**Programmes and Initiatives in primary Education**

In order to achieve UEE (Universalisation of

Elementary Education) as well as to promote secondary

education, the Government of India had initiated a number

of programs and projects commonly termed as Centrally

Sponsored Scheme (CSS). CSSs are schemes that are

implemented by State/Union Territory (UT) governments but

are largely funded by the Central Government with a defined

State Government share.

The Government adopts an integrated approach in the

implementation of the various centrally sponsored schemes, in

keeping with principles of the National Policies on Education,

to ensure education of equitable quality for all in order to

fully harness the nation’s human resource potential. The

common objectives are: to enhance access along with quality

school education; to promote equity through the inclusion of

disadvantaged groups and weaker sections; and to improve the

quality of education.

Recently MHRD has undertaken various new initiatives

such as Performance Grade Index (PGI), UDISE+, School

Audit (Shagunotsav) and National Achievement Survey (NAS)

to improve the overall quality of School Education covering

administrative/governance issues and academic programmes

for bringing improvement in learning outcomes under Samagra

Shiksha. The success of these initiatives depends on their

effective implementation, coordination at all levels, and strong

linkages between the institutions right from the national level

to the school level.

**Samagra Shiksha** — Integrated Scheme forSchool Education

Ministry of Human Resource Development launched Samagra

Shiksha in 2018-19. It is an overarching programme for the

school education sector extending from pre-school to class

12 with the broader goal of improving school effectiveness

measured in terms of equal opportunities for schooling and

equitable learning outcomes. It subsumes the three erstwhile

Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik

7

Shiksha Abhiyan (RMSA) and Teacher Education (TE). This

scheme marks the shift in focus from project objectives to

improving systems level performance and schooling outcomes

incentivising States towards improving quality of education.

The scheme envisages the ‘school’ as a continuum from

pre-school, primary, upper primary, secondary to senior

secondary levels. The vision of the scheme is to ensure

inclusive and equitable quality education from pre-school to

senior secondary stage in accordance with the Sustainable

Development Goal (SDG) for Education.

The Goal SDG-4.1 states that “By 2030, ensure that all

boys and girls complete free, equitable and quality primary and

secondary education leading to relevant and effective learning

outcomes.” Further the SDG 4.5 states that “By 2030, eliminate

gender disparities in education and ensure equal access to all

levels of Education and vocational training for the vulnerable,

including persons with disabilities, indigenous peoples and

children in vulnerable situations.”

**Objectives of the Scheme**

• Provision of quality education and enhancing learning

outcomes of students;

• Bridging Social and Gender Gaps in School Education;

• Ensuring equity and inclusion at all levels of school

education;

• Ensuring minimum standards in schooling provisions;

• Promoting Vocationalisation of education

• Support States in implementation of Right of Children to

Free and Compulsory Education (RTE) Act, 2009; and

• Strengthening and up-gradation of SCERTs/State Institutes

of Education and DIET as nodal agencies for teacher

training.

**Features of the Scheme**

• Universalising access to quality school education by

expansion of schooling facilities in the uncovered areas

through up-gradation of schools up-to senior secondary

level.

• Ensuring availability of adequate infrastructure to ensure

that schools conform to the prescribed norms.

• Annual Grant of Rs. 5000 to Rs. 20,000/- per school for

strengthening of libraries.

• Composite schools grant of Rs. 25,000 – Rs. 1 lakh to be

allocated on the basis of school enrolment, out of which at

least 10% is to be spent on Swachhta Action Plan.

• Annual Grant for sports equipments at the cost of Rs. 5000

for Primary Schools, Rs. 10,000 for upper primary schools

and up to Rs. 25,000 for secondary and senior secondary

schools.

• Allocation for Children with Special Needs (CWSN) of Rs.

3,500 per child per annum including a stipend of Rs. 200

per month for CWSN girls to be provided from Classes I to

XII.

• Allocation for uniforms at the rate of Rs. 600 per child per

annum.

• Allocation for textbooks at the rate of Rs. 250/400 per child

per annum.

• Upgradation of Kasturba Gandhi Balika Vidyalayas (KGBVs)

from Classes - 8 to Classes 6-12.

• Strengthening of Teacher Education Institutions like

SCERTs and DIETs to improve the quality of teachers.

• Enhanced use of digital technology in education through

smart classrooms, digital boards and DTH channels.

• Support States and UTs for implementation of provisions

of RTE Act, including reimbursement under Section 12(1)

(c) of the Act.

• Setting up of residential schools and hostels for difficult

areas and for children in difficult circumstances.

• In view of promoting balanced educational development,

preference to Educationally Backward Blocks (EBBs),

LWEs, Special Focus Districts (SFDs), Border areas and the

117 aspirational districts identified by NITI Aayog.

The main emphasis of the Scheme is on improving quality

of school education by focusing **on the two T’s – Teacher and**

**Technology.** The strategy for all interventions under the Scheme

would be to enhance the Learning Outcomes at all levels of

schooling. The scheme proposes to give flexibility to the States

and UTs to plan and prioritise their interventions within the

scheme norms and the overall resource envelope available to

them. Funds are proposed to be allocated based on an objective

criteria based on enrolment of students, committed liabilities,

learning outcomes and various performance indicators.

The Scheme will help to improve the transition rates across

the various levels of school education and aid in promoting

universal access to children to complete school education.

And dynamic. It would also enable reaping the benefits of

Technology and widening the access of good quality education across all

States and UTs and across all sections of the Society.

**Implementation of the Scheme**

The Scheme is implemented as a Centrally Sponsored Scheme

by the department through a single State Implementation

Society (SIS) at the State/UT level. At the National level, there

is a Governing Council headed by Minister of Human Resource

Development and a Project Approval Board (PAB) headed by

the Secretary, Department of School Education and Literacy.

**RTE and RMSA schemes**. From the year 2018-19, Samagra

Shiksha lays emphasis on improving quality of education for

all students, including CWSN. Thus, this intervention is an

essential component under Samagra Shiksha. The component

provides support for various student oriented activities which

include identification and assessment of CWSN, provision

of aids, appliances, corrective surgeries, Braille books, large

print books and uniforms, therapeutic services, development

of teaching-learning material (TLM), assistive devices and

equipment, environment building and orientation program to

create positive attitude and awareness about nature and needs

of CWSN, purchase/development of instructional materials,

in-service training of special educators and general teachers

on curriculum adaptation, stipend for girls with special needs

etc. The component also emphasises the implementation of the

Right to Free and Compulsory Education (RTE) Act, 2009, for

children with special needs (within the age group of 6-14 years).

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

Bridging gender and social category gaps at all levels of school

education is one of the major objectives of the Samagra

Shiksha. Consequently, to encourage the participation of girls

in education, the existing Kasturba Gandhi Balika Vidyalayas

(KGBVs) at upper primary level and girls’ hostels at secondary

level have been extended/converged to provide residential and

schooling facilities upto Class-XII under the Scheme.

The Scheme provides for access and quality education to

girls from disadvantaged groups of girls in the age group of

10-18 years aspiring to study in classes VI to XII; belonging to

SC, ST, OBC, minority communities and BPL families to ensure

smooth transition of girls from elementary to secondary and up

to class XII wherever possible.

The scheme of SamagraShiksha has provision for upgradation

of existing KGBVs at upper primary level up to Class-XII. This

would provide the facility of at-least one residential school

for girls from Classes VI-XII in every educationally backward

block which does not have residential schools under any other

scheme.

