

Minutes of
2nd Quarterly National Workshop-cum-Review Meeting of State Community
Mobilization Coordinators

Venue : Hotel Cambay, Gandhi Nagar, Gujarat
Date : 29th and 30th October, 2009 (02 days)
Purpose: 1. Designing more effective strategies for capacity building of community level institutions under SSA.
2. Review of quarterly progress in community mobilization of different States and UTs.

Activities Conducted:

The 2nd Quarterly National Workshop-cum-Review Meeting of the State Community Mobilization Coordinators was convened at Hotel Cambay, Gandhi Nagar, Gujarat. It was conducted under the guidance of Mrs. Sarita Mittal, Director, MHRD, GoI, Mr. Arun Sharma, Under Secretary, MHRD, GOI, Mr. Jyoti Prakash Mohanty, Consultant, Community Mobilization, Ed. CIL's TSG) and Dr. P.K. Acharya, Reader in Social Anthropology, NKCCDS as Resource Person. Twenty participants (V representing 18 States and 01 UT attended it. The entire programme was organized in 04 sessions (details are at Annexure II).

29-10-09 (Day-1)

1. Session I:

This session started at 10 AM. The workshop-cum-review meeting was inaugurated by Mrs. Sarita Mittal as the Chairperson. In her inaugural talk, she welcomed all participants and then highlighted the basic purpose of the workshop-cum-review meeting. She pointed out that during implementation of SSA in the last 8 years, large scale progress has been achieved in universalizing access and enrollment, and similar achievement is required in the area of community ownership of SSA. At present, the community has been involved in implementing the SSA activities at school level but their participation is more expected in the areas of planning as well as monitoring of SSA activities. It is therefore high time to self-introspect especially to know where we stand. There is an urgent need to develop new strategies for mobilizing the community as well as building the capacity of the community so as to make it more efficient, more involved and more effective relating to its roles and responsibilities. Mrs. Mittal requested all the participants to actively participate in the workshop for designing more effective strategies for capacity building of community level institutions under SSA.

Mr. Jyoti Prakash Mohanty then briefly apprised the participants that the workshop shall be conducted by participatory method, group based discussion and presentation of group reports on issues

identified by the groups. He pointed out that the main focus of the workshop shall be: (1) discussion on the exiting process of capacity building of community level institutions under SSA, (2) identification of weaknesses in the exiting approach of capacity building, (3) developing better strategies for improvement of training process and (4) preparing common training modules and materials.

Prior to commencement of the main activities of workshop, all the participants introduced themselves and submitted their quarterly progress reports on community mobilization to Mr. Mohanty. Mrs. Sarita Mittal, Mr. Arun Sharma and Mr. J.P Mohanty reviewed these reports and discussed with the participants on different issues and dimensions relating to community mobilization measures undertaken in different States and UTs till the tea break.

After the tea break, **each participant shared with other participants the successful training modules and strategies that had been used for capacity building of the community level institutions under SSA established in her/his own State/UT.** The sharing activity continued up to 12.45 PM. During this activity Ms. Radha Reddy, Joint Director, Girls education, Andhra Pradesh, cited the cases of Academic Monitoring Committee meeting held every month in which parents are involved in monitoring the learning achievement level of students in the presence of teachers. She further told that Andhra Pradesh has introduced the 'Vidyanidhi' activity for involving community in school development through material or financial contributions. In order to involve the community in enrollment drive, Andhra Pradesh has launched the 'Badibata' activity. In Andhra Pradesh, SHGs have taken responsibility of cooking and distribution of MDM in schools.

Mr. K. K. Varshney, State Community Mobilization Coordinator , Uttarakhand, then narrated how by launching the 'PAHAL' programme the community has been associated in enrollment drive. Mr. B.P. Poudyal, State Community Mobilization Coordinator, Sikkim, mentioned that the Panchayats in Sikkim organize the school functions and sports. Besides, the community also contributes for school functions. Mr. R.M. Mohla, , State Community Mobilization Coordinator, Delhi, said that in Delhi community has been involved in BALA activity. In order to streamline the community participation, PTA manual and Vidyalaya Kalyan Samiti manual have been prepared in Delhi. Mr. Raghuraman, State Community Mobilization Coordinator, Tamil nadu, mentioned that some innovative activities have been taken in Tamil Nadu to ensure community participation in SSA. These include celebration of VEC Day and provision of best VEC award. The WSHGs are also actively participating in SSA activities. Mr. Romen Das, Consultant, Assam, said that in Assam, training module has been prepared for Gram Panchayat members. A Gram Panchayat member is also a VEC member. Pre-primary classes in Assam are managed by community. In this way, all participants shared their experiences and activities with other participants citing examples of community participation in SSA activities.

