

# Growing Powers

## Education for Adolescents and Youth



Adolescence is a turbulent, challenging phase of life. The adolescent is neither child nor adult. Although still young, s/he has to learn how to fit into the wider world and gradually shoulder adult responsibilities. Adolescents require an enabling environment, with opportunities for different kinds of learning and training, and sympathetic adults who will understand their special problems and needs.

All adolescents and young people require basic life-skills information and training on issues ranging from health, nutrition, alcohol and drug abuse to family relationships and sex education. They need to be aware of reproductive health rights, sexuality, sexual responsibility and rights, safe motherhood, family size, hygiene and health care, prevention of HIV/AIDS and other diseases. Legal literacy, vocational and career guidance are also high priority areas.

Government recognises adolescents and youth as a special segment of the population, in need of focused education and attention. Special programmes have been designed to facilitate the growth of adolescents into self-confident, well-informed and emotionally mature persons.

### National Policy for Youth

Ministry of Youth Affairs and Sports is the nodal ministry for implementation of schemes for adolescents and youth. Ministry of Human Resource Development, Ministry of Social Justice and Empowerment, Ministry of Labour and Ministry of Health and Family Welfare share responsibility for addressing relevant issues. Policy measures and schemes for adolescents and youth are included in the National Youth Policy, 2003, National Policy on Education (1986, modified in 1992), National Population Policy, 2000, and National Policy for Empowerment of Women, 2001.

The National Youth Policy (NYP), 2003 defines youth as those in the age group 13-35 years. It identifies four thrust areas:

- Youth empowerment
- Gender justice

The third goal of the Dakar Framework, in consonance with Indian governmental efforts, aims at 'Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.'



- Inter-sectoral approach
- Information research network

Strategies under NYP include key sectors of youth development like education, training, employment, health, environment, sports and recreation, arts and culture, science and technology, civics and citizenship. The policy focuses on certain segments of youth:

- Rural and tribal youth
- Out-of-school youth
- Adolescents, particularly female adolescents
- Youth with disabilities
- Youth under difficult circumstances like victims of trafficking, orphans and street children.

### **National Policy for Adolescents**

Aiming to build a comprehensive policy exclusively addressing the needs of adolescents, especially those who are out-of-school, the Ministry of Youth Affairs and Sports has developed a scheme to provide financial and technical support to State and Central governments, *Panchayati Raj* institutions and NGOs for creation of an adolescent-friendly environment. The focus of the new scheme (which defines adolescents as the 10 to 19 age group) is on empowerment of adolescents. It includes:

- Environment building
- Life-skills education
- Counselling including psychological health and career counselling
- Career guidance
- Residential camps.





The programme includes sensitisation of parents, teachers, government functionaries, law enforcement agencies and the media to the needs and problems of adolescents. Awareness generation about the special needs of adolescents is being attempted through thematic competitions, exhibitions, fairs, recreational events, development and distribution of infotainment material. Print, audio and video materials have been developed and utilised for advocacy campaigns.

Capacity building of teachers, health workers, law enforcement agencies, NGOs and government functionaries dealing with adolescents is being carried out, by conducting workshops, seminars, short-duration in-service training programmes, and full-fledged diploma-level courses. Outreach programmes like seminars combining career guidance and psychological counselling are organised for adolescents in grades IX-XII, in cooperation with educational institutions. The programme includes development of a sound database on adolescents, and research on issues relating to adolescents in difficult circumstances.

Life-skills education is a key area for intervention in support of adolescents. Several NGOs and government agencies like the *Kendriya Vidyalaya Sangathan* (KVS) and *Navodaya Vidyalaya Samiti* offer life-skills education programmes that enable adolescents to deal effectively with the challenges and dilemmas of daily life, as well as enhance their self-esteem, efficiency, productivity and interpersonal relationships. A basic module of life-skills education has been developed with the support of UNFPA and UN Inter-agency Working Group on Population. The module provides for psychological counselling and career guidance of adolescents, including access to appropriate information in a non-judgmental way. Pressing concerns and problems of adolescents are addressed – including health, financial, psychological, social and emotional. Career guidance centres catering to school-going and out-of-school adolescents have been set up in schools and universities.

The Ministry of Youth Affairs and Sports implements National Service Scheme (NSS) for development of the personality of youth through community service. NSS has over two million student volunteers on its rolls, from 198 universities, 10,313 institutions of higher education and 7542 secondary schools. More than 2.4 million students from all types of institutions of higher learning have participated actively in the NSS.

The Nehru Yuva Kendra Sangathan (NYKS) is an autonomous organisation under Ministry of Youth Affairs and Sports. With offices spread across 500 districts of the country, NYKS is one of the largest grassroots organisations

Life-skills education is a key area for intervention in support of adolescents. Several NGOs and government agencies offer life-skills education programmes that enable adolescents to deal effectively with the challenges and dilemmas of daily life, as well as enhance their self-esteem, efficiency, productivity and interpersonal relationships.



## Employment-linked Vocational Training Programmes for Neo-literates – Jan Shikshan Sansthan, Coimbatore, Tamil Nadu

Jan Shikshan Sansthan, Coimbatore, conducts a number of need-based and employment-oriented vocational courses for illiterates, neo-literates, physically challenged, slum dwellers and unemployed youth. The courses include two-wheeler and four-wheeler maintenance and repair, motor winding, electrician, tool and die making, lathe operator, machine operator-cum-moulder, plumbing and sanitary work, web-page designing, computer applications, beauty culture, refrigeration and air conditioning, maternity and child health, nursing assistant, laboratory technician, cutting and tailoring, embroidery and dress designing, metal embossing, etc. The courses are identified and developed in consultation with local industry, district employment

exchange, hospitals, automobiles service stations, prospective employers and experts in different fields.

Coimbatore district has a large number of textile mills—large, medium and small. The adjoining Salem and Erode districts are also industrially developed. By linking the vocational training programmes to the needs of local industry and service sector, JSS, Coimbatore, has established effective employment linkages for the neo-literate trainees.

From 1997-98 to 2001-02, Jan Shikshan Sansthan, Coimbatore, trained 8,457 persons in various skills, and all of them are reported to be either wage employed or self-employed.

in the world. It caters to the needs of more than 8 million non-student rural youth enrolled through 0.23 million village-based youth clubs. These youth clubs work in areas of education, training, awareness generation, skill development and self-employment, entrepreneurial development, thrift and cooperation, development of the body through sports and adventure, and of the mind through sustained exposure to new ideas. NYK has a network of trained cadre of district youth coordinators, national service volunteers and youth leaders. The strength of NYKS is its vast network of youth clubs at the grassroots level. Five-day training programmes are organised, followed by sustained campaigns to mobilise, educate and train village youth. Cultural functions, work camps and adventure promotion programmes attract millions of young people in rural and urban areas.

NYKS is implementing a pilot project called *Swarnajayanti Gram Swarojgar Yojana*. The project encourages youth from poor families (below poverty line) to form Self Help Groups and set up income-generating ventures. The project aims at benefiting 14,000 young persons from poor families in 1,400 selected villages of 14 districts of ten states. During the Tenth (2002-07) and Eleventh Plan periods, NYKS plans to organise one youth club/*Mahila Mandal* in each village that has a population of 300 or above. The goal of covering nearly all the 600,000 villages in the country will be achieved during the next 15 years. In addition, at least one youth development centre

## Leading The Way: AIDS Prevention Education Programme, Andhra Pradesh

In December 2002, Andhra Pradesh (AP) launched its School AIDS Education Programme with a collaborative effort between the State Department of Education, AP Academy of Rural Development, AP State AIDS Control Society and UNICEF. Within a period of three months the programme reached out to almost 130,000 school children in all the 11,500 schools of all 23 districts in the State, putting, for the first time, critical HIV/AIDS prevention information into the hands of young people.

Overcoming fear of failure and resistance from multiple quarters, the State took the decision to reach all young people in classes IX and X in schools with a participatory skills based package on HIV/AIDS and growing up. This was achieved over a period of one month with intensive mobilisation by district Education Department authorities working closely with the Health Department and State AIDS Society to ensure that classroom sessions were tailored to young people's needs and interests. Parents and communities were taken into confidence through advocacy sessions with teachers, headmasters and local leaders.

Young people – urban, rural and tribal – responded to the programme with unprecedented enthusiasm. Across different backgrounds, young people valued the safe space to acquire accurate information and also the life-skills training necessary to prevent HIV/AIDS and explore for themselves issues of sexuality and growing up.

“We found this programme very useful. It helped us know ourselves.”

