



UNIT 5 STRATEGIES FOR UEE-I

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5.0 INTRODUCTION

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

5.1 LEARNING OBJECTIVES

After studying this Unit you should be able to:

- prepare a report on the current status of elementary education in terms of GER [Gross Enrollment ratio] and NER [Net enrollment ratio] in your state (based on a case study of the Maharashtra state).
- examine different state level projects for Elementary Education in the context of Universalization of Elementary Education.
- review the progress of Universalization of Elementary Education with respect to different plans and projects in your state (vis-à-vis the case of Maharashtra state).
- list and describe the different strategies adopted by D.P.E.P. for Universalization of Elementary Education.
- compare the impact of D.P.E.P. on Universalization of Elementary Education in different districts of your state.

5.2 UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

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

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



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

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

- Prakash is thinking to leave his education and help his father in his business. Do you think he should leave the school?
- How you will guide Prakash's father in continuing Prakash's education?

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



Sakhar Shala in Sugarcane farms

CLASSROOM-OUTSIDE



Notes

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

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

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

Preschool: 3-6 years of age.

Elementary : Primary (I-V): 6-11 years of age.

: Upper Primary (VI-VIII): 11-14 years of age.

Secondary: (IX-X) : 15-16 years of age.

Higher secondary : (XI-XII): 17-18 years of age.

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

Universalization of elementary education and its aspects:

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

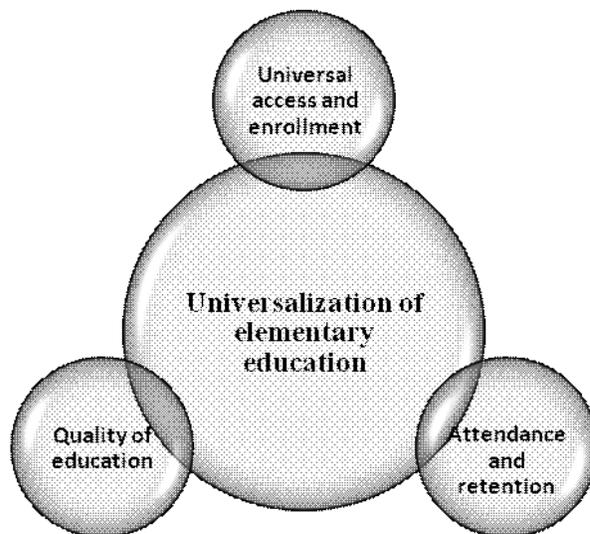


Fig: 5.1



Elementary Education

- **Universal access and enrollment:** The Indian government recently planned to set up a primary school at every kilometer for easy access to the students. A survey of the families which come under the jurisdiction of that particular school is made in the starting of the year by that school. A list of all children who are eligible for education as well as those who are out of schools is made, in order to bring both of them to the school. When the school opens, an enrollment week is observed to ensure 100% enrollment of all eligible students.
- **Attendance and retention:** It is increasingly realized that retaining the disadvantaged children enrolled in school is so far a more challenging task than enrolling them into the educational system itself, so universal retention of children up to the 14 year of age is a must. Hence many facilities like daily attendance allowance, free travelling pass, free mid-day meal etc .are provided and new techniques of teaching are adopted to improve the attendance.
- **Quality of education:** It means provision of standard education to every child to enable him/her to achieve minimum level of learning(MLL) according to his/her ability and also substantial improvement in infrastructure, basic facilities of drinking water and toilets, teacher’s training and pupil teacher ratio.