The girls in the age group 10-18 aspiring to study in Classes

VI to XII and belonging to SC, ST, OBC, minority communities

and BPL families form the target group of the scheme. In

addition to non-recurring grants for building, the Samagra

Shiksha provides for recurring grants

**Self Defense Training (RAKSHA)**

Gender-based violence is a serious problem

threatening the growth, development, education

and health of adolescent girls in the country.

According to the Crime in India Report by

National Crime Records Bureau (NCRB), there

has been a substantial increase in gender based

crimes during the last few years. Unfortunately, the data about

the ones that go unreported, is not available.

Keeping in view, the rising number of crimes against girls

in the country, it is important to provide self-defence training

to them in the schools to ensure their safety and security. Selfdefence training is a life skill that helps girls to be more awareof their surroundings and be prepared for the unexpected atany time. Through the self-defense training, the girls are taught

to become psychologically, intellectually and physically strong

enough to protect themselves in times of distress. Self-defense

training techniques instills self confidence amongst girls and

helps to promote girl’s education particularly their transition to

secondary and higher-secondary level and to reduce the dropout rate in schools.

Through self-defense techniques, the girls are taught to

increase their core strength

Under Samagra Shiksha, self-defense training is provided

for three months per government schools having girls’

enrollment at Rs. 3000/- per month. The training is meant for

girls’ student from class VI to XII. The training is also given to

girls residing in Kasturba Gandhi Balika Vidhalaya (KGBVs).

The States and UTs may also look for convergence for availing

funding for self-defence training under the Nirbhaya Fund

under Ministry of Women and Child Development, Government

of India, Police Department, Home Guards, NCC, or with other

state government schemes.

**School Safety**

Children have right to live with dignity and have access to

education in an environment that is safe, protective and

conducive to growth and development. School safety and

security has to be seen from a broader perspective and not

confined merely to infrastructural and physical safety. The

issue of school safety has become more complex moving

beyond corporal punishment to bullying, physical violence,

sexual psychological and emotional violence, even leading to

death in extreme cases. In the recent past, there have been

reports of violence and tragic incidents in schools including

murder, assault and rape. Children are increasingly having

easy access to internet and videos showing violence, crime,

pornography and substance abuse. There is also rise in easy

availability of drugs, alcohol and cigarettes. At the same time

children are also facing tremendous exam stress and pressure

from parents, teachers and peers leading to frustration and

aggression or depression and in some cases suicide. The

outlook of school management, Principal, teachers and staff

in the school tends to be indifferent in general. This is a

key cause of worry, demanding a school safety and security

framework and plan of action. A comprehensive guideline with

accountability framework is being developed in consultation

with various stakeholders including school managements,

teachers, students, parents and counselors for making schools

safe and secure.

**Jaago Badlo Bolo**

The State Education Department of Telangana has conducted

the year-long campaign of ‘jaago badlo bolo’ against child sexual

abuse in collaboration with the Police Department on the POCSO

Act. Under this, training of Headmasters and teachers has been

conducted.

While in an ideal situation, counsellors could be provided

in every school, however as this is not possible at present due

to dearth of trained counsellors in the country, teachers can

be sensitised to function as a first step counsellor within the

school. They can be oriented to identify any disturbing sign or

behavior on the part of their students and engage with them.

Under this integrated teacher training program, teachers are

being given orientation on counselling, provisions of POCSO

Act, JJ Act, School Safety guidelines, helpline and emergency

numbers, drop-box for complaints etc. An amount of Rs. 1000

per teacher is being provided to all schools for classes I to XII

for this purpose. Also, every school is to display a board on

safety with helpline/emergency numbers and contact persons,

for which Rs. 500 per school has been provided.

**Rangotsav**

It is an initiative of Ministry of Human Resource Development

(MHRD) designed to cultivate awareness of cultural diversity

among the young learners of the nation. The program had

collection of cultural activities/events under it and schools

all over the country participated in it while organizing it

enthusiastically so that each and every child gets to experience

the vibrant beauty of different cultures. Rangotsav the cultural

fortnight was conducted from 7th to 21st December, 2018 with

an idea to prepare a non-judgmental platform for students,

teachers and all other stake holders to encourage their

participation. The main objectives of Rangotsav were—

• Transform the school environment into a vibrant and a

joyful place of learning through various activities of art and

culture and to provide a suitable platform to celebrate the

artistic talent and creativity of every member of the school

community, including students, teachers and other staff

members.

• Showcase and celebrate the rich cultural heritage of India

with all its diversity and provide age appropriate exposure

to all children thus enabling them to understand and

appreciate the variety of cultures, geographies, languages,

food, and customs of the country.

• Promote spirit of national integration through well-planned

activities to achieve the goals of Ek Bharat Shreshtha Bharat.

• Regular practice of integrating arts (even after Rangotsav)

in the day-to-day school routine, throughout the session to

promote joyful learning environment in the schools.

• The response to Rangotsav was immense and purely

welcoming. Schools across the country took efforts to open

up the cultural gates for students as well as teachers, which

resulted in celebration of artistic talent nationwide.

• Apart from activities at school level like Bhasha Sangam

and others, there were number of regional, state, zonal

and national level events conducted as part of Rangotsav,

such as National Children Assembly and Integration Camp,

national level folk dance, national level role play, Kala Utsav,

Sangeet Kala Sangam and Inter School Band Competition.

**School based Assessment (Annual Achievement Survey)**

In order to objectively assess the learning outcomes, this

department has already initiated the process of conducting

the National Achievement Survey (NAS), which is an external

evaluation, at regular intervals. The process has been

developed after detailed and nuanced interactions with all

the stakeholders. The results of the NAS held in 2017-18 are

already available in the public domain.

Further, based on the evidence gathered from the survey of

2.2 million students during the NAS conducted in 2017, and

the subsequent targeted interventions by NCERT in a pilot

survey for creating a framework to improve learning outcomes,

it has been decided to conduct a School Based Assessment

(SBA) in 2019 to assess the Learning Outcomes of all the

children at the Elementary level, which would be a qualitative

and non-threatening evaluation process of the students by the

respective schools.

These quantitative and qualitative evaluation techniques,

in tandem with the external evaluation, are crucial to ensure

that the desired learning outcomes are reached. Both these

evaluations are therefore essential and form a logical continuum.

**Constitution of Youth Club and Eco Club**

Youth clubs in schools are an instrument to develop life skills,

build self-esteem, develop self-confidence and resilience and

counter negative emotions of stress, shame and fear.

Eco clubs in schools will empower students to participate

and take up meaningful environmental activities and projects.

It is a forum through which students can reach out to influence,

engage their parents and neighborhood communities to promote

sound environmental behavior. It will empower students

to explore environmental concepts and actions beyond the

confines of a syllabus or curriculum.

In view of the above, all schools will constitute Youth and

Eco clubs for students where they can participate in activities

such as debates, music, arts, sports, reading, physical

activities after school hours and during vacation. These would

help in utilising the ideal school infrastructure particularly

playing fields, sports equipment and libraries which will help

the students to develop hobbies, skills and interests they might

not otherwise be able to explore.

**Transport and Escort Facility**

The scheme provides children’s access to elementary schools

through Transport and Escort facility to children in Classes

I-VIII and for Children with Special Needs (CWSN). Children

in remote habitations with sparse populations or in urban

areas where availability of land is a problem or children

belonging to extremely deprived groups or CWSN may not find

access to schools. Such children have been provided support

for transportation or escort facilities to children in sparsely

populated, hilly/densely forested/desert terrains, as well as

urban areas where non-availability of land makes it unviable

to set up schools as per the ‘neighbourhood’ norms of the state.