Class X - girl student, urban school, Kurnool

### Lessons Learnt

- There is a huge demand for knowledge among young people on HIV and related issues. This positive demand helped counter resistance among teachers, parents and officials to HIV interventions with young people.
- Going to scale, involving all schools at the same time, had ripple effects vis a vis the community and district administrations.
- Key to success has been strong political commitment behind the programme.

“For the boys, the programme was 100 per cent useful. We are the future and we must be careful and know how to behave. There should be more stress on preventive measures. We also want to know about the origin of HIV.”

Class 10 boy student, urban school, Kurnool

### Future challenges

Addressing specific needs and vulnerabilities

- Girls need more knowledge and skills to protect themselves from abuse.
- Children in residential schools, tribal schools, those living in particularly difficult circumstances require special attention.
- Advocacy needs to be expanded to include private schools and religious institutions.

will be set up in each of the 5,000 blocks of the country during the next 15 years. A total of 1,000 such centres are to be upgraded with internet facilities, so as to serve as centres of information for rural youth.





### Open Learning Systems

To provide learning opportunities to out-of-school adolescents and youth, Government has devised the National Open School system. The National Institute of Open Schooling (NIOS) takes care of the educational needs of those who discontinued formal schooling due to one reason or the other. NIOS students receive educational support through 1,700 centres located throughout the country and abroad. Out-of-school adolescents are encouraged to enrol and continue their education through this facility, which allows students a wide choice of subjects and a flexible examination system. Currently NIOS has about 1.2 million students on its rolls at secondary and senior secondary stages.

In collaboration with the Ministry of Human Resource Development and Ministry of Labour, NIOS is implementing the Child Labour Project (CLP). Under this NIOS is developing relevant and need-based curriculum, self-learning and audio-visual instructional materials, transactional strategies and evaluation processes to cater to the specific learning needs of children/young adolescents (9-14 years) being educated in National Child Labour Rehabilitation courses. About 60 vocational education courses for out-of-school children are being offered in areas like agriculture, business and commerce, engineering and technology, paramedics and health, applied sciences and social services sectors. Taking advantage of modern technologies and with the objective of addressing the need for vocational education in rural areas, NIOS has initiated a scheme of rural

NIOS students receive educational support through 1,700 centres located throughout the country and abroad. Out-of-school adolescents are encouraged to enrol and continue their education through this facility, which allows students a wide choice of subjects and a flexible examination system.

## Alliance Building in Karnataka: A Success Story of Udipi District

### Background

A concrete approach was followed in Karnataka by Karnataka SACS in collaboration with Education Department, National AIDS Control Organization (NACO) and UNICEF assistance, wherein high school students learnt about issues related to HIV/AIDS.

### Process

- 2 million students of Classes VIII, IX and X were reached with key messages on HIV prevention and life-skills during 2003 and 2004.
- Capacity building of approximately 18,000 resource persons from 9,141 schools.
- Sensitisation of other teachers and non-teaching staff
- PTA meetings

The School AIDS Education Programme was implemented throughout the state and a review indicated coverage between 87 per cent and 100 per cent.

Udipi district in Karnataka demonstrated unique success and was the first district in the state to have started and successfully completed 100 per cent coverage.

- “Working together works”: the active

participation of officers from government departments, school heads, teachers and trustees of school boards and above all the parents, students and elected representatives has helped smooth implementation of the programme in the district.

- A half-day sensitisation session was held in all schools for teaching and non-teaching staff by nodal teachers.
- Before holding info-session at school level a half-day session was held for parents where teachers, head of the institution, local elected representatives, and Medical officers participated.
- To make HIV/AIDS Education activities more amenable to students, a question box was provided in all the schools.
- In outreach programmes of schools other activities like drawing, quiz, and street plays were organized.
- Local press coverage about the programme and active participation of elected representatives of the district helped in effective implementation and dissemination of awareness among the general public.



community workshops to provide need-based training and infrastructure through vocational training-cum-service centres.

### Education of Adolescent Girls

Mahila Shikshan Kendras (MSK – centres for girls' education), set up under the Mahila Samakhya programme, are a unique residential educational facility for adolescent girls and young women. The curriculum is based on



a holistic approach, imparting basic literacy as well as encouraging development of qualities that will enable young women and adolescents to play an active part in their communities. Reproductive health education, legal and environmental literacy are integrated into the learning materials. Sahyoginis (village-level Mahila Samakhya workers) who work with adolescent girls also provide relevant exposure to their parents, particularly mothers. Once girls begin to share their knowledge and provide timely advice within their families and communities, they win respect from parents and neighbours, who might have initially been hostile. Cooperation of parents and other women is critical to the success of such programmes.

MSK have evolved as an effective instrument to address the learning needs of adolescents and young women. Out-of-school adolescent girls are provided access to alternative schooling centres and residential camps. Under the programme, girls form '*Kishori Sanghas*' (adolescent girl groups) and become peer educators, providing life-skills education to a large number of out-of-school girls. '*Kishori Melas*' (fairs for adolescent girls) are organised with the aim of creating opportunities for education and self-development.

The impact of MS interventions and the initiatives taken by *Kishori Sanghas* have brought to the surface the immense capacity and strength that adolescent girls possess. Once encouraged to speak out confidently, these girls reveal their abilities. All they need is a proper environment and space to use and demonstrate their abilities and worth. It has become evident that adolescents have immense potential, only waiting to be tapped. The missing



## Life Style Education: West Bengal

“Life Style Education” has been envisaged for students from class VI to class X.

### Concept

- A comprehensive and holistic focus on the ‘Growing Up’ phase from pre-adolescence to neo- adolescence and adolescence.
- Aims at physical, mental, social, cultural and value-based well-being – individual and collective.
- Enhancement of basic life skills regarding communication, group work and self-management.
- HIV/AIDS prevention is an important component.

### Delivery

- Not a separate subject
- Cross cutting / Integrated
- Co-curricular activities in identified and earmarked periods
- Both in and outside the classroom
- By teachers and student peers
- Participatory and activity oriented
- Will be mainstreamed into teacher’s training

### Coverage

4,722,049 students of 11,400 schools (2,174,830 girls and 2,547,219 boys).

The Onward Journey:

- “Life Style Education” is being steered by the West Bengal Board of Secondary Education, with WB SACS as partner.

- Preparation of “Guide book for Teachers” has been completed.
- The primary orientation workshop for Key Resource Persons up to sub-divisional level has been held.
- State-level Advocacy is to be followed by district level advocacy workshops.

### Content

For Class VI

Me and myself

- Self Confidence
- Self Esteem
- Values

My family and society

My body

Growing up

### *For Class VII and VIII*

Adolescence - Physical development

Adolescence - Mental and Social development

My Environment

Skill development activity

### *For Class IX and X*

Keeping a healthy body

Drugs, tobacco and the like

A healthy mind

HIV/AIDS/STI

Life Skills Development



ingredients are provided at MSK – love and reassurance, education and knowledge. The success of this intervention indicates the key importance of providing support to female adolescents.

The *Kishori Shakti Yojana* (KSY) Scheme of the Department of Women and Child Development aims at empowerment and self-development of adolescent girls in preparation for their future productive and reproductive roles. KSY, currently operational in 2,000 ICDS blocks of the country, is being expanded further to another 2,500 blocks. At present KSY includes health, education and nutrition awareness. Counselling facilities have been added, and vocational training and entrepreneurial skills components strengthened. *Balika Samridhhi Yojana* – a scheme for long-term developmental support to girl children, launched during the Ninth Plan, is being expanded during the Tenth Plan to extend incentives not only to the girl child but also to the mother of the girl child, so that she is assured of state support for the future of the girl child.

### Other Innovative Interventions

Other innovative interventions that benefit adolescents include ‘*Akshara Sankranthi*’ – a literacy programme aimed at strengthening self-help groups, and ‘*Balika Shikshan Shivirs*’ (short-term camps for adolescent girls). Ministry of Social Justice and Empowerment supports the education of adolescent girls from disadvantaged social sections of society through a scheme for providing scholarship and hostel facilities. Apart from this, the Ministry is implementing the Juvenile Justice (Care and Protection of Children) Act 2000 through a programme for juvenile justice to cater for care, protection, development and rehabilitation of neglected and delinquent adolescents.

Ministry of Health and Family Welfare supports initiatives to address HIV/AIDS education in schools through broadcasts of radio and TV programmes that target adolescents and implementation of Reproductive and Child Health (RCH) Programme providing nutrition facilities, maternal care and contraceptive information and services. The Ministry has joined hands with the Ministry of Social Justice and Empowerment in running drug de-addiction centres and supporting NGOs in the same cause.

