Implementation of General Education Quality Analysis/Diagnosis Framework (GEQAF) in India: Moving from Diagnosis to Implementation of Interventions (Phase-II) Madhya Pradesh

A REPORT

ACKNOWLEDGEMENTS

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ABBREVIATIONS

ABL	Activity Based Learning
ALM	Active Learning Methodology
AWP	Annual Work plan
BACs	Block Academic Coordinators
B.Ed.	Bachelor of Education
BRCs	Block Resource Centre
CACs	Cluster Academic Coordinators
CCE	Continuous and Comprehensive Evaluation
CIET	Central Institute of Educational Technology
CTE	College of Teacher Education
CWSN	Children With Special Need
D.El.Ed.	Diploma of Elementary Education
DIET	District Institute of Education and Training
DRG	District Resource Group
ECCE	Early Childhood Care and Education
EDUSAT	Educational Satellite
EFA	Education for All
GEQAF	General Education Quality Analysis Framework
GoI	Government of India
IASE	Institute of Advance Studies in Education
ICT	Information and Communication Technology
INFLIBINET	Information and Library Network
KGBV	Kasturba Gandhi Balika Vidyalaya
KRPs	Key Resource Persons
LEP	Learning Enhancement Programmes
MPBOSE	Madhya Pradesh Board of Secondary Education
M.Ed.	Masters of Education
MHRD	Ministry of Human Resource and Development
MRCs	Mobile Resource Coordinators
NAS	National Achievement Survey
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NGO	Non-Government Organisation
NITTTR	National Institute of Technical Teachers Training and Research
NUEPA	National University of Educational Planning and Administration
OER	Open Educational Resources
PGT	Post Graduate Teachers
PTR	Pupil Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyaan
RSK	Rajya Shiksha Kendra
RTE	Right To Education
SMC	School Management Committee
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyaan
TLM	Teaching Learning Material
UDISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	The United Nations Children's Fund

UNESCO-IBE	United Nations Educational, Scientific and Cultural Organisation-International Bureau of Education
WCD	Department of Women and Child Development
ZSK	Zila Shiksha Kendra

CHAPTER - 1
CONTEXT AND BACKGROUND

1.1 GEQAF: Theoretical Frame

The Education For All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults, and to provide quality education across the globe. Many organisations, be it governments and the private, are working together to reach the EFA goals. As per this goal, 164 governments pledged to achieve EFA in World Education Forum (Dakar, 2000). As a leading agency, UNESCO has been mandated to coordinate the international efforts to reach Education For All, to promote education as a fundamental human right; to improve the quality of education; to facilitate policy dialogue; and knowledge sharing and capacity building. It emphasized on the countries which are farthest from the EFA goals. For achieving the goals, major focus is on improving the quality of education through better policies for teachers, advocating for more investment in literacy and early childhood, and mobilizing more resources.

Both developed and developing countries are well aware of the quality crisis and its development consequences. Most of their educational reform programmes have education quality improvement and the enhancement of equity among key strategic objectives. Yet the relevant general education and effective learning at this level is tantamount to failure to realize the development impact of education and learning. Poor education quality stands in the way of inclusive and sustainable development at the individual, national and global level, for attaining virtually all MDGs and the six EFA goals.

UNESCO Member States have called on the Secretariat to redouble its technical support for to address the global challenge of equity of education quality and learning effectiveness. Hitherto, there is a lack of tools for systemic analysis and identification of critical constraints that prevent Member States from attaining and sustaining intended levels, equity of education quality and learning outcomes. In response, the UNESCO Secretariat, in collaboration with some Member States, has developed a General Education Quality/Diagnostic Framework (GEQAF) that seeks to enable Member States to analyse/diagnose and identify critical impediments that prevent their general education systems to equitably and sustainably provide high quality education and effective learning experiences to all learners. General education systems in most countries do not have a strong system-wide tradition of diagnosing/analysing, improving and assuring quality.

The diagnostics/analysis guided by GEQAF is meant to help Member States strengthen both the qualitative and quantitative knowledge base required to effectively guide the design and implementation of responsive, targeted and timely general education system quality improvement interventions. The GEQAF is also meant to strengthen Member States' capacities to regularize and institutionalize the analysis of the quality of their general education systems as well to sustainably monitor progress in improving their quality. It is NOT meant to support cross-country comparisons, but is rather meant to support the monitoring of country progress over time.

1.2 Development So far: A Peep into the Past

The key premise of GEQAF is that equitable delivery of good quality education and effective learning experiences require robust and well-functioning education systems. The objectives of GEQAF are:

- To enable Member States analyse/ diagnose and identify critical impediments that prevent their general education systems to equitably and sustainably provide high quality education
- To strengthen national capacity in assessing education systems based on local knowledge and expertise
- To establish a national and sub-national baseline on the quality of the general education system
- To develop common indicators emanating from the results of respective country reviews
- To help Member States raise key questions about their systems

To achieve the objectives of the framework three key steps were designed:

a) Initial piloting
b) Ongoing adoption and adaptation, and
c) Ongoing improvement of the Framework

GEQAF is purposefully designed as a self-assessment tool for countries to analyse constraints and strengths in their education system; to identify key priorities; and to design appropriate context responsive interventions. So far, 11 countries (Armenia, Botswana, Egypt, Gabon, India, Oman, Peru, Saudi Arabia, Seychelles, South Africa, and Swaziland) have used GEQAF to analyse the quality of their education system and prioritize areas for intervention.

Being the largest democracy and one of the biggest education system in the world, India is an essential part of the E-9 initiative. The group constitutes of highly populous (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) developing countries. Since India achieved its independence, all efforts are being made to spread quality education in our country. As a result of the efforts put together, expansion of education system in India has been achieved. Today, our country has 15,16,865 schools and 760 universities; 38,498 colleges and 12,276 standalone institutions that provide higher education to our youth. The school education system in our nation engages nearly 26,70,000 Primary, 25,60,000 Upper Primary, 13,47,000 Secondary and 19,85,000 Sr. Secondary teachers to educate about 2,54,54,000 children (Source: Educational Statistics at a Glance by MHRD, GoI 2016). Therefore, to study the issues we are facing and achieve quality education system in the nation, we have undertaken this project as one of the initiative.

1.3 Initiatives Taken In India

As a part of this initiative the UNESCO, Paris and MHRD, Govt. of India had entrusted the National Council of Educational Research and Training (NCERT) with the task of conducting a pilot study of General Education Quality Analysis/Diagnosis Framework (GEQAF), which could be used in India and other countries. Therefore, the NCERT had planned to conduct a pilot study of General Education Quality Analysis/Diagnosis Framework (GEQAF) in two states i.e., Madhya Pradesh and Meghalaya during the FY 2012-13. As a follow-up action, NCERT conducted a pilot study with the following objectives:

- To discuss and finalise (adapt/adopt) the use of GEQAF analytical tools in the Indian context
- To study the usefulness of analytical tools and their application in measuring the quality of education system in the states of Madhya Pradesh and Meghalaya
- To identify gaps and areas of concern for further improvement of GEQAF
- To share India's contribution to the development of a global analytical tool for the benefit of other countries which would later adapt/adopt the framework

For this, the proposed tools were adapted in the Indian context, which have been designed to assess the different quality components. Adaptation in terms of language, terminologies used, inclusion of various aspects, removal of item bias etc. were done with the objective to make it simple pertaining to the Indian context. Initially the tools were discussed and finalized during a six-day national workshop at New Delhi in April, 2012 where state representatives (DERT-Shillong, SCERT-Bhopal, Officials from Directorate of Education, school teachers, teacher educators etc.) were involved, besides NCERT faculty (including faculty from NE-RIE and RIE-Bhopal), MHRD Officials, UNESCO and other external experts etc. The piloting was planned to obtain examples of strengths and weaknesses, gaps in pros and cons of educational system in India, with special reference to the state of Madhya Pradesh and Meghalaya.

Further the NE-RIE, Shillong and RIE, Bhopal initiated the study in two states (Meghalaya and Madhya Pradesh) by organising/ planning meetings, workshops during the months of July and September, 2012. The two-day planning meeting with Education Secretaries and other stakeholders in July 2012 set the tone for the State piloting of GEQAF tools. This meeting also helped the States to understand the structure of all the 15 tools and helped to list the sources, evidences and data required for piloting work. The subsequent workshops (five days duration each) helped the States to analyse the data and respond to the queries raised in each piloting tool.

The GEQAF tools (all 15) were translated into Hindi for its effective use by Coordinating team from RIE-Bhopal and Rajya Shiksha Kendra (RSK), Bhopal, Madhya Pradesh, which was later vetted by a team of faculty at NCERT Headquarters. This Hindi version of the GEQAF tools was used in the State of Madhya Pradesh and can be very useful for all the ten Hindi-speaking states. The English version tools were used in Meghalaya. GEQAF tools focusing the following 15 areas were employed to gather data.

- Relevance / responsiveness
- Equity and inclusion
- Competencies
- Lifelong learners
- Learning
- Teaching
- Assessment
- Curriculum
- Learners
- Teachers/educators
- Learning environment
- Governance
- Financing
- System efficiency
- Use of ICT in Education

The data was collected with respect to the 15 tools for providing feedback on piloting tools as well as to analyse the efficacy of the State education system. The study helped to diagnose the strengths, weaknesses; opportunities and threats (SWOT) in the school education system of Madhya Pradesh and Meghalaya.

Some of the major challenges to improve the quality and equity in education were also enlisted by the piloting States.

The study also highlighted the priority actions to be initiated by the state and national agencies working in the area of school education and teacher education, which included:

- Orientation/training of teachers and teacher educators in curriculum analysis, development and training on pedagogy
- Orientation on Continuous and Comprehensive Evaluation (CCE)
- Sensitization of teachers on gender issues, ECCE, adolescence education, substance abuse and guidance and counselling and
- Capacity building on Information and Communication Technology (ICT) in Education

CHAPTER - 2
DEMOGRAPHIC PROFILE OF MADHYA PRADESH

2.1 Location

Madhya Pradesh, often called as the "Heart of India", is centrally located in India. The State is home to a rich cultural heritage and has practically everything; innumerable monuments, large plateau, spectacular mountain ranges, meandering rivers and miles and miles of dense forests offering a unique and exciting panorama of wildlife in sylvan surroundings. Madhya Pradesh is spread over an area of 308,245 sq. km, within the North Latitude between 21°6' and 26°54' and East Longitude between 74° and 82°74'. The neighbouring states of M.P. are - Uttar Pradesh, Rajasthan, Gujarat, Maharashtra and Chhattisgarh. The undivided Madhya Pradesh was founded on November 1, 1956. Madhya Pradesh, in its present form, came into existence on November 1, 2000, following its bifurcation to create the new state,Chhattisgarh. Madhya Pradesh (MP), the second largest state of the country, is one of the largest producers of cement and a leading producer of edible oil. The state has vast mineral deposits that include diamonds, coal, copper ore, diaspora, limestone, manganese and slate, among others. Madhya Pradesh is an emerging industrial powerhouse. The state is ranked amongst the top four states of the country for industrial investments. Madhya Pradesh is second in terms of its geographical spread (308,244 sq. km.) and it shares 9.38% of the country's total area.

