



SARVA SHIKSHA ABHIYAN

**A PROGRAMME FOR
UNIVERSAL ELEMENTARY EDUCATION**

**MANUAL
FOR
PLANNING AND APPRAISAL**



**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
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SECTION - I

SARVA SHIKSHA ABHIYAN

1.1 Introduction

1.1.1 Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments. The programme aims to provide useful and relevant, elementary education to all children in the 6 to 14 age group by 2010. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. On one hand, SSA is a programme with its own targets, norms and processes and on the other it is an umbrella programme covering other programmes like District Primary Education Programme (DPEP), Lok Jumbish, Operational Blackboard, etc. The gigantic dimensions of the programme and the financial implications call for a meticulous planning and a rigorous appraisal.

1.1.2 India has made long strides in the last 50 years in the field of education. The National Policy on Education 1986 and Programme Of Action 1992 also accorded top priority for achieving the goals of Universal Elementary Education. A number of programmes / schemes were launched during the last four decades for Universalisation of elementary education. Some of these efforts have been in the field of primary education and a few also covering upper primary sector. Due to these interventions, initiated by Government of India and the respective state Governments, there has been considerable progress in providing access, improving retention and the quality improvement in primary education sector. However, much needs to be done for the special focus groups, and the upper primary sector. Quality improvement still remains a major concern, especially for upper primary sector. Sarva Shiksha Abhiyan is an attempt to fill this vacuum and covers all the districts in the country unlike the earlier programmes on elementary education. The programme covers the whole gamut of elementary

education sector and is flexible enough to incorporate new interventions like specific interventions for girls, e.g., NPEGEL, Kasturba Gandhi Programme.

1.1.3 SSA adopts, “the bottom-up” process of planning, wherein the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad framework of SSA. In view of the fact that the desired improvement and sustenance of the improved efficiency level can not be achieved without the active involvement of the community in the schooling system, SSA has emphasized the involvement of local people & stakeholders in planning. This also ensures reflection of local specificity, which is essential for achieving the goals of the programme.

1.1.4 Sarva Shiksha Abhiyan is an attempt to provide quality education to all children through active participation of community in a mission mode. The major characteristics of SSA are:

- A programme with **a clear time frame** for universal elementary education.
- A response to the demand for **quality basic education** all over the country.
- An opportunity for **promoting social justice** through basic education.
- An effort at **effectively involving** the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools.
- An expression of **political will** for universal elementary education across the country.
- A **partnership** between the Central, State and local government
- An opportunity for States to develop their **own vision** of elementary education.

1.1.5 *Aims and objectives of SSA*

1.1.5.1 The Sarva Shiksha Abhiyan aims 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. Following are the main objectives of SSA:

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

1.1.6 *Basic Features of SSA*

- ***Institutional reforms*** in states.
- ***Sustainable financing*** in partnership with states (IX Plan 85:15, X Plan 75:25, After X plan 50:50).
- ***Community ownership*** of school based interventions through effective ***decentralization***.
- Institutional capacity building for ***improvement in quality***.
- ***Community based monitoring*** with full transparency in all aspects of implementation.
- ***Community based approach to planning*** with a habitation as a unit of planning.
- A ***mainstreaming gender*** approach.
- Focus on the educational ***participation*** of children from the ***SC/ST, religious and linguistic minorities***, etc.
- ***Thrust on quality*** and making education relevant.
- Recognition of critical role of ***teacher*** and focus on the human ***resource development needs of teachers***
- Preparation of ***District Elementary Education Plans*** reflecting all governmental and non-governmental investments.

1.1.7 *Major Areas of Interventions in SSA*

- Education of out-of-school children (Educational Guarantee Scheme and Alternative & Innovative Education)
- Quality Improvement
- Special Focus Groups
- Research and Evaluation
- Management Structure and Institutional Capacity Building
- Community Mobilization
- Civil Works
- Monitoring and MIS
- Financial Management and Procurement

1.2 **Objectives of the Manual**

1.2.1 With the enactment of the 86th constitutional amendment act, “free and compulsory quality education upto elementary level” has become a Fundamental Right, thus making it mandatory for the central and state Governments to provide for such education to each and every child. In the face of socio-economic and geographical diversity prevailing in the country and the dimension of school age population, planning has become utmost important to achieve the targets in the stipulated time period. With this in view, a need was felt to revise the existing

Manual for Appraisal of Plans brought out by MHRD in 2002 to lay more emphasis on planning process. The present edition of the manual, aims at providing a comprehensive overview of various aspects and components of SSA for planning and appraisal. This would be beneficial for the planners and appraisers at all levels.

1.2.2 The specific aims of the manual are:

- To present an overview of the essential activities at the time of planning.
- To emphasize the need for concerted efforts for seeking cooperation of community for planning which could ultimately lead to community ownership of the school based interventions as envisaged in the SSA framework.
- To provide an insight into a set of criteria for the appraisal of a process oriented programme
- To provide ready to use guidelines for appraisers
- To provide inputs to enhance the capacity at the state level for appraisal.

1.2.3 The colossal task of fulfillment of the SSA objectives in a stipulated time period in a country as diverse as India requires sound planning and well-elaborated plan proposals. This is all the more important for effective utilization of available resources. The aim of the appraisal process is to highlight the weaknesses of the plans and suggest improvements. Accordingly, the appraisal process actually strengthens the planning process and is not an end in itself.

1.2.4 This edition also incorporates recently developed checklists for gender, ECCE, IED and SCs/ STs, The incorporation of these check-lists would prove to be equally useful for the planners and appraisers.

SECTION – II

PLANNING PROCESS AND PLAN FORMULATION

2.1 Objectives of Planning :

2.1.1 Planning, in general, denotes proposing a set of actions or activities in a sequential order to achieve the required objectives or fulfill the needs. In other words, planning is a process for identifying the needs that exist in a particular area for achieving specific goals, evolving strategies to address them and proposing suitable activities as per the strategies.

2.1.2 Sarva Shiksha Abhhiyan has time bound objectives. It means that the goals and the objectives of the programme are to be achieved within stipulated period. Thus, planning under SSA is to review the present scenario in a state, district, block or village, to identify the needs and propose interventions to fill the gaps in order to achieve the goals of the programme.

2.1.3 In the face of socio economic and geographical diversity prevailing in the country and sheer size of the target child population, need based local planning has become very important to achieve the targets effectively.

2.2 Types of plans

2.2.1 SSA envisages the preparation of District Elementary Education Plan (DEEP) – a comprehensive Plan of Action for the educational improvement of the whole district.

2.2.2 SSA requires two types of plans-annual and perspective. An annual plan proposes the interventions for a year and the perspective those over a longer period. A perspective plan shows the **perspective** of the state. It provides the long term strategies of the state with a vision to accomplish the goals of the programme. The perspective plan provides estimates of the fund requirement alongwith phased out interventions over the period for achieving the goals. On the other hand, an annual plan prioritizes the activities to be undertaken in a particular year in the context of the targets provided in the perspective plans. SSA framework clearly provides the

difference between the two plans as “while the objective of the perspective is to assess and plan for unfinished UEE agenda in a particular district, the annual plan is an exercise in prioritization”. While, the perspective plans are to be prepared upto year 2010, the financial component should be prepared only for 10th plan period.

2.2.3 An annual plan or perspective plan in SSA is not merely a statement of interventions and the financial implications thereof. It provides a picture of present educational scenario and a number of interventions to achieve the goal of Universalisation. However, much more important than providing this information is the process through which the plans have been formulated. The plans have to be developed through a participatory planning process and the interventions proposed therein should help to achieve the objectives of the programme. An attempt has been made in the following paragraphs to provide an overview of the planning process, how the plans should be developed, what should be in the plans, how interventions are to be proposed and what data is required at each level.

2.3 The planning teams

2.3.0.1 The programme emphasizes the need for a community based planning process. Planning at three levels have been identified namely :

- habitation
- block
- district.

2.3.0.2 The following paragraphs describes the planning teams at various levels.

2.3.1 *Identification of Planning Teams*

2.3.1.0.1 **The selection of suitable persons for inclusion in the planning teams is perhaps, the most crucial element in the plan formulation.** SSA programme envisages constitution of planning teams at habitation level and core planning teams at block and district levels.

2.3.1.1 *Habitation level team*

2.3.1.1.1 The habitation level planning team should give wider representation to grassroots level structures including PRIs and VEC, community leaders, teachers and parents. The aim of constituting this team is to involve the parents and the community leaders in the education of the children as well to strengthen / build community-school linkages. The habitation level team should be acquainted with norms for providing school facilities.

2.3.1.2 *Block and district level teams*

2.3.1.2.1 There would be core planning teams at block and district level. Apart from Education Department functionaries, NGOs, teachers – present and retired, representative of PRI, parents etc. are included in the core planning teams to make it brand based. At the district level there could be a larger advisory body. This body should have representatives of various Departments like - Education, Health, Public Works, Social Welfare, Women and Child Development, Tribal Welfare, Public Health Engineering Department (PHED), NGOs, etc. This body will facilitate "convergence" and help remove bottlenecks, if any, not only in collection of information, but also at the time of implementation. It will be the responsibility of the core district team to develop the plans as per the norms laid down in the SSA framework by prioritizing the various proposals emanating from various levels.

2.3.2 *Capacity Building*

2.3.2.1 The training to be imparted to the core planning teams is of paramount importance. There should be two to three rounds of orientation and training of the district and block core planning teams about the aims/targets of the programme, various norms laid down in the programme and various information to be collected for plan formulation. They should also be oriented towards various interventions to be proposed in the plans. The second/third round of training should be imparted only after development of first draft plan. This will provide an opportunity to the planning team to improve upon the plans by having discussions with district teams. The resource support groups at the state level should continuously monitor this process.

2.4 **Planning process**

2.4.0.1 At the outset, it is pertinent to mention that a solid database and clear visioning are essential for planning.

2.4.0.2 SSA envisages the bottom-up approach of planning instead of the top-down approach in a decentralized manner, as it reflects the reality at the grassroots level. **The planning process has to be participatory in nature as this type of planning not only creates a sense of ownership among the stakeholders, but also creates awareness and helps in the capacity building of personnel at various levels.** The plans developed through consultative meetings and interaction with the community and target groups, at various levels, reflect local specificity. It is necessary that there be documentation of the process of the preparation of plan to evidence the fact that they have been prepared at the **habitation level** through participatory planning mode. The following steps are an integral part of participatory planning.

2.4.1 *Interaction with community and target groups*

2.4.1.1 The bottom-up approach will not only help the planning team to acquaint themselves with various problems, but may also provide an insight to the possible solutions. The commonality of problems across such meetings will help the planning teams to propose interventions accordingly. Interaction with community and target groups has to be ensured by involvement of target groups and community leaders in the constitution of habitation, block and the district level teams on one hand and by mobilisation activities and extensive visits of planning teams to every habitation – rural and urban (including slums) on the other. Such interactions not only provide an opportunity to be familiar with the problems of target groups and help in devising strategies to deal with these, but also mould the opinions of communities with the help of the good offices of community leaders.

2.4.2 *Consultative meetings*

2.4.2.1 The consultative meetings with the officials at block and district levels would facilitate the core teams in formulating strategies to address the problems. These meetings would also facilitate convergence among various schemes being implemented or proposed by different

departments. As the responsibility of implementing the programme rests with the educational administration of the district, it is essential to involve them from the planning stage itself.

2.4.2.2 Documentation of consultative meetings and community interaction would enable the persons at the district and state levels as well as the appraisal teams to know about planning processes.

2.4.3 *Microplanning Exercises*

2.4.3.1 Once the planning teams are in place and their capacity building has been undertaken, the micro-planning exercise should be undertaken after the collection of data from various sources. This data would be an indicator of the existing situation and reflect the position vis-a-vis the goals and targets of the programme. It may be ensured that this data is invariably used for planning purpose. This data would form the basis to identify district specific issues.

2.4.4 *Identifications of issues and interventions*

2.4.4.1 Once the consulting process has taken place at various levels highlighting the problems and issues, the next step is to identify the problems and needs in the light of educational and general information and studies that have been conducted earlier. The assessment of the educational situation will lead to the identification of problems, needs and constraints of elementary education in the district. The problems related to access, enrolment, retention and quality of education need to be identified and reflected in the District Elementary Education Plan.

2.4.5 *Target setting*

2.4.5.1 In order to meet the SSA goal of UEE, it is important to achieve the basic objectives of universal access, universal enrolment, universal retention and universal achievement within the stipulated time period.

2.4.5.2 Various states are at various levels in the field of education. Thus, it may be possible for some states or districts to achieve the SSA goals before the target dates. It may, therefore, be essential for districts to set their own targets within the overall time frame of the programme. The targets have to be set realistically in a phased manner. There is a need to set dis-aggregated targets (preferably block wise) for disadvantaged and other groups on the basis of gender. Targets can vary from district to district and within a district, from block to block.

2.5 Plan formulation

2.5.1 With the processes defined in the preceding paragraphs, the draft plans have to be formulated at block and district level, which would also include the consolidation of habitation and block level plans. Based on district plans, the state component plan would be developed. This plan should provide an overview of State's vision, various interventions in different functional areas and the strategy of State's support to the district. It should also provide summaries for district educational and demographic profile and other relevant information. Once this information is consolidated in the state plan, it helps the appraiser to access

information as well as to get a fair idea of the State as a whole. The draft plans after being subjected to intense scrutiny by the State are finalized.

2.5.2 The plans at various levels should invariably include the demographic features, the educational profile, issues and problems and the interventions which need to be undertaken in order to fill the gap between the present status and the ultimate goals of SSA i.e., UEE agenda. The process of plan formulation at every level has to be described with an account of consultative meetings that the core planning teams have at that level with community and other stake holders.

2.6 Data requirement and sources of data

2.6.1 *Sources of Data*

2.6.1.1 The main sources of data required for planning and plan formulations are household surveys, the DISE data and research studies. The programme requires yearly updation of household survey data. The DISE data pertaining to the schools is collected every year. Thus, for yearly planning, we have the updated information from these two sources. Besides, the research studies provide a valuable input for planning.

2.6.2 *Information need and collection of information*

2.6.2.1 SSA is a time bound programme and is committed to an overall improvement in elementary education sector with a clear mandate to achieve specific goals. As the SSA framework clearly states that all children complete eight years of elementary education, it is essential to gather information about all the children upto the age of 14 years – enrolled or never enrolled, out-of-school or within the system, studying in private sector schools or schools of autonomous bodies/ government. Accordingly, assessment of educational needs has to be made. Whereas a major portion of information could be available with schools / government departments, it is essential to conduct household surveys and micro planning in every habitation – rural or urban, to track the status of each child. In view of the need for updating the information collected through such exercises and using the information for

plan formulation for each year, the programme has specifically provided for yearly updation of house-to-house survey data. Apart from these, the information revealed from DISE and Child Register should also be validated and the same should be reflected in the AWP&B. The following information has to be invariably collected:

- (i) Updated population figures of the districts - urban and rural, gender wise, block-wise; population of SC/ST/minorities – gender wise. Municipalities and Corporations can be taken as the units of planning for preparation of plans of urban areas.
- (ii) Literacy rates – gender wise, special focus group wise.
- (iii) Updated information on population of target group, age wise and gender wise. SC/ST and minorities – rural and urban and projection of this information in the case of Perspective Plans.
- (iv) Educational statistics: (As per gender, SC, ST, general, etc.) (a) enrollment, (b) retention/dropout, GER, NER, repetition rate of 6-14 age group, (c) attendance, (d) number of primary graduates and the transition rate from primary to upper primary for schools, management wise (e) number of out of school children – both for never enrolled and dropout categories, (f) completion rates. This information should cover 4-5 years preceding the current year and should preferably be presented block wise.

Note: Suggestive method of Calculation of GER, NER, retention rate and projection calculation is given in Appendix-I. Also, the projections for enrolment, retention and number of "out of school" children have to be provided in the case of Perspective Plans.

- (v) Number of schools (Management and CD block wise), number of primary and upper primary schools with upper primary sections attached to secondary schools, rural and urban, formal or alternative streams, number of ECCE centres.
- (vi) Status of number of teachers – in position, vacant posts, sanctioned posts, posts in primary and upper primary schools, single teacher schools and the percentage of female teachers and the number of trained and untrained teachers. These have to be provided, preferably gender wise and block wise. Based on these, the PTR has to be mentioned in the plans.

(vii) School Infrastructure for Government and local body schools (toilets - Boys and Girls, drinking water, Rooms, Condition of the school buildings – Kutcha/pucka, girls' toilets, furniture, etc.)

(viii) Details of schemes of various departments/agencies/organisations currently in operation in the area of education and the investments under these schemes.

2.6.3 ***Research and other studies***

2.6.3.1 SSA framework envisages baseline assessment studies to be undertaken with respect to:

- (1) Learning achievement.
- (2) Retention and completion.
- (3) Access.
- (4) Gender equity.
- (5) Social equity.
- (6) Physical infrastructure, etc.

2.6.3.2 At the time of planning it is also important for the planning team to take cognizance of the outcomes of the baseline studies to make the planning more effective.

2.6.3.3 NCERT would undertake baseline achievement test for (a) primary level in all non-DPEP districts and (b) upper primary level in all the districts. These studies should be diagnostic in nature and be utilized in planning process. Care should be taken to ensure consistency in data presentation. There should not be any discrepancy in the same data provided at different places.

2.6.3.4 It should be ensured that as far as possible DISE data-base should be used in planning process. The source of data should be clearly indicated below the data.

2.6.4 ***Data and its use in planning***

2.6.4.1 The introduction of Sarva Shiksha Abhiyan has further expanded the existing data-base related to Educational statistics, already being created by the System in the pre-SSA period. The data-banks, already in place, were capturing information on enrolment (by sex, social categories and age etc.); number of Government and aided & recognized unaided schools, number of trained and untrained teachers, etc. Besides data collection and compilation, States particularly those having experiences of projects like DPEP, were also conducting data analysis. However, the insistence of SSA on household survey, its annual updation and habitation level planning, has furnished the project offices at all levels, with enormous information. This information is an indicator of the existing situation and reflects the position vis-a-vis the goals and targets of the programme.

2.6.4.2 However, mere availability of the data reflecting the current situation is not the only objective of data compilation. To achieve the objectives and targets of the programme, interventions have to be proposed. Therefore, it becomes vital to use this data for diagnosis and the planning of various interventions. This will, then, ensure a need based planning (based on analysis of the available data). Need based planning facilitates smoother implementation of the programme by effective & optimal utilization of available resources, wherever required.

2.6.4.3 For planning to be targeted, it would be appropriate to use the available data for the purpose of planning at various levels. It would be advisable to form core groups for taking up decentralized planning exercises. Capacity building of the core groups would have to be taken up on the use of data for planning. Intra-districts planning workshops should be arranged for sharing of experiences. District specific issues and problems should form a focal point for discussion in these workshops.

2.6.4.4 The data originating from the grass root level is consolidated at the block, district and state level. After consolidation, the data can be used for appropriate planning for various interventions at different levels. In the process of consolidation of detailed data, only the essential part of the data is retained at the higher level for strategy formulation. For example the number and location of unserved habitations, which quality for opening new schools is important at the district level. But at the state level only the number of such habitations are needed for devising appropriate strategies and proposing interventions. Thus, for planning only the

appropriate data at any particular level is essential and not the entire data. An example is provided in Appendix-III, showing the use of data for planning, implementation and monitoring.

2.6.5 *Information Tables*

2.6.5.1 It is necessary that the districts maintain uniformity in data representation. A suggestive set of data formats is provided below for **information about districts**. **The tables below should provide the reference year and source.**

2.6.5.2 Information is to be provided CD block wise.

Table 1
Data on population
Name of the district

S. No	Name of the Block	Population all community						Total Population all community			Population				
		Urban			Rural						SC				
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	% to total population	Male

Source _____ Year _____

Table 2
Data on literacy rates

Name of the district _____

S.No	Name of the Block	Literacy Rate in percentage												
		All communities			SC			ST						
		Male	Female	Total	Male	Female	Total	Male	Female	Total				
Total														

Source : Census 2001

Table 3
Basic Indicators

Name of the District _____

S. No.	No. of CD Blocks	No. of Educational Blocks, if any	No. of BRCs	No. of CRCs	No. of villages
Total					

Source _____ Year _____

Table-6
Data on enrolment and out of school children

Name of the District :

S.No.	Name of the Block	Enrolment (6-11 age group)									Out of School Children (6-11 age group)							
		All Communities			SC			ST			All Communities				SC			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	% of child population	Male	Female	Total	% of child population
Total																		

S.No.	Name of the Block	Enrolment (11-14 age group)									Out of School Children (11-14 age group)							
		All Communities			SC			ST			All Communities				SC			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	% of child population	Male	Female	Total	% of child population
Total																		

Note : To be updated from household survey data of last year

Source _____, Year _____

Table 7
Planning for EGS and AIE

Name of the District:

S.No.	Name of the Block	Age wise break up of Out of School Children								
		6-8 years			8-11 years			11-14 years		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Total										

Source _____, Year _____

Table 8
Number of Out of School Children with Reasons

Name of the district _____

S. No.	Name of the Block	No. of out of school children as per household survey	No of out of school children with reason						
			Lack of interest	Lack of Access	House hold work	Migration	Earning compulsion	Failure	Socio cultural reasons
Total									

Source _____, Year _____

Table 9
Coverage and Planning of Out of School Children

Name of the district _____

Sl. No.	Name of the Block	No. of Out of School Children as per HHS	No. of Children covered under different strategies in the preceding year							No. of Children to be covered		
			Mainstre-aming	EGS	NRBC	RBC	Madarsa/ Makhtab	Innovation	others	Mainstre-aming	EGS	NRBC
Total												

Source _____, Year _____

Table 10
Data on GER, NER; Cohort drop out and Overall repetition rates

Name of the district _____

S.No.	Children of 6-11 age group				Children of 11-14 age group		
	GER	NER	Cohort Dropout	Overall Repetition	GER	NER	Cohort Dropout

Note: Drop out and Repetition rates - Method of calculation is given in Annex I to the Manual on Planning and Appraisal.

Source _____, Year _____

S.No	Name of the block	Teachers in Primary Schools							
		Enrolment of primary students in Govt. schools	P.T.R. w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Sanctioned Posts	Teachers in position	Vacant position	P.T.R. w.r.t. working teachers	S
Total									

Upper Primary Schools

S.No.	Name of block	Teachers in Government Schools			Teachers in Government Aided Schools			Teacher s
		UPS alone	UPS with HS	Total	UPS alone	UPS with HS	Total	
Total								

S.No	Name of the block	Teachers in Upper Primary Schools							
		Enrolment of students in Govt. schools	P.T.R. w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Sanctioned Posts	Teachers in position	Vacant position	P.T.R. w.r.t. working teachers	Single teacher schools
Total									

Source: _____, Year _____

Table 15
Details of Trained and Untrained Teachers

Sl. No	Name of districts	Primary teachers							Upper Primary			
		Working Teachers	Trained*	Percentage	Untrained			Percentage	Working Teachers	Trained	Percentage	
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who received training
Total												

* Trained as per NCTE guidelines

Source _____, Year _____

Table 16
Existing infrastructure

	Name of Block		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp
1	2	3	4	5	6	7	8	9	10	11	12	13
	Block 1	Pry										
		UPS										
	Block 2	Pry										
		UPS										
	DIST.	Pry										
	TOTAL	UPS										

Note :

- Upper Primary School (UPS) refers to Classes VI, VII and VIII, either as a separate school or in attachment with primary, secondary or high schools. The Middle school, even when attached with primary or a secondary school, is entitled for separate drinking water and toilet facilities. However, the boundary wall and playground will be common in such cases.
- Column 5 refers to schools that are building less (if any) as well as those running in kuccha/ tent/ rented premises.
- Column 6 refers to those schools that are totally dilapidated and has to be demolished. These should be declared unsafe and dilapidated by competent technical authority in the district.
- ‘Pucca’ refers to a permanent, usable classroom. If a school has a combination of pucca and kuchha classrooms, only the pucca ones may be considered in Column 7. The kuchha rooms should be replaced by additional classrooms.
- Boundary refers to a proper enclosure – it need not necessarily be a brick and mortar wall.
- Provision for kitchen is only required for primary schools.

Table 17
Number of upper primary schools not covered under OBB

Name of the district:

Name of the Block	Number of upper primary schools not covered under OBB

Source _____, Year _____

Table 18
Details of Disabled Children

Name of the District:

Sl. No.	Name of Block	Number of disabled children
Total		

Source _____, Year _____

Table 19
Number of schools with 3 and more than 3 classrooms

Name of the District:

Sl. No.	Name of Block	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
Total			

Source _____, Year _____

2.6.5.3 The above tables provide block wise consolidation at district level. Similarly, a district wise consolidation of above information is required in the state component plan.

2.7 Chapterization

2.7.0 The plans so developed have to be arranged in a sequential order in various chapters. Each chapter should deal extensively with a specific topic. A suggestive chapterisation of the plans is given below:

- 1 Introduction
- 2 Process of Plan Formulation
- 3 State and District Profile
- 4 Educational Scenario
- 5 Progress made so far
- 6 Problems & Issues
- 7 Strategies and Interventions
- 8 Civil Works
9. Girls Education
- 10 Management Information System
- 11 Convergence and Linkages
- 12 Activities and Budgeting

The details of the contents of these chapters are given below:

2.7.1 *Introduction*

2.7.1.1 The introductory chapter should provide the geographical location, topography as well as other characteristics of the district in case of a district plan and of the state in case of a state component plan. The historical background of the district and the state, the means of livelihood, economic scenario etc. are to be provided in this chapter. The economic status of the people may also be provided in this chapter.

2.7.2 *Process of Plan Formulation*

2.7.2.1 The process of plan formulation has to be clearly indicated in the second chapter with the documentation of the meetings/seminars/workshops etc. that the core planning teams have with the community, the stakeholders and the PRI members etc. Moreover, the details regarding the planning methodology followed should be clearly delineated.

2.7.3 *State and District Profile*

2.7.3.1 The state and district profiles presented in the plans should be so comprehensive that they reflect a clear picture of the state and districts. It is necessary that State plan should contain information covering all the important aspects of the state profile. In case information has not been presented for some items, justification for the same should be furnished.

2.7.3.2 The district profiles should present district-wise information on demography, area, literacy, number of blocks, villages, panchayats, clusters habitation, density of population, sex ratio, growth rate of population, percentage of urban population, S.C., S.T., O.B.C. and so on. Such information could be presented in a tabular form along with the analysis to show inter-district variations on various items.

2.7.4 *Educational Scenario*

2.7.4.1 The objective of presenting the district elementary education scenario is to assess the educational situation in the district. Hence, the data presented in this section should aim at understanding the educational scenario and present the strengths and weaknesses as well as problems and constraints of the district with regard to primary and upper primary levels of education.

2.7.4.2 The district educational profile section should contain write-ups on (i) Educational Administration in the district; (ii) Educational facilities at various levels; (iii) Detailed information on elementary education; (iv) State and centrally sponsored schemes being implemented in the district; (v) details of externally funded schemes; (vi) District Institute of Education and Training and state teacher training institutes; and (vii) Problems and issues of elementary education in the district. In case of the state component plan, the information on SCERT and SIEMAT should also be provided.

2.7.4.3 While presenting the district educational profile specifically on elementary education, the district plans should include all information related to private aided and unaided (recognized)

schools also. Further the information on schools, enrolment and teachers etc. should also be given for Alternative schools, EGS etc. The appraisers need to see that the educational profile presented in the plan is for the district as a whole and not for government schools only.

2.7.5 *Progress made so far*

2.7.5.1 The programme enters into the fourth year from financial year 2004-05. While considering the annual work plan and budget for a year, it is pertinent to take stock of the progress made in various functional areas including the constitution of various structures. The information on spill over amounts and the carry forward activities flows from this information. The progress achieved has to be provided on :

- Progress against SSA goals
- Progress on physical targets and financial outlays
- Progress on other aspects
- Progress on Civil Works on cumulative basis

2.7.5.1.1 *Progress against SSA goals*

2.7.5.1.1.1 Progress against SSA goals should briefly detail out progress made against the major goals of SSA as follows :

1. All children in school

Here, information should be provided on target child population, enrolment and number of out of school children.

2. Completion of primary and upper primary schooling

The information on changes in the drop out rates, the completion rates and the transition rates from primary to upper primary should be provided.

