DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)

Course-501
Elementary Education in India:
A Socio-Cultural Perspective

Block -2
Elementary Education in India in
the Contemporary Context-I

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The Chairman's Message .....

Dear Learner

The National Institute of Open Schooling (NIOS) is an autonomous organization under the Government of India, Ministry of Human Resource Development(MHRD). It is the largest open schooling system in the world with around 2.02 million learners currently on roll at the secondary and senior secondary level. NIOS has national and international network with more than 15 Regional Centres, 2 Sub-Centres and about 5,000 study centres for its Academic and Vocational Programme within and outside the country.It provides access to learner centric quality education, skill up-gradation and training through open and distance learning mode. The delivery of its programmes is through printed material coupled with face to face tutoring (Personal Contact Programmes), supplemented by use of Information and Communication Technology- Audio/Video Cassettes, Radio Broadcast and Telecast etc.

NIOS has been vested with the authority to train the untrained teachers at Elementary Level. The training package for D.El.Ed. Programme has been developed by the NIOS in collaboration with other agencies working in field. The Institute offers a very innovative and challenging Two-year Diploma in Elementary Education Programme for in-service untrained teachers in different states according to RTE 2009.

I take the pleasure of welcoming you all to this Diploma Course in Elementary Education Programme of National Institute of Open Schooling (NIOS). I appreciate your contribution in elementary schooling of the children of your state. As per RTE Act 2009, it becomes essential for all school teachers to be professionally trained. We understand that your experience as a teacher has already given you requisite skills needed to be a good teacher. Since it is now mandatory by law, you will have to complete this course. I am sure your knowledge and experience, so far accumulated by you, will certainly help you in this Programme.

This D.El.Ed. Programme is through Open Distance Learning (ODL) mode and provides you ample opportunity to be professionally trained without being disturbed from your regular working as a teacher.

The self-instructional materials developed specifically for your use would be helpful in creating understanding and help you in becoming a good teacher apart from becoming qualified for your job.

Best of luck in this great endeavour!!

S.S. Jena
Chairman (NIOS)

Credit Points (4=3+1)

Block	Unit	Name of Unit	Theory Study Hours		Practical Study
			Content	Activity	
Block-1 Elementary Education in India: A Retrospect	U1	Indian Education System-I	4	2	Comparison of guru of the yore and the professional teacher of today
	U2	Indian Education System-II	5	3	Evaluation of any text book is the right of NCF 2005
	U3	Education as a Fundamental Right	4	2	Analysis of the RTE Act 2009 in the light of roles and responsibilities of the teacher
	U4	Organizational Structure for UEE	4	2	Organizational structure of Elementary education in Jharkhand
Block-2: Elementary Education in India in the Cotemporary Context-I	U5	Strategies for UEE-I	5	3	
	U6	Strategies for UEE-II: The Sarva Shiksha Abhiyan(SSA)	5	3	Mid-day meal experience in respective school
	U7	Planning and Management of UEE	6	3	
Block-3: Elementary Education in India in the Cotemporary Context-II	U8	Preparing Teachers for Elementary Education	6	3	Consideration of your quality as a reflective teacher
	U9	Preparing Teachers for Education of Disadvantaged	5	3	Consideration of issues on access and retention for SC/ST/Minority children in your locality Your action plan to protect child right in your school
	U10	International Scenario in Elementary Education	5	2	
		Tutoring	15		
			64	26	30
Grand Total			**64+26+30=120 hrs.**		

Block 2

Elementary Education in India in the Contemporary Context-I

Block Units

Unit 5 Strategies for UEE-I

Unit 6 Strategies for UEE-II

Unit 7 Planning and Management of UEE

BLOCK INTRODUCTION

Block-2 consists of four units these are unit-4, 5, 6 and 7

In the **unit-5,** will assist you to focus on the strategies and their impact on UEE. You will study the current statistical picture of elementary education in different states like Maharastra, UP Basic education project, Bihar Education Project, Lok jumbish Shiksha karmi , DPEP.

In **unit-6**, you will study the essential features, management and supervision of SSA at designed to provide elementary education to children at the age group of 6-14 years.

In **unit-7,** you will study about the planning and management of universal elementary education. This will help you to know whom to contact, what procedures you should follow to avail the resources for your school/organization. This understanding will help you also to participate in decision making at the school and local government level meaningful ways.

CONTENTS

Notes

UNIT 5   STRATEGIES FOR UEE-I

Structure

Notes

5.0 INTRODUCTION

As you are aware, elementary education is the most important constituent of the educational policy and planning in India. Education is a concern of both the state and the central governments. Since independence, the state governments have been providing education in India. In 1986, the central government also launched many sponsored programmes through the *National Education Policy (NEP)* which improved the status of elementary education in the country. What is the present status of elementary education in different states of India? Where we are standing? What efforts are taken by the state to improve elementary education? We will try to find out answers to such questions in this unit.

5.1 LEARNING OBJECTIVES

After studying this Unit you should be able to:

- prepare a report on the current status of elementary education in terms of GER [Gross Enrollment ratio] and NER [Net enrollment ratio] in your state (based on a case study of the Maharashtra state).

- examine different state level projects for Elementary Education in the context of Universalization of Elementary Education.

- review the progress of Universalization of Elementary Education with respect to different plans and projects in your state (vis-à-vis the case of Maharashtra state).

- list and describe the different strategies adopted by D.P.E.P. for Universalization of Elementary Education.

- compare the impact of D.P.E.P. on Universalization of Elementary Education in different districts of your state.

5.2 UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

You will appreciate that for providing access to elementary education to every child in your state, you need to work hard to eliminate so many hurdles that come in the way of its successful implementation.

Each state will differ in various problems that the parents and children face in going to the school. Let's look at one example given in the box below before proceeding further.

Prakash Ganesh Patil is a fourth standard student from village Mohadi in the district of Dumka. He has a younger brother studying in the 2nd standard and elder sister in the 6th standard. Prakash's father, Ganesh works as an ironsmith who fixes bullock shoes. The sugar cane cutters bring bullocks with them for transportation of sugarcane through carts. This provides good amount of work for him. He stays with the sugar cane cutters for six months. Ganesh comes with his family to the factory site every year before Diwali. After coming to the factory area, Prakash wanted to go to the Zillah Parishad School to continue education. Due to procedural problems in getting a transfer from the village school to the ZillaParishad School, he lost two years. So……

Look at the following questions and see what do you think?

* Prakash is thinking to leave his education and help his father in his business. Do you think he should leave the school?

* How you will guide Prakash's father in continuing Prakash's education?

To solve such problems, in Maharashtra, state government introduced *Sakhar Shalas* in the year 2001as a strategy to provide continuation of schooling in this case of physical displacement. Sakhar Shalas do not function round the year. They functions only during the second part of the educational year. Usually schools commence in the month of June after the summer vacation. The children of sugar cane cutters migrate during the crushing season, which is in between October and November. During migration children do not attend schools for several months and when these families return to their villages in March/April the following year, children are unable to start their education from where they left off and thus are forced to drop-out. In Sakhar Shalas the classes are held between the migration periods (around six months) near sugar factories at times suitable to the students, Hence they are also called, 'Second semester school'.

CLASSROOM-OUTSIDE

Sakhar Shala in Sugarcane farms

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This study will help us to define universalization of elementary education (UEE) as follows:

Universalization of education means availability of education everywhere according to the specific need of the children and place.

The school education of India can be broadly classified under following stages:

Preschool: 3-6 years of age.

Elementary	:	Primary (I-V): 6-11 years of age.
	:	Upper Primary (VI-VIII): 11-14 years of age.
Secondary: (IX-X)	:	15-16 years of age.
Higher secondary	:	(XI-XII): 17-18 years of age.

The combination of primary and upper primary schooling is termed as elementary education. Elementary education is the foundation of the pyramid in education system and has received major push in five year Tenth plan through the *Sarva Shiksha Abhiyan (SSA).* Sarva Shiksha Abhiyan (SSA) has improved access to primary schools across the region which has accelerated the path towards Universalization of Elementary Education(UEE).

Universalization of elementary education and its aspects:

Universalization of elementary education can also be defined as availability and equal opportunity to everyone to educate themselves. There are three aspects of Universalization of
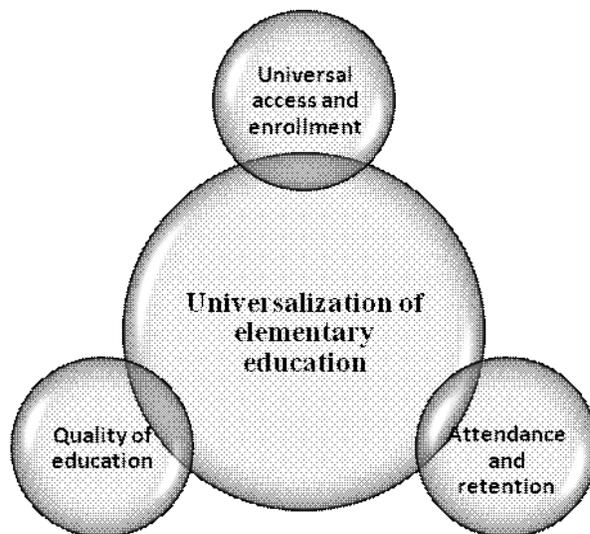
Fig: 5.1

Elementary Education

- **Universal access and enrollment**: The Indian government recently planned to set up a primary school at every kilometer for easy access to the students. A survey of the families which come under the jurisdiction of that particular school is made in the starting of the year by that school. A list of all children who are eligible for education as well as those who are out of schools is made, in order to bring both of them to the school. When the school opens, an enrollment week is observed to ensure 100% enrollment of all eligible students.

- **Attendance and retention**: It is increasingly realized that retaining the disadvantaged children enrolled in school is so far a more challenging task than enrolling them into the educational system itself, so universal retention of children up to the 14 year of age is a must. Hence many facilities like daily attendance allowance, free travelling pass, free mid-day meal etc .are provided and new techniques of teaching are adopted to improve the attendance.

- **Quality of education**: It means provision of standard education to every child to enable him\her to achieve minimum level of learning(MLL) according to his/her ability and also substantial improvement in infrastructure, basic facilities of drinking water and toilets, teacher's training and pupil teacher ratio.

ACTIVITY -1

1. Suppose in a school Sajid and his sister remain absent every Saturday and always give false reasons to their teachers. As a teacher what will be your initial step to enquire about their absenteeism.

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5.3 PROJECT MODE FOR UNIVERSALISATION OF ELEMENTARY EDUCATION IN VARIOUS STATES

Before entering the 21st century, the Government of India under National Education Policy 1986 and the plan of action 1992 assured the Universalization of Elementary Education with free and compulsory education to all children up

to 14 years of age. To achieve this, programmes were implemented in a mission mode which implies that projects have clearly defined objectives, scope, and implementation timelines and milestones, as well as measurable outcomes and provide assistance at each level.

5.3.1 Uttar Pradesh Basic Education Project (UP-BEP)

The basic education project was launched by the UP State Government under assistance of World Bank in 1993.A society of Uttar Pradesh called Sabhi ke liye Shiksha Pariyojana Parishad [UP education for all project board] was entrusted the responsibility to implement the Project.

- **Objectives of the project:** the following were the objectives of the Project:

    - Universalization of P.E. viewed as a composite programme of Access to P.E for all children up to 14 years of age, and universal participation till they complete primary level through formal and non-formal education.

    - Universal achievement programme for minimum level of learning.

    - Provision of education and skill development programme for youth.

    - Female empowerment and greater gender equality in education.

    – Equal education opportunity to SC and ST children**.**

- **Strategies:** The strategies adopted in the project were as follows:

    – Strong framework of State and district level planning, management and professional support state organization was established to build the institutional capacity to plan, manage and evaluate different basic education development programmes.

    – Early childhood education curriculum and textbook revision, In-service training, women & girl education, strengthening school management were used to improve quality of education.

    – Improving access to basic education in ten districts by constructing more primary & upper primary schools in deprived areas and supporting redesigned implementation of non-formal education for out of school children.

- **Activities:** The following activities were focused,

    – Educational activities on culture and communication.

    – Science & environment.

    – Creating a sense of social justice

- **Implementation:** The different activities of project were concentrated in 10 targeted districts out of 63 districts of Uttar Pradesh including Uttaranchal. These districts were Varanasi, Allahabad, Banda, Etawah, Sitapur, Aligarh, Saharanpur, Gorakhpur, Pauri and Nainital.

5.3.2 Bihar Education Project (BEP)

It aimed at Universalization of Elementary Education with emphasis on the quality improvement of education in the State. This project was based on the achievements of UPBEP and agency responsible for implementation of UPBEP i.e. UP Basic Shiksha parishad is responsible for this also. UNICEF, Government of India and Government of Bihar had jointly undertaken this project. The project lays special emphasis on the education of deprived sections of the society such as SCs/STs and the women. It is the first comprehensive externally funded 'Education for All' Project, initiated in three districts of Ranchi, Rohtas and West Champaran in 1991-92 and further extended to four more districts in 1992-93.

- **Objectives of the project**

  - Universalization of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age, universal achievement at least of minimum levels of learning.

  - Orientation of the educational system so as to serve the objectives of equality for women and their empowerment.

  - Making necessary interventions to provide equal educational opportunity to adults and children belonging to the lower castes, ethnic communities and poorest section of society.