Figure-1: The Map of Madhya Pradesh
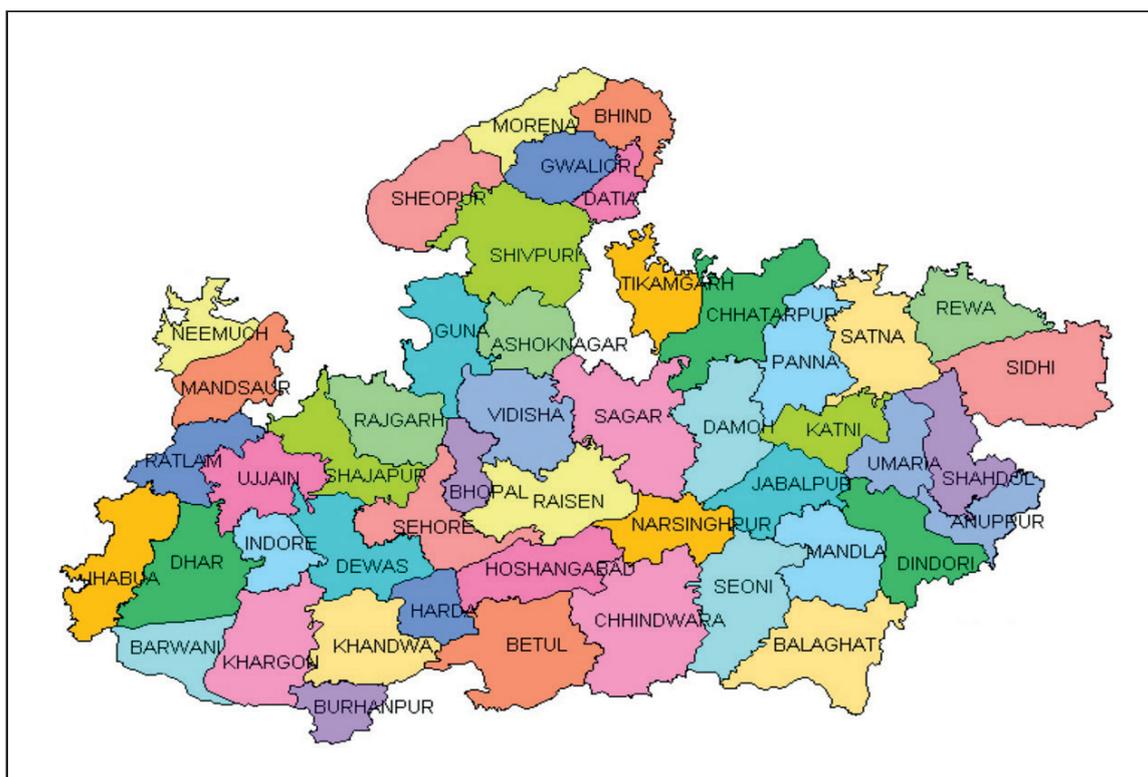
2.2 Population

As per the 2011 Census, the total population of Madhya Pradesh was 7.25 crores of which 3.76 crores were male (52%) and 3.49 crores female (48%). Madhya Pradesh registered 20.30% decadal growth rate over 2001 Census. The total Scheduled Caste (SC) population in the state was 9,155,177 that account for 15.17% of the total population of the state in 2001. Out of this, 4,804,881 were males and 4,350,296 were females. The Scheduled Tribe (ST) population in the state was 12,233,474 comprising 20.27 % of the total population. Of the total

ST population, 6,195,240 were males and 6,038,234 were females. The population density of the country is 382 in 2011 Census as compared to 324 in 2001 Census; an increase of 58 points, whereas in Madhya Pradesh, the population density is 236 in 2011 Census as compared to 196 in 2001 Census, an increase of 40 points. Herein, it is to be noted that the catchments area for any public service delivery is higher in relatively densely populated areas than that of sparsely populated one. The number of public service delivery institutions required for the sparsely populated region would be more than that of densely populated area and so would be the cost of service delivery. In other words, in proportion to the area and number of habitations, the state requires a larger number of schools to improve the Gross Access Ratio.

Table 2.1: Demographic Profile

Population India: CENSUS 2011	
Persons	1,21,01,93,422
Males	62, 37, 24,248
Females	58, 64, 69,174
Population Madhya Pradesh: CENSUS 2011	
Persons	7, 25, 97, 565
Males	3, 76, 11,370
Females	3, 49, 84,645

Source: Census of India, GoI (2011)

2.3 Society and Culture

The culture of Madhya Pradesh is vibrant and colourful. It has been carved out by the ample contributions of tribal communities. The state has the privilege of having the highest rank in tribal population; the tribal community occupy around one-third part of the region. All the tribal and non-tribal communities have their own socio-cultural space. Madhya Pradesh is home to numerous tribes, which also has resulted in amalgamating their own tradition.

Madhya Pradesh's diversity is reflected in its wide range of its ethnographic composition. The state has a significant tribal populace; about 46 recognized scheduled tribes presently reside in Madhya Pradesh. Gond, Bhil, Muria, Baiga, Halba, Jhabua, Mandla are some of the major tribes of Madhya Pradesh and their exotic dance forms and festivities colour the culture of Madhya Pradesh with unique expressions. The culture of Madhya Pradesh is heavily influenced by indigenous traditions and customs of the tribes inhabiting a large portion of the state. It reflects the diverse art forms and traditions, which are practiced and celebrated in the state. The handicrafts of Madhya Pradesh have an exquisite tradition, crafted over millennia by its tribal artisans, and this legacy has evolved in indirectly giving the costumes of Madhya Pradesh a fascinating appeal.

People of Madhya Pradesh speak many languages. Though the languages of Madhya Pradesh are primarily Hindi and Urdu, but a variety of fascinating dialects of Hindi (Bundelkhandi, Malwi, Bagheli, and Avadhi) flourish in different regions of Madhya Pradesh. Simultaneously various tribal languages are also practiced and spoken by the sizeable tribal community of the state. Madhya Pradesh also speaks in Gujarati, Marathi and Sindi, which endorses the plural character of the state. People of all religions reside in the state of Madhya Pradesh. About 92.96 percent population is characterised by Hindu religion people followed by Muslim population of around 4.80 percent. The lowest concentration of population is that of Buddhists, followed by Sikhs and Jains.

The music of Madhya Pradesh is rich and vivacious encompassing the rich heritage of musicians. The culture of Madhya Pradesh, in true sense, is extensively recognised for its musical extravaganza and dancing rhythms. Folk songs, songs of Indian classical music are equally popular among music lovers.

CHAPTER - 3
SCHOOL EDUCATION SYSTEM IN MADHYA PRADESH

3.1 The Structure of School Education

The structure of education in the state is based on the national pattern with 12 years of schooling, consisting of eight years of elementary education (five years of primary and three years of middle school education for the age groups 6-11 and 11-14 years respectively), followed by high and higher secondary school education (of two years) each besides three years of pre-primary education. School education is administratively managed by the Directorate of Public Instruction, Madhya Pradesh, Bhopal. At district level, office of District Education Officer and at block level, offices of Block Education Officer manage and coordinate schooling.

The School education in Madhya Pradesh is primarily organized in two sectors: Elementary (I to VIII) and Secondary (IX to XII). Each of these two sectors are further sub-divided into two sub-sectors where elementary education consists of primary education (I to V) and upper primary education (VI to VIII); while the secondary education comprises of Middle education (IX and X) and Higher Secondary education (XI and XII).

There are four main types of recognized schools by management and funding pattern in Madhya Pradesh. They are: Government, Local Body, Private Aided and Private Unaided besides this Tribal/Social Welfare Dept. and Madarsa manage number of schools. In addition, of the total Government schools in Madhya Pradesh, majority are managed by School Education Department.

Table 3.1: Administrative structure of Madhya Pradesh

Administrative Structure	Number
Districts	51
Sub Districts	342
Towns	476
Villages	54762
Total Blocks	319
Clusters	2182
Schools	14898

3.2 Quality Education: Need and Perspective

Quality Education needs:
a. To decide the skills and efficiency according to the age of the students
b. To determine the level of students according to their skills
c. To understand when and how to create fearless and joyful learning environment for students
d. To comprehend the ways to provide equal opportunity of learning to all students
e. To fulfill the above, curricular and co-curricular activities are needed to be made available for teachers.

These are further elaborated below:
To decide the skills and efficiency according to the age of the students
Both at the national and state level, Learning Indicators and Learning Outcomes have been introduced on the basis of classes and subjects. All the stakeholders (Teachers, students,

guardians, administration) will be able to determine the efficiency and skills recommended in a particular class and subject. They are beind comprehensively broadcast and advertised.

To determine the level of students according to their skills
This can be done by estimating the academic achievements of the students. Baseline-Endline Test, Pratibha Parv, NAS, and SLAS are a few methods to calculate an estimate of skills and efficiency according to the age of the students. A brief introduction to these methods is as follows:

- Baseline-Endline Test: The focus is only on the fundamental skills and efficiencies of the students. It helps in determining those students who have not been able to accomplish these fundamental skills like reading, writing and basic mathematics. The test offers them an opportunity to achieve the required skills and work according to the pace of the class.
- Pratibha Parv: A state wide program that determines the academic excellence, skills and values of the students of Government Primary school system (Classes I to VIII). The results procured facilitates the teacher to understand the areas where s/he needs more effort and helps the administration to learn the type of training needed for the teachers. Pratibha Parv showcases the education scenario of a state while exposing the differences among students, and provides statistics of number of districts, students and previous year records.
- National Achievement Survey (NAS): A national level program to estimate academic achievements to examine the national educational scenario. During Pratibha Parv 2016-17, a few subjects of classes 3, 5 and 8 are designed according to the NAS pattern. It would help in the forthcoming years for the students to appear for practice tests as well as the state to analyze the exact data of the students' achievements.
- State Level Achievement Survey (SLAS): In collaboration with Pratibha Parv, the state-level form of NAS is implemented to make an estimate of actual achievements of students.

To understand when and how to provide free and amusing learning environment to students.

- Students' Assembly: The weekly assembly on Saturdays enable the students to present their curricular and co-curricular skills before the school. This is a great opportunity to learn and enhance a child's self-confidence.
- Story Festival: While telling stories, the teacher develops a spiritual connect with the students. It helps in bridging gaps between teachers and students; promoting friendly and interactive relationship.
- Exploring the outside: Creativity of an individual always takes flight amidst an open space. Students gather practical knowledge of the outside world, and learn through experiences by exploring the diverse culture and society.
- *Vigyan Mitr* Club: The club facilitates the students to learn about Science in connection to practical life. With the help of activities, students are made aware against superstition and comprehend scientific concepts. In a playful way, the students participate in healthy competitions conducted at the school, class and group level. Science, in this way, is not a bookish subject, rather becomes an integral part of life skills.

To comprehend the ways to provide equal opportunity of learning to all students

- Activity-Based Teaching: The learning style and speed of every child varies from each other. Thus, providing them the same learning environment is not reasonable. Children can be involved in activities for improving partictpations while making learning fun.
- Active Learning Method (ALM): A learning environment that does not promote rote learning, neither the teacher teaches everything to the students. The students actively engage with the subject by drawing mind-maps and present it before the class. It enables them to promote creativity and boost their confidence.

- *Gyan Pitaara*: An effort to make study material available through online portals using educational audios, videos and textbooks. It also offers previous years' question papers and model answers for the preparation of entrance exams.
- Educational Dialogue: An unconventional program designed for the professional development of teachers. Teachers participate and share their knowledge and skills for their overall progress.
- Maths and Science Kit: It enables a school to independently exhibit their mathematics and scientific knowledge.
- Maths and Science Olympiad: A competitive assessment meant for students of Government schools to understand and improve their knowledge and skills.
- IRI and *Meena ki Duniya*: A live radio program broadcast educate students in remote areas on various subjects like English, Environmental Science and others.

3.3 Status of Elementary, Secondary and Sr. Secondary Education in the State

The State literacy rate presently is 74.0 % (source: Census 2011) and the female literacy has considerably improved over the last decade, a great disparity still persists in the literacy rates of males and females. Following is the status of literacy pertaining to different categories in the State-

Table 3.2: Literacy Rate of M.P

	Literacy Persons	Literates Rate
Persons	77,84,54,120	74.0
Males	44,42,03,762	82.1
Females	33,42,50,358	65.5

Source: Census of India 2011

In Census 2001, Madhya Pradesh stood 25th in the country in literacy whereas in 2011 it has got 28th position. In female literacy rate also, Madhya Pradesh is on 28th position and among other cities in MP, Bhopal district has the highest female literacy rate (76.6%).Although the total number of illiterates in the state has increased during the decade, there are 26 districts where absolute number of illiterates has declined. The highest contribution in this decline is from Sagar district, where the number of illiterates decreased by 77,588.

Table 3.3: Total Number of Elementary, Secondary and Sr. Secondary Schools

S.No.	Number of schools	2011-12	2012-13	2013-14	2014-15	2015-16
1	Total Number of Elementary Schools	140993	141859	142844	142512	142587
2	Total Government Schools (Elementary)	112078	112895	114444	114420	114465
3	Total Private Schools (Elementary)	27148	27227	26668	26367	26452
4	Total Number of Secondary & Sr. Sec Schools	12179 (2010-11)	10342	13990	14476	150762 (total number of schools in state)

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

It was reflected from the table that there was slight increase in the number of schools in the state at elementary and Sr. secondary level.

Table 3.4: Enrollment rate in Elementary, Secondary and Sr. Secondary Schools

S.No.		2011-12	2012-13	2013-14	2014-15	2015-16
1	Enrolment: Classes I-V	10396617	9988985	9569006	8679685	8110856
2	Enrolment: Classes VI-VIII	4921211	5076548	5025083	4822784	4691113
3	% Girls Enrolment: Primary Level	48.8	48.3	47.7	47.4	47.3
4	% Girls Enrolment: U. Primary Level	50.1	49.9	49.5	48.8	48.3
5	Enrolment: Secondary & Sr. Secondary	2891171 (2010-11)	3083241	3760153	3820406	3860689
6	% Girls Enrolment: Secondary & Sr. Secondary	43.33 (2010-11)	46.08	45.90	45.82	45.73

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

The table shows that the enrollment at both primary and upper primary level in the state has been decreased from 2014-15 to 2015-16. Also the enrollment rate of girls at primary and upper primary level has been decreased in the year 2015-16.