3. Improvement in quality

Here, data on percentage of students who have passed each class, percentage of students passing a class with more than 60% etc. should be provided. This will help in measuring the improvement in quality.

2.7.5.1.2 Progress on physical targets and financial outlays

2.7.5.1.2.1 This has to be provided in a tabular form in comparison to the total approved AWP&B for the preceding year. Corresponding to each activity, the approved physical targets and the financial part thereof has to be provided alongwith physical and financial achievement. The state should also provide information on unspent amounts in terms of amounts which could lapse at the end of year and amounts which will be spillover for the planned year. The recurring grants will lapse and the non-recurring spill over. The status of releases of central and state shares to the project should also be provided here.

2.7.5.1.2.2 The progress of Civil Works need to be given in cumulative form both physical & financial after ascertaining the cumulative physical and financial targets from PABs.

2.7.5.1.3 Progress on other aspects

2.7.5.1.3.1 Besides providing information on the physical progress, progress on qualitative aspects may also be provided. These might include details on strategy for teacher training, text-book revision, development of modules/manuals etc. Information may also be provided about the time by which textbooks were distributed.

2.7.6 Problems & Issues

2.7.6.1 The assessment of the educational situation is aimed at understanding the problems, needs and constraints of elementary education in the district.

2.7.6.2 It should therefore be noted that district educational profile presented in the plans should help the appraisers to know the needs and problems and understand the issues of primary and upper primary education in the district. It is important that presentation of facts and figures in tabular form or depicted in charts should also be accompanied by analysis of the data and a

write-up. Findings and outcomes of research and case studies should be incorporated to substantiate the lacunas and problems and therefore strategies devised accordingly.

2.7.6.3 The DEEP document developed by the districts should contain details on the activities undertaken in the pre-project phase which includes the above mentioned activities also. It is expected that the section on 'Issues and problems' in the document should flow from the earlier sections on District Profile, Educational Profile and the Planning Process. The section on planning process should detail out the habitation/block plan preparation exercise, documentation on participatory planning exercise, highlights of studies conducted as well as surveys conducted in order to develop the plan. Hence, the section on 'Problems and issues' is supposed to record all the findings of the section on 'district profile' and 'planning process'. **It is important that all problems mentioned in this section should emerge from these exercises and not merely from the perceptions of the planning team members.**

2.7.7 *Strategies and Interventions*

2.7.7.1 The situational analysis of the data as provided in the district and educational profiles alongwith the research studies, and interaction with the community show where do we stand and how far the districts are from the goals of UEE. **The strategies and intervention proposed to fill the gap between the present scenario and the goals of UEE are to be very clearly articulated in the chapter on strategies and interventions.** It should adhere to the norms of the programme and the managerial and financial feasibility have to be assessed. Detailed write-ups, supported by relevant data on each intervention are to be furnished in this section. The justifications required for certain activities should also be furnished.

2.7.8 *Civil Works*

2.7.8.1 The allocation for civil works will not exceed 33% of approved perspective plan. The participation of community in all civil works activities will be mandatory in order to ensure a sense of ownership. Effort to improve the school environment by addition of few inexpensive internal and external elements should be made. A large number of attractive building designs for

schools with child centres and pedagogic concept have been prepared and published by Ed.CIL and Lok Jumbish.

2.7.8.2 SSA encourages use of local construction material and cost effective technologies. This would require a large amount of capacity building. Civil works under SSA should start with a proper assessment of existing infrastructure, updating and future requirements.

2.7.9 *Girls Education*

2.7.9.1 Baseline and social assessment studies have shown low participation of girl's at elementary level. There is also ample evidence to show that girls remain educationally backward as compared to boys despite the fact that both are from similar socio-economic backgrounds. The problem of poor enrollment, retention and learning achievement become more acute for girls at the elementary level, mainly because of expectation of parents from the girls to fulfill domestic needs. In recognition of this, special focus on girl's education has become an imperative for UEE. SSA objectives bring out the programme's intent to increase coverage of girls and bridge gender gaps in respect of enrollment, retention, completion and learning achievements. Thus, while planning for girls education, the plans should mention general as well as specific strategies to be adopted by the districts, based on available data, research studies and gender indicators. It should have an analysis of the present status of girls' education. Efforts should also be made to mainstream gender concern in all programme activities.

2.7.9.2 To provide additional support for education of under privileged / disadvantaged girls, the scheme of NPEGEL has been introduced as an additional component of girl's education under SSA. The States need to provide separate sub-plans for NPEGEL, wherever applicable, clearly stating the interventions to be taken up. The operational details would also have to be clearly spelt out. Similarly, the States need to consider the Government of India's provision of new scheme, "Kasturba Gandhi Balika Vidyalaya (KGBV)" for setting up residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. Although, KGBV is not a part of SSA, the plans should provide the strategies and interventions to be taken up under this scheme to provide a holistic picture on girl's education.

2.7.10 *Management Information System*

2.7.10.1 The chapter on Management Information System should provide information on the infrastructure required (including personnel and equipment) for the smooth implementation of the programme. It should be clearly spelt out how the MIS will function. The role and responsibilities of the personnel at various levels should be clearly defined. A mention should also be made of the capacity building of the personnel in terms of trainings, orientation and workshops and exposure visits etc.

2.7.11 *Convergence and Linkages*

2.7.11.1 SSA investments are an additionality, over and above the state Govts. level of investments in elementary education, as in 1999-2000 provisions, besides those that are being provided from other schemes/sources. The emphasis of SSA is on assessing comprehensively the interventions made in the district in the educational sector from all the sources. It is in this context that information on the existing schemes of other Departments/Agencies or of the Education Department for the activities not covered under SSA are to be provided in the plans to have a clear idea of all the investments in the sector. This information should be clearly provided in the chapter on convergence and linkages.

2.7.11.2 Convergence specially with schemes like Total Sanitary Campaign (TSC) and Accelerated Rural Water Supply Programme (ARWSP) started by Ministry of Rural Development, Government of India are crucial to achieve 100% coverage of such facilities. The agencies responsible for implementing SSA in drinking water and sanitary campaign need to coordinate their efforts to ensure coverage of all schools during 2004-05. The State may coordinate with officers designated for TSC and ARWSP and prepare AWP of 2004-2005, indicating number of schools covered under SSA and schemes, under Ministry of Rural Development respectively.

2.7.12 *Activities and Budgeting*

2.7.12.1 The interventions proposed should adhere to the programme norms and the activities are to be clearly mentioned in the plans with unit costs, physical targets and the total outlay for each activity in the plan. The costings should be provided in the software “AWPB-MIS (earlier known as FMIS) developed for this purpose at the national level.

SECTION – III
THE APPRAISAL PROCESS

3.1 Objectives of Appraisal

3.1.1 A major characteristic of SSA is that it is process based, time bound and has clearly spelt targets. The appraisal process is about judging the suitability of the proposed interventions to achieve the goals in the backdrop of prevailing educational scenario. Thus, the appraisal has to give attention to the various programme components and the processes equally. The objectives of appraisal are the following:

- To undertake a comprehensive review of all aspects and components of SSA programme in the State and district plans
- To review the district and the state plans in a holistic manner, paying special attention to inter-linkages between state and district activities, for a particular component as well as to linkages across components.
- To assess the individual programme components from the point of view of technical, managerial (institutional), financial feasibility.
- To undertake a holistic assessment of the strengths and weaknesses of the design of the programme and whether it can be realistically implemented.
- To assess the preparedness of the State and districts to implement the programme.

3.2 Appraisal of Plans

3.2.1 The plans proposed by the state & districts could be a perspective or an annual one. Whereas the perspective plan would be a blue print for UEE within the time frame of SSA in the context of the specific situation of the State/district, the annual plan prioritizes the activities to be undertaken in the year. The annual work plan and budget actually spell out the activities, its implementation schedule and the financial resource requirements.

3.2.2 In addition to the district plans there would be a separate state component plan. The objective of the state component plan is to facilitate programme implementation and provide support for capacity development at all levels. The state plan outlines the state vision, policy framework, implementation strategies and the monitoring strategies.

3.3 The Appraisal Mission

3.3.1 EE&L Bureau shall constitute the appraisal mission consisting of experts from the fields of education, social sector, planning, civil works, monitoring and evaluation and budgeting and costing. The states may consider constituting their own appraisal teams for appraisal of the plans submitted by the districts to them.

3.3.2 The members of the appraisal mission should have the ability to work with multi-disciplinary teams. They also need to have experience of working in the field. They would need to possess capabilities of producing readable and well-structured reports. Specialists for the appraisal team would be drawn from national and state level research and training institutions, academics from universities, management institutes as well as social science and research institutes, well known NGOs, state representatives and monitoring institutions.

3.3.3 The appraisal mission could possibly have a Convenor to coordinate the appraisal process and report preparation. Report preparation would be the joint responsibility of all the mission members.

3.4 Methodology of Appraisal

- *Initial Briefing:* The mission would be briefed initially by the EE&L Bureau, Govt. of India. A series of questions/issues would be provided to the mission for discussion/clarification at the state and district levels. The Terms of Reference (TOR) would be provided to the mission to facilitate its task.
- *Meeting of the Appraisal Mission:* It is advisable to convene a meeting of the mission members to discuss the details of the appraisal, itinerary, etc. and members would be assigned responsibilities before undertaking the state visit.

- *Providing a set of documents for study.* This would comprise the State and District Plans and some other relevant documents. The documents should be given to the members well in advance. The mission members should study these in detail before they embark on the field visits.
- *Desk Appraisal:* There will be a Desk Appraisal of the Plans before the mission leaves for the field visits. The documents and the plans should be studied in totality. The appraiser should not merely focus on the area assigned to him/her, but also study the plans in an integrated and holistic manner. A general idea should be drawn about the problems and issues and efficacy of interventions to deal with them.
- *State visit:* The mission would visit the state for discussion with the state and district teams. The state and district teams would make presentations comprising plan preparation, state and district profiles, component wise planning and strategies. The appraisal mission may need to interact with government functionaries like the State Education Secretary, SCERT & SIEMAT personnel, NGOs, literary activists, etc. Besides, the mission will also interact with the SSA society officials.
- *Field Visits:* The appraisal mission would need to visit some districts in order to assess the process of planning taken up, its preparedness for implementation of plans and habitation related information. It should also cross check whether the field situation and needs have been properly reflected in the plans. Functional groups could be constituted within the mission to undertake visits to districts separately. These groups may be for (i) access, enrolment and retention; (ii) quality related issues; (iii) information/data needs and planning process; (iv) civil works (v) management and evaluation; (vi) special focus groups and (vii) budget and finance. The appraisal mission may interact with the district collector, and other administrative functionaries, education officers, NGOs and other social sector officials at the district and sub-district levels.
- *Interaction with the community members:* For interaction with different functionaries at the cluster and village level and the community, the mission should prepare some points for discussion in advance so that the interaction is focussed and does not miss its focus. An easy and courteous way of asking questions and seeking clarifications needs to be followed. A fair listening should be provided to the functionaries in an encouraging and supportive manner. People should not get an impression that the mission has come to

check or supervise. **No commitment for any intervention should be given by the appraisal mission on behalf of the Government of India.**

- *Report Preparation:* The reporting procedure should aim at following the requirements of the briefing and the Terms of Reference. It should contain requisite information, comments, recommendations and agreements. A uniform structure and style needs to be maintained. The report is merely a recommendation and should not appear admonitory.

- *Wrap-up meetings:*
 - a) *State Level:* - After the state-district level appraisal are over, a wrap-up meeting is arranged at the state level. Usually, the wrap up meeting is taken up by the State Secretary in-charge of Elementary Education. In this meeting, the appraisal team provides its assessment of the appropriateness of interventions. During the discussion between the appraisal mission and the state / district teams, doubts are clarified and suggestions provided.
 - b) *National Level:* - At the national level, the appraisal mission would meet the representatives from the EE&L Bureau, Govt. of India for a debriefing/wrap-up meeting. The mission would report its findings and respond to specific queries from the EE&L Bureau about areas of concern. The report containing the salient features of funding requirements, sequencing of implementation and item-wise evaluation and recommendation of proposals, would be submitted to the Department of Elementary Education & Literacy for approval.

3.5 General Appraisal Issues

- *Have the plans (the state and the districts) been developed in line with the SSA objectives, time frame and features of SSA?*
- *Have the plans been developed with a **vision** accommodating the local specific needs, especially of the educationally deprived section?*
- *Have the plans taken into account all on-going schemes and programmes in a synergistic manner.*
- *Does the document contain all relevant information?*
- *Has all the information/data presented in the plan document been analysed?*
- *Does the document make use of the information for planning purpose?*
- *Is the write-up clear and self-explanatory?*
- *Does the document contain time series data to show progress over a period of time?*
- *Do all tables contain table numbers, titles, reference, year and source?*
- *Is there any inconsistency in the data presented and reflected in the plan?*
- *Have strengths and weaknesses of the system been identified?*
- *Does the information presented in the plan include private schools also?*
- *Have the information from ALS, EGS been included in enrolment etc.?*
- *Have all information been given block-wise?*
- *Is there a situational analysis of DIETs functioning?*
- *Is there any correlation between the findings of 'district profile' 'planning process' sections and that of need and problem identification?*
- *Have the issues and problems been properly flagged in the 'district profile'?*
- *Does the participatory exercise reported in the document highlight the issues discussed in all the meetings/workshops?*
- *Do the findings of the studies and surveys mention about the needs and problems and issues related to both primary and upper primary education?*
- *Have the needs and problems identified been classified under various categories?*
- *Have the targets been set based on data analysis and needs assessment and are realistic ?*
- *Is there any justification for the targets set i.e. can the district team justify the targets?*
- *Have the targets been set in a phased manner?*

- *Is disaggregated target setting undertaken?*
- *Have the existing school infrastructure surveyed, requirement updated and future need assessed.*
- *Have the management/supervision structure for civil works been set up at State, District and Block level.*
- *System for Quality assurance for civil works set.*
- *Have the provision been made for training of SMC/VCC and field engineers.*

SECTION - IV

MAJOR COMPONENTS

4.1 Introduction to Component-wise Planning

4.1.1 Planning, in general, refers to working out the interventions to meet the felt needs with resources available internally and externally. Educational planning under SSA is aimed at universalizing elementary education in a given time frame and in a way suited to the local conditions, aspirations of the people and learning abilities of the children. The two main planks of planning under SSA are the decentralization of planning process and making the plans contextual.

4.1.2 The main areas of UEE are: (i) universal access, (ii) universal enrolment, (iii) universal retention and (iv) quality elementary education to all children. Quantification of the targets while planning the first three components is important and feasible but it is not as applicable to the fourth aspect. The interventions for the last aspect will be qualitative in nature, which requires proper visualization and translation of steps and activities. However, it is important to note that all the activities and interventions reflected in the plans are for achieving UEE goals and are within the SSA broad framework.

4.1.3 Many a times, in sectoral (component-wise) planning process, proper linkages among the plans of different components are lost sight of or not visualized properly. The plans, therefore, should ensure the linkages among the components in order to reinforce their effectiveness as well as to avoid duplication and overlapping of planned interventions. The linkages may be in terms of planning and delivery of activities, time frame, finance and such other aspects.

Component wise Planned Interventions

4.2 Quality Improvement

4.2.0.1 The planning and appraisal of quality related interventions need serious thinking and insight into the issues. Improving the quality and efficiency at the school/classroom level is a major thrust area under SSA as it aims to provide education of a 'satisfactory quality' in achieving the goal of education for all. Mere focus on access, enrolment and retention may not result in better school effectiveness. The efforts towards achievement of quality need to go hand-in-hand with efforts directed towards increasing access, enrolment and retention. Pedagogical improvement interventions are the crucial and most difficult area to plan, appraise and implement. The ultimate goal of all quality directed interventions is to attain positive changes within the school-classroom settings. The appraisal team needs to assess whether critical components affecting quality have been adequately addressed in the

plans, from both a short term and long-term perspective. It is necessary to remember that many of the districts would be planning their interventions and activities for quality improvement based on what has already been done earlier in their respective states or districts (DPEP, APPEP, BEP, etc.).

4.2.0.2 Every district plan should focus on important issues/aspects and related intervention strategies for improving the quality of education at both the primary and upper primary stages of education separately. The plan document should highlight and reflect upon certain major components that contribute towards quality improvement within schools and classrooms such as:

- (a) Vision of Quality Elementary Education
- (b) Curriculum Renewal Plan
- (c) Teaching Learning Material (including text books)
- (d) Teacher Training - perspective and annual plan / calendar
- (e) Teaching-Learning Process
- (f) Academic Resource Support Structure
- (g) Monitoring of Quality Aspects

4.2.0.3 In order to facilitate the planners and appraisers, a general checklist for planners and General appraisal issues have been given under.

4.2.0.4 General Checklist for Planners

- The plans should clearly **indicate the systematic steps/actions taken in developing the plan** with special focus on incorporating requirements of the districts, blocks and schools.
- The help of educational experts, NGOs, community representatives and others may be taken in planning quality-related programmes and interventions.
- The **preparatory exercise** such as conduct of pupils' achievement study, social assessment study, any other studies undertaken to identify the educational needs of the area specially of the special focus groups to plan interventions addressing their needs.
- The **interventions and activities** need to be reflected in the plan **as per the priorities** accorded to them.
- The **details of strategies and steps** may be indicated in the plan including the office/agency responsible for implementation.
- There should be **vertical and horizontal linkages in the activities** of implementing agencies at various levels in organising the planned activities.
- Special programmes/interventions for strengthening quality of **upper primary stage of education**.

- The **activities and costing** in the plan should be **as per SSA norms**. In case, any diversions from the SSA norms are suggested in the plan, full justifications should be given.

4.2.0.5 General Appraisal Issues

- Has a **systematic process of planning** been followed and a **list of experts including community** representatives who participated in planning provided in the plan?
- Have some **preparatory exercise** such as study of pupils' achievement, social assessment study etc. been undertaken to support interventions?
- Has the plan indicated **sequence of activities** with priorities to them for quality improvement endeavour?
- Does the plan reflect **district specific interventions and strategies**?
- Does the state have full-fledged **academic institutions** at state, district and sub-district levels to **undertake academic exercises**?
- Is the focus on specific **issues for the primary and upper primary** stages of education incorporated in the plan separately?
- Is there a detailing out of **activities for implementing** a particular strategy given in the plan, if so are they realistic and feasible within the stated time period?

4.2.0.6 After discussing the general issues, component wise checklist and appraisal issues have been given.

4.2.1 Vision of Quality Elementary Education

4.2.1.1 A clear vision and understanding of the quality elementary education at state, district, sub-district and school levels are the pre-requisite for planning quality improvement interventions. This can be done if a core group of educational visionaries and workers in the state get together on a regular basis, identify the emerging crucial pedagogical issues in elementary education, debate on them from different angles and suggest interventions and strategies to address the issues. Such resource groups at different levels can play the crucial role in the exercise. The State Resource Group for pedagogical renewal may have members from SCERT, SPO, DIETs, educationists, NGOs teachers, community representatives/PRIIs etc. from across the state. They may also take into account findings of studies on education, different resource materials and identify the educational needs of children and aspirations of the communities to visualise quality elementary education.

4.2.1.2 Similarly, the district resource groups and academic resource groups at block and cluster levels can play similar important roles at their respective levels. They all should collaborate with each other and share their experiences and expertise on a regular basis. This will help in incorporating the societal needs and vision of quality elementary education in the plan.

4.2.1.3 Planners Checklist

- **Academic Resource Groups** at the state (SRG), district (DRG), block (BRG) and cluster (CRG) **have important roles** to play in the planning and implementation process.
- The plan should indicate the frequency of meetings of the core groups to develop their vision, pedagogical understanding, collective planning and initiatives towards quality improvement. **The vision of sub-district levels should also find place in the district plan.**
- The plan should have **flexibility to accommodate the sub-district and community visions** in the plan and their implementation.
- **The process of evolving the vision** at various levels may be explained.

4.2.1.4 Appraisal Checklist

- Does the plan explain the **process of developing the state vision** of quality elementary education?
- Has the plan indicated the process through which the **vision of district and sub-district levels** as well as of the communities, NGOs etc. been **taken care of** while stating the state vision?
- **Has the vision** of quality elementary education **discussed/shared** with the concerned persons at different levels?
- Have the **core-groups of experts** and educationists identified at various levels specially at the state level to **develop vision and plan**?
- Has the vision **sufficient flexibility** to provide opportunity to the sub-district structure **to incorporate and implement contextual interventions**?
- Has the state core-group been **exposed to best practices in education**? Has the state planned for their exposure to the best of resources available all round?

4.2.2 Curriculum Renewal Plan

4.2.2.1 **One of the most important determinants of the quality of education is the curriculum followed in the school. The development of curriculum is a continuous process**

of evolving to suit the learning needs of children within the broad framework of the National Policy on Education, 1986. Curriculum revision is one of the most direct ways of promoting quality improvement.

4.2.2.2 Under SSA, the focus is on decentralizing the curriculum and making it relevant to the local specific context as per the life and environment of the child. This highlights the need for a flexible mode of curriculum review, reform and renewal. The curriculum renewal process becomes all the more important in the present context with the development of the National Curriculum Framework for School Education, 2000 by the NCERT.

4.2.2.3 The curriculum renewal has to be undertaken at the state level based on the National Curriculum Framework on one hand and incorporating the state vision of quality elementary education on the other. The main challenge is thus, in decentralising the curriculum renewal process at the district level to incorporate district specific elements within the broad framework of National Curriculum Framework.

4.2.2.4 While planning at the district level it is important to look at the state's curriculum and see if it really fulfills the basic needs and aspirations of all groups of children with divergent socio-cultural backgrounds in the district concerned. The district will adopt the state curriculum but at the same time ensure the fulfillment of the learning needs of all the children in the 6 to 14 age groups including the tribal children, children on the boarder areas and in multi-lingual situations in the district. **The salient features of the curriculum may also be highlighted in the plan document so that the appraisers understand the approach to curriculum renewal proposed by the state.**

4.2.2.5 Planners Checklist

- Clear **statement of policy** decision at the state level regarding curriculum renewal or change.
- Reflection of the **state vision** regarding basic changes proposed in the curriculum specially in the context of education of special focus group and communities.
- Process of identification of **educational needs** of all children in general and children of special focus groups in particular.
- Constitution of a **core-group of curriculum framers** at the state level and decentralised curriculum renewal at the district level as well as the strategy for their **capacity building** and consultations.
- Visualisation of **systematic steps** for curriculum renewal.

- The **consultation of the draft curriculum** with the cross section of the people – target groups, teachers, training institute at different level etc.
- The institutional arrangement for curriculum renewal exercise **and collaboration of academic institutions.**

4.2.2.6 Appraisal Checklist

- Has the state formulated a **policy for curriculum revision**?
- Has the curriculum of both the primary and upper primary stages of education been reviewed? If not, is there a plan for this activity to be taken up by the state-district?
- Has the **curriculum review process been planned** keeping in view the 'new pedagogic vision'?
- Has the state conducted any **study to identify the learning needs** of children and societal needs?
- Have curriculum **experts/groups** been identified at the state/district level?
- **Are there any amendments visualized so as to make the curriculum more district/local context specific?**
- Are any activities planned for the discussion with teachers, administrators, BRC, CRC personnel etc. regarding the curriculum review and renewal to be undertaken?
- Is the **process** of curriculum renewal/change planned in a **feasible sequential manner**?
- How **participative is the curriculum development/finalisation** process?
- Is there any **plan for capacity building** of those personnel to be involved in the curriculum development/renewal process?
- Are experts available for **capacity building** of different levels of **functionaries** in this operational area?
- It is possible that curriculum review may have already been done under the DPEP or the renewal process is already underway. Is this mentioned in the plan and has any reference been made as to how the state/district proposes **to utilize and consolidate on the past experiences.**

4.2.3 Teaching Learning Material (including text books)

4.2.3.1 Teaching Learning Materials (TLM) is an important vehicle that helps in delivering the curriculum to the child in the classroom. Teaching learning materials include a wide variety of items such as textbooks, work books, teachers' guides, teaching aids, learning aids (concrete material), educational kits, supplementary reading material, usable blackboard, etc which are either directly or indirectly used by the teacher and/or child in the classroom situation. Out of all the above mentioned materials, it has been observed that the textbook is the main or sometimes the only tool which is available and is being used for teaching learning. Since teaching learning material play a crucial role in actual curriculum transaction both at the primary and the upper primary stages, it becomes necessary **to assess the type, availability, suitability and usability of existing materials.**

4.2.3.2 This exercise becomes all the more necessary in view of the provision for an annual grant of Rs.500/- to every teacher for the purpose of purchasing and developing teaching learning materials under SSA. To ensure proper use of this grant by each and every teacher, certain basic issues need to be considered.

4.2.3.3 The development of textbooks is undertaken by various agencies in the states. In most of the states, they are developed by the SCERTs while in other states by the State Text Book Bureau or State Board of School Education. Development of textbooks inline with the state curriculum is a specialised job, which needs the help and the association of experts in different subject areas as well as the pedagogy. It is therefore, desirable to take the help of experts in **planning the activities for textbook development.**

4.2.3.4 Planners Checklist

- Indication of the state **policy regarding development of textbooks** as well as the agency to undertake the exercise.
- Basic **approach to textbook writing**, number of the textbooks for each class, specific material to be developed for different target groups etc. to be mentioned in the plan.
- Identification of **textbook writers** and strategy for developing common approach to textbook writing.
- Clear visualisation of **systematic steps** for textbook writing with **target dates** for each activity.
- Strategy for **involvement of teachers** and other field functionaries in textbooks development process.
- Strategy for **trailing of textbooks** in the schools and necessary modifications to be carried out before printing them.

4.2.3.5 Appraisal Checklist

- Does the state have a clear **policy strategy** on TLM to support classroom transaction?
- Has sufficient scope been provided in the **plan for consultations** in order to develop a common understanding of approach to be adopted in writing of textual materials?
- Is TLM preparation envisaged in view of curriculum development/renewal?
- Have **previous experiences** (if any) in TLM preparation and usage been incorporated into the existing plans?
- If textbook renewal and production is to be undertaken, is the **time frame** provided adequate?
- Is there any process indicated to **ensure timely supply of textbooks** to all children?
- Is the development of textbooks and other materials to be undertaken in a centralized or **decentralized participatory manner** or by a central agency?

- What is the role envisaged by the state/district for the **teacher in development of TLM**? Are any activities being planned for developing their capacities/skills?
- **Who is to conduct training of teachers** in the preparation and usage of TLM? Do the trainers have the requisite capacity and expertise? Has the schedule to conduct workshops, meetings etc. included in the plan?
- If any new TLM development is being proposed, is there a proper **sequencing of activities**? Is trialing a part of the process?
- Is there any plan for developing and/or supplying **TLM for special focus groups, i.e., children with special needs, girls, tribals, etc. as well as for handling multi-grade and multi-level situations.**
- If new books have already been prepared or are nearing completion, **have teacher-training programmes planned to capacitate the teachers to handle the new text books ?**
- Have any workshops been planned for **enhancing teachers' skills in developing low cost, local specific support material?**

4.2.4 Teacher Training - perspective and annual plan / calendar

4.2.4.1 It is universally acknowledged that the teacher plays the pivotal role in teaching learning process and is thereby instrumental in the improvement of quality within classrooms. In the classroom setting, teachers' competence depends greatly on their knowledge and skills in different subject areas, mastery of the same and pedagogical practices they adopt. In addition, teachers' attitude towards children, their level of motivation, interest, commitment and ability to interact with parents and community members also contributes to the quality of teaching learning in classrooms.

4.2.4.2 **Teachers' level of competency, in turn, depends largely on two aspects pre-service education and the in-service training they have been exposed to before and after joining the teaching profession.** At times, teachers have had no pre-service education or are not adequately prepared to face the new challenges in the classrooms. The curriculum reform and development of new sets of textbooks in the states demand proper training of teachers to cope up with the new developments.

4.2.4.3 In view of the above, in-service training becomes a necessity. It is important to find out if a **comprehensive training plan has been developed by the district for the training of various categories of teachers** - new, already in service, headmasters, para-teachers, etc.

4.2.4.4 Planners Checklist

- The immediate and long-term needs of the teachers and teacher educators **need to be identified** and spelt out in

the plans.