  - To increase enrollment capacity of the education and reduce dropout especially of girls and SC students.

- **Strategies**

  - Construction of about 11,000 primary and upper primary classrooms.

  - Recruitment of about 16,000 additional teachers

  - Training of the newly recruited teachers

  - Provision of the materials to the newly opened schools.

  - Participatory planning and implementation

  - Implementation of Mahila Samakhya component

- **Activities**: the following activities were taken up by the Project:

  - Organization of Village Education Committees and community involvement in the programme implementation at the grass root level.

- Non-formal education through NGOs.

- Organization of state level workshop: Training of key persons and primary teachers for minimum level of learning is given,

- Constitution of core group at district level for women's development

- Enrolment drives

- Poster workshop: expansion of the concept of rural libraries etc

- Introduction of computerized monitoring system for education sector.

- Mahila Samakhya: To establish local accountability of the schools, to play an active role in management of ECCE and NFE centers, support teachers and participate in VEC.

- **Implementation:** Establishment of management structures at State\District level, women empowerment, extensive community mobilization, mobilization of greater national/international interest in basic education, etc. Selection of classrooms- on the basis of analysis of populations and enrollment problems village level micro plans has been decided. Project supervision –this would be twice a year in conjunction with the supervision of UPBEP I and second District Primary Education Project

The proposed project was implemented in 12 districts currently covered by UPBEP-I.

5.3.3 Lok Jumbish

Lok Jumbish –"People's movement for Education for All" was launched in 1992 by Government of Rajasthan with support of Swedish International Development Authority (SIDA).

It is a programme for achieving main goal of Universalization of Elementary Education up to satisfactory level through formal as well as non formal modes and functional literacy.

It mainly emphasis on girl's education and development; post literacy and continuing education with immediate goals of establishment of the management system and initiation of activities for people's mobilization.

- **Objectives of the project**

  - To achieve education for all by the year 2000 through people's mobilization and their participation.

– To ensure improvement in enrollment of girls by paying attention to the girl child and the women.

– To empower women by making education an instrument for equality.

– To bring literacy levels up to 80% in the group 15-35 years in each gender and disadvantaged group making 3R relevant to living conditions.

– To create system of training and technical resources, support structure to bring about qualitative improvement in the learning process.

– To ensure transparency whereby data is collected and used by the same people who are linked together by the process.

- **Main components**

– Creation of autonomous body for launching and managing programmes with an empowerment of committee which will review progress.

– School mapping and micro planning represent the principal operational feature of Lok Jumbish at the village level, carried out by social animators, teachers and Lok Jumbish functionaries for assessment of education which help to track progress of each child by his\her name.

- **Strategies**

– Developed a mechanism at bottom level like Prerak Dal, Bhavan Nirman Committee, Village education Committee, Cluster, Khand Stariya Shiksha Prabandhan Samiti (block level mgt) and Block steering groups to support and monitor programmes as a period of trial in five blocks.

– Adhyapika Munch was created for getting participation of women.

– Increased the number of functionaries at all levels to start matrix system of management to fulfill their responsibility of working area.

– Review planning meetings (RPMs) of all functionaries at cluster and block level was held in every month to review work and plan for next month and the same process was repeated at state level with 2-3 RPMs.

– Praveshotsav: Praveshotsav is an event through which a positive and creative environment created for education amongst children, the school and the community;

- **Activities :** The following figure (5.1) records the main activities undertaken in this project

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Hostels for tribal's children	• To cater the educational needs of children of seasonal migrants as well as those living in remote habitat .
Mahila Shikshan Vihar	• Residential courses for out of school girls in 15 + age group have been conducted here which provide quality education in a residential type of atmosphere in rural areas.
Balika Shikshan Shivir	• Residential camp of 6 to 8 months of school for girls in 9+ age group to facilitate reentry to formal education
Muktangan	• It was a programme for tribal children's in Khandela Cluster of Kishnenganj block in Baran
Madrassa	• Strengthening to reach to children from minority communities in Kaman block of Bharatpur.
Institutionalization of Sahaj Shiksha Kendra	• It is a nonformal education programme to cater to the needs of working children.
School health programme	• This programme is focussing on efforts to generate awareness among the school children
Anganwadi centers	• For the strengthening the programme of pre-primary education and its linkages with primary education NGO 'Vihan' promoted by UP has taken up 245 Anganwadi centres

FIG 5.2- Main Activities of Lok Jumbish

5.3.4 Shikshakarmi Project

The Shiksha Karmi Project is an educational programme implemented by the Rajasthan Government through Rajasthan Shiksha Karmi Board (RSKB) from 1987 with assistance from the Swedish international development Authority (SIDA).

The project observed teacher absenteeism which was a major obstacle in achieving the objective of Universalization. It accordingly thought of substitution of the primary school teacher in single teacher school by a team of two local residents or educational workers called Shiksha Karmi.

 To assure appointment of local person educational qualification prescribed for teachers are not insisted upon in the selection of Shiksha Karmi but they are provided training & academic support to enable them to function as teacher effectively.

- **Objectives of the project**

    – Universalization of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age, universal

    – achievement at least of minimum levels of learning.

    – Orientation of the educational system so as to serve the objectives of equality

    – for women and their empowerment.

    – Making necessary interventions to provide equal educational opportunity to

    – adults and children belonging to the lower castes, ethnic communities and

    – poorest section of society.

    – To overcome major problem of poor enrolment and high drop-out of children, particularly girls.

- **Strategies**

    – A Monitoring Mission commissioned by SIDA held on Bi-annual review of the Shiksha Karmi Project.

    – Evolved a procedures based on field experiences and consensual decision-making.

    – Greater decentralization and more community involvement.

    – Promoted gender and social sensitivity in access.

- **Implementation**

The Government of Rajasthan and non-governmental organizations work hand in hand with the Project Director to design, organize and conduct training for SK trainers and oversee training of Shiksha Karmi.

To meet the needs of deprived sections of the rural areas education services must have support of the Panchayat Samiti, Shiksha Karmi Sahayogi, and Subject Specialist of non-Govt. organizations, Shiksha Karmi and the village community to achieve the aims of the project.

- **Activities:** The following figure (5.3) records the main activities undertaken in this project.
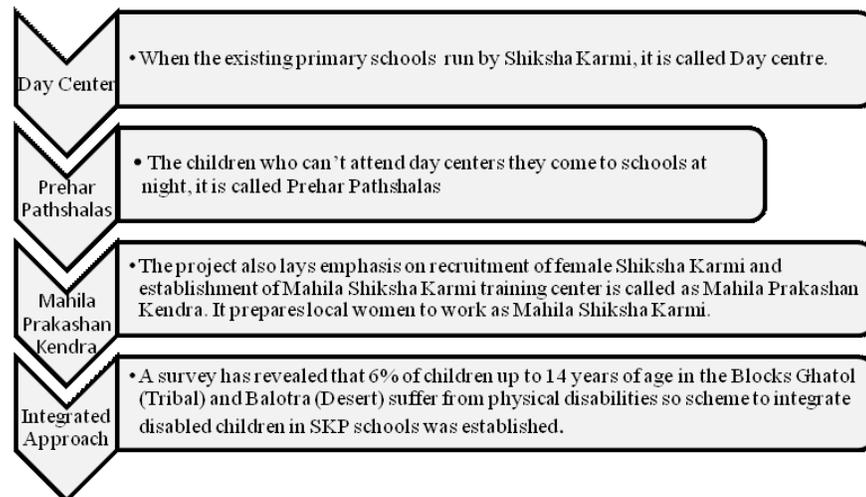
FIG: 5.3: Main activities of Shiksha Karmi

ACTIVITY-2

1. Visit any institute in your locality which is working for children who are out of school and prepare a report on the following points...

   - General information-Name of the institute, address, phone no, working area, No. of classes and students, whether state level or national level,

   - Objectives and different activities (educational and co-curricular)

5.5 CASE STUDY: DIFFERENT PROJECTS IN MAHARASHTRA

Now we shall look at a case study of a state to examine various types of project for UEE operating in Indian states .We have selected the state of Maharashtra which you need to relate to your state.

Development & implementation of different project in Maharashtra for qualitative & quantitative primary education can lead to Universalization of primary education in Maharashtra.

The government of Maharashtra has invented different projects for primary education are as follows.

5.3.5 Projects Specific to the State Like Maharashtra

5.3.5.1 Schemes for Socially Deprived Children

Schedule cast, Schedule tribes, Nomadic caste and tribes are enlisted in socially backward class. State Government runs following projects for the welfare of backward class boys and girls of Maharashtra.

- Stipend up to 10th class.

- Free uniform and book.

- Boarding houses.

- Hostel for government and private agencies.

- National Board of talent research established by NCERT gives scholarship after completing secondary Education to SC & ST

- Allowance for attendance.

- Ashram schools.

- Book bank Scheme**.**

5.3.5.2 Schemes for Girls

Girls' education is very important for family as well as for society. The State has started many projects for girls' education.

- **Allowance for attendance**: To reduce the dropout in STD I- IV all the girls from backward classes are given one rupee per day as allowance if they are present for 75% working days in the school.

- **Free travelling scheme for girls by Ahilyabai Holkars**: In 1997 government started the free travelling for girls in rural areas so that girls may not be deprived of their education.

- **Matruprabodhan Project**: To achieve the aim of universalization of primary education in the rural area, programme has been arranged to educate mother about children education, their health and personal development.

- **Army School**: To encourage the girls of Maharashtra, the government started army school at Bhor at Nasik. Girls are also provided some stipend as well as opportunity for further training if they are physically fit.

- **Samuh Nivasi School**: The girls from remote areas unable to reach school due long distance so the Samuh Nivasi Schools are opened.

5.5.5.3 Schemes for Economically Backward Children

In society many people in every cast and religion are economically weak. They could not send their children to school for education .Due to poverty these children has to work leaving school and start earning for the family.

Some schemes for these children are as follows

- Scholarship: - Government of Maharashtra started this scholarship in 1978 to a talented and economically backward students of higher secondary level in which Rs. 70/ will be given to boys & Rs. 80 to girls.

- E.B.C. : Government of Maharashtra started this project from 1956. Students with 75% attendance & passed every year with yearly income of Rs.15000/- of parent will be awarded by this scholarship.

- Nutritive Diet: - There project have been started in 1995 by village development committee. Every child who is attending school regularly is provided with nutritive diet in recess.

- Savitribai Phule Parent Adoption Scheme: - This scheme is started in 1993. Due to financial condition many girls leaves schools .According to this scheme Principal, Officers and any member of the society can adopt any of these girls and give the help of minimum thirty rupees every month up to 7th Std.

- Book bank Scheme: - Students of primary schools are getting school books free of cost. The books are taken back after one year and when the New Year starts the activity is repeated. The Students of l & ll std are provided new books per year. All the books of higher classes in the book bank can be exchanged with new books.

5.3.5.4 Schemes for Distant Area Children

The Govt. of Maharashtra started many schemes in 1970 to educate the children living is remote (deep) areas.

- **Nutritive Diet Scheme**: It aims to improve the standard diet of the children in 0 – 6 years of age .The nutritive diet is provided to children of Anganwadi & Balwadi. The children of schedule tribe also get benefit of this scheme and show mental & physical development. Midday meal is also provided to student of STD I to v.

- **Ashram Shala**: - The directorate of tribal development implemented the plan of Ashram Shala. Because of poverty in remote areas parents unable to complete the needs of their children. These poor children enrolled in ashram schools for literacy, lodging and uniform free of cast. These schools run class from Std I to x & also supervised by administration. There are two types of Ashram Shala.

  1. Basic Ashram Shala for Std I to VII

  2. Para basic Ashram Shala for Std V to X

- **Vidya Niketan**: - It is the 1st institute for talented tribal students installed in Kelapur, Yavatmal district in 1981. The students were given free education.

For girls, independent Vidya Niketan is also established. In all educational institutes 10 seats are reserved for adivasi students.

- **Kuranshala**: - It is mobile school imparting nonformal education. The implementation of first Kuranshala was by Smt. Tarabai Modak and Smt. Anutai Wagh .Teacher has to follow the students to the forest areas and teach them informally about cleanliness, medicines, good habits, language and try to develop their standard of life.

- **Child Education Project**: - Maharashtra state started this project 1982 under UNICEF. The books are provided to the children full of different pictures to increase their interest in books and schools. Parent meeting are also organized to make them assure of their wards progress.

- **The Project for Tribal Languages**: - There is a difference between the language of schools and that of tribal areas. So it is a difficult for tribal children to understand standard language .To remove this difficulty, both languages must be similar so that the students may be acquainted with mother tongue as well provincial language. So MSCERT prepare the text books in tribal languages for these children and also prepare hand book for teachers along with the training.

5.3.5.5 Schemes for Out of The School Children

Due to poverty many students are deprived from education. To bring them back in formal education government has installed many projects.

- **Bridge School: -** The students, who leave their studies and did not come to school, forgot studies to some extent are main subject of this programme. Students are given chance to complete their education which was left. After completion of this period of about 45 days they are sent for admission in the regular primary & Sec. Schools. This school is boarding house come school having syllabus of 45 days only. The children left studies gathered here & taught according to their classes in which they studied & then they send to regular school. The person who run this type of school are HSC passed and try hard so that these children may regularly attend bridge school. Government also prepares syllabus & books according to the needs of bridge school & students.