ACTIVITY -1

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

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5.3 PROJECT MODE FOR UNIVERSALISATION OF ELEMENTARY EDUCATION IN VARIOUS STATES

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



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

5.3.1 Uttar Pradesh Basic Education Project (UP-BEP)

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

- **Objectives of the project:** the following were the objectives of the Project:
 - Universalization of P.E. viewed as a composite programme of Access to P.E for all children up to 14 years of age, and universal participation till they complete primary level through formal and non-formal education.
 - Universal achievement programme for minimum level of learning.
 - Provision of education and skill development programme for youth.
 - Female empowerment and greater gender equality in education.
 - Equal education opportunity to SC and ST children.
- **Strategies:** The strategies adopted in the project were as follows:
 - Strong framework of State and district level planning, management and professional support state organization was established to build the institutional capacity to plan, manage and evaluate different basic education development programmes.
 - Early childhood education curriculum and textbook revision, In-service training, women & girl education, strengthening school management were used to improve quality of education.
 - Improving access to basic education in ten districts by constructing more primary & upper primary schools in deprived areas and supporting redesigned implementation of non-formal education for out of school children.
- **Activities:** The following activities were focused,
 - Educational activities on culture and communication.
 - Science & environment.
 - Creating a sense of social justice



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

5.3.2 Bihar Education Project (BEP)

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

- **Objectives of the project**
 - Universalization of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age, universal achievement at least of minimum levels of learning.
 - Orientation of the educational system so as to serve the objectives of equality for women and their empowerment.
 - Making necessary interventions to provide equal educational opportunity to adults and children belonging to the lower castes, ethnic communities and poorest section of society.
 - To increase enrollment capacity of the education and reduce dropout especially of girls and SC students.
- **Strategies**
 - Construction of about 11,000 primary and upper primary classrooms.
 - Recruitment of about 16,000 additional teachers
 - Training of the newly recruited teachers
 - Provision of the materials to the newly opened schools.
 - Participatory planning and implementation
 - Implementation of Mahila Samakhya component
- **Activities:** the following activities were taken up by the Project:
 - Organization of Village Education Committees and community involvement in the programme implementation at the grass root level.



- Non-formal education through NGOs.
 - Organization of state level workshop: Training of key persons and primary teachers for minimum level of learning is given,
 - Constitution of core group at district level for women's development
 - Enrolment drives
 - Poster workshop: expansion of the concept of rural libraries etc
 - Introduction of computerized monitoring system for education sector.
 - Mahila Samakhya: To establish local accountability of the schools, to play an active role in management of ECCE and NFE centers, support teachers and participate in VEC.
- **Implementation:** Establishment of management structures at State/District level, women empowerment, extensive community mobilization, mobilization of greater national/international interest in basic education, etc. Selection of classrooms- on the basis of analysis of populations and enrollment problems village level micro plans has been decided. Project supervision –this would be twice a year in conjunction with the supervision of UPBEP I and second District Primary Education Project

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

5.3.3 Lok Jumbish

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

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

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

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



- To ensure improvement in enrollment of girls by paying attention to the girl child and the women.
- To empower women by making education an instrument for equality.
- To bring literacy levels up to 80% in the group 15-35 years in each gender and disadvantaged group making 3R relevant to living conditions.
- To create system of training and technical resources, support structure to bring about qualitative improvement in the learning process.
- To ensure transparency whereby data is collected and used by the same people who are linked together by the process.
- **Main components**
 - Creation of autonomous body for launching and managing programmes with an empowerment of committee which will review progress.
 - School mapping and micro planning represent the principal operational feature of Lok Jumbish at the village level, carried out by social animators, teachers and Lok Jumbish functionaries for assessment of education which help to track progress of each child by his\her name.
- **Strategies**
 - Developed a mechanism at bottom level like Prerak Dal, Bhavan Nirman Committee, Village education Committee, Cluster, Khand Stariya Shiksha Prabandhan Samiti (block level mgt) and Block steering groups to support and monitor programmes as a period of trial in five blocks.
 - Adhyapika Munch was created for getting participation of women.
 - Increased the number of functionaries at all levels to start matrix system of management to fulfill their responsibility of working area.
 - Review planning meetings (RPMs) of all functionaries at cluster and block level was held in every month to review work and plan for next month and the same process was repeated at state level with 2-3 RPMs.
 - Praveshotsav: Praveshotsav is an event through which a positive and creative environment created for education amongst children, the school and the community;
- **Activities :** The following figure (5.1) records the main activities undertaken in this project