- Existing **capacity** at district and sub-district level **structures for the training of teachers** and their preparedness should be mentioned.
- While narrating about any training programme the plan should mention **the target groups, duration, frequency and venue of the training programmes.**
- **Background of the trainers**, their number and suitable institutions to conduct the training need to be carefully chosen. Therefore action for the preparation and **capacity building of trainers** may also be reflected in the plan.
- **Suitability and availability of training materials** during the training programmes is also an important issue.
- The approach and strategy to **develop/modify the teacher training materials.**
- Support and **follow up mechanism** need to be clearly spelt out while conceptualising any training programme.
- **Diagnosis of pupil deficiencies and remediation/enrichment** programmes also are needed in each training programme.
- Specialised training programmes for the teachers to **handle children of special focus groups.**
- Capacity building programme for **upper primary teachers.**
- Training strategy for **para and EGS teachers.**

4.2.4.5 Appraisal Checklist

- Has a study been planned to **assess teachers' competencies and training needs** at both the primary and upper primary levels?
- What mechanism has been visualised for the **effective linkages between the programme of SCERT/DIETs and BRCs/CRCs?**
- What approach and mechanism is planned for the **development/revision of training courses and training materials?**
- Is there **sufficient expertise/capacity** available at different levels to **provide training to teachers** in all the subject areas and pedagogic concerns identified by the state-district?
- How many and what types of training programmes have been developed at the state/district level? Do they **address the basic issues/training** needs that have been identified?
- Are the **unit costs**, period and budgeting for teacher training **as per the SSA norms?**
- What kind of **model - cascade or any other type - is envisaged for teacher training** from the district to the school level? Are the activities planned for **sequential** in nature? Are the training needs for all the levels being addressed?
- Does the plan give **details of the training schedule** and responsibility centres?
- Is there any kind of **prioritization and phasing** in the plan for training programmes along with sequencing of activities according to the training needs at different stages of education and operational areas?

- Have **training programmes** been planned for newly recruited teachers, those already in service **as per the SSA norms** (20 days, 30 days, 60 days training programmes)?
- Is there any mechanism in place/planned for providing **on-site support and monitoring of teachers after training** is conducted?
- Do the sub-district structures and personnel (BRC, CRC, etc.) have sufficient and relevant **capacity for providing on-site** academic support to teachers after training?
- Is there any plan for utilizing the **feedback** received regarding training for further **improvement of future training programmes**?
- Has any separate training programme been visualised for the **upper primary teachers**?
- Does the plan propose specific **training programmes for the education of special focus groups** such as tribals, physically challenged children etc?
- Is there any detail of the training **programmes for para-teachers and teachers of EGS centres**?

4.2.5 Teaching-Learning Process

4.2.5.1 All pedagogic interventions and inputs should result in quality improvement that should be ultimately visible within the classroom settings over a period of time. 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 for by the district. It is the classroom that provides the setting for all teaching learning activities. Thus, the more effective the classroom processes the better the learning outcomes. It is imperative, therefore, to know and understand how classroom transactions are conducted and managed, what kind of classroom environment exists, what are the various teaching-learning strategies generally used by teachers in classroom transaction and level of children's participation amongst other aspects, so that all can be improved upon. Some of the vital aspects that need to be focused upon for understanding teaching learning process within classrooms are:

- Classroom environment (including physical and social)
- Classroom organization and management (seating arrangement, layout, organisation of teaching-learning groups, display of materials and usability).
- Teacher-Pupil Ratio
- Teaching methodology and strategies adopted
- Availability and use of teaching-learning materials and aids

- Children's participation in classroom activities (Verbal/non-verbal)
- Facilities available for teaching learning within classrooms.

4.2.5.2 Based on all these factors the district should arrive at some broad strategies for improving the quality of education within classrooms that should be clearly reflected in the plan.

4.2.5.3 Planners Checklist

- Mechanism or efforts to fully **understand the pedagogical problems and issues** of children of different target groups such as conducting studies, sensitising the field experiences etc.
- Mechanism for **sharing of experiences** of the practicing teachers and resource institutions, district and sub-district functionaries etc.
- Modalities to incorporate **local and contextual elements** in the teaching learning process to realise the expected level of learning outcomes.
- Strategy for **sensitisation and skill development of the teachers** for adopting pedagogy suiting to proposed curriculum change and new sets of textual materials.
- Suitable strategy for providing **on-site guidance to the teachers** focussing on teaching- learning process.
- Scope for evolving and experimenting **innovative and contextual pedagogy** by the practising teachers and other field and local level education functionaries.
- Strengthening **teaching-learning process at the upper primary level** of education.
- Specific steps for evolving and capacity building of teachers for educating the **children of special focus groups** and physically challenged children.
- Plan for strengthening the teaching-learning process **in the EGS** centre and academic support to the para-teachers.
- Strategy for **involvement of the communities**, taking help of local education friendly people, utilising community resource persons in the teaching-learning process for both scholastic and co-scholastic areas of learning.

4.2.5.4 Appraisal Checklist

- Is there a provision for **conducting a study of teaching-learning processes** to fully understand the existing situation?
- Is there a clear **understanding** at all levels in the state, district of the desired shift required for **quality improvement vis-à-vis teaching learning processes**?
- How is the proposed pedagogic shift to be communicated to schools and sub-district functionaries in **evolving**

and realizing this vision?

- Have any activities (workshops, meetings, discussions) been planned for the **exposure** of teachers and other associated personnel (BRC, CRC, VEC/SEC, MTAs) **to this desired shift?**
- Is the teaching-learning processes at the classroom level in consonance with the proposed curriculum changes, TLM development and teacher training programmes/materials?
- Are the **existing capacities** at the district and sub-district levels adequate for conducting training programmes, monitoring and providing onsite school based support to teachers in **implementing the new teaching-learning processes?**
- Have training programmes and/or **workshops** been planned for discussion and **planning of pedagogical interventions?** Is this periodic and recurrent in nature?
- Is there any plan to improve the **library facility** in schools?
- Is there any provision in the plan to **support the school** regularly **through** the nearby **resource centre?**
- Is there any proposal for encouraging BRCs and CRCs and DIETs to undertake **action research on pedagogical issues?**
- Is there any provision for evolving suitable **pedagogy for children of specific groups like tribals, linguistic minorities, physically challenged etc.?**
- Is there any specific programme for improving the **teaching learning process in the upper primary classes?**
- Does the plan also address the pedagogical issues in **EGS centres?**
- Is there an arrangement in the schools for **handling multi-grade, multi-lingual** situations?
- Is there a plan for the documentation and sharing of good practices in schools with others?

4.2.6 Academic Resource Support Structure

4.2.6.1 The Sarva Shiksha Abhiyan envisages providing effective academic support and guidance to the teachers and other field level functionaries to improve the quality of elementary education and enhance the achievement level of children. No doubt, the role of teachers in providing quality education to children is well recognised but at the same time it is also recognised that teachers need continuous academic support, preferably, at the place of their work. The one time pre-service or induction training to teachers is not enough, therefore some in-service trainings are imparted to them. In remote tribal areas or in inaccessible areas, the teachers are virtually in academic isolation. Keeping in view the above, a well planned mechanism for academic support

at various levels has been established. The present available institutional arrangement for academic support is as follows.

Level	Teacher Training Programme	SSA
National	NCERT	TSG
State	SCERT	SRG
District	DIET/DRC	DRG
Block	---	BRG/BRC
Cluster	---	CRG/CRC

4.2.6.2 At the state and district levels, State Council of Education Research and Training and Districts Institutes of Education and Training (DIET) have been established under the teacher-training programme. In those districts, which are not eligible for DIETs, District Resource Centres are being established. From state to cluster levels, resource groups have been constituted under the DPEP, the same pattern is being followed in the non-DPEP districts. The SSA envisages effective coordination and complementarity between the two sets of institutions. **The coordination mechanism needs to be so institutionalised that they make coordinated efforts to ensure imparting quality elementary education.** This coordination has to be both ways- lateral (horizontally) and linear (vertically).

4.2.6.3 The SCERT is the nodal institution at the state level to undertake academic activities to improve the quality of education. **As the State apex academic institution, its role as a think tank, pedagogical renewal institution, research institution, an institution for curriculum renewal and development of textual materials for students and training material for teachers etc. is of paramount importance.** As a guide and helper the SCERT trains the DIET faculty and other district and sub-district functionaries. One of the important functions of the SCERT is to monitor the quality dimensions of elementary education based on the tools developed by the NCERT/State and takes follow up action thereof. In addition, the SCERT has also to maintain a close liaison with the professional institutions in the state and the outside to seek their help in academic matters.

4.2.6.4 The DIETs perform similar activities at the district level. **They are supposed to train the BRCs and CRCs staff and conduct various training programmes. They are the guide for the sub-district institutions. The resource groups established under DPEP and SSA at the state**

and district levels, work in close coordination with the SCERTs and DIETs to help improvement of quality of elementary education. The BRCs and the CRCs at the block and cluster levels respectively are in direct contact with the schools and practising teachers. Their role therefore becomes very crucial in capacity building of the teachers and providing them on-site support. The state and the district plans therefore should focus on strengthening these resource institutions as well as optimum utilisation of their resources for the improvement of quality in elementary education.

4.2.6.5 Planners Checklist

- Plan for **strengthening SCERT and DIETs** in terms of staffing to full capacity and making available required infrastructural facility for them.
- **Indicating plan for establishment of BRCs and CRCs** as well as strengthening the existing one.
- Visualisation of **mechanism for close collaboration** and complementarity in the functions and working of the SCERT and DIETs with the resource centre developed under the SSA.
- **Identification of training needs** of the academic staff of resource centres from district to the cluster levels.
- Well-defined and time targeted **training programmes for staff** of resource centre.
- Broad statements of key functional areas of academic resource centres at different levels.
- **Clear selection procedure for the identification of BRC/CRC personnel.**
- The provision and plan for undertaking **field-based research and action research** by the DIETs, BRCs and CRCs. Also the mechanism for providing necessary guidance in the research activities.
- Strategy for **on-site support to the CRCs and teachers.**
- The role and programme of the resource centres to **support upper primary schools.**

4.2.6.6 Appraisal Checklist

- What is the plan for **need assessment of the SCERT and DIET** in order to make them effective?
- What is the plan for **strengthening SCERTs and DIETs**?
- What is the **plan and time target** for establishing and **strengthening BRCs and CRCs**?
- How the **programmes of SCERTs, DIETs and academic resource groups** established under SSA are **interlinked**?
- Is there clear mention of the details and **strategies of capacity building** of the DIET faculty and district level functionaries on the basis of the training needs identified for the purpose?
- What is the proposal for the **development of module for the training** of BRCs and CRCs personal and the well-defined **training schedule** in the plan?

- What has been the criteria and procedure for **identification of staff** of BRCs and CRCs personnel?
- Is there any **clear role definition** of the academic resource centres at different levels in the plan?
- How does the plan ensure visit of the resource centre personnel to the schools to provide **on-site support to the teachers**?
- Is there any provision for undertaking **field researches, action research**, and **documentation** of innovative practices?
- How are the resource centres involved in monitoring quality dimension of elementary education?

4.2.7 **Monitoring of Quality Aspects**

4.2.7.1 Monitoring is one important aspect, which did not receive due attention in the past. The inspection, supervision and evaluation have, so far been undertaken to implement an educational programme. Monitoring is different from the above in the sense that it helps in setting agendas for improvement in the process of programme implementation in addition to providing continuous feed back and information to the concerned implementers regarding the programme. This aspect has received importance under the SSA, but the challenge is to make the process effective.

4.2.7.2 Central to the entire effort towards quality improvement is the effective monitoring of all the quality aspects in terms of planned inputs for on-going processes and expected outputs. This needs to be an integral part of the plan from the very first year itself. District specific monitoring system need to be developed and put into place by the authorities in order to monitor the progress and assess whether the desired outcomes are being attained in schools. This would help in making mid-term corrections and modifications to further boost quality improvement interventions. In order to facilitate the monitoring process, context specific quality indicators and appropriate usable tools have been developed by the NCERT and sent to the states. Some of the states have developed tools for monitoring of their own. In addition, activities for promoting the participation of various institutions, personnel and local community should also be reflected in the plan. The resource groups and responsibility centres as outlined in the SSA Framework could provide overall guidance in this task. The SSA Framework clearly emphasizes the need to promote community-based monitoring.

4.2.7.3 Planners Checklist

- Setting up of monitoring structure **at the state, district and sub-district levels.**
- **Strategy and programme for** capacity building of the monitoring teams **at different levels.**
- Adopting of monitoring tools developed by NCERT or devising state specific monitoring tools – if they exist already, then what is the analysis showing on school indicators / school grading. What remedial strategies are planned for.
- Statement of systematic steps with periodicity and time targets for different activities pertaining to the monitoring of quality dimensions.
- **Identification of** resource persons and resource institutions **for monitoring.**
- **Mechanism for** working together with the external monitoring agencies **and taking follow up action on the suggestion given by the agencies.**
- **Approach and modalities for involving the community/PRI/other local institutions in the monitoring process.**

4.2.7.4 Appraisal Checklist

- **Is any kind of mechanism planned for or in place for monitoring the quality inputs-interventions strategies to be implemented from state to school levels?**
- Have the tools of monitoring quality dimensions, developed by the NCERT been introduced? If not, does the state propose to develop separate tools?
- Based on school monitoring indicators on quality, what is the picture in the State & how is the AWP&B proposing remedial / improvement measures. Specifically, an assessment of the effectiveness of classroom teaching-learning processes and the evaluation of children on competency based testing status and action proposed.
- **Are the capacities of the identified persons, groups, and institutions sufficient and appropriate for monitoring the quality aspects?**
- **Have any guidance material been developed or is there a plan for the same focusing on monitoring of quality aspects for use at various levels?**
- **Is any role envisaged for community (VEC, SEC, MTA/PTA, gramsabha, etc.) - parent participation in the monitoring of schools – children? If so, are any orientation/training programmes planned?**

- **How is the external monitoring agency involved in the monitoring process?**
- **Has the plan provided scope for follow up action on the basis of internal and external monitoring and making mid-term modifications in the process of quality improvement efforts?**

4.3 Girls' Education

4.3.0.1 SSA's commitment to universalize primary education necessarily implies equal and universal participation of all children regardless of religion, caste, creed, sex etc. Thus, special attention to certain disadvantaged groups of children would be imperative if the goal of UEE is to be achieved. Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In this context, it must be recognized that their participation levels tend to decline in the case of particular social groups such as SCs, STs, minorities, OBCs, etc.

4.3.0.2 Given this overall situation and SSA's thrust on area specific contextual planning, the deterrents to girls' education in general and in particular (among social groups and in geographic locations), must be addressed. These deterrents are rooted in their homes and society. Educating girls is commonly perceived as unnecessary; mainly on account of the role they have been assigned in running the house (which often has economic implications for the family) and also because they will eventually leave their parental homes after marriage where their skills in household chores will hold them in better stead. Girls who reach the schools are likely to face non-supportive environment in the classroom and schools as these are mere extensions of their own social moorings, serviced and managed by those who are a part of the very social order to which they belong.

4.3.0.3 Poor retention of girls is attributable to two main factors. The first is the tendency of parents to withdraw them from school on attainment of age (say 10+ years) as they become capable of fulfilling certain domestic needs (sustenance activities and sibling care) while the second is the school environment itself which neither encourages girls nor is able to bring out the best in them. During the seasons for harvest, marriages, festivals, etc. girls' attendance at school suffer a setback as they are kept back at home. In the absence of any mechanism to address their

needs as a result of these periods of absenteeism, their achievement suffers. Thus begins the cycle of teachers' neglect in the classroom leading to disinterest and demotivation eventually resulting in their leaving school.

4.3.0.4 Added to these are natural barriers, distance to school - especially at the upper primary level, lonely paths leading to school, forests, streams/rivers, undulated terrain that have to be crossed on the way to school are some examples of natural barriers.

4.3.1 Planners Checklist

4.3.1.1 The specific situations of girls may vary across districts, blocks and clusters. There is a need to focus on special problems in specific areas, which could vary considerably. These variations will have to be taken into account while planning in order to duly address them through different strategies. Thus, while there would be a generic strategy applicable to all girls in the district, there would have to be certain specific strategies to counter the acute situation faced by girls in certain pockets.

4.3.1.2 *In the context of planning activities for girls' education it must be borne in mind that there are two broad approaches as follows :*

- Integrate the gender perspective in activities of various functional areas. These could be in the areas of :
 - Community Mobilization
 - Alternative Schooling – EGS & AIE
 - Special Focus Group (Tribal, IED, SC Minorities, etc.)
 - Teacher Training / Classroom processes
 - Text Books and curriculum
 - VEC training
 - Civil works e.g. toilets for girls
 - Research, etc.
 - Upper primary access
 - Disaggregated data (EMIS & HS Survey)

- Formulate a set of unlinked independent gender activities for which separate physical and financial targets are set against which their progress may be monitored.

4.3.1.3 *For those involved in formulating the plans for girls' education it would be useful to keep the following in mind :*

- Ensure that the plan incorporates both the
 - Generic and specific interventions
 - Integrated and unlinked interventions

4.3.1.4 This calls for an interactive planning process such that the essentials are not left out. This interactive process would facilitate integration of activities under various functional areas that would impact on improving girls' participation in elementary education. Convergence among functional areas while planning will lead to convergence in implementation.

- The decision to continue/discontinue previously attempted activities should be based on :
 - Review of the previous year's activities in terms of their usefulness, effectiveness, relevance in the present context, etc.
 - Analysis of field situations and emergent needs and priorities.
 - Analysis of data available – to particularly plan focussed interventions in a more intensive manner to ensure better results.
- Sources of data/information that may be referred to in the planning process :
 - EMIS
 - Micro planning/house to house survey data
 - Reports of interim review meetings
 - Research and evaluation studies
 - feedback from field visits
 - Any other
- Ensure that the proposed activities

- Are in some logical sequence and are not activities in isolation.
- Have the built in component of follow up, particularly, in the case of training/orientation, such that investments made towards capacity building yield some results in the field.
- Have a strong monitoring component.
- Are duly supported by necessary activities at the SPO level.
- Are broken into such activities, both costed and uncosted.

4.3.2 Issues to look at :

1. Analysis of EMIS data/household survey data on girls enrolment, dropouts, out-of-school status, disaggregated by SC/ST/OBC/minorities, by age group especially to estimate the 10+.
2. Analyze district/block and if necessary cluster-wise, the gender gaps, identify most backward pockets in terms of girls enrolment and retention and low attendance.
3. Analyze distribution and availability of female teachers (regular/para) in schools especially upper primary.
4. Show evidence of specific strategies based on data/ground analyses, whereby difficult pockets/groups are being dealt with a targeted approach.
5. Integrate planning for implementation of NPEGEL with SSA planning in general – but indicate clearly the following :
 - (i) blocks/clusters identified for implementation – based on approved NPEGEL criteria of selection. Explain prioritization of blocks/clusters.
 - (ii) Analysis and specific details on status of girls education in the areas selected this year.
 - (iii) Progress in implementation of NPEGEL strategies in areas when implementation commenced in previous years – bring out the closure in gender gap clearly and what is being proposed for further action this year.
 - (iv) Details and costs of the strategies/components proposed under NPEGEL for the year (e.g. community mobilization, teacher training, civil works, ECCE, other support activities, books and education materials, incentives; innovations etc).
6. Show evidence of gender sensitive content of teacher training, community based training, materials development cycle and frequency of training – even if not directly costed.

7. Clearly spell out details and costing of activities to be taken up as “innovative” against the Rs. 15 lakhs allocation per district – wherein support for girls education is admissible (ECCE, remedial teaching, escorts, etc.)
8. ECCE – Coverage by ICDS and other programmes and what gaps are sought to be filled through SSA/NPEGEL interventions.
9. The Monitorable items/targets/processes involved in girls education to be measured and kept track of during the AWP&B implementation.
10. The status of the gender resource groups and gender coordinators at State/district level and their role in the management of girls education initiatives envisaged for the year.
11. Integrate Kasturba Gandhi Balika Vidyalaya (KGBV) proposals for residential schools for girls.

4.3.3 Appraisal Checklist

4.3.3.1 Remember that there are specific activities that promote girls education and there are other linked but separate activities which also go to promoting girls education. An Appraiser should therefore look for both in the AWP&B/Perspective Plan.

1. Is there an overall gender concern throughout the plans components – be it overt or covert ?
2. What is the Gender Analysis of district specific/state data bringing up in terms of the gaps in girls education – how much has the gap narrowed ?
3. Has the State developed a resource group on gender with NGOs, activists, experts on women’s development through networking / meetings etc. and is this group being able to bring in ideas, suggestions, advise for implementation of girls education activities ?
4. Is there an attempt to look for the problems of doubly disadvantaged girls from SC/ST/OBC/minorities communities and is there evidence of the district/state planning to address their particular needs ?
5. How strong are the gender lens in the training modules of teacher training, community training, training of educational administrators/programme staff? Is there an integrated gender training approach or otherwise?
6. How has gender bias been addressed in textbooks and other teaching/learning materials? Are there some gender experts on the development teams ?

7. What is the ECCE strategy to support girls education (See check life on ECCE)
8. How well is the NPEGEL component addressed in the SSA plan – selection of blocks / clusters, local community participation, coordination with Mahila Samakhya, incentives, special support programmes etc.
9. Are the details of budgeted activities in consonance with SSA/NPEGEL guidelines? Are there any deviations? What are the reasons for that ?
10. What is the nature and rationale of proposed innovative activities for girls education ?
11. How is the capacity of State/district/block/cluster/school level management structures to handle the implementation of girls education activities ?

4.3.4 As SSA has limited financial provisions for girls' education in the form of innovations at district level and free text-books, there is a need for additional component. Hence, the Government of India has recently introduced National Programme for Education of Girls at Elementary Level (NPEGEL), to further strengthen the existing scheme of SSA, for providing additional support for education of girls at elementary level. Accordingly, NPEGEL has been formulated, for education of under privileged disadvantaged girls from class I to VIII as a separate and distinct gender component plan of SSA. The gender component is necessary to achieve UEE for girls in the educationally backward areas. The details of this scheme are provided below:

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

4.3.4.1.1 Government of India has recently introduced NPEGEL as an additional support to the exiting scheme of SSA for providing additional components for education of girls at elementary level.

4.3.4.1.2 The scheme would be applicable in the following areas: -

- (a) Educationally Backward Block (EBB) means a block where the level of rural female literacy is less than the national average and the gender gap is above the national average.

(b) Block of districts, which have at least 5% SC/ST population and SC/ST female literacy rate below 10% are also, covered under this programme.

(c) Selected urban slums

Note :

1. The criteria for selection of EBBs would be **Rural** Female Literacy and **not** the Female Literacy Rate on All India basis. The gender gap shall, however, be that existing between **Male Literacy Rate and Female Literacy Rate on All India basis**.
2. As regards urban slums, it may be noted that only those urban slums in large towns that have been notified by Ministry of Urban Development & Poverty Alleviation, Government of India, can be taken up under NPEGEL. For small mofussil towns whose literacy rates are covered in the local block data, will get covered if the block is eligible under the NPEGEL criteria.
3. As the 2001 census data is now available, the selection of blocks has to be based on this data. Further, these plans should be included in the district / state plans of SSA.

4.3.4.1.3 While framing the guidelines, the blocks were identified based on the 1991 Census. However, the States are competent to change the blocks in the light of 2001 Census, keeping the definition in view and after getting the consent of Govt. of India.

4.3.4.1.4 In States where Mahila Samakhya (MS) programme is operational, the SSA society shall transfer the funds to MS Society for implementation of the programme. MS Society wherever set up will provide direction and support to the programme. The MS Society will ensure the representation of SC/ST women's organisation in the SRG of MSS.

4.3.4.1.5 The strategy of the programme includes: -

- (a) Mobilisation for Girls Education, including community, teachers, NGOs etc. This is to be process-oriented programme, where community ownership and the basket of components must evolve with local participation.
- (b) A basket of components has been provided for in the scheme, however, all blocks would not take up all activities. The projects should be based on the conditions of that block and should specifically target, out of School girls, drop out girls, overage girls, who have

not completed elementary education, working girls, girls from marginalised social groups, girls with low attendance, girls with low levels of achievement

- (c) Development of material including teaching learning material, CDs, films and other material, helping in the review / development of textbooks, development of guidelines for incorporation of gender concerns, development / compilation of supplementary reading material for girls, including life skills, which would provide the support needed for girls' education.

4.3.4.1.6 The objectives of NPEGEL are: -

- (a) To develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education.
- (b) To improve the quality of education through various interventions and to stress upon the relevance and quality of girls' education for their empowerment.

4.3.4.1.7 The core group at the cluster level will be responsible for coordinating with and converging with District Gender Unit and existing programmes. They will, with the help of students, teachers and volunteers, do surveys, and help prepare the village plans. They will also monitor and oversee the implementation of these plans. The core groups will form the major vehicle for community mobilization, monitoring in the village the progress for enrolment, drop out, achievement of girls, facilitating with the VEC/MTA/village community in devising interventions for these activities in the village, and creating an environment for girl's education.

4.3.4.1.8 The district implementation unit of the NPEGEL will prepare a separate sub-plan for 'Girls Education Component'. As in the case of DEEP, the resource group at the State level shall scrutinize these plans, before sending to the cell at the National level, who shall appraise the plans with the help of experts. The PAB of SSA will approve these sub-plans.

4.3.4.1.9 The State should set up or enlarge the existing State Resource Group for Gender, (along with Mahila Samakhya) to guide and develop the NPEGEL indicators (NPEGEL guidelines issued by Department of Elementary Education and Literacy, MHRD, vide letter No. F.25-1/2003-EE-8 dated 2nd September 2003 refers).

4.3.4.1.10 The State will prepare sub-plan for NPEGEL, which will be part of SSA District Elementary Education Plan but will be a distinct component of it.

4.3.4.1.11 In addition to the essential data required for SSA plans, the data on rural female literacy and gender gap at cluster and block level of each Educationally Backward Block should be furnished in the plan.

4.3.4.1.12 The data on percentage of SC/ST population and SC/ST female literacy rate along with general female literacy rate at block level should also be furnished in the plan.

4.3.4.1.13 The selection of urban slums should be on the basis of urban slums notified by the Department of Urban Development. The data on selected urban slums, its child population both boys and girls, female literacy, gender gap etc should be furnished in the plan.

4.3.4.1.14 The details of each intervention proposed in the plan should be clearly given in the plan. Financial norms for NPEGEL are provided in budget section.

4.3.5 Kasturba Gandhi Balika Vidyalaya Scheme (KGBV)

4.3.5.1 Background

4.3.5.1.1 The Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up upto 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme will be coordinated with the existing schemes of Department of Elementary Education & Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya(MS).

4.3.5.2 Scope/Coverage of the scheme

4.3.5.2.1 The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the rural female literacy is below the national

average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with:

- concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school.

The criteria for eligible EBB will be the same as in the NPEGEL scheme of SSA.

4.3.5.3 Objective

4.3.5.3.1 The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

4.3.5.4 Strategies

4.3.5.4.1 Between 500 to 750 residential schools will be opened in a phased manner over the Xth Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school.

4.3.5.4.2 Such residential schools will be set up only in those backward blocks that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.

4.3.5.5 Major components of the scheme will be as follows :

- (i) Setting 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. Three possible models for such school have been identified.

- (ii) At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted.
- (iii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools.
- (iv) In view of the targeted nature of the scheme, girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, girls from families below poverty line.
- (v) Established NGOs and other non-profile make bodies will be involved in the running of the schools, whereas possible. These residential schools can also be adopted by the corporate groups. Separate guidelines are being issued in the matter.

4.3.5.6 Implementation, monitoring and evaluation

4.3.5.6.1 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.

4.3.5.7 State Support Group

4.3.5.7.1 An Advisory State level coordination committee as approved under the NPEGEL scheme, shall provide direction and support to the programme.

4.3.5.8 National Support Group

4.3.5.8.1 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, and advice GOI on policy matters concerning the education of girls.

4.3.5.9 Financial Norms of KGBV

4.3.5.9.1 The SSA pattern of financing with a 75:25 ratio of sharing between the Centre and the State during the Tenth Five Year Plan, and 50:50 thereafter, will be adopted for KGBV as well. Commitments regarding sharing of cost would be taken from the State Governments in writing.