Addressing needs of children living in very small hamlets (in

remote, desert/ tribal areas) where opening of schools is not

viable and ensuring access by providing free transportation to

and from school and or through residential facility to ensure

access for such children.

Transport facility to children in classes I-VIII from sparsely

populated areas and urban areas where schools is not available

or Urban Deprived Children has been provided. The financial

provision of Rs. 3,000/ per child per annum under the erstwhile

SSA has been enhanced to an average cost of Rs. 6,000/ per

child per annum based on actual cost to be incurred as per

the distance, the terrain and the type of transport facility to

be provided.

**Free Uniforms and Textbooks**

Allocation for two sets of uniforms for all girls and children

belonging to SC/ST/BPL families’ in Government schools up to

class VIII has been enhanced from Rs. 400 to Rs. 600 per child

per annum under Samagra Shiksha. The purpose of school

uniforms is to inspire a sense of belonging and ownership of

the school for the children using its services.

Appropriate use of text books is a major indicator of

quality education imparted in schools. Therefore, textbook

production reform, including the layout and design, text and

cover paper size and specifications, ink, printing and binding,

etc., have significant implications. Allocation for textbooks to

all children in Government/Local Body and Government Aided

schools including Madrasas desirous of introducing the State

curriculum, has been enhanced from Rs.150 to Rs. 250/- per

child per annum at the primary level and from Rs. 250 to Rs.

400 per child per annum at the upper primary level. Primers/

textbooks developed for tribal languages with bridging materials

to facilitate the transition to the State language of instruction

and English, would be eligible for textbooks for classes I and II

within the ceiling of Rs. 200/- per child.

**Strengthening of CRCs— Mobility support to CRCs**

The Cluster Resource Centers (CRCs) are the most critical units

for training and on-site support to schools and teachers. The

CRCs need to undertake regular visits and organise monthly

meetings to discuss academic issues and design strategies for

better school performance. Periodic inspection and supervision

of schools to observe the infrastructure and facilities and the

administrative aspects is critical. In addition, a proper system

of academic and curricular support has to be developed to

serve the purpose of continuous professional up gradation of

teachers. In this context, each Cluster Resource Coordinator

should visit the schools and provide onsite academic support

under his/her jurisdiction at least once in two months and

send reports on a common platform to be shared by MHRD.

**Reporting by the BRCs**

The potential of Block Resource Centers (BRCs) as academic

resource centers is yet to be realised and their role and

functions are to be academically channelized. BRCs/URCs

need to function as resource centres to study the problems and

to design strategies to address the academic issues in schools.

The Block Resource persons (BRP) will be adequately trained

and utilised more effectively. Under the Integrated Teacher

Training Programme all the target groups, namely, teachers,

principals, block and cluster resource persons, etc., will be

brought on the same platform and oriented on similar content

focusing on their specific roles and responsibility. There will be

regular visits by the BRPs to schools for continuous monitoring,

follow-ups and to ensure that learning from trainings are

translated in classroom transactions. The reporting will be done

through the mobile app which will be compiled at a central

server where the software will generate discrepancy reports

which will then be followed up for necessary action.

School Management Committee (SMC) Training

Training of SMC members is required to be conducted by the

Cluster Resource Coordinator (CRC). Four Quarterly meetings

of SMC would be held in a year on dates to be notified by the

State government for all the schools. Support for holding the

meetings and uploading quarterly reports on a mobile app

on the meeting held as well as on the status/activities of the

schools will be provided.

Financial provision of up to Rs. 3,000 per school per annum

for Government schools is being provided at both the elementary

and secondary level, subject to a specific plan.

**Display of logo of Samagra Shiksha**

A logo is the symbol of the vision and sprit of the Scheme.

A logo also helps in fostering the spirit and building a bond

between the school, the student and the community at large.

Earlier, SSA logo was painted on school walls which was very

well received by the community and helped in identifying

the schools.

Thus, it becomes important for all schools to display the

logo prominently on the premises. All schools will be required

to display the logo of Samagra Shiksha along with facilities

under the scheme such as free text books, free uniforms, etc.,

at prominent place through wall paintings or display board.

The design of the logo will be shared by MHRD.

**Credible Data, Accountability, and Awards**

**UDISE+**

**The Unified District Information on School Education (UDISE)**

collects data on all schools in the country. From 2018-19, it

has been decided to update the UDISE and introduce new

features. The UDISE+ (i.e., UDISE Plus) application will be

online and will gradually move towards collecting real-time

data. UDISE+ application, in addition to data collection, will

have the following features—

1. A dashboard with data analytics and data visualisation

will be developed. It will include time series data to study

the trend over years and monitor growth. Progress in key

performance indicators will be tracked.

2. The system will be linked to GIS mapping and school report

cards will be generated.

3. To ensure data quality, a separate module for third party

verification will be developed including a mobile app.

The process of data collection will start in January, 2019.

**Performance Grading Index (PGI)**

The PGI is for the purpose of grading States and UTs on their

performance across 70 indicators on school education.

1. The Index will grade States and UTS thus allowing for more

than one State/UT to occupy the same grade, and therefore

all 36 States and UTS to ultimately reach the highest level.

The PGI has been conceptualised as a tool to encourage

States and UTS to adopt certain practices like online

recruitment and transfer of teachers, electronic attendance

of Students and Teachers, etc.

2. The PGI has seventy (70) indicators divided into two

categories—Outcomes and Governance processes. The first

category is divided into four domains which are - learning

outcomes, access outcomes, infrastructure and facilities and

equity outcomes. The second category is about Governance

processes which covers attendance, teacher adequacy,

administrative adequacy, training, accountability and

transparency.

3. The total marking under PGI is 1000 points. Each indicator

has been given either 20 or 10 points.

Shagun Portal

On 18th January 2017, the Honourable Minister for Human

Resource Development launched the Shagun portal – www.

seshagun.nic.in. It has two modules – (1) Repository of

innovation and (2) Online monitoring.

Digital Repository

The digital Repository has been designed to change the narrative

on school education by showcasing the multitude of innovative

and successful models being implemented by all States and UTs

in diverse circumstances. It enables these successful initiatives

to be replicated and taken to scale.

This repository of good practices focuses on positive stories

and developments that are driving performance improvements

in school education. These innovative practices are documented

in the form of case studies, videos, testimonials and images.

This digital platform is for public, media, stakeholders,

influencers and global academia to witness the innovative ideas

and success stories being registered in the field of elementary

education. Innovations that have benefited State Governments,

public schools, teachers and students are documented and

disseminated through this repository. In the Shagun Repository,

there are 296 videos on best practices, 269 case studies, 151

testimonials, and 4586 photographs.

In the year 2018-19, the

department decided to expand

the repository by covering all the

schemes of the department and

activities of various autonomous

bodies such as NCERT, NIEPA,

CBSE, NCTE, NIOS, KVS, NVS

and National Bal Bhawan (NBB).

Monitoring

The online monitoring module

of Shagun measures state-level

performance and progress against

key educational indicators which

enables DSEL and education

departments of State and UTs to

conduct real-time assessments.

The main functions are fund

utilisation tracking, performance

measurement on key educational

indicators, online planning and

goal setting, physical targets,

and outcomes monitoring.

The portal offers data

analytics and generates graphics

which represent the progress

of States and UTs against key

identified parameters such as

exact number of out of school children mainstreamed, the

increase or decrease in enrolment in government schools visà-vis private schools, expenditure on increasing the learning

outcomes, and teachers’ salaries.