Table 3.5: Repetition/ Drop out and Transition rate in Elementary, Secondary and Sr. Secondary Schools

S.No.	Repetition/ Drop out/ Transition Rate	2011-12	2012-13	2013-14	2014-15	2015-16
1	Avg. Repetition Rate: Primary Level	1.5	4.0	3.0	1.0	1.1
2	Avg. Repetition Rate: U. Primary Level	0.8	3.3	2.4	0.6	0.6
3	Avg. Drop-out Rate: Primary Level	8.3	6.3	6.1	10.1	6.6
4	Retention Rate: Primary Level	74.2	73.5	75.2	75.3	76.5
5	Transition Rate: Primary to U. Primary	88.7	87.6	87.4	85.8	88.7

6	Transition Rate from Secondary to Hr. Secondary Level	65.02 (2010-11)	33.79	70.26	56.60	57.47
7	Number of Repeaters (Secondary)	16.07 (2010-11)	20.47(Gen Category)	14.31	10.23	-
8	Number of Repeaters (Sr. Secondary)	6.14 (2010-11)	30.34 (Gen Category)	5.47	20.78	-

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

In year 2015-16, the dropout rate in the state has been decreased at Primary level. This indicates that the students are retained at the Elementary level. In the year 2011-12, transition rate from Primary Level to Upper Primary Level was 88.7 percent and it is the same in year 2015-16. Number of repeaters at Secondary level has decreased in year 2014-15 and at Senior Secondary level, it was increased in 2014-15. The above table also shows that the transition rate from Primary to Upper Primary is increasing but in comparison, the transition rate from Secondary to Higher Secondary is decreasing.

Table 3.6: Number of teachers at each level of schooling in the state

S.No.	Repetition/ Drop out/ Transition Rate	2011-12	2012-13	2013-14	2014-15	2015-16
1	Total Teachers (Elementary)	40757	41048	43395	43170	44148
2	Pupil-Teacher Ratio: Elementary	17	17	17	18	18
3	Total Teachers (Sec and Sr. Sec)	161455 (2010-11)	56004	86154	95385	589736 (total number of teachers all schools)
4	Pupil-Teacher Ratio: Secondary	19 (2010-11)	56	36	40	39
5	Pupil-Teacher Ratio: Sr. Secondary	16 (2010-11)	53	67	40	38

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE(Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

Table 3.6: No of Schools approved for ICT by MHRD

2005-06	2011-12	Total
230	2000	2230

Table 1.9: Percentage of schools having computer laboratory

S.No.	Percentage of schools having computer laboratory	2011-12	2012-13	2013-14	2014-15	2015-16
1	Percentage of schools having computer laboratory	22.67 (2010-11)	24.68	29.38	17.22	-

Source: Elementary Education in India: Trends & Secondary Education in India Progress towards UEE (Flash Statistics by NUEPA, 2012, 2013, 2014, 2015 and 2016)

3.4 National Achievement Survey (NAS)

Ministry of Human Resource Development has entrusted the Educational Survey Division of the National Council of Educational Research and Training (NCERT) conduct a nationwide achievement survey of students at the end of Class X with an attempt to study the achievement level of students in different subjects at different grade levels. The survey investigated student achievement in five subjects: English, Mathematics, Social Science, Science and Modern Indian Language. The survey was conducted in year 2014-15 and some of the major findings in Madhya Pradesh are:

• Average performance of students in the state was significantly lower than the national average in all five subjects
• Average performance of girls did not differ significantly than boys in the state in all five subjects
• Average performance of students from different school managements (Government/ Government-aided/Private) in the state did not differ significantly amongst themselves in all five subjects
• Average performance of students from different school managements in the state was significantly lower than their respective national averages for students from all three categories in English, Mathematics, Science and Social Science. It was significantly lower for students from Private schools in Hindi also

Table 3.7: Percentages of Students in Different Performance Bands

Subject	Needs Significant Improvement (<200)*	Needs Improvement (200–240)*	Satisfactory (240–260)	Good (260–300)	Excellent >300
English	20.7	59.2	10.4	7.1	2.6
Maths	21.5	48.4	14.4	10.7	5.0
Science	28.6	49.5	11.8	7.2	2.9
Social Science	29.7	43.4	13.3	11.5	2.1
MIL-Hindi	25.6	29.8	15.3	21.0	8.3

Source: National Achievement Survey Class X- NCERT (2015)

CHAPTER - 4
PROGRAMMES AND INITIATIVES TAKEN IN THE STATE

The initiatives taken by the State for the promotion of quality and infrastructure and enrolment and retention amongst children at different levels of school education, particularly at elementary and secondary levels, is presented with reference to present status and practices as follows:

4.1 PRESENT STATUS OF CURRICULUM

4.1.1 Elementary Education

- RSK is the main academic body of the state, which constructs and publishes the textbooks of classes 1 to 12th according to NCF
- According to the recommendations of NCF 2005, the textbooks of classes 1 to 10th are revised again to full-fill the requirements of state
- M.P. is a multi - lingual and multicultural state so the construction of textbooks takes a long-term process
- To improve the academic level of students and teachers many programmes have been initiated: ABL, ALM, *Aas Pas ki Khoj, Kahani Utsav, Gyan Pitara*, IRI, Maths and Science Kit, Olympiads, *Meena ki Duniya* and Smart Class scheme etc
- Acquisition of NCERT curriculum from the session 2017-18.In the first phase, acquisition of textbooks of Maths, Science and Environmental Studies for classes 1 to 7
- Acquisition of textbooks of Maths, Science and Commerce faculties for the classes 9th and 11th.
- In the second phase, acquisition of textbooks of Maths and Science for classes 8th and 10th from the session 2018-19
- In the second phase, acquisition of textbooks of Maths, Science and Commerce faculties for classes 12th from the session 2018-19

Curriculum in M.P.

- For classes 1 and 2 –Language + Environment, Maths
- For classes 3 to 5th –Language, Maths, Environment, English
- For classes 6th to 8th –Language, Maths, Science+ Environment, Social Science, English, Sanskrit
- For classes 9th and 10th –Special Language [Hindi, English, Sanskrit, Urdu General Language- 18 Indian Languages and as a third language]
- English is compulsory
- Compulsory Subjects- Maths, Science and Social Science
- For CWSN-Music and Painting
- Internal Evaluation- Physical and Moral Education, Environmental Education and Disaster Management

4.1.2   PRESENT STATUS OF TEACHER TRAINING

- At elementary level, the training of different levels are conducted after annual work plan of SSA
- A massive need assessment of primary and middle school teacher is conducted through a software according to subjects and competency
- A massive training has been running since last three years for classes 1 and 2 for Primary teachers, conducted by DIETs
- As per AWP approval, DIETs conducted training for teachers of class 3 [Maths and English]

and class 6 [Maths and Science] in the year 2014-15
- RSK develop module for all the training programmes
- RSK conducted trainings for SRGs and DRGs
- *Shala Siddhi [Hamari Shala Aisi Ho]* is based on improvement through evaluation. It is running in 25000 schools
- In this year, 2016-2017, training for teachers of class 7[Maths and science] is conducted by RSK
- RSK is conducting training for different purposes like induction training for newly appointed teachers, CACs, BACs, BRCs, KGBV Girls Hostel Warden/ Asst Warden training for HM and SMC members of schools
- At High School level, RMSA is conducting training for ICT in schools, subject wise training and SMDC members training
- RSK is also conducting training like ABL and ALM quality improvement training and LEPS [Learning Enhancement Programmes] in schools
- Innovation is done by RSK as *"SHAIKSHIK SAMVAD"* at JSK level in which teachers have the discussion based on the need of the learners and hard spot of subjects
- RSK has been conducting CWSN teachers training [sign language, braille] MRCs training for last 6 years
- RMSA has been conducting an innovative training *'JADOO NAHIN VIGYAN HAIN'* for science teachers by which students learn simple magic and science
- INSPIRE Award Scheme is off course a milestone in science innovation

4.1.3 Best Practices Adopted for Teacher Training

- Teacher's capacity building programme like Massive Open Online Course (MOOCs) implemented with support of TESS India
- A compact programme *SHALA SIDDHI [Hamari Shala Aisi Ho]* has been launched in the year 16-17 for PS /MS /HS/HSS
- British Council and UNICEF supported English training of Ujjain division and Sehore district from last three years for PS teachers
- Value based training to MS teachers of Bhopal, Sehore and Vidisha provided with support of LCD projector
- Leadership and Management training imparted for 2000 HM on NUEPA guideline and supported by UNICEF
- RSK has given training to all SMCs of schools in MP
- *Shaikshik Samvad* a new programme was launched in the year 16-17 for professional development of teachers. It is a non-traditional and JSK level training programme this training is promoting participation of teachers and promoting their knowledge and skills

4.2 PRESENT STATUS OF CONTINUOUS COMPREHENSIVE EVALUATION

4.2.1 In Elementary Education

- After the implementation of RTE, 2009, CCE is being implemented in all primary and middle schools in MP since July 2010
- The CCE is classified in three major categories as given below:

  » Assessment in scholastic areas
  » Assessment in co-scholastic areas and
  » Assessment of personal-social qualities

- All the above assessments are conducted through different tools and techniques like

paper-pencil test, observation format, self-assessment format, portfolio, anecdotal record, *Balsabha,* games & sports, literary activities and progress report cards etc

- A CCE Manual has been given to all schools for implementing scholastic and co-scholastic activities and its assessment procedure
- Annual result formulated on the basis of monthly, half-yearly and annual evaluation
- Baseline and endline test administered for assessing basic competencies/skills of students' classes -1 to 8 in Hindi, Maths & English
- *Pratibha Parv* is being conducted in all the primary and Middle schools for assessing the overall development of 100% students. *Pratibha Parv* was conducted in 3 days - on the first & second day, subject based assessment was conducted with school educational performance indicators. *Balsabha* organized in schools in the presence of SMC, parents and public leaders etc. on the third day. On this day, the performance of students was shared with their parents
- New CCE Guidelines have been developed on the basis of pilot and field trial in 234 schools (minimum 4 schools in each district whereas 20-20 schools in Sehore & Vidisha districts).
- The new CCE Guidelines are being planned to be implemented after MHRD directions regarding no-detention policy. Besides, new CCE guidelines will be implemented by UNICEF in 2017-18

4.2.2 In Secondary Education

- New CCE Guidelines for Secondary classes have been developed on the basis of piloting done in 2014-15 and field trail done in 2015-16 in 50 excellence schools of each district
- The CCE has been implemented in class 9th in all High schools (Govt. & Pvt. Schools-MP Board affiliated) from 2016-17
- The CCE is classified in three areas- scholastic, co-scholastic & co-curricular activities. The weightage have given 80% for scholastic (10% for quarterly, 10% for half-yearly and 60% for annual exam), 20% co-scholastic & co-curricular activities
- In case of scholastic areas, there is 33% marks compulsory to pass
- In co-curricular activities, theme wise activities are covered in different months. Month wise themes are given below:

Table 4.1: Calendar of Co-curricular Activities

Month	Theme details	Sub-themes	Activities
July	Sabal Bharat	Health, Play, Yoga, Diet, daily routine, plantation, educational visit etc.	Essay writing, symposium, quiz, performing arts
August	Gauravmayi Bharat	Indian History, Indian culture, great women, moral values etc.	Essay writing, symposium, quiz, performing arts
September	Prakhar Bharat	Traditional Indian Science, Environmental conservation, disaster management, application of science etc.	Essay writing, symposium, quiz, performing arts
October	Pratibhashli Bharat	Indian literature and culture, cultural heritage, great personality of world	Essay writing, symposium, quiz, performing arts
November	Samarth Bharat	Development of logical and mental capacity building, application of maths	Mental ability test, logical test, shape and size, analytical capacity test

| December | Sankalpit Bharat | Constitution of India, democracy, secularism, national symbols | Essay writing, symposium, quiz, performing arts |
| January | Sanskarit Bharat | Value education, problem solving, decision making, inter-personal relationship | Quiz activities |

Note: Every Saturday of the month July to January activities conducted in 3 periods in schools of class-9 & 10th.

4.2.3 Best Practices in CCE

- Self-evaluation format and observation format for assessing the social-personal qualities of students in classroom and school premises is appreciable
- The census based assessment program for students named *'Pratibha Parv'* has been launched since 2011-12. MHRD has appreciated the State for designing such program

4.3 PRESENT STATUS OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

- ECCE is in developing state and controlled by WCD department of M.P. state
- 75% Anganwadi's shifted in Primary schools
- Pre-school kits are distributed to 2500 Anganwadi's as a pilot
- Curriculum, syllabus and activity books, for ECCE has been prepared but it will be implemented in future

4.3.1 Best Practices

- Anganwadi's have been developed as pre-school in the campus of primary school as pilot project
- Mobiles distributed to Anganwadi workers for effective monitoring
- ECCE coordinators appointed for different projects

4.3.2 Present status of Gender Issues

- Gender disparity is minimum at the Primary and Upper Primary level whereas at the Senior Secondary level, gender disparity is high. Several social and economic barriers are responsible for it
- Separate girls' toilet have been established
- Toilets are there but no availability of water
- Socially the parents are insecure to send their girl child in the absence of female teacher
- Problem of eve teasing around schools affects attendance of girls
- Issues of gender disparity are not properly addressed in curriculum and its transaction
- Textbook of classes 1st to 12th have been analysed from gender perspective

4.3.3   Present status of Adolescence Education

Present status

- Adolescence Education scheme was started in M.P. in the session 2005-06
- Training program was organized by School Education Deptt. and all the districts were covered
- Unfortunately, in the session 2007-08, the scheme was discontinued due to political reasons
- At present, the scheme is going on in Gujarat, Rajasthan and Kerala but it has been terminated in U.P., M.P. and C.G.