- **Indus Child Labour Project**: - Many children are working in different profession as a child labour. This scheme aim to root out the child labor tradition and bring them to main stream of education. This project is implemented in five districts of Maharashtra viz. Gondia, Amravati, Jalana, Aurangabad & Mumbai. MS CERT has taken responsibilities to train volunteers of this project. This child labor project has been organized nationally through the society known as National child labor project

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(N.C.L.P). The volunteers have responsibility to inquire about the child labor in dangerous areas like factories, industries; hotels etc. and admit the children of 5 – 8 years age to regular school. The children between 9 -13 years of age must be admitted to vocational training centers & should be encourage to attend regular school with scholarship given to them. Children of 14 – 17 age groups have to give professional training and also given scholarship to continue education.

- The center must be open within the locality only with accommodation of at least 50 students. In the centre students of different age groups will be there so while teaching group system should be applied to make it easy for student. It should be considered that student are coming after working so different programmes should be organized and different teaching aids should be used to increase their interest in studies.

- **Sakhar Shala**: - Sakhar Shalas are schools in the settlements of sugar cane cutters, which intend to provide primary education to children of sugarcane laborers. Because of parent's migration to the factory areas on a regular basis, or for long periods their children are deprived of education as there is no special provision for migrant children to continue their education at factory sites Sakhar Shala try to solve problems in continuing education by opening schools and providing adequate educational services in settlements of migrant laborers

- These are also called second semester schools because Sakhar Shala does not function round the year. It functions only during the second part of the educational year.

- **Cape Project**: - For the out of school children of age 6-14 years, Maharashtra Government in assistance with UNICEF in 1981 started this project called primary Education for all. Self learning center opened attached to the education colleges where 25 – 30 out of school children get admitted & they come to school according to their convenience for part time Classes. There will be self learning assistance that will help in studies.

- **Remedial Teaching Classes**: - The students from bridge school, M. Phule Hami Yojana remains deprived in studies because of their low concentration. These classes help students to reach minimum level of learning.

- **Vastishala:**-The vasti-schools are mostly primary schools imperting informal education in hilly, tribal and remote areas where there is no school within a radius of one Km. and the syllabus of classes 1-4 be taught to the students. A minimum 15 students of classes from 1-4 should be enrolled for starting a vasti-schools in premises allotted by Gram Panchayat. Village Education Committee arrange for the qualified teachers and 30 days training is also given by DIET, prior to joining school. The school is supervised by a principle of nearby primary school.

Notes

5.3.5.6 The Scheme for Special Target Group (Handicapped, Devdasi Children, Etc.)

All children belonging to different social strata and castes, religion and educationally backward class are included in special target group. These children could not complete primary education. Therefore they are given special attention under some schemes.

- **Schemes for children of Devdasi**: Devdasi tradition is a negative social tradition. Because of blind faith many Devdasis are still socially and economically backward hence cannot give education to their children. Hence some schemes have been started for children of Devdasis and Varangana.

  - Nutritional meal

  - Attendance allowance.

  - Book bank Yojana

  - Boarding schools- Snehalaya

  - Women's Probodhan program

  - Free pass Yojana

- **Education for handicapped**: Integrated education is accessible to them. In it open learning methods through which non-formal education, Distance Education, Moving schools, remedial education and part time education, vocational Education etc. are included.

- **Education for disabled children**: Maharashtra government has also started special schools for disabled children. In 1885 a deaf & dumb school was established in Mumbai. But supposed if these children are given a chance to similar to general children, their self confidence will improve hence they are being admitted to general school. This is called integrated approach**.**

ACTIVITY-3

Now since you have studied various projects operating in the state of Maharashtra as a case, look into the projects operating in your state and examine whether your state matches with that of Maharashtra. What similarities and differences do you notice?

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5.4 D.P.E.P. (DISTRICT PRIMARY EDUCATION PROJECT)

District Primary Education Programme (DPEP) is conceptualized and concretized on the basis of varied experience and expertise the country has gained in the process of planning and implementing national programmes, state level programmes and externally funded programmes in education in India. (DPEP) is one of the largest education projects in the world Launched in 1994, aims at achieving the goal of universalization of elementary education by giving emphasis on district- specific planning with decentralized management, participatory processes, empowerment and capacity building at all levels. The programme is a major initiative to revitalize the primary education system and to achieve objective of upper primary education.

DPEP (phase I) is a project by central government and started in five states with the help of World Bank, later it was expanded to more States. Every state is indicated to choose five districts to start this project, with most backward district where women education is less than national ratio and districts where TLCs have been successfully leading to enhanced demand for elementary education.

5.4.1 Objectives of DPEP

The DPEP has specified objectives in its document. Given below is a collation of the most important objective which each state has been implementing.

- 100% access to education for children in age group of 6 to 14 years through formal or non formal education.
- 100% enrollment and retention.
- Children should attend minimum level of learning (MLL) by standard education.
- To control the stagnation and decrease dropout in school.
- Capacity building of teachers and society, maximum decentralization and community participation.
- To increase the enrollment in school from every unit of society.

5.4.2 Major Components of DPEP

There were four major components of DPEP. They are:-

- **Civil Works**: Under the civil works programme construction of new schools (two room and verandah structure), new additional class rooms where the school has been expanded up to class-V, construction of toilets, bore wells, school repairs programme, group residential school, teachers' quarters and women's hostel have been proposed.

- **Programme**: Several alternative approaches for providing school facilities to children could not be brought under the formal system of education are being implemented. DPEP activities are an essential element in the programme.

- **Management**: DPEP envisages distinct management structures to facilitate better implementation of the programme, to closely monitor the activities by developing a Management Information System (MIS) and to facilitate faster flow of funds. These structures are envisaged at the national, state and district levels .These new structures are supportive to the district plans and are supposed to get merged with the existing organizational arrangements by the end of the project period.

- **School Mapping and Micro Planning**: Micro Planning aims at involving the community in identifying barriers to enrollment and participation in primary education. It also draws community support to find solutions to overcome these barriers. Micro planning helps to fix up the responsibilities by concretizing the role of VEC. These VECs monitors the educational system of the village and contributes to the progress of enrollment and retention.

5.4.3 Execution Plan of DPEP

The decentralized planning efforts were mostly initiated through providing professional support to the state and district levels by national institutions. The DPEP made a serious effort to translate the idea of decentralization into an operational practice through various steps:

- The programme identified district as the unit for initiating decentralized educational planning.

- The programme attempted to alter the pattern of resource decisions from state level to local levels.

- The programme attempted to strengthen the planning process to make it more consultative, participatory and transparent.

- It tried to provide professional resource support to academic activities through new organizational arrangements like the BRCs and CRCs.

Notes

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- It attempted to provide support to schools through providing contingency grants of Rs.2000/=to each school and Rs.500/= to every teacher annually.

- The planning process tried to create local level capacity both at the district and sub-district levels.

5.4.4 Strategies and Activities

- **Access:** Opening new L.P.Schools in tribal area, Multigrade Learning Centers in remote tribal area and Alternate schools in remote and backward areas. (Tribal & coastal)

- **Tribal and Coastal Education:** Enrollment campaign with the help of volunteers and Panchayat, Awareness programme and free supply of Text books to tribal children.

- **Quality Improvement:** Recurrent teacher training on activity based pedagogy,

Onsite support to teachers through the visits of BRC trainers and Monthly cluster meetings of teachers, TTC training for potential SC/ST candidates, Supply of teacher support materials such as handbooks, activity banks etc, Monthly class PTA meetings and Sahavasa camp.

- **Community Mobilization:** Creation of Village Education Committee and Formation of Panchayat Monitoring Cell (PMC), training for PMC and Orientation for Parents.

- **Research and Evaluation:** Action Research Programme, Conduct of studies at BRC &District level.

- **Planning and Management:** Orientation for school based planning, Annual Plan preparation through participatory process and Meetings of Block Advisory Committees, District Advisory Board and District Implementation Committee.

- **Identification and Education of Disabled Children (IEDC):** Identification of disabled children, Supply of aids &appliances, Training to teachers, Orientation for parents, People's representatives.

- **Girls Education:** Free Supply of Text books to girls, Awareness programme and Teacher sensitation programme.

- **Distance Education:** Teleconference and Supply of distance learning material.

- **Media:** Publishing of Newsletters at District &Block level and District and Panchayat level exhibition

Notes

- **Management Information System (MIS):** Supply of Computers and Dial up networking to all DPEP District &State Project Office, Appointment of System Analyst cum Programmer, Data Entry Operators .In every year MIS updating the school data base .In every month MIS develops the data of SOE (Statement of Expenditure) and send the same to SPO(State project office).

- **Village Education Register and Retention Register:** It is a register which conveys the educational situation of each boy and girl of all families in the village and Retention register is basically to calculate the retention rate of a school or a class that is, how many children continue their studies and how many drop out.

5.4.5 Impact of the Programme on UEE

This programme was implemented in a mission mode. A National Management Structure was set up on the lines of NLMA which would oversee the implementing of the programme throughout the country and a situational analysis was conducted to assess the access and retention in DPEP districts, and to compare the performance of DPEP ones in the selected states. The analysis was based on secondary sources of data obtained from the state Directorate of Education and also from the EMIS established under the DPEP.

The following are some of the findings/observations of the assessment

Coverage

- District Covered – 219 (248 with bifurcated districts)
  - ❑ Phase I (1994 – Sept. 2001)   42
  - ❑ Phase II (1996 – Dec., 2002   80
  - ❑ Phase III (1998 – March, 2003)   27
  - ❑ Other phases   70
  - States Covered   18

Schools

- Schools in the system   3,75,000
- New school added   10,000

Students and Teachers

- Students in the system   513 lakh
- Total no. of teachers   11 lakh

ECE

- ECE center set up   56,124
- Children covered   21 lakh

Alternative Schools (AS)

- AS centers set up   56,124
- Children Covered   21 lakh

Enrollment

GER* (including enrolment in EGS & AS)   102 %*

NER* (including enrolment in EGS & AS)   90 %*

*Note: Formula for calculating GFR and NER are given at the end of the unit

(**Source: DPEP Fact Sheet, DPEP Calling, Volume VI, No. 11**)

5.5 LET US SUM UP

India's education system is staggeringly huge. Its 300 million students and 6.5 millions teachers could make it the world's largest country with 121 billion populations in 2011. Enrollment is touching 100%, over 120 millions kids are getting midday meal at school. Literacy rate is also increasing about 75% from 65%.Education is increasingly being seen as door to a better life.

To achieve the goal of universalization of elementary education different strategies have been emphasized through different project like UP Basic Education project, Bihar Education Project for improving the quality of primary education, Lok Jumbish for Girls education and Shiksha Karmi for teacher absenteeism.

In mid 90's DPEP programme was introduced in the districts where female literacy rate was low. It pioneered new initiative to bring out of school children into school with decentralized planning for primary education and also involvement of community. The spirit of people's participation has percolated down to the village level showing effective implementation of various activities. The village education committees have covered almost a hundred percent villages in different districts. With these positive changes India hopes to achieve the goal of universalization of elementary education soon.

5.6 GLOSSARY/ ABBREVIATIONS

- Universalization of education means availability of education everywhere according to the specific need of the children and place

- Three aspects of Universalization: Universal access and enrollment, Attendance and retention, Quality of education

- The gross enrollment ratio is a related indicator. The primary GER indicates how many children, regardless of their age, are enrolled in primary school, relative to the population of primary school age.

- The gross enrollment ratio is a related indicator. The primary GER indicates how many children, regardless of their age, are enrolled in primary school, relative to the population of primary school age.

$$\text{Primary GER } = \frac{\text{Number of children enrolled in primary school}}{\text{Number of children of primary school age}}$$

- The value of the GER can exceed 100 percent. Values above 100 percent mean that some children above or below primary school age are in primary school. A GER above 100 percent is usually an indicator of overage enrollment, for example due to retention or late entry.

$$\text{Primary NER } = \frac{\text{No. of children of primary school age enrolled in primary school}}{\text{Number of children of primary school age}}$$

The value of the NER cannot exceed 100 %. If all children of primary school age are enrolled in primary school, the primary NER is 100 percent. A primary NER below 100 percent means that not all children of primary school age are in primary school; some may be out of school, some may be in preschool, in secondary school or in other modes of education.

- Uttar Pradesh Basic Education Project (UP-BEP) for improving access to basic education.

- Bihar Education Project (BEP) aims at Universalization of Elementary Education with emphasis on the improvement of quality of education in the State.

- Lok Jumbish is an innovative project also called People's movement for Education for All mainly emphasis on girl's education.

- Shiksha Karmi Project is an educational programme implemented due to Teacher absenteeism as a major obstacle in achieving the objective of Universalization.

- The government of Maharashtra has invented different projects like Matru Probodhan, Savitribai Phule parent adoption scheme, Sakharshala, Kuranshala, Vidyaniketan, Project for tribal languages etc.

- District Primary Education Programme (DPEP) is one of the largest education projects in the world Launched in 1994, aims at achieving the

goal of universalization of elementary education by giving emphasis on district- specific planning with decentralized management, participatory processes, empowerment and capacity building at all levels.

Abbreviations

DPEP   :   District Primary Education Programme

UP-BEP   :   Uttar Pradesh Basic Education Project

Primary GER :   Gross Enrollment Ratio.