At 12.45 PM. the main activities of workshop were initiated by Dr. P.K. Acharya (Resource Person) with assistance from Mr. J.P Mohanty. The first activity was conducted on, “**understanding the task of workshop**”. Dr. Acharya adopted the technique of scooping exercise and encouraged the participants to speak out their own knowledge about the workshop. In this connection, Dr. Acharya had asked certain basic questions such as: (1) What is the task for which the workshop has been conducted? (2) Who are to do the proposed task? (3) Why should the state community mobilization coordinators (SCMCs) do the task? (4) Why are the activities to be carried out under this task for the community level institutions (CLIs)? and (5) What the SCMCs are to do relating to the task of the workshop? All the participants took part in this exercise and shared their views. The detailed views are given in Annexure III from page 9 to 10.

2. Session II:

This session started after lunch. In order to warm up the participants, a small game was conducted. Through this game, the message was conveyed to the participants that identification and analysis of issues are always better done through group activity than by individual exercise. Hence, Dr. Acharya with assistance from Mr. Mohanty first divided the participants into three groups and then assigned to each group the task of making SWOT analysis of the available training guidelines and reference manuals prepared for the CLIs by some States and UTs. The analysis made by the groups are contained in **Annexure IV** from page 11 to 14. The guidelines/manuals that were analyzed had included (1) VEC training guidelines of Arunachal Pradesh, (2) VEC guidelines of Himachal Pradesh, (3) VEC reference manual of Himachal Pradesh, (4) Reference manual for VEC of Orissa, (5) Guideline-cum-module for One Day exposure to VEC for empowerment and participation of Bihar,(6) Training manual for MTA of Himachal Pradesh, (7) Training manual for PRI members of Orissa. (8) VEC capacity building training module of Jharkhand and (9) VEC guidelines of Jharkhand.

30-10-09(Day 02):

1. Session I:

This session began at 9.30AM and the three groups were assigned with different group activities by Dr. Acharya in consultation with Mrs. Mittal, Mr.Sharma and Mr. Mohanty. Group I was given the task of preparing the content of a reference manual for the VECs. Group II was given the responsibility of developing the content of training manual for the VECs and Group III was told to prepare the content of a reference manual and training module for the MTAs. The groups were asked by to prepare the contents of the reference manual and training module in such a way that they can be utilized across the country as a framework. While the group members were engrossed in discussion relating to their assigned tasks, Dr. Acharya acted as a facilitator. Mrs. Mittal, Mr. Sharma and Mr. Mohanty monitored the progress of the

assigned tasks of each of the three groups from time to time. Each group was apprised of different dimensions of the tasks that the group members need to look into. This activity continued up to lunch.

2. Session II:

After lunch **Session II** was conducted. Each participant was asked to **prepare a road map** for their own State/UT for inclusion in the Annual Work Plan and budget 2010-2011. The road maps were then discussed and corrected. This exercise continued up to post-lunch tea break. Thereafter the exercise of **presentation of the contents of Draft Training Module/Reference Material** was started. All participants together listened to the contents of draft VEC Reference Manual presented by Group-I. Similarly the content of draft VEC Training Module was presented by Group II and the content of draft MTA Reference Manual and Training Module was presented by Group III. Detailed discussions on presentations were held in order to improvise them. Finally, the corrected presentations were unanimously accepted as materials that can be used as a common framework across the country. The 03 presentations are attached as Annexure V (page 15-17), VI (page 18-20) and VII (page 21-24).

The Workshop-cum-review meeting ended with a vote of thanks by Mrs. Sarita Mittal. At the same time she thanked Dr. Acharya for conducting the workshop by involving all participants actively in each session. She also thanked Mr. Mohanty for nicely organizing the workshop-cum-review meeting during the 02 days.

Expected Outcomes:

1. Each participant could know of the weaknesses of the existing strategies and module of community training of his / her own State/ UT.
2. Common Training Modules and Reference Manual for capacity building of Community Level Institutions (CLIs) such as VEC and MTA were be developed.
3. Each participant was trained to become 01 State Level Resource Person(SLRP) for each participating State.