4.3.4 Present status of Guidance and Counselling

- There is no counsellor in govt. schools but part time counselling is being done by teachers from 2006 to 2008
- In year 2006-07, Swami Vivekanand Carrier Guidance Program was launched in Secondary schools under Deptt. of Higher Education. Under this program, 02 teachers were trained as part time counsellor. Rs. 10/- per student per year was collected to run the scheme
- Due to globalization students are facing problems (like personal, educational and career) to the extent that they even commit suicide. So counselling is essential for students
- Increase in suicide rate is seen as common problem in our schools but there is no such practice for early identification of such kind of students
- There is lack of awareness about the legal frames to stop the sale of drugs within 100 meters range of Institute
- There is a need to organize awareness program to stop substance abuse for teacher, parents and students such as health awareness activities, Jan- Abhiyyan activities, rally, posters presentations, role play and skits etc.
- Counseling services should be brought in to resolve personal problem individually

4.4 PRESENT STATUS OF INFORMATION AND COMMUNICATION TECHNOLOGY

Table 4.2: Madhya Pradesh state Education portal – Madhya Pradesh

Primary(Classes 1-5)

- IRI (Radio Programme): It is a radio programme produced by RSK, Bhopal and broadcast by local radio stations. It includes listening skill improvement activities. Started From 5/8/2014 in M.P. as per following schedule:
  - o   English is Fun: Level-I (for Class1-3, duration 30 minutes, Mon-Fri)
  - o   English is Fun: Level- II (for Class 4-5, duration 30 minutes, Mon-Wed)
  - o   Jhilmil (for Class 4-5, duration 30 minutes, Thu-Fri)
  - o   Access to Computer : Only to schools attached to Head Start

Upper Primary(Classes 6-8)

- **Meena ki Dunia**- It is a radio programme designed for Upper Primary school children (for Classes 6-8, duration 15 minutes, Mon-Fri). It is a listening skill improvement programme. It includes motivational stories on girl child education
- **Headstart**
  Computer assisted learning programme with the help of CDs - This programme was aimed at providing computer as a teaching learning material to the cluster middle schools. It worked for few years successfully. The programme has come to stand still due to problems related to electrical power supply such as- availability, timely payment of electrical bills not only by school but by the whole village where the school is situated. The computers are too old to be useful; they require replacement
- **Smart class**
  Education through laptops, LCD Monitor and Internet- only 24-30 classrooms per district are made smart. The number is much lesser than the expected
  Online tracking of school children is being done at Elementary Education level. It will also be effective for High school and Higher secondary school level in years to come

High School (Classes 9-10)

- No specific programme on ICT is running in High schools
- Access to Computer : Only to schools which have Higher Secondary with smart class facility
- The Government of Madhya Pradesh has started the process of implementing ICT@schools scheme on PPP basis in 2000 schools (http://mhrd.gov.in/sites/upload_files/mhrd/files/minutes/MP.pdf)

Higher Secondary School (Classes 11-12)

- Smart class- Only excellence schools are provided with smart class facility
- Computer lab- computer labs are provided only in excellence schools
- Virtual classes- only in excellence schools

DIET

- Computer lab- Some (5 DIETs) are equipped with a computer lab with 10 computers in each.
- Smart class- Some DIETs are equipped with smart class facility
- EDUSAT- The equipment is old and the receivers are not functional in most of the DIETs and signal does not stabilize. The snag renders the EDUSAT non-functional
- Education through laptops, LCD Monitor and Internet- Nearly 10 computers are available in every DIET for the purpose of official use such as account- keeping, records, training etc.
- E-Library- E-library has been established in all the DIETs and 3 desktop sets were provided. Internet facility was available in the DIETs

1. UGC provides certain ICT support to institutions of higher education, those registered under section 2(b) and 12 F of UGC Act, these include-
    i.   access to INFLIBNET
    ii. 10 broadband internet connections.
2. If DIETs of the state are taken under the UGC umbrella, such schemes/ incentives would greatly help these teacher education institutions
3. DIETs to be upgraded to avail UGC incentive/ grants
4. Incentive and grants be provided to DIETs by UGC as exceptional institution as special provision
    - Desktop Computers- are required to start, to maintain training need assessment and training management system
    - Photo copiers- to support training of teachers and the office
    - Telephone connection- to support training of teachers and the office
    - Printers- to support training of teachers and the office
    - Scanner - to support training of teachers and the office
    - PA Systems- to support training of teachers and classroom teaching
    - Computer education in D. El Ed. - It has been included as a subject of study in D.El.Ed. Course in both the years as part-I and part- II. It accrues 50 marks in each year. The syllabus includes only the basics of application of computers. It should be enhanced by adding use and production of OERs. OER based lesson plans should be included in Internship

CTE

- Computer lab- Computer lab is available in only same of the CTEs. None has a capacity of 50 students. All the CTEs are to be equipped with a computer lab of minimum 50 capacity
- Smart class- Smart class is available in some of the CTEs. All the classes and training halls of CTEs are to be equipped with smart class facility
- EDUSAT- The Equipment is old and the receivers are not functional in most of the DIETs. The signal does not stabilize; and the snag renders the EDUSAT non-functional
- E-Library- E-library has been established in all the DIETs and 3 desktop sets were provided. Internet facility was available in the DIETs

1. UGC provides certain ICT support to institutions of higher education, those registered under section 2(b) and 12 F of UGC Act, these include-
    i. access to INFLIBNET
    ii. 10 broadband internet connections
2. If DIETs of the state are taken under the UGC umbrella, such schemes/ incentives would greatly help these teacher education institutions
3. DIETs to be upgraded to avail UGC incentive/ grants
4. Incentive and grants be provided to DIETs by UGC as exceptional institution as special provision

- Computer education in B.El.Ed. - It has been included as a subject of study in B.El.Ed. Course in both the years as part-I and part- II. It accrues 50 marks in each year. The syllabus includes only the basics of application of computers. It should be enhanced by adding use and production of OERs. OER based lesson plans should be included in Internship

IASE

- Computer lab- computer lab is available in only some of the CTEs, none has a capacity of 50 students. All the CTEs are to be equipped with a computer lab of minimum 50 capacity.
- Smart class- smart class is available in some of the CTEs. All the classes and training halls of CTEs are to be equipped with smart class facility
- EDUSAT- The Equipment is old and the receivers are not functional in most of the DIETs and signal does not stabilize. The snag renders the EDUSAT non-functional.
- E-Library- E-library has been established in all the DIETs and 3 desktop sets were provided. Internet facility was available in the DIETs.

1. UGC provides certain ICT support to institutions of higher education, those registered under section 2(b) and 12 F of UGC Act, these include-
    i. access to INFLIBNET
    ii. 10 broadband internet connections
2. If DIETs of the state are taken under the UGC umbrella, such schemes/ incentives would greatly help these teacher education institutions
3. DIETs to be upgraded to avail UGC incentive/ grants
4. Incentive and grants be provided to DIETs by UGC as exceptional institution as special provision

CHAPTER - 5
GEQAF-II: FROM DIAGNOSIS TO IMPLEMENTATION

In the second phase of the project, the state aims to diagnose the specific issues in the four priority areas already defined in the 1st phase, viz. (i) Orientation/ training of teachers and teacher educators in curriculum analysis, development and training on pedagogy; (ii) Orientation on Continuous and Comprehensive Evaluation (CCE); (iii) Sensitization of teachers on gender issues, ECCE, adolescence education, substance abuse and guidance and counselling; and Capacity building on Information and Communication Technology (ICT) in Education.

Five countries, viz. Botswana, Egypt, Oman, Seychelles, Swaziland, have already embarked on the second phase; and three more countries including India, viz. Gabon, India, South Africa, are preparing to start the second phase

5.1   OBJECTIVES OF PHASE II

The specific objectives of phase II are:

1. To conduct situation analysis in the selected priority areas identified through the phase-I of the project.
2. To develop programs in the selected priority areas for interventions in the states of Madhya Pradesh which will include clear identification of priorities, outcomes to be achieved, indicators, baseline, benchmarks, etc.
3. To implement the programs in the state of Madhya Pradesh

A detailed analysis of the present situation with respect to the identified priority areas, which should also include a comparison with the best practices, will be the focus of the 1st workshop. A detailed action plan has to be prepared in the 2nd workshop having the resource requirements, approximate costs, timeline, monitoring and evaluation system, and expected outcomes.

5.2   METHODOLOGY

Two workshops, each consisting of 35 participants, were held at Regional Institute of Education, NCERT, Bhopal (Madhya Pradesh) as the initial step of the second phase. The first workshop, held from 9th - 11th January 2017, was meant to make a detailed analysis of the present situation with respect to the identified priority areas; and the second workshop, held from 12th-14th January 2017, was meant to develop programs in the these areas for interventions. These participants of both the workshops consisted of the faculty members from the Directorate of Educational Research and Training (DERT), DIET, CTEs, Officers from the RMSA and Principals of Government schools of the state of Madhya Pradesh. The strategies such as brainstorming, group-work, discussion, and presentation were followed in both the workshops. The area-wise outcomes of the workshops in terms of gaps and challenges; and plan of action was prepared by them. It was followed by a National Consultation Workshop, organized on 15th–16th Feb, 2017 in CIET, NCERT, New Delhi; involving the national level experts of specialized priority areas and the state experts from Rajya Shiksha Kendra (RSK), Madhya Pradesh Board of Secondary Education (MPBSE) and RIE, Bhopal to discuss the plan of action prepared by the state experts. They provided their valuable inputs and suggestions in the report, as discussed by the State coordinators of the project. Through these workshops a well-planned action plan was therefore prepared for the implementation of GEQAF Phase-II in the state. The results of situation analysis and plan of action is discussed as follows:

5.3   SITUATION ANALYSIS

5.3.1   Priority Area 1(A): Curriculum

A. Gaps and Challenges

- Textbooks are content rich but lack activities and weak linkage with CCE
- Quality of pictures and diagrams is poor and there is a need of colorful and 3- D Diagrams
- Lack of glossary and pre teach vocabulary
- Textbooks of classes IX and X are not according to the principles of NCF 2005
- Curriculum and textbooks are not according to learning indicators/ Outcomes
- Lack of e- content and instructional material for different subjects
- Language is very difficult for classes IX and X Science textbooks
- Lack of vertical linkage between classes IX and X curriculum and textbooks
- Difficulty level of content is high

B. Objectives

- To review & develop the curriculum according to NCF 2005 Recommendations
- To review & develop the textbooks according to NCF 2005 Recommendations in the phased manner
- To review of D.El.Ed. Curriculum as per recommendations of NCTE Regulation, 2014
- To review of B.Ed. curriculum as per recommendations of NCTE Regulation, 2014
- To review of M.Ed. curriculum as per recommendations of NCTE Regulation, 2014

5.3.2   Priority Area 1 (B): Teachers Training

A. Gaps and Challenges

- Lack of interest and motivation among the teachers
- Actual need of learners should be known
- Training has little impact on performance of teachers and learners
- Training programmes are not evaluated and monitored by higher authorities
- Trainings are very traditional and face to face. It must be improved and linked with ICT
- There is a lack of school level based training programme
- Lack of multimedia support for teachers, and day -to -day academic issues

B. Objectives

- To organize training programs for elementary teachers on NCERT curriculum
- To organize training programmes for Secondary and Senior Secondary teachers on NCERT curriculum
- To organize training programs for DIET faculties on two years D.El.Ed. Curriculum
- To organize training programs for CTE and IASE faculties on two years B.Ed. and M.Ed. curriculum
- Orientation of Elementary, Secondary, Senior Secondary teachers, DIET, CTE and IASE faculties about the different programs run by state for proper linkage and coordination between different stakeholders
- To use split model in training for school teachers
- To provide incentives to innovative school teachers
- To make policy for use of ICT pedagogy
- Training by using Skype

5.3.3 Priority Area 2: Continuous and Comprehensive Evaluation (CCE)

A. Gaps and Challenges

- Lack of uniform understanding of CCE at different levels
- Less sensitivity about CCE processes among educational administrators and school supervisory staff
- Lack of favorable environment to implement CCE
- Inadequate PTR and funds as per requirement of CCE
- State textbooks to be reviewed in the context of promoting CCE processes especially typology of questions
- Guidelines like rubrics etc. to ensure objectivity in assessment of co-scholastic areas
- Develop skill of thought provoking questions in teachers
- Establish linkage between teaching, learning and evaluation
- Weak communication to schools about keeping evaluation related records/ evidences
- A system of co-curricular activities is needed to create opportunity for participation of each student
- Month-wise activity calendar of CCE
- Well defined role of SMC members, Parents, Bal Cabinet in CCE implementation
- Convergence of NSS, NCC, Scout & Guide, science club, red-cross, various clubs (science, maths, economics, sports etc.) with CCE processes
- Incorporate CCE component with pre-service teacher education courses like D.El.Ed./ B.Ed. etc
- Capacity building of teachers to implement CCE in real spirit
- School based assessment must be conducted through different tools and techniques like paper-pencil test, observation format, self-assessment format, portfolio, anecdotal record, Balsabha, games & sports, literary activities and progress report cards etc.