4.3.5.9.2 The provisions for KGBV will be in addition to the provisions already made under SSA and for NPEGEL. The SSA Society shall ensure convergence of KGBV with NPEGEL and Mahila Samakhya programme. It shall also ensure that funds allocated are appropriately invested and there is no duplication of activities.

4.3.5.9.3 The Government of India would directly release funds to the SSA State Implementation Society. The State Government will also release its share to the State Implementation Society. Funds will be released thereafter to the Mahila Samakhya Society wherever applicable. In States where MS is not being implemented, the implementation of this scheme will be through the 'Gender Unit' of SSA Society and existing mechanism used for implementation of SSA will be followed.

4.3.5.9.4 The State Society should open a Savings Bank Account for operating the funds of KGBV. State Government should also release its matching share to the State SSA Society through a separate budget head. Separate accounts will have to be maintained at district and sub-district structures, accordingly.

4.4 Education of Children With Special Needs (CWSN)

4.4.0.1 SSA focuses on increasing access, enrolment and retention of all children as well as improving the quality of education. The objectives of SSA can be realized only, if all children including these with special needs (CWSN) are included under the ambit of elementary education. Experiences of programmes like DPEP have shown that with adequate support services, CWSN can be provided quality education, in regular schools.

4.4.0.2 CWSN have often been marginalized on account of their disability, lack of awareness on the part of the community about their potential, apprehensions on the part of the teachers to teach such children and a general societal attitude of sympathy towards such children focusing more on what they cannot do rather than on what they can do.

4.4.0.3 Realizing the importance of integrating CWSN in regular schools, SSA framework has made adequate provisions for educating CWSN. SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education.

4.4.0.4 The SSA framework, in line with the Persons With Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 provides that a child with special needs should be taught in an environment, which is best suited to his/her learning needs. These might include special schools, EGS&AIE or even home-based education.

4.4.0.5 Hence, while planning for education of CWSN, it should be borne in mind that there are some activities that are specific to CWSN (resource support, teacher training, aids and appliances etc.) and then there are a set of activities, which have to be linked with other on-going activities like community awareness, VEC training, in- service teacher training, civil works, ECCE and gender.

4.4.0.6 SSA framework provides Rs.1200 per disabled child per year. While planning for the possible utilization of this money, it should be borne in mind that the amount available is not

only for the use of a particular child with a special need, but also has to be utilized for planning of Inclusive Education activities at the district level. The SSA State Mission Societies are allocated funds for implementing the programme of inclusive education under SSA depending on the total number of disabled children identified in the State at the rate of Rs. 1200/- per identified disabled child. However, this does not mean that this amount has to be spent annually on **every** identified disabled child. While some disabled children may only need the help of a well-oriented teacher, others may require simple equipment like assistive devices. Clearly the cost of such interventions would be less than Rs. 1200/- per child per annum.

4.4.0.7 Other activities on which this amount could be used include assessment camps, development of training material, community awareness, long term teacher training (45-day RCI recognized training), soliciting support from NGOs and workshops and meetings. An attempt should be made to provide aids and appliances to identified CWSN through convergence. If this is not possible, then SSA funds could be used for this purpose. Referral to special schools should be made only in exceptional circumstances for children with severe and profound impairments. While interventions for education of children with disabilities have to be planned by each district keeping in view its own specific needs and resources available, the overriding emphasis should be on inclusive education and not on placement of children with disabilities in special schools.

4.4.1 Planners Checklist

1. Does the plan articulate the approach/strategy for providing education to children with special needs (CWSN).
2. Whether CWSN have been identified category wise, through the household survey. What percent of the CWSN is in school? What percent of total child population is of CWSN?
3. What structures are proposed for inclusion of CWSN (e.g. DRG, inclusive education co-ordinators etc)
4. Has the functional and formal assessment of CWSN undertaken to assess the support needed for each child with a special needs? How many out of school CWSN can be integrated in regular schools?
5. What percent of the identified CWSN require aids and appliances

6. Have these assistive devices been provided through convergence with-- i) State Depts. /Boards, NGOs/ Voluntary agencies, ii) ADIP/ALIMCO/ IEDC/other schemes, iii) SSA funds or iv) any other sources
7. What is the strategy to provide resource support to CWSN-- (i) appointment of resource teachers, ii) long-term training of selected general teachers, iii) using NGOs/ special schools for training/ assessment/ implementing IED etc.)
8. What kinds of general teacher training are envisaged for education of CWSN (short- duration or sensitizing all teachers through mass training programmes)
9. Do the community mobilization/parental sensitisation programmes have a focus on bringing all CWSN to school
10. Has efforts been made to adapt the curriculum to facilitate learning of all children including CWSN (e.g. Is the curriculum well integrated for all children, does it provide opportunity to use effective teaching strategies for diverse learning styles, does the teacher use any handbook/guide specially prepared to meet the needs of CWSN, do CWSN participate in co-curricular activities)
11. Does the State have relaxation with respect to evaluation/ examination for CWSN (e.g. providing writer/ scribe to visually impaired children, providing extra time to dyslexic/ spastic, giving hearing impaired children/dyslexic the option of studying only one language etc.)
12. How are the architectural barriers in existing schools proposed to be removed to provide an enabling environment to CWSN (ramps/handrails/ toilet modifications/arrangement inside the classrooms)
13. What are the monitoring mechanisms proposed (e.g. IEPs, visit of resource teachers, involve VECs to monitor enrollment and retention, NGOs to assess effectiveness of the strategies)
14. How has the District Elementary Education Plan reflected appropriate utilization of Rs.1200/- per disabled child per year? What is the break-up of the items covered under this allocation?

4.4.2 Appraisers Checklist for Education of CWSN

4.4.2.1 Any programme that plans to implement inclusive education does not only require an appropriate approach, but also needs to emphasize aspects like barrier-free

environment, teacher training and monitoring to ensure access, enrolment and retention of children with special needs (CWSN) in the school. Hence, from an appraiser's point of view, the following should be looked into:

1. Does the State have an approach/strategy for providing education to children with special needs (CWSN). If yes, whether it is clearly articulated in the plan?
2. Has the State identified CWSN, through the household survey? If yes, what percent of the total child population is CWSN?
3. What percent of the CWSN is enrolled? What steps the State plan to take to bring all out of school CWSN?
4. Whether structures are in place at various levels for inclusion of CWSN (e.g. SRG, DRG, inclusive education co-ordinators etc)
5. What percent of the identified CWSN requires assistive devices and how far has this gap been bridged?
6. What strategies have been adopted for providing assistive devices-- (i) Convergence with the State Departments/Boards, NGOs/ Voluntary agencies, ii) ADIP/ALIMCO/IEDC/other schemes, iii) SSA funds iv) any other sources
7. What approaches are adopted for providing resource support to CWSN-- (i) Appointment of resource teachers at block/cluster/school, ii) Long- term training of selected general teachers, iii) Short-term training of teachers, mass teacher training programmes, iv) Using NGOs for training of teachers/community and other aspects of IED)
8. Whether the State has put in place monitoring mechanisms (e.g. involve VECs to monitor enrollment and retention of CWSN or visit of resource teachers/NGOs to evaluate the learning achievement of CWSN etc.)
9. Is the per child cost for IED interventions within Rs.1200/- per year under SSA? What is the break-up of items covered under the head?
10. What is being done to address the education of severely and profoundly disabled CWSN- what is the convergence with the Social Welfare, RCI etc? What is proposed to be done for meeting the needs of those children not covered in the 6-14 age group?
11. What is being done to meet the curricular needs of CWSN who are in school? (Eg. Individual Education Plan (IEP), production of Braille books, modified evaluation system etc)

4.5 Scheduled Tribe (ST) and Scheduled Caste (SC) Children

4.5.0.1 India's concerns towards the welfare of the weaker sections of the Indian society, has been well reflected in Article 46 of the Constitution which states that the state will promote the educational and economic interest of the weaker sections of Indian society, specially the Schedule Tribes and Schedule Castes. The welfare of the SC and ST, has been made the responsibility of the State Governments. As per census 1991 figures, the schedule tribes constituted about 8.1% of the total population with absolute numbers being 6.78 crores and SCs at 16.5% numbering 13.82 crores. Together, SCs and STs constituted 24.6% of the total population. A majority of the tribals in absolute

numbers, resides in Andhra Pradesh, Bihar, Chhattisgarh & Jharkhand, Gujarat, Madhya Pradesh, Maharashtra, Orissa and Rajasthan. Similarly the highest concentration of SCs in absolute numbers, have been in the states of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Uttar Pradesh and West Bengal. SSA, live to the educational needs of SC and ST children, has made special provisions for them in the form of free text books and innovative schemes to the tune of a maximum of Rs. 15 lakhs per district in addition to usual interventions.

4.5.1 Education of ST children

4.5.1.0.1 The population of tribal people in the country is spread over in almost all the states barring a few, and is generally concentrated in pockets. The tribal communities are not homogeneous and are at various levels of socio-economic and educational development. Generally, these communities are educationally underdeveloped. However, a few of them specially in urban and semi-urban areas are educationally better placed as compared to their counterparts. The tribals living in north-eastern states have a different type of life style and associated problems. The problems of tribal people are generally because of scattered habitations and hilly terrain areas, low economic growth and other socio-cultural factors, which are not conducive to schooling, inadequate knowledge of regional language etc. The tribal communities, which are nomadic and move from one place to the other within the state as well as to other neighbouring states mainly in the quest for livelihood pose serious problems for education of their children. Therefore, SSA envisages providing quality elementary education to the tribal children through special interventions responding to varied contexts, needs and problems.

4.5.1.1 Planners Checklist

1. Put in a special policy statement and strategy for providing education to ST children.
2. Identify the pockets of ST concentration based on research/survey, case studies/FGD etc. and ensure they all are provided for with schooling facilities.
3. The disaggregated data/information regarding ST children be incorporated and analyzed in the plan.
4. Delineate the special programmes for urban ST children, which have been envisaged in the plan.
5. Interventions for community mobilization to ensure participation of ST children in educational activities be planned.
6. Removal of caste bias amongst teachers through the in-service training programmes – are addressed in module development programmes to influence classroom transactions.

7. Have interventions been planned based on diagnostic findings of learner achievement studies for remedial measures for quality improvement in the learning outcomes of SC children.
8. Articulate well-planned strategies to deploy funds under innovations in SSA, to help learning levels of ST children through remedial teaching etc.
9. Link up with on-going programmes of various departments, NGOs/voluntary organizations, etc. in addressing the problems of ST children in the plan.

4.5.1.2 Appraisal Checklist

1. Do the state and district plans present disaggregated data on ST on enrolment, out of school children etc.
2. Whether all unserved habitations in tribal areas have been identified and proposed for providing schooling facilities ?
3. Has any tribal or areas specific strategy for motivating the tribal community been suggested in the plan ?
4. What is the approach for capacity building of teachers to teach tribal children ?
5. Have tribal teachers got well represented to teach the tribal children ?
6. Do the interventions match with the problems identified especially in case of special tribal communities and nomadic tribes ?
7. Have the issues pertaining to medium of instruction, local teachers, life skills, teacher training on attitudinal change being addressed in the plan and specific strategies suggested?
8. Whether convergence with tribal development department has been well defined?
9. Are there any specific plans to utilize Rs. 15 lakhs provided for ST children?

4.5.2 Education of SC children

4.5.2.0.1 Unlike tribal communities, scheduled castes are spread over almost all the districts in the country and live side by side with the general population. These disadvantaged sections are also economically and educationally underdeveloped. The problems of education of SC children are mainly attributed to the socio-economic factors and home environment. Therefore, it is necessary that in view of the existing status and problems of education of these children, suitable interventions may be planned. The appraiser needs to see whether the interventions for SC children are merely a mechanical disbursement of incentives or go beyond to provide meaningful quality education to them.

4.5.2.1 Planners Checklist

1. Put in a special policy statement and strategy for providing education to SC children.
2. Identify the pockets of SC concentration based on research/survey, case studies/FGD etc. and ensure they all are provided for with schooling facilities.

3. The desegregated data/information regarding SC children be incorporated and analyzed in the plan.
4. Delineate the special programmes for urban SC children which have been envisaged in the plan.
5. Interventions for community mobilization to ensure participation of SC children in educational activities be planned.
6. Removal of caste bias amongst teachers through the in-service training programmes – are addressed in module development programmes to influence class room transactions ?
7. Have interventions been planned based on diagnostic findings of learner achievement studies for remedial measures for quality improvement in the learning outcomes of SC children.
8. Articulate well-planned strategies to deploy funds under innovations in SSA, to help learning levels of SC children through remedial teaching etc.
9. Link up with on-going programmes of various departments, NGOs/voluntary organizations, etc. in addressing the problems of SC children in the plan.

4.5.2.2 Appraisal Checklist

1. Do the state and district plans present disaggregated data on SC on enrolment, out of school children etc. and methods used to collect the data ?
2. Whether all unserved pockets of SC are proposed to be covered with schooling facilities ?
3. Has any SC specific strategy for motivating the SC community been suggested and in what way is community involved in the education of their children and school management ?
4. Whether convergence of SSA interventions with SC social welfare department dealing with SC and rehabilitation have been identified and what mechanism has been visualized for the integration of the inputs being proposed for the SC communities with the on-going schemes ?
5. Whether special interventions to identify the educational problems being faced by the SC children have been planned and do these interventions match with the problems?
6. Does the plan propose to utilize the innovation fund for enhancing the learning outcomes of SC children?

4.6 Urban Deprived Children

4.6.0.1 An important category of children, which needs special interventions, belongs to the urban poor section of society, as almost one-third of the population of India resides in urban areas. These children are not only economically poor, but often deprived of the family support and educational environment. Children of urban poor and the deprived are often excluded from education and their coverage under UEE remains a challenge. Multiplicity of administrative units, lack of micro level units for planning and implementation and a very heterogeneous community, are some of the numerous issues affecting UEE in urban areas.

4.6.0.2 The problems of educating the deprived urban child are complex and varied. These include, lack of reliable data, inadequate schooling infrastructure, specific incentives for such children, the location of schools, and so on. Although a number of NGOs have been working in the area, yet the coverage has been small compared to the size of deprived urban children.

4.6.0.3 Moreover, urban population growth in the last decade has been unprecedented, thus, rendering the urban areas unable to cope with the ever-increasing pressure of migrants. The city plans have not been able to meet the challenges of this fast growth of urban population.

4.6.0.4 Children in such situations are a heterogeneous group, and can be classified into different categories. These would include, among others:

1. Children living in slums and resettlement colonies
2. Child workers/labourers, including children working as domestic servants
3. Street children
4. Children of sex workers
5. Children of migrant workers
6. Children in remand homes, juvenile homes, and in conflict with law.
7. Child beggars

8. Children studying in religious institutions such as Madarsa/Maktab.

A large number of urban deprived children belong to Special focus Groups e.g. SC/ST, girls, children with special needs etc.

4.6.0.5 The education of this group of children needs to be addressed specifically in the plans. Therefore, the states need to develop an urban perspective on education. Also the states need to evolve a clear-cut strategy for education of the poor in cities in general and the Deprived Children, in particular. To achieve this, city/ urban specific plans will have to be made either separately or supplementary to the district plan.

4.6.0.6 The major issues concerning the urban deprived children are:

1. It is important to realize that there are wide socio-economic disparities in urban areas. While basic services are available to the economically better off, large sections of urban populace living in unauthorized colonies/slum clusters have limited access to schooling facilities along with other basic services.
2. Government schools in urban areas coexist with privately funded schools, and are often ill-equipped in terms of infrastructure and basic amenities. Differences exist in the curriculum transacted also, particularly with reference to the study of the English language.
3. Even though children may be formally enrolled in schools, a large number—particularly girls—remain out of school. This may be on account of social and/or economic reasons, which remain unchanged even after migration from rural areas.
4. In general, there is a lack of incentive for children in urban areas to attend school. In fact, there may even be a strong disincentive in terms of loss of earning, poor quality of teaching, lack of infrastructure, the location of the school, etc. At times, the issues may be simpler, as for example, the difficulties faced by small children who need to cross a busy road to reach the local school.
5. The management structure of education in a city is also relevant—this structure varies from State to State. While in some States the local body may be charged with the responsibility of education, in others it remains with the education department of the State government. A

multiplicity of agencies, generally uncoordinated, has an impact on the quality of elementary education provided to the child.

6. It is often difficult to identify a proper unit of planning. The same slum may be part of different wards. Delimitation of wards and slum is not done keeping in mind the planning needs. Identification of appropriate planning unit is another challenge in planning for urban deprived children.
7. Lack of proper and authentic database for out of school children in urban areas.
8. Severe scarcity of land for opening new schools.
9. Many of these groups such as street & working children will require long-term support and very individualized personal attention. NGO's assistance could be effective for this kind of resource support.

4.6.0.7 Thus, while planning for this group of children, the plan should clearly focus on ensuring that the strategies adopted are flexible to meet the needs of every child in different situations. In particular, while attempting to mainstream these children, it should be borne in mind that the nature of their circumstances might require longer and more intensive interventions and this may require networking with other welfare & development programmes including, health, self help groups etc. Also, there is a need for involving Corporate Sector, known for the managerial skills. Their involvement will definitely give a boost to efforts in this direction. In this endeavor, convergence with apex bodies like CII, FICCI, Chamber of Commerce, besides individual corporate houses, will prove to be useful.

4.6.1 Planners Checklist

1. Whether appropriate resource groups have been established
2. What is the size of specific groups of children with each based on the survey?
3. Whether a micro-planning exercise has been undertaken and different strategies developed for different groups of out of school children, including AIE/EGS
4. Whether appropriate orientation/training has been planned for officials/personnel responsible for implementation?

5. What strategies have been developed for strengthening the existing school facilities including training of teachers
6. Whether convergence with other Government departments have been worked out to provide other forms of support as health check-ups, counseling, etc.
7. Whether the capacities of local NGOs and the assistance rendered by them have also been considered, and the mechanism evolved for linkages with such organisations ?

4.6.2 Appraisal Checklist

- i. Specific groups of children identified with their size and geographical distribution?
- ii. Whether the different strategies developed for different groups of out of school children are clearly spelt out?
- iii. Whether proper emphasis has been put on strengthening of existing schools in the form of possible relocation, improvement in quality, better maintenance, etc.?
- iv. Whether adequate emphasis has been placed on mainstreaming and retaining children in the formal schools?
- v. Whether provisions under the schemes of EGS & AIE such as the Remedial Teaching have been have been considered
- vi. Whether plans for strengthening of linkages and convergence with other government departments have clearly indicated in order to provide other forms of support such as health check ups, counseling, drop-in shelters for homeless children, and so on?
- vii. Whether special interventions have been designed to prepare formal schools for mainstreaming children
- viii. Whether the resources offered by the private sector e.g. space in available schools, volunteers, etc., have also been taken into account?
- ix. Are appropriate strategies in place to monitor the initiatives taken for urban deprived children?

4.7 Early Childhood Care and Education

4.7.0.1 SSA recognizes the importance of early childhood care and education in the 3-6 years age group as precursor to improving enrolment and participation of children in the schooling system.

Many children, especially in the age group of 3 to 6 years, who are also first generation learners, are denied the opportunity to access basic pre-school facilities, which are so crucial for the development of motor, sensory, social, emotional and cognitive skills among children. ECCE provides basic pre-school facilities to these children. It also relieves the elder siblings, especially girls, from sibling care, thus facilitating their enrolment and retention in schools. Realizing the importance of ECCE, the Integrated Child Development Services (ICDS) Scheme was launched by the Government of India in 1974 in 33 blocks initially, which is now having coverage of 5600 blocks.

4.7.0.2 An ECCE programme is one of the most cost-effective ways of addressing both socio-economic and gender inequalities. ECCE is seen as a vital input towards preparing children, particularly first generation learners, for schooling. Therefore, SSA has made a provision of Rs. 15 lacs per year for every district to plan interventions under ECCE.

4.7.0.3 A planner, while planning for ECCE, should consider a suitable approach for ECCE based on number of children in the target group, existing facilities in the form of ICDS centers, strategy for habitations without any such facilities, monitoring and sustainability.

4.7.0.4 A detailed checklist for planners is provided below :

4.7.1 Planners Checklist

1. What is the district's approach for ECCE under SSA (convergence with ICDS, opening Child Care Centres in the NPEGEL or through SSA innovation funds) ?
2. How many children in target groups, degree of coverage so far, numbers proposed to be covered in this plan?
3. Does the district plan to strengthen the ECCE component of the existing ICDS centers through convergence? If yes, how many such centers would be strengthened each year ? What items/components are proposed to be strengthened?
4. Has the State planned any School Readiness Programmes for children entering Class – I without any exposure to early childhood and education programmes?
5. What is the State's strategy to train existing teachers on School Readiness?

6. Has the State planned any joint trainings for AWW and the existing teachers, especially where the pre-primary section is the part of the school?
7. Delineate components of the convergence strategy with ICDS in terms of special proximity to schools and extended timings and honorarium of workers.
8. What is the state's strategy to provide ECCE habitating without ICDS centres ?
9. How many new Child Care Centres does the district plan to open under NPEGEL or innovative component of SSA ? Provide a year wise break up along with details on infrastructure, training etc. with unit cost of each activity.
10. What steps are being taken by the district to involve (a) community (b) teachers (c) NGOs ?
11. Define the process and parameters to monitor the implementation of the ECCE component in SSA.

4.7.2 Appraisal Checklist

1. Is the approach for ECCE under SSA clearly spelt out convergence with ICDS or NPEGEL/SSA supported ?
2. How large is the target population and how much of a gap in coverage exists ?
3. How many ICDS centers do the state plan to strengthen this year ?
4. What are the activities proposed for strengthening the linkages between pre-primary and primary stages of education ?
5. What is the states' proposals for ECCE in habitations where no ICDS exists ?
6. Is the unit costing of convergence/NPEGEL/SSA supported. Strategy components alongwith approved financial norms ?
7. What steps are being taken by the State to involve (a) community (b) teachers (c) NGOs?
8. How are the training needs of pre-school/ECCE teachers being met through SSA ?
9. Is there any state strategy to sustain the initiatives taken under ECCE ?

4.8 Education of Out-of-School Children (Education Guarantee Scheme and Alternative and Innovative Education)

4.8.1 The Context

4.8.1.1 Since SSA envisages universalizing elementary education, it becomes imperative that all out of school children are brought into the ambit of elementary education. This aspect become

particularly important, as one of the major objectives of the SSA is to bring all children in school by 2003 either through formal schools or Education Guarantee Centres, Alternate Schools, back to school camps, etc.

4.8.1.2 Besides formal schools, SSA also provides support to out of school children in the form of Education Guarantee Scheme and many other strategies under Alternative and Innovative Education programme. The interventions for out of school children under SSA mainly includes, setting up formal schools or education guarantee centre in un-served habitations, and different models of alternative school. The out of school children can also be provided education through bridge courses, remedial courses and back to school camps. The main emphasis is on mainstreaming of out of school children into regular schools, once they achieve educational level specific to their age.

4.8.2 Major Groups of Out of School Children

4.8.2.1 The major groups that constitute out of school children comprise never enrolled children, and dropouts. A major chunk of this population includes children from SC and ST communities, working children and girls, especially adolescent girls, who are deprived of education owing to various factors such as distance to schools, especially at the upper primary level, domestic chores, sibling care etc. The participation of girls also tends to decline in case of particular social groups such as SCs, STs, Minorities, OBCs etc. Thus, special attention needs to be given in devising appropriate strategies to enhance access, enrolment and retention of these hard-to-reach children in the educational system.

4.8.3 Interventions for out of school children

4.8.3.1 There is a great heterogeneity among 'out of school children'. Out of school children could belong to remote school-less habitations, could be working children, street children, deprived children in urban slums, bonded child labourers, children of sex workers, girls belonging to the minority community, girls involved in domestic chores or sibling care, children who are engaged in cattle grazing etc. This heterogeneity demands diversified approaches and

strategies for their education. The State Implementing Societies should adopt specific strategies for bringing these children into the education system by 2003.

4.8.3.2 EGS & AIE supports the following three broad kinds of strategies: -

(a) Setting up full time community schools in school-less habitations (EGS)

The EGS and AIE would accord a priority to setting up of EGS centers (primary level) in unserved habitations where no school exists within a radius of 1 km and at least 15 children (**and 10 in case of hilly areas**) in the age group of 6-14 who are not going to schools, are available.

(b) Interventions for mainstreaming of 'out of school children' through bridge courses of different duration. (AIE)

(c) Specific strategies for difficult groups of children who cannot be mainstreamed, like child labour, street children, adolescent girls, girls belonging to certain backward communities, children of migrating families etc, (AIE)

(d) Innovative Programmes – the innovations can be in the areas of pedagogic practices, curriculum, programme management, textbooks and TLMs, etc

4.8.3.3 For minority children studying in Madarasas not affiliated to the Secondary School Board of the State / Madarasas Board of the State and following the State Board curriculum etc., EGS centres may be opened in such Madarasas where free textbooks, an additional teacher if required and training to the teacher in state curriculum could be provided. Such interventions shall be included in the Perspective Plan and Annual Work Plan and Budget of the district

4.8.3.4 Evidence of demand from the community and communities' commitment would be a prerequisite for preparation of proposals under EGS and AIE. For details on EGS and AIE scheme, the Handbook entitled "Education Guarantee Scheme and Alternative & Innovative Education" this may be referred. It may further be mentioned that an additional teacher can be provided in a primary level center with the number of children exceeding 40. Also, no rent for running of EGS centres is allowed. Under the EGS/AIE scheme it has been decided to fund NGOs through SIS. NGO proposals have to be processed through grant in aid committee (GIAC) constituted in every state. Substantial partnership of NGO is conceived through community organisation like VEC, PTA, MTA, SMCs etc.

4.8.4 Planners Checklist

1. Whether data relating to out of school children has been captured in the house-to-house survey. Is this data available in the disaggregated form on the basis of sex and age? Have microplanning exercises been undertaken.
2. Are the reasons for dropping –out or for not being enrolled in the schools clearly specified?
3. Is the target of out of school identified in the access less habitations, which qualify for an EGS/ formal school?
4. What is the state’s strategy to upgrade EGS centres to regular schools ?
5. Has an exercise been undertaken to get an estimate about the projected population of the target group and enrollment trend for making adequate provisions for the schooling facility?
6. Have appropriate resource groups been formed at the state/district levels with the help of NGOs/experts/ educational functionaries to provide ideas, advice and suggestions to bring the diverse group of out of school children in the elementary education
7. Have appropriate strategies been chalked out by the State to provide quality education to out of school children in various forms ? Year-wise targets for each strategy needs to be worked out district and block wise.
8. Has a detailed strategy on training of teachers and other functionaries involved been formulated by the State?
9. What steps have been taken to involve the community in motivating the children to come to schools and in the running and supervision of centers?
10. Has the process and strategy for monitoring the various activities for out of school children been defined in the plan?
11. What approach does the State plan to adopt to reduce the potential drop- out among the enrolled children?

12. Does the plan provide detail information on how to mainstream out of school children in regular schools alongwith the number of bridge courses, back to school camp, to be conducted and the proposed number of targeted children in each of these categories ?

4.8.5 Appraisal Checklist

4.8.5.1 *Whether the information required for EGS and AIE (for example, number of unserved habitations, number of children in 6-14 or 5-14 years age groups) provides :*

- *Types of strategies proposed for interventions.*
- *Details of activities proposed to be carried out.*
- *Budgetary details.*
- *Implementation schedule reflecting realistic implementation schedules in a 'phased-out' uniform manner.*
- The qualitative write up stating the status vis-à-vis universal access i.e. how many of these habitations, which did not qualify for a formal school, have been so far covered and what is the plan to cover the rest so that universal access is ensured.
- Has the write up indicated :
 - The target groups that would be addressed during the year.
 - The strategies adopted to bring these children to school.
 - The nature of the strategy and implementation plan for the strategy.
 - Plan for convergence with other departments / agencies for the implementation of the strategy.
 - The nature of academic support provided to the teachers at the EGS/AIE centres.
- Whether the write-up indicate :
 - The number of centres that will be opened or camps that will be operationalised.
 - The number of teachers to be recruited, training of teachers, materials to be provided to each centre, appointment of supervisors, training of supervisors, field visits by the supervisors, monthly meetings of educational volunteers etc.