Education for adolescents and youth is thus being pursued at many levels, to meet their varied requirements. A process of change to make society more empowered and equitable can be initiated by working with adolescent girls and boys. They need skilled adult help so as to find ways to channelise their energies in meaningful ways. Their indomitable courage, curiosity and desire to experiment, learn and innovate are valuable assets for society.



Ministry of Health and Family Welfare supports initiatives to address HIV/AIDS education in schools through broadcasts of radio and TV programmes that target adolescents, and implements Reproductive and Child Health (RCH) Programme providing nutrition facilities, maternal care and contraceptive information and services.





# Lifelong Learning

## Adult Literacy and Continuing Education

“What is education? It is essentially the art of learning, not only from books, but from the whole movement of life.... Education is not just to pass examinations, take a degree and a job, get married and settle down, but also to be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, and the shape of the hills, and to feel with them, to be really, directly in touch with them.”

*Jiddu Krishnamurthi*

# Lifelong Learning

## Adult Literacy and Continuing Education

Aware that literacy skills are essential in today's knowledge-based societies, India is rapidly making a transition to widespread literacy. The scale of the literacy challenge is enormous, given the vast number of people speaking different languages and having varied priorities. Taking stock of the broader social context that motivates individuals to acquire and sustain literacy skills, India's adult literacy programmes have adopted an expanded interpretation of literacy – beyond reading and writing skills to, for instance, access to scientific and technical knowledge, legal information, culture and the media.

Literacy is associated with a wide spectrum of benefits. It is deeply tied to confidence, self-esteem and personal empowerment. Related to this

is increased civic engagement – in community, professional or political activities – found to be correlated with participation in adult literacy programmes. Literacy is widely recognised as a mechanism for the pursuit of several other human rights. Literacy is crucial for achieving all the EFA goals and, more broadly, for vastly improving the lives of millions of people living in extreme poverty.

### Towards Total Literacy

Indian efforts are well aligned with the fourth goal enunciated in the Dakar Framework: 'Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.'

The overall literacy rate in 2001 was 64.8 per cent as against 52.21 per cent in 1991. An additional 203.6 million persons became literate during the 1991-2001 decade. In earlier decades, though literacy rate rose significantly (from a mere 19 per cent in 1947), it was outpaced by high population growth rates, due to which the total number of illiterate persons kept increasing. During the 1991-2001 decade, for the first time, the total number of illiterate people in the population has declined in absolute terms – from 328 million in 1991 to 296 million in 2001. Based on the trend of improvement in the literacy rate since 1991 and projected demographic changes, India is likely to reach a sustainable threshold literacy rate of 75 per cent by 2007, and at least a rate of 80 per cent by 2015 as planned.

This understanding prompted India to scale up its literacy programmes for youth and adults, and work at developing environments conducive to the meaningful use of literacy. Thus coherent, long-term national literacy policies have evolved, encompassing attention to programme design and delivery, human and financial resources and promotion of an environment in which individuals are encouraged to become literate and sustain their skills. Lifelong learning is being promoted by means of a range of logically coordinated strategies.

### Adult Literacy

Literacy is seen as a basic step towards Adult Education – a process of lifelong learning and an entry point into the world of modern information and communication. The National Adult Education



Programme (NAEP) set up in 1978, and the National Literacy Mission (NLM) which replaced NAEP in 1988, made efforts to bring about literacy among the adult population.

Bringing the goal of total literacy in the country from the realm of the impossible to the visibly possible rests to a large extent on Total Literacy Campaigns (TLCs), conducted under the National Literacy Mission. NLM, set up for eradication of illiteracy, was entrusted with the goal of imparting functional literacy to 100 million persons in the age group 15-35. More than 7.5 million volunteers imparted functional literacy through an area-specific, time-bound and cost-effective approach. Millions of learners acquired basic literacy skills through the TLC approach. In this approach, measurement of learning outcomes is continuous and participative. Along with functional literacy, a basket of socially relevant messages are imparted, such as enrolment and retention of children in schools, immunization, small family norms, maternal and child health, women's empowerment, peace and communal harmony.

The TLC experience highlights the positive impact of attitudinal change on the part of adults. When adults begin appreciating the value of education, they make an increased demand for basic education of their children. This has a positive impact on participation and retention of children in schools.

**Literacy for Disadvantaged Groups**

Disadvantaged sections of the population sometimes face extreme deprivation in terms of opportunities to access literacy and further education. Special efforts are being made to bring educational opportunities to these sections.

A special focus on women's education has resulted in significant progress. Women constitute 60 per cent of total beneficiaries under NLM programmes. Since 1981, female literacy has grown at a faster rate than male literacy. The female-male literacy differential stood at 26.62 percentage points in 1981, but the gap was reduced to 21.6 percentage points by 2001. In 2001, 75.3 per cent males and 53.7 per cent females in the country were literate.

The NLM has identified regional disparities and low literacy States for



A special focus on women's education has resulted in significant progress. Women constitute 60 per cent of total beneficiaries under NLM programmes. Since 1981, female literacy has grown at a faster rate than male literacy.



special attention – 45 districts with female literacy below 30 per cent have been taken up for a multi-pronged strategy to improve the female literacy rate. Nearly seven million non-literate women are being targeted under these special literacy programmes, with the involvement of over 200 NGOs and district literacy societies.

### **Beyond Literacy**

Recognising the fragile nature of literacy and wanting to create a learning society, NLM has devised a post-literacy programme where literacy skills are consolidated and efforts made to link literacy with life-skills. The aim of the post-literacy programme is to consolidate basic literacy skills of reading, writing, numeracy and problem-solving, and at the same time transform learners into holistically educated persons. Post-literacy programmes are open to all those who have attended literacy classes, especially:

- Neo-literates in the 9-14 age group who have completed basic literacy courses under TLC
- Neo-literates in the 15-35 age group
- Semi-literates/dropouts from the basic literacy phase
- Dropouts from primary schools
- Pass-outs from Non Formal Education (NFE) programmes



The aim of the post-literacy programme is to consolidate basic literacy skills of reading, writing, numeracy and problem-solving, and at the same time transform learners into holistically educated persons.

Under the integrated approach adopted by NLM, neo-literates acquire basic literacy skills in the first phase of basic literacy instruction. In the second phase of consolidation, remediation and skills upgradation, the earlier learning is strengthened and sustained. These two closely related operational stages form a continuum and are treated as an integrated process, ensuring smooth progression from one stage to the next.

### **Residual Illiteracy**

Although TLCs took the form of a mass movement and spread throughout the country, in some areas the campaigns were less than successful. To rectify the imbalance, a process to re-invigorate stagnant projects has been taken up. It is important to tackle pockets of residual illiteracy that exist in different parts of the country. The focus continues to be on women and those belonging to disadvantaged groups. NLM and State Education departments have evolved multi-pronged State-specific strategies.

Priority is given to previously uncovered districts and those with female literacy rates less than 30 per cent. Accelerated Female Literacy Programmes have been launched in such districts, with special innovative programmes for promotion of female literacy. Self Help Groups (SHG) and active community participation have emerged as important vehicles for accelerated mobilisation of women. Panchayati Raj functionaries, NGOs and



women volunteer teachers participate in efforts to intensify female coverage. Concurrent evaluation is confirming that female literacy is being significantly impacted by the special drive to bring literacy to the doorstep of every woman.

### Continuing Education

The continuing education programme which is functioning in 291 districts of the country is expected to cover 400 districts by the end of the Tenth Plan period.

Continuing education is an indispensable aspect of the strategy to make learning sustainable and lifelong. Concerted efforts are required by all stakeholders to ensure that basic tools of literacy are used as a foundation to build upon. Continuing education is a necessary component of NLM activities. The aim is to create learning opportunities through which the vigour and enthusiasm generated by mass literacy campaigns is channelised into sustainable structures. Learning is understood not as a function of alphabets and numbers but as a factor underlying all modes of human capacity building.

The scheme of continuing education provides a learning continuum, progressing from basic literacy and post-literacy programmes. It is a multifaceted and flexible scheme, allowing community and NGO

### Akshara Sankranthi Programme: Andhra Pradesh

In Andhra Pradesh, the Self Help Groups movement (SHGs) has been strong and common interest groups were formed around a variety of activities, ranging from thrift to management of forest resources. Keeping this situation in view, a programme of revitalising Continuing Education Centres was taken up in the year 2000. This was designed with a focus on SHGs.