B. Objectives

- To develop uniform understanding of CCE
- To enrich textbooks with CCE components
- To incorporate CCE component in the curriculum of D.El.Ed. and B.Ed.
- To ensure proper and effective implementation of CCE processes in schools
- To make supportive material for CCE like Manual, Question Bank and Month wise activity calendar
- To ensure capacity building of all level stakeholders responsible to CCE implementation
- To provide adequate funds/resources to schools for implementation of CCE in real spirit
- To provide on the job academic support to teachers
- To promote educational research based on CCE
- To ensure adequate PTR and funds as per requirement of CCE

5.3.4 Priority Area 3 (A): Early Childhood Care and Education (ECCE)

A. Gaps and Challenges

- There is inadequate linkage between WCD Department and school education
- All the Aaganwadis should be shifted to schools
- Curriculum and TLMs should be provided to pre-schools

5.3.5 Priority Area 3 (B): Gender Issues

A. Gaps and Challenges

- Gender and social category gap persists
- In maximum cases girls' toilets are non-functional
- Water availability is required for functional toilets
- No security arrangements for eve teasing
- Due to the absence of female teacher in school, 100% retention does not happen
- There is no proper place of gender disparity in curriculum and its transaction
- There is a need to organize interventions like orientations of parents, teachers, community, higher local bodies and government authorities
- It should be ensured that all toilets are functional
- Coordination of community and local governing bodies and P.H.E. department
- Gender sensitization orientation program is required
- Eve teasing program should be removed with the help of police department
- Issues of Gender disparity should be addressed properly in curriculum

5.3.6 Priority Area 3(C): Adolescence Education

A. Gaps and Challenges

- The scheme launched at once without considering pre-requisites
- Teachers' selection for this purpose was not proper
- Training material was not good and this is the only reason to postpone the scheme
- There was no awareness among parents and they were not mentally prepared

5.3.7 Priority Area 3 (D): Guidance and Counselling

A. Gaps and Challenges

- Not even a single counsellor is appointed in the department
- Diploma in Guidance and Counselling or other equivalent degree is not encouraged by the department
- Guidance and Counselling is not in the agenda of govt

5.3.8 Priority Area 4: ICT in Education

A. Gaps and Challenges

Although ICT has the potential to improve education system of a country to a great extent, yet it is not the case in the developing countries. There are multiple issues and challenges confronting the implementation of ICT in schools and educational institutions in these countries and the problems are much more magnified in case of schools located in remote villages and rural areas. For rural schools in particular, introduction of ICT faces hindrances in the form of internal and external barriers. Internal barriers to ICT implementation in schools in rural locations include:

- Lack of trained teachers
- Unfavorable organizational culture and poor attitude and beliefs
- Shortage of time
- Issues of maintenance and upgrading of equipment
- Insufficient funds

- Challenge of language and content
- Shortage and unreliability of equipment's
- Lack of technical suppor
- Resource related issues and internet

Other external factors inhibiting the usage of ICT in rural schools are: social and cultural factors inherent to these regions, lack of initiative by community leaders, corruption and burglary.

CHAPTER - 6
PLAN OF ACTION

The major objective of this section is to present programmes developed during the workshop in the selected priority areas for interventions with reference to objectives/expected outcomes to be achieved, indicators, detailed activities/strategies, resources required, agencies/persons responsible, and timeline, with respect to each program. The matrices of action plans are as follows:

6.1.1   Priority Area 1 (A): Curriculum

Table 6.1: Priority Area 1 (A): Curriculum for School & Teacher Education & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Renewal of Curriculum	- Development of State Curriculum Framework intuned with implementations of Curriculum Framework with NCF 2005, integrating emerging National concerns and State specific issues - Monitoring for implementation of Curriculum framework	-Constitution of Curriculum Committee - Preparation of draft for Curriculum framework	5 workshops, 30 Human, 5 days Financial- Rs22.5/- lakh	RSK	1 Year
Development of textbooks according to NCF 2005	-Development of textbooks from class 1 to XII intuned with curriculum framework -Appraisal of Syllabus and textbooks-Formative and Summative	-Review of Textbooks to incorporate Curriculum components	5 workshops per subject (6 subjects) Human- 180, 5 days Financial- Rs135/- lakh	RSK	1 Year

Capacity building of all level stakeholders	-Capacity building of all level stakeholders responsible for curriculum implementation.	-Capacity building for curriculum of all stakeholders: Educational administrators, Supervisors, Head Masters and Principals, Teachers all concerned and SMC/SMDC/PTA members	3 days training Human- 3 lakhs Financial- KRPs-Rs. 91.8/-lakh MTs-Rs. 557.82/-lakh JSKs-Rs. 92.97/-lakh(@ Rs. 3000/-per JSK)	RSK	1 Year
Implementation of curriculum in schools	Provide adequate funds/ resources to schools to implement curriculum in real spirit	Proposal to government for allocation of funds for ensuring curriculum implementation	1,22,665 Schools, Financial-Rs. 2453.3/-lakh (@Rs. 2000/- per school)	RSK	1 Year
Renewal of D.El.Ed. Curriculum	Review of two year D.El.Ed. Curriculum as per recommendations of NCTE Regulations, 2014	-Constitution of Curriculum Committee -Preparation of draft for Curriculum framework -Development of Curriculum	4 workshops per course Human- 30, 5 days, Financial- Rs18/- lakh	RIE, State Univer- sities, NCERT	1 Year
Renewal of B.Ed. Curriculum	Review of two year B.Ed. Curriculum as per recommendations of NCTE Regulations, 2014	-Constitution of Curriculum Committee -Preparation of draft for Curriculum framework -Development of Curriculum	5 workshops Human- 90, 5 days, Financial-Rs 67.5/- lakh	RIE, State Univer- sities, NCERT	1 Year

Renewal of M.Ed. Curriculum	Review of two year M.Ed. Curriculum as per recommendations of NCTE Regulations, 2014	-Constitution of Curriculum Committee -Preparation of draft for Curriculum framework -Development of Curriculum	6 workshops Human-50, 5 days, Financial-Rs 45/- lakh	RIE, State Univer-sities, NCERT	1 Year
Research on Curriculum	Educational research based on curriculum	Conduct research based on issues emerging in curriculum implementation	2 studies on curriculum Human- 110 Financial-Rs 4/-lakh (@Rs 2/-lakh per study)	RSK	1 Year
* Training at state level & higher level @Rs.2000/- per day per person, at district & division level @Rs.200/- per day per person, at JSK contingency expenditure and workshop remuneration @Rs1000/- per day per person.					

6.1.2 Priority Area 1 (B): Teachers Training

Expected Outcomes:

- Elementary teachers will be well acquainted with new curriculum of NCERT
- Secondary and Senior Secondary teachers will be well acquainted with NCERT curriculum
- DIET faculty will be able to use ICT teaching skills, and innovative classroom practices in their daily teaching learning process, and doing research, especially action research
- DIET faculty will be well acquainted with CCE monitoring, leadership, planning and management skills and in making low cost TLM, development of e- content and instructional materials
- CTE and IASE faculties will be well versed with use of ICT, research, monitoring , evaluation (CCE) leadership , planning , management , budgeting , training skills , new subjects of B.Ed. curriculum like language across the curriculum and reading and reflecting on text and development of E-content and instructional material
- Elementary, Secondary, and Senior Secondary teachers, DIET, CTE and IASE faculty will be acquainted with different programs and innovative practices run by the state, and a proper linkage and coordination will be developed between different stakeholders

Table 6.2: Priority Area 1 (B): Teachers Training (Teachers and Teacher Educators) & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Development of training packages	-Training package for elementary level developed by NCERT to be analysed and revised -The training package for Secondary level developed by RMSA to be analysed and revised -Printing of the training packages for Elementary and Secondary level	-Constitution of Curriculum Committee to review the training packages developed by NCERT and RMSA -Workshop to be organized for reviewing the training packages -Finalization of the training packages Printing of training packages	Preparation of the workshop, 60 Human, 6 days Financial- Rs. 10.8/- lakh Finalisation of workshop , 30 Human, 3 days Financial- Rs. 2.7/- lakh Printing cost of Trng Pkg. Rs. 65/-lakh (@Rs. 50/-per copy)	NCERT & RSK	6 months
Training of KRPs and teachers	- Conducting of Training pro-grammes - Follow-up of the training pro-grammes	- Training of KRPs for Elementary, Secondary and Senior Secondary levels - Training of teachers at the Elementary, Secondary and Senior Secondary level (Subject wise)	Financial- KRPs-Rs. 91.8/- lakh MTs-Rs. 557.82/- lakh JSKs- Rs. 92.97/- lakh (@Rs. 3000/-per JSK)	NCERT & RSK	6 months

Training programmes for capacity building of Elementary teachers	Demonstration of content knowledge with conceptual clarities by using appropriate examples and active learning strategies	Training of Elementary teachers in NCERT curriculum for the subjects – Maths, Science, and Environmental Studies of classes 1 to 8	Training site, teaching learning materials, ICT equipments and test for evaluation training module Use of audio-visual, T.V. channels and ICT. Training through skype, video conference ICT. Onsite support in classroom process. 4 Day Training Financial-KRPs-Rs. 16.32/-lakh MTs-Rs. 99.168/-lakh JSKs-Rs. 61.98/-lakh (@Rs. 2000/-per JSK)	RSK	1 Year
Training programmes for capacity building of Secondary teachers	Demonstration of content knowledge with conceptual clarities by using appropriate examples and active learning strategies	Training of Secondary teachers in NCERT curriculum for the subjects Maths & Science	Training site teaching learning materials, ICT equipments and tests for evaluation, training modules 4 Day-Training Financial- KRPs-Rs. 8.16/-lakh MTs-Rs. 49.584/-lakh JSKs-Rs. 30.99/-lakh (@Rs. 1000/-per JSK)	RMSA	1 Year

Training programmes for capacity building of Senior Secondary teachers	Demonstration of content knowledge with conceptual clarities by using appropriate examples and active learning strategies	Training for senior secondary teachers in NCERT curriculum for Maths, Science (Physics, Chemistry, Biology), and Commerce (5 subjects) faculties	Training site, training module, teaching learning material, laboratory material, ICT equipments and tests for evalua-tion 4 DayTraining Financial- KRPs-Rs. 20.4/-lakh MTs-Rs. 123.96/-lakh JSKs-Rs. 30.99lakh (@Rs. 1000/-per JSK)	RMSA	1 Year
Training programmes for capacity building of DIET faculties, in two years D.El.Ed. curriculum	Demonstration of content knowledge, uses of active learning strategies, innovative classroom practices, Collection and preparation of teaching learning materials, uses of ICT	Training of DIET faculty in two years new D.El .Ed. curriculum proposed by NCTE Regulation, 2014 (ICT, research, teaching skills, pedagogical knowledge, CCE, monitoring, Shaa-la Sidhdhi , ALM, value education , CWSN , leader-ship planning and management, use of OERs and active learning strategies, development of low cost teaching learning and E content and instructional materials)	Training site, training module, laboratory material, ICT equipments and tests for evaluation 5 Day Training Financial (Year 2017)- 20 KRP (IASE & CTE)- 4 lakhs Trng at IASE/ CTE (2 subjects per TE)- Rs. 7.96/- lakh Financial (Year 2018)- 20 KRP(IASE& CTE)-Rs. 4/-lakh Trng at IASE/ CTE(2 subjects per TE)- Rs. 7.96/- lakh	RSK , NUEPA, NCERT, IASE, CTE	1 Year

Training programme for capacity building of CTE and IASE faculties on two years B.Ed. and M.Ed. curriculum	Demonstration of content knowledge, uses of active learning strategies and innovative classroom practices, Collection and preparation of teaching learning materials, uses of ICT, showing expertise in planning, management and budgeting, ability to conduct research, Creation of E- contents	Training of CTE and IASE faculty on two years new B.Ed. and M. Ed. curriculum proposed by NCTE Regulation, 2014 (ICT, research, teaching skills, pedagogical knowledge, CCE, monitoring, CWSN, leadership planning and management, use of OERs and active learning strategies, devel-opment of low cost teaching learning materials E -content and instructional material)	Training site, training module, teaching learning material, labora-tory material, ICT equipments and tests for evalua-tion	NCERT, NUEPA and RSK	6 Months
			5 Day Training For M.Ed. 5 Day training per subject of 30 Humans for 2 subjects Financial (Year 2017)- Rs. 6/- lakh Financial (Year 2018)- Rs. 6/- lakh		1 Year
			For B.Ed. 5 Day training per subject of 60 Humans for 2 subjects Financial (Year 2017)- Rs. 12/- lakh Financial (Year 2018)- Rs.12/- lakh		1 Year
					1 Year