Shagunotsav

In a major initiative, all Government schools throughout the

country will be visited and checked during August-September,

2019. This is a Census based audit to be carried out in

September, 2019 of all 11.85 lakh government and government

aided schools in all States and UTs including nearly 7 lakh

standalone primary schools. Data on various school based

parameters is presently collected through the tools of Unified

District Information System for Education (UDISE), SHAGUN,

Project Monitoring System (PMS) and Performance Grading

Index (PGI) to assess the quality and infrastructure at school

level. However, the same is not corroborated through field

visits. Feedback received from Central Prabhari Officers of

aspirational districts has shown that many schools are not

visited at all or the frequency of visit is very less. Therefore, a

need was felt to take up the exercise of school based census

to cover each and every school to ascertain the adequacy of

infrastructure facilities, teachers, students, school management

and community participation.

The parameters for the school census are to be based on

the indicators monitored through UDISE+, PGI and Shagun.

Assessment of Learning Outcome will not be part of this

evaluation as it will be conducted through the next round of

NAS/School Based Assessments. The feedback will help in

facilitating the system to be responsive to school specific needs

and initiate appropriate policy interventions. The guidelines for

the programme have been issued on 25th April, 2019.

Recognising Good Performance

National Awards to Teachers

These Awards were instituted in 1958. From the mid-1960s,

5th September came to be the fixed date for the function on

account of birthday of Dr. Sarvapalli Radhakrishnan, former

President of India. Over the years, the number of awards

increased to 378 awards, but it was felt that the awards were

losing their stature.

The guidelines of the scheme were revised in the year

2018 along the pattern of the changes made in major national

awards. The new scheme is transparent, fair, and rewards

demonstrated excellence and performance.

The features of the new scheme are

1. Online self-nominations from teachers were invited on

www.mhrd.gov.in. The web portal was developed by the

Administrative Staff College of India (ASCI) and the entire

software ran smoothly without any glitches or complaints.

2. About 6000 applications were received from teachers from

all over the country clearly indicating that the initiative was

successful.

3. All regular teachers were eligible and no minimum years

of service was required. This enabled meritorious young

teachers to apply.

4. The number of awards was rationalised to 45, thereby

restoring the prestige of the awards.

5. No State, UT or organisation had a quota in the final

selection. This encouraged them to compete for the awards.

6. An independent jury at the national level made the final

selection. The jury reviewed the list of 152 candidates

forwarded by all States, UTs and organisations. Each

nominee made a presentation before the jury, which made

a final assessment and recommended 45 names for the

**Teachers Awards.**

Honourable Prime Minister interacted with and felicitated

the awardees at his residence on 4th September 2018. He also

tweeted about his interaction with the awardees.

While awardees like Mr. Arvind Jajware from Jharkhand and

Mr. Vikram Adsul from Maharashtra practiced joyful learning

to reduce drop outs and increase enrolment, teachers like Mr.

Rakesh Patel from Gujarat, Mr. Imran Khan from Rajasthan

deployed ICT and child friendly activity based learning to

transform their schools into abodes of learning. Teachers like

Ms. Shaila R.N. from Karnataka mobilised community support

to improve school infrastructure for the benefit of students

while Ms. Karma Chomu Bhutia from Sikkim strived hard for

increasing enrolment.

Honourable Vice President of India gave away the Awards

at Vigyan Bhawan on 5th September 2018. Films on the

achievements of each awardee were also shown during

the ceremony.

Awarding cleanest schools under Swachh Vidyalaya

Puraskar

The Department of School Education and Literacy instituted

Swachh Vidyalaya Puraskar (SVP) in 2016-17 at District, State

and National level as a next step to Swachh Vidyalaya Initiative.

These awards are given to ensure long term sustainability

and behavior change towards cleanliness in schools. Swachh

Vidyalaya Puraskar is an initiative to recognise, inspire and

celebrate excellence in water, sanitation and hygiene practices

in schools. The schools voluntarily applied online through a

website and mobile App for the awards. Swachh Vidyalaya

Puraskar 2017-18 was open to private schools besides

government and government aided schools.

**Swachh Vidyalaya Puraskar 2017-18**

SVP 2017-18 received overwhelming response from schools.

6,15,152 schools registered online for the Swachh Vidyalaya

Puraskar 2017-18, which is more than double the number of

schools which participated in the previous year. States and UTs

shortlisted 727 schools for consideration of the National level

awards. After cross validation and thorough screening top 52

schools were conferred the National Awards for SVP 2017-18

**Methodology for the awards**

Selection of schools for the awards is made on the basis of

scores obtained by them in five sub-categories, namely (i) Water,

(ii) Toilet, (iii) Hand washing with Soap, (iv) Operations and

Maintenance, (v) Behavior Change and Capacity Building.

The best schools selected for the National award are given a

cash prize of Rs. 50,000/- as an additional school grant for

sustaining and improving sanitation and hygiene conditions

in the school, along with a Certificate of Recognition. The

best states and top districts which participated in the Swachh

Vidyalaya Puraskar were also recognised.

**Best Practices in States and UTs**

**‘Nali Kali’, Karnataka**

Nali Kali is meant for children in multi-grade classrooms were

learning to read, write and unleash their creativity in a joyful

and exciting environment. In 2009-10, Nali Kali was introduced

in all government-run Kannada medium schools of Karnataka,

for classes I and II. Pupils participate actively throughout

learning process; lessens the burden of the teacher; class room

interaction is maximum; no examination trauma/anxiety.

Childs natural instincts such as curiosity, dynamism, and

exploration find a place for channelization. The Nali-Kali method

of classroom transaction not only gives a greater autonomy

to the teacher but also creates the right atmosphere for the

child to learn in a friendly and joyful way. Learning takes

place systematically in groups organized according to age wise

competencies in an interactive manner. When children master

the competency of one group, they move on to another group to

learn the next competency. The teaching takes place through

songs, games, surveys, storytelling, use of educational toys

and improvised teaching-learning materials, all made by the

teachers themselves.

**‘Ganitha Kalika Andolana’ (GKA), Karnataka**

The State has initiated Ganitha Kalika Andolana (GKA)–a

mathematics learning movement program to improve numeracy

skills and facilitate classroom teaching of Mathematics among

students in Government primary schools. Mathematics is

widely believed to be a foundational discipline upon which a lot

of future learning in school depends.

**Activity Based Learning (ABL), Tamil Nadu**

The ABL has been designed essentially with a focus on

classroom reform which enables individualised, self-learning

in an interesting and interactive manner, and is based on the

model of the NGO Rishi Valley Rural Education Centre, well

known for their experiments with joyful learning programs and

intensive teacher training. The ABL teacher in the classroom

has transformed to a facilitator of learning; does not lecture to

the class or direct the learning of the whole class in a uniform

pattern.The ABL classroom has a wide variety of cards and materials

which enable a structured learning process amongst children

at different levels of competencies.

**Sapno ki Udaan Programme:** an initiative to educate out

of school children through mobile School (Uttarakhand)

To extend the reach of better quality education under the

preview of Right to Education, the Mobile Schools-Multi

Purpose Vehicles have been used to provide Mobile Schooling

facilities by extending awareness and motivational campaigns

among the masses. These vehicles are being provided with

various learning equipment’s, multimedia system and qualified

Resource Persons to fulfill the objectives of counselling and

awareness. The major aim of this initiative is to identify and

main-stream Out of School children, by conducting special

drives for identification of such children and arrangement of

appropriate age specific special training to mainstream them

in the neighboring schools

**Multilingual Education (MLE), ODISHA**

Multilingual education is a structured programme to develop

appropriate cognitive and reasoning skills enabling children to

operate equally in their native, State and national languages,

starting in mother tongue with transition to second (Odia) and

third language (English). In Odisha, children are taught in Odia

language, which is challenging for many of the tribal children

whose mother tongue is not Odia. The context of textbooks is

also unfamiliar to tribal children, leaving them unable to fully

comprehend the classroom teaching and learning activities

which had an adverse effect on retention and learning outcomes.