Hostels for tribal's children	<ul style="list-style-type: none">• To cater the educational needs of children of seasonal migrants as well as those living in remote habitat.
Mahila Shikshan Vihar	<ul style="list-style-type: none">• Residential courses for out of school girls in 15 +age group have been conducted here which provide quality education in a residential type of atmosphere in rural areas.
Balika Shikshan Shivar	<ul style="list-style-type: none">• Residential camp of 6 to 8 months of school for girls in 9+ age group to facilitate reentry to formal education
Muktangan	<ul style="list-style-type: none">• It was a programme for tribal children's in Khandela Cluster of Kishnenganj block in Baran
Madrasa	<ul style="list-style-type: none">• Strengthening to reach to children from minority communities in Kaman block of Bharatpur.
Institutionalization of Sahaj Shiksha Kendra	<ul style="list-style-type: none">• It is a nonformal education programme to cater to the needs of working children.
School health programme	<ul style="list-style-type: none">• This programme is focussing on efforts to generate awareness among the school children
Anganwadi centers	<ul style="list-style-type: none">• For the strengthening the programme of pre-primary education and its linkages with primary education NGO 'Vihan' promoted by UP has taken up 245 Anganwadi centres

FIG 5.2- Main Activities of Lok Jumbish

5.3.4 Shikshakarmi Project

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

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

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



- **Objectives of the project**

- Universalization of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age, universal
- achievement at least of minimum levels of learning.
- Orientation of the educational system so as to serve the objectives of equality
- for women and their empowerment.
- Making necessary interventions to provide equal educational opportunity to
- adults and children belonging to the lower castes, ethnic communities and
- poorest section of society.
- To overcome major problem of poor enrolment and high drop-out of children, particularly girls.

- **Strategies**

- A Monitoring Mission commissioned by SIDA held on Bi-annual review of the Shiksha Karmi Project.
- Evolved a procedures based on field experiences and consensual decision-making.
- Greater decentralization and more community involvement.
- Promoted gender and social sensitivity in access.

- **Implementation**

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

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

- **Activities:** The following figure (5.3) records the main activities undertaken in this project.



Notes

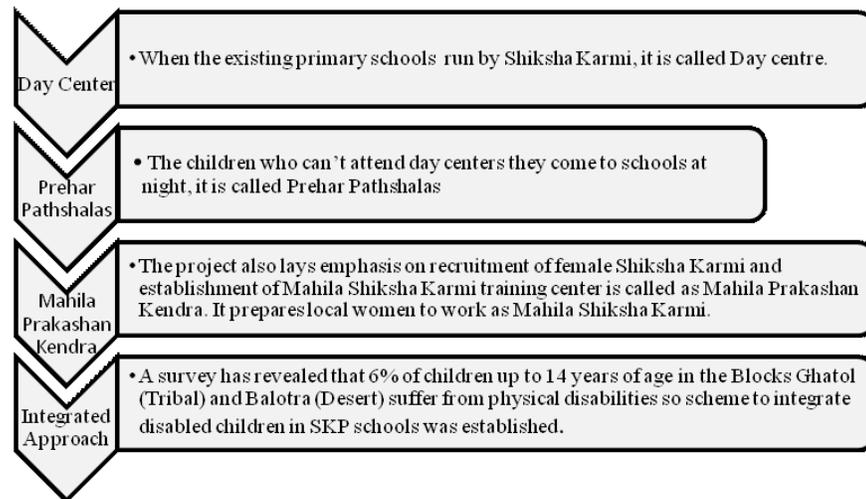


FIG: 5.3: Main activities of Shiksha Karmi

ACTIVITY-2

1. Visit any institute in your locality which is working for children who are out of school and prepare a report on the following points...
 - General information-Name of the institute, address, phone no, working area, No. of classes and students, whether state level or national level,
 - Objectives and different activities (educational and co-curricular)

5.5 CASE STUDY: DIFFERENT PROJECTS IN MAHARASHTRA

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

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

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

5.3.5 Projects Specific to the State Like Maharashtra

5.3.5.1 Schemes for Socially Deprived Children



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

- Stipend up to 10th class.
- Free uniform and book.
- Boarding houses.
- Hostel for government and private agencies.
- National Board of talent research established by NCERT gives scholarship after completing secondary Education to SC & ST
- Allowance for attendance.
- Ashram schools.
- Book bank Scheme.