Orientation and capacity building of Elementary, Secondary, Senior Secondary teachers, DIET, CTE and IASE faculties on different programs innovative practices run by the state for proper linkage and coordination between different stake-holders	Awareness about the different programs and innovative practices run by the state	Training of Elementary, Secondary. Senior Secondary teachers, DIET, CTE, and IASE faculties on different programmes run by RSK like Shaala Sidhdhi , Shaikshik Samvad, CWSN Gyaan Pitara, and development of E -content and instructional materials	Name of training program: Training of Maths Elementary teachers (class 1 to 7) Training of Science Elementary teachers (class 1 to 7) Training of EVS Elementary teachers (class 1 to 7) Training of Maths Elementary teachers of class 8 Training of Science Elementary teachers of class 8 Training of Maths Secondary teachers of class 9 Training of Science Secondary teachers of class 9 Training of Maths Secondary teachers of class 10 Training of Science Secondary teachers of class 10 Training of Secondary teachers of Maths, Science, and Commerce class 11 Training of Secondary teachers of Maths class 12 Training of Secondary teachers of Science class 12 Training of Secondary of Commerce class 12 Training of DIET faculty on new curriculum of NCTE Training of CTE and IASE faculty on new NCTE curriculum Training of Elementary, Secondary, and Senior Secondary teachers, DIET, CTE, IASE on different programmes run by RSK like SHALA SIDHDI, Shaikshik Samvad, Gyan Pitara, and development of E- content and instructional materials. 5 Days Training Financial- 40 KRPs (IASE+CTE) Financial-Rs. 4/-lakh 513 MRPs (Remaining IASE+CTE+DIET Staff) Rs. 5.13/- lakh MTs- Rs. 61.98/- lakh JSKs- Rs. 92.97/-lakh(@Rs.3000/-per JSK)	Faculties of NCERT, NUEPA and RSK	1 Year

6.1.3 Priority Area 2: Continuous and Comprehensive Evaluation (CCE)

Expected Outcomes:

- Review of CCE System in the state
- Review of CCE programme for uniform understanding of CCE at different levels
- Review of textbooks to incorporate CCE components
- Development of supplementary materials for effective implementation of CCE
- Development of CCE Manual
- Development of Rubrics for assessment of students by giving convergence of various activities like NSS, NCC, Scout & Guide, science club, red-cross, various clubs (science, maths, economics, sports etc.) to develop and assessment of social-personal qualities
- Skill based question banks for CCE to establish linkage between teaching-learning and evaluation
- Development of month wise activity calendar of CCE
- Audio-visual material to create favorable environment for CCE importance by giving well defined role of SMC members, parents and Bal Cabinet in CCE implementation
- Development of softwares based on CCE for objective assessment of students and teachers
- Capacity building on CCE of all stakeholders, including, teachers, Head Masters and Principals, educational administrators and supervisors at all levels
- Pre-school teachers required in the 92,230 functional Anganwadis
- Review of pre-service curriculum incorporating CCE component

Table 6.3: Priority Area 2: Continuous and Comprehensive Evaluation (CCE) & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Develop uniform understanding of CCE	Exhibit uniform understanding of CCE among all stakeholders	-Review of CCE system in state -Review of CCE programme for uniform understanding of CCE at different levels	5 workshops, 30 Human, 5 days Financial-Rs. 22.5/- lakh	RSK	1 Year
CCE components in textbooks	Availability of revised textbooks with CCE components	-Review of CCE system in state -Review of textbook to incorporate CCE components	5 workshops per subject (6 subjects) Human- 180, 5 days Financial- Rs. 135/- lakh	RSK	1 Year

Capacity building of all level stakeholders	-Development of package on CCE for Teachers, Teacher Educators, Principals, DSEOs, SDSEOs -Printing of CCE package for Teachers, Teacher educators, Principals, DSEOs, SDSEOs	-Constitution of Curriculum Committee to review the CCE package developed by DEE, NCERT for Elementary level and RMSA for Secondary level -Workshops to be organized for reviewing the CCE package -Finalization of CCE Package -Printing of CCE package	5 workshops,3 days, Human- 90 Financial- Rs. 40.5/- lakhs Printing of Pkg. Financial- Rs. 65/-lakh (@Rs. 50/-per copy)	RSK	1 Year
Create favourable environment for CCE importance	Availability of desired audio-visual material	Procurement of audio-video programmes developed by CIET and other agencies, and development of the same for creating favourable environment for CCE. Importance by giving well defined role of SMC members, Parents, Bal-cabinet in CCE implementation	6 workshops, 3 days, Human- 50 Financial- Rs. 27/-lakh	RSK	1 Year

Capacity building of educational functionaries in CCE i.e. Teachers, Principals, DSEOs, SDSEOs	-Conducting Training Programs on CCE -Follow-up of the training programs	-Training of School administrators including Principals/ Headmaster and Educational Officers -Training of KRPs on CCE -Training of Teachers on CCE for Elementary and Secondary level	3 days training Financial- KRPs-Rs. 91.8/-lakh MTs-Rs. 557.82/-lakh JSKs-Rs. 92.97/-lakh(@ Rs. 3000/-per JSK)	RSK	1 Year
Provide adequate funds/ resources to schools to implement CCE in real spirit	-Complete the recruitment of teachers and allocate budget provision as per requirement of CCE -Development of software based on CCE for objective assessment of students and teachers	Proposal to government for ensuring teacher recruitment and providing funds.	As per state norms, Human- 86000 Financial-72240 lakhs per year (Approx.) Human- 100 Financial- Rs. 30/- lakhs (Approx.)	RSK	2 Year
Promote educational research based on CCE.	Undertaken research based on CCE	Conduct research based on issues emerging in CCE implementation	2 studies on CCE Human- 110 Financial- Rs. 4/- lakhs(@Rs. 2/- lakh per study)	RSK	1 Year
CCE component in the curriculum of D.El.Ed. and B.Ed.	-Availability of Revised curriculum of D.El.Ed. and B.Ed. with CCE component	-Review of CCE System in state -Review of pre-service curriculum incorporating CCE component	4 workshops per subject (2 subject) Human- 30, 5 days Financial- Rs. 18/- lakh	RSK, RIE, NCERT	6 Months

6.1.4 Priority Area 3 (A): Early Childhood Care and Education (ECCE)

Expected Outcomes:

• Holistic development of children
• Preparing the for formal schooling

Table 6.4: Priority Area 3 (A): Early Childhood Care and Education (ECCE) & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
To promote holistic development of child	Cognitive development Motor development Aesthetic development	-Curriculum Review according to NCTE Regulations 2014 and curriculum , supporting material should be gender neutral and inclusive in nature	Experts from SE & WCD+ National level 2 workshops,15 Human, 5 days, Financial- Rs. 4.5/-lakh	WCD, SE and NGOs	Every 03 year from 2017
Development of pre-school kits	Age appropriate, competency based and local material	-Formation of State Coordination committee for ECCE comprising of RSK, WCD, NGOs, RIE Bhopal, State institute of health and family welfare development -Use of existing pre- school kit and -development cum production of pre- school kit to transact the curriculum	Experts from SE & WCD+ National level 3 workshops, 15 Human, 5 days, Financial- Rs. 6.75/-lakh	RSK in collaboration with RIE Bhopal	6 Months

Training of Aganwadi Workers	Competency based training	-Development of module for training of Aganwadi workers and refresher course for trained Aganwadi workers. -Intense training for Head masters and Class-1 teacher and Anganwadi workers.	Experts from SE & WCD+ National level 2 workshops,15 Human, 5 days, Financial- Rs. 4.5/-lakh Training of 2 MTs per JSK,5 days, Financial- Rs. 61.98/-lakh Training Contingency (@Rs3000/-per JSK) Rs. 92.97/-lakh	WCD , SE and NGOs	1 Year
To prepare thechild for formal schooling	Pre reading Pre writing Pre mathematical preparation	Teaching- learning process	Trained Aanganwadi Workers	WCD SE and NGOs	1 Year
Certificate courses	Trained & competent staff	-Available through teacher education institutions as per NCTE Regulations	As per NCTE norms	State Government	Start from March 2019

6.1.5 Priority Area 3 (B): Gender Issues

Expected Outcomes:

- There will be 100% enrolment of girl child in the school
- There will be an equitable society in terms of gender
- Women will get the same right for physical integrity
- There will be no gender disparity in the school atmosphere

Table 6.5: Priority Area 3 (B): Gender Issues & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
100% enrolment and retention of girl child in school	Enrolment, Retention	Enrolment drive, Gender sensitization training for teachers, community and administrators	Teachers and community 1day orientation at JSK, Financial-Rs. 15.495/-lakh(@ Rs. 500/-per school) School level Enrolment drive & Sensitization activities Rs. 613.325/-lakh(@Rs. 500/-per school)	SE and WCD, Tribal deptt.	May-July 2018
Sensitization towards gender	Gender equality	School Management commit-tee is to be included in addressing all the issues for sensitizing the children and people around including NGOs and parent teacher associations, curriculum developers, textbook writers, teachers, SMCs etc.	Experts of gender from State as well as National level, professional experts in gender analysis 1workshop, 30 Human,5 days, Financial-Rs. 4.5/-lakh	NCERT, SE , WCD and Tribal deptt.	3 Months
Curriculum	Gender equality	Curriculum catering value of equality in terms of physical integrity (eve teasing/abuse/etc.), equal opportunities (education/ career/ physical develop-ment etc.), rights and address the issue of transgender Training Module, self defence	Experts of gender from State as well as National level (it will be dealt under Priority Area1(A)	NCERT, SE ,WCD, Tribal deptt.	1 Year
Removal of gender bias	Removal of gender bias from textbooks	Analysis of textbook and TLM	Experts of gender from State as well as National level 2 workshop,(30+2) Human,5 day, Financial-Rs. 9.6/-lakh	NCERT, SE and WCD, Tribal deptt.	1 Year

		Committee in the school which should include SMC, Parent teachers association, family members of students and member of community. Self-defense techniques for self-confidence and mental strength	Experts of gender from State as well as National level 1day orientation at school, Financial- Rs. 613.325 lakh(@ Rs.500/-per school)	SE and WCD, Tribal deptt. Sports deptt.	1 Year
Issues of eve teasing					

Evaluation and Monitoring: - Evaluation and monitoring will be done after implementation of programme.

6.1.6 Priority Area 3 (C): Adolescence Education

Expected Outcomes:

1. Students will made aware about their physical and mental changes.
2. Students will strengthen their ability for self-defense.
3. They will get sufficient education for adolescence.

Table 6.6: Priority Area 3 (C): Adolescence Education & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Awareness of physical and mental changes	Personality development	TLM development Orientation of teachers and children and SMC, textbooks in coherence with societal needs	Teachers and experts from health deptt. 1day orientation at school, Financial- Rs.613.325 lakhs (@ Rs. 500/-per school)	SE/WCD	1 Year
Self defense	Strengthening (physically and mentally) of students	Self-defense classes in schools	Teachers and experts from health deptt. Sports deptt.	Police and NGOs, Sports deptt.	1 Year
Separate adolescence education for girls and boys	Child friendly atmosphere in the school	Drop box, role play, life skills education	Bal Cabinet and Kishori samuh and teachers, Financial (Contingency for activities)- Rs. 613.325/-lakh(@ Rs.500/-per school)	Schools/ WCD	1 Year

| Experts and society to provide such education | Communi-ty visits and friendly atmosphere in the schools | Community orien-tation, seminars and workshops | SRG Group and National level group Orientation/Seminar. Financial (Contingency for activities)- Rs. 613.325/-lakh(@Rs. 500/-per school) | Schools/WCD | 1 Year |

Evaluation and Monitoring: - Evaluation and monitoring will be done after implementation of programme.

6.1.7 Priority Area 3 (D): Guidance and Counselling

Expected Outcomes:

- Students will learn to feel school spirit pride and achieved their goals
- They will able to resolve their personal educational career related problems
- Children will be free from their bad habits and their will power will be strong to face the future problems
- They will be able to establish themselves as a good citizen of India

Table 6.7: Priority Area 3 (D): Guidance and Counselling & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Counselling Process	Behaviour of child	Counselling at school level, visit of psychologist and doctors to counsel the students to resolve their personal educational career related problems	Establishment of Guidance and Counselling Cell in Schools Appointment of full time counsellor Visits of psychologist and doctors to U.Pri., Sec. & Senior Sec. Schools(38915) Financial (Contingency for activities)- Rs. 194.575/-lakh(@Rs. 500/-per school)	WCD and SE and tribal deptt., DERT, RIE School Board	1 Year

Guidance of substance abuse child	Physical and mental health of the students	Regular connectivity of teachers and parents, role play, action play, posters, songs for substance abused child, and other children to pro- tect from bad habits	Teachers, parents, Financial (Contingency for activities)- Rs. 613.325/-lakh(@Rs. 500/-per school)	Health deptt.	6 Months
Delinquencies in school children	Information from parents	Seminars and workshops for parents and students by experts to guide and counsel the students habitual of delinquency	NGOs, and Doctors 1day Orientation Seminar at JSK Financial (Contingency for activities)- Rs. 15.495/-lakh(@Rs. 500/-per JSK)	Police deptt . and district adm.	1 Year

Radio Programmes can be transmitted for adolescence education.

