



## **NATIONAL REVIEW MEETING CUM WORKSHOP OF STATE GENDER COORDINATORS**

**18<sup>th</sup> - 19<sup>th</sup> November, 2008**

**Venue: At Bhubneshwar, Odisha**

**Department of School Education & Literacy  
Ministry of Human Resource Development  
Government of India**

**Gender Unit  
Technical Support Group (TSG),  
Sarva Shiksha Abhiyan (SSA),  
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**AGENDA OF QUARTERLY REVIEW MEETING OF GENER  
COORDINATORS AT BHUBANESHWAR, ORISSA**

<b>18<sup>th</sup> November, 2008</b>	<b>9:00 am – 6:00 pm</b>
Registration	9:00 am – 9:30 am
<p><b><i>Inaugural Session:</i></b></p> <ul style="list-style-type: none"> <li>• Welcome Address by Hosting State.( 10Min)</li> <li>• Introduction to the Workshop (20 Min) – Ms. Sarita Mittal, Director, MHRD</li> <li>• Overview on Goal II Gender Aspectes-Ms.Kiran Dogra (25 Min)</li> <li>• Overview of progress and preparedness for Education of Girls in Orissa through SSA (20 Min)</li> </ul>	9:30 am – 10:45 am
<b>TEA BREAK</b>	<b>10:45 a.m. -11:00 a.m.</b>
<p><b>Session –II : <i>Presentation on NPEGEL Himachal Pradesh and Maharashtra</i></b> <b>(20 min each)</b></p>	11:00 am -11:40 am
<p><b>Group Work on NPEGEL:</b></p> <ul style="list-style-type: none"> <li>• Specific strategies adopted for target groups in the blocks with defined and measurable outcomes</li> <li>• Bridging social category gaps targeting SC blocks</li> <li>• Bridging social category gaps targeting ST blocks</li> <li>• Bridging social category gaps targeting Muslim Blocks</li> </ul>	11:40 am – 12:30 pm
<p><b>Session III: <i>NPEGEL</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>State wise progress review on NPEGEL</i></b></li> <li>• Discussion on the finding</li> </ul>	12:30 pm – 1:30 pm
<b>LUNCH</b>	<b>1:30 pm – 2:00 pm</b>

<p><b>Session –IV: Review of Progress against Goal II Bridging gender and Social category gap</b></p> <ul style="list-style-type: none"> <li>• Review: Status of KGBV, Operationalisation, Category wise enrolment, Civil Works, teacher training of warden and teachers etc up to 31<sup>st</sup> Oct, 2008</li> <li>• Preparation for effective learning process in KGBVs – Sh. Binay Pattanayak (45 min+15 min discussion)</li> <li>• To discuss opening of “only girls school” at state level</li> <li>• <b><i>Girls Education under Innovation:</i></b> Promoting Girl’s Education through innovation Presentation Jharkhand State</li> </ul>	<p><b>2:00 pm – 4:00 pm</b></p>
<p><b>TEA BREAK</b></p>	<p><b>4:00 pm – 4:15 pm</b></p>
<p><b>Session V: Case Studies/ Good practices</b> Presentation on Good Practices by the States:</p> <ul style="list-style-type: none"> <li>• Presentation on teacher training for KGBV teachers Andhra Pradesh(20)</li> <li>• Monitoring mechanism for KGBVs- Gujarat(20Min)</li> <li>• Comments by the Participants 20 Min</li> </ul>	<p>4:15 p.m. – 5:30 p.m.</p>
<p>Wrap-up and Group Division for field Visit</p>	<p>5:30 p. m. – 6:00 p. m.</p>
<p><b>19<sup>th</sup> November, 2008</b></p>	<p><b>7:30 a.m. – 5:00 p.m.</b></p>
<p>Field Visit – KGBV, NPEGEL, Community Mobilisation etc. [In three groups]</p>	<p>7:30 a.m. – 2:00 p.m.</p>
<p><b>LUNCH</b></p>	<p><b>2:00 p.m. – 2:30 p.m.</b></p>
<p>Bridging gender and social category gaps Discussion on Further Planning for next quarter</p>	<p>2:30 p.m. – 3:30 p.m.</p>
<p>Field Visit Report/Presentation by Group</p>	<p>3:30 p.m. 4:30 p.m.</p>
<p>Wrap up +Tea</p>	<p>4:30p.m. – 5:00pm</p>