5.3.5.2 Schemes for Girls

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

- **Allowance for attendance:** To reduce the dropout in STD I- IV all the girls from backward classes are given one rupee per day as allowance if they are present for 75% working days in the school.
- **Free travelling scheme for girls by Ahilyabai Holkars:** In 1997 government started the free travelling for girls in rural areas so that girls may not be deprived of their education.
- **Matruprabodhan Project:** To achieve the aim of universalization of primary education in the rural area, programme has been arranged to educate mother about children education, their health and personal development.
- **Army School:** To encourage the girls of Maharashtra, the government started army school at Bhor at Nasik. Girls are also provided some stipend as well as opportunity for further training if they are physically fit.
- **Samuh Nivasi School:** The girls from remote areas unable to reach school due long distance so the Samuh Nivasi Schools are opened.

5.5.5.3 Schemes for Economically Backward Children

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

Some schemes for these children are as follows



- **Scholarship:** - Government of Maharashtra started this scholarship in 1978 to a talented and economically backward students of higher secondary level in which Rs. 70/ will be given to boys & Rs. 80 to girls.
- **E.B.C. :** Government of Maharashtra started this project from 1956. Students with 75% attendance & passed every year with yearly income of Rs.15000/- of parent will be awarded by this scholarship.
- **Nutritive Diet:** - There project have been started in 1995 by village development committee. Every child who is attending school regularly is provided with nutritive diet in recess.
- **Savitribai Phule Parent Adoption Scheme:** - This scheme is started in 1993. Due to financial condition many girls leaves schools .According to this scheme Principal, Officers and any member of the society can adopt any of these girls and give the help of minimum thirty rupees every month up to 7th Std.
- **Book bank Scheme:** - Students of primary schools are getting school books free of cost. The books are taken back after one year and when the New Year starts the activity is repeated. The Students of I & II std are provided new books per year. All the books of higher classes in the book bank can be exchanged with new books.

5.3.5.4 Schemes for Distant Area Children

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

- **Nutritive Diet Scheme:** It aims to improve the standard diet of the children in 0 – 6 years of age .The nutritive diet is provided to children of Anganwadi & Balwadi. The children of schedule tribe also get benefit of this scheme and show mental & physical development. Midday meal is also provided to student of STD I to v.
- **Ashram Shala:** - The directorate of tribal development implemented the plan of Ashram Shala. Because of poverty in remote areas parents unable to complete the needs of their children. These poor children enrolled in ashram schools for literacy, lodging and uniform free of cast. These schools run class from Std I to x & also supervised by administration. There are two types of Ashram Shala.
 1. Basic Ashram Shala for Std I to VII
 2. Para basic Ashram Shala for Std V to X
- **Vidya Niketan:** - It is the 1st institute for talented tribal students installed in Kelapur, Yavatmal district in 1981. The students were given free education.



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

- **Kuranshala:** - It is mobile school imparting nonformal education. The implementation of first Kuranshala was by Smt. Tarabai Modak and Smt. Anutai Wagh. Teacher has to follow the students to the forest areas and teach them informally about cleanliness, medicines, good habits, language and try to develop their standard of life.
- **Child Education Project:** - Maharashtra state started this project 1982 under UNICEF. The books are provided to the children full of different pictures to increase their interest in books and schools. Parent meeting are also organized to make them assure of their wards progress.
- **The Project for Tribal Languages:** - There is a difference between the language of schools and that of tribal areas. So it is a difficult for tribal children to understand standard language. To remove this difficulty, both languages must be similar so that the students may be acquainted with mother tongue as well provincial language. So MSCERT prepare the text books in tribal languages for these children and also prepare hand book for teachers along with the training.