6.1.8 Priority Area 4: ICT in Education

Expected Outcomes:

- Availability of adequate hardware, software and financial support as per the requirement of stakeholders at every level
- Optimum utilization of resources and funds by the students, teachers, teacher educators and other stakeholders
- Capacity building of teachers, teacher educators and people responsible for providing management
- Child and ICT friendly atmosphere in the institutions
- Enhanced learning outcomes at every level
- Inclusive Teaching Learning processes with the integration of ICT
- Use of OERs, Education Portal, Gyan-Pitara and other platforms by all stake holders

Table 6.8: Priority Area 4: ICT in Education & its Budget

Objectives	Expected Outcomes	Activities/ strategies	Resources required (Human/ Financial)	Agencies/ Persons responsible	Timeline
Infrastructure of ICT	Physical number of procurement and distribution, monitoring	At Primary level(83750)- -the radio programme at primary level is interrupted by signal fading and due to shadow zone at some places, thus the programme is proposed to be run on FM radio also. The schools will arrange FM radios according to number of students enrolled.	Schools Education Department (SED) Financial-Rs. 83.75/- lakh per year (Total Rs. 418.75/- lakh, @ Rs. 500/- per school)	RSK, Bhopal and HM of the schools	4 Years
	Physical number of procurement and distribu-tion		Technical support & Financial- Rs.930/- lakh per year(Total Rs. 4648.5/- lakhs(@ Rs.1.5/-lakh per Unit)	RSK, Bhopal	4 Years
	Physical number of procurement and distribution,	-1primary schools, in every Jan Shiksha Kendra(3099), will be developed as ICT schools by providing 1Unit(of 1laptop, 1LCD Monitor and 5 tablets) to each school for children to be used for teaching- learning. The sharing of the facility will be done with vicinity school according to bi-monthly time table.	Repository (in July 2017) at 322 BRC with 1Unit(of 1laptop and 1 Ex.HDD) Funds-161 lakh	RSK, Bhopal DIETs	6 Months
	Monitoring by DIET, ZSK and BRC, learning& Achieve-ment of Children	-Offline educational material will be provided to these ICT primary schools.(pen drive and other compatible devices) -provision for electrical connection and payment of electric bills is proposed to be made under 'Vidyalay Jyoti Abhiyaan'			

Adequate infrastructure of ICT	Physical number of procurement and distribution, Monitoring by DIET, ZSK and BRC, learning& Achievement of Children	At upper primary level(3099 JSK)- -there is only one head start at upper primary level at cluster level at present, the number of head start centres proposed to be increased to 1 per cluster. 1 laptop/ computer LCD Monitor and 5 tablets are proposed to be provided to other schools.	Technical and Financial- Rs. 930/- lakh per year(Total Rs. 4648.5/- lakhs(@ Rs.1.5/-lakh per Unit)	RSK, Bhopal	4 Years
	Physical observation	-there are only 24 to 30 smart classes in every district in selected upper primary schools. 1 school, per cluster, are proposed to be provided with smart class facility every year for 5 years. -provision for electrical connection and payment of electric bills are proposed to be made under 'Vidyalay Jyoti Abhiyaan'	Financial- Rs.930/- lakh per year(Total Rs. 4648.5/- lakhs(@ Rs.1.5lakh per Unit)	SED, RSK, Bhopal, MPEB	4 Years
Infrastructure of ICT	Physical number	At high school(4724)- -Every high school is proposed to be provided with 1 smart class facility.	Technical and Financial- Rs.708 lakh per year (Total 7086 lakh (@ Rs.1.5 lakh per Unit)	CPI, Bhopal	July (2017-26)

Adequate infrastructure of ICT	Physical number	At Higher Secondary school(3800) level- -every Higher Secondary school is proposed to be provided with 1 unit of 10 computers to start a computer lab. (At present only excellence schools have computer lab of 10 computers) -All the HSSs are proposed to be provided with smart class facility in phased manner within 5 years.	Technical and Financial-Rs. 1710/- lakh per year (Total Rs.17100/- lakh (@Rs. 4.5lakh per Unit) Financial-Rs. 570/- lakh per year (Total Rs. 5700/- lakh (@Rs.1.5/-lakh per Unit)	CPI, Bhopal	July (2017-26) July (2017-26)

Adequate infrastructure of ICT	Physical number	At DIET level(47)- 1-A computer lab with 50 computers will be provided to all the DIETs in a phased manner within 6 years.	Technical and Financial- Rs.180/- lakh per year(Total Rs.1057.5/- lakh) Financial-Rs.51.7/- lakh per year(Total Rs.310.2/- lakh)	RSK, Bhopal	5 Years
		2-All the classes and training halls at DIETs will be equipped with interactive board/ projector to facilitate smart class in phased manner in 6 years.	Financial- Rs. 141/- lakh		5 Years
		3-Training management system will be developed in all the DIETs with ICT support.	With the help of above resources With the help of above resources		3 Months
		4-Training need assessment system will be developed in all the DIETs.	Financial- Rs. 47 /-lakh Financial- Rs.179.1/- lakh		3 Months
		5- New system (or EDUSAT will be replaced by video) for conferencing system supported by internet.	Financial- Rs. 48/- lakh per year (Total Rs. 282/- lakh)		3 Months
		6-Wi-Fi facility will be provided in all the DIETs.			3 Months
		7-All the teachers will be provided with lap-tops for training and classroom teaching.			5 Years
		8-E-Library with 10 computers is proposed to be developed with broadband internet facility in phased manner in 6 years.			

| Infrastructure of ICT | Physical number of procurement and distribution | **At CTE Level (7)-** 1-A computer lab with 50 computers will be provided to all the CTEs in a phased manner within 7years. 2-All the classes and training halls at CTEs will be equipped with interactive board/ projector to facilitate smart class in phased manner in 7 years. 3-Training management system will be developed in all the CTEs with ICT support. 4-Training need assessment system will be developed in all the CTEs. 5-EDUSAT will be replaced by video conferencing system supported by internet. 6-Wi-Fi facility will be provided in all the CTEs. 7-All the teachers will be provided with laptops for training and classroom teaching. 8-E-Library with 10 computers is proposed to be developed with broadband internet facility. | Technical and Financial-Rs. 22.5/- lakh per year(Total Rs. 157.5/- lakh) Financial-Rs. 7.7/- lakh per year(Total Rs. 53.9/- lakh)

Financial- Rs. 21/- lakh

With the help of above resources With the help of above resources

Financial- Rs. 7/- lakh Financial-Rs. 69.75/- lakh

Financial-Rs42/- lakh | RSK, Bhopal and IASEs, UGC | July (2017-2023)

July (2017-2023)

3 Months

3 Months

3 Months

3 Months

3 Months |
| ICT curriculum for students | Curriculum review | **At Primary level-** Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET, and implementation of the same in 500 selected schools covered ICT@ school | ICT literature and a team of experts 2workshops, 5human,5days, Financial-Rs1.5/-lakh (Total Rs7.5/-lakh) Contingency support (@Rs.1000/- per year) Financial-Rs5/- lakh per year (Total Rs50/-lakh) | | May 2018

July (2018 -2022) |

ICT curriculum for students		**At Upper Primary level-** Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 1000 selected schools covered ICT@ school	ICT literature and a team of experts 2 workshops, 5 human, 5 days, Financial-Rs.1.5/-lakh Contingency support(@Rs.1000/- per year) Financial-Rs.10/- lakh per year(Total Rs. 50/-lakh)	MPBSE along with CPI , Bhopal, CIET	May 2018 July (2018 -2022)
ICT curriculum for students	Curriculum review	**At High school level-** Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET, and implementation of the same in 500 selected schools covered ICT@ school	ICT literature and a team of experts MPBSE along with CPI ,Bhopal, CIET 2 workshops, 5 human, 5 days, Financial-Rs. 1.5/- lakh Contingency support(@Rs.2000/- per year) Financial-Rs.10/- lakh per year(Total Rs. 50/-lakh)	MPBSE along with CPI , Bhopal, CIET	May 2018 July (2018-2022)
ICT curriculum for students	Curriculum review	**At Higher secondary school level-** Customization/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the same in 500 selected schools covered ICT@ school	ICT literature and a team of experts 2 workshops, 5 human, 5 days, Financial-Rs. 1.5/- lakh Contingency support Financial-Rs.10/- lakh per year (@Rs. 2000/- per year)	MPBSE along with CPI, Bhopal, CIET	Jan-May 2018 July 2018 onwards

ICT curriculum for school teachers	School teachers curricula	Customisation/ repurposing ICT curriculum and course content for students suggested by National ICT policy and developed by CIET and implementation of the for 2000 teachers from the schools where ICT student curriculum is implemented	ICT literature and a team of experts 2 workshops, 5 human, 5 days, Finan-cial-Rs.1.5/-lakh	CIET, DIETs, RSK	2018 onwards
ICT curriculum for teachers	Curriculum review	**At DIET Level-** In addition to ICT paper in syllabus, teacher educators and trainees are proposed to complete the ICT course given under the national policy on ICT.	ICT literature and a team of experts 2 workshops, 5 human, 5 days, Financial-Rs1.5/-lakh	RSK, Bhopal along with MPBSE Bhopal	Jan-May 2018
ICT curriculum for teachers	Curriculum review	At CTE Level- In addition to ICT paper in syllabus, teacher educators and trainees are proposed to complete the ICT course given under the national policy on ICT.	ICT literature and a team of experts 2 workshops, 5 human, 5 days, Financial-1.5/-lakh	RSK, Bhopal along with University	Jan-June 2018
ICT curriculum for teachers	Curriculum review	**For SCERT/BRC/ CRC-** Master trainers training for resource persons selected from SCERT for implementing ICT curriculum in the states	Training of 10 Human, 10 day, Financial-Rs. 2/- lakh	CIET & RSK	May-July 2018
OERs for school education	Develop-ment and usage of OERs	OERs developed at state level and national level to be used for teaching learning purpose	Available resources	RSK & CPI	May-July 2018

OERs for Teachers	Development and usage of OERs	Training on development and use of OERs, MOOC modules and use of OER portal. A chapter on OERs, its use and production is proposed to be added in the current syllabus	Experts from SCERT,IASE,CTE & DIET To be dealt under Priority area 1(A)	RSK & CPI	1 Year
Digitisation of textbooks	Training for digitization of textbooks	Core team members trained by CIET will form a working group at state level to convert all textbooks to epub and create a mobile app for delivery.	6 workshops per year, 20 Human, 5 day, Financial-Rs.18/-lakh per year(Total Rs 90/-lakh)	RIE, RSK & CPI	Jan-Sep (2018-2022)
ICT-Pedagogy integration	Training on ICT	Training on national level ICT initiatives, use of national/ state level portals/apps and ICT-pedagogy integration for selected SCERT/ DIET faculties. All other faculties of SCERT/ BRC/CRC/ IASE etc to be covered in cascade mode.	2 trainings per year, 30 Human, 10 day, Financial-Rs.18/-lakh per year(Total Rs. 90/-lakh)	CIET & RSK	Aug-Sep (2018-2022)
MOOCs for students	Usage of MOOCs	Use of school MOOCs in SWAYAM platform based on the availability	With the help of available resources	RSK & CPI	June-July 2018
MOOCs for teachers	Usage of MOOCs	Use of Higher education MOOCs in SWAYAM platform based on the availability	With the help of available resources	RSK & CPI	June-July 2018
MIS	Development of MIS	Development of school based MIS covering all 19 core records	Will be Planned in 2 workshops, 10 Human, 5 day, Financial-Rs. 3 lakh	NUEPA, NCERT RSK & CPI	May-July 2018