- The write up should convey the status vis-à-vis universalisation and what are the proposals for covering the gaps.
- Are the activities indicated in the state component integrated with the strategies proposed by the districts?
- Has the state proposed for a regular monitoring and review system of the programme through a resource group?
- Proposal for developing training modules and training of Master Trainers are included in the state plan?
- Has adequate personnel been proposed for the EGS/AIE programme at the state level?
- What is the coordination amongst programme components at the state level?

4.9 Research and Evaluation

4.9.0.1 Since Research and Evaluation are very important for planning and implementation of any programme, these have received due importance in the SSA. It is expected that the research studies and surveys will serve three-fold objectives:

- (i) to provide inputs both in terms of qualitative and quantitative data for plan formulation.
- (ii) to assess the processes adopted in implementation of the plan.
- (iii) to evaluate the impact or the outcomes of interventions.

4.9.0.2 It is noticed that the states and districts have a general tendency of planning for evaluative and impact studies even in the beginning of the programme. This is not advisable because evaluation can be undertaken only when the project has been implemented for some time. However, at the initial stages, such research studies, which help planning and obtaining relevant information regarding process of implementation may be undertaken. Also studies on problems that are identified during implementation and that help in monitoring the progress in respect of any component of SSA, can be undertaken and reflected in the plan.

4.9.1 Major Research Studies

4.9.1.1 The plan should show the major research projects proposed to be undertaken.

Examples of such research projects are:

- **Base-line mid-term and terminal learners achievement surveys:** The purpose of these surveys would be to assess the achievement level of students at the primary and upper primary stages of education in each district, with special focus on the achievement of girls, scheduled castes/ scheduled tribes, rural and urban students.
- **Social Assessment Study:** The purpose of this study would be to assess the existing socio-economic, cultural and educational scenario and problems of various communities living in the area with special focus on ST/SC, other deprived sections of the society and girls.
- **Studies** to assess the effectiveness of on-going educational schemes, community participation, classroom practices, teacher training programmes, preparation and use of TLM, etc.
- **Action Research :** The plan should show what the state is doing to promote Action Research in schools. It should include information on the proposed capacity building programmes and number of Action Research projects to be supported.

4.9.1.2 There should be information about the system of selection and approval of research proposals and capacity building programmes of research institutions. Research studies to be undertaken at the state, district, block and even at the cluster level should be shown in the plan. If the state or the district proposes to undertake case studies, then the rationale and other details of the same should be provided. There should be a reflection in the plan of the support to research and evaluation activities, dissemination of research findings and utilization of the findings for making mid-term corrections, improvement of the SSA plans and efficient delivery of inputs and interventions.

4.9.2 Planners Checklist

- Has the State identified the major institutions, NGOs and individual researchers to undertake research studies?
- Has the State formulated a strategy for capacity building of the researchers conducting the studies? What are the proposed capacity building programmes?

- Has the state conducted any learners achievement survey? If not, what is the plan for such survey? If yes, provide details of the completed surveys.
- Has any social assessment study been undertaken by the state? If yes, what use has been of the findings in preparation of plans? If no, is such a study going to be conducted?
- How does the state plan to utilize the major findings of the studies for mid-course corrections to improve the overall performance and quality of the programmes?
- Has the State outlined the major research activities/case studies at the state/district/block or even cluster level to study the educational problems and prospects? If yes, give the details.

4.9.3 Appraisal Checklist

- *Is there a Research Advisory Committee or similar body at state and district levels to promote and guide research and evaluation activities? If no, is it going to be constituted?*
- *What are the procedures adopted to identify the institutions and individuals for undertaking research activities? Has any action been taken for capacity building of the research personnel/ institution?*
- *What procedures were adopted for preparation and approval of research proposals for major research studies?*
- *What is the strategy for monitoring of on-going research project? How is the quality of research ensured? Has any action been visualized to monitor the progress and to ensure the quality of research/ evaluation studies?*
- *What is the basis for proposing a particular research or evaluation activity in the plan? Has the relevance of the proposal and its usefulness in plan formulation and project implementation been given due consideration?*
- *Is the budget proposal in line with guidelines given in the SSA Framework?*
- *What are the proposals for utilization of the outcomes of research studies, publication of research report and dissemination of research findings? Is there any plan for evaluation of the quality of completed research studies?*

4.10 Management Structures

4.10.0.1 To effectively implement SSA, which has such a large coverage, it is important that the appropriate structures are developed and strengthened for effective management of the programme. As far as, management structure is concerned, the central concern of the programme is to adopt those management practices, that combine specification of clear objectives, decentralization of planning at the district level and participation of grass root level structures in the implementation of the programme.

4.10.1 National level structures

4.10.1.1 Governing Council : The Governing Council has been setup to provide policy direction and facilitate center - state coordination.

4.10.1.2 Executive Committee : The executive committee is an empowered body assigned full administration power to implement the programme.

4.10.1.3 Project Approval Board : An empowered body assigned with full financial powers to approve plans and sanction budget.

4.10.1.4 Bureau of Elementary Education : The main role of the Bureau is to appraise, evaluate, finance, supervise, national, state and district level interventions.

4.10.1.5 Technical Support Group : To provide support to the Bureau in providing technical assistance to the SSA programme.

4.10.1.6 The visual representation of the essential structures envisaged in the programme is given in the flow charts below:

4.10.2 *State Management Structure*

4.10.2.1 **State Implementation Society** : SSA is implemented through a registered society in the State. Each implementation society is accountable to a General Council and Executive Committee.

4.10.2.2 **General Council** : To be formed on the same pattern as the National level.

4.10.2.3 **Executive Committee** : To be formed on the same pattern as the National level.

4.10.2.4 **State Project Office** : This is the most crucial unit for implementation of the programme. This is the unit, which established links, with district and sub-district levels structures, resource structures, NGOs, state government, national bureau and all others concerned.

4.10.3 *District Management Structures*

4.10.3.1 District Level Implementation Authority

4.10.3.1.1 The main role of this would be to implement and review the progress of the programme and widen networking with the participating agencies. Depending on the State, it would be headed by District Collector/ Magistrate/ Chief Executive officer of the Zilla Parishad. It should comprise representatives from district education department, NGOs as well as technical specialists.

4.10.3.2 District Elementary Education Officer

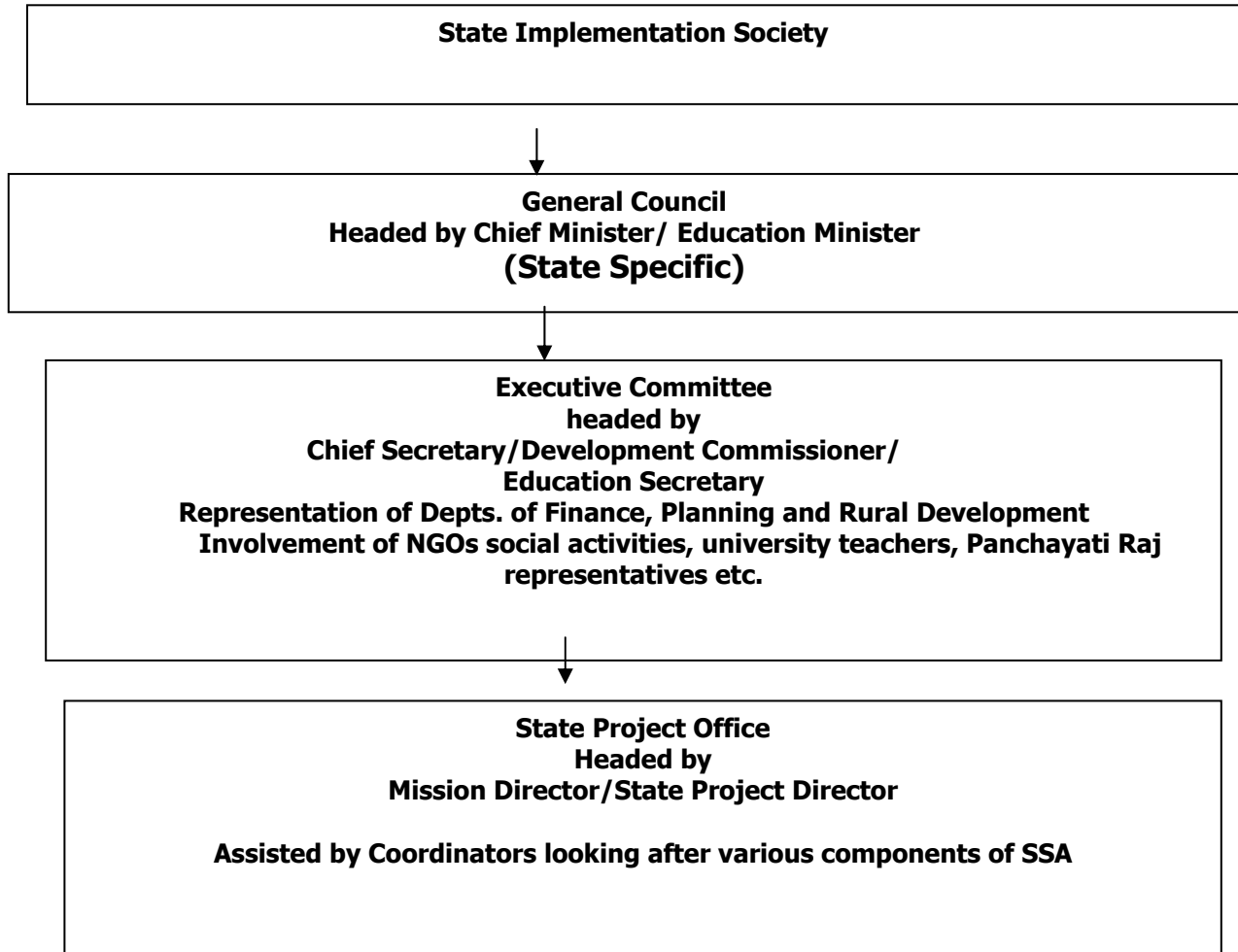
4.10.3.2.1 The key function of DEEO is to oversee implementation of the programme at the district level and would be assisted by programme officers in various functional areas.

4.10.4 *Block Level Structures*

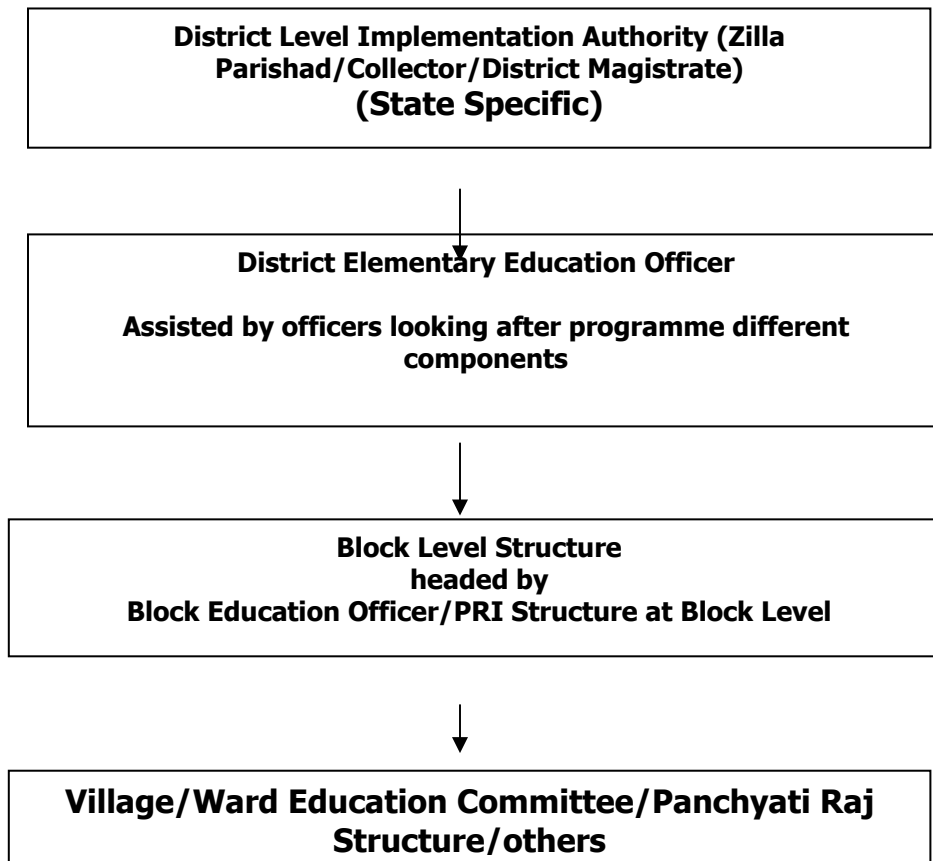
4.10.4.1 These would be headed by Block Education Officer and the main role of these structures would be to provide academic supervision and on-site support to the field level functionaries, capacity building, monitoring the actual implementation of various interventions at the grass root level by interacting with the field level officers and providing information to the District Project Office.

4.10.5 *Village/Ward Education Committees*

4.10.5.1 VECs to ensure that planning is more responsive and adaptable to the local specific needs, monitor school level interventions and work towards community ownership of the school in rural/urban areas.



District Level and Sub District Level Structure



4.10.6 Planners Checklist

- Is there an overall adherence to management cost which should not exceed 6% of the total project cost. These would include:
 - Salaries
 - Equipment
 - POL etc. Propulsion charges
 - Fax telephone, computers etc.
 - Administrative expenditure

The total management cost should be clearly divided into capital and revenue heads and separate amount provided for each head.

- Has the state level society been registered and rules and regulations framed.
- Has separate bank accounts been opened at the various levels like school, village, block, districts, state, etc.
- Is adequate infrastructure in place.

- Does the plan provide evidence of mainstream administration being the pivotal point in implementation of SSA.
- Has an assessment been made of the existing manpower capacity building needs, which also need to be demand based.
- Do the plans reflect clearly capacity building strategies including the number of training programmes, need assessment exercises, the contents of course, its relevance to needs of the target group, an implementation schedule and exposure visits.
- Does the plan spell out a clear cut strategy for convergence and networking with the concerned departments, GOI schemes of elementary education like Operation Blackboard, Teacher Education, Mahila Samakhya, DPEP and Nutritional Support for Elementary Education etc

4.10.7 Appraisal Checklist

- Have key posts and salaries structures been elaborated upon? Does the plan contain the physical numbers of the equipment, etc. procured or needed to be procured? Have all administrative expenditures been justified appropriately and do they confirm to SSA norms?
- Does the plan document show the position of existing staff in the DEEP/BEO office? Are there vacant positions there?
- What additional staff is proposed to strengthen the administration and are they justified?
- Is there any thinking on the sustainability of the additionally proposed staff?
- Have the management structures been put in place at the district and sub-district levels in the case of DPEP districts have the old structures been integrated suitably? In non-DPEP districts have the relevant structures achieved a functional status?
- Does the plan provide a list of trained/untrained manpower in the different component areas? Does it appear to be analyzed through a bottoms-up approach and does the data stand up to scrutiny?
- Have PRIs/VEIs/SHCs/PTAs/MTAs, Tribal Autonomous Councils etc. been involved in the implementation of the programme?
- Does the plan provide for exposure visits of the personnel for development of a broader perspective on capacity building need assessment?
- Does the plan reflect a comprehensive training package in terms of the number of programmes, the duration, the trainee profile and the course content?
- Have budget provisions for capacity building been provided in clear and tabular form? Do they adhere to the SSA financial norms?
- Have budgetary allocations of other programmes like JRY, PMRY, DPEP, OB, etc. for the same kind of intervention been accounted for? Does the plan reveal any kind of replication of budgetary provision?
- Are there duplicate structures being created without going into structures already in place under other government schemes?

- Have resource groups at the district and sub-district levels been prepared? If not, what are the plans for the same? If they have been constituted, what has been the process and criteria of constitution of the resource groups?
- Has adequate planning been taken up for coordination with capacity building institutions at the national, state and district levels?
- Are there roles and functions assigned to the agencies/functionaries at district and sub-district levels? Have planned capacity building exercises been undertaken for them?

4.11 Community Mobilization

4.11.0.1 The 73rd Constitutional Amendment Act, 1992 confers Constitutional status on the Panchayati Raj Institutions. The Constitution provides for devolution of powers and responsibilities upon Panchayats at appropriate level. Keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, Sarva Shiksha Abhiyan has made adequate provision for community involvement in facilitating the implementation of various aspects of the programme. Experiences in earlier programmes like Lok Jumbish and DPEP have also reinforced the role of community in education. It has been envisaged under SSA that the Panchayats, VECs/School Committees, PTAs/MTAs and other community forums – both in rural and urban areas, would complement each other by creating a strong base at the grassroots level for community participation in the educational scenario.

4.11.0.2 In SSA, the community is expected to play a key role in micro- planning, especially in the development of Village/Ward Education Plan and School Improvement Plans. Community based monitoring in specific issues like enrolment, retention, education of girl child and other disadvantaged groups, utilization of various grants and construction is important to ensure attainment of the programme objectives.

4.11.1 Planning for Community Involvement

4.11.1.1 The following steps/ activities may be considered for involving the community in programme implementation.

4.11.1.2 Empowerment of community : The first step towards involving the local community is to build the capacity of community based institutions. In many states education have already been decentralized to the Panchayat level. SSA envisages constitution of local committees like the Village Education Committee, School Management Committee, Mother Teacher Association etc to look after educational issues. Some states have also taken initiative to make these committees as statutory bodies. However, it should be ensured that such committees have adequate representation from all segments of the community. Appropriate capacity building measures for these institution would go a long way in empowering the community to effectively discharge their statutory and community responsibilities towards schools and education in general.

4.11.1.3 Generate community awareness towards education: A variety of activities such as enrolment drive, awareness generation, children fair, participation in community fair, cultural programme etc. can be taken up under SSA. Campaigns and mobilization initiative can be organized focusing on specific issues like enrolment, retention, education of girl child and other disadvantaged group. Campaign to mobilize the special groups like girl child (mothers also), SC/ST/OBCs, tribal and other disadvantaged groups to ensure their participation in the primary schools or alternative centers, can also be organized. Along with these campaigns, specific activities like Meena Campaign, Maa-beti Mela, Mahila Sanmelan, Kishori Mela, Shishu Mela, Prabhat pheris etc. may be conducted to ensure increased enrolment and reduce drop out.

4.11.1.4 The programme has provisions upto Rs. 50 lakhs per district for conducting such community mobilization activities in the pre project phase. Such activities, specifically targeting SC/ST/ girls and other disadvantaged groups can also be taken up as part of project interventions – the amount of Rs. 15 lakhs per intervention per district per year can be used for this purpose.

4.11.1.5 Involve community in micro level planning : SSA envisages involvement of VEC and other community level organizations in habitation level planning and micro-planning exercises. Such involvement will further ensure their participation in the formulation of Village Education Plan and School Improvement Plans. A core planning Team should

ideally be constituted in each village at the habitation level, including VECs, selected community leaders, NGO representatives, Headmasters, teachers, parents, women, SC/ST/MTA/PTA/SMC representatives etc.

4.11.1.6 Data generated through the Household survey should be the basis of such habitation level planning. The VECs/ SMCs also has a significant role in the preparation and regular updation of the Village Education Registers .

4.11.1.7 Involve community in monitoring and supervision : The programme provides for a major role of the community in monitoring and supervision of school and other educational facilities. The community should ensure that all children come to school regularly and receive quality education. In many states the local community and Panchayat has been empowered to recruit local level teachers, sanction teachers leaves, decide on school timings and arrange for school infrastructure. Alternative schooling centers are mostly set up and managed by the local community. VECs/WECs along with the Panchayat level Monitoring Committees can also monitor all the activities of school including academic activities. PTAs meetings may be held to discuss the progress of children. Help of PTAs can also be sought in preparation of TLM. VECs can also be trained to manage schools and monitor indicators like access, enrolment and retention.

4.11.1.8 Construction and maintenance of school infrastructure : Under SSA, it is also mandatory for involving the community in construction and maintenance of school infrastructure. All civil work funds under the programme are routed through the community. The VEC, or a sub committee is entrusted with all aspects of construction, including arranging for materials, keeping accounts and ensuring quality. The maintenance and repair grant of schools is also passed on to the VEC. The VEC is also entrusted with the Rs. 2000 school improvement grant. This empowerment, in physical and financial terms, is expected to increase the stake of the community in the school building. The programme also encourages community contribution in the construction of the school infrastructure, both financial as well as labour.

4.11.1.9 For the community to perform all the above roles, their **capacity** needs to be substantially improved. The community bodies viz. VEC/ SMC/Panchayat and community leaders need to be trained on their role in planning and monitoring. The various aspects of quality education also needs to be explained to the local community in a simple way. In case they are involved in construction, the community would also need to be trained on various technical aspects of construction. It is also important to train the community on various managerial and account keeping aspects. SSA provides funding for such training on an annual basis.

4.11.2 Planners Checklist

- Does the plan reflect community involvement in micro-planning and school mapping exercises.
- Have the Village Education Registers been prepared through active community participation.
- Is there a plan on capacity building and training of community leaders alongwith details on design, content, duration, budgeting and phasing of the training programmes.
- Does the plan show how the budgetary allocation of Rs.50 lacs as preparatory activity fund for community mobilization has been utilized.
- Does the plan show evidence of representation/participation of women and other disadvantaged sections in the planning process.
- Do the plans make a mention of school/community based activities like *Balmelas*, *Kala Jathas*, sports activities, *Ma-beti sammelans* etc.
- Is there a strategy on interface with elected representatives at all levels, process based constitution of committees at each level and institutional arrangement for decentralized decision making.
- What steps have been taken to involve the community with school based activities and management right from the preparatory phase.
- To what extent has the community involvement being in the formulation of the habitation level plans which are supposed to be generated through the participatory process.
- What steps have been taken to help achieve the goal of “community ownership of the schools”.

4.11.3 Appraisal Checklist

- What have been the planning processes for habitation plan formulation? Who were the people involved? What was the extent and method of involvement? Does the plan evidence proof of it? If not, visits to the particular habitation would be necessitated to cross check the veracity of what has been mentioned in the plan.
- Has micro-planning been actually undertaken. If so, how and when ? Do those taking up micro-planning exercises possess the requisite capacity for doing so? If yes, what training processes were taken up and when?
- Do Village Education Registers, Retention Registers and Pupil Progress Cards actually exist? If they do, are they regularly updated?

- Is there a comprehensive capacity building strategy for the community members? Does it reflect the training design, content, duration, phasing and budgeting appropriately?
- Has a core planning team at habitation level been constituted? Does it contain representation of NGOs, teachers, PTA, MTA, SEC, women, SC/ST etc?
- How much of the budgetary allocation of Rs.50 lakhs for preparatory activities has been utilized? Have the funds been actually spent on community mobilization? Does the plan evidence irrefutable proof of it?
- Have community based preparatory activities like Balmelas, Ma-beti Melas, Kala Jathas, Prabhat Pheris, sports activities been taken up?
- Is there evidence of frequent interaction with elected representatives in plan formulation?
- Have the committees been constituted through process-based activities or merely through nomination?
- What are the institutions/structures in place to take up decentralized decision-making?
- Does the community mobilization plan show wider consultation with teachers?

4.12 Civil Works

4.12.0.1 Civil Works is an important component under the Sarva Shiksha Abhiyan – financially it may consume upto one third of the project outlay. 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. Similarly, infrastructure provision for Resource Centres at sub-district levels helps in creating academic support, which acts as a catalyst towards quality improvement.

4.12.0.2 Involvement of the local community in construction, creating a child friendly school environment and ensuring the quality of construction are the three basic features of the civil works component under SSA.

4.12.1 *Planning for Civil Works*

4.12.1.1 Civil Works planning under SSA is to be based on a school-wise **infrastructure survey**. This survey, which should ideally be technical in nature, should generate the following data:

- Number of Children
- Number of teachers
- Existing Infrastructure (rooms, toilets, drinking water, boundary wall etc.): that is usable, and also that needs minor/ major repairs.
- Required infrastructure

A suggestive format for the School survey is given in Table III.

TABLE I : Required infrastructure under SSA

	Name of Block		Bldgs. for new pry. schools	Bldgs. For existing schools	Additional class rooms	H.M rooms in UPS	D/water facilities	Toilet units	Boundary walls	Ramps to schools
1	2	3	4	5	6	7	8	9	10	11
	Block 1	Pry								
		UPS								
	Block 2	Pry								
		UPS								
	DIST. TOTAL	Pry								
		UPS								

Note :

- Column 4 refers to buildings for newly opened primary schools and upgraded upper primary schools.
- Column 5 would refer to buildings for building less schools, kuccha/ tents/ rented schools and dilapidated schools
- Column 6 would include additional rooms against kuccha rooms in schools.

TABLE II : Infrastructure available through convergent sources

1	Name of Block	3	Drinking water facility		Toilet units		Class rooms		Kitchen sheds		School bldgs.	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
2			4	5	6	7	8	9	10	11	12	13
	Block 1	Pry										
		UPS										
	Block 2	Pry										
		UPS										
	DIST. TOTAL	Pry										
		UPS										

Note :

- Toilet facility to schools is provided through the Total sanitation Campaign. Similarly drinking water supply is provided under the Accelerated rural Water Supply Program. Kitchen sheds are provided through District Rural and Urban development funds. Apart from these, various other State and Panchayat funds are also available for the provision of school infrastructure.

Table III : School wise information sheet

	Name of school	Pry/ UPS	Total no. of students	Type of bldg.	No of pucca class rooms	No of repairable class rooms	No of rooms reqd. @ 1: 40	Addn class rooms reqd	D/water facility	Toilet facility	Girls toilet	Access ramp	Boun dary	Playgr ound	Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	School 1														
	School 2														
	School 3														

Note :

- This data sheet should be filled up and kept at the district level. This would also be the basis of filling up the earlier tables
- Column no. 5 should specify whether own pucca building/ own kuchha building/ rented building/ building less.

4.12.1.2 Using this data, the district is supposed to present an analysis of the existing **infrastructure gap**. The proposals for the construction of new schools, additional classrooms, toilets, drinking water, repairs etc. are to be based upon this analysis only. In the district plans, there should be information provided on the existing infrastructure (Table 16 - Chapter II), required infrastructure under SSA (Table I) and the likely infrastructure available through convergent sources (Table II).

4.12.1.3 Once the infrastructure gap and the construction requirements are identified, an objective **criteria** should be developed **for prioritization** of these requirements. The criteria for prioritization may vary from district to district but within a district it should be transparent and clear to all stakeholders.

4.12.1.4 **Convergence** with other departments and Schemes in an important consideration while planning for the infrastructural requirements of the district. This is specially true for water supply and sanitation facilities for which there are a number of Central and State Govt. schemes. Various sources of funding, the tentative amount that will be available from these sources and the facilities that can be provided through these fund needs to be clearly identified and discounted from the proposals submitted for SSA funding. Such convergence will therefore also affect the district level prioritization of works under SSA.

4.12.1.5 **Creating a child friendly school environment** should be the focus of the civil work interventions. Systems and processes should be set up to ensure the following:

- 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 classroom 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.
- Provisions for toilet and drinking water are essential in every school while electrification, boundary wall and playgrounds are desirable.
- The school campus should be clean, hygienic, safe and secure for the children. Greenery should be encouraged.

4.12.1.6 All construction under SSA (except for Block Resource Centres and other bigger buildings) are to be constructed by the community. Transparency should be maintained at all levels of the implementation process. The technicalities of construction, the unit cost, the system of fund flow, the roles and responsibility of the community and the systems of account keeping has to be clearly stated and explained in a 'community construction manual' to be published in the local language. Apart from this Manual, the community members are to be given periodic training on construction aspects. There should also be a system of providing them with continuous technical support.

4.12.1.7 Ensuring proper **quality of construction** is essential for the works funded under SSA. Quality will essentially be a function of two components – a trained community and an efficient supervision and monitoring system.. While day to day supervision will be done by the community, technical support is to be provided by engineers – these engineers can be regular government engineers or engineers appointed on contract. Special provisions like third party evaluations, laboratory testing of samples can also be considered to ensure quality.

4.12.1.8 **Cost effective constructions** are promoted under SSA. Use of locally available materials and skills are to be maximized. This, apart from lowering the cost of construction, would also be easy to maintain by the local community. Use of alternative technologies can also result in significant savings. Such technologies have earlier been demonstrated under DPEP and can be adopted under SSA also.

4.12.1.9 One of the main reasons for involving the community in the construction process is to ensure their future involvement in **repair and maintenance** of the building. Regular maintenance and housekeeping should be the responsibility of the local community. The program should however support the community in this endeavour by encouraging designs, methods and materials of construction those require less maintenance, providing training to the community on regular maintenance aspects and developing manuals/ brochures to create awareness on the issue.