5.3.5.5 Schemes for Out of The School Children

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

- **Bridge School:** - The students, who leave their studies and did not come to school, forgot studies to some extent are main subject of this programme. Students are given chance to complete their education which was left. After completion of this period of about 45 days they are sent for admission in the regular primary & Sec. Schools. This school is boarding house come school having syllabus of 45 days only. The children left studies gathered here & taught according to their classes in which they studied & then they send to regular school. The person who run this type of school are HSC passed and try hard so that these children may regularly attend bridge school. Government also prepares syllabus & books according to the needs of bridge school & students.
- **Indus Child Labour Project:** - Many children are working in different profession as a child labour. This scheme aim to root out the child labor tradition and bring them to main stream of education. This project is implemented in five districts of Maharashtra viz. Gondia, Amravati, Jalana, Aurangabad & Mumbai. MS CERT has taken responsibilities to train volunteers of this project. This child labor project has been organized nationally through the society known as National child labor project



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

- The center must be open within the locality only with accommodation of at least 50 students. In the centre students of different age groups will be there so while teaching group system should be applied to make it easy for student. It should be considered that student are coming after working so different programmes should be organized and different teaching aids should be used to increase their interest in studies.
- **Sakhar Shala:** - Sakhar Shalas are schools in the settlements of sugar cane cutters, which intend to provide primary education to children of sugarcane laborers. Because of parent's migration to the factory areas on a regular basis, or for long periods their children are deprived of education as there is no special provision for migrant children to continue their education at factory sites Sakhar Shala try to solve problems in continuing education by opening schools and providing adequate educational services in settlements of migrant laborers
- These are also called second semester schools because Sakhar Shala does not function round the year. It functions only during the second part of the educational year.
- **Cape Project:** - For the out of school children of age 6-14 years, Maharashtra Government in assistance with UNICEF in 1981 started this project called primary Education for all. Self learning center opened attached to the education colleges where 25 – 30 out of school children get admitted & they come to school according to their convenience for part time Classes. There will be self learning assistance that will help in studies.
- **Remedial Teaching Classes:** - The students from bridge school, M. Phule Hami Yojana remains deprived in studies because of their low concentration. These classes help students to reach minimum level of learning.
- **Vastishala:-**The vasti-schools are mostly primary schools imparting informal education in hilly, tribal and remote areas where there is no school within a radius of one Km. and the syllabus of classes 1-4 be taught to the students. A minimum 15 students of classes from 1-4 should be enrolled for starting a vasti-schools in premises allotted by Gram Panchayat. Village Education Committee arrange for the qualified teachers and 30 days training is also given by DIET, prior to joining school. The school is supervised by a principle of nearby primary school.



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

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

- **Schemes for children of Devdasi:** Devdasi tradition is a negative social tradition. Because of blind faith many Devdasis are still socially and economically backward hence cannot give education to their children. Hence some schemes have been started for children of Devdasis and Varangana.
 - Nutritional meal
 - Attendance allowance.
 - Book bank Yojana
 - Boarding schools- Snehalaya
 - Women's Probodhan program
 - Free pass Yojana
- **Education for handicapped:** Integrated education is accessible to them. In it open learning methods through which non-formal education, Distance Education, Moving schools, remedial education and part time education, vocational Education etc. are included.
- **Education for disabled children:** Maharashtra government has also started special schools for disabled children. In 1885 a deaf & dumb school was established in Mumbai. But supposed if these children are given a chance to similar to general children, their self confidence will improve hence they are being admitted to general school. This is called integrated approach.

ACTIVITY-3

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

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



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

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

5.4.1 Objectives of DPEP

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

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



5.4.2 Major Components of DPEP

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

- **Civil Works:** Under the civil works programme construction of new schools (two room and verandah structure), new additional class rooms where the school has been expanded up to class-V, construction of toilets, bore wells, school repairs programme, group residential school, teachers' quarters and women's hostel have been proposed.
- **Programme:** Several alternative approaches for providing school facilities to children could not be brought under the formal system of education are being implemented. DPEP activities are an essential element in the programme.
- **Management:** DPEP envisages distinct management structures to facilitate better implementation of the programme, to closely monitor the activities by developing a Management Information System (MIS) and to facilitate faster flow of funds. These structures are envisaged at the national, state and district levels. These new structures are supportive to the district plans and are supposed to get merged with the existing organizational arrangements by the end of the project period.
- **School Mapping and Micro Planning:** Micro Planning aims at involving the community in identifying barriers to enrollment and participation in primary education. It also draws community support to find solutions to overcome these barriers. Micro planning helps to fix up the responsibilities by concretizing the role of VEC. These VECs monitors the educational system of the village and contributes to the progress of enrollment and retention.