**PROCEEDINGS OF THE NATIONAL LEVEL QUARTERLY WORKSHOP AND  
REVIEW MEETING OF THE STATE GENDER COORDINATORS HELD ON  
18 -19 November, 2008 AT BHUBANESWAR**

**BACKGROUND**

A review meeting of Gender Coordinators was organised in Orissa from 18-20 November at The New Marrison Hotel in Bhubaneshwar. The aim of the meeting was to review the progress of girls' education under Sarva Shiksha Abhiyan, National programme for Education of Girls' at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV); facilitate planning and implementation of the programmes for girls; and cross sharing of experiences. The aim was also to highlight best practices of various states so that other states are able to learn from them. A field visit to nearby schools was also organised to help understand the reality on ground.

**INTRODUCTION**

The review meeting of State Gender Coordinators began with the welcome address of Mr. Surya Narayan Mishra, Deputy Director, Girls Education, OPEPA, Orissa. At the outset Mr. Mishra introduced the participants and also narrated in brief about the objectives of the meeting.

Ms. Saritta Mittal, Director, MHRD highlighted some of the key aspects of NPEGEL and KGBV programme. She focussed on the major achievements of the KGBV and NPEGEL Schemes. She also stated that the aim of the workshop was to review the progress of the states with reference to the above programmes and a field visit in order to understand how Orissa was faring in the programme. Mr. Arun Sharma, Undersecretary, MHRD also welcomed the participants.

The State Project Director, Orissa Mr. Nikunja Dhal, State Project Director Kerala, Mr. B. Vijay Kumar and Director, IGNOU Mr. Jena arrived at the meeting in the second half to participate in the discussions on NPEGEL AND KGBV.

## **DISCUSSION: DAY – I**

### **SESSION - I**

#### **Presentation - Overview on Girls Education**

Ms. Kiran Dogra, Consultant, Ed.CIL presented an overview of the status of girls' education in India, particularly with reference to KGBV and NPEGEL. She talked about the declining trend in Gender Gap in enrolment. At the primary level, the gender gap has reduced from 5.5% (2002-03) to 3.9% (2006-07) whereas in the upper primary level, it has reduced from 10.7% (2002-03) to 6.9% (2006-07). She also pointed out the eleven state with the gender gap greater than 10 P.P at the primary level and states having a gender gap greater than 20 P.P at upper primary level. She also mentioned about the out of school children's number which was 326 lakh in 2001 as opposed to 45 lakh in 2007. 7.9% Girls were out of school in 2005 as opposed to 3.7% in 2007; among the Scheduled Caste 8.1% were out of school in 2005 as opposed to 2.3% in 2007; among the Scheduled Tribes the out of school children amount to 9.5% in 2005 as opposed to 2.5% in 2007 and among the Muslim out of school children amount to 9.9% in 2005 as opposed to 3.4% in 2006-07. The reasons for poor participation of girls in elementary education and provisions for the bridging of gender gap were highlighted.

The scheme of NPEGEL was discussed in detail. It was specified that at the time of making the 2009-10 plans, each state should provide a block specific plan for NPEGEL. The overall vision for gender parity should inform the perspective for such plans. While planning for NPEGEL, it should fill in the gaps left after SSA Plan for girls have been utilized and NPEGEL resources should act as an additionality to achieve the following:

- Increase in girls share at upper primary level
- Reduction of out of school girls
- Improvement in retention of girls at elementary level
- Improvement in learning levels

Keeping in mind the revised guidelines of NPEGEL, the plan should be sufficiently detailed with necessary data, analysis, strategies and activities, separately for in school and out of

school girls.

The presentation ended with the expectations of the programme which included:

- Targeting focus group only
- Complete enrolment of KGBVs
- Adequate deployment of resources
- Close interaction with community
- Special emphases on marginalize section among the Scheduled Caste, Scheduled Tribes and Muslim
- Monitoring and block specific strategies for in and out of school girls with measurable outcomes

### **Highlights of the Presentation:**

- Goals of SSA with reference to girls education
- Defined gender gap and presented the trends of gender gap in enrolment at primary and upper primary level from 2003 to 2007
- Analysed the status of out of school children with focus on girls, SC,ST and Muslims
- Discussed different problems of poor participation of girls in elementary education
- Provisions under NPEGEL and KGBV programme to promote girls education
- Highlighted major concerns of KGBV and NPEGEL, including lower participation of muslim girls, selection of teachers for KGBVs, lack of academic competencies in different subjects, causes of dropout, lack of additional TLM, lack of community support.
- Presented some planning issues and expectations of the programme.