In Mother Tongue based Multilingual Education (MLE)

programme, the schooling begins in mother tongue and transits

to additional languages gradually. The use of mother tongue

as medium of imparting education in early grades enable

children to develop a strong education foundation through

beginning in the language the learners know best, building

on the knowledge and experience they bring to the classroom,

and enhance confidence and self-esteem.

**Mid-day Meal: New Approaches**

With a view to enhance enrolment, attendance and retention

and simultaneously to improve the nutritional status of

children, a Centrally Sponsored Scheme ‘National Programme

of Nutritional Support to Primary Education (NP-NSPE)’ was

launched on the 15th August 1995. The scheme was extended

in 2008-09, to cover children of upper primary classes and

the Scheme was renamed as ‘National Programme of Mid-Day

Meal in Schools’ popularly known as Mid-Day Meal Scheme

(MDMS). The MDMS covers all school children studying in

I-VIII classes in Government and Government-aided schools,

Special Training Centers (STCs) and Madrasas and Maqtabs

supported under Samagra Shiksha.

**Setting up of School Nutrition Garden**

School Nutrition Garden (SNG) is a place where herbs, fruits

and vegetables are grown in the school premises for use in

preparation of mid-day meal. The objectives of developing

School Nutrition Gardens are to help address malnutrition

and micro nutrient deficiencies and also to give children firsthand experience with nature and gardening.

**Tithi Bhojan**

Tithi Bhojan is an initiative started by the States and UTs with

an aim to provide additional nutrition to children studying in

schools. Under this program community provides full meal

or additional items on special occasions such as festivals,

anniversaries, birthdays, marriages, and days of national

importance etc

**Cooking Competition**

Organising cooking competition for mid-day meal is one of

the focus areas during 2019-20. Main objectives of organising

cooking competition are to motivate cook-cum-helpers by

incentivising the best recipes using the whole vegetables i.e.

stems, leaves, peels etc.; to give emphasis on preparation

of mid-day meal with locally available food articles as per

the culturally accepted food habits; to promote community

participation in the preparation of mid-day meal.

**National Programme for Education of Girls at Elementary Level**

**(NPEGEL):**

**In SSA scheme there is another important programme for Girls’ Education named**

**‘National Programme for Education of Girls at Elementary Level’ launched in the**

**country in July, 2003 as a separate Gender distinct with a view to reaching out to the**

**“Hardest to Reach” girls, particularly those who are never enrolled in school or**

**dropped out of schooling system. Primarily the programme was implemented in the**

**Educationally Backwards Blocks where the level of rural female literacy is less than**

**the national average (46.13%). The programme can also be implemented in other**

**than the EB blocks having at least 5% SC / ST population and below 10% SC / ST**

**female literacy. Subsequently, the programme was amended in July 2007 to extend**

**and expand the facility of education for the girls at risk / difficult circumstances in life.**

**Now the focus aim of this programme is to provide additional support for both the ‘in’**

**and ‘out’ of school girls so that they can be retained in the schooling system till**

**successful completion of elementary education.**

**Activities undertaken and achievements made under NPEGEL:**

**• Establishment of 7 Model Cluster Schools.**

**• Coverage of 470 girl children under Model Cluster Schools.**

**• Construction of additional classroom in all Model Cluster Schools.**

**• Introduction of remedial classes.**

**• Provided 40 sewing machines in all MCSs for vocation based skill development**

**of children.**

**• Provided 35 bicycles for the children attending schools from far off distance.**

**• Organized exposure visits for children of MCSs.**

**• Introduction of vocational training programmes like weaving, sewing, bamboo &**

**cane craft etc.**

**• Provided pre admission bridge courses for the children for recovery of learning gaps.**

**• Emphasis is given on education of Muslim girl children in MCSs.**

**• Free textbooks have been provided for all children.**

**• Introduction of common school uniform and identity card for students and teachers.**

**• Provided hygienic separate girls toilets to all schools.**

**• Electricity facility has been provided to 4 schools.**

**• Creation of database on bio-data of all children.**

**• Provision of additional inputs and facilities for all children like; School Uniform,**

**Stipend and Attendance Grant**

Objectives of NPEGEL

• Develop and promote facilities to provide access to elementary education for girls.

• Facilitate retention of girls in schooling system.

• Ensure greater participation of women and girls in education.

• Improve quality of education.

• Stress upon the relevance and quality of girls’ education for their empowerment.

**Coverage under NPEGEL**

NPEGEL will be continued to be implemented in selected blocks based on the following criteria:

• Educationally Backward Block (EBB) - Rural female literacy is less than the national rural female

literacy (46.3%, 2001 census) and the gender gap (between male & female literacy) is higher than thenational gender gap (21.53%, census 2001) in 184 blocks.

• 96 blocks are with at least 5% SC/ST population and below 10% female literacy among SC/ST

categories.

Based on the above criteria, 280 out of 313 blocks are covered under NPEGEL.

Issues

• Reduce gender gap

• Increase access through girls hostels and KGBVs

• Lifeskill Education

• Monitoring using the gender perspective tools

**NPEGEL Implementation**

National Program for Education of Girls at Elementary Level (NPEGEL) is being implemented in 280

educationally backward blocks in the State.

1. Community Mobilization – making girls education a community agenda

Major factors for girls not going to school are deeply rooted in community, society and parental attitude.Therefore, mobilization campaigns have been carried out to generate awareness among community, society and parents. Programs were implemented in July 2009 to mobilize parents and community towards girls’ education and their mainstreaming in formal education system. Motivation camps like Maa-Beti Melas have been organized for mobilizing out of school girls and their mothers. Motivation camps of community members, door-to-door contact, and orientation of PTA members were also organized. Various mobilization activities have been carried out to ensure maximum enrolment in KGBV, special activities were conducted for enrolling girls. Contact programme and motivation camps organised. Female PTA members were trained.

**Achievements 2009-10**

Creating demand for girls’ education-Community mobilization activities

• Maa Beti Mela - To involve mothers in school activities Maa Beti Mela organised in all Model Cluster schools. These melas have been organised to involve the mothers of low attendance girls and out of school girls. Melas were organized in month of September and December 2009.

• Contact programme and Motivation camps for girls and parents -

o Contact programs have been conducted in low female literacy pockets

o In these contact programs issues of girls education discussed with community and parents motivated to send their girls in residential facility

o Three days residential motivation camps have been organized for girls

• Awareness campaign through print, electronic material focused on girls’ education.

Proposal 2010-11

Activities conducted during 2009-10 will be continued

**2. Distribution of School Uniforms**

Achievements -2009-10

Free Uniforms distributed to all girls enrolled in Government Primary Schools, Upper Primary Schools in educationally backward blocks under NPEGEL. For ensuring a local decentralised process of decision, procurement and distribution of uniforms to girls the PTAs were provided the required funds directly from the district level. At a number of places PTAs have also pooled in additional local resources for ensuring add-ons to the standard uniforms like socks, ties and belts and even free uniforms to boys. In all 52 lakhs girls have been provided Uniform. The balance amount of Textbooks utilized for Uniform of girls in NPEGEL blocks.