UEE   :   Universalization of Elementary Education

NER   :   Net Enrollment Ratio

BEP   :   Bihar Education Project

5.7 SUGGESTED READINGS & REFERENCES

1. *Lok Jumbish*: the sixth report Reviewshttp://booksVolume 1/1970-Volume 41/2011

5.8 UNIT-END EXERCISES

1. Fill in the blanks by choosing the correct alternative:

   a. Elementary education has received major push in five year _____ (Tenth/Eleventh) plan through the *Sarva Shiksha Abhiyan (SSA).*

   b. The highest number of schools was in state _____ (Madhya Pradesh/ Uttar Pradesh) in the year 2009-10.

   c. "People's movement for Education for All means _____ (Lok Jumbish/ Mahila Samakhya).

   d. The decline in the repeaters rate in the DPEP is highest in the case of _____ (Madhya Pradesh/Assam) by about 50%.

   e. The Shiksha Karmi Project is implemented by the Rajasthan Government with assistance from the____ (SIDA/World Bank) in 1987.

   f. The _____ (UPBEP/BEP) lays special emphasis on the education of deprived sections of the society.

   Answers:

   (a) Tenth   (b) Uttar Pradesh   (c) Lok Jumbish   (d) Assam   (e) SIDA (f) BEP

Notes

2. Write proper schemes implemented in following conditions:

<center>Statements</center>

Schemes

a) Supply of Computers and Dial up networking to all DPEP District &State Project Office.

b) Scheme aim to root out the child labor tradition and carry them to main stream of education.

c) When the existing primary schools run by Shiksha Karmi

d) Expansion of the concept of rural libraries

e) The programme for tribal children's in Khandela Cluster of Kishnenganj block in Baran

Answers:

(a) Management Information System (MIS) (b) Indus Child Labour Project

(c) Day centre   (d) Poster workshop (e) Muktangan

3. Match the column:

Group 'A '	*Group 'B'*
(i) Bihar Education Project	(a) Girls education
(ii) Lok Jumbish	(b) Teacher absenteeism
(iii) Shiksha Karmi	(c) Integrated education
	(d) Improving the quality of primary education

Answers:

(i)   Bihar Education Project - Improving the quality of primary education

(ii)   Lok Jumbish - Girls education

(iii) Shiksha Karmi - Teacher absenteeism.

4. Fill in the blanks:

a) Universalization of education means _____ of education everywhere according to the specific need of the children and place. .

b) The government of India is providing easy access to school within a walking distance of ___ for primary level.

Notes

c) Values of _____ above 100 percent mean that some children above or below primary school age are in primary school.

d) DPEP was implemented in _____ in India.

e) To encourage the girls of Maharashtra, the government started army school at_____ in Nasik.

f) The Index of Social Equity (ISE) for SC population was more than_____ for all the districts in India.

Answers:

1) Availability   2) 1 km   3) GER   4) Mission mode   5) Bhor   6) 90

5.   Answer in one sentence:

a) Which schools are also called as second semester schools?

b) Why child labour project is also called as National child labour project?

c) Define Universalization of elementary education.

d) Who implemented first Kuran Shala in Maharashtra?

e) What is Shiksha Karmi?

f) From where data is obtained for a situational analysis of DPEP?

6.   Answer in brief:

a) What is UEE? Write different aspects of UEE.

b) Explain- School mapping and micro planning represent the principal operational feature of Lok Jumbish.

c) What do you mean by Gross Enrollment Ratio? Explain by giving example.

d) Which facilities are given by state government to economically backward children?

e) What are the different strategies and activities planned by government of Uttar Pradesh under basic education project?

f) State different plans for girl's education.

g) What is the role of Shiksha Karmi's in the different activities of Shiksha Karmi project in Rajasthan?

h) Describe educational schemes for dropout children.

i) Explain DPEP in terms of objectives, main components and different strategies

j) Write the impact of DPEP on UEE.

Notes

UNIT 6 STRATEGIES FOR UEE-II

STRUCTURE

6.0 INTRODUCTION

In **Unit 5**, you have studied various projects of universalisation of elementary education implemented in different States of our country. You have also studied the impact of the District Primary Education Programme (DPEP) on Universalization of Elementary Education. In this Unit you will study the essential features, management and supervision of *SarvaShikshaAbhiyan* which is a major campaign for achieving universal elementary education in the country.SSA has been designed to provide elementary education to children in the age group of 6-14 years. In spite of a lot of progress, there is large number of out-of-school children in many States who are not benefitted though this scheme. While discussing the implementation of the SSA programme, we shall also link this with the RTE Act of 2009, which guarantees education as a fundamental right.

6.1 LEARNING OBJECTIVES

After going through this Unit, you should be able to:

- describe the back drop and essential features of the SSA;

- explain the aims and objectives of the SSA

- identify the broad strategies of the SSA programme and explain them

- describe the financial norms of the SSA programme

- Discuss the contribution of Mid-day meal in achieving the objectives of the SSA

- Discuss the importance of RTE Act, 2009 and its relationship with the SSA

- Discuss the role of the SSA in eradication of literacy

6.2 SARVA SHKSHA ABHIYAN PROGRAMME (SSA) AND ITS ESSENTIAL FEATURES

As you know, SarvaShikshaAbhiyan (SSA) is the government's flagship programme to provide universal access to elementary education for children 6-14 years age going. The scheme aims at improving enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to bridge gender differences and gaps between different social categories. SSA was initiated in 2001 following recommendations from the state education ministers' conference in 1998. Although the 86th Amendment to the Constitution enacted in 2002 made elementary education a fundamental right, the Right of Children to Free and Compulsory Education Act that operationalised the provision of free and compulsory education was not passed by the Parliament until August 2009.

i.   Essential Features of SSA

The SSA has the following essential features which make it one of the most significant programme for achieving the objectives of universalization of elementary education

- It is a programme with a clear time frame for achieving the aims and objectives of universalization of elementary education

- It is a response of the demand for quality basic education all over the country

- It is an opportunity for promoting social justice through basic education

- It is an effort to actively involve Panchayati Raj Institutions, School Management Committees, village Education Committees, Village Education Committees, Parent-teachers associations and local level people in the education of children

- It is an expression of the political will for universal Elementary Education across the country

- It involves autonomous councils and other grass root level structures in the management of elementary education

- It welcomes a partnership between centre, states and the local governments

- It is an opportunity for states to develop their own vision of elementary education

- It is Also an opportunity for Public Private Partnership(PPP) in its implementation strategies

- Above all, the SSA programme is also an attempt to provide an opportunity for improving human capabilities in all children through the provision of community owned quality education in a mission mode.

Notes

6.3 AIMS AND OBJECTIVES OF THE SSA

(a) Aim of SSA

The SarvaShikshaAbhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. SarvaShikshaAbhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

(b) Objectives of SarvaShikshaAbhiyan

The following are the specific objectives of the SSA

- to ensure that all children are in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;(This was later revised to 2005)

- to ensure that all children complete five years of primary schooling by 2007

- to ensure that all children complete eight years of elementary schooling by 2010

Notes

- to focus on elementary education of satisfactory quality with emphasis on education for life

- to bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

- to ensure Universal retention by 2010

- To allow states to formulate context specific guidelines within the overall framework

- To encourage districts in States and UTs to reflect local specificity

- To promote local need based planning based on broad National Policy norms

- To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

SARVA SHIKSHA ABHIYAN AS A FRAMEWORK AND AS A PROGRAMME

SarvaShikshaAbhiyan (SSA) has two aspects - I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

6.4 BROAD STRATEGIES OF THE SSA PROGRAMME

- **Institutional Reforms** - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration,

achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

Notes

- **Sustainable Financing** - The SarvaShikshaAbhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.

- **Community Ownership** - The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.

- **Institutional Capacity Building** -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.

- Improvement in quality requires a sustainable support system of resource persons and institutions.

- **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

- **Community Based Monitoring with Full Transparency** - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received.

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

- **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

- **Priority to Education of Girls** - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in SarvaShikshaAbhiyan.

- **Focus on Special Groups** - There will be a focus on the inclusion and

participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

- **Thrust on Quality** - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

- **Role of teachers** - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development and exposure visits for teachers are all designed to develop the human resource among teachers.

- **District Elementary Education Plans** - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector.

PUBLIC-PRIVATE PARTNERSHIP IN SSA

SarvaShikshaAbhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the SarvaShikshaAbhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

6.5 FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

- The assistance under the programme of SarvaShikshaAbhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement

during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

* The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.

* The Government of India would release funds to the State Governments/ Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.

* The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

* Existing schemes of elementary education of the Department (except National BalBhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.

* District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, SunishchitRozgarYojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.

* All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement.

* Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

6.6 DEVELOPMENT OF SCHOOL AND OTHER RELATED FACILITIES

As you might be aware, elementary education is predominantly a state responsibility. With funds being injected into elementary education through central government funding, States are now able to use the additional resources to finance infrastructure facilities, appoint teachers and provide teacher training. However,

the actual achievement of SSA has fallen short of physical and human resource targets, especially in key areas such as classrooms, distribution of textbooks, teacher appointment and teacher training.

Interventions in SSA

i) **AIE** - Alternative and innovative education (AIE) is one of the major interventions of SSA to provide access for all children to primary education. Various strategies has been developed for ensuring participation of children of marginalized and deprived groups in tribal and coastal areas.

ii) **Civil works**- The civil works component is important under SSA. Under this component, there is massive investment up to the limit of 33% of the total project budget. Provision of school infrastructure helps in providing access to children, and also helps in their retention, both of which are important objectives of the SSA. Provision of infrastructure for Resources Centers at sub-district levels helps in creating academic support, which acts as a catalyst towards quality improvement.

iii) **Innovative activities**: The innovative programmes implemented in schools are acting as a catalyst in the process of achieving useful and relevant elementary education for all children in the 6-14 age groups and to bridge social, regional and gender gaps in the active participation of the community. As you are aware, of these programmes are successful in creating interest among students in education and helped to retain their studies. The schemes implemented under Innovative Schemes are: Early Childhood Care and Education, Girls Education, SC/ST Education and Computer Education

iv) **R&E (Research and Evaluation):** This intervention consists of research, evaluation, supervision and monitoring. There are provisions for regular school mapping/micro planning for updating of household data. The funds can be utilized for both government and government aided schools. Following activities are proposed under the intervention.

- Creating a pool of resource persons for effective field based monitoring

- Providing regular generation of community based data

- Conducting achievement test, evaluation studies

- Undertaking research activities

- Setting up special task force for low female literacy districts and for special monitoring of girls, SC, ST etc.

- Incurring expenditure on Education Management Information System

- Undertaking contingent expenditure like charts, posters, sketch pen, OHP pen etc. for visual monitoring systems

- Conduct cohort studies.

v) **School grant:** School grant at Rs.2,000 each was given to schools under the project. Out of the school grant Rs.1000 was given for improvement of school library facilities. The rest money is utilized towards making the nonfunctional equipment functional, school beautification, repair and maintenance of furniture, musical instruments and over all environment development of schools.

vi) **Teacher grant:** In order to improve the classroom transactions and preparation of teaching aids grant Rs.500 is given to each teacher. The teachers utilized the grant to produce and procure Teacher Learning Material (TLM) for effective classroom transactions.

vii) **Teacher training**: Imparting quality education to all children is the most important goal of SSA. You will agree that quality of education depends on the quality of teachers. One of the major initiatives of SSA is continuous teacher training on content up-gradation pedagogy and contextual issues. The main objectives of the in-service training of teachers is to develop competency in them so that they are able to facilitate child learning. There is a provision to thoroughly train master trainers orient them to the different issues and concerns of UEE, who will in turn train his teachers and other functionaries. This inservice teacher education helps teachers remain updated about new trends and practices in Elementary Education. The various strategies can be used to improve the training. Important strategies are as follows:

- Training and retraining of teachers

- Familiarization training on new curriculum and text books

- Familiarization training on National Curriculum Frame Work (NCF 2005)

- Examination reforms

- Training on grading system and assessment and the impact of grading system

- Scholastic and non-Scholastic areas improvement

- Training of teachers on Inclusive Education for children with special needs

- Planning and implementation of quality education measures

- Resource groups are strengthened at all levels (separate resource groups for each subjects) 300-350 Resource Person per district) Follow up activities, on-site support and review meetings are ensured. DIETs identified training needs - hard spots and develop training modules for teachers. This process helped to improve the quality of training.

Continues teacher training includes training on educational methodology, child psychology, learning while doing, evaluation methodology and parental training given to primary teachers.

viii) Distance education: The Distance Education Programme (DEP) is a national component of SSA, sponsored by Ministry of Human Resource Development, Government of India. The responsibilities to implement DEP activities is entrusted to Indira Gandhi National Open University (IGNOU) in collaboration with all States/ Union Territories of India. The DEP-SSA plays an important role in empowering teachers and other personnel associated with elementary education. It supplements the face-to-face training by using multi-media packages like self- learning materials, audio-video programmes, radio broadcast, teleconferencing, etc. You will agree with the fact that the Distance mode of training would not only help address a larger number of individuals, but also would provide uniformity in training inputs and reduce the transmission loss, which is generally experienced in the face-to-face cascade model of training.

> **Assignment-1:** Suggest three programmes supporting SSA.
> **Case study**: Visit some SSA centre and study it's working.