5.4.3 Execution Plan of DPEP

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

- The programme identified district as the unit for initiating decentralized educational planning.
- The programme attempted to alter the pattern of resource decisions from state level to local levels.
- The programme attempted to strengthen the planning process to make it more consultative, participatory and transparent.
- It tried to provide professional resource support to academic activities through new organizational arrangements like the BRCs and CRCs.



- It attempted to provide support to schools through providing contingency grants of Rs.2000/=to each school and Rs.500/= to every teacher annually.
- The planning process tried to create local level capacity both at the district and sub-district levels.

5.4.4 Strategies and Activities

- **Access:** Opening new L.P.Schools in tribal area, Multigrade Learning Centers in remote tribal area and Alternate schools in remote and backward areas. (Tribal & coastal)
- **Tribal and Coastal Education:** Enrollment campaign with the help of volunteers and Panchayat, Awareness programme and free supply of Text books to tribal children.
- **Quality Improvement:** Recurrent teacher training on activity based pedagogy,

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

- **Community Mobilization:** Creation of Village Education Committee and Formation of Panchayat Monitoring Cell (PMC), training for PMC and Orientation for Parents.
- **Research and Evaluation:** Action Research Programme, Conduct of studies at BRC & District level.
- **Planning and Management:** Orientation for school based planning, Annual Plan preparation through participatory process and Meetings of Block Advisory Committees, District Advisory Board and District Implementation Committee.
- **Identification and Education of Disabled Children (IEDC):** Identification of disabled children, Supply of aids & appliances, Training to teachers, Orientation for parents, People's representatives.
- **Girls Education:** Free Supply of Text books to girls, Awareness programme and Teacher sensitisation programme.
- **Distance Education:** Teleconference and Supply of distance learning material.
- **Media:** Publishing of Newsletters at District & Block level and District and Panchayat level exhibition



- **Management Information System (MIS):** Supply of Computers and Dial up networking to all DPEP District & State Project Office, Appointment of System Analyst cum Programmer, Data Entry Operators .In every year MIS updating the school data base .In every month MIS develops the data of SOE (Statement of Expenditure) and send the same to SPO(State project office).
- **Village Education Register and Retention Register:** It is a register which conveys the educational situation of each boy and girl of all families in the village and Retention register is basically to calculate the retention rate of a school or a class that is, how many children continue their studies and how many drop out.

5.4.5 Impact of the Programme on UEE

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

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

Coverage

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

Schools

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

Students and Teachers

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

**ECE**

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

Alternative Schools (AS)

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

Enrollment

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

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

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

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

5.5 LET US SUM UP

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

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

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

5.6 GLOSSARY/ ABBREVIATIONS

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



- Three aspects of Universalization: Universal access and enrollment, Attendance and retention, Quality of education
- The gross enrollment ratio is a related indicator. The primary GER indicates how many children, regardless of their age, are enrolled in primary school, relative to the population of primary school age.
- The gross enrollment ratio is a related indicator. The primary GER indicates how many children, regardless of their age, are enrolled in primary school, relative to the population of primary school age.

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

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

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

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

- Uttar Pradesh Basic Education Project (UP-BEP) for improving access to basic education.
- Bihar Education Project (BEP) aims at Universalization of Elementary Education with emphasis on the improvement of quality of education in the State.
- Lok Jumbish is an innovative project also called People's movement for Education for All mainly emphasis on girl's education.
- Shiksha Karmi Project is an educational programme implemented due to Teacher absenteeism as a major obstacle in achieving the objective of Universalization.
- The government of Maharashtra has invented different projects like Matru Probodhan, Savitribai Phule parent adoption scheme, Sakharshala, Kuranshala, Vidyaniketan, Project for tribal languages etc.
- District Primary Education Programme (DPEP) is one of the largest education projects in the world Launched in 1994, aims at achieving the