A special drive was launched in July 2000, under which interested SHGs were identified, along with the illiterates within the groups as well as a volunteer who would teach them. A programme of basic literacy was launched in October, initially with the objective of covering around 6 million illiterates. The proposal was to cover the first literacy primer before the Sankranthi festival which is celebrated in mid-January. The programme was named 'Akshara Sankranthi' ('Akshara' means 'alphabet'). By the end of March 2001, around 2.9 million learners had completed the primer!

The programme resulted in Andhra Pradesh recording a literacy rate of 61.11 per cent in 2001 as compared to 44.08 per cent in 1991. This represents a 17 per cent increase, which is a phenomenally high decadal growth rate.



## Weavers of Kaithun, Rajasthan: A Success Story in Literacy

Kaithun is a sector in Ladpura block of Kota district, Rajasthan. Famous for its finely crafted Kota saris, every household is engaged in weaving these saris. A child may not be able to read, but could easily identify a weaving pattern! With dismal literacy rates and searing poverty, it was one of the most difficult areas for literacy workers to work in.

Initially women were reluctant to give up their valuable weaving time to attend literacy classes. But district government literacy workers and 'Jan Shikshan Samiti' volunteers persisted in efforts to mobilise people. Those who came to literacy classes were later motivated to form SHGs. A glance at the literacy figures for Kaithun city for the years 1991 and 2001 speaks for itself:

in percent

Year	Total	Male	Female
1991	40.55	55.63	24.03
2001	81.25	89.59	77.61

Since literacy classes were followed by formation of SHGs, women not only became literate but were able to consolidate and use their literacy skills to ensure protection of their basic economic interests.

participation to enrich the transaction. Continuing Education Centres (CEC) and Nodal Continuing Education Centres are set up to provide educational inputs through an area-specific, community-based approach. The scheme envisages one CEC to serve a population of 2000-2500 persons. Eight to ten such centres form a cluster, with one of them acting as the Nodal CEC. The centres are run by full-time facilitators or 'Preraks', who are drawn from the community itself.

CECs provide library facilities, reading rooms, teaching-learning centres, vocational training, sports and cultural programmes. Discussion forums are set up for sharing ideas and solving problems. Continuing Education includes upgradation of literacy skills, pursuit of alternative educational programmes and promotion of social and occupational development. Rural libraries ensure availability of newspapers, magazines and books for neo-literates across the country. This is especially relevant since most districts are likely to complete post-literacy programmes and move towards the phase of Continuing Education. State Resource Centres and Jan Shikshan Kendras develop relevant teaching-learning material and books for rural and urban neo-literates, in different local languages. The thrust towards Continuing Education seeks to ensure that they do not lapse into illiteracy.

Wider acceptance and local sustainability is achieved by involving NGOs, social workers, *Panchayati Raj* institutions and community-based organisations in planning and implementation of the scheme of continuing education. To encourage a sense of community ownership, a system of membership-based neo-literate societies, linked to a nominal fee, has been introduced in some Continuing Education districts.

Continuing education creates opportunities for undertaking diverse activities such as:

- Quality of Life Improvement programmes - equip learners and communities with essential knowledge, attitudes, values and skills required for raising their standard of living



- Income Generating programmes – participants acquire or upgrade their vocational skills and adopt income generating activities
- Individual Interest Promotion programmes - provide opportunities for learners to participate and learn more about individually chosen social, cultural, spiritual, health, physical and/or artistic interests
- Equivalency programme – designed as an alternative education programme equivalent to the existing formal, general or vocational education.

### Jan Shikshan Sansthan

The Scheme covers educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban and rural population. Neo-literates, semi-literates, marginalised groups, women and girls, slum dwellers, migrant workers are the main beneficiaries.

At present there are 157 *Sansthans* which offer more than 250 types of vocational and skill development courses and activities. About 200,000 people have been given vocational training annually, of which over 65 per cent are women.

### The Road Ahead

Adult Education programmes have 'reached the unreached' - in more than 90 per cent of India's villages and population. They have covered 596 of the country's 600 districts. Of these, 138 districts are covered under TLCs, 167 under post-literacy programmes and 291 under the Scheme for Continuing Education. These represent a massive, ongoing movement to eradicate illiteracy and raise the level of human capacities, skills and knowledge among those adults who were hitherto deprived of basic education.

It is expected that India will be among the category of countries that have attained 70-90 per cent adult literacy by the year 2015. Extrapolating the present trend of rate of growth of literacy in India, the situation by 2015 is likely to emerge as follows:

	2001	2015
Adult Population (million)	665	900
Literate Population (million)	405	720
Illiterate Population (million)	259	180
Adult Literacy rate (percent)	61	80

This projection represents a quantum leap in learning capacities for the bulk of our population. It will be realised due to the unstinting enthusiasm and cooperation of the wide range of stakeholders involved in the lifelong journey of adult and continuing education.





# Hand in Hand, Shoulder to Shoulder

## Public-Private Partnership

“When we talk about a total human being, we mean not only a human being with inward understanding, with a capacity to explore, to examine his inward being, his inward state and the capacity of going beyond it, but also someone who is good in what he does outwardly. The two must go together. That is the real issue in education – to see that when the child leaves the school, he is well established in goodness, both outwardly and inwardly...”

*Jiddu Krishnamurthy*

# Hand in Hand, Shoulder to Shoulder

## Public-Private Partnership



Public-private partnership is critically important on the journey towards EFA. The goals pursued are broad, ambitious and challenging. Their fulfilment depends upon synergy and partnership by all sectors – governmental and non-governmental. This is particularly significant in the case of elementary education.

### Involvement of Local Communities

Schools flourish best when they receive the care and attention of the communities they serve. SSA favours a decentralized approach with grassroots level delegation, community based implementation and ownership of schools. Planning at the level of habitations, monitoring of school activities and a number of relevant interventions are planned and carried out by Village Education Committees (VEC) or equivalent local bodies. Systematic mobilization of the community and creation of an effective system of decentralized decision-making is envisaged.

Steps have been taken in all States to decentralize powers to VECs, *Panchayati Raj Institutions* (PRI) or urban local bodies. During the last decade several States have set up local community based bodies to implement elementary education programmes. This received a fillip through the 72nd and 73rd Constitutional Amendments promoting decentralized governance. DPEP set up local bodies for educational planning at the grassroots. Some States already had vibrant local structures like PTAs in Kerala and *Zila Parishad* institutions in Maharashtra and Gujarat. Under SSA, this process has been strengthened. Funds for SSA flow through local community based bodies for all school related expenditure – which constitutes more than 50 per cent of SSA funds.

### Of the People, By the People

The Dakar framework laid out six broad goals for EFA and formulated twelve strategies for achieving the goals. Among these strategies is the following: 'Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.'

In the Indian context, this strategy is considered a key to the success of EFA. Civil society agencies, including NGOs and corporate houses, have joined the national endeavour to bring education to every child. In different parts of the country, local communities have been mobilized to contribute to effective functioning of schools, through Self Help Groups (SHG), Panchayati Raj institutions (PRI), Village Education Committees (VEC) and Parent Teacher Associations (PTAs). The role of civil society is essential for UEE to be translated from dream to reality.



Local bodies responsible for school monitoring are variously known as VECs, Parent Teacher Associations (PTA), School Development Management Committees (SDMCs) or Mother Teacher Councils (MTC). Local community based bodies are constituted in such a way as to be compatible with PRIs and work in close alignment with them.

The role of local communities is envisaged as follows:

- **Community Ownership:** SSA calls for community ownership of school-based interventions through effective decentralization. This is augmented through involvement of women's groups, VECs and PRIs.
- **Financial Norms:** All funds for upgradation, maintenance, repair of schools and teaching learning material as well as local management is to be transferred to VECs/SDMCs/*Gram Panchayat* or other village/school level arrangement for decentralization, as decided by the particular State.
- **Capacity Building of Community Learners:** SSA provides for capacity building of PRIs, VECs, SDMCs, PTAs etc. Groups and community leaders are sensitized to issues relating to monitoring of children's progress and other quality-related school activities. Regular meetings of local groups are held for this purpose.
- **Community Based Planning:** SSA makes it mandatory to track the progress of every child in the 0-14 age group. This calls for focused capacity building of PRIs, VECs, SDMCs and PTAs. Habitations are recognized as a unit of planning rather than villages, as the former have a higher degree of

Local community based bodies are constituted in such a way as to be compatible with Panchayati Raj Institutions and work in close alignment with them.



community solidarity. Similarly, in urban areas a cluster of households in a slum settlement is to be the unit for planning. Schools will play a critical role in the planning process by involving the community in regular participative school-based activities.