6.7 MID-DAY-MEAL SCHEME AND ITS CONTRIBUTION IN SSA

Education plays a vital and important role in fulfilling the basic needs of a common man viz. food, shelter and clothing. The main aim of Education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence. Four important factors are identified for achieving the goal of Education for all. These are Access to Education, Enrolment of children, and Retention of the enrolled children and Achievement. Mid Day Meal scheme is an effort to achieve and facilitate all the four above said objectives.

Various schemes were implemented in the primary education sector by the Government to reach the disadvantaged population. Access to Primary Education was universalized through flagship programmes of Govt. like Sarva Shiksha Abhiyan, however, despite this; a few children are still deprived of Primary Education due to inability of their parents to send them to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, to motivate the parents and children was to bring their children to school by providing food and nutritional needs.

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Government of India, on Oct 2nd 1995, launched the scheme of National Programme of Nutritional Support to Primary Education also known as Mid-Day-Meal Programme. Under this scheme, students of Primary classes were to be provided wheat @ 3 kg per student per month (for 10 months in a year) subject to 80% attendance. Meanwhile, the apex court also intervened and vide its orders dated 28th November, 2001 the Supreme Court directed to the State Government/Union Territories to implement the Mid-Day-Meal scheme by providing every child in every Government and Government Assisted primary schools with a prepared Mid-Day-Meal with minimum contents of 300 calories of energy and 8-12 grams of protein each day of school for a minimum of 200 days.

Dr. M. G. Ramachandran, decided to universalise the scheme for all children up to class 10. Tamil Nadu's midday meal programme is among the best known in the country. Less known, but equally interesting is the history of Pondicherry, which started universal school feeding as early as 1930.

There is an interesting story about how K. Kamaraj got the idea of a noon meal scheme. He saw a few boys busy with their cows and goats. He asked one small boy, "What are you doing with these cows? Why didn't you go to school?" The boy immediately answered, "If I go to school, will you give me food to eat? I can learn only if I eat." The boy's retort sparked the entire process into establishing the midday meal programme.

Several other states of India also have programmes. The most notable among them is Gujarat that has had it since the late 1980s. Kerala started providing cooked meals in schools since 1995 and so did Madhya Pradesh and Orissa in small pockets. On November 28, 2001 the Supreme Court of India gave a landmark direction to government to provide cooked meals to all children in all government and government assisted primary schools. The direction was resisted vigorously by State governments initially, but the programme has become almost universal by 2005. Recently Govt. of India has launch new Mid day Meal Scheme Website i.e.**http://mdm.nic.in**

National Programme for Nutrition Support to Primary Education

Although the programme in Tamil Nadu was initially termed as an act of "Populism", the success of the scheme made the project hugely popular. The success was so spectacular that in 1995, the then Indian prime minister P.V.NarsimhaRao hailed the success of the project and suggested that the scheme be implemented all over the country, and thus began the "National Programme for Nutrition Support to Primary Education".

According to the programme the Government of India will provide grains free of cost and the States will provide the costs of other ingredients, salaries and infrastructure. Since most State governments were unwilling to commit budgetary

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resources they just passed on the grains from Government of India to the parents. This system was called provision of 'dry rations'. On November 28, 2001 the Supreme Court of India gave a famous direction that made it mandatory for the state governments to provide cooked meals instead of 'dry rations'. The direction was to be implemented from June 2002, but was violated by most States. But with sustained pressure from the court, media and in particular from the Right to Food Campaign more and more states started providing cooked meals.

In May 2004 a new coalition government was formed in the centre, which promised universal provision of cooked meals fully funded by the centre. This promise in its Common Minimum Programme was followed by enhanced financial support to the states for cooking and building sufficient infrastructure. Given this additional support the scheme has expanded its reach to cover most children in primary schools in India. In 2005 it is expected to cover 130 million children.

6.8 HARMONIZATION OF RTE ACT, 2009 AND SARVA SHIKSHA ABHIYAN

The right of children to free and compulsory education act has come into force from April 1, 2010. Every child in the age group 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood. After going through this sub-unit, you should be able:

The objectives of harmonization are-

● To assess the attitude of regular school teachers, special teachers towards inclusion of children with special needs.

● To assess the possessed and required competencies of regular school teachers and special teachers to handle children with special needs in inclusive educational set up.

● To assess the attitude of normal students towards inclusion of children with special needs.

● To find out the relationship between the awareness, attitude possessed and required competencies of regular school teachers and special teachers to handle children with special needs in inclusive education set up.

● Development of scientific attitudes, raising scientific and technological competence, encouraging creativity and solving problems related to daily lives

● To conduct training programs to the teachers and parents regarding learning difficulties to help the children, to improve their academic performance.

● To analyze the socio-economic causes and reasons for school dropouts at the primary level education

- To assess the enrolment, dropout, retention of girls at primary and elementary level.

- To examine the economic and demographic factors that affect enrolment

- To examine the physical and financial performance of SSA Scheme in relation to Training.

How do authorities plan to implement the right to education in the new academic session in the face of acute shortage of primary and upper primary schools? The right to free and compulsory education is guaranteed to children as per the norms prescribed under SarvaShikshaAbhiyan. According to the government norms, there should be a government primary school for a population of 300 at a distance of every one kilometre and an upper primary school for a population of 800 at every two kilometres. Presently, according to the records of the basic education department, there are 1,032 primary schools and 352 upper primary schools in the district. Besides, there are 780 other recognized primary and 577 upper primary schools in the district. If we add up the figures, there are 1,812 primary and 929 upper primary schools in the district. As per the SSA norms, there should be 10,462 primary and 3,923 upper primary schools in the district having a population of 31, 38,671 (2001 census). However, there are also a number of other institutions in the district like private, non-government schools and Madras's.

The SSA, a Central government's flagship programme launched in 2001, aims at universalisation of elementary education in a time-bound manner. It is being implemented in partnership with state governments to cover the entire country. The emphasis is on mainstreaming out-of-school children through diverse strategies and providing eight years of schooling for all children in 6-14 age groups. It aims at providing useful and relevant elementary education to all children in this age group by 2010. The 86th Amendment to the Constitution of India made education a fundamental right. And now, after enforcement of the Right of Children to Free and Compulsory Education Act 2009 from April 1, 2010, it has implications for fulfillment of the obligation that every child is in school.

There are a number of children of 6-14 age groups who are engaged in some form of work. If the records of the labour department are to be believed, over 5,000 children working in hazardous and non-hazardous industries have been identified and rescued so far since December 1996 in Varanasi, Chandauli, Jaunpur and Ghazipur districts of Utter Pradesh. According to the additional Labour Commissioner D K Kanchan, 70 special schools for child labour under the National Child Labour Project (NCLP) are being run in Varanasi district while there are 30 such schools in Jaunpur and 20 in Ghazipur district. Each school provides education to 50 children for three years.

At the national level, according to the All-India Educational Survey, there are 3,878 urban centers or localities in the country with an estimated population of

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190.5 million. These have access to 74,656 schools, which have facilities for at least 4-5 years of education. This implies that there is one primary school for a population of about 2,500. Over 12 lakh Indian children, aged between five and 14, continue to work in dangerous occupations like construction, and manufacturing industries all over India.

The RTE Act has implications for the overall approach and implementation strategies of SSA, and it is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. In this context the MHRD set up a Committee under the Chairpersonship of Shri Anil Bordia, former Education Secretary, Government of India, to suggest follow up action on SSA vis-à-vis the RTE Act. During initial meetings of the committee it was conveyed on behalf of the Ministry of HRD that the committee may not strictly confine itself to the terms of reference and should as well make recommendations regarding implementation of RTE Act 2009.

6.9 LET US SUM UP

This **unit 6** of this course deals with defining strategies for universalization of elementary education as discussed in the SarvaShikshaAbiyan (SSA). As you have seen, we have first narrated the essential features of SSA and then defined the aims and objectives of this programme in the context of SSA. Further this unit discussed the broad strategies of SSA programme. We have also highlighted the private-public partnership in SSA and its significance in its successful implementation. Further the unit discusses the provision of development of school and related facilities. The purpose f this is to increase the access and retention of students and to ensure that no student of the age group 6-14 years remains out of school. In this context the contribution and significance of the scheme Mid-day-meals is also discussed. Towards the end we have discussed the harmonization of SSA with RTE Act, 2009.

6.10 SUGGESTED READINGS & REFERENCES

Bhumika : A Hand **Book** on Roles and Responsibilities of Head Masters/Head Teachers under **SSA**. Bihar. A Guide **Book** for Early Child Care

www.educationforallinindia.com/

www.indianexpress.com/news/lesson-learnt-mp-monitors-ss

depssa.ignou.ac.in/wiki/index.php/Publications

6.11 UNIT-END EXERCISES

1. What are the basic features of SSA?

2. Prepare a report in your area of those students who are getting education from 6 to 14 years of age under SSA.

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UNIT 7   PLANNING AND MANAGEMENT OF UEE

7.0 INTRODUCTION

In U nit 5 and 6 you have studied that elementary education has been made a Fundamental right for all children in the Right to Education Act 2009. In the Unit, strategies adopted for universalizing elementary education were explained. You as a teacher have an important role in giving effect to the law in letter and spirit. By now you might have realized that Government is making all efforts to bring all children in school with disability, SC, ST children, children belonging to minority section of our society, children of migrant families and working children etc have been left out of education. Many of the children mentioned above have never been enrolled in school; or, have had to drop out due to various circumstances they find themselves in.

As discussed in Unit 4 and Unit 5, to implement the law, government has prepared elaborate programme from top to bottom to make education available to all children. In this Unit you will study as to how you, as a teacher can make use of the law and the government machinery to help the children get their right to education regardless of their circumstances. For this you need to understand how implementation of UEE is planned at the national, state, district, block and village levels. This will help you to know whom to contact, what procedures you should follow to avail the resources for your school/organization. This understanding will help you also to participate in decision making at the school and local government levels in meaningful ways.

7.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- identify different resources, discuss the procedures for accessing various schemes for universalizing elementary education

- analyze the difficulties faced by the children coming from areas in and around your school,

- discuss availability of community resources and expertise in the area in which your school is located

- plan and implement special activities to make elementary education interesting, joyful and relevant experience for children

- describe the role of parents, school management, members of local government, local leaders, resource persons and other organizations to meet the challenges faced by you while teaching

The strategies adopted for universalizing elementary education serve as the framework and reference point for planning and management of UEE. 'Strategy'

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means 'a well thought out plan for achieving the goal by using available resources efficiently'.

7.2 DECENTRALIZATION OF MANAGEMENT OF ELEMENTARY EDUCATION

7.2.1 Centralized VIS-À-VIS Decentralized System

In a centralized education system most decision making, monitoring, and management functions are concentrated in the hands of the education ministry at the national level and the education department at the state government. The central and state governments regulate all aspects of the school education system. They set policy and perform management functions, such as paying salary to teachers, and providing pre-service and in-service education, formulating curriculum, minimum levels of learning etc. Since in practice some **matters might be dealt** with locally, school officials are given some powers in day-to-day activities. Teacher or the school would have limited scope for changing the syllabus, textbooks, medium of instruction etc., in order to be responsive to the children's educational needs.

By contrast, a decentralized system is characterized by the exercise of substantial power at the local/district/village/school level on many aspects of primary education, subject to some limited control by the central or state or district level authorities. In practice, most primary education systems have both centralized and decentralized elements.

Several State governments have already initiated the process of decentralizing primary education. New legislations have been enacted by state governments to provide for the changed way of operating and creating a responsive system of delivery of primary education and framework for accountability. Some States have also gone for much closer collaboration and involvement of the community and the NGOs in delivering elementary education at the district level. On the whole, changing from a centralized to decentralize system has been a slow process. The country will continue to work towards the goal of decentralized elementary education by gradually shifting the focus of decision making from the State to the district, sub-district and community levels.

Decentralization entrusts more responsibility in the hands of the district and sub-district level authorities and officials locate educational service closer to the users and makes teachers, schools and local governments responsive to the children's educational needs

Important objective of decentralization is to ensure equity and inclusiveness of elementary education. However, unless the reform is well planned and implemented, this objective may not be fully realized. As envisaged by the

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National Policy on Education 1986 and reiterated by several committees subsequently, the national government will continue to play a major role in coordination of institutional reforms and in monitoring the progress of reaching national goals of elementary education at the state level.

There are some limitations in decentralization also. Funding elementary education and shared distribution of power and responsibility may affect local accountability and efficiency. Each stakeholder puts the blame on the others for not achieving the objectives of UEE.

The idea of decentralized planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualized direct community involvement in the form of Village Education Committees (VECs) for the management of elementary education. The Plan of Action (POA), 1992 emphasized micro planning as a process of tracking every child's educational progress regularly, and ensure that s/he continues his or her education at the place of her/his choice and completes at least eight years of schooling or its equivalent.

7.2.2 India's Experience with Decentralization

You would agree that the education system does not function in isolation from the society of which it is a part. Our social system is stratified into manifold layers based on class, caste, gender, and religion. A good number of people belonging to marginalized sections do not have access to the basic amenities like housing, water, sanitation, electricity, health services and education. Without basic education, they struggle to make a living.