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

Abbreviations

DPEP	:	District Primary Education Programme
UP-BEP	:	Uttar Pradesh Basic Education Project
Primary GER	:	Gross Enrollment Ratio.
UEE	:	Universalization of Elementary Education
NER	:	Net Enrollment Ratio
BEP	:	Bihar Education Project

5.7 SUGGESTED READINGS & REFERENCES

1. *Lok Jumbish: the sixth report* Reviews <http://booksVolume 1/1970-Volume 41/2011>

5.8 UNIT-END EXERCISES

1. Fill in the blanks by choosing the correct alternative:
 - a. Elementary education has received major push in five year _____ (Tenth/Eleventh) plan through the *Sarva Shiksha Abhiyan (SSA)*.
 - b. The highest number of schools was in state _____ (Madhya Pradesh/ Uttar Pradesh) in the year 2009-10.
 - c. “People’s movement for Education for All means _____ (Lok Jumbish/ Mahila Samakhya).
 - d. The decline in the repeaters rate in the DPEP is highest in the case of _____ (Madhya Pradesh/Assam) by about 50%.
 - e. The Shiksha Karmi Project is implemented by the Rajasthan Government with assistance from the _____ (SIDA/World Bank) in 1987.
 - f. The _____ (UPBEP/BEP) lays special emphasis on the education of deprived sections of the society.

Answers:

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



2. Write proper schemes implemented in following conditions:

Statements

Schemes

- a) Supply of Computers and Dial up networking to all DPEP District & State Project Office.
- b) Scheme aim to root out the child labor tradition and carry them to main stream of education.
- c) When the existing primary schools run by Shiksha Karmi
- d) Expansion of the concept of rural libraries
- e) The programme for tribal children's in Khandela Cluster of Kishnenganj block in Baran

Answers:

- (a) Management Information System (MIS) (b) Indus Child Labour Project
(c) Day centre (d) Poster workshop (e) Mukhtangan

3. Match the column:

Group 'A'

Group 'B'

- | | |
|-----------------------------|--|
| (i) Bihar Education Project | (a) Girls education |
| (ii) Lok Jumbish | (b) Teacher absenteeism |
| (iii) Shiksha Karmi | (c) Integrated education |
| | (d) Improving the quality of primary education |

Answers:

- (i) Bihar Education Project - Improving the quality of primary education
(ii) Lok Jumbish - Girls education
(iii) Shiksha Karmi - Teacher absenteeism.

4. Fill in the blanks:

- a) Universalization of education means _____ of education everywhere according to the specific need of the children and place. .
- b) The government of India is providing easy access to school within a walking distance of ___ for primary level.



Notes

- c) Values of _____ above 100 percent mean that some children above or below primary school age are in primary school.
- d) DPEP was implemented in _____ in India.
- e) To encourage the girls of Maharashtra, the government started army school at _____ in Nasik.
- f) The Index of Social Equity (ISE) for SC population was more than _____ for all the districts in India.

Answers:

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

5. Answer in one sentence:

- a) Which schools are also called as second semester schools?
- b) Why child labour project is also called as National child labour project?
- c) Define Universalization of elementary education.
- d) Who implemented first Kuran Shala in Maharashtra?
- e) What is Shiksha Karmi?
- f) From where data is obtained for a situational analysis of DPEP?

6. Answer in brief:

- a) What is UEE? Write different aspects of UEE.
- b) Explain- School mapping and micro planning represent the principal operational feature of Lok Jumbish.
- c) What do you mean by Gross Enrollment Ratio? Explain by giving example.
- d) Which facilities are given by state government to economically backward children?
- e) What are the different strategies and activities planned by government of Uttar Pradesh under basic education project?
- f) State different plans for girl's education.
- g) What is the role of Shiksha Karmi's in the different activities of Shiksha Karmi project in Rajasthan?
- h) Describe educational schemes for dropout children.
- i) Explain DPEP in terms of objectives, main components and different strategies
- j) Write the impact of DPEP on UEE.