Girls enrolled in NPEGEL blocks in Primary Schools and Madarsas - 3651294

Girls enrolled in NPEGEL blocks in Upper Primary Schools - 1395868

Proposal for 2010-11

For ensuring a local decentralized process of decision, procurement and distribution of uniforms to girls the PTAs will be provided the required funds directly from the district level.

From NPEGEL uniforms will be given to girls in following numbers in 280 NPEGEL blocks:

• Primary – 36.51 lakh

• Upper primary – 13.96 lakh

Uniforms will be provided to all girls enrolled in Madarsa/Sanskrit Schools registered with M.P. Madarsa

Board/Sanskrit Board in 2010-11. The amount for this will be transferred in Bank Accounts of registered

Madarsas.

Additional requirement to meet the cost Rs. 200 will be provided from State fund. Girls from remaining 33

non-NPEGEL blocks will be provided free uniforms from State budget head.

**Awards to schools**

Award is provided to one school in each cluster, which has significant achievements in the fields of learning outcomes of girls. Award is being given based on achievement level of girls. 5338 schools provide awards in

Proposal for 2010-11

Awards will be given to schools/ teachers that will do commendable work in the field of girls

education. This will be done for encouragement and promotion of girls’ education. The criteria for

selection of school will be better achievement of girls in specially class 5 and class 8. 5596 schools

will be provided awards.

**Model Cluster schools**

One school in cluster in EBB has been selected for developing as 'Model Cluster School for Girls'. These arethe schools, which have more number of enrolled girls belonging to SC, ST, OBC, and Minority categories. Inthese schools girl-child friendly elements in the form of teaching learning equipment, books, equipment, games& sports material, etc. introduced in these schools. Following activities are conducted for girls in Model cluster schools.

• Exposure visits (khoj yatra) for girls studying in upper primary of Model cluster schools. Visits plannedby school. The place of visit may be a historical place nearby village, fort, Police station, Post office, Hospital, Fair, Museum, etc. The objective of Exposure visit is to create girl friendly environment in schools, developing self confidence, observation skills among girls. It promotes girls attendance in schools.

Proposal for Girls Hostel in 2010-11

• To create awareness among girls about different professions, meetings with women professionals

engaged in different professions were organised in MCS to give exposure about professions i.e. Doctor, Engineer, Journalist, Officer Social Workers business women, Sports workers, Lawyer etc.

• Life skill Education in Model cluster schools -To provide life skill education to girls of Model cluster

schools Unicef is supported the project of life skill education. State Resource centre Indore is selected

as nodal agency for life skill education. Master trainers are being trained by State Resource centre

Indore.

• Sports and cultural meet.

Proposal 2010-11

Activities of Model cluster Schools will be continued in 5600 Model cluster Schools .

Each school will be provided Rs. 15000 for these activities.

**Girls Hostels**

Special strategy for girls ensuring retention at upper primary level-Besides factors rooted in the family or Socio

cultural milieu of girl child, distance to schools and the associated threats to security have been reasons for low

GER of girls at elementary level

Low transition and low participation of girls at upper primary is the major concern of state It is impossible to achieve universal elementary education unless concerted efforts are made to reach out of girl child. To address this issue, State has taken initiatives to provide residential facilities for such girls. Though the sanctions of Kasturba Gandhi Balika Vidhyalay were limited and does not cover all the blocks, Girls hostels were opened to address this issue. Currently 247 hostels under NPEGEL benefiting 16121 girls and 48 hostels under SSA Innovation benefiting 3298 girls. In all a total of 295 hostels are functional and 19419 girls are benefited from this strategy.

The State Govt. has provisioned buildings for these hostels by it's own resources.

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme of the KGBV ran as a separate scheme but harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since April, 2007 merged with the SSA Programme as a separate component of that programme.

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the Samagra Shiksha. Consequently, to encourage the participation of girls in education, the existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at upper primary level and Girls Hostels at secondary level have been extended/converged to provide residential and schooling facilities upto Class-XII under the Scheme.

Thus, the Scheme now provides for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and upto class XII wherever possible. KGBV provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block (EBBs).

**Scope/ Coverage of the scheme**

The scheme was applicable since inception in 2004, in Educationally Backward

Blocks (EBBs) where the rural female is below the national average (46.13%:

Census 2001) and gender gap in literacy is more than the national average (21.59:

Census 2001). Among these blocks, schools may be set up in areas with:

**o** Concentration of tribal population with low female literacy and / or a large

number of girls out of school;

**o** Concentration of SC, OBC and minority populations, with low female literacy

and / or large number of girls out of school;

**o** areas with low female literacy; or

**o** areas with a large number of small, scattered habitations that do not qualify for a

school

**The criteria** of eligible blocks have been revised with effect from 1st April, 2008 to

include the following:

o Additional Educationally backward blocks with rural female literacy below 30%;

and

o Towns/cities having minority concentration (as per the list identified by

Minority of Minority Affairs) with female literacy rate below the national

average (53.67%: Census 2001).

Opening of KGBVs have been extended to all Educationally Backward Blocks

(EBBs) during 2010-11, covering the remaining EBBs as per census 2001.

**Objective**

Gender disparities still persist in rural areas and among disadvantaged

communities. Looking at enrolment trends, there remain significant gaps in the

enrolment of girls at the elementary level as compared to boys, especially at the

upper primary levels. The objective of KGBV is to ensure access and quality

education to the girls of disadvantaged groups of society by setting up

residential schools upper primary level.

**Strategies**

Initially, the proposed schools shall be opened in rented or other available

Government buildings after deciding the location. Now the unit cost of new

KGBVs hostel buildings has been revised as per the state PWD schedule of Rates

(SOR). The minimum area for KGBV hostel buildings shall be calculated based

on basic amenities and requirements as indicated below:

o For 50 children the carpet of the buildings would be approximately 80 sq.ft/child

o For 100 children the carpet area of the building would be approximately

60sq.ft/child.

Such residential schools will be set up only those backward blocks that do not

have residential schools at upper primary level for girls under any other scheme

of ministry of social Justice & Empowerment and Ministry of Tribal Affairs.

This shall be ensured by the district level authority of SSA at the time of actual

district level planning of KGBV initiatives by co-ordinating with the other

Departments/ Ministries.

Settings up of residential schools where there are a minimum of 50 girls

predominantly from the SC, ST and minority communities available to study in

the school at the elementary level. The number can be more than 50 depending

on the number of eligible girls.

**Implementation, monitoring and evaluation**

The scheme will be implemented by State Governments through the Mahila

Samakhya (MS) Society in MS states and through the SSA society in case of other

states. Funds will be released as per SSA pattern to the State SSA societies. The

monitoring and evaluation at the State and district level will be undertaken by

the MS State Resource Centers .

Training for teachers and staff at the residential schools will be co-ordinated

by the District Institutes of Educational Training. Block Resource and Mahila

Samkhya Resource Groups.

**State support Group**

An Advisory State level coordination committee as approved under the

NPEGEL scheme shall provide direction and support to the programme. This

group will consist of nominees from relevant State Government Departments,

Government of India, experts in the field of girls education, educationists etc.

**National Support Group**

The National Resource Group (NRG) created under the Mahila Samakhya

Programme at the National level shall provide inputs on conceptual issues and

concerns arising in the programme.

**Shiksha Karmi and Lok Jumbish, Rajasthan**

Education attainments in Rajasthan have been among the lowest in India even till the 1990s.