Annexure I

List of Participants

1. Ms. Sarita Mittal, Director, MHRD, GOI. **(Chairperson)**
2. Mr. Arun Sharma, Under Secretary, GOI.
3. Mr. Jyoti Prakash Mohanty, Consultant, Community Mobilization , TSG.
4. Mr. P. K. Acharya, Reader in Social Anthropology, NKCDS, Resource Person
5. Mr. Romen Das, Consultant, Assam.
6. Mr. Jagdish Baruah, State consultant, Assam.
7. Ms. Lumbi, State Gender Coordinator, Arunachal Pradesh.
8. Ms. Radha Reddy, Joint Director, Girls education, Andhra Pradesh.
9. Mr. Hare Ram, State Community Mobilization Coordinator, Chhattisgarh.
10. Mr. Kirti Patel, State Community Mobilization Coordinators, Daman and Diu.
11. Mr. R. M. Mohla, State Community Mobilization Coordinator, Delhi.
12. Mr. Rajeev vats, Assistant Project Coordinator, Haryana.
13. Ms. Manjula Sharma, State Community Mobilization Coordinator, Himachal Pradesh.
14. Ms. Mamta E. Lakra, State Community Mobilization Coordinator, Jharkhand.
15. Ms. Trupti Seth, State Community Mobilization Coordinator, Gujarat.
16. Mr. Hakkim, State Coordinator, Jammu and Kashmir.
17. Dr. H. B. Chandra shekhar, Junior programme officer, Karnataka.
18. Mr. Santosh Pawar, State Community Mobilization Coordinator, Maharashtra.
19. Mr. Ashok Kumar Mohapatra, State Community Mobilization Coordinator, Orissa.
20. Ms. Neeru Jindal, State Community Mobilization Coordinator, Punjab.
21. Mr. B. P. Poudyal, State Community Mobilization Coordinator, Sikkim.
22. Mr. Raghuraman, State Community Mobilization Coordinator, Tamil nadu.
23. Mr. K. K. Varshney, State Community Mobilization Coordinator, Uttrakhand.
24. Mr. Suresh Kumar Soni, Joint director, Uttar Pradesh.
25. Ms. Hemlata, Support staff, TSG, Ed-CIL
26. Mr. Ravinder Singh, Support Staff, TSG, Ed-CIL.

Annexure II

Programme Schedule:

Day I (29-10-09)

- ❖ Registration. ----- (9.00 AM to 10.00 AM)

Session I

- ❖ Inaugural remarks by Ms Sarita Mittal, Director, Department of School Education and Literacy, MHRD. ----- 10.00 AM to 10.30 AM
- ❖ Briefing on objectives of workshop by Jyoti prakash Mohanty, Consultant, Community Mobilization, TSG, EDCIL. -----10.30 AM to 10.50 AM
- ❖ Introduction of participants ----- 10.50 AM to 11.20 AM and review of quarterly progress reports on community mobilization.

Tea Break ----- 11.20 AM to 11.30 AM

- ❖ Sharing of successful training modules and strategies used for capacity building of VEC, PRI and MTA by selected participants----- (11.30 AM to 12.45 PM)
- ❖ Understanding the task of workshop by scooping exercise ----- (12.45 PM to 1.45 PM)

Lunch Break -----1.45 Pm to 2.30 PM

Session II

- ❖ Small groups formation and group discussion on issues like:
 - i) Existing process of capacity building of Community level institutions (CLIs), with special reference to million plus cities.
 - ii) Weakness in the existing approach of Capacity building process and modules with special reference to million plus cities (2.30 PM to 3.30 PM)

Tea Break ----- 3.30 PM to 3.45 PM

- ❖ Group discussion to continue on issues like:
 - i) Development of better strategies of capacity building of CLIs with special reference to million plus cities
 - (ii) possibilities of preparing common training modules / References Materials. (3.45 PM to 5.00 PM)

Day II (30.10.09)

Session I

- ❖ Preparation of draft training module / reference material for capacity building of VEC, PRI members and MTA with special reference to million plus cities ----- **9.30 AM to 11.30 AM**

Tea Break ----- 11.30 AM to 11.45 AM.