4.12.1.10 Repair of existing rooms and buildings should be given priority during the planning for school infrastructure. Repairs as a strategy for provisioning is much more cost effective than a new construction and therefore should be encouraged.. Though funds for carrying out major repairs are not available under SSA, various funds available at the state and district level can be used for this purpose.

4.12.2 *What is allowed under SSA?*

- **Construction of primary school buildings** for new schools, building less schools and dilapidated schools. A new school unit will have a minimum of two classrooms and a verendah along with drinking water and sanitary facilities.
- *No purchase of land for construction purposes is allowed from SSA funds.*
- **Upgradation of primary schools to upper primary schools.** Each pry. school to be upgraded can be provided with one room per class (i.e maximum of three rooms) and a headmasters room in addition.
- **Construction of additional classrooms** in primary and upper primary schools. Such additional rooms would be provided at the rate of one room per teacher, separately for primary and upper primary sections.
- *There is no fixed unit cost for a school building or a classroom.* The costs should however be commensurate with the normal cost of construction in the state and the State PWD norms. The **unit cost** should include provisioning of various child friendly and barrier free features. Provisioning for rain water harvesting and other energy efficient features can also be built into the unit cost. Unit costs can also vary from district to district, depending on local conditions.

- Provision for **toilets and drinking water facility** to existing schools. The unit cost for toilet and Drinking water facility should ideally be restricted to Rs. 20,000 and Rs. 15,000 respectively. However, in exceptional cases, a higher unit cost may be sanctioned on the recommendation of the Appraisal Team.
- Construction of **boundary walls and Electrification of schools** can also be supported in specific cases, considering the urgency of the requirement (e.g hilly terrain, forest area, urban areas etc. in case of boundary walls). It should also be seen whether such interventions are a priority over more important components like school buildings and classrooms. If a district has very little requirement in terms of school buildings, classrooms and toilets, then boundary walls and electrification may be considered.
- Construction of **Residential schools** are permitted in special cases on the recommendation of the Appraisal Team. Such schools, if specifically catering to SC/ST students or Girls, can be funded from the money available for ‘Innovations’ @ Rs. 15 lakhs per district per year. Alternatively, the school building can be funded through the civil works component and the hostels can be constructed through other convergent sources of funding. *Construction of hostels cannot be taken up as part of the civil work interventions under SSA.*
- *No construction of Alternative schooling centers, EGS schools, ECCE centers, Balwadis etc. is permitted under SSA.*
- A **repair and maintenance** grant of Rs. 5000 per year is allowed for all govt. schools that have their own building. While the total amount in a districts would be limited to Rs. 5000/- per school, schools with 3 classroom or less are eligible for only Rs. 4000/- each and those with more than 3 classrooms are eligible to Rs. 7500/- per such school. *Major repairs beyond this amount is not allowed from SSA funds.* However, repairs beyond Rs. 5000 can always be taken up by sourcing other funds such as community contribution, Panchayat funds or funds from other state and central schemes.
- Construction of **Block Resource Centre and Cluster Resource Centre**. The unit cost for these would be within Rs. 6 lakhs and Rs. 2 lakhs respectively. The Cluster Resource Centre is also to act as an additional classroom.
- For States that do not have a **SIEMAT**, SSA provides an one time assistance of Rs. 3 crores for the same. Part of this grant can be used for the construction of a building for the SIEMAT.
- **Training and capacity building** of community members for construction can be funded through SSA. This can be done through the management expenses or through the funds available for community training.
- Procurement of specialized equipments for quality control can be made, if required, from SSA funds. This can also be built into the unit cost for the constructions. Ideally, the unit cost of each construction should have a ‘supervision’ component. This can be retained at the District/ State level and used for **procuring equipments or making payments to the supervisory staff.**
- **Personnel** can be posted at various levels **for civil works supervision**. However, no permanent posts should be created. The temporary posts that are created for this purpose should be filled up only through contract or through deputation. No deputation allowance will be allowed for posts filled through deputation. Funding of such supervisory staff can be done either through the ‘supervision’ component of the unit cost as mentioned above or through the Management cost.

- **Various workshops, seminars, researches and capacity building exercises** relating to civil works can be taken up from the funds available for ‘Research, Evaluation, Supervision and Monitoring. Alternatively, the state can set up a ‘Civil Works Innovation Fund’ upto Rs. Fifty lakhs. This fund may be created out of State funds or from the funds provided for Research, Evaluation, Supervision and Monitoring.

Civil Works allocations are not to exceed 33% of the perspective plans, and 40% of the annual plans.

The allocation towards repairs and maintenance (@ Rs. 5000 per school per year) is not to be considered for the purpose of the ceiling mentioned above.

The total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.

4.12.3 Planners Checklist

- Has a school wise infrastructure survey been conducted.
- Has a state and the district plan developed and objective criteria for prioritisation of construction requirements.
- Have the plans detailed out the strategy for convergence with other departments and schemes while planning for the infrastructure requirements.
- Have the plans focused on creating a child friendly school environment as an important part of civil works interventions.
- What steps are been taken by the state who ensured to community participation in all civil works construction under SSA.
- How has the state ensured proper quality of construction under civil works.
- Do the plans mention use of locally available materials and skills to promote cost effective constructions.

4.12.4 Appraisal Checklist

4.12.4.1 While appraising and approving the civil works plan for a particular district, the following should be taken into consideration:

4.12.4.2 Planning Issues

- Has the plan been based on a detailed infrastructure survey?
- Is there data available on the requirement of infrastructure (existing and projected), the likely availability through convergent sources and the infrastructure gap. Such data should be available school wise, aggregated at the block and district level.
- Has the State defined the basic minimum infrastructure that it would like to provide all schools with? Where do the districts stand with respect to this?

4.12.4.3 *Design Issues*

- What are the designs being followed for the construction of schools, classrooms, BRCs, CRCs etc.?
- Are they child friendly (adequate light, ventilation, storage, display space, ramp etc.) ?
- Do they reflect local specificity?
- Who prepared the designs? How many design options are available? What is the flexibility at the local levels in choosing a design?

4.12.4.4 *Convergence for Drinking Water and Toilet facility*

4.12.4.4.1 Convergence specially with schemes like Total Sanitary Campaign (TSC) and Accelerated Rural Water Supply Programme (ARWSP) started by Ministry of Rural Development, Government of India are crucial to achieve 100% coverage of such facilities. The agencies responsible for implementing SSA in drinking water and sanitary campaign need to co-ordinate their efforts to ensure coverage of all schools during 2004-05. The State may coordinate with officers designated for TSC and ARWSP and prepare AWP of 2004-2005, indicating number of schools covered under SSA and schemes, under Ministry of Rural Development respectively. (D.O. letter no. 25-2/2003-EE8 dated 29th May, 2003 from Mr. Sumit Bose, JS EE, MHRD and D.O. letter No. 0.14018/41/2003-TM(Stat) dated 9th May 2003 from Mr Palat Mohandas, Secretary, Ministry of Rural Development. Government of India).

4.12.4.5 *Cost Issues*

- What is the basis of the unit cost of the various components?
- How does these costs compare with the local rates of construction?
- What is the system in place to deal with cases of cost escalation or cases of difficult site conditions where the unit cost is not sufficient?
- Are local materials and technologies being encouraged to make buildings cost effective?

4.12.4.6 *Implementation Issues*

- How has the community been involved in the construction process? What is the level of transparency in the process?
- Has the state/ district developed a detailed construction Manual for the local community?
- What is the supervision and monitoring system?
- Is there a system of training and capacity building of the engineers and the VEC?
- What is the system of quality control – how is it implemented?
- What is the strategy for maintaining the constructed buildings – is there a guideline for utilizing the Rs. 5000 grant?

4.12.4.6.1 Specific AWP&B Issues:

- Physical and financial progress of previous years civil work activities.
- State/ district's own analysis of the strengths and weaknesses in implementing civil works and how the weaknesses are proposed to be overcome?
- Utilization of the Rs. 5000 maintenance and repair grant.
- Progress of a school/ block/ district/ state towards creating a child friendly environment in all schools.
- Establishment of Management/Supervision cell at State level, District & Block level.

4.13 Management Information System (MIS)

4.13.0.1 The scope of MIS under SSA is:

(1) To provide information on :

- access, retention and quality related issues
- intervention-wise progress of SSA implementation
- schooling scenario of children in the target group
- progress of EGS/AIE related issues.

(2) To act as a decision support system (DSS) for implementation agencies.

(3) To provide support and assistance in preparation of Perspective / Annual Work Plan and Budget.

4.13.1 The data need

4.13.1.1 To prepare the Perspective and the Annual Work Plan, there is need of data and information. Since planning is meant to focus on each child in the targeted age group, the data should also be available with respect to each child in the same age group. This is possible by collecting the relevant information through enumeration of the households in the habitations. Since habitation is the basis of planning under SSA, a consolidated picture of the habitation would be required. Besides, to know the existing resources available for access of the children in primary/upper primary schools, information with respect to each such institution i.e., a school – either formal or 'alternative', would also be required. Thus, to capture the primary information

need for planning, two sets of data viz. i) habitation data (by household enumeration) and ii) school/institutional data (by school enumeration) are required and should be put in place.

4.13.1.2 To carry out house-to-house enumeration, care should be taken so that data are collected for minimum number of parameters and should conform to details of the children of the targeted age group only. To facilitate this, a one page data capture format (DCF) has been designed at the National level alongwith the definitions and instructions to be followed (Appendix IV). Besides, the household data thus collected should be 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 i) computerized and ii) used for habitation level planning. The filled up household DCFs should be stored as Village/Ward Education Register (VER/WER) which would 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.

4.13.1.3 To capture school-wise data, an annual information system viz. District Information System for Education (DISE) has been set up. DISE is conceived as the backbone of an integrated educational management information system operating at the district, state and the national level. Under the SSA framework, it was decided to extend the DISE data collection system to all districts and treat it as the official data on education.

4.13.1.4 DISE covers all recognized schools imparting education up to elementary education (Grade VII or Grade VIII) and also provides information on variables like teachers' profile, medium of instruction, incentives, examination results and data on the number of disabled children studying in various grades.

4.13.2 Planning for MIS

4.13.2.1 *Establishment of EMIS Cell at State level*

4.13.2.1.1 As a first activity, each State is required to establish a MIS Cell at the State level which is headed by a Systems Analyst who is supported by a Programmer and some Data Entry

Operators. The State EMIS Cell will be responsible for all activities related to the design of data capture formats, translation, distribution, training to the field staff, management of data collection, validation of data on sample basis, computerization and analysis.

4.13.2.1.2 Ideally, at the state level, depending upon the number of districts in the state, the following manpower would be required

- One MIS coordinator/System Analyst*
- Two Programmers*
- Four Data Entry Operators*

At the district level, the following manpower would be required

One MIS Officer/Programmer
Three Data Entry Operators

4.13.2.2 Provision for Hardware and Software at State and District Level

4.13.2.2.1 Adequate guidelines regarding the nature and type of hardware and software required for implementation of DISE at the state and the district level have been issued from the National level from time to time. The provisions for the purchase of hardware and software should be adequately built into state/district plans according to the specified guidelines for purchase of equipment/supplies. The operating costs of the MIS Unit should be included in the annual work plan under the head of ‘Management’ or ‘Research, Evaluation, Monitoring & Supervision’.

4.13.2.3 Training

4.13.2.3.1 Training is an important step in the implementation of the MIS system.

4.13.2.3.2 The computer professional staff at the state level is usually provided training in the use of DISE from the National level. The state staff, in turn, has to organize training for the district programmers and data entry operators.

4.13.2.3.3 The district level resource persons in turn organize training at block/cluster level. The training is generally organized for the School Principals/Head Teachers at the block or the cluster level.

4.13.3 Quality of Data

4.13.3.1 The quality of data collected by house-to-house survey and also through DISE should be controlled right from the beginning. Besides, once the consolidated data of the habitation/school levels are made available, a portion of the same may be cross-checked for confirmation. A pre-defined machinery, in a hierarchical manner, should be put in place for this work. At the stage of computerization, care should be taken that the data are entered block-wise and all the internal consistency checks in-built into the software are used.

4.13.3.2 One of the ways to improve the quality of data is to use them at various levels and also by the sources from where data have been collected. This process ensures flow of data both-ways. Besides, it improves data ownership and leads to an overall improvement in the data quality.

4.13.3.3 Utmost care should be given to the following aspects; to ensure quality of data :

- a) Proper and adequate training of Headmasters/Principals.
- b) Ensuring complete coverage and response by the respondents. Data from all types of private recognized institutions should be collected.
- c) Data is collected only up to elementary stage.
- d) Sample validation and verification of the DCF at various levels is carried out as per established procedures.
- e) Ensuring that each school has entered the correct school code.
- f) Generation of school codes for new schools if the code does not exist in the DISE database.
- g) Ensuring that all the data items are filled in and no block of information is left incomplete.
- h) Cross validation on sample basis of the data provided by the school with the corresponding schools records.
- i) It is also suggested that a proper feedback schedule should be designed at the state level so that feedback is obtained from the BRC & CRCs coordinators on field operations and management. Such formats can be designed at the state level.

4.13.4 Analysis and usage of data

4.13.4.1 After the data entry has been completed and all the inconsistencies detected during the entry phase are corrected, the preliminary reports should be generated and shared at the district and lower levels. The main purpose of generating the reports at the district level is to facilitate the process of district planning and monitoring through various types of performance indicators. This type of analysis will not only help in identifying the schools with specific problems but will also be useful to validate the actual school situations. After finalization of data at the district level, the school summary reports should be shared with all schools.

4.13.4.2 After the data has been adequately scrutinized and shared at the district level, it should be sent to the state level EMIS centre where the data from all districts will be merged to obtain the state level analytical reports.

4.13.4.3 Apart from a continuous, consistent and regular monitoring to assess the progress, the MIS data is meant for usage by planners, implementers and other stakeholders also.

4.13.4.4 Highlights and the issues flagged by such analysis should be discussed with the user groups so that further action plans can be taken up by the users. If required, special analysis is to be carried out to facilitate the users plan their actions realistically.

4.13.5 Planning Checklist

- Do the plans state establishment of adequate infrastructure for MIS at various levels.
- Do the plans make adequate provision for hardware and software at state and district level according to specified guidelines.
- Has the strategy for capacity building and training of functionaries at various levels reflected in the plans.
- Have the plans mention cross checking of data collected through house to house survey as well as DISE.

- Whether the plans clearly spell out analysis and uses of data to facilitate the process of district planning and monitoring

4.13.6 Appraisal Checklist

- Is there a distinct write-up discussing the details of MIS and implementation of DISE in the states and districts covered under SSA?
- Have detailed infrastructure required for MIS i.e., the manpower, hardware, software, etc. been planned for or not?
- Are adequate details of implementation strategies with a clear time schedule given in the plan.
- Whether provisions for providing capacity building inputs and upgradation facilities have been made.
- How are the systems viz. EMIS, PMIS, household survey, etc. planned to be implemented.
- Whether programmes have been planned to impart trainings to the HTs and VECs to implement EMIS and household survey.
- Whether there are appropriate strategies to disseminate the information and integrate with different levels of project implementation specifically for i) preparing the action plans in general and ii) AWP&B in particular.
- Whether the expenditure envisaged in implementation of MIS has been adequately reflected in the budget proposals.

4.14 Computer Education

4.14.0.1 The last decade has witnessed rapid progress in the field of Information and Communication Technology as well as wide-spread use of computers in the day-to-day life. The use of computer based education to make learning a more joyful process for children is becoming widely prevalent across the globe. Realizing the importance of computers in the learning process, computer education has been made an important part of SSA. As SSA aims to provide useful and relevant elementary education to children, the programme provides for Rs. 15.00 lakh per district per annum for computer education at the upper primary level under the Innovation Head. The main objectives of computer based education at elementary stage are:

- To create computer awareness and literacy among children and teachers at elementary level.
- To make teaching learning effective and interesting through computer-aided learning.
- To empower the teachers to generate supplementary material in digitalized form and in other forms.
- To improve quality of education and also enrollment and retention.

4.14.0.2 Computer education should be envisaged at three levels. The first stage would be to orient teachers and children to computers; second stage would be providing computer aided learning and third stage would be

computer-based learning (computer literacy). Planning for computer education should be done in such a manner that one or two school in every cluster could have facilities for computer based learning that could be used by the children in the adjoining schools. Networking of institutes in the form of schools complexes would help in promoting the sharing of infrastructure and expertise.

4.14.1 Focus in SSA

Under SSA, innovative activity for computer education would be for upper primary level and the focus would be on identification as well as dealing with hard spots, especially in English, Maths and Science. Computer Aided Learning would be used by teachers as a teaching aid and also by students for remedial learning. Use of effective graphics, animations, audio, imaginative analogies and simulations should also be encouraged.

4.14.2 Computer based learning would not only make learning interesting and joyful, but also induce novelty in thinking approach of the children and enhance their imagination power.

4.14.3 Example of uses of Computer Education at Elementary Level:

- 1. Headstarts in Madhya Pradesh and Chattisgarh:** The programme run in Madhya Pradesh and Chattisgarh is aimed at providing computer enabled education to all students in upper primary, computer familiarization through once a weeks session in Jan Shiksha Kendra (JSK) at block level to all primary schools childrens, training of teachers in basic computer skills and computer access to community. JSKs, cater to 8 to 10 school and serve as computer learning centre. Students of class 1 to 5 are brought to JSKs once in every week for demos, which include some computer games. In case of upper primary students some fundamental techniques using computer are introduced in the initial stage. One or two computers are provided in each JSK. In latter stages, JSK will be open for community after the schools hours. CD lessons on hard topics and knowledge areas have been developed. There is a technical collaboration with the Bhoj University which undertakes training of teachers, development of technical configuration. For hardware support and maintenance young graduate have been trained to visit JSKs on regular interval.
- 2. Community Learning Centers (CLC) :** This programme is initiated by an NGO called Azim Premji Foundation (APF) in Karnataka. The objective of the programme is to attract out-of-school children, improve attendance of children in schools and improve learning

achievement. There are 5 to 9 Desktop computers for each school. The hardware, software, furniture and refurbishing of room are done by APF and CLC is operated by a local youth who receive an honorarium. CLC expected to operate after schools hours and generate revenue. After 12 month of inception of CLC the NGO withdraws the financial support for CLC and the centre becomes self sustaining either through the community paying for this centre or revenue generation from this center.

3. **BOOT model in Assam :** The BOOT (Built, Own, Operate and Transfer) model has been adopted in Assam. A private partner has been given the responsibility to install hardware, software/e-learning material, teacher's training and run the project for a mutually agreed period with the State SSA before transferring it as an operational project to the SIS. The state SSA could make payments in installments as per an agreed schedule and thereafter the entire hardware software would be transferred by private partner to school/SIS. By this time teachers of the school would acquire the capacity to manage the Computer Aided Learning programme.
4. **Lease model in Tamil Nadu :** The State of Tamil Nadu has undertaken the programme on computer education for Upper Primary level. It has been started in class VI and will gradually extend to class VII & VIII in the subsequent years. Over 200 firms have been engaged on a lease arrangement which includes supply of hardware, software, training, operations and maintenance. Each firm has been allocated an area of operation, identifying number of schools. 40 hours of learning per child on computers is provided for. The time allocated provides for computer literacy skills, subject based learning and student evaluation.

4.14.4 Planners Checklist

- Have the plans mention the allocation for computer education in every district.
- Have the plans mentioned a clear strategy on how to implement the programme, including procurement of computers and softwares.
- Do the plans delineate the approach to be adopted for training and capacity building of the personnel involved in computer education.
- How has the state planned for development / production of e-teaching learning material.

- Do the plans reflect the phasing of the programme over the years ? If yes, appropriate details should be provided.
- What is the states plan to monitor that whether or not the students are learning with the help of softwares developed.

4.14.5 Appraisal Checklist

- Is adequate infrastructure in place to implement the programme of computer education.
- What is the state strategy to trained teachers or other resource persons.
- Is the purpose of the objective of using computer education clearly outlined in the plans.
- Do the plans mention convergence with similar programmes/schemes for utilization of available resources.

SECTION – V

BUDGETING

5.1 Perspective Plans and Annual Plans

5.1.1 Each SSA district has to prepare a prospective plan up to 2009–2010 based on the data collected through household survey, micro planning exercise etc. For this purpose, revenue district as on 31-3-2002 is taken as the unit of planning at the district level. Plans in respect of subsequently bifurcated districts would be included in the original un-bifurcated districts. However, the financial targets in the perspective plan are prepared up to the end of 10th five-year plan period of 2006-07. Keeping the perspective plan in view, Annual Work Plan and Budget (AWP&B) are prepared every year. AWP&B are needed along with perspective plans, firstly because in the perspective plans, it is not possible to chart out details of strategies, and activities, which can be undertaken each year, secondly in SSA there is continuous learning and new strategies are devised every year. There is a need each year to take stock of achievements as well as constraints and then plan ahead. It follows that annual planning is a step in the process of continuous assessment of the situation and identification of appropriate strategies and activities for achieving SSA goals.

5.1.2 The budget proposals under SSA are prepared in the form of AWP&B, covering all the interventions specified in the SSA norms. Item wise budget demands for one year are included in the AWP&B. The total AWP&B proposals for a particular year are

envisaged in two parts, firstly the plan for the current financial year and secondly the spill over activities from the previous year proposed to be carried over to the current year.

- 5.1.3 A software for costing of AWP&B for the proposed interventions in terms of physical and financial targets has been devised at the national level and shared with all states for preparation of AWP&B. This software (AWPB-MIS) takes care of the expenditure and the spill over of the previous year also.

5.2 Preparation of Perspective Plans and Annual Work Plan and Budget.

- 5.2.1 While proposing outlays under various interventions in the plans, the financial norms prescribed under SSA framework should be strictly adhered to. Unit costs for most of the interventions have been prescribed in the financial norms. It should be ensured that outlays proposed for each intervention is based on these prescribed unit costs.
- 5.2.2 Outlays proposed under each intervention are to be supported by relevant data to determine the physical targets. It should be ensured that relevant data in support of the physical targets for each intervention is provided in the plans.
- 5.2.3 SSA framework envisages financial norms under various interventions as given below. While preparing outlays for each intervention, the points noted against each intervention should be strictly adhered to.

5.3 Financial Norms of SSA

Norm	Intervention	Norm	Remarks
1.	Teacher	<ul style="list-style-type: none"> ▪ One teacher for every 40 children in Primary and upper primary ▪ At least two teachers in a primary school ▪ One teacher for every class in the Upper Primary. 	<ul style="list-style-type: none"> ▪ New teachers for opening of new schools and additional teachers for existing schools. ▪ A minimum of 2 teachers for new primary schools and 3 teachers for new upper primary schools may be appointed provided such teachers are not available through redeployment @ 1 teacher per class. ▪ Additional teachers will normally be allowed under SSA only in case the PTR in the district is above 40:1. In case the PTR is less than 40:1 and the State still requires additional teachers, the State should provide evidence on school level rationalization so that no school has PTR of less than 40:1 subject to a minimum of 2 teachers in primary & 3 in upper primary. Additional teachers can also be allowed for single teacher schools. ▪ The details of students enrolment, total requirement of teachers, sanctioned strength of teachers, additional requirement of teachers and PTR should be furnished. ▪ States have their own norms for recruitment of teachers and payments of salary to new recruits. The States will be free to follow their own norms as long as these are consistent with the norms established by NCTE. ▪ At least 50% of the new teachers appointed should be women. ▪ Assistance will not be available for filling up existing vacancies that have arisen on account of attrition. ▪ No additional teacher for class VIII in schools with classes starting from class VIII until state decides to shift class VIII to upper primary fold.
2.	School / Alternative schooling facility	<ul style="list-style-type: none"> ▪ Within one kilometer of every habitation. ▪ Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations 	<ul style="list-style-type: none"> ▪ New primary schools would be opened only in those areas, which do not have any school within one km of every habitation. ▪ EGS centres at primary level would be opened in un-served habitations where no school exists within a radius of 1 km and at least 15 children in the age group of 6-14 who are not going to schools are available. In exceptional cases e.g. remote areas, EGS schools could

			be supported even for 10 children within the overall cost norms of the scheme.
3.	Upper Primary schools / Sector	<ul style="list-style-type: none"> ▪ As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school / section for every two primary schools. 	<ul style="list-style-type: none"> ▪ Number of primary graduates, transition rate and number of primary schools should be considered together for the opening of new upper primary schools. ▪ While upgrading primary schools into upper primary schools, it should be ensured that 2:1 ratio is maintained and adequate numbers of primary graduates are available for admission to the new UPS. For this purpose, aided schools and Secondary / High Schools having upper primary sections should also be taken into account.
4.	Classroom	<ul style="list-style-type: none"> ▪ A room for every teacher or for every grade / class, whichever is lower in Primary and upper Primary, with the provision that there would be two class rooms with verandah to every primary school with at least two teachers. ▪ A room for Head-Master in upper Primary school / section. 	<ul style="list-style-type: none"> ▪ The data on the number of teachers, number of class / grade and existing classrooms should be furnished for the requirement of additional classrooms. ▪ The requirement for a room for headmaster in upper primary level should be supported by data on existing number of HM rooms in UP schools ▪ The Headmaster will also be taken as a teacher for the purpose of computing the requirement of additional classrooms.
5.	Free textbooks	<ul style="list-style-type: none"> ▪ To all girls / SC / ST children at primary & upper primary level within an upper ceiling of Rs. 150/- per child. ▪ State to continue to fund free textbooks being currently provided from the State Plans. ▪ In case any state is partially subsidizing the cost of text books being supplied to children in Elementary Classes, then the assistance under SSA would be restricted to that portion of the cost of the books which is being borne by the children. 	<p>Given to all focus group children; namely all girls / SC / ST children of</p> <ol style="list-style-type: none"> 1. Govt. schools; 2. Govt. aided schools, Cantonment / Municipal Corporation schools, aided Madarsas, provided: - <ul style="list-style-type: none"> ▪ The admission policy in these schools should be similar to that of Govt. schools in the State; ▪ These schools should not be collecting any fee from the students; ▪ Government sanction should be obtained for appointment of teachers; ▪ Salary of teachers and their service conditions should be similar to that of Govt. school teachers; ▪ Syllabus followed should be the same as that of Govt. schools (in the case of Madarsas, it follow the curriculum prescribed by the Madarsas Board). ▪ The upper ceiling of Rs. 150/- per child for textbooks for girls and SC/ST children is only an indicative limit. This also include charges on textbook development, printing, transportation etc; ▪ As far as workbooks are integral part of curriculum delivery and are regarded as part

			<p>and parcel of textbooks, they can be funded for free distribution along with textbooks within the overall ceiling of Rs. 150/- per child.</p> <ul style="list-style-type: none"> ▪ The actual cost of textbooks varies from class to class. It should be ensured that the estimate is based on the actual cost of textbooks for each class; and <p>It should also be ensured that the state is not providing free textbooks to any class of children. Further, free textbooks can be provided to SC/ST/Girls of class VIII.</p>
6.	Civil Works	<ul style="list-style-type: none"> ▪ Programme funds on civil works shall not exceed the ceiling of 33% of the entire project cost approved by the PAB on the basis of perspective plan prepared for the period till 2010. ▪ This ceiling of 33% would not include expenditure on maintenance and repair of buildings. ▪ However, in a particular year's annual plan provision for civil works can be considered upto 40% of the Annual Plan expenditure depending on the priority assigned to various components of the programmes in that year, within the overall project ceiling of 33%. ▪ For improvement of school facilities, BRC/CRC construction. ▪ CRCs could also be used as an additional room. ▪ No expenditure to be incurred on construction of office buildings. ▪ Districts to prepare infrastructure Plans. 	<ul style="list-style-type: none"> ▪ Unit cost, where not specifically mentioned in the SSA norms, should be as per the PWD / State schedule of rates. However, in case of unconventional items, which do not form part of schedule of rates, the rates should be approved by the Executive Committee of the State Implementation Society ▪ The PAB has fixed an average of Rs. 15000/- and Rs. 20,000/- for drinking water facilities and toilet respectively. ▪ Supervision cost and equipment bought for monitoring quality, if any, built into the unit cost can be retained at the district / state level for expenditure on supervision. Training of supervisory staff may be booked under management cost. ▪ Total cost of construction of BRC and CRC in any district should not exceed 5% of the overall projected expenditure under the programme in any year; ▪ The requirement of construction of civil works should be supported by data on existing infrastructure and additional requirement; Convergence with other schemes should be explored and the gap that is required to be funded through SSA. ▪ The construction of civil works would be allowed for Government owned school buildings and in no case it should be allowed to Government aided schools; ▪ Participation of the community in all civil works activities will be mandatory; Engagement of contractors will not be allowed except for the construction of BRC and other bigger buildings. ▪ School Management Committee/Village Education Committee/Gram Panchayat Committee on education will carry out the civil works through a transparent system of account keeping. ▪ State PWD regulations or other regulations applicable to the education department may be followed for the construction of SIEMAT building;

			<ul style="list-style-type: none"> ▪ BRC construction may be carried out through Community or any designated State agency such as PWD. ▪ In case full outlay approved for the year is not fully utilised in a particular year, the unutilised portion of the outlay shall be carried forward to the subsequent year as a spill over activities. However, if savings in outlay are available after achieving the physical targets, the same shall not be utilised for any other purpose or carried forward as spill over activities. <p>It should be ensured that proper accounts of actual expenditure on all civil works should be kept by the implementing agency and the same booked to the work. In any case the average costs on civil works is not taken into account for booking of expenditure. The un-utilised funds should be refunded promptly on finalisation of accounts.</p> <ul style="list-style-type: none"> • Permanent civil works based child-friendly elements can be provided in the new school buildings sanctioned under SSA, provided they are built in to the unit cost of the school building. • Boundary Walls would be permitted only in extreme cases like hilly terrain, forest areas or urban areas. In other cases boundary walls from SSA funds would not be encouraged.
7.	Maintenance and repair of school buildings	<ul style="list-style-type: none"> ▪ Only through school management committees/VECs ▪ Schools upto three classroom will be eligible for maintenance grant upto a maximum of Rs. 4,000 per school per year, while schools having more than three classrooms would get a maintenance grant upto a maximum of Rs. 7,500 per school per year, subject to the condition that the overall eligibility for the district would be Rs. 5000/- per school. (Note: Headmaster room and office room would not count as a classroom for this purpose. ▪ Primary schools and Upper Primary Schools would be treated as separate schools for the purpose of 	<ul style="list-style-type: none"> ▪ To be provided only to Govt. schools with their own building. Not applicable to Government aided schools or other private schools ▪ Repairs beyond stipulated limits can always be taken up by sourcing of other funds such as community contribution, Panchayat funds, State Govt. funds and other Centrally sponsored schemes. ▪ The money will be credited to the VEC. The School Management Committee / Village Education Committee could certify the maintenance and repair work undertaken in a school. ▪ Utilisation certificate at the end of the year should be furnished. ▪ The new norms are effective from FY 2004-05. ▪ High/Secondary Schools where classes start from VIII onwards in States having upper primary up to Class VII are not eligible.