The 73rd and 74th constitutional amendments have created a congenial ambience for the local self-governments to play a more dynamic and proactive role. This shift has provided voice to women, Scheduled Castes and Tribes, minorities and others. Others experiences in this context will be reflected from the following:

- The ICDS experience showed that involvement of the local people is crucial to improve the health and nutritional status of vulnerable and disadvantaged children aged 0 to 6 years.

- The National Literacy Mission also showed that when campaign mode was adopted to increase literacy levels at the district levels in which people participated actively, it had made a difference.

- The District Primary Education Programme (DPEP) launched in November, 1994 has also been so successful that the government has decided to adopt the DPEP strategy to operationalize UEE throughout the country.

The DIET has been given the main responsibility for planning the development

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of elementary education in the districts though the states continue to be ultimately responsible for coordinating and monitoring the progress of elementary education.

This shift in planning and management strategy requires concerted effort to train and continually give support to educational professionals and administrators working at the urban local government and *panchayati raj* institution levels. Towards this end, the local level institutions in the education and allied sectors are being strengthened in different states.

As Early Childhood Care and Education (ECCE) is important, UEE aims to build on the base laid by ECCE (ICDS). You might be aware that ICDS depends on local community support to improve the pre-school children's health and nutritional status. ICDS is known internationally as one of the most successful programmes because of the involvement of the local community.

To obtain the active cooperation of the local community involvement of the following is essential :

- Panchayati Raj Institutions,

- School Management Committees,

- Village and Urban Ward/Slum level Education Committees,

- Parents-Teachers' Associations,

- Mother Teacher Associations,

- Tribal Autonomous Development Councils

and other grass root level agencies in the *participatory management of elementary education and schools.*

Check Your Progress -1

1.   What is decentralization?

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2.   Why has decentralized strategy for UEE been adopted?

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7.3. PLANNING AT MICRO LEVEL

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

7.3.1 What is Planning?

Planning, in general denotes

* Proposing a set of actions or activities in a sequential order to achieve the required objectives or fulfill the peoples' needs

* Planning is a process for identifying and evolving strategies to achieve the overall goals

* Mobilizing resources to implement the plans and the strategies, monitor the progress, and evaluate the impact

7.3.2 Micro Planning

To ensure that the schools provide quality education to all children in a habitation, it is expected that the people living in the habitation take ownership and responsibility for making elementary education accessible to all children. As teacher alone cannot pay attention to needs of all the children, involvement of all the stakeholders such as women's groups, Village Education Committee members and members of *Panchayati Raj* institutions etc., is necessary. With the help of all the stakeholders ensure the all children, including disadvantaged group of society receive quality elementary education.

7.3.3 Steps for Involving Community in Micro Planning Processes

The following are the steps for involving community in micro planning processes :

i.   Empowerment of community

* Conduct training workshops for members of the Village Education Committee(VEC), School Management Committee(SMC), Mother Teacher

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Association(MTA) etc and build their capacity to identify issues concerning children's right to elementary education and find solutions

- Conduct awareness campaigns to make community aware of RTE provisions, their roles and responsibilities therein, and government efforts to universalize elementary education by undertaking such as activities as -

  - Meena Campaign

  - Maa-beti Mela

  - Mahila Sanmelan

  - Kishori Mela

  - Bal, Shishu Mela

  - Prabhat pheris

  - enrolment drive

  - cultural programmes/street plays at weekly community markets/fair focusing on specific issues to ensure increased enrolment and reduce drop out, getting certificates necessary for school admission, education of girl child, entitlements intended for disadvantaged special groups like the SC/ST/OBCs, nomadic/pastoral groups.

II. Identification of planning teams

A government official or a head-teacher alone will not be able have all the information necessary for planning. To be able to think of every angle of UEE a core planning team has to be formed. The community will feel a sense of ownership as major stakeholders are involved in setting the objectives and deciding the priorities. Involving a core planning team gives legitimacy to the plan.

Interaction with community and target groups provides opportunities to identify individuals who can be members of *core planning team* for every habitation. Some may be educated; some may be politically active; some youth may be bubbling with ideas and enthusiasm; others may be willing to give their expertise; women may be resourceful; and minorities may have educated unemployed persons. Their involvement

- contributes to building and strengthening of community-school linkages

- extend community support to prevent drop-out, migration, exclusion, and

- is educative in molding the opinions of the stakeholders in favour of inclusive education.

Selection of persons to be members of *core planning team* has to be done carefully so as to include some who disagree with what is being done. Some may be vocal, dominating and imposing their ideas on others. There are some members in the team who may not measure up to the expectations but extend solid support to the teachers, the school and local authorities in making elementary education inclusive. It takes all kinds of people to deliver elementary education to all children. Ideally, *core planning team* should be representative of all sections of the community.

III. Capacity building of core planning teams

The quality of the planning exercise and the plans depends on the capacity of the *core planning team*. Proposed plans have to be 'do-able' at the district. Entire planning process is participatory to make sure that all aspects of educational development are taken into account and to make sure that no one or a group is able to hijack the process of planning in their favour. And planning also requires knowledge about a variety of schemes administered by different departments and how to make use of these schemes in a way that they converge. Not many of the members of the *core planning teams* may have had the exposure and/or the required expertise to contribute to the planning process and the plans. For many this may be the first time that they are taking part in a public decision making process in their own area though they may have been living in the area all their lives. The *core planning team* consolidates the School Development Plans and prepares the village education development plans. The *core planning team* has to present the school's needs effectively at the village, the village's needs at the Block, and the Block's needs at the District level respectively. Therefore, two to three rounds of orientation workshops have to be conducted to familiarize them with the aims, targets and norms of SSA programme, information to be collected for plan formulation and for monitoring implementation. They also have to be oriented about making use of expertise available with cluster/block/district level resource centres.

IV. Identification of issues requiring intervention

The next step is to assess the issues related to access, enrolment, retention and quality of elementary education to decide whether they can be addressed within the village, habitation, block or district. Some may

- be administrative issues
- require policy changes
- require updating/upscaling of norms
- have to be addressed in a collaborative way
- require support from district and state level authorities

At this stage, there may be intense competition between schools, villages, blocks, and districts to portray the issues and challenges faced by their area as more urgent than others in order to access available resources. At the outset, it is pertinent to mention that a solid database and clear visioning are essential for prioritizing the issues to be included in the Education Development Plan. Sometimes, intra-districts planning workshops can be arranged for sharing of experiences. This is a good way to identify the issues and learn about some of methods that have worked.

V.   Data requirement and sources of data

All plans are time bound with a clear mandate to achieve specific goals. As RTE clearly states that all children complete eight years of elementary education, it is essential to look at the data about

- all the children (girls and boys) up to the age of 14 years – enrolled, never enrolled, out-of-school,

- number of government, unaided/aided recognized/unrecognized private schools,

- informal schools run by NGOs,

- children living in protective institutions,

- children belonging to SC, ST, Nomadic Tribes, Most Backward Castes, Primitive Tribes,

- children with disability,

- working children,

- child victims of mass violence/atrocities,

- children of migrant families,

- children of displaced families,

- children living on streets/public places,

- children of prisoners/prostitutes and

- other disadvantaged children

From the data, it will be possible to select the target group which can be brought into the school system.

Since planning is meant to focus on each child in the targeted age group, the data should facilitate tracking each child's progress.

A major portion of the above information may also be available with schools / government departments. The VECs/ SMCs also have a significant role in the preparation and regular updation of the Village Education Registers.

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Mere availability of data reflecting the current situation is not the only objective of data compilation. Data have to be used for diagnosis of the challenges, for identifying specific needs, for estimation of required resources, for planning interventions and for justifying demand for resources. Data based planning will ensure effective and optimal utilization of available resources. Data also will be useful for sharply target. Though lot of data may be compiled, only pertinent data need to be used. Data generated through the household survey forms the basis for habitation level planning.

Besides, the household data thus collected is consolidated and compiled at the habitation level. A set of suggested proforma has also been designed to facilitate this activity. Once the habitation level data are consolidated, the same should be computerized and used for habitation level planning. The filled up household DCFs is stored as Village/Ward Education Register (VER/WER) which can be handy for the VEC members to monitor each child's enrolment and attendance in the school which then can be discussed in each VEC meeting.

VI. Micro-planning exercises

Once the core planning team has been formed, their capacity building has been undertaken, issues and intervention strategies have been agreed upon, and necessary data have been obtained, the micro-planning exercise commences. The exercise involves

- setting targets on enrolment, dropout, retention, passing rates of children and teacher-pupil ratios according to the category of children, locality specific objectives achievable within the time frame of one year

- deciding the activities to be taken up

- sequencing the activities

- setting phases for achieving the targets

- fixing responsible official(s) and/or organization to implement various activities

- estimating time required

- estimate each item of expenditure

- preparing plan proposal

In short, *logical frame of action* has to be prepared (see Annexure for format). *Logical frame of action* lists objectives, activities to be carried out for each objective, persons who will carry out the activity, time required, schedule of activities, budget head, allocation, and expected out come.

What happens within the classrooms in terms of the teaching-learning processes and classroom interaction is of utmost importance since it reflects the culmination

of all the strategies planned. It is imperative, therefore, to understand how classroom transactions are conducted and level of children's participation amongst other aspects, so that they can be improved. Some of the vital aspects of teaching learning process within classrooms are:

i)   Classroom environment (including physical and social),

ii) Classroom organization and management (seating arrangement, layout, organisation of teaching-learning groups, display of materials and usability),

iii) Teacher-Pupil Ratio,

iv) Teaching methodology and strategies adopted,

v)   Availability and use of teaching-learning materials and aids,

vi) Children's participation in classroom activities (Verbal/non-verbal),

vii) Facilities available for teaching learning within classrooms,

viii) Scope for evolving and experimenting innovative, contextual pedagogy by the teachers ,

ix) Strategy for involvement of the parents, taking help of local education friendly people, utilizing community resource persons for both scholastic and co-scholastic areas of learning.

Not all teaching-learning need to take place only in the classroom. Sometimes it is more effective to take the children out on a nature-walk to teach a lesson on bio-diversity. Sometimes such activities will require budget provision. These will have to be built into the Educational Plan.

For holistic education and development of children's personality, schools generally conduct activities such as sports, yoga, cultural programmes, project work; activity based learning, exposure to life skills with regard to health, nutrition, vocations etc. Such a focus entails looking upon a school as a social institution that is the hub of community activities. Encouragement to gain work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context. These activities need to be built into the teaching-learning process for the overall physical, social, emotional and mental development of the children. These activities - would require planning and budget for playground, physical education/yoga teacher, play equipment, inter-school sports and other competitions.

There have been several innovative schemes in elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for Primary Education, and specially designed education projects by states like Bihar, Rajasthan, UP and Andhra Pradesh. Since TLM play a crucial role in all these innovative ideas and practises, it becomes necessary

to assess the type, availability, suitability and usability of existing TLMs for implementing these innovative activities. There is provision of Rs 500/- annually to every teacher for the purpose of purchasing and creating TLMs such as work books, teachers' guides, teaching - learning aids, educational kits, etc.

These can be included in the plan proposal.

Creating a child friendly school environment should be the focus of the civil works. The school should be located in a land that is non hazardous (low lying area, too close to highway, river or pond, underneath high tension electric lines etc.) and is easily accessible to all sections of children. The design of the school building should be functional and attractive. The interior of the classrooms should have adequate light and ventilation and space for storage, display and chalkboards. Barrier free features like ramp, handrails etc. are to be made mandatory in each school to meet *Inclusive Education* requirements. Provisions for toilet and drinking water, electrification, boundary wall and playgrounds are essential in every school. There should be greenery around the school premises Existing infrastructure (rooms, toilets, drinking water, seating arrangements, storage spaces, computers and other teaching learning equipment to be installed, boundary wall etc.) that is usable, also that need minor/ major repairs and required new infrastructure should be correctly assessed and budgetary requirements should be included in the plan proposal. The technicalities of construction, unit cost, system of fund flow, roles and responsibility of the community and the systems of account keeping have to be in conformity with the 'community construction manual' if available. And budgetary provisions have to be made.

It is important to know what provisions are available and how to show them in the plan proposal. The draft plan proposal should contain

➢ Context/background/problem including demographic information

➢ objectives

➢ Strategy

➢ Staff requirement

➢ Infrastructure requirement

➢ Programme/activities

➢ details on strategy for teacher training, textbook revision, development of modules/manuals

➢ detailed plans for tracking progress of children

➢ new work to be undertaken during the plan period

➢ documents/reports to be published

➢ monitoring, evaluation, social audit to be undertaken

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➢ amount budgeted for each activity,

➢ status of releases of central and state share of funds during the previous year,

➢ unspent amounts in terms of recurring grants which could lapse at the end of the financial year

➢ unspent balance of grants on non-recurring items of expenditure which is to be carried over for current year from previous plan period

➢ financial support from other sources

➢ Statement of budget required for current year

Costing of activities will have to be according to prescribed norms. The plan proposal should also contain relevant data on action taken reports, assessments aimed at understanding bottlenecks, policy and administrative clearances required/ sought from the state authorities. Where any deviations from the norms are suggested in the plan, full justification has to be given. The process of plan formulation, minutes of plan meetings, workshops and seminars etc that the core planning teams have held with the stakeholders are to be clearly documented as planning is a statutory formal exercise required by RTE.

Bottom-up approach means every school - private aided/unaided, and government schools in a habitation individually prepare their development plan proposals. Basically micro-planning processes described above hold good for planning by the schools.