During the period 1991–2001, however, there has been a substantial improvement in the

literacy, which was over 75 per cent. Despite such improvements, the enrolment rate in the

state was as low as 60 per cent. The proportionate share of girls in total enrolment in the

pre-primary and primary level education has been as low as 36.8 per cent even in 1995-96.

Another fact is the high drop-out rate of girl children.

SKP & LJP Initiatives

Several measures have been implemented in recent years to improve formal education

system, and/or to facilitate access to education. Among these, the Government of Rajasthan

initiated two ambitious and innovative education programmes—the Shiksha Karmi Project

(SKP) in 1987 and The Lok Jumbish project (LJP) in 1992. These projects have developed

novel responses to deep-rooted problems of education and have transformed the delivery of

education in the state. Both Shiksha Karmi and the Lok Jumbish were initiated as micro-level

initiatives and later integrated into state-wide strategies to meet the educational needs of

deprived rural communities.

1. Shiksha Karmi Project

Objectives

Some of the objectives of the SKP were to achieve the following:

Universalization of primary education in remote, socio-economically backward

villages in those blocks of Rajasthan where the existing primary schools have been

dysfunctional

A qualitative improvement of primary education in such villages by adapting the form

and content of education to local needs and conditions

Improvement in enrolment of all boys and girls in the age group 6-14 years

Building of a level of learning equivalent to the norms of Class V

The project also strives to bring about a qualitative improvement in the delivery of education

The Thrust

The Shiksha Karmi Project (SKP) literally means ‘education worker’ and aims to transform

dysfunctional schools into more efficient ones through the provision of quality education with

the help of locally available youth albeit with lower qualification. The programme was

formulated on the basis of a successful project of a non-government organisation (NGO)

called the Social Work and Research Centre (SWRC) at Tilonia in Rajasthan. During a pilot

project in 1984-86, SWRC ran three experimental primary schools using local teachers and

providing continual in-service training. The curriculum and textbook design related directly to

life in a rural environment, and the education outcomes were impressive. When the project

was evaluated, these schools compared very favourably with government primary schools.

The Strategy

The project identified teacher absenteeism as a major obstacle in achieving the goal of

Universalization of Elementary Education (UEE). It realised that a primary school in a remote

village that has a non-village-resident teacher tends

to become dysfunctional, and parents as well as

children fail to relate to such an institution, leading to

high drop-out rates.

**The thrust areas of the project are as follows:**

1. The basic strategy developed by the Shiksha

Karmi Project, involved substituting each of

these absentee professional teachers with a

team of two local staff members. The premise

of the SKP was that a change agent,

especially in the field of education, can work

effectively if he/she belongs to the same

locality. Hence, greater preference is given to

his/her willingness and ability to function as a social worker rather than only to

educational qualifications.

2. Under the SKP teachers with records of absenteeism are being replaced by

local teachers who are less qualified but are specially trained to teach primary

school children.

3. The Shiksha Karmis or SKs are given intensive training through an induction

programme as well as periodic refresher courses.

4. Enrolment of girls and their attendance and retention in primary schools is one of the

serious challenges in achieving UEE in Rajasthan. The SKP aims at addressing

these through decentralised initiatives involving the community.

5. At the grassroots level, panchayat samitis (block-level administration), Shiksha Karmi

Sahyogis, subject specialists of NGOs, SKs and the village community constantly

interact with each other to achieve the aims of the project.

**The Process**

The SKP is initiated by identification of a remote and backward village where a government

primary school is dysfunctional. The criteria to verify the targeted village includes factors like,

extremely low enrolment, low attendance of children, low retention of boys and girls, low

academic attainment among children, pattern of irregular attendance, and absenteeism of

teacher resulting in frequent closure of school. The villagers and the SKB, collectively decide

on the appointment of a SK teacher for the school.

The SKP has reached its present level of expansion through high level of local participation,

allied to strong logistical support. Villages are selected on the basis of requests from the

panchayat samiti. Candidates for teacher’s training have to qualify through a written and an

oral test and must possess knowledge of numbers and basic teaching and learning

processes and awareness of hygiene and environment. The selection board comprises

representatives from SKB, a local NGO, the Pradhans (members from the local selfgovernment), and the Block Officer of the Government of Rajasthan.

There is also an in-built monitoring process at the village, block, headquarter and state

levels. There is a provision of joint biannual reviews by SIDA, the Government of India and

the government of Rajasthan and of independent evaluation by teams consisting of national

and international experts.

Review and planning meetings are held regularly as support interventions to the SKs at the

block level, while at the village level, support is provided by the VEC with respect to

monitoring enrolment and attendance rates as well as school mapping and micro-planning

exercises. An elaborate monitoring structure is built into this programme on a monthly basis

by the SKs themselves and on quarterly basis by the VECs. In addition, monitoring activities

are carried out at the regional level by the resource unit and the members of the SKB and at

the state level by the executive committee of the SKB. The regional activities are monitored

by the SKB and the state level by the executive committee of the SKB.

The structure of the programme is relatively de-bureaucratised, as SKs are not permanent

government employees. However, many problems remain to be addressed. Because of

traditional society’s attitude towards working women, it has proven difficult to recruit female

teachers, who still account for only 27 per cent (1999-2000) of total teachers in the state.

The target now is to have at least one female SK teacher in each school.Gender contributed

significantly in enabling girls to attend SK schools.

The concept of **Aangan Pathshalas** (courtyard schools) was introduced in 1992-93 to

provide effective contextual intervention to encourage sustained participation of girls in

primary education. A rural woman, with a minimum education qualification of Class V and

willingness to teach girls, is engaged to teach a group of at least 15 girls in the age group of

6-14 years in her neighbourhood.

**Prehar Pathshalas** (PPs) or schools with convenient timings provide educational

programmes for out-of-school children who cannot attend regular school due to

preoccupation at home. In PPs, a condensed formal school curriculum and simplified

learning materials are followed. Angan Pathshalas have proved effective in attracting girls to

primary schools.

**Major Achievements**

The SKP has been responsible for several tangible achievements, which are:

 The project was extended in two Prehar Pathshalas (25 learners) phases to cover

300 villages by 1991 and 2,000 remote villages in 140 blocks by 1995. The project

now covers 2,715 villages in 146 blocks of 32 districts of Rajasthan and 6,285 SKs

provide primary education to 2.16 lakh children in day schools. There are 2,715 day

schools and 4,829 PPs.

 In 1998-99, the SKP was functional in 146 out of a total 237 blocks in 32 districts of

Rajasthan.

 The state runs 2,600 day schools, 48,229 PPs and 97 Anganshalas. In these

schools, 6,213 SKs serve 2.16 lakh children, 40 per cent of which are girls.

 Although retention rates are still low, at 50 per cent between Class I and V, it is an

improvement over the 30 per cent retention rate in 1989. Over 40 per cent of the

children successfully complete Class V.

 There has been a six-fold increase in the enrolment of children in the age group of 6-

14 years (from 37 per cent to 83 per cent) in Shiksha Karmi Schools and Prehar

Pathshalas.

 Retention of children in schools increased from an average of about 19 per cent to

65 per cent. $ Monthly attendance of children in SKP schools has improved from 58

per cent to 84 per cent. $ Nearly 67 per cent of the children belong to

disadvantaged social groups.

 An outstanding achievement is 100 per cent enrolment of children in the age group

of 6–14 years in 576 villages, i.e. more than one-fourth of the project villages.