- ❖ Discussion on draft training module / reference materials prepared by Group I and II by all participants to develop a final training module / reference material -----**11.45 AM to 1.30 PM**

Lunch break ----- 1.30 PM to 2.30 PM

Session II

- ❖ Discussion on draft training module / reference materials prepared by Group III and IV in presence of all participants to develop a final training module / reference material -----**2.00 PM to 3.30 PM.**
- ❖ Preparation of road map for 2010 by the participants for their own State / UT.

Tea Break ----- 3.30 PM to 3.45 PM

- ❖ Submission of final training modules / reference materials
- ❖ Valedictory Ceremony -----**3.45 PM to 4.30 PM**

Annexure III

Detailed Views of Participants During Scooping Exercise on Understanding the Task of Workshop.

Question 1: What are the tasks for which the workshop has been convened?

Answers:

1. Developing effective training methodologies for community members.
2. Sharing of successful modules developed for capacity building of community level institutions.
3. To develop common understanding among various states for effective community mobilization by sharing of experience.

Question 2: Who are to do the proposed tasks?

Answers:

1. SCMC (State Community Mobilization Coordinator) will do the tasks under supervision of State Project Directors, experts, SRGs.
2. SCMC will train DCMC and DCMC to BRCC → CRCC → (MTA/VEC/ Other bodies) in cascade mode.
3. At this workshop, SCMCs are to do the tasks under supervision of the Resource Person.

Question 3: Why SCMCs are to do the tasks?

Answers: Because--

1. SCMC has the knowledge about local specific situation
2. SCMC has the responsibility to carry out the capacity building activities at the State / UT level.
3. SCMC can act as State Level Resource Person (SLRP).

Question 4: Why are the tasks to be carried out for community level institutions (CLIs)?

Answer: Because--

1. There is a need for streamlining the process of community mobilization.
2. All aspects of SSA are related to community mobilization
3. CLIs are to be made more effective in executing the processes initiated under SSA.
4. CLIs are to be made more accountable.
5. There exist gaps in training modules of different States and UTs.
6. There is a need to use simplified language in training modules and reference manuals.
7. There is a need to create awareness and importance of education among community.

8. To develop clear and comprehensive guidelines
9. There is a need to sustain the processes initiated under SSA.
10. To create sense of belongingness among CLIs towards schools.
11. Community contributions can be raised.
12. Dedication of CLIs to their own responsibility can be increased.
13. There is a requirement to make the grassroots transactions more transparent.

Question 5: What the SCMCs are to do relating to the tasks of the workshop?

Answers:

1. Develop training modules.
2. Plan a road map for 2010-11.
3. Prepare reference manuals.
4. Examine the existing modules.
5. Stock taking of training modules (whether the module is available or not).
6. Introspect your own module.
7. Examine the contents.
8. Identify the weaknesses in training modules and reference manuals.
9. Assess the cost effectiveness of training module.
10. Make the module need based.
11. Identify the hurdles faced by CLIs while using the reference manual.

Annexure IV

Identification of strengths and weaknesses in training modules and reference manuals meant for CLIs

1. VEC Training Guidelines of Arunachal Pradesh

Strengths	Weaknesses
<ol style="list-style-type: none">1. Goals and major interventions of SSA.2. Need of VEC and its structure.3. Issues of ensure VEC's participation4. Guidelines for maintaining cash book and VEC register.5. Feedback format on VEC training6. Motivating songs.	<ol style="list-style-type: none">1. Habitation planning, community monitoring, MDM supervision are not mentioned.2. Responsibility mentioned but how to execute not mentioned:<ol style="list-style-type: none">(a) Enrollment of OOSC.(b) Retention of children.(c) Utilization of all grants.(d) Construction works.(e) Beautification of school campus.(f) Health and sanitation.

2. VEC Guidelines of Himachal Pradesh

Strengths	Weaknesses
<ol style="list-style-type: none">1. Objective of SSA.2. Structure of VEC.3. Role and responsibilities of VEC.4. Details of release of funds for different types of civil works.5. Procedure of recording physical and financial progress and receipt and expenditure in civil works.6. Formats for work completion certificate and utilization certificate.7. Drawing of civil works.8. Details of school Development plan describing its content.	<ol style="list-style-type: none">1. Community monitoring, MDM supervision, health, sanitation and hygiene, school beautification measures are not mentioned.2. Guidelines of school grant, teacher grant, maintenance grant and TLE grant are not given.3. Guidelines for maintaining cash book and VEC register, stock and assets register are not given.4. Feedback formats and guidelines relating to VEC trainings are not given.