		<p>maintenance grant even if they are functioning from the same premises.</p> <ul style="list-style-type: none"> ▪ Must involve elements of community contribution. ▪ Expenditure on maintenance and repair of building would not be included for calculating the 33% limit for civil works. ▪ Grant will be available only of those schools which have existing buildings for their own. 	
8.	Upgradation of EGS to regular school or setting up of a new Primary school as per State norm	<ul style="list-style-type: none"> ▪ Provision for TLE @ Rs. 10,000/- per school. ▪ TLE as per local context and need ▪ Involvement of teachers and parents necessary in TLE selection and procurement ▪ VEC / school-village level appropriate body to decide on best mode of procurement ▪ Requirement of successful running of EGS center for two years before it is considered for upgradation ▪ Provision for teacher & classrooms 	<ul style="list-style-type: none"> ▪ It should be ensured that upgradation of EGS to regular schools is on the basis of successful running of EGS centres for two years. ▪ In case the TLE is for the setting up of new primary schools, it should be ensured that new primary schools have been opened as per State norm. However, TLE is not admissible for existing primary schools, whether or not covered under OBB Scheme.
9.	TLE for upper-primary	<ul style="list-style-type: none"> ▪ @ Rs.50,000/- per school for uncovered schools ▪ As per local specific requirement to be determined by the teachers / school committee ▪ School committee to decide on best mode of procurement, in consultation with teachers ▪ School Committee may recommend district level procurement if there are advantages of scale. 	<ul style="list-style-type: none"> ▪ Covered for new upper primary schools, upgraded upper primary schools and existing upper primary schools not covered under the OBB Scheme subject to furnishing a certificate to this effect.
10.	Schools grant	<ul style="list-style-type: none"> ▪ Rs. 2000/- per year per primary/upper primary school for replacement of non-functional school equipment. ▪ Transparency in utilization ▪ To be spent only by VEC/SMC 	<p>1. The grant is given to: -</p> <p>(a) Government schools; and</p> <p>(b) Government aided schools, Cantonment / Municipal Corporation schools, aided Madarasas, provided: -</p> <ul style="list-style-type: none"> ▪ The admission policy in these schools should be similar to that of Government

		<ul style="list-style-type: none"> ▪ Primary schools and Upper Primary Schools would be treated as separate schools for the purpose of school grant even if they are functioning from the same premises. 	<p>schools in the State;</p> <ul style="list-style-type: none"> ▪ These schools should not be collecting any fee from the students; ▪ Government sanction should be obtained for appointment of teachers; ▪ Salary of teachers and their service conditions should be similar to that of Government school teachers; ▪ Syllabus followed should be the same as that of Government schools (in the case of Madarsas, it follow the curriculum prescribed by the Madarsas Board). <p>2. Data on number of existing primary and upper primary schools should be furnished.</p> <p>3. Not applicable for the new schools sanctioned</p> <p>4. The school grant of Rs. 2000/- under SSA may be used for buying books so as to replace books in schools already acquired from other sources.</p> <p>5. High/Secondary Schools where classes start from VIII onwards in States having upper primary up to Class VII are not eligible.</p>
11.	Teacher grant	<ul style="list-style-type: none"> ▪ Rs.500/- per teacher per year in primary and upper primary ▪ Transparency in utilisation 	<p>1. The grant is given to: -</p> <p>(a) Teachers of Government school; and</p> <p>(b) Teachers of Government aided schools, Cantonment / Municipal Corporation schools, aided Madarsas, as defined for school grant.</p> <p>2. Teacher grant is applicable for teachers actually in position.</p> <p>3. In States where class VIII is forming part of High/Secondary school, teacher grant will be given to only those teachers who undergo 20 days in-service training and will be restricted to minimum of :</p> <p>(i) one-third of the total number of teachers in Secondary School (class VIII to X)</p> <p>(ii) number of teachers required as per 1:40 corresponding to enrolment in class VIII.</p> <p>3. Teachers grant can be budgeted for fresh sanction of teachers also</p> <p>4. Data on number of teachers actually in position should be furnished</p>
12.	Teacher training	<ul style="list-style-type: none"> ▪ Provision of 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 	<p>1. Teachers' training is provided to: -</p> <p>(a) Teachers of Government schools;</p> <p>(b) Teachers of Government aided schools, Cantonment / Municipal Corporation schools,</p>

		<p>30 days orientation for freshly trained recruits @ Rs. 70/- per day</p> <ul style="list-style-type: none"> ▪ Unit cost is indicative; would be lower in non-residential training programmes ▪ Includes all training cost. ▪ Assessment of capacities for effective training during appraisal will determine extent of coverage ▪ Support for SCERT/DIET under existing Teacher Education Scheme 	<p>aided Madarsas, as defined before.</p> <p>(c) In States where class VIII is forming part of High/Secondary school, teacher training will be restricted to minimum of :</p> <p>(i) one-third of the total number of teachers in Secondary School (class VIII to X)</p> <p>(ii) number of teachers required as per 1:40 corresponding to enrolment in class VIII.</p> <p>2. As far as possible the training should be conducted at BRC/CRC level so as to keep the expenses within the unit cost of Rs. 70/- per day per teacher. If unavoidable then TA/DA requirement may be met from the management head, without exceeding the 6% ceiling fixed for management cost.</p> <p>3. Cost of development of training modules and teachers' guides should be within the overall training cost of Rs.70/- per day per teacher. Since the development costs are one time costs, the expenditure on these may be distributed over the number of teachers who are likely to benefit from these modules/guides.</p> <p>4. The data on the number of existing trained, untrained and newly recruited teachers should be furnished. Teachers' training is given to teachers actually in position.</p> <p>5. Training to DRG/BRG/CRG personnel is also covered within 20 days in service training.</p>
13.	State Institute of Educational Management and Training (SIEMAT)	<ul style="list-style-type: none"> ▪ One time assistance of Rs. 3 crore ▪ States have to agree to sustain ▪ Selection criteria for faculty to be rigorous 	<ul style="list-style-type: none"> ▪ The ceiling of Rs. 3 crore is a one-time assistance including civil works construction. ▪ It should be ensured that the state has agreed to open SIEMAT with commitment to sustain it. ▪ The procedure for construction should be decided by the State.
14.	Training of community leaders	<ul style="list-style-type: none"> ▪ Limited to financial equivalent for 4 persons in a village plus two persons per school for 2 days in a year – preferably women ▪ @ Rs. 30/- per day per person. 	<ul style="list-style-type: none"> ▪ The data on the number of villages and number of eligible schools to arrive at the physical target of community leaders proposed for training should be furnished.
15.	Provision for disabled	<ul style="list-style-type: none"> ▪ Upto Rs.1200/- per child for integration of disabled children, as per specific proposal, per year 	<ul style="list-style-type: none"> ▪ Rs. 1200/- per child is applicable to all disabled children identified during survey ▪ No cash shall be given to the children with special needs.

	children	<ul style="list-style-type: none"> ▪ District Plan for children with special needs will be formulated within the Rs.1200/- per child norm ▪ Involvement of resource institutions to be encouraged. 	<p>The district SSA authorities should spend the amount of Rs. 1200/- p.a. per child on providing special services to children with special needs in schools, EGS schools and AIE centres.</p> <ul style="list-style-type: none"> ▪ All disabled children should be integrated to the existing main stream of education and no separate schools for disabled children are to be opened ▪ All children requiring assistive devices should be provided with aids and appliances obtained as far as possible through convergence with the Ministry of Social Justice and Empowerment, State Welfare Department, National Institutions or NGO. In case, it is not possible to provide aids and appliances to CWSN through convergence, the same can be purchased from out of Rs.1200/- p.a. per child provided under SSA. ▪ Engagement of expert for IED is covered under the management cost. ▪ The ceiling on expenditure per disabled child will apply at the district level.
16.	Research, Evaluation, supervision and monitoring	<ul style="list-style-type: none"> ▪ Upto Rs.1500/- per school per year ▪ Partnership with research and resource institutions, pool of resource teams with State specific focus ▪ Priority to development of capacities for appraisal and supervision through resource / research institutions and on an effective EMIS ▪ Provision for regular school mapping / micro 	<ul style="list-style-type: none"> (a) Out of Rs. 1500/- per school per year, Rs. 100/- and Rs. 1400/- per school per year will be spent at national level and state level respectively. The State shall decide on the distribution of its share at various levels from the State to the school. (b) Government, Government aided schools, Cantonment / Municipal Corporation schools and Madarasas affiliated to the State Madarasa Board are eligible. (c) Research grant is not applicable to EGS / AIE / Bridge Course. (d) The funds will be used for carrying out the following activities: - <ul style="list-style-type: none"> ▪ Creating a pool of resource persons at national, state, district, sub district level for

		<p>planning for up dating of household data</p> <ul style="list-style-type: none"> ▪ By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons ▪ Funds to be spent at national, state, district, sub-district, school level out of the overall per school allocation ▪ Rs.100/- per school per year to be spent at national level ▪ Expenditure at State/district/BRC/CRC/School level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided. ▪ Involvement of resource institutions willing to undertake state specific responsibilities. 	<p>effective-field based monitoring,</p> <ul style="list-style-type: none"> ▪ Providing travel grant and a very modest honorarium (as per state specific norm) to resource persons for 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, SCs, STs, ▪ Incurring expenditure on Education Management Information System, ▪ Undertaking contingent expenditure like charts, posters, sketch pen, OHP pens etc. for visual monitoring systems, ▪ Assessment and appraisal teams and their field activities, ▪ Analysing data at sub district/ district / state and national level, ▪ Curriculum renewal, ▪ Development of training modules with resource teams, and ▪ Institutional monitoring of the progress of implementation. <p>In addition to the activities specified above, MIS development and activities of EMIS, DISE, cohort study, child-tracking etc. shall also be included in this intervention. However, textbook development and printing could be amortized in the cost of books and books priced accordingly.</p>
17.	Management Cost	<ul style="list-style-type: none"> ▪ Not to exceed 6% of the budget of a district plan ▪ To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc. ▪ Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district. ▪ Management costs should be used to develop effective teams at State/ District / Block / Cluster levels. 	<ul style="list-style-type: none"> ▪ The total management cost should be less than 6% of the total cost, separately for each district and also in total for the entire State. ▪ The management cost includes expenditure on data collection and EMIS operationalisation and maintenance; office expenses including the salary of support staff engaged on contract basis, hiring of experts under various interventions, provision of equipment including computer and its accessories for SPO, DPO and MIS, stationary, telephone, fax, photocopiers, consumables, POL, postage, vehicle hiring, TA/DA of functionaries, recurring contingent and miscellaneous costs. ▪ For specific tasks, experts may be hired for a given time frame, to provide support to the mainstream educational management structure in the areas like MIS, Pedagogy,

		<ul style="list-style-type: none"> ▪ Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning. 	<p>Teacher Training, Research and Evaluation, Community Mobilisation, Gender, Sensitisation, Civil Works, Alternative schooling etc.</p> <ul style="list-style-type: none"> ▪ As a policy, vehicles should be hired as per need unless such a practice is not feasible in any particular area. Even in case purchase of vehicles is permitted, no new post of driver should be created. Such purchase of vehicles would only be as substitution of condemned vehicles. In any case, prior permission of National Mission will be mandatory for any decision regarding purchase of vehicles. ▪ Newsletters can be brought out by States / Districts under management cost. ▪ Media activities can also be provided under management cost. ▪ Training and orientation programmes for programme management staff, including financial management personnel will be admissible under the 6% management cost outlays. ▪ While sanctioning posts for management following points may be kept in view : - <ul style="list-style-type: none"> (a) No new permanent posts should be created; (b) While examining the need for new posts, the feasibility of using the human resources available in the present administrative structure – both the mainline education department and DPEP – should be explored first. If any of the activities cannot be done with the present set up, only then recourse should be made to new posts; (c) The posts being created should be filled only through contract or through deputation. No permanent liability should accrue on the society due to filling up of these posts. (d) No deputation allowance will be allowed for posts filled through deputation. <ul style="list-style-type: none"> • Provisions for “Support towards community mobilization management and school improvement to VECs for achieving the first goal of SSA i.e., Universal Enrolment” are effective w.e.f. financial year 2004-05. • Capital and revenue expenditure to be indicated separately. • Community mobilization, monitoring and management assistance to VEC/SMSs will be provided by State Implementation Society out of the Central assistance approved by
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			PAB towards management cost, without exceeding the 6% limit on management cost.
18.	Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level	<ul style="list-style-type: none"> ▪ Upto Rs. 15 lakh for each innovative project and Rs.50 lakh for a district per year will apply for SSA ▪ ECCE and girls education interventions to have unit costs already approved under other existing schemes. 	<ul style="list-style-type: none"> ▪ Interventions for girls and children belonging to SC/ST community, ECE education and Computer education for upper primary level (including training of students as well as teachers) can be covered under the innovative grant of Rs. 50 lakhs per year for a district. ▪ Each innovative programme should not exceed Rs. 15 lakhs. ▪ The specific activities proposed to be undertaken each year under this Head should be specified in the district plan. ▪ The innovative programmes for girls' education and education of SC/ST children may normally include: - <ul style="list-style-type: none"> (a) Enrolment and retention drives. (b) Special camps and bridge courses. (c) Setting up special models of Alternative schools. (d) Strengthening of madarasas and maktabas for formal education to girls. (e) Community mobilisation including setting up new working groups and working with existing working groups. (f) Monitoring attendance. (g) Remedial / coaching classes. (h) Providing a congenial learning environment inside and outside the school. ▪ The innovative programme for ECCE should take into account the facilities already created under the ICDS. Specific support to ECCE may be made available to existing ICDS centers. ▪ In habitations not covered by the ICDS and wherever the State government is desirous of starting a pre-school education centre in the formal primary school, support from SSA could be accessed through funds available under the head for innovative activity. In case of a new ICDS centre coming up in such a habitation, the pre-school facility will necessarily have to work in conjunction with the ICDS. ▪ Provision for honoraria for pre-school teacher, training of Aanganwadi Sevikas for

			<p>pre-school learning, activity materials, play items etc., could be provided as support for ECCE.</p> <ul style="list-style-type: none"> ▪ The innovative programme for computer education for upper primary level may include expenditure on provision of computers and its accessories in upper primary schools, training to teachers in computer education, computer stationery etc.
19.	Block Resource Centres / Cluster Resource Centres	<ul style="list-style-type: none"> ▪ There would be ordinarily one BRC in each Community Development (CD) Block. However, in states, where the sub-district educational administrative structure like educational blocks or circles, have jurisdictions which are not co-terminus with the CD Blocks, then the State may opt to have a BRC in such a sub-district educational administrative unit. However, in such a case the overall expenditure on BRCs and CRCs in a CD Block, both non-recurring and recurring, would not be more than the overall expenditure that would have been incurred on BRCs and CRCs in case if only one BRC per CD Block were opened. ▪ BRC/CRC to be located in school campus as far as possible ▪ Rs. 6 lakh ceiling for BRC building construction wherever required. ▪ Rs. 2 lakh for CRC construction wherever required – should be used as an additional classroom in schools. ▪ Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year. ▪ Deployment of up to 20 teacher in a block with 	<ul style="list-style-type: none"> ▪ The furniture grant for BRC and CRC is a one-time grant and in case it is not spent in a particular year of its sanction the same can be spilled over to the subsequent years. ▪ The expenditure on equipment, computer etc. for BRC and CRC should be met from the furniture grant and no separate provision for this purpose is covered under the norms. ▪ Libraries in BRCs and CRCs can be set up under the annual TLM Grant. ▪ Blocks having more than 100 schools may be provided with 20 BRPs and blocks having less than 100 schools may be provided with 10 BRPs. These BRPs may be deployed in BRCs and CRCs as resource persons. ▪ SSA will not fund the salaries of BRPs in BRCs and CRCs already created under DPEP. Their salary will be borne by the State governments under sustainability plan. Salaries of BRPs deployed in excess of those already created in DPEP, shall only be borne by SSA, provided the same are within the ceiling prescribed above. ▪ The posts of Resource persons in BRCs and CRCs would be filled up by transferring existing senior and experienced teachers, who have shown the temperament for this kind of job. The resultant vacancies in these schools would be filled up by trained primary teachers or para teachers. The minimum salary applicable to fresh teachers or para teachers would be provided from SSA. ▪ If an urban area has no CD block, BRCs cannot be opened in such an urban area. There is however no restriction in opening of CRCs in urban areas. ▪ Training to BRC/CRC personnel can be provided under the head for teachers' training for in-service teachers (20 days).

		<p>more than 100 schools; 10 teachers in smaller Blocks in BRCs and CRCs put together.</p> <ul style="list-style-type: none"> ▪ Provision of furniture, etc. @ Rs.1 lakh for a BRC and Rs.10,000/- for a CRC ▪ Contingency grant of Rs.12,500/- for BRC and Rs.2,500/- for a CRC, per year. ▪ Meetings, Travel Allowance : Rs. 500/- per month per BRC, Rs. 200/- per month per CRC. ▪ TLM Grant : Rs. 5000/- per year per BRC, Rs. 1000/- per year per CRC. ▪ Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself. 	
20.	Interventions for out of school children	<ul style="list-style-type: none"> ▪ As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of intervention – <ul style="list-style-type: none"> ➤ Setting up Education Guarantee Centres in unserved habitations ➤ Setting up other alternative schooling models ➤ Bridge Courses, remedial course, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools. 	<ul style="list-style-type: none"> ▪ EGS & AIE would support the following three broad kinds of strategies: - <ol style="list-style-type: none"> (a) Setting up of schools in school-less habitations (EGS) (b) Interventions for mainstreaming of ‘out of school children’ viz. Bridge courses, back to school camps etc. (AIE) (c) Strategies for very specific, difficult groups of children who cannot be mainstreamed.(AIE) ▪ As per the norms prescribed for EGS / AIE centre, cost of individual centre would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be maintained within Rs. 845/- per annum for primary level centres and Rs. 1200/- per child for upper primary level centres and Rs. 3000/- per child per annum for alternative innovative education. ▪ Where number of children exceeds 40 in a primary level centre an additional teacher can be provided. ▪ No rent for running of EGS / AIE centres would be allowed. The community / VEC / Panchayat should provide the space for the centre.
21.	Preparatory activities for micro-planning,	<ul style="list-style-type: none"> ▪ As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a 	<ul style="list-style-type: none"> ▪ The activities mentioned in this norm are strictly preparatory which need not be included in the normal Annual Work Plan and Budget

	household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.	separate unit for planning as required.	
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5.4 National Programme for Education of Girls at Elementary Level (NPEGEL)

5.4.1 Government of India has introduced NPEGEL with effect from 2003-04 as an additional support to the existing scheme of SSA for providing additional components for education of girls at elementary level.

5.4.2 The financial norms provided under NPEGEL are given below :

**5.4.2.1 Financial Norms of National Programme for Education of
Girls at Elementary Level (NPEGEL)**

	Intervention		Financial Norms
7 (i)	<p>Model Cluster School (MCS)</p> <ul style="list-style-type: none"> ◆ Additional Classroom ◆ Supply of drinking water ◆ Electrification ◆ Toilet <p>This amount would be over and above the 33% limit for civil works under SSA. The construction of additional classroom etc. will be carried out by VEC / SMC of the cluster headquarter. The type of design for the classroom will be approved by the Executive Committee of the State SSA Society. Infrastructure development will be used for additions to schools, residential facilities, girls toilets, water supply, electrification and barrier free features etc. in the upgraded cluster schools.</p>		<p>A one time grant upto a maximum of Rs. 2 lakhs.</p>
7 (i)	<ul style="list-style-type: none"> ◆ Teaching Learning Equipment ◆ Library ◆ Sports ◆ Vocational Training etc. 		<p>A one time grant of Rs. 30,000/-</p>
7 (ii) (a)	<p>Recurring Grant to Model Cluster Schools - to meet the requirements of expenditure on various activities for promotion of girls' education in that cluster including maintenance of the school and engagement of part time instructors for additional specified subjects provided that no instructor would be hired for more than 3 months in an academic year and he / she would not receive remuneration of more than Rs. 1000/- per month.</p>	<p>Rs. 20,000/- per annum for each cluster</p>	<p>For each cluster, one or more of these interventions (i.e., 7.(ii)(a) – (f) may be undertaken within an overall annual ceiling of Rs. 60,000/- per cluster.</p>

7 (ii) (b)	Awards to Schools/Teachers One award per year will be provided to a school / teacher at cluster level for the achievements in enrolment, retention and learning outcomes of girls students.	Rs. 5000/- (in kind)	
7 (ii) (c)	Student evaluation, remedial teaching, bridge courses, alternative schools Special models of alternative schooling catering to hard to reach groups of girls including bridge courses, flexible timings, back to school camps, remedial teaching, etc. for out of school, irregular girls will be started in such villages where this poses a serious problem. This is in addition to the provisions already available under the EGS & AIE component of SSA. There may be two such centres under one cluster.	A maximum amount of Rs. 20,000/- per annum for each cluster	
7 (ii) (d)	Learning through Open Schools Children at the upper primary level, even in the open schooling system, in certain special cases, require some short-term residential training at regular intervals. The scheme will provide waiver of fees of girls for courses under National Open School and State Open Schools, setting up of specially designed open learning centers. The implementing agency will devise suitable system with NOS, State Open Schools or other such organisation for this purpose. The cluster school will form the venue of the residential upper primary school / NGO Centre. This will facilitate bringing to the educational system those girls who have dropped out from regular schools for some reason. Short-term residential courses can also be organised. To the extent possible, the payment on this account would be made by the State Societies directly to the National Open School or State Open School as the case may be.	A maximum amount of Rs. 50,000/- per annum to each cluster towards payment of fees and provision of supplementary teaching to be taken up with the help of National Open School or State Open School	

7 (ii) (e)	Teacher Training Teachers and teacher educators will be trained for gender sensitisation. This will be in addition to the provisions under SSA for normal teacher training on subjective issues.	A maximum amount of Rs. 4000/- per annum for each cluster for annual training of at least 20 teachers specially on gender aspects.	
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<p>7 (ii) (f)</p>	<p>Child Care Centres</p> <p>The scheme provides opening of additional Early Childhood Care centres to meet gaps in the Integrated Child Development Scheme and relieve girls from the burden of sibling care. Two Child Care Centres per cluster run by community may be opened in the areas where there is no Child Care Centre under any scheme of the Department of Women & Child Development and / or the State Government concerned.</p>	<p>Each centre opened under the ‘Girls Education Component’ of the SSA will receive a recurring grant of Rs. 5000/- and non-recurring grant of Rs. 1000/- per annum.</p>	
<p>7 (iii)</p>	<p>Additional Incentives</p> <p>SSA provides for free textbooks to all girl-children upto a limit of Rs. 150/- per child. In addition to the existing norms, a package of incentives shall be available to the girl child under this programme. For each school a Mother’s / Women’s Committee would, depending upon the real needs, decide on additional incentives within the already prescribed financial ceiling of Rs. 150/- per girl child per year, under SSA. However, if there are any savings after providing free text books to the girls, the balance money out of this amount may be used for providing additional items such as stationery, slates, workbooks, uniform, providing escorts in difficult areas, etc.</p>	<p>Rs. 150/- minus the amount utilised for textbooks under SSA. In case, no amount is utilised under SSA full amount of Rs. 150/- shall be available.</p>	

<p>7 (iv)</p>	<p>Nutrition and School Health:</p> <p>Health too, remains a critical issue for girls’ education. Greater malnutrition among girls and lower family priority towards their health affects their learning capacity. School health would involve general health check up with a more intensive follow up of such girls who require special attention. On sanctioning of a ‘Model Cluster School for Girl Child’, a list of such schools mentioning the nearest Government Hospital or Referral Hospital or PHC Centre to the school will be provided to the concerned State Health Department under intimation to the Department of Elementary Education & Literacy who will request the Ministry of Health & Family Welfare for providing necessary services to the Model Cluster Schools. A synergy for this would be built with the Department of Health. Similar synergy will be developed for convergence of ‘Mid-day Meal Scheme’ run by the Department of Elementary Education & Literacy.</p>		
<p>7 (v)</p>	<p>Community Mobilisation (Mobilisation for enrolment, retention and learning)</p> <p>All the District and cluster (a group of about ten villages) level, mobilisation activities including the training of teachers and educational administrators, mobilisation of the community, including formation and training of resource groups (Mother Teacher Association (MTA), Women Motivator Groups (WMG), Mahila Samakhya (MS) Sanghas etc.) activities by resource group like enrolment, retention, talking to parents etc., training and review of resource group, community follow up of enrolment, attendance, achievement etc. shall be carried out.</p> <p>The key to girls’ education is community mobilisation. The SSA programme already mentions mobilization at habitation / village / urban slums level. For this purpose, a Cluster co-ordinator along with a core group at cluster level comprising of women workers, volunteers and mothers / parents etc. will assist in bringing girls from the villages, as well as monitoring their achievement, attendance,</p>	<p>In addition to the provisions already available under SSA, an amount of Rs. 35,000/- for the first year; Rs. 20,000/- for the 2nd and 3rd year; Rs. 10,000/- for the 4th and 5th year will be provided for the purpose of community mobilisation through training, follow up of girls’ enrolment, attendance, achievement etc. in each cluster. This also includes cost towards management information system and documentation, honorarium and TA/DA to the coordinators and</p>	<p>This amount will form part of 6% for management cost and it can be enhanced on account of expenses incurred for community mobilisation activities in the EBBs and other educationally deprived areas selected for special focus on girls’ education. The 6% ceiling of a district shall not be exceeded by an amount more than 10% of the total “Girls Education Component” of its annual district plan.</p>

	<p>retention etc. Training of the community / resource groups involving Mother-Teacher Association, Women Management Groups, Sanghas, etc. will also be taken up under this component.</p> <p>At the cluster level there will be a Co-ordinator (One for every 5-25 villages), who will work as an honorary women worker. She will be paid TA/DA, etc.</p> <p>This Core Group will pay one of the most critical roles in the programme, in terms of planning, mobilisation and implementing the programmes package of activities. Therefore, its constitution, selection of members, their training and orientation will be a key input in the programme. Their role will help the programme to truly evolve and gain local context and community ownership.</p>	<p>meetings of resource groups at cluster level.</p>	
<p>7 (vi)</p>	<p>Implementation, Monitoring and Supervision:</p> <p>Programme activities at State and National level:</p> <p>Activities at the National and State level also include (a) Planning, (b) Training, (c) meeting, workshops evaluation and MIS, (d) Development of material including teaching learning material, CDs, films and other training material, fees and honorarium, (e) helping in the review/development of textbooks, development of guidelines for incorporation of gender concerns, (f) development/ compilation of supplementary reading material for girls, including life skills, which would provide the support needed for girls' education etc. and (g) inter State sharing, documentation, publication, networking, Library, journal etc.</p> <p>The SSA provisions will continue for carrying out development of training modules, curriculum and pedagogy activities, however, gender focused materials will be at the core of such activities at State level by the implementing unit of NPEGEL. These may include:</p>		

	<p>(a) Development of material including teacher learning material, CDs, films and other training material,</p> <p>(b) Assisting the review/ development of textbooks, development of guidelines for incorporation of gender concerns,</p> <p>(c) Development/ compilation of supplementary reading material for girls, including life skills, which would provide the support needed for girls' education etc.</p> <p>(d) Development/ compilation of suitable curriculum and pedagogy including evaluation from the gender perspective etc. Material, pedagogy and modules already developed under programmes like MS, Lok Jumbish Project and District Primary Education Project, like gender review of text books, development of supplementary gender sensitive teaching learning material will also be collected and incorporated.</p>		
7 (vii)	<p>Funds for implementation, monitoring and supervision of NPEGEL at sub-district, district, State and central levels will be provided as given below: -</p>	<p>(a) Management expenses of 6% of project cost including consultants for appraisal and monitoring and evaluation of the scheme, coordination with existing schemes, advocacy, workshops and seminars establishment and administrative expenses etc. as follows:</p> <ul style="list-style-type: none"> • Funds to the extent of 1% at national level will be provided at national level to cover planning, monitoring and concurrent evaluation. • Funds to the extent of 5% of proposed expenditure at State and district level for planning and monitoring. Funds for this programme will be routed through the SSA society of the State as per mechanism mentioned in para 5 of the Guidelines. 	