 The SKP has constituted 2,600 VECs to promote community involvement in primary

education and encourage village-level planning, supervision and management in

improving effectiveness of schools

 PPs have enabled out-of-school children, especially girls in the remote areas, to

avail of opportunities for primary schooling at their own pace and with sufficient

flexibility. At present, 22,138 girls (who constitute 68 per cent of learners in PPs) are

benefiting from this facility.

 Angan Pathshalas (APs) have been set up for young children, particularly girls who

cannot travel long distances to attend schools. At present, 97 AP centres are in

operation with 4,023 children.

 In order to facilitate and increase the enrolment of girls in villages where literate

women are not available to work as SKs, 14 Mahila Prashikshan Kendras (Women

Training Centres) have been set up in interior rural areas where 334 women are

being trained.

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2**. Lok Jumbish Pariyojana**

The Lok Jumbish (People’s Movement) programme is a joint initiative developed by the

Government of Rajasthan in cooperation with local NGOs. The programme, which has been

underway since 1992, is functioning in 13 districts of Rajasthan. It aims at providing

elementary education by mobilising the community and soliciting its involvement in the

running of local schools.

**Objectives**

The primary objective of the Lok Jumbish Project (LJP) is to achieve the universalization of

elementary education through mass mobilization and the participation of people. It places

special emphasis on the education of girls and disadvantaged sections of society and views

education as a tool for empowerment. Some of the main goals of the LJP are as follows:

o Providing access to primary education to all children between five and 14 years of

age

o Striving to enrol children in regular schools, as far as possible and in Sahaj Shiksha

centres wherever necessary

o Ensuring that all enrolled children regularly attend school Sahaj Shiksha centres and

complete primary education

o Improving quality of education by emphasising active learning, child-centred

processes and achievement of at least minimum levels of learning by all children

o Creating necessary structures and processes to empower women, making education

an instrument of women’s equality

The Thrust

The thrust of the programme is to view education both as an end to and means of socioeconomic change and transformation, especially with respect to gender equality.

The Strategy

The core strategic areas of the project are:

 De-bureaucratisation and the decentralisation of decision-making in the sphere of

primary education.

 Creating structures, forums and partnerships between people from the village-level

community on one hand and educationists and NGOs on the other.

**The Process**

The unit of decentralisation planning and administration in the LJP is the village and block

respectively. The links between the village and the block are provided by a cluster of 25-35

villages with similar geographical and socio-economic conditions. Each development block is

further divided into five to seven compact clusters. The role of the cluster personnel is to

translate the ideas of the LJP into action in the villages. The responsibility at the cluster level

rests on the Block Steering Group (BSG) or an established the NGO, wherever available.

The LJP aims at establishing a decentralised education system, with VECs taking a central

role. Each VEC comprises about eight members who are nominated by community

assemblies. In addition to these village-level structures, LJP has established block-level

committees, including government, NGO and VEC appointees. These committees, covering

100-150 villages, are vested with the power to open and upgrade schools and to appoint

new teachers.

Members of the informal VECs manage the education system in their village. They provide a

link between the larger village community and the LJP personnel, help in implementation of

the programmes and also assess the requirements of the village and seek to fulfil them.

The next rung in the administrative ladder is the block. At this level there are two main LJP

outposts—the BSG and the Block Education Management Committee (BEMC). The BEMC

is a powerful decision-making body of the LJP. The BSG is constituted by representatives

from the panchayat samitis (elected local self-governing bodies) and officers from the

Department of Education, Government of Rajasthan.

The Lok Jumbish Parishad is the headquarters of the whole project. The Parishad is a

society registered under the Rajasthan Societies Registration Act, 1958. It is the main

coordinating and guiding agency of all the regional offices of LJP. All review and planning

meetings at the state level are organised by the Lok Jumbish Parishad.

School mapping: One of the most important Lok Jumbish innovations has been the villagemapping exercise. Over 4,000 villages have participated in developing maps’, which go

beyond identifying the location of schools and road, to establishing the social and cultural

problems faced by local communities in accessing schools. Issues of elementary education

quality, curriculum relevance, distance and teacher attitudes all figure prominently in this

exercise. Women’s groups were involved to identify the major deterrents to girls’ education.

Micro-planning: The Micro-planning process is initiated after necessary education

infrastructure is provided to the village. Micro-planning involves family-wise and child-wise

monitoring by the teachers and VEC and occasionally by the cluster-level staff. The VEC

identifies the child out of

school and from the Village

Education Register (VER),

contacts the concerned

families and undertakes

relevant action to ensure

regularity of attendance and

retention of children in

schools. The micro-planning

process involves three

instruments—(1) Praveshotsav (Festival of Entry), (2) Retention Register, and (3) Village

Education Plan. The main objective of the Praveshotsav is to create a positive and creative

environment for education among children and develop a sense of responsibility in the minds

of the parents to send their child to school.

Gender Equality

The status of gender sensitivity and equity permeates all the programmes and processes in

the LJP Women workers at every level are considered indispensable and appointment of

workers in specific proportion is considered mandatory. The state-level committee

‘Samvadika’ reviews LJ activities from a gender perspective and provides suggestions for

women’s development and to weave measures conducive to gender issues in to the content

and process of education.

Quality of Education

The activities to improve the quality of education in LJP have been through the introduction

of competency-based education or the Minimum Levels of Learning (MLL) scheme in 1992.

The MLL to be achieved by children at various grade levels then forms the basis of the

curriculum development and its implementation in the field. The MLL scheme started in 45

schools in Arain Block (Ajmer) covered 2,096 children. In 1998-99, the MLL scheme has

been extended to 5,945 schools employing over 16,905 teachers and covered over 5.4 lakh

children.

Non-formal Education

LJP introduced a non-formal education programme: Sahaj Shiksha (SS) in 1993. It was later

revamped in 1996 and was equivalent to formal system i.e., it was also linked to a

competency-based curriculum and provided a certificate, built the teaching personnel from

the community and provided teacher training, back-up support personnel for the teachers

and structured the management as resource groups for the SS and formed cluster- level

monitoring groups or the Sanchetan Dals.

Major Achievements

 Between 1992-98, the initiative had extended to 75 blocks, comprising nearly onethird of rural Rajasthan. About 1,000 elementary and 300 upper primary schools fall

under its administration, along with over 1,000 non-formal education centres. The

project has developed its own teacher training modules, through which over 2,300

teachers have benefited.

 Over the first four years of the project (1992-1996), enrolment rates in Lok Jumbish

villages increased by 24 per cent. Enrolment of girls increased faster than that of

boys (from 29 per cent to 59 per cent) narrowing the gender gap, even though

enrolment of girls continues to account only for about one-third of total enrolment.

One of the most important concerns identified by women in the mapping exercises was the

shortage of female teachers. A Women’s Teachers Forum has been established to attract

new recruits. Considerable emphasis has also been given to teacher training. Two-week

motivational courses are run every year and 900 master trainers provide constant in-service

assistance.

Lessons Learnt

 The SKP and LJP initiatives have changed the mechanism of the delivery of

education in the state. Their innovative community-centric approach has achieved

tangible results making them worthy of replication across Indian states.

 The programmes illustrate that concerted cooperative action between local

communities, NGOs, government and international donors can achieve concrete

results. The lessons from these micro-level projects are being replicated at the state

level.

 Another positive feature of the two projects has been the high standard of evaluation

carried out by participants in Lok Jumbish and SIDA. These have helped to identify

problems and shortcomings, notably in relation to achievement of gender equity in a

non-partisan and bias–free way.

 The two programmes demonstrate that successful approaches to partnerships

between the government and local communities are based on cooperation, flexibility,

and a willingness to learn in the pursuit of shared objectives rather th