### **Interaction with participants**

During the interaction session the participants asked questions and sought clarification on some of the issues regarding the implementation of KGBV and NPEGEL scheme .Major points of the discussion led to the following conclusions:

- Clear guidelines for appointment of teachers in KGBVs need to be made

- Salary heads not fully utilised due to low wages given to teachers which compromises quality
- Participants raised that the maintenance cost of Rs. 750/- per child per month is not sufficient to manage the food cost of the hostel.
- Though the learning achievement of some KGBV students are not at par with the students of general schools, still there are some students whose performance is outstanding in different district and state level competitions.
- Participants requested that Meena materials and books be provided to all KGBVs by UNICEF.
- Community mobilization is one of the important factors to bring girls back to school. But funds allocated under NPEGEL are not sufficient for activities under community mobilization.

## **SESSION -II**

### **State Presentations**

Three States, viz. Himachal Pradesh, Maharashtra and Orissa made a detailed presentation of their activities under NPEGEL and KGBV.

### **Himachal Pradesh:**

Ms. Manjula Sharma, Gender Coordinator, Himachal Pradesh said that all planning, implementation, monitoring and evaluation processes have an inbuilt gender focus, the district specific and state mid plan include specific interpenetrations for girls. She highlighted the major activities undertaken under SSA and also specific interventions under NPEGEL. She mentioned the number of girls are benefiting under the NPEGEL Scheme as 43448 and the specific activities undertaken. She said that even though Himachal Pradesh is not a UNICEF adopted State; even then Meena Initiative has been introduced in the state in a big way. Exposure visits have been exposed in various life skills education, remedial teaching has also been organised for those who need it. Manjula talked about "Shakti", a special initiative with a focus on mother and girl child which has resulted in constitution of active women groups at school and village level. She ended with the dream that the "Sky is the limit" but to reach that for the girl child, we still have "miles to go".



### **Highlights of the Presentation:**

- In Himachal Pradesh there are three blocks covered under NPEGEL programme. The State Gender Coordinator and District Gender Coordinator monitor the implementation of KGBV and NPEGEL programme. But at block and cluster level the BRCCs/CRCCs monitor and manage the programme.
- Remedial teaching programmes are planned in some blocks. Main subjects chosen for remedial teaching are language, science and mathematics. Local youths and retired teachers are engaged for teaching purposes. The retired teachers provide free service for the education of their children without any honorarium.
- The state provides educational kit for poor children (class VI to VII) This incentive enhances the attendance of those children from 60 % to 90%.
- Meena Munch is formed in every school. Self Defence classes are organised for meena munch members in convergence with police departments. Exposure programme organised through meena mela at cluster levels.
- Computer Aided learning programme has been implemented by the State Government. But community has accepted the responsibility of bearing the honorarium cost of instructors.
- The State Government has signed a MOU with two centres viz, Art of Living and Pattanjali to teach Yoga to school children.
- To provide first aid training to the children health camps are organised at block and district level by medical officers.
- Shakti group formed in every school to empower the MTA members of the school. The group consists of some MTA members and Zilla Parishad members. The group is organising different functions and educational awareness programmes at school level successfully without any support from SSA.

### **Maharashtra:**

Ms. Mrinalini Nimbalkar, Project Coordinator, Gender highlighted achievement under the NPEGEL scheme. 21759 girls, 545 parents and other people were involved in the programme upto September, 2008. In 2005-06, the enrollment was 4, 78,022 whereas the enrollment has increased to 9, 53,197 in 2008-09. The out of school girls has decreased from 54855 (04-05) to 523 (08-09). The transition rate of girls from Primary to

Upper Primary Schools was 98.36%. Meena Initiatives have been started in the State and there are 2, 54,542 Meena members involved in various activities. Vocational training for girls are organized and extra hours are put in for girls who are slow learners. Girls have been given bicycles in the NPEGEL blocks and trainings from martial arts have been arranged for them.

### **Highlights of the Presentation:**

- Focus has been given to Vocational training programmes based on the availability of local specific resources/ materials.
- Remedial teaching programme is organised for low achievers based on the performance of the students in class tests. The duration of the programme is three months. It is organised after school hours. Focus has been given to language subjects at primary stage and Science subject at upper primary stage.
- Karate training provided to the girls of KGBVs for self defence purposes.