3. VEC Manual for Himachal Pradesh

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Major points of civil works such as (a) site selection, (b) purchase of construction materials, (c) Construction supervision and completion of work discussed. 2. Discussed on opening and operation of bank account, maintenance of stock register, bills and vouchers. 3. Power and function of VEC have been narrated. 	<ol style="list-style-type: none"> 1. Not discussed on habitation based planning and community monitoring strategies. 2. Not discussed on procedure of cash book maintenance. <ol style="list-style-type: none"> (a) Maintenance of transparency. (b) MDM supervision and toilet use. (c) How to convene meetings and maintain VEC register. (d) School health checkup. 3. Responsibility given but how to execute it not mentioned: <ol style="list-style-type: none"> (a) Popularize message of SSA among community. (b) Ensure community participation, ownership & belongingness. (c) Organize enrollment & retention drives.

4. Reference Manual of VEC of Orissa

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Broad objectives of SSA. 2. Rules for forming VEC and its roles and responsibilities. 3. Facilities expected to be available in a good school. 4. Special facilities for SC/ST, Girl and CWSN children. 5. Resource identification and utilization (human, fund, material) 6. What is quality education and how to achieve it. 7. Construction works and role of VEC in it. Responsibility in keeping records of materials and expenditure up to date. Guidelines of doing civil works. 8. Keeping a visit register for remarks of supervisory staff on progress of civil works and guidelines for such supervision. 9. Guidelines to maintain cash book and UC formats as well as payment receipts. Stock & Asset registers, Master roll. 10. Guidelines for use of school grant, teacher grant, maintenance grant, TLE grant. 11. Transparency measures. 12. Gradation of school format. 	<ol style="list-style-type: none"> 1. No mention about habitation planning and community monitoring and how to do these. 2. No mention about VEC's role and responsibility on health, hygiene and sanitation of children and school and how to achieve it. 3. Responsibility mentioned but how to execute it not mentioned: <ol style="list-style-type: none"> (a) Enrollment of out of school children. (b) Regular attendance of children. (c) Mainstreaming of dropouts. (d) Proper utilization of MDM. (e) Collection of fund. (f) Guidelines for maintaining VEC register.

5. Guidelines-cum-Module for 01 day Exposure to VEC for Empowerment and Participation in Bihar

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Details about the guidelines. 2. Does it occur in our schools? 37 items for awareness of VEC for self-introspection. 3. 18 points for discussion in monthly meeting of VEC. 	<ol style="list-style-type: none"> 1. No mention about habitation planning cash book maintenance and community monitoring of SSA activities. 2. Responsibility mentioned but how to execute it not mentioned: <ol style="list-style-type: none"> (a) Maintenance of VEC registers. (b) Enrollment of OOSC. (c) Utilization of all grants.

6. Training Manual for MTA of Himachal Pradesh

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Purpose of the training manual. 2. Song of 'Maa'. 3. MTA and its roles and responsibilities in details. 4. Guidelines on convening MTA meeting. 5. Activities for MTA in detail or what MTA can do for children and school. 6. Knowledge for mothers on why and what are different kinds of CWSN and role of mothers for them (in details on what they are to do). 7. Health education & cleanliness for mothers in details. Home based treatment of some common diseases. 	<ol style="list-style-type: none"> 1. No mention about how to maintain the MTA register and how to monitor the learning achievement of children.

7. Training Manual for PRI members of Orissa

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Importance of education and its importance in life. 2. Procedure to analyze the education related situation and issues. 3. Universalization of elementary education and role of PRI members and how can it be achieved. How UEE can enhance the image and popularity of PRI members. 4. What changes are been made by SSA in school and how SSA is helping to achieve UEE. Does PRI has a role in it? If yes, how. 5. What are the important things whose presence would make a school to be called as an ideal school? How to achieve these and what PRI can do? 6. Role of PRI to achieve UEE. 	<ol style="list-style-type: none"> 1. No mention about how PRI can improve the school environment and can contribute in providing some facilities for the schools.