- **Microplanning Exercise:** A core planning team is set up in each habitation including VEC members, NGO representatives, school Head Master, selected teachers and parents. Participation of women and members of deprived communities is ensured. Parents of children with special needs are also included. Community planning will include specific action plans. SSA norms provide a broad framework for such a planning exercise. The objective is to ensure community partnership in management of the school.
- **Community Based Monitoring:** Education Management Information System (EMIS) correlates school level data with community based information derived from micro-planning and surveys. All reports on enrolment, attendance, incentive, performance etc are displayed on the school notice board. All this information is public knowledge. Community based planning leads to effective enrolment and retention of hitherto out-of-school children in schools/EGS centres/bridge courses. This calls for child-specific monitoring by the local community. SSA encourages partnership between communities and research institutions in order to improve the quality of monitoring and research. Process and quality indicators have been developed to track the quality of programme implementation.
- **Teacher Recruitment, Rationalisation and Management:** SSA encourages decentralized management of teachers. Local governments are encouraged to recruit teachers, and local communities have a say in the selection



Education Management Information System (EMIS) correlates school level data with community-based information derived from micro-planning and surveys.



process. Accountability of teachers vis-à-vis the local communities has thereby been enhanced.

- Improvement of School Facilities and Other Civic Works: Community participation is the basic criterion for undertaking any work to improve school facilities. Community involvement is essential for school infrastructure to be well maintained.

### **Programme of Mobilising Local Support to Primary Schools (PLUS)**

PLUS is a systematic effort for mobilizing local support towards

improvement of Primary School education. PLUS is an important part of SSA. It is premised on the belief that apart from the vertical, but impersonal, flow of funds from Central and State governments, it is necessary to harness and mobilize local resources and commitment for re-vitalisation of primary schools. In other words, the idea is to promote a horizontal flow of resources and attention to this sector. The underlying approach is to motivate as many people and organizations as possible to contribute whatever resources they can – time, knowledge, money or materials – to meet the needs of primary schools.

PLUS aims to have as many governmental and semi-governmental primary schools supported by socially-committed individuals and bodies in the vicinity as is possible, with a view to:

- Improve their performance by way of enrolment, retention and achievement levels of children
- Improve their physical infrastructure

Anybody with interest, desire and commitment to improve education may take up a primary school for sustained support. This includes elected representatives and institutions, academic, educational and other professional associations, voluntary agencies and socially-committed organisations. Industrial establishments, public sector undertakings, banks, financial institutions, associations of trade and industry, newspapers and media groups are also welcome to support the campaign.

#### **Support from Overseas Indians**

At the third 'Pravasi Bharatiya Divas' ( January, 2005) the Department of Elementary Education and Literacy in the Ministry of Human Resource Development sought support from overseas Indians for meeting EFA goals. Entitled 'Inviting Overseas Indians to Make A Difference', the appeal noted:

'There have already been some shining examples – notably in Punjab, Gujarat and Andhra Pradesh – of excellent facilities being created in Government schools with help from people of that area who are now living overseas. It is a matter of pride for the village, its school, the contributing individual as well as the country as a whole. It is hoped that more and more overseas Indians would come forward to support elementary schools of their choice so that children of these schools are able to receive education of good quality which is their right.'

The appeal outlines three priority areas for support: construction, augmentation or repair of school buildings, provision of school equipment, and scholarships to children from disadvantaged sections. Support can also be given to a DIET, which has nodal responsibility for pre-service and in-service training and academic guidance to elementary school teachers in the district.

The modalities through which support can be offered are outlined in detail and websites provided for further information.

## Indian Industry Can Make All the Difference!

Confederation of Indian Industry (CII) has issued a call to all its members for Action in the Education Sector!

CII has introduced a step by step approach on how Industry could assist the spread of primary education.

### The Approach

- Evolve a corporate commitment
- Identify personnel in the company (on-site) to be in charge of the project
- Decide on the form of assistance
- Decide on administration and monitoring mechanism
- Ensure that the project is people-centred.

For Companies wanting to begin any project on Education, Health, Community Development or Women's Empowerment, CII Social Development Council helps to get the framework in place.

Local support can be offered to any governmental or semi-governmental school imparting primary education, especially girls' schools or co-educational schools located in deprived areas such as urban slums or tribal/hilly/forested villages. Supporting a primary school where the person has herself/himself studied, or which is located near her/his area of work is also encouraged.

Support may be recurring, non-recurring, or both. Non-recurring support may include money or materials for construction, repair, improvement or expansion of the school building; books for the school library or book bank; material for teaching-learning, sports and extra-curricular activities, furniture, utensils, awards, incentives or assistance to disadvantaged children, and aids and appliances for children with special needs.

Recurring support includes annual maintenance of building and other





school facilities, money or material for cooking mid-day meals, academic support to teachers, contribution of time and attention for improvement of enrolment, retention and achievement levels in the school, and scholarships and academic help to needy children. In cases where the nature of support is substantial and extended over a period of two years or more, it may be described as 'adoption' of a school.

A person supporting a school will have the right to visit the school and check the utilization of her/his contribution. In addition, the person has the right to attend SDMC/VEC meetings as an observer.

An effort is being made to have at least one per cent of the country's governmental/semi-governmental Primary Schools covered under PLUS every year, reaching up to 10 per cent of schools by the year 2010.

### **Pratham: Every Child in School..... and Learning Well**

Nearing eleven years since the start of its operations in the slums of Mumbai in 1994, Pratham has reached over a million children so far, consistently reaching over 200,000 children over the last few years through pre-school, in-school and out-of-school programmes.

Pratham's programme for children at risk is mainly for children who are working and for those who live in remand homes. Pratham instructors run classes for these children initially in their work places, with the objective of eventually trying to remove them from labour.





# Reaching for the Sky

## Quality Enhancement

“Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of the pupils. It becomes a dead weight crushing all originality in them and turning them into automata.”

*Mahatma Gandhi*

# Reaching for the Sky

## Quality Enhancement

Indian education is committed to the concept of high quality, to be achieved at every level. Besides progress in terms of school participation, improvements in the quality of teaching and learning are also being introduced throughout the school system. The concern with quality is expressed in intensified attention to education of teachers, refinement of teaching methods, upgradation of curriculum and teaching material and systematic assessment of learner achievements.

### Teacher Education

Specialized teacher training has a marked impact on the quality of education provided by schools. A network of teacher education institutes exists in India, with a view to ensuring and sustaining high quality of teaching in schools.

A centrally sponsored scheme for Restructuring and Reorganisation of Teacher Education, launched in 1987 and revised in 2004, aims to create sound infrastructure for pre-service and in-service training of elementary school teachers. It also provides for academic support to elementary and secondary schools. The scheme has several components:

- Setting up DIETs (District Institutes of Education and Training).
- Establishment of Colleges of Teachers' Education (CTEs) and Institutes of Advanced Study in Education (IASE) through upgradation of Secondary Teacher Education Institutes.
- Strengthening State Councils of Educational Research and Training (SCERTs).

The revised scheme intends to improve the quality of programmes undertaken by DIETs, CTEs, IASEs and SCERTs. By especially improving pre-service and in-service training programmes, these institutions can effectively play a nodal role in improving quality of elementary and secondary

The sixth goal enunciated at Dakar aims at: 'Improving every aspect of the quality of education, and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life-skills.'

The National Plan of Action for EFA has stipulated a five-fold strategy for qualitative enhancement of education:

- Improving infrastructure and human resources for primary education
- Providing improved curriculum and teaching learning material
- Improving quality of teaching learning process through child-centred pedagogy
- Capacity building of teachers
- Specifying and measuring learner-achievement levels.



education. State efforts are coordinated at the national level with support of apex institutions like National Council for Teacher Education (NCTE), National Institute of Educational Planning and Administration (NIEPA) and National Council of Educational Research and Training (NCERT).

States have formulated plans for the Tenth Plan period as per their actual needs. Central funding for teacher education is based on these plans, as approved by the Teacher Education Approval Board. At the national level, a Teacher Education Approval Board (TEAB), headed by the Secretary, Elementary Education and Literacy, is the authority for approving State proposals under this scheme.

As many as 553 DIETs and District Resource Centres (DRCs) have been set up for overall quality improvement in elementary education in the districts.

National Council for Teacher Education is a national statutory body for achieving planned and coordinated development of teacher education system throughout the country. It oversees regulation and maintenance of norms and standards of teacher education. It lays down norms for teacher education courses, recognition of teacher education institutions, guidelines in respect of minimum qualifications for appointment of teachers, carries out surveys and research studies and actively prevents commercialization of teacher education. Up to January 2005, 3,495 institutions offering teacher education were recognized by NCTE, with an approved intake of about 312,000 teacher trainees. During 2004-05, NCTE inspected 244 teacher education institutions.