### **Orissa:**

Orissa presented their achievements under the Orissa Primary Education Programme Authority. Mr. Surya Mishra emphasised the fact that percentage of out of school girls had dropped from 5.02% (05-06) to 2.64% (07-08). The drop out rate of girls had also decreased from 28.96% (05-06) to 13.49% (07-08). He stated the issues related to girls' education in Orissa, the causes for it and the remedial measures taken to solve issues. He stated that there were 157 KGBVs sanctioned in order to help older girls get back to school. There was a strong NPEGEL programme running in the state and 3137 ECCE centres were functioning in Orissa by covering 71709 numbers of children.

## **Session - III**

### **Group Activities**

The Gender Coordinators, from various states presented an update and progress (Annexure Attached) of the status of KGBV and NPEGEL Programmes running in their respective states. After this the participants were divided into three groups and asked to work on three issues, Enrolment, Retention and Quality Education with reference to:

- Block specific problem

- Strategies to tackle the problem,
- Implementation plan
- Capacity building of functionaries
- Monitoring strategies
- Clarification required from central Govt.

**The aim for the group activity was to encourage participants to share views and understanding on NPEGEL with each other so that they are able to learn from the other states' experiences, to come out with certain limitations of the programme and future plans that can be implemented.**

**The presentations of three groups were as follows:**

Group I was required to work on **Enrolment** with measurable outcome as NER, GER, and Transition rate. Group 2 was required to work on **Retention** with special focus on drop out rate, and Group 3 was to look into **Learning outcomes** and **Quality issues**.

**The points to be discussed in all three groups were:**

1. Block Specific problems – SC,ST, Muslim, Minority, migrated groups, other specific social category groups , Sex ratio, Urban deprived girls,
2. Strategies to tackle block specific problems and sustainable policies to strengthen the system
3. Implementation plan, convergence with other departments
4. Capacity building of functionaries
5. Monitoring strategies and follow up
6. Policy issues required clarification from central level.

### **GROUP I – ENROLLMENT**

**The presentation of Group I was made by Mr. Ramesh Hakim, State Gender Coordinator, Jammu and Kashmir**

**Problems:**

- Poverty and lack of interest
- Large families and Sibling Responsibilities
- Teacher absenteeism (Bihar)
- Engagement of girls in domestic works (Assam)
- Naxalite problem (Chhattisgarh)
- Early marriage and first generation learner (Jammu and Kashmir)
- Dissatisfaction with the Schooling System
- Certain communities like the *Pahariya* community who are not included within the system and hence their children are not able to access school. Similarly it is true for working children in urban communities

**Strategies:**

- Data analysed to understand the reasons for drop out of girls and action research to be conducted at the district level
- Involvement of the community to bring more and more girls to school and to help retain the girls that are already in school
- Involvement and Capacity building of functionaries – VECs/Teachers/PRI members, MTAs, SSA functionaries
- Every state has a free hand in modifying structures of monitoring. Therefore specific monitoring plans need to be made with respect to the ground situation. Moreover there are issues that need to be followed up. Detailed follow up programmes must be conceived and implemented.

**Group II - Retention**

**The presentation of Group I was made by Ms. Anupa Tirkey, Assistant Gender Coordinator, Jharkhand**

**Problem:**

- Language problem
- Trafficking
- Migration
- Lack of environment

- Child Marriage
- Teachers Attitude
- Naxalite issues

**Strategies:**

- Escort facilities
- Community mobilisation
- Special Monitoring committee to be set up who will help in following up issues of retention
- Education Department needs to be made independent so that unnecessary transfers do not cause problems
- Residential camp/ Hostels need to be built where migration is common.
- Intermigration (Sender/Receiver) states need to get together to decide policies for migratory population.