		(b) The ceiling of 6% for management cost fixed under SSA can be enhanced on account of expenses incurred for community mobilisation activities in areas where this programme will be implemented upto 10% of the total amount earmarked for the district under this programme.
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The reference numbers here correspond to those provided in “Guidelines for NPEGEL”.

Appendix – I

Suggestive Methods of Calculation of GER, NER and Retention Rate

The disaggregated enrolment figures provides an important information. However, equally important is the information concerning its relation to the target child population. A comparison between the target child population and the enrolment, gives an idea of magnitude of out of school children which is a major objective of SSA. SSA proposes to bring all such children into the fold of education by 2003. The programme envisages all the children to complete 5 years of primary education by 2007 and eight years of elementary education by 2010. The programme emphasizes universal retention by 2010. It is in this context that the various enrolment ratios, retention and drop-out rates etc. are significant. Also, the programme emphasizes to bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010. This necessitates to consider the various indices of social and gender equities.

a) Enrolment Ratios

The enrolment ratio for primary or elementary level (grade 1-5 or 1-8) gives the coverage of children by that level. Two types of enrolment ratios, Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) are calculated for any level. GER for primary stage of 5 years cycle is defined as :

$$\text{GER} = \frac{\text{Total Enrolment in grades I-V in year t}}{\text{Total population of age 6-11 in year t}} \times 100$$

If the cycle of primary level is of 4 years, the highest class in this case would be class 4 and accordingly the grade V has to be replaced by grade IV.

The GER for entire elementary level is provided by :

$$\text{GER} = \frac{\text{Enrolment in grades I to VIII in year 't'}}{\text{Population in age group 6-14}} \times 100$$

It is clear from the above formula that the gross enrolment ratio relate to the percentage of total enrolment irrespective of the age, in primary / elementary level of education to the population which is supposed to be in primary / elementary schools. Since in the numerator, the number of under and over aged children are included, it could be more than the target child population, and hence GER is generally more than 100.

At times, one is interested in having the information on the age specific enrolment i.e., enrolment corresponding to the targeted child population. In this case, we don't consider the over aged and the under aged children. The enrolment ratio in this case is known as the net enrolment ratio (NER). The NER for primary level is provided by :

$$\text{NER} = \frac{\text{Total enrolment in grades I-V aged 6-11 in year t}}{\text{Total population the age 6-11 in year t}} \times 100$$

We can similarly define this ratio for elementary level as :

$$\text{NER} = \frac{\text{Total enrolment in grades I-VIII aged 6-14 in year t}}{\text{Total population the age 6-14 in year t}} \times 100$$

Net enrolment ratio is more appropriate as it relates only those children who are within the official school age range to the school age population. Since the correction of age has made in the numerator, the NER can never exceed 100 percent. This is the reason that the NER is considered as the refined version of GER and for the planning purpose it is always advisable to use NER also. A comparison between GER and NER provides an idea of the magnitude of over and under aged children in enrolment.

The age specific enrolment ratio :

This ratio is independent of the grade of education and it relates to only the students of a given age, irrespective of grades in which they are enrolled. Thus, this is a better indicator compared to GER and NER. The age specific enrolment can be used to determine the number of out-of-school children and it can be calculated for either single year of age or for the various age groups. It can be calculated by the following formula:

$$\text{Age specific enrolment ratio for age 'n' =} \\ \frac{\text{Number of enrolled children aged 'n' in year t}}{\text{Population of age 'n' in the year t}} \times 100$$

The Grade-wise enrolment ratio :

This gives the idea of coverage of children in a specific grade. The grade-wise enrolment ration can be calculated by the following formula:

$$\text{Enrolment ratio for grade II may be =} \\ \frac{\text{Enrolment in grade II in the year T}}{\text{Population of age 7 in the year T}} \times 100$$

Here in the denominator age 7 is taken because officially this the relevant age for the children studying in grade II.

The grade-wise enrolment ratio can also be both gross as well as net and the formula mentioned above actually gives grade wise gross enrolment ratio as in the numerator enrolment of the grade II is taken irrespective of the age of children and there may be a few children whose age may be either below 7 years or above that and in that case the grade wise enrolment ratio may exceed 100 percent. Therefore, the net grade II enrolment ratio can be calculated by the following formula:

$$\frac{\text{Enrolment in grade II of children aged 7 in year T}}{\text{Population of age 7 in the year T}} \times 100$$

Planning team usually finds estimation of the percentage of over and under age children in total enrolment quite difficult. The data is generally not available for overage and underage children. What is generally suggested to them is to estimate on the basis of a small sample survey in some representative areas. Few schools can be selected where the percentage of under and over age children can be ascertained through a survey. On the basis of the percentage of children outside the relevant cohort can be estimated. A comparison between GER and NER also provides an idea about the under and over aged children.

b) Estimation of retention and drop-out rates

To achieve universal elementary education, it is necessary that children are retained in the schools to complete grade 8. However, it is a common knowledge that substantial percentage of children drop out of the system without completing it. Grade specific drop out rate refers to the percentage of students, who leave the system without completing the grade to the total number of students originally enrolled in the grade.

The **cohort dropout rate** (for primary level) is calculated by determining the survival rate at the primary level (consisting of grades I to V) for the year t+4 as follows :

$$SR(t+4) = \frac{\text{Enrolment in grade V in year t+4}}{\text{Enrolment in grade I in year 't'}} \times 100$$

The **cohort dropout rate** in this case is $100 - SR(t+4)$. One should use this method of calculation only when the data on grade-wise enrolment and repeaters are not available.

This formula could be suitably modified to apply for elementary level.

A better way to compute the cohort dropout rate is described below :

The retention or survival rate from grade I to V should be calculated for any year 't' as follows:

$$SR_t = \frac{E_2^{t+1}}{E_1^t} \times \frac{E_3^{t+1}}{E_2^t} \times \frac{E_4^{t+1}}{E_3^t} \times \frac{E_5^{t+1}}{E_4^t} \times 100$$

where E_i^t is enrolment in grade i in year 't'.

The term 'Survival rate' is more commonly used for retention. The cohort dropout rate is $100 - SR_t$. It is only a crude dropout rate and the method is known as **Apparent Cohort method**. The indicator gives the approximate percentage of students out of those enrolled in grade I in year 't', who would drop out from school if the grade-to-grade transition rates of year 't' hold good.

Example 1 :

Cohort dropout rate may be calculated by Apparent cohort method as provided above.

The following table gives the enrolment in different grades in a district in years 2000-01 and 2002-03.

	I	II	III	IV	V	Total
2001-02	20083	19028	18166	20045	16464	93786
2002-03	23068	20339	19333	17612	18051	98403

Survival Rate or retention rate (2001-02)

$$= \frac{20339}{20083} \times \frac{19333}{19028} \times \frac{17612}{18166} \times \frac{18051}{20045} \times 100$$

$$= 1.013 \times 1.016 \times 0.970 \times 0.901 \times 100 = 89.9\%$$

Cohort Dropout Rate (2001-02) = $100.0 - 89.9 = 10.1\%$

Here, the yearly progression rate is >1 in some places due to lateral entries and number of repeaters.

An **appropriate formula** for the dropout rate for grade "g" of in year 't' is

[(Enrolment in grade g in year 't') – (No. of repeaters in grade g in year t+1) – (No. of promotees from grade g in year 't' to grade g+1 in year t+1)]/(Enrolment in grade g in year 't') multiplied by 100.

In the above formula, the no. of promotees in grade g+1 in year t+1 can be calculated by subtracting the no. of repeaters in grade g+1 in year t+1 from enrolment in grade g+1 in year t+1.

It is assumed that there are no lateral entrants in grade g+1, that is, the number of those who took admission for the first time in grade g+1 after studying at home or in a private unrecognized school, is nil or negligible.

The inter-school transfer cases do not make much difference if the dropout rate is calculated for a whole district or block and not for a school or a cluster.

Repetition rate

The repetition rate is the percentage of students who repeat in the same grade in the next year to the total number of students enrolled in the original grade in the base year. The grade wise repetition rate can be calculated by the following formula:

Repetition rate for the grade g in the year t

$$\frac{\text{No. of students who are repeaters in the grade g in the year t+1}}{\text{Total no. of students enrolled in the grade g in the t}} \times 100$$

Also the over all repetition may be defined as

$$\frac{\text{No. of students who are repeaters in grade I to V in year t+1}}{\text{Enrolment in grades I to V in year 't'}} \times 100$$

Example 2 :

Overall Repetition Rate :

Consider the data provided in Example 1. The following table gives the number of repeaters in grades I to V in 2002-03 for the same district.

	I	II	III	IV	V	Total
No. of repeaters (2002-03)	2504	2100	2389	2326	996	10315

$$\text{Overall Repetition Rate (2001-02)} = \frac{10315}{93786} \times 100$$

= 11.0%

(c) Projection Calculation: Population and Enrolment

In order to develop plan for Universalisation of Elementary Education at the district level it is necessary to undertake projection exercise. The projections are to be undertaken for the terminal year of the plan i.e. 2010 in case of Sarva Shiksha Abhiyan programme as well as for all the intervening years. The district plans need to present the projection of population specially the relevant age group population as well as projection of enrolment. This is important to know the likely scenario of enrolment in future years.

Population Projections

The district plans need to present the projected population for the district as well as its various blocks for the total population and population of relevant age group namely 6-11 years and 11-14 years as well as for population of age 6. The projection of relevant age group population should be given gender and social category-wise i.e. for boys, girls, S.C., S.T. etc.

Population Projection Techniques

It is appropriate to use any of the following 2 techniques of population projection

- (i) Growth rate method and**
- (ii) Ratio method**

The growth rate method is a simple method which computes the annual growth rate of population as a base for population projection and the growth rate can be computed with the following formula.

$$R = 1/n [(P_n - P_0)/P_0] \times 100$$

Where

R	is annual rate of growth
n	is number of intermediary years
P_n	is population in the current year
P₀	is population in the base year

A better way of calculating r is provided below :

$$P_{t+n} = P_t \left(1 + \frac{r}{100}\right)^n$$

where r is the growth rate, P_{t+n} is the population in year t+n and P_t is the population in year 't' or base year. One can take the census years 1991 and 2001 for 't' and t+n respectively. The growth rate r is given by

$$r = \left[\left(\frac{P_{t+n}}{P_t} \right)^{1/n} - 1 \right] \times 100$$

However, if the growth rate is declining, the declining trend should be taken into account.

The ratio method is based on the ratio of the district population to the state population. After ratio of the district population to state population is obtained, assumptions are made on the future values of rates. Once the future values are fixed the population of the district can be obtained by applying the ratio to the projected state population in that year. Thus the ratio (R) is defined as,

$$R = P_i^{(t)} / P_c^{(t)}$$

Where $P_i^{(t)}$ is the population of the i-th district at time 't' and $P_c^{(t)}$ is the population of the state at time 't' to which district 'i' belongs.

The planning process perceived in Sarva Shiksha Abhiyan programme makes it mandatory to conduct household survey in the district as a pre-project activity. In case the district has completed Household survey and the data collected is perfectly reliable the 0-14 actual population in the district will be available. Thus population of age '6' 6-11 and 11-14 years can be easily computed and the household survey data may have been used for demographic projection to develop the district plan.

Enrolment Projection

In order to plan for elementary education we need to have an idea about the number of children for whom educational facilities are to be provided in the years to come. For estimating the

expected enrolment in future, Enrolment Projection exercise needs to be undertaken while developing the district plan for UEE.

In order to undertake enrolment projection the following methods are appropriate

- (i) Enrolment Ratio method
- (ii) Grade-Ratio method
- (iii) Grade-Transition method

Enrolment Ratio method of enrolment projection takes into account enrolment ratio which is calculated on the basis of past data and is extrapolated into the future by applying a suitable mathematical technique or a certain logic. It is assumed that 6-11 years and 11-14 years age group projected population is available along with the enrolment figures. The enrolment projection will be more reliable if net enrolment ratio (NER) is used instead of gross enrolment ratio (GER).

The steps involved in this method are (i) population projection (6-11 and 11-14 years for coming years) are to be done if it is not readily available, (ii) calculating enrolment ratio for the last 4 to 5 years atleast (iii) project enrolment ratio for future years by any method or logic and (iv) obtain enrolment for future years by taking the percentage of enrolment to projected population.

Grade Ratio method is used when grade-wise enrolment projection is to be undertaken and data on repeaters is not available. The steps involved in this method are (i) put grade-wise enrolment and population of age '6' in students flow chart in appropriate boxes. Project the population for all the coming years if not available, (ii) calculate gross apparent entry rate for all years and project these till the terminal year of plan, (iii) calculate the ratio of enrolment in the next higher grade in the next year to the enrolment of previous grade in the previous year for all grades, (iv) calculate enrolment in grade I for all the future years by multiplying the entry rate already projected to the projected age '6' population, (v) calculate enrolment of other grades on the basis of projected grade ratios from one grade to another and (vi) enrolment for primary and elementary stage can be obtained by adding enrolment in grade I to V and I-VIII respectively which can be used to compute projected enrolment ratios.

In Grade Transition Method, net entry is used in place of apparent entry rate and grade-wise enrolment is obtained by assigning the promotion, repetition and dropout rates in different grades and years in place of grade ratios only.

While making projection for enrolment at upper primary level i.e. grades VI-VIII the factors to be taken into account are: enrolment in grade V in the base year, completion rate at primary level and transition rate between primary and upper primary level i.e. between grade V and VI. This is because the enrolment in upper primary grades is not determined by 11-14 age group population as it is very likely that many 11-14 age group children would not have joined the primary schools at all and thus enrolment at upper primary level is rather determined by the number of children enrolled in and completed the primary level of education.

(d) Indices of Social and Gender equities

The index of social equity ISE is described below :

Let A : Proportion of social group population to the population of the district
 B : Proportion of the enrolled children of the social group to total enrolment,

Then,

$$ISE = 100 \times B / A$$

Index of Gender equity

IGE or the index of gender equity is calculated below :

Let AA : Proportion of girls in the district
 BB : Proportion of enrolled girls to total girls

Then,

$$IGE = 100 \times BB / AA$$

Appraisal Report

The appraisal team should document their assessment of the plan proposals in the form of a comprehensive report after having reviewed the plans, field visits and detailed discussions with the state/district level functionaries. The purpose of the report is to highlight the views and observations of the appraisal team regarding the progress of the programme implementation, problems and issues and the proposed programme design. The appraisal report has a dual purpose –whereas on one hand it serves the purpose of providing recommendations and suggestions thereby forming a basis for financial recommendations of the Appraisal Team, on the other hand the it serves as a guide to the State for better implementation of the program.

Thus the appraisal report for the Perspective plan would review the program design in the context of the existing educational scenario of the state and comment on the feasibility of the proposals. The stated objectives, activities, projections and targets need to be scrutinized with respect to the overall objectives of SSA. The report would recommend a tentative perspective allocation, clearly mentioning the basis for such a recommendation. At the same time the report should also highlight major Policy level issues that need to be addressed in order to meet the objectives of the program.

The appraisal report for annual work plans would however focus more on the progress in the previous years and achievement against the goals set in the perspective plan and ongoing Annual Plan. Progress in the previous years would also give an indication of the capacity developed at the state/district level – the current year proposals have to be scrutinized in the light of this available capacity, moreover, the financial recommendations for the annual work plan has to take into account the spill over activities of the earlier years.

The appraisal report would also serve as a snapshot of the State’s proposals under SSA. This is the document that is likely to be most referred to at decision-making levels. Thus, the document should provide detailed information about the state/district’s educational scenario and demographic profile. Moreover, the prevailing socio-economic scenario along with the societal attitude towards education should also be mentioned in the report. The report should comprise all relevant information. Wherever necessary, relevant information should be provided in tabular forms, mentioning the source of data.

The report may be structured in the different sections. The report should focus on Planning process; Quality related issues; Strategies for out of school children; urban deprived children; Innovations; Education of children with special needs; MIS; Research; Civil works; Progress achieved; Observations and suggestions of the appraisal team and Costing tables.

There should be a detailed write-up or chapter on the planning process undertaken at the district/state level. This is extremely important in view of the fact that the SSA advocates decentralized participatory planning. The use of data in planning and the involvement of various stake-holders in the planning process should be particularly commented upon.

The report should then have separate write up on the major intervention areas like interventions for out of school children, interventions within the school, interventions for disabled and other disadvantaged children, interventions for quality education, interventions towards SC/ST/girls, civil works, computer education, research, management structures and management information systems etc. In all cases there can be a brief write up on what is being proposed and the Appraisal Team's observations on them. There would be the write-ups should provide a critical analysis of the proposals strategies and information. This would in turn lead to the recommendations. In case of annual work plans, there should also be a mention on that has been achieved in the area in the previous years.

The chapter on costing and budget recommendations is an important chapter of the report. Both the proposals and the recommendations should be presented. Apart from the detailed district-wise costing, there should be a summary of the recommendations provided at the beginning. The activities/interventions being recommended or otherwise should be qualified with adequate remarks. It would be the responsibility of the appraisal team to ensure that the activities being recommended are within the norms of the program. If however there are activities/interventions proposed that are not strictly within the norms but the Appraisal Team is convinced about their necessity, these can be placed separately for the consideration of the Project Board.

The language of the report should be simple, clear and concise. The tables provided in the report should be precise and self-explanatory. If the appraisal team feels that the state should be commended for taking up some novel initiatives, it should also be highlighted in the report. Even while highlighting the weaknesses and problems in programme implementation, an effort should be made to keep the language and tone recommendatory. Recommendations should be framed in a positive manner and should be specific and unambiguous.

Appraisal report also serves as a sources of baseline information on the State and is the basis of interventions suggested under SSA. Following information, district wise, should necessarily be in the appraisal report in tabular form :

1. Disaggregated population – urban/rural, SC/ST – all gender wise; sex ratio.
2. Literacy rate – disaggregated information on literacy rates – total, SC/ST – all gender wise.
3. Basic indicators – No. of CD blocks, No. of Educational Blocks, if any, No. of BRCs, No. of CRCs, No. of villages, No. of Panchayats.
4. Accessless Habitations – Total no. of habitations, Habitations without primary schools / EGS, Habitations eligible for EGS, Habitations eligible for PS, Eligible accessless habitations for UPS.
5. Disaggregated data on child population of 6 – 14 age group – separately for 6 to 11 years and 11 to 14 years - gender wise both for urban and rural, SC/ST.
6. Data on enrolment and out of school children for target age groups separately, SC/ST – all gender wise.

7. Age wise break-up of out of school children in the categories 6 to 8 years, 8 to 11 years, 11 to 14 years, all gender wise.
8. No. of children covered under different strategies in proceeding year and those to be covered in the current year.
9. Educational statistics viz. GER, NER, dropout and repetition rates – for various age groups.
10. Data on completion rates, primary graduates and transition rate.
11. No. of existing EGS centres.
12. Data on primary, upper primary and high schools having upper primary sections – disaggregated data on schools –Govt. including local bodies, Govt. aided, Unaided Private (both Recognized and Unrecognized).
13. Data on teachers in primary and upper primary schools – Government School, Govt. aided schools and unaided schools, for primary - primary alone type, primary attached with middle, primary attached with secondary; similarly for upper primary levels.
14. Information on sanctioned and vacant posts of teachers and PTR with respect to both sanctioned and working teacher positions.
15. Details of trained and untrained teachers - both for primary and upper primary levels
16. Data on classroom - student ratio.
17. Number of upper primary schools not covered under OBB.
18. Data on school infrastructure.
19. Number of schools with three and more than three classrooms.
20. Number of disabled children.

The appraisal report should further have tables justifying various interventions proposed by the State and the recommendations of the team thereon. Some of these tables would be :

- (i) Table on proposed and recommended new teachers to be sanctioned.
- (ii) Table on proposed and recommendation on new schools to be opened.
- (iii) Table on Civil Works.
- (iv) Table on Management Cost.
- (v) Table on spill over & expenditure, etc.

Data use in Planning, Implementation and Monitoring at various levels – an example

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
<p>Students</p> <p>- Attendance rates / punctuality</p> <p>Data to be analyzed for irregular attendance</p> <p>- Economic reasons</p> <p>- Social Reasons</p> <p>- Classroom processes not effective</p> <p>- Low performance levels</p>	<p>VEC to interact with parents</p>	<p>-</p>	<p>-</p>	<p>-</p>
	<p>VECs, Block and District level official to interact with Community leaders.</p>			
	<p>State, districts and blocks to initiate steps for identifying hard spots, emphasis on these in teacher training (need based teacher training); on-site support to teachers by BRC and CRC, C.C.E. (Comprehensive and continuous evaluation)</p> <p>State, districts and blocks to initiate steps for identifying hard spots, emphasis on these in teacher training (need based teacher training); on-site support to teachers by BRC and CRC, C.C.E. (Comprehensive and continuous evaluation)</p> <p>Meetings being conducted at the cluster level should focus more on best teaching practices in classrooms.</p>			

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
<p>- Higher repetition rates</p> <p>Analyzing the reasons. Identifying the groups susceptible to this phenomenon.</p>	<ul style="list-style-type: none"> • Availability of sufficient number of teachers • Making school / classroom more child-friendly • Individualized attention by teachers complemented by remedial teaching 	<ul style="list-style-type: none"> • Strengthening of school and community / parental linkages • Capacity building of teachers / resource persons to pay attention to the needs to these social groups. 	<ul style="list-style-type: none"> • Planning for implementation of strategies to reduce repetition rates. • Development of appropriate modules. • Review of the implementation of the strategies and the outcomes. 	<ul style="list-style-type: none"> • Analysis of data from the district / block level. • Identifying reasons for high repetition rates in different social groups and grades. • Planning and development of strategies to tackle the issue • Modification of strategies, if required.

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
<p>Drop out :</p> <p>Identification of reasons and category of such children with age groups and grades.</p> <ul style="list-style-type: none"> - Economic reasons - Socio-religion reasons - School Environment and classroom processes. 	<ul style="list-style-type: none"> • School / VEC intervention with parents • Analysis / modification of classroom process • Remedial measures to prevent probable drop-outs 	<ul style="list-style-type: none"> • Identification of reasons for drop-out • Conducting capacity building exercises for teachers / master trainers • Strategizing community. Mobilization exercises • Implementation of strategies developed to reduce/prevent drop out 	<ul style="list-style-type: none"> • Planning of implementation strategies to reduce drop out • Review of implementation of strategies 	<ul style="list-style-type: none"> • Analyzing the reasons for drop out • Identification of categories of such children with age groups and grades • Devising strategies to prevent drop-out • Monitoring the impact of strategies and further modification, if required

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
<p>Teachers :</p> <ul style="list-style-type: none"> • Availability of teachers • Regularity of teachers 		<ul style="list-style-type: none"> • Teacher rationalization and new appointments, if necessary. • Monitoring teacher's regularity 		<ul style="list-style-type: none"> • Decision for appointment of teachers

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
<p>Out of school children</p> <p>(Unenrolled & Dropped Out children)</p>	<ul style="list-style-type: none"> • Community mobilization and enrolment drives • Remedial coaching • Personalized attention by teachers 	<ul style="list-style-type: none"> • Making provisions for bridge courses back to school camps, EGS centers and Remedial coaching • Monitoring the regularity in attendance of mainstreamed children as well as their level of participation in classroom activities. 	<ul style="list-style-type: none"> • Data compilation and analysis. • Planning for implementation • Development of modules • Appointment of teachers • Strategy for teacher training 	<ul style="list-style-type: none"> • Data analysis • Identification of reasons for non-enrolment and drop out. • Chalking out appropriate strategies for different pockets, age and social groups.

Issues :	Action by same level	Action by Higher level		
	School	Block	District	State
School Infrastructure :				
Based on H.H. survey and DISE data				
- Building and other amenities				
- Insufficient or not available	- Community Contribution		- Provision under SSA fundings	
- Poor condition / shape	- Proper utilization of maintenance grant + community contribution	- Provision from SSA funds		
- Various grants	- Judicious utilization	- Proper monitoring		- Guidelines for utilization of grants
- Text books		- Arrangements/planning for timely distribution of books		

Block Level Information

	Action by Higher level		
	Block	District	State
<p>Providing Access :</p> <ul style="list-style-type: none"> - To unserved “Eligible” habitations for P.Ss and U.P.Ss - To smaller unserved habitations <p>Teachers :</p>	<ul style="list-style-type: none"> - Making provisions after microplanning and school mapping exercises for new PS or UPS or upgradation of EGS to PS - Provisions of EGS or AIE arrangements - Whereas states are supposed to fill the vacant posts of teachers as prevalent at the time of introduction of programme, Additional teachers posts (based on enrolment) or teachers for new schools are to be appointed from programme funds. Teacher rationalization has to be effected so that no school remains a single teacher / without teachers. 		

Format No. 1

Household Schedule

Suggested periodicity : Once in five years

Date of survey :; surveyed by

Household serial number :

Habitation/ward or part : Village : Cluster :
.....

Block : District : Code :

Name of the head of the household :

Occupation : Social group : SC ST
General

Members of the household (in numbers)

Below 3 years		>=3 to <6 yrs		>=6 to <11 yrs		>=11 to < 14 yrs		>=14 to <18 yrs		>=18 yrs		Grand total	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

Childwise details (0 + to 14 years)

Sl. No.	Name of the child @	Sex	Age * (in years only)	If disabled, Type of Disability	Whether Enrolled in a school (Y/N)	If enrolled in a school			If not enrolled now, whether		
						Name of the school	Type of school	Which class	Y/N	If 'Y'	
										Highest Class completed	Reason for drop out

@ State may add guardian's name if needed
* The reference date may be decided by the state.