8. VEC Capacity Building Training Module of Jharkhand

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. 05 days training. 2. Purpose and work plan details of training given for 5 days. 3. Example of Habitation map. 4. Example of what to write in VEC register. 5. Roles of VEC, teacher, HM. 6. Grading indicators for VEC, school, teacher and student. 7. What is VEC and how to maintain it. 8. Cash book maintenance. 9. UC format. 10. VEC formation. 11. PEC formation at panchayat level. 12. School/ classroom supervision format. 13. VEC grading format 14. Village Education plan format. 	<ol style="list-style-type: none"> 1. Not discussed about community monitoring strategy. 2. No mention about VEC's role relating to maintenance of health, hygiene and sanitation of children. 3. Feedback format is not given.

9. VEC Guidelines of Jharkhand

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Need for community participation and empowerment. 2. Formation of VEC and its structure 3. Tenure and working procedure of VEC in details. 4. Roles and responsibilities of VEC 5. Example of annual work Plan of VEC (Month wise). 6. Details of work plan (activity wise) 7. Procedure of description of VEC meeting in VEC registers. 8. Some slogans. 	<ol style="list-style-type: none"> 1. Guidelines on utilization of school grant, maintenance grant and TLM grant are not given. 2. Formats for classroom supervision, UC and grading of VEC are not given. 3. Not discussed about community monitoring strategies.

Annexure V

Contents of Reference Manual for VEC/ SDMC/ SMC.

Part I: SSA background

1. Objectives and major interventions of SSA, NPEGEL, KGBV, MDM and RTE
2. Facilities expected to be available in a good school.
3. Special facilities available under SSA for SC / ST boys, girls, CWSN, children of migrating parents, minority children and the urban deprived children.
4. Special facilities under SSA to address dropout, never enrolled and teacher /student absenteeism cases.

Part II: Need, structure, roles, responsibilities, functions and power of VEC

1. Need of VEC.
2. Formation of VEC and its structure.
3. Roles and responsibilities of VEC.
4. Power and functions of VEC.
 - (a) Administrative
 - (b) Educational
 - (c) Financial

Part III: Functioning of VEC

1. Rules regarding conducting VEC meeting.
2. Procedure of convening VEC meeting (with examples).
3. Examples of how to write the discussions and resolutions of VEC in VEC register.
4. Procedure of opening and operation of bank account.
5. Guidelines to maintain cash book, stock and asset register, bills, MDM register, vouchers, UCs a payment and receipts (with examples).
6. Points for discussion in monthly meeting of VEC.

Part IV: Prescribed activities of VEC relating to SSA, MDM, NPEGEL and KGBV

1. Keeping all types of guidelines, instructions and formats in one cover file.
2. Utilization of all types of grants as per guidelines.
3. Accounts keeping and UC submission.

4. Construction of civil works and repair / maintenance of existing infrastructure.
5. Resource identification and utilization for school, teachers and children.
6. Transparency maintenance.
7. Preparing habitation plan with habitation map.
8. Keeping visit register for remarks of supervisory staff.
9. Taking steps for convergence with other agencies / govt. departments.
10. Raising community contributions.
11. Monitoring of receipt, storage and utilization of MDM food grains.
12. Updating VER.
13. Monitoring of academic and non-academic progress.

Part V: Formats relating to

1. Maintaining receipt and expenditure.
2. Utilization Certificate.
3. Classroom teaching supervision.
4. School environment and facilities supervision.
5. Examine the health, hygiene and sanitation habits of children.
6. Maintaining the MDM receipt and utilization.
7. Recording the civil works' physical progress.
8. Grading of school, VEC, MTA and teacher.
9. Grading of students relating to attendance, learning achievement, and non-academic activities.

Part VI: Miscellaneous information

1. Drawing of civil works.
2. Major points of civil works such as (a) site selection, (b) purchase of construction materials, (c) supervision of construction and (d) completion of work.
3. Information regarding consequence if :-
 - (a) A child is not enrolled / educated.
 - (b) A child does not regularly attend school.
 - (c) A child does not appear in examinations.
 - (d) A child does not take MDM.
 - (e) A child does not score good result.
 - (f) A child is not monitored by parents.
4. Motivational songs relating to promotion of Education for All.

5. Motivational slogans relating to promotion of Education for All.
6. Items for VEC to self-introspect.

Part VII: Success stories relating to -

1. Innovative activities of VEC.
2. Community contributions raised by VEC.
3. School campus improvement by VEC.
4. Regular monitoring and supervision by VEC.
5. Streamlining of MDM activity.
6. Effort to create harmony among various social groups and on inclusive environment.
7. Picture stories.