To ensure quality teacher education, which ultimately leads to high quality school education, a two-year Diploma in Primary Education (DPE) is conducted by IGNOU for training untrained elementary school teachers of Orissa, Madhya

State efforts are coordinated at the national level with support of apex institutions like National Council for Teacher Education, National Institute of Educational Planning and Administration and National Council of Educational Research and Training.



Pradesh and Jharkhand. Similarly, on request of Government of Bihar, NCTE has approved setting up of a one-year certificate course in teacher training through the distance mode for 43,000 untrained primary school teachers in Bihar.

NCTE has prepared a Draft Document for Revised Curricular Framework for Teacher Education. The Document was released in August 2004, and has been disseminated and discussed extensively in various workshops and seminars throughout the country.

## EDUSAT

EDUSAT is a major initiative in the use of satellite technology for strengthening outreach and quality of education. Two-way video interactive technologies are set up, creating virtual classrooms for continuous improvement of teachers as well as provision of education directly to children. EDUSAT is a satellite dedicated to education. Launched in September 2004, it has a capacity of 74 channels offering regional and national spot beams. The ground level network would comprise uplink stations at national and State levels, and reception facilities at DIETs. The network offers interactive virtual classrooms and data transmission through a computer network. Several pilot experiments have already been launched. The software is produced by IGNOU, NCERT and MoHRD while Indian Space Research Organisation (ISRO) is responsible for hardware design and implementation.

EDUSAT has been functional since early 2005. It holds the promise to bring about a sea change in the quality of education in India. EDUSAT allows expert resource people to be accessed directly by learners in remote parts of the country. Learners can clear doubts by asking resource people to provide answers to questions. There is no loss of information since programmes are recorded and can be transmitted repeatedly, as and when required. Although infrastructural costs for satellite education are high, running costs are relatively low since a large number of programmes can be produced and relayed centrally.

Expert Committees have been constituted by NCTE on different aspects of teacher education:

- Expert Committee on Evaluation
- Expert Committee on Early Childhood Care and Education
- Expert Committee to Develop Models of Course Contents, Mode of Curriculum Transaction and Evaluation Procedures

## Information and Communication Technology for Teacher Education

During the Tenth Five-Year Plan, use of Information and Communication Technology in teacher education programmes and institutions is being strengthened. While approving continuation of centrally sponsored Scheme of Teacher Education in the Tenth Plan period, it was stipulated that a component of Information and Communication Technology (ICT) be introduced. Thus ICT is now a compulsory component of teacher education programmes. Priority is given to development of ICT modules for in-service education of principals and faculty members of DIETs.

Secondary school teachers are to be trained through EDUSAT. NCTE has drawn up plans for this training in Madhya Pradesh and Karnataka. SCERT Directors are associated in conducting the programme. Resource persons are drawn from Regional Institute of Education, Mysore, for coordination and monitoring of training programmes.



## Quality of Teaching-Learning

A great deal of emphasis is being laid, and correctly so, on the quality of teaching-learning at every level. While the quality of education is certainly not limited to learning outcomes, achieving high mastery levels is the ultimate objective of any school system. NCERT is responsible for assessing student achievements at the national level. NCERT launched a nation-wide Achievement Survey in the year 2000. This gauged student achievement levels at the end of Class V. It covered the three main curricular areas – Language, Mathematics and Environment Science (EVS). General, area-wise and gender-wise assessments were made. Influence of intervening variables such as home, school and teacher on student achievement were assessed.

The study, completed with active participation of State institutions like SCERTs and State Educational Boards, indicated average pupil-teacher ratio of 39:1 in both urban and rural schools, and average achievement scores of 58.47 per cent in Language, 46.1 Mathematics and 56.30 per cent in EVS. Boys performed significantly better than girls in rural areas, while girls performed significantly better than boys in urban areas. In all three subjects, urban students performed significantly better than rural students. Availability of competency-based workbooks, teaching aids, physical facilities and community participation



## National Curriculum Framework Review Workshop for Rural Teachers

Over a 100 rural teachers participated in an interactive session with eminent educationists at a workshop organised by NCERT in 2005. NCERT is responsible for preparing and promoting a National Curriculum Framework as a means to establishing a national system of education, characterised by certain core values and goals. The most important issue facing NCERT today is how India's villages and rural education can be brought under the national education scenario. Without inputs from rural teachers any efforts to review the curriculum would be futile. The workshop was a step towards bringing in the voice of the majority of the population of India, which lives in its villages.

The workshop discussed the teaching-learning process, curriculum and textbooks, evaluation and examinations, and co-curricular activities such as art, crafts and sports. Panchayati Raj institutions, environmental issues and people's movements such as Right to Information and Narmada Bachao Andolan were discussed with an eye to appraise the role of education in the wider social context. The workshop provided a platform for regional concerns, issues and problems of teaching-learning to be discussed. For the first time rural teachers participated in the process of review of the national curriculum, revealing the ground reality to those entrusted with the responsibility of drafting the Curriculum Framework. Grassroots experiences were shared with scholars and educationists of eminence.

Both the participants and NCERT found the workshop immensely useful.



### **Computer Aided Learning Programme (CALP) in Rajasthan**

CALP was initiated in 187 schools in Rajasthan in 2004-05. It is a joint initiative of Azim Premji Foundation and Government of Rajasthan.

#### **Approach**

- Create computer awareness amongst students and teachers.
- Achieve conceptual clarity of students in different subjects with the aid of CALP.
- Reinforce learning through spot assessment of children and demonstrate improvement in quality of education.

#### **Strategies**

- Establish a set of three computers in each selected school.
- Train two teachers from each selected school.
- Develop a computer room in each selected school.

#### **Future Plans**

- Workshops for selection of difficult spots in various subject areas.
- Identification of new content and development of compact discs.
- Selection of new schools for CALP.
- Monitoring and evaluation of CALP.
- Improvement and upscaling of CALP.

helped improve student achievement. So did an effective teaching style, qualified teachers and additional academic help. Regular school attendance, as well as active involvement of teachers and family members helped children in enhancing their achievement levels.

Many innovations and experiments, designed to improve the quality of education, are under way in the country. Several of these focus on generating and encouraging child-centred pedagogical approaches that provide children with opportunities for learning through friendly, play-way methods. Children are encouraged to enjoy the process of learning. Their cognitive and non-cognitive skills are developed in an integrated process. Children become active learners – partners in the educational process, equipped to construct knowledge for themselves.

Innovative experiments include efforts by governmental agencies such as SCERTs, and NGOs such as the Azim Premji Foundation and Pratham.

### **Total Quality Management of Education**

Quality improvement is a continuous journey. Various components are inter-related and inter-dependent. NIEPA has conducted a national project on Total Quality Management (TQM) covering all DIETs in the country, with the aim of making an impact on all the different parameters, resulting in consolidated improvements in school education.

Under the project, DIET principals were exposed to the concept of Total Quality Management in education. Training was conducted through transmission of reading material and discussions between experts and learners through satellite-enabled interactive sessions in a virtual classroom situation.



The learning was facilitated by local mentors. This orientation was followed by development of TQM plans and their implementation over a period of time. The process was reviewed by means of a workshop conducted through interactive television.

The programme helped generate widespread awareness as regards the importance of qualitative indicators in education. Quality is understood as being based on diverse parameters, all of which must be ensured in order to attain high levels of educational attainment. A variety of efforts are being made in this direction. The challenge is to ensure excellence in teaching, to reach all children and adult learners in every part of the country. This challenge requires the best minds to come forward and contribute through governmental and non-governmental efforts, within structured formal schools as well as non-formal educational processes. All these come within the ambit of the nation-wide programme to achieve high-quality learning.

### **Learning Guarantee Programme (LGP)**

LGP is a joint initiative of Azim Premji Foundation and Government of Karnataka. The Learning Guarantee Programme was launched in 2002 in eight educationally backward districts of Karnataka. It aims to promote accountability in the educational system for equity and excellence through assessment driven reforms. LGP invites schools to participate in an evaluation process.

In the initial phase, 1,900 schools volunteered to participate. Evaluation was carried out by independent evaluators, based on criteria of enrolment, attendance and learning achievements. Prescribed competencies were evaluated for children in classes I to V. Schools that satisfied the criteria became eligible for recognition and awards. Mark sheets were made available to every child, and each school provided with individual feedback as well as an analysis of class-wise performance. Action plans were developed for improving the quality of teaching-learning, with the help of cluster resource persons. A film showcasing some of the winning schools was screened in participating schools and habitations. The objective was to create necessary motivation, confidence and inspiration in the schools involved.