At the level of habitation, the school plan proposals requiring government support are consolidated. As community based approach has been adopted in UEE.

Check Your Progress-2

1. What is planning? What is micro-planning?

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2. Why has micro-planning has been adopted for UEE?

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3.   What are the steps involved in micro-planning?

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7.3.4 Roles and Responsibilities of DEO, DRC (DIET), BEOs, BRCs and CRCs

The following are the roles and responsibilities of DEOs, DRC(DIET), BEOs, BRCs and CRCs:

A)   District Level

District Elementary Education Officer (DEO) combines the functions of planner, implementer, coordinator and monitor. S/he is to fulfill the following responsibilities in elementary education:

- Creating an enabling environment for realizing children's right to education

- Ensure availability of schooling facility both at primary and upper primary level in all the habitations

- Ensure physical and social access to education in the neighbourhood for all school-age children;

- Involve PRIs in special intensive efforts required for enrolling and/or retaining all children

- Take steps to enroll and retain out-of school children (migrant/street children, SC/ST/ Nomadic Tribes children, children with special needs) in school and to ensure that they are provided educational opportunities through establishment of seasonal hostels or other flexible (like the vasthi shala of Maharashtra government) and alternate schooling

- Initiate campaigns to register the birth of all children up to the age of 18 years in order to maintain records of all children

- Monitor teacher vacancies in schools and send reports about requirements to the higher educational authority

- Monitor teacher training, and provide infrastructure facilities wherever required

- Build capacity of different School Management Committees to monitor attendance of teachers, attendance of children, educational standards and availability of TLMs

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- Ensure access by providing free transportation to and fro school to girl children and CSWN

- Ensure access by providing residential facility to such children who live in areas where providing a school is not feasible

- Ensure availability of Teaching Learning Materials, Equipment, child friendly and barrier free access to school environment

- Cooperate with District Officers of different departments to *ensure that* children belonging to the disadvantage groups such as children of SC/ST/ Nomadic Tribes, OBCs, Muslim and other minority children, girls, urban deprived children, street children, child labourers, children of migrant/ displaced families and children without adult protection etc *are not abused*

- Set up Grievance Redressal Committees headed by the Chairperson of a PRI body or the Chairperson of the Education Committee of the concerned urban local self-government

- Ensure that the issues of gender and other forms of social exclusion are resolved in the social audit process

- Set up District Education Committee consisting of elected representatives, experts, activists, parents, headmasters and officials of different departments like the Women and Child Development Department, Health Department, Police Department etc in order to oversee the steps taken to ban screening of children before admission

- Ensure that there are no end-of-year exams, no detention, no corporal punishment, and other forms of violations of child rights.

Most importantly, DEO has to consolidate the plan proposals prepared by schools, villages, blocks and prepare District Plan. To arrive at a clear picture of current status of elementary education - availability of schools within walking distance to all children, spatial, social and school mapping has to be undertaken at least once three or four years. This will be helpful to consolidate the plans proposed by schools, villages and blocks.

Check Your Progress-3

1. What is monitoring ? How can community monitor implementation of UEE?

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2.   Review the role of DEO in monitoring the implementation of UEE.

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B)   Spatial And Social Mapping

It is possible that children from a neighbourhood are attending more than one school. Similarly, children attending a school may be residing in more than one neighbourhood. Mere provision of school by itself is insufficient to ensure that all children attend school and participate in the learning process. The school may be there, but children may not attend; they may drop out after a few months; or may be absent too many days and cannot cope with the learning load. School mapping is helpful

- to identify children who cannot access school for social, cultural, economic and/or logistic reasons

- to build a dynamic vision of the education services, including infrastructure, teachers, and equipment required so that all children, irrespective of their caste, religion, gender, or distance are provided education of reasonable quality

The process of school mapping includes the following steps:

(i)   environment building in the village,

(ii)   formation of a village education committee specifically for school mapping,

(iii)   training of members of the village committee to conduct school mapping,

(iv)   preparation of a rough spatial map of the village,

(v)   conduct of a household survey,

(vi)   preparation of a final map indicating different households, the number of children in each household and their enrolment status,

(vii)   preparation of a village/ school education register,

(viii) presentation of the map and analysis to the people to get it validated and

(ix)   get peoples' suggestions.

The District Resource Centre (DRC) extends necessary support for preparing school mapping. It may be noted from above that the plans are not merely statements of a number of interventions or arithmetic of budgetary figures required to achieve the goals of UEE. The plans serve as guide for monitoring the progress of UEE at the district level.

C) Resource Centres For Planning

The DIETs and DPEPs have a Planning and Management Unit. The Unit has a major role in the preparation of District Perspective and Annual Plans. Cluster Resource Centers, Block Resource Centers are expected to provide assistance to teachers at the school level, the staff of the village panchayat, and the panchayat samiti for preparing Annual and Perspective Education Development Plans.

D) Appraisal

The district plan before it is finalized goes through a process called "appraisal". "Appraisal" involves finding out

- if the data provided as evidence is based on real situation,

- if justification of needs is convincing,

- if progress can be made by filling the gaps between the present status and the ultimate goals of UEE,

- if proposed intervention strategies are do-able within the time frame,

- if the proposed plans are financially, technically, socially and politically viable and feasible,

- what the threats and opportunities are.

Upon getting positive "appraisal", the draft plans are subjected to intense scrutiny by state government education, finance, women and children's development departments. State government departments may approve parts of or entire district plans, or request clarifications or suggest rationalizing targets. After changes are incorporated and resubmitted, the district plan may be approved and allowed to be implemented. Apart from preparing District Annual plan and the Perspective plan based on school mapping, the DEO has to implement the plans in collaboration with private schools, NGOs and other stakeholders.

E) Implementation

Planning for UEE at district and below district level is only the beginning. Plans have to be implemented. It must be kept in mind that implementation of the education development plan may require the District Education Committee, Block Education Committee, School Management Committee (SMC) and other committees to change their old ways of functioning and adopt procedures that will allow parents, teachers NGOs and representatives of local communities to participate in the decision making processes so that the mandate of the RTE can be implemented in letter and spirit. Involvement of the teaching community in the planning process ensures that schools emerge as the principal institutions engaged in implementing UEE in partnership with the community in the area.

Block Education Officer and her/his staff function as Block Resource Centre. Staff of the BRC is expected to assist every school with preparation of fresh teaching-learning material every year.

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Besides, there are a number of Cluster Resource Centres, perhaps one for every 15 villages. Between the staff of the BRC and CRCs it should be possible to

- visit each school every month, and

- provide curricular support to teachers,

Check Your Progress -4

1. What are the sources of data for preparing a proposal for development of Elementary education at the school level?

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2. What is appraisal of a plan? Who appraises the annual District Education Development Plan?

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Role of some organization is very vital in implementing the district plans for realizations of the goals of UEE there are discussed in brief as under:

Partnership between Public and Private Organizations

The task of meeting growing demand for education effectively by government itself is difficult. Cooperation and collaboration with other non-government organizations becomes necessary. Government is increasingly open to have private institutions as partners in the task of implementing UEE. This is a change from earlier days. State government and local self-government bodies partner with Non-Government Organizations (NGOs), corporate houses, and other non-government organizations to complement one another to make different support services required to deliver elementary education effectively.

As a broad policy, the government has decided to promote partnership with NGOs at all levels. NGOs that have been engaged in social development work for many years and have been running day-care centres, mobile crèches, balwadis, charvaha schools, primary and pre-primary schools that have tremendous creative

potential are identified in the district and are enlisted as partners to reach out to out-of-school children. Making such partnership with NGOs work requires change in the way government has been functioning at the local level. Partnership with NGOs is conceived in three ways:

through direct funding by Central and State governments; through funding by identified National and State Resource Institutions; and through funding by Village Education Committees for implementing community activities.

RTE conceives a vibrant partnership with NGOs in the areas of

- *increasing awareness*

- *capacity building* - developing effective teacher training programmes, capacity building in communities and in resource institutions for planning and implementation

- *research*, evaluation, monitoring of UEE

- *develop innovative pedagogy*

- *mainstreaming out of school children*

- *expressing gender concerns*

- *work with CWSN*

- *advocacy, accountability*

- *improve transparency* of programme interventions and assessment of achievements

7.3.4.1 Monitoring and Supervision of Schools

Role of the Community

Major role of VECs/Ward Education Committees and the community is in monitoring and supervision of schools and other educational facilities in the village/ward. Community based monitoring and supervision of implementation of plans is important to ensure that

- all children come to school regularly

- enrolment, retention of education of girl children and other disadvantaged groups

- children receive quality education

- children receive their entitlements

- local level teachers are recruited where authorized

- school timing is decided in consultation with VEC & parents

- school infrastructure is properly used

- grants are utilized for the purpose for which given

- alternative schooling centers are conducted and properly monitored

- TLM in schools are available and used for classroom teaching

Role of BEO

Block Education Officer (BEO) with the help of Assistant Education Officers is expected to

- visit every school including unaided private schools in her/his jurisdiction each year

- look at the condition of school buildings, infrastructure and seating arrangement for students

- pay particular attention to availability and hygiene levels of potable drinking water, toilets, kitchen where mid-day meals are cooked

- look at the records required to be maintained by teachers and head teachers in schools

- give feed-back to the DEO about the felt-needs and requirements

- obtain demographic information, number of villages, *panchayats*, clusters habitations, SC, ST, OBC school boys and girls, children in and out of school, children with special needs etc

- NGOs and other institutions delivering services to school age children

The above block educational profile collected as part of monitoring activity also serves as the base for preparing district Annual Work Plan and Budget.

Check Your Progress-5

1. What is meant by Public-Private Partnership? Why is it necessary?

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2. In what ways the participation of NGOs in UEE envisaged?

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3.   What is the role of DEO in micro-planning for UEE?

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7.4 MANAGEMENT AND GOVERNANCE ISSUES IN ELEMENTARY EDUCATION

7.4.1 Issues Related with Governance

In the decentralized scheme of things in UEE, there are some basic governance issues that must be addressed. A mechanism to ensure that students' right of entry into the school system is upheld must be established. The mechanism may be as simple as requiring each school to publish its admission policy and to file an annual report listing the pool of applicants and admissions. Sanctions, such as partial withholding of funds or accreditation may also be considered. If choice is allowed, the law must address the related equity issues. Questions to be addressed include how choice is publicized, how students are selected, and what happens to those students who do not get their choice. The system as a whole would need to ensure that all students are accepted to at least one school, under reasonably equitable conditions. Failure to address these issues may result in unequal educational opportunities and failure to meet the guarantees given in the Constitution.

Some of the important governance issues are:

*   If the central government is to continue to fund the local entities responsible for primary education, what assurance will the local bodies have that the funding will be secured and will continue?

*   How will central resources be allocated to the various local bodies?

*   What freedom will local authorities be granted in the use of the funds?

*   If local bodies are to be responsible for securing their own funds to finance primary education, what sources can they tap?

*   If local authorities are to be given the power to tax, is the tax base sufficient to yield enough revenues for this purpose?

*   Who will oversee and audit the finances of local authorities?

7.4.2 Teacher Recruitment and Management

The RTE Act encourages decentralized management of teacher cadres. Certification, hiring, retention, and promotion of teachers are potential sources of contention and are generally addressed by law. When we say that UEE requires large institutional reforms, we refer to these governance issues. Installing a system which can take care of all these issues is a time consuming process.

The states are free to follow their own norms as long as these are consistent with the norms established by NCTE. The local government may recruit and the community may have a say in the selection process. There should be no compromise on standards. The RTE Act makes it mandatory that state governments have to ensure that there are no single teacher schools. The practice that at least 50% of the teachers are women is to be strictly followed.

A lot of diversity exists in payments of salaries to teachers. The presence of the non-governmental private schools and NGO initiatives makes the issue more complicated. Rationalization of existing teachers' pay scales may become an issue.

7.4.3 Role of School Management Committee

The School Management Committee will play a pivotal role in school governance to enhance the quality of education offered. In bringing together representatives of different stakeholders, it lays the groundwork for broadened and shared decision-making

A School Management Committee (SMC) has to be constituted in every school other than unaided school, within six months of the date of recognition; and the SMC has to be reconstituted every two years.

- 75% of the strength of the SMC will have to be from amongst parents or guardians of children.

- 25% of the strength of the SMC will be from amongst the following persons:

- One third members from amongst the elected members of the local authority, to be decided by the local authority;

- One third members from amongst teachers from the school, to be decided by the teachers of the school;

- Remaining one third from amongst local educationists / children in the school, to be decided by the parents in the Committee.

➢ **Protection of Child Rights**

Child rights have been already explained in detail in Unit 3. Just to reiterate, child rights include right to

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– survival

– family

– freedom of expression

– health and development

– protection from abuse and exploitation

– equal opportunity in accessing education

– dignity and respect

– culture and heritage

– basic minimum infrastructure like housing, toilets, drinking water, bright class rooms,

– books, blackboard, science lab equipment, teachers

– entitlements like free uniform, books, mid-day meal

– quality education

– recreation and leisure

At the first level, primary responsibility to protect children's rights rests with the teachers, head teachers and the School Management Committee under the RTE Act.