Annexure VI

Contents of Training Module for VEC

Day 1:

Session I: Inauguration

1. From community participation to community ownership – A shift in strategy to involve community under SSA and RTE.
2. VEC- platform for community ownership under SSA and RTE.
3. Need for capacity building of VEC.
4. Self introduction of participants.

[TEA BREAK]

Session II:

1. Sharing of success achieved so far in utilizing the existing training module for VEC.
2. Motivational song- Hum honge kamyab.
3. Understanding the tasks of training meant for VEC members by application of scooping exercise.

[LUNCH BREAK]

Session III:

1. Warm up activity: Knowing each other by giving identification (name, status, state) of co-participant.
2. Presentations (Power point / drawing sheet) on SSA background relating to –
 - (a) Objectives and major interventions of SSA, NPEGEL, KGBV, MDM & RTE.
 - (b) Facilities expected to be available in a good school as per SSA norms.

[TEA BREAK]

Session IV:

1. Mind relaxing game.
2. Presentations relating to special facilities available under SSA, NPEGEL, KGBV and RTE—
 - (a) For SC / ST boys, girls, CWSN, children of migrating parents, minority children, and the urban deprived children.
 - (b) To address dropout, never enrolled, student absenteeism, teacher absenteeism and low learning achievement.

Day 2:

Session I:

1. Small group formation, naming and tasks distribution

Group I: 1. Need, formation and structure of VEC.

2. Roles, responsibilities, power and functions of VEC.

Group II: 3. Rules, procedures, formats and guidelines for functioning of VEC.

Group III: 4. Prescribed activities of VEC relating to SSA, NPEGEL, KGBV and MDM.

Group IV: 5. Miscellaneous information.

6. Success stories.

[TEA BREAK]

Session II:

1. Warm up activity (each member of 01 group is to speak 02 positive qualities of another member for which he/ she likes him / her)
2. Group activity on assigned task. Each group is to prepare a report on each item of the task given. This is to done by group discussion method. 01 would be writer and all are to participate actively in discussion. R. P. is to facilitate.

[LUNCH BREAK]

Session III:

1. Warm up activity (each group is to give a motivational slogan relating to promotion of Education for All).
2. Group activity on assigned task to continue. Each group is to finalize the report by rediscussing Each member is to read a portion of report and other are to discuss and approve.

[TEA BREAK]

3. Presentation of report by Group I before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members of the group.

Day 3:

Session I:

1. Presentation of report by Group II before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members of the group.

[TEA BREAK]

Session II:

1. Warm up activity [each participant is to speak any 02 facilities provided under SSA, NPEGEL, KGBV and MDM that he / she likes the most]
2. Presentation of report by Group III before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members of the group.

[LUNCH BREAK]

Session III:

1. Presentation of report by Group IV before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members of the group.

[TEA BREAK]

Session IV:

1. Feed back data collection on efficacy of training programme.
2. Collection of all final reports prepared by 04 groups.
3. Valedictory Ceremony.

Annexure VII

Contents of Reference Manual and Training Module for MTA

A. Reference Manual:

Part I: SSA background

1. Objectives and major interventions of SSA, NPEGEL, KGBV, MDM and RTE
2. Facilities expected to be available in a good school.
3. Special facilities available under SSA for SC / ST boys, girls, CWSN, children of migrating parents, minority children and the urban deprived children.
4. Special facilities under SSA to address dropouts, never enrolled and teacher and student absenteeism cases.

Part II: Need, structure, roles, responsibilities, functions and power of VEC

1. Need of MTA.
2. Formation of MTA and its structure.
3. Roles and responsibilities of MTA.
4. Power and functions of MTA.
 - (a) Administrative
 - (b) Educational
 - (c) Financial

Part III: Functioning of MTA

1. Rules regarding conducting MTA meeting.
2. Procedure of convening MTA meeting (with examples).
3. Examples of how to write the discussions and resolutions of MTA in MTA register.
4. Points for discussion in MTA meetings.

Part IV: Prescribed activities of MTA relating to SSA, NPEGEL, KGBV and MDM

1. Keeping all types of guidelines, instructions and formats in 01 cover file.
2. Resource identification and utilization for school, teachers and children.
3. Participation in making habitation plan.
4. Corporation to be extended in enrollment of OOSC, in raising regular attendance of children, in taking classes in the absence of teachers, in supervision / management of MDM, and in monitoring the academic progress of children at home.
5. Supervision of health and hygiene of children and sanitation in school.