### **Gujarat Council of Educational Research and Training and Gujarat Council of Primary Education**

Gujarat Council of Educational Research and Training and Gujarat Council of Primary Education have taken joint initiatives to enhance the quality of education, ensuring that all students achieve measurable learning outcomes. Under the Vidya Laxmi Yojna and Child-Centred and Burdenless Activity-Based Teaching, rigorous local-dialect based teacher training has been undertaken.

Diverse teaching-learning material has also been translated into the local languages/dialects. Several activities such as Bal Melas, Basic Skills Enhancement Programmes, and Yoga have been introduced in schools, for encouraging excellence in academics as well as ensuring the holistic development of children.

## School Performance Mapping System in Uttarakhand - Tool for Monitoring, Management and Planning

“School Grade Map system, a comprehensive strategy worth emulating elsewhere, has been adopted by Uttarakhand to track performance of schools factoring students’ achievement in a major way” – Second SSA Joint Review Mission

The idea of developing Maps of School Performance was initiated by the State Project Director in 2004 with the purpose of identifying factors that affect performance, both physical and pedagogical. Schools are graded thrice in an academic year and grading results compiled. Schools, clusters/Panchayats, blocks and districts are ranked and performance maps developed to identify weak schools. Results are analysed at clusters/Panchayat, block and DIET levels. Strategies are discussed, remedial packages for teaching/learning developed and disseminated.

Grading is conducted by Cluster Resource Coordinators. This has a two-fold advantage – teachers are not burdened with additional work and

performance is externally evaluated. Grade results of schools are compiled by each CRC, on the basis of which ‘performance maps’ are prepared at Block Resource Centres. A similar exercise is conducted at district and State levels. DIETs design the tests for each grading. State Project Office monitors the entire process and provides training on conducting the grading and mapping. The process is monitored at monthly meetings of district officers and through monthly video-conference with block and village-level functionaries and community members. Community has a definite role to play in assessing and monitoring progress of their children and schools.

Schools are graded on physical, management and academic parameters. On the basis of performance grades, schools and clusters are categorized into ‘poor’, ‘average’ and ‘good/outstanding’ performance categories. Interventions are planned accordingly for each category.



# Funding the Journey

## Allocating Adequate Resources

“The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.”

*Mahatma Gandhi*

# Funding the Journey

## Allocating Adequate Resources

Fast progress on the path towards EFA calls for substantial material support. Translating the vision into practice is possible only if adequate resources are allocated to fund the journey.

### Increased Investment in Education

India's commitment to EFA is apparent in the steadily increasing share of education in the national budget. The share of education in GNP increased from 0.68 per cent in 1950-51 to 4.2 per cent in 2002-03. By the end of the Tenth Plan period, that is 2007, the outlay on education is expected to exceed 6 per cent of the GNP.

Elementary education accounts for the bulk of educational expenditure. In 1950-51, the share of elementary education in GNP was 0.48 per cent, which, by 2002-03, had increased to 2.02 per cent.

Within the Tenth Plan, Rs 438,250 million has been earmarked for education, of which Rs 287,000 million is allocated for elementary education.

### Funding Requirement

The total funding requirement for implementing the National Plan of Action for EFA is projected as Rs 941,190 million. This is distributed under different heads as follows:

### Total Funds Required for EFA

(Rs. in million)

Sl. No.	Sector	Centre	State	Total
1	ECCE	122470	0	122470
2	Elementary education	397600	125200	522800
3	Mid-day meal	66000	110000	176000
4	Girl' education	25750	3750	29500
5	Teacher education	9500	0	9500
6	Youth and adolescent	11020	6500	17520
7	Adult education	63400	0	63400
	Total	695740	245450	941190



India's commitment to EFA is apparent in the steadily increasing share of education in the national budget.



## Plan Allocations for Elementary Education during 2004-05 and 2005-06

(Rs. in millions)

Sl. No.	Scheme	2004-05			2005-06
		Budget Estimate	Revised Estimate	Expenditure	Budget Estimate
<b>Elementary Education</b>					
<b>Non-EAPs</b>					
1	Sarva Shiksha Abhiyan	30570.80	47536.30	51397.50	71560.00
2	Kasturba Gandhi Balika Vidyalaya	1000.00	900.00	925.70	2250.00
3	Mid-day Meal	16750.00	15075.00	15838.20	30107.60
4	Strengthening of Teachers Training Institutions	2070.00	1863.00	2025.40	1800.00
5	National Council of Teacher Education	77.50	2.20	0.00	45.00
6	National Bal Bhawan	47.20	42.50	42.30	45.00
<b>EAP</b>					
7	District Primary Education Programme	6000.00	6000.00	5979.10	6000.00
8	Shiksha Karmi Project	390.40	390.40	390.40	65.00
9	Lok Jumbish	294.10	294.10	294.10	
10	Mahila Samakhya	300.00	150.00	148.50	300.00
2	Lump sum provision for projects/schemes for North Eastern Areas and Sikkim		5166.50	5266.50	10245.00
3	<b>Total</b>	<b>57500.00</b>	<b>77420.00</b>	<b>82307.70</b>	<b>122417.60</b>

### Education Cess and Dedicated Fund

India proposes to meet a large part of EFA goals within the Tenth Plan period (2002-07). The total amount of Rs 941,190 million will cover costs for the following sectors to meet all six EFA goals: (1) ECCE, (2) UEE including Mid-day Meals Scheme, (3) girls' education, (4) teacher education, (5) adolescent and youth education and (6) adult education.

Additional costs for UEE and Mid-day Meals are being generated through an Education Cess. This is being levied @ 2 per cent on income tax, excise and customs duties and service tax. The education cess is being collected from the year 2004-05 onwards, and is expected to yield approximately Rs 70 billion during this year. The entire amount collected under the cess is earmarked for additional financing of elementary education, including the Mid-day Meal Scheme. The amount flows into a separate, dedicated fund called 'Prarambhik Shiksha Kosh' (PSK) or National Elementary Education

## Electronic Fund Transfer In Uttar Pradesh

A streamlined fund flow system has been created in Uttar Pradesh to meet the needs of SSA. The new system of Electronic Fund Transfer (EFT) was introduced throughout the state in August 2004. Under EFT, selected banks have been made centres for direct remittance of funds from State to district levels.

In the EFT system, the State Project Office (SPO) hands over a single cheque to each bank, along with the list of amounts and district-wise bank accounts where the funds are to be credited. These banks then transfer the funds from SPO account (maintained in their branch) to District Project Office (DPO) and DIET accounts by electronic transfer of funds within a day or two.

All DPOs and DIETs were oriented to this new system of funds transfer, through a series of workshops and meetings conducted in several phases. In the new system, DPOs maintain computerized lists of bank accounts of sub-district levels as well. After computerizing the list of VEC and BRC accounts, a DPO opens an account in a bank having maximum coverage in that district. Remittance of funds to sub-district levels is also done electronically.

In the new system of EFT, monitoring is far less cumbersome. Under EFT, the bank balances of the districts simply need to be cross-checked at monthly meetings of DPOs and DIETs. Since there is direct remittance of funds from one account to another, accuracy is ensured.

EFT has speeded up funds transfer in all the 60 districts of Uttar Pradesh. It has expedited various programme activities since timely flow of funds is no longer a constraint. The new system is working well right from its inception. This is clear from the fact that during financial year 2004-05 funds remittance and utilization has been approximately three times higher than in the previous year. An incremental amount of Rs 80 million has been transferred expeditiously to more than 125,000 bank accounts at district and sub-district levels within the state.

Fund. PSK will neither lapse at the end of the financial year nor can it be diverted to any other purpose.

### **Innovations in Financial Management**

To rationalize the financial system and remove bottlenecks, attempts are being made to create better mechanisms of fund transfer. A successful initiative in this regard is that of 'Electronic Fund Transfer' (EFT). This





has been implemented already in Uttar Pradesh and has led to timely availability of funds at the points where the funds are to be utilized.

Another innovation for more effective financial management is that of Computerisation of the Financial Management System for SSA. This has been successfully implemented in the states of Karnataka and Maharashtra.

Such steps are leading to healthy financial management, resulting in more efficient and timely utilization and implementation of project activities.