➢ **Preparation of School Development Plan by SMC**

The SMC will have to prepare a School Development Plan at least three months before the end of the financial year. The School Development Plan will be a three year plan comprising three annual sub plans. The School Development Plan shall contain the following details – Estimates of class-wise enrolment for each year. Requirement of the number of additional teachers, including Head Teachers, subject teachers and part time teachers, separately for Classes I to V and classes VI to VIII, calculated according to the prescribed norms. It should also include requirement of additional infrastructure and equipments for the three years in accordance with the prescribed norms and standards. Additional itemized year-wise financial requirement for the three years including additional financial requirement for providing special training for teachers, entitlements to children such as free text books, uniforms, and workbooks etc should be clearly mentioned in the Development Plan.

➢ **Role of SMC Vis-À-Vis Relevant Government Departments**

The RTE Act mandates that every child must be in school; this pre-supposes that child labour is eliminated.

Inclusive education in RTE Act demands that SMC maintains vibrant partnerships with the departments and organizations concerned with children belonging to SC, ST, and educationally backward sections to ensure entitlements are made available.

SMC needs to work with government departments handling children with disabilities to make sure that equal opportunity for children with special needs is addressed.

SMC needs to work with Rural Development and Panchayat Raj Department of the government to accelerate poverty reduction programmes so that children are freed from domestic chores and wage earning responsibilities and are able to attend school. And ensure that the Panchayat Raj institutions get appropriately involved and discharge their functions under the RTE Act.

Protection of child rights also includes protection from corporal punishment, abuse and harassment. There is need for the SMC to closely cooperate with the National/State Commission for Protection of Child Rights and the state Department of Women and Child Development to ensure that children are protected from abuse.

Check Your Progress-6

1. Who are responsible for the protection of child rights in the school?

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2. What is the composition of membership of the School Management Committee as prescribed by Right to Education Act?

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3. What are the responsibilities of School Management Committee?

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4. What are the different government departments with which the School Management Committee has to work to protect child rights?

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7.5 SCHOOL MANAGEMENT VIS-À-VIS THE RTE ACT 2009

As per the Right to Education Act 2009, the school also has certain responsibilities under UEE. Every school, other than a school established, owned or controlled by the state government or Local Authority, established before the commencement of this Act shall make a self declaration within a period of three months of the commencement of the Act, in Form No. 1 to the concerned District Education Officer regarding its compliance with the following norms, standards and conditions:

(a) The school is run by a society registered under the Societies Registration Act, 1860, or a public trust constituted under a law;

(b) The school is not run for profit to any individual, group or association of individuals or any other persons;

(c) The school conforms to the values enshrined in the Constitution;

(d) The school buildings or other structures or the grounds are used only for the purposes of education and skill development;

(e) The school is open to inspection by any officer authorized by the state government/Local Authority;

(f) The school has the required infrastructure according to the norms;

(g) The school furnishes such reports and information as may be required by the DEO from time to time and complies with such instructions of the state government/ Local Authority as may be issued to secure the continued fulfillment of the conditions of recognition or the removal of deficiencies in working of the school.

Under the Part IV Section 7 (1, 2, 3) of the Draft Model Rules, for the purposes of getting recognition, a government, *aided and unaided private school has to admit children belonging to weaker sections and disadvantaged group*. Failing to do so will invite warning and/or withdrawal of recognition. And, such *children shall not be segregated* from other children in the classrooms, nor shall their classes be held at places and timings different from the classes held for the other children. *They shall not be discriminated* from the rest of the children *in any*

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manner pertaining to *entitlements and facilities* such as *text books, uniforms, library and ICT facilities, extra-curricular and sports.*

The school is required to appoint qualified trained teachers as prescribed by NCTE, NCERT and the SCERT. Failing to appoint trained teachers may result in de-recognition of the school. Where a state does not have adequate institutions offering teacher education courses, or persons possessing minimum qualifications are not available in sufficient numbers in relation to the requirement of teachers estimated, the state government will have to request, within one year of the commencement of the RTE Act, the Government of India for relaxation of the prescribed minimum teacher qualification. The Government of India may relax the minimum qualifications by way of a Notification specifying the nature of relaxation and the time period, not exceeding three years, but not beyond five years from the commencement of the RTE Act, within which the teachers appointed under the relaxed conditions has to acquire the minimum qualifications prescribed by the academic authorities. A person appointed as a teacher within six months of the commencement of the RTE Act, must possess at least the academic qualifications not lower than higher secondary school certificate or equivalent. For a teacher who does not possess the minimum qualifications at the time of commencement of the RTE Act, the management of such school shall enable such teacher to acquire such minimum qualifications within a period of five years from the commencement of the Act.

Check Your Progress -7

1. What are the conditions for "recognizing" a private aided school after the Right to Education Act was enacted?

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2. Why is a private unaided school required to admit disadvantaged children?

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3. Can admission be denied to a child by a school?

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4. Why should only trained/qualified teachers be appointed by a school?

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7.6 NETWORKING FOR EFFECTIVE MANAGEMENT AND CAPACITY BUILDING

The UN Development Programme (UNDP) has defined "capacity" as "the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner." The terms "capacity building" or "capacity development" describe the task of establishing human and institutional capacity.

INTRAC training © International NGO Training and Research Centre

Examples particularly relevant to developing countries include training for community workers involved in areas such as water, agriculture, nutrition and health.

Individual organisations such as local community groups are crucial providers of capacity building programmes whilst themselves often lacking capacity to sustain their mission. Improving internal management structures, access to information and technology, and networking are integral to institutional capacity building.

7.6.1 Information and Communications Technologies for Management of UEE

Information and communications technologies (ICTs) are technologies used to communicate and create, store, manage, distribute and use information for effective delivery of UEE. The ability of users to communicate, collaborate and exchange information online is especially important for *schoolnet*. In this context, ICTs typically refer to computers, computer networks, Internet, telephones,

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television, radio and audio-visual equipment and increasingly other devices used as network or Internet access devices (such as hand-held PDAs(Personal digital assistant are electronic devices) and mobile phones).

Those who have easy and affordable access to ICTs and communication networks can participate fully, while those without have fewer opportunities. And, it is often assumed that ICT infrastructure and equipment are available. The phenomenon of differential access to ICTs is often labeled the "digital divide."

Three drivers of ICT usage are: *language* (ability to use languages that is widely used on the Internet), *literacy* (specifically a culture of reading) and *learning* (level of educational attainment). Education is one of the most important components in creating knowledge societies, economic growth and prosperity. Education is not only the means by which individuals become skilled participants in society and economy it is also one of the key drivers in expanding ICT usage. The development of ICT will build an environment in which most knowledge/ information is shared; and more knowledge is created as the distribution of such information increases.

Seen within the context of the transition to more inclusive UEE and decentralized education system, it is necessary to address structural problems and deficits in education systems. Using ICTs to enhance administrative and teaching efficiency to alleviate under-resourcing in specific areas (e.g., a lack of textbooks or teachers and other support materials), to address equity issues, or to support teachers who may be under-equipped to deal with new teaching challenges.

7.6.2 What is a School NET?

School nets promote the development of a management information system for Elementary Education by connecting schools to the Internet, building linkages among students, teachers, schools, administrative agencies, parents, general public for sharing information and resources; school net supports effective and efficient management of networked educational institutions. *A network of educational authorities, schools, teachers, parents, community and wider educational resources is known as school net*. The **term "school net" has become an internationally recognized generic name to refer to ICT based e-management of school education administrative system**.

Organizationally, school nets exist in a wide variety of forms. A school net could be a programme located within a government department, a non-government organization (NGO), a private company, or a school. It enables all the stake-holders access information about UEE located anywhere in the world. School net can be understood as national/state level programme that is aimed at developing and supporting the use of ICTs in schools.

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School nets integrate disparate educational institutions and lay the foundation for management of education information system, and database for delivery of effective educational services.

7.6.3 Functions of School NET

Some of functions, activities and services provided by School nets are:

Technology services

- Connectivity services act as an Internet service provider (ISP) for schools, government authorities, general public and facilitate partnerships between different organizations/systems

- Supplying appropriate equipment to schools (purchased through government funding, sponsored through donor or corporate funding, or donations)

- Developing appropriate software solutions for management of delivery of education in schools

Content services

- Portal sites to direct administrators, teachers and learners to appropriate Internet content (ideally organized and searchable)

- Locally developed online content

- Content development at a professional level (developed by content specialists) or grassroots level (contributed by practicing educators)

Collaborative projects

- Facilitating involvement and collaboration of different resource centers in online projects

- Designing and running collaborative projects on a country level, either original projects or localized international projects

Professional development

- In-service training of teachers on ICT skills and using ICTs in teaching and learning (curriculum integration)

Experimentation, innovation and advocacy

- Conducting pilot projects across a range of environments and circumstances

- Developing and disseminating best-practice guidelines

- Advocating policy changes at various levels based on experience with pilot projects and best-practice knowledge

- Promoting and supporting innovation in the application of educational technologies

Management of school and resources

- Providing information support for decision-making

- Providing information support for policy making

7.6.4 School Net as Education Management Information Systems

ICTs can substantially improve the efficiency and speed of data collection from schools and reduce the amount of effort spent on administrative functions. As a change management strategy, ICT tools and systems that are of direct value in reducing administrative work or providing greater access to information.

When School net enters the school environment, everything in the environment will change. ICT skills are seen as encompassing a range and types of skills, from basic applications competence, such as the ability to send an e-mail message, to higher-order skills such as the ability to locate, evaluate, analyze and synthesize information from a variety of sources (referred to as information literacy). These higher-order skills apply across all areas of management.

7.7 FINANCING PATTERN

As Government of India sought foreign development aid from the World Bank, the UK government etc for implementing SSA, disbursement of grants will have to abide by all legal agreements regarding externally assisted projects unless specific modifications have been agreed to in consultation with foreign funding agencies. This implies timely submission of work and expenditure reports at the school, habitation, village, block, district and state levels to be able to get the next installment of development aid released by international donors.

Arrangement for sharing expenditure - Financial assistance under the programme of SSA is based on an *arrangement for sharing expenditure* on the basis of 85:15 between *Central and State governments* during the IX Plan, 75:25 sharing arrangement during the X Plan, and thereafter it is on 50:50 sharing basis. State governments are expected to take increasing responsibility for financing UEE. Commitments regarding sharing of costs are taken in writing from State governments.

State Implementation Society – State governments have been required to register a *State Implementation Society* as charitable society for receiving grants under SSA. The Government of India releases funds to the state governments/Union Territories only. The state government releases installments (except first) only after the previous installments of national and state government shares have been

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transferred to the State Implementation Society. The support for teacher salary appointed under the SSA programme is shared between the national government and the state government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

The National Programme for Nutritional Support to Primary Education *(Mid-Day-Meal)* is not part of SSA. Food grains and specified transportation costs are currently being met by the national government and the cost of cooked meals is being met by the state government. All other existing schemes of elementary education of the national government (except National Bal Bhawan and NCTE) have been amalgamated into SSA after the IX Plan.

District Education Plans are required to clearly show the *funds/resources made available to SSA from various components under different schemes* like Pradhan Mantri Gramodaya Yojana, Jawahar Gram Samridhi Yojana, Pradhan Mantri Rojgar Yojana, Sunishchit Rozgar Yojana, Area Development fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector etc. In turn all funds to be used for upgradation, maintenance, repair of schools buildings, Teaching Learning Equipment and capacity building of local managements have to be transferred in a timely manner to Village Education Committees/ School Management Committees/ Gram Panchayat/ or an NGO for decentralized implementation. The village/ school-based body have to formally decide how to utilize the funds in the best way within the given parameters of the scheme.

Check Your Progress -8

1. What is the pattern of sharing financing responsibility between the central and state governments in UEE?

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2. How convergence of funds of different schemes in the implementation of UEE suggested? Give examples

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ACTIVITY -1

- Prepare a plan for increasing enrollment of girls belonging to a minority community in your school and retaining them in school.

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ACTIVITY -2

- Prepare a budget for Activity -1

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- Explain to whom will you submit the plan and budget prepared by you to get it approved?

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7.8 LET US SUM UP

In this Unit you learnt that Right to Education Act has decentralized implementation of UEE; why implementation of UEE has been decentralized; what is micro-planning at school, habitation, village, block and district levels; who are responsible for preparing education development plans at these level; what should be the contents of education development plan; what is appraisal of a education development plan and how it gets approved; and who are responsible for monitoring the implementation of the plan.

What the governance issues are in decentralized management of elementary education; who is responsible for "recognizing" a private aided/unaided school; and what is the procedure followed for "recognizing" a school as prescribed by the RTE Act.

You have also learnt that a child cannot be denied admission to a school; who is responsible to protect the child's rights

You have learnt how networking using information and communication

Notes

technologies can be helpful for better capacity building and management of elementary education at school, block, district, state and national levels. You have learnt the funding pattern in elementary education.

7.9 SUGGESTED READINGS & REFERENCES

Educational planning and management in small states: concepts and experiences

-By Godfrey Baldacchino, Charles Farrugia, Commonwealth Secretariat

A Comprehensive Study of Education - By S. Samuel Ravi

http://ssa.ap.nic.in/

http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan

http://www.educationforallinindia.com/page112.html

http://scertdelhi.info/

7.10 UNIT-END EXERCISES

1. What is Micro planning? Discuss Micro-planning as regards to the community ownership in your own area?

2. List out the total BRCs and CRCs in your district and define the role and responsibilities of BRCs and CRCs at elementary education.