6. Discussing with girls to sort out gender specific problems / stresses.
7. Extension of vocational as well as life skill education to girls as well as the CWSN.
8. Extend extra / co- curricular activities among children using mother tongue of children.
9. Cooperation in beautification of school campus, organization of school functions, raising community contribution, preparing TLMs, and telling moral stories to children.
10. Participation in academic and non-academic monitoring of progress of children.

Part V: Formats relating to –

1. Resource identification and utilization for teachers, students and schools.
2. Making Annual Activity Plan.
3. Supervision of health and hygiene of children, toilet habits of children and sanitation in school.
4. Observation of cleanliness of school campus, classrooms and kitchen.
5. Observation of safe storage of food grains, cooked food items and safety of kitchen against fire and rainfall.
6. Acquisition of vocational and life skill knowledge by children.
7. Participation of children in extra / co-curricular activities such as games, sports, debate, poem / story / essay / project report writing, drawing, painting, judo, karate, cooking, stitching etc.
8. Grading of MTA.
9. Grading of students.

Part VI: Miscellaneous information and success stories

1. Information regarding consequences if –
 - (a) A girl child is not enrolled / educated.
 - (b) A girl child does not regularly attend school.
 - (c) A girl child does not appear examinations.
 - (d) A girl child does not take MDM.
 - (e) A girl child does not score good result.
 - (f) A girl child is not monitored by parents.
 - (g) A girl child does not receive vocational and life skill education.
 - (h) A girl child does not maintain her own hygiene and cleanliness.
 - (i) The MTA does not supervise MDM.
 - (j) The MTA does not supervise cleanliness of toilet, kitchen, store house, classroom and school campus.
2. Success stories of exemplary MTAs with photographs.

B. Training Module:

Day 1:

Session I: Inauguration

1. From community participation to community ownership – a shift in strategy to involve community under SSA and RTE.
2. MTA—A platform for community ownership under SSA and RTE.
3. Need and scope for capacity building of MTA.
4. Self introduction of participants.

[TEA BREAK]

Session II:

1. Sharing of success achieved so far in utilizing the existing training module for MTA.
2. Motivational song- Hum honge kamyab.
3. Understanding the tasks of training meant for MTA members by application of scooping exercise.

[LUNCH BREAK]

Session III:

1. Warm up activity: Knowing each other by giving identification (name, status, state) of co-participant.
2. Presentations (Power point / drawing sheet) on SSA background relating to –
 - (a) Objectives and major interventions of SSA, NPEGEL, KGBV, MDM & RTE.
 - (b) Facilities expected to be available in a good school as per SSA norms.

[TEA BREAK]

Session IV:

5. Mind relaxing game.
6. Presentations relating to special facilities under SSA, NPEGEL, KGBV and RTE—
 - (a) For SC / ST boys, girls, CWSN, children of migrating parents, minority children, and the urban deprived children.
 - (b) To address dropout, never enroll, student absentism, teacher absentism and low learning achievement.

Day 2:

Session I:

1. Small group formation, naming and tasking distribution.
- Group I – 1. Need, formation, structure, roles, responsibilities, power and functions of MTA
- Group II-- 2. Rules, procedures, formats and guidelines for functioning of MTA.
3. Prescribed activities of MTA relating to SSA, NPEGEL, KGBV and MDM.
- Group III-- 4. Miscellaneous information.
5. Success stories.

[TEA BREAK]

Session II:

3. Warm up activity (each member of 01 group is to speak 02 positive qualities of another member for which he she likes him / her)
4. Group activity on assigned task. Each group is to prepare a report on each item of the task given. This is to be done by group discussion method. 01 would be writer and all are to participate actively in discussion. R. P. is to facilitate.

[LUNCH BREAK]

Session III:

1. Warm up activity (each group is to give a motivational slogan relating to promotion of Education for All).
2. Group activity on assigned task to continue. Each group is to finalize the report by rediscussing Each member is to read a portion of report and other are to discuss and approve.
3. Presentation of report by Group I before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members.

[TEA BREAK]

Session IV:

1. Presentation of report by Group II before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members.
2. Presentation of report by Group III before all participants who are to discuss, modify if required and give final shape to the report. Report be presented partly by different members.
3. Feed back data collection on efficacy of training programme.
4. Collection of all final reports prepared by 03 groups.
5. Valedictory ceremony.