## Computerisation of Financial Management System

### Case Study of Karnataka

The Sarva Shiksha Abhiyan Samithi, Karnataka, has developed software to meet the financial management needs for SSA. The software developed is in MS Access since this is available at all district and block office levels, and is economical and easy to use. It was developed to meet the need of suitable software for computing district wise programme progress, detailing physical and financial achievements, timely generation of various reports, avoiding redundant data entry at district and state levels and getting the required data on time.

Software was developed and pilot tested in Bangalore Rural District Office, and implemented in one block, *Magadi*, of the same district. Plans are afoot to extend this computerized financial management system to all the districts of Karnataka. For this operational training will first be conducted. Interface with other packages, such as Civil Works and Teacher Training, is being developed.

The specially developed software keeps MoHRD and State-specific requirements in mind. It caters to future changes. District, block, bank, implementing and funding agencies data has been initialized in the new system. Monthly and quarterly cumulative progress reports are easily generated, as well as financial monitoring reports, fund flow statements and data for planning purposes.





# Keeping Track

## Planning and Monitoring EFA

"The past is our foundation, the present our material, the future our aim and summit. Each must have its due and natural place in a national system of education."

*Sri Aurobindo*

# Keeping Track

## Planning and Monitoring EFA

The pace of change at which India is moving in order to meet EFA goals is rapid, and the journey requires urgent and sustained attention, with meticulous planning and continuous monitoring. Organising and managing the multifarious activities, coordinated to achieve EFA within ten years, is a challenging task. It requires excellent management, implementation and monitoring systems.

EFA is characterised by collective vision, decentralised planning and multi-level management, including community ownership and capacity-building. Research and development, monitoring and mid-course correction mechanisms are built into the basic design. Active involvement of millions of people – including learners and teachers, grassroots level stakeholders and high-level policy makers – has been forthcoming.

### Decentralised Planning

Decentralised planning reflects India's core commitment to bring education to all people, through effective popular participation on a massive scale. Though finances are provided by the Central government, districts are the basic units for micro-planning and management of EFA. District authorities, including District Collectors and *Panchayati Raj* institutions, are vested with responsibility for planning and execution of SSA in their areas. A District Project Office has been provided in each district. An experienced professional from the State educational services is responsible for coordination at the level of each district.

The State Project Office, headed by a senior educational administrator, provides broad parameters for organization and management of SSA at district and sub-district levels. Blocks, clusters and villages are reached through Block Resource Centres (BRCs), Cluster Resource Centres (CRCs) and Village Education Committees (VECs) respectively. Besides these well-defined structures, several types of grassroots community-based people's organizations have been mobilized for active participation in SSA. These local organisations include Parent Teacher Associations, Mothers' Committees, women's Self Help Groups, youth clubs and NGOs

An innovative feature strengthening the decentralized and community-based approach of SSA is the effort to empower schools and teachers.

Education For All is characterised by collective vision, decentralised planning and multi-level management, including community ownership and capacity-building.



Each school is, for instance, provided with a sum of Rs 5,000 annually for maintenance and repair, to be spent at the discretion of the school. Finances are available to each teacher for independent generation of teaching-learning material, which the teacher considers relevant and useful.

## Data Gathering

Data is essential for assessing the status of education-related indicators, progress in inputs and outcomes, and appraisal of investment needs and planning actions. Data is collected across States and districts and further disaggregated at micro levels. It is broadly classified within certain parameters, and used to develop an Educational Development Index (EDI) for each district and State. The parameters are:

- Socio-economic development
- Access to schools
- Infrastructure and facilities
- Human resources, teachers
- Incentives, Grants
- Outcomes: Enrolment, transition, completion, learning achievements
- Equity issues

EDI facilitates inter-temporal as well as cross-sectional analysis of the level of educational development among States. It draws attention to crucial indicators that need to be tackled for achieving equity and higher rates of educational development. Accurate, complete and updated data is considered a key to successful interventions.

SSA data is derived from household surveys, research studies, DISE (District Information System for Education) and GIS (Geographical Information Systems). Whereas DISE is the major source for data, GIS is the major source for spatial data. Data collected by DISE and GIS facilitates sound planning, implementation and monitoring. Detailed information is readily available through EMIS (Educational Management Information System) and PMIS (Project Management Information System) computerized networks. Through these education-related indicators can be assessed and multi-user information accessed in cost-effective and timely ways.

Major achievements of DISE, 2004 are:

- Data collected from 539 districts and 25 states
- Extensive data available on all components of UEE
- Time-series data available at all levels
- Information flows through school progress cards

Educational Development Index facilitates inter-temporal as well as cross-sectional analysis of the level of educational development among States. It draws attention to crucial indicators that need to be tackled for achieving equity and higher rates of educational development.

- Quality improved
- Data gaps and time-lags eliminated

Data was collected from 539 districts including 6,750 blocks and 5,12,583 villages. Data is accessed from a total of 9,31,471 schools. Of this, 85 per cent are elementary schools. 86.49 per cent schools are governmental, while 13.51 per cent are privately run. Data on enrolment, teachers, infrastructure and facilities, learning outcomes and results is available in detail.

GIS facilitates creation of spatial databases using GPS (Global Positioning Systems). Objectives of GIS are to create spatial data sets on *Panchayat* boundaries, block boundaries, district boundaries and major road networks, as well as location of schools and habitations. All the attributes available in DISE are linked to spatial databases, and end-user modules developed to work in multi-user environments. GIS technology integrates maps and tabular data, and involves powerful map-based data processing. This provides user-friendly modules for effective decision-making. Decisions taken can be based on accurate information. DISE and GIS can be utilized, for instance, to identify hamlets yet to be served as per SSA norms, give due priority to such uncovered hamlets when planning for the future, and select schools for academic and infrastructure development.

SSA accords importance to educational research and development. A Grants-in-Aid Committee promotes, reviews and approves research projects investigating different components of SSA implementation at various stages. At the national level such projects are assigned to national institutions, or invited from academic bodies. Every State Project Office also has facilities for research and development at regional and local levels. Academic institutions and professional bodies are invited to propose research projects. At both national and State levels there is a quality control mechanism for research, involving serious scrutiny and review before approval and funding.

### **Monitoring Arrangements for SSA**

Review of various components of SSA are conducted at the level of each village, block, district, state, and nationally. Comprehensive reviews are held during appraisal of annual work plans, project approval board meetings, and by financial controllers. Community monitoring is conducted by Village Education Committees. State and national level monitoring is carried out by the State Project Office and Department of Elementary Education and Literacy. Focused and dependable monitoring is facilitated by reliable data provided by DISE, GIS, EMIS and PMIS.

SSA accords importance to educational research and development. A Grants-in-Aid committee promotes, reviews and approves research projects investigating different components of SSA implementation at various stages.





Forty academic/professional institutions, identified as SSA Monitoring Institutions, are presently engaged in the monitoring process. NIEPA and MoHRD organized consultation workshops with these institutes, and each was allotted one State, except in the case of larger States, where districts were divided and allocated to more than one institute. Monitoring institutions make quarterly district visits to assess community involvement, EMIS data and key indicators such as out-of-school children, access, retention and learning outcomes. They calculate specified monitoring indicators including GER, NER and dropout rates.

Monitoring and reviews have been integrated into the EFA planning process. Mid-course correction is carried out as and when required. Thus plans are implemented effectively, and relevant strategies evolved on a continuous basis. Reviews act as a compass indicating that the country is moving in the right direction on the road to EFA. The collective vision will undoubtedly be realised, as the people of India move steadily, with immense fortitude and perseverance, towards fulfilment of EFA goals.

D12756







### **Fewer Out-of-school Children**

down from 32 million in 2001 to 10.4 million as on April 2005

### **Gross Enrolment Ratio Rises**

to 82.5 in 2002-03 from 32.1 in 1950-51 in the 6-14 age group  
gender gap in enrolment declines

### **Gender Parity Improves Further**

from 0.88 to 0.90 in case of primary and from 0.78 to 0.82 for  
upper primary in 2002-03  
some states have already achieved gender parity and the majority  
of the rest are approaching it

### **Dropout Rate at the Primary Level down by 4.1 Percent**

to 34.9 percent in 2002-03 from 39 percent in 2001-02

### **Pupil-Teacher Ratio Improved to 1:40**

770,000 additional posts of teachers sanctioned

### **More Schools, Better Access**

94 percent of the rural population have a school within 1 km  
120,000 new schools opened since 2001

### **Decline in the Absolute Number of Non-literates**

120 million persons have been made literate  
about 60 percent are women

### **Enrolment of Children with Special Needs**

6.6 million children enrolled in school in 2004-05