**Group III – Learning Achievement**

**The presentation of Group III was made by Ms. Neelam Rai Singhaniya, State Gender Coordinator, Rajasthan**

**Issues:**

- Physical Infrastructure
- Need based Curriculum
- Capacity building of Teachers, administrators, politicians and community leaders

**Strategies:**

- Strengthening of infrastructure i.e. library, quality of teachers and their training
- Teaching Learning material to be made more gender friendly
- Giving incentives / rewards to students and teachers
- Student centric pedagogy
- Politicians awakened to the exigencies of quality education
- Students should rate the performance of the teachers
- Evaluation of over all performance of the students

## **Session - IV**

### **Challenges and Possibilities: Quality Improvement in Girl's Education**

Mr. Binay Pattanayak, Chief Consultant, Ed.CIL presented on the following aspects of quality education:

- Parameters of Quality Education
- Input, Process and output indicators of quality education
- Accountability to community
- Focus of 11<sup>th</sup> Plan on elementary education : enhanced quality outcomes, incentives at upper primary level, equity issues
- New norms of SSA – Subject specific teaching ( Mathematics and Science), Learning Enhancement Programme (LEP)
- Teacher training and academic support
- Performance tracking of teachers
- CAL for effective learning
- Assessment and Learning achievement
- Quality Monitoring
- Capacity building and academic support by NCERT, IGNOU, TSG
- Ensuring quality in classroom process
- Planning for quality for 2009-10

## **SESSION – V**

**A detailed discussion on the achievement of KGBV and NPEGEL were reviewed state wise and future plans discussed (Attached as Annexure).**

## **DAY - II**

### **FIELD VISIT:**

A field visit was organised for the group. The first school visited was Malawati Chowdhary MCS of Kurdha District named after the name of 1<sup>st</sup> Chief Minister's wife, Malawati Chowdhary.

While deliberating upon the activities carried out in the said MCS, the staff as well as the district authorities gave the following inputs to the visiting dignities:-

i)	Total No. of MCS under Kurdha District =	17
ii)	Total Enrolment =	388
iii)	Girls Enrolment =	190
iv)	Boys Enrolment =	198
v)	MCS having 7 classes from class 1 <sup>st</sup> to 7 <sup>th</sup>	
vi)	No. of slums =	05
vii)	No. of villages =	05
viii)	OOS Girls Identified(6-14yrs) =	24
ix)	Brought back to school =	14
	OOS Girl child =	10
	Reason for OOS = (Earning for their family)	

#### **Observations:**

- Rs 2 Lakhs has been sanctioned under NPEGEL for additional classroom, drinking water and toilet and Rs 30,000 for TLE.
- The enrolment of girls has increased to 190 from 90 after the implementation of the NPEGEL scheme
- Remedial teaching organized for slow learners
- MTA members were active and take part in all the School management activities.
- Household survey has been conducted in the nearby slum area with the help of VEC, MTA members
- The MTA members take active part in cooking the Mid Day Meal, providing escort facility & arranging school picnics. VEC provides vegetables so as to substantiate the nutritional value of the food.
- The VEC President take active part in teachers' punctuality & quality of education.
- Toilet facilities need be made functional.
- The library needs to be made functional for the girls under NPEGEL

The team visited **JANLA NODAL U. P. School (Class 1<sup>st</sup> to 7<sup>th</sup>) Block, Jatinae District, Kurdha.**

**Observation:**

- The School has been upgraded to upper Primary School.
- A science room and a TLM room have been establishing in the School.
- The community has donated Rs.92000 in the corpus of the school to undertake development work
- It was also observed that all the necessary notebooks, documents were maintained properly.
- Separate TLM room having subject – wise / topic – wise available material.
- Despite water scarcity in the area the drinking water facility is good having 2 water coolers donated by the people.
- There were two resource teachers available for differently abled students
- Within the school premises there is one BRC building having only one official for carrying out the various activities of SSA at block level.

**The other information acquired was:**

- Total enrolment of students = 460
- Total No. of girls = 235
- Total No. of boys = 225
- OOS child = None.

The participants shared their experiences from their field trip. The workshop concluded with Ms. Sarita Mittal, Director, MHRD thanking the participants for a fruitful meeting and the hosts for praiseworthy arrangement. She thanked the participants for sending structured data within the given time. She said that SSA has achieved a lot in the past few years that need to be documented and brought to the notice of the people. The best practices related to gender must therefore be acquired and send to the Technical Support Group, Gender so that the achievement of the SSA under the gender component becomes clear and can be used as examples for further reference.



**PROCEEDINGS OF THE NATIONAL LEVEL QUARTERLY WORKSHOP CUM REVIEW MEETING OF THE STATE GENDER COORDINATORS HELD ON 18 -19 NOVEMBER, 2008 AT BHUBANESWAR, ORISSA**

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