Capacity Building	Pre- test and post-test Achieve-ment Grading of students	**At Elementary level-** Training of Teachers (at DIET) will be taken up on the following topics- 1-Use and maintenance of ICT equipment's- 3 trainings of 5 days each	Academic faculty of DIET, ZSK and JSK (25x47) Human per year, Financial-Rs.11.75 lakh per year (Total Rs. 35.25/-lakh) (25x47) Human per year, Financial-Rs. 7.05 lakh per year (Total Rs. 21.15/-lakh)	RSK, Bhopal and DIETs	May-Nov. (2017-19)
		2-Training on use of school portal provided in MP education portal-2 trainings of 3 days each	(25x47) Human per year, Financial-Rs. 7.05 lakh per year (Total Rs 21.15/-lakh)		May-Nov. (2017-19)
		3-Training on use of OERs along with use of Internet- 3 trainings of 3 days each.			May-Nov. (2017-19)
Capacity Building	Pre- test and post-test Achieve-ment grading of students	**At High school and Higher secondary school level-**(at CTE) -Use and maintenance of ICT equipment's- 3 trainings of 5 days each	CTEs, CPI, Bhopal (40x7) Human per year, Financial-Rs 2.8/- lakh per year (Total Rs 8.4/-lakh) (40x7) Human per year, Financial-Rs 1.68 lakh per year (Total Rs. 5.04/-lakh)	CPI, Bhopal	May-Oct. (2017-19)
		-Training on use of school portal provided in MP education Portal-2 trainings of 3 days each	(40x7) Human per year, Financial-Rs 1.68 lakh per year (Total Rs. 5.04/-lakh)		May-Oct. (2017-19)
		-Training on use of OERs along with use of Internet- 3 trainings of 3 days each.	(40x7) Human per year, Financial-Rs. 2.8/-lakh (Total Rs. 8.4/-lakh)		May-Oct. (2017-19)
		-Training on production of OERs, modules and website maintenance is proposed- 3 trainings of 5 days each			May-Oct. (2017-19)

Capacity Building	Successful training report from NITTTR, Bhopal as per pre-test and post-tests	At DIET Level-(for DIET faculty) -Use and maintenance of ICT equipment's- 3 trainings of 5 days each at NITTTR, Bhopal	ICT experts at RSK, Bhopal and NITTTR, Bhopal 47 Human per year, Financial-Rs. 4.7/- lakh per year (Total Rs 14.1/-lakh) 47 Human per year, Financial-2.82 lakh per year (Total Rs 8.46/-lakh)	RSK, Bhopal	Aug (2017-19)
		-Training on use of school portal provided in MP education Portal-3 trainings of 3 days each at RSK, Bhopal	47 Human per year, Financial-Rs. 4.7/- lakh per year(Total Rs. 14.1/-lakh) 47 Human per year, Financial-Rs. 4.7/- lakh per year(Total Rs. 14.1/-lakh)		Aug (2017-19)
		-Training on use of OERs along with use of Internet- 3 trainings of 5 days each at NITTTR, Bhopal			Aug (2017-19)
		-Training on production of OERs, modules and website maintenance is proposed- 3 trainings of 5 days each.			Aug (2017-19)

| Capacity Building | Successful training report from RSK and NITTTR, Bhopal as per pre-test and post-test | At CTE and IASE Level-(for the faculty)

-Use and maintenance of ICT equipment's- 3 trainings of 5 days each at NITTTR, Bhopal

-Training on use of school portal incorporated within MP education Portal-3 trainings of 3 days each at RSK, Bhopal

-Training on use of OERs along with use of internet- 3 trainings of 5 days each at NITTTR, Bhopal

-Training on production of OERs, modules and website maintenance is proposed- 3 trainings of 5 days each. | ICT experts at RSK, Bhopal and NITTTR, Bhopal
26 Human per year, Financial-Rs 2.6 lakh per year(Total Rs 7.8/-lakh)
26 Human per year, Financial-Rs 1.56/- lakh per year(Total Rs 4.68/-lakh)
26 Human per year, Financial-Rs 2.6 lakh per year(Total Rs 7.8/-lakh)
26 Human per year, Financial-Rs 2.6 lakh per year(Total Rs7.8/- lakh) | RSK, Bhopal | Aug (2017-19)

Aug (2017-19)

Aug (2017-19)

Aug (2017-19) |

*Estimated cost of 1Laptop/Desktop @Rs.45000/-, 1Tablet @Rs.14000/-, 1Ext. HDD @Rs.5000/-, LCD Monitor @Rs.35000/-

Inclusion of social media can be done in the curriculum and teaching learning material

Center	State	CIET / RIE	UNESCO
Add electricity connection as mandate under ICT@ School Scheme EDUCAT network to be strengthened such that two ways of audio, video for interaction are provided Need for ICT scheme for DIET.STE/IASE to provide infrastructure to the institutions.	Ensuring electricity connection to schools Third party evaluation of ICT@ School Scheme to be initiated by state.	Information on funding options Support in ICT curriculum implementation Training for master trainers in all areas of training mentioned in the action plan Collaborate with state for third party evaluation Provide NROER resources to the states	Provide OERs available with UNESCO

ANNEXURE- 1

LIST OF PARTICIPANTS OF THE WORKSHOP AT STATE LEVEL

- Mr. Prashant Dolas, Dy. Director, JD Bhopal
- Mr. Manglesh Vyas, DPC, Dhar
- Dr. KK Parashar, DIET, Khandwa
- Dr. Azra Asif, IASE, Bhopal
- Mr. Ravindra Saxena, Principal, HSS, District- Sehore
- Dr. Sudhir Gupta, RSK, Bhopal
- Dr. Pramila Singh, RSK, Bhopal
- Mr. Hariom Vaishnav, APC Academic, ZSK ,Dewas
- Mr. Rakesh Dewang, BAC, Bhopal
- Mr. Banwarilal Bairagi, HSS, Sustani District- Rajgarh
- Mrs. Shahina Khan, Principal High School, Jattakheda, District- Bhopal
- Shri Uday Upendra Bhide, Principal, DIET, Gwalior (MP)
- Smt Anita Bargoorjar, Principal, High School, Nipaniya Kal
- Shri Yogesh Dwivedi, Senior Lecturer, DIET, Datia (MP)
- Dr. Javed Akhtar, Jr Lecturer, DIET, Bhopal (MP)
- Shri Bijendra Singa Bhadoria BAC ,Bhopal
- Mrs. Archana Malviya, S.Adhyapak P.S. Meen, Ujjain(MP)
- Shri Prashan Dolas, Deputy Director, JD
- Dr. Sudheer Gupta, RSK
- Dr. Pramila Singh, RSK
- Shri B. D. Bairagi Hs Sustani, Rajgarh
- Shri Ravindra Saxena , Principal, Sehore
- Mr. Angha Dev
- Dr. Mahesh Jain
- Dr. Tanuja Srivastav
- Dr. Rashmi Jain
- Ms. Sakshi Bhawalkar
- Mr. Abhishek Pargir
- Ms. Varsha Wankhede
- Mr. Roopchand Sahu
- Mr. J.S.Chhawai

ANNEXURE- 2

LIST OF PARTICIPANTS AT NATIONAL CONSULTATION WORKSHOP

Sl. No.	Name of Resource Persons/Participant & Designation	Organisation
1.	Prof. A.P.Behera *Head DICT & Training*	CIET, NCERT, New Delhi
2.	Prof. K. Srinivas, *Professor*	NUEPA, Delhi
3.	Dr. Shahid Rasool *Director*	Commonwealth Educational Media Centre for Asia (CEMCA), Delhi
4.	Dr. Sitanshu Shekha Senapati *Assistant Director*	National Institute of Public Cooperation & Child Development (NIPCCD), Delhi
5.	Prof. Ranjana Arora *Head & Professor*	Department of Curriculum Studies, NCERT, New Delhi
6.	Dr. Sharad Sinha *Head & Professor*	RMSA, NCERT, New Delhi
7.	Prof. G.L.Arora *Former Head*	DTE, NCERT, New Delhi
8.	Dr. Kirti Kapoor *Professor*	DCS, NCERT, New Delhi
9.	Dr. Padma Yadav *Professor*	Department of Elementary Education, NCERT, New Delhi
10.	Prof. Poonam Aggarwal *Head & Professor*	DGS, NCERT, New Delhi
11.	Prof. Nityanand Pradhan *Principal*	RIE, Bhopal, Madhya Pradesh
12.	Prof.. Madhulika S. Patel *Associate Professor*	DTE, NCERT, New Delhi
13.	Prof. A. Sukumar *Principal*	NERIE, Shillong, Meghalaya
14.	Dr. Mona Yadav *Associate Professor*	DGS, NCERT, New Delhi
15.	Prof. Devraj Goel *Professor*	CIET, NCERT, New Delhi
16.	Smt. Sarika C. Saju *Associate Professor*	RIE, Bhopal, Madhya Pradesh
17.	Dr. F.G.Dkhar, Associate *Professor*	NERIE, Shillong, Meghalaya
18.	Mr. Tasongwi Newmei *Assistant Professor*	NERIE, Shillong, Meghalaya
19.	Dr. Arnab Sen *Assistant Professor*	NERIE, Shillong, Meghalaya
20.	Dr. Sanjay Kumar Pandalage *Assistant Professor*	RIE, Bhopal, Madhya Pradesh
21.	Smt. Libera Lyngdoh *Senior Grade Lecturer*	DERT, Shillong, Meghalaya

22.	Smt. Sandra M. Nongsiej *Sr. Lecturer*	DERT, Meghalaya
23	Shri Uday Upendra Bhide *Principal*	DIET, Gwalior, Madhya Pradesh
24	Dr. Javed Akhtar *Jr. Lecturer*	DIET, Bhopal, Madhya Pradesh
25	Dr. Esther J. Shongwan *Academic Officer*	Meghalaya Board of School Education, Meghalaya
26	Mr. Roop Singh Kushram *Lecturer*	Board of Secondary Education, Bhopal, Madhya Pradesh
27	Dr. Abhay Kumar *Assistant Professor*	CIET, NCERT, New Delhi
28	Dr. Angel Rathnabai *Assistant Professor*	CIET, NCERT, New Delhi
29	Mr. Mohd. Mamur Ali *Assistant Professor*	CIET, NCERT, New Delhi
30	Ms Deepty Gupta *Assistant Professor*	CIET, NCERT, New Delhi

ANNEXURE- 3

PRESENTATIONS MADE BY VARIOUS GROUPS IN STATE WORKSHOP

Presentation 1

Capacity Building on Information & Communication Technology

Group-III

Goals of NP *ICT* SE

- Create
- Promote
- Motivate & enable

Components of ICT integration

- Availability of adequate infrastructure and a Free and Open Technology Environment
- Curriculum and content
  - to support student learning (classroom / ICT lab in school)
  - to support teacher professional development
  - Collaborative creation and publishing of Open Educational Resources (OER)
- Capacity building
  - Teacher Education using Communities of Practice approach (COP)
  - Institutional capacity building at Mandal and District Structures and SCERT

Curricula for ICT in education
(CIET, NCERT)

No of Schools approved for ICT
by MHRD

Madhya Pradesh		
2005-06	2011-12	Total
230	2000	2230

Funds released for ICT
by MHRD
(upto 2014-15)

Madhya Pradesh (in Lakh Rs)		
2007-08	2009-10	Total
575	1350	1925

Primary Level

Objective	Indicators	Activities/ Strategies	Resources Required (human/Financial)	Agencies/ Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Radio,Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, Internet with Wi-Fi, Contingency	ZSK & RSK	MAY-JUNE 2017
Utilisation/ Curriculum	Classroom Processes	Utilisation of: hardware Software Internet, Edu. Portal & OERs	Head, Teachers, Students & Contingency	Head, Teachers & RSK	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Hardware, Software, internet, Edu. Portal & OERs	Master Trainers, Training Material & Financial Support	JSK, BRC, DIET & RSK	JUNE-JULY 2017

Upper Primary Level

Objective	Indicators	Activities/ Strategies	Resources Required (human/Financial)	Agencies/ Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Radio, Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, Internet with Wi-Fi, Contingency	ZSK & RSK	MAY-JUNE 2017
Utilisation/ Curriculum	Classroom Processes	Utilisation of: Headstart, Smart Class, Internet, Edu. Portal & OERs	Head, Teachers, Students & Contingency	Head, Teachers & RSK	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Headstart, Smart Class, Internet, Edu. Portal & OERs	Master Trainers, Training Material & Financial Support	JSK, BRC, DIET & RSK	JUNE-JULY 2017

High School Level

Objective	Indicators	Activities/Strategies	Resources Required (human/Financial)	Agencies/Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Radio, Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, High Speed Internet with Wi-Fi, Contingency	DEO, Com. TWD/CPI	MAY-JUNE 2017
Utilisation/Curriculum	Classroom Processes	Utilisation of: Headstart/ Smart Class, Internet, Edu. Portal & OERs	Head, Teachers, Students & Contingency	Head, Teachers, Com. TWD/CPI	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Headstart/ Smart Class, Internet, Edu. Portal & OERs	Master Trainers, Training Material & Financial Support	HSS, DEO, CTE/DIET, Com.TWD/ RSK	JUNE-JULY 2017

Higher Secondary School Level

Objective	Indicators	Activities/Strategies	Resources Required (human/Financial)	Agencies/Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Computer Lab with Radio, Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, High Speed Internet with Wi-Fi, CCTV, Contingency	DEO, Com. TWD/CPI	MAY-JUNE 2017
Utilisation/Curriculum	Classroom Processes	Utilisation of: Smart Class, Comp. Lab, Internet, Edu. Portal, OERs, Material Dev.	Head, Teachers, Students & Contingency	Head, Teachers, Com. TWD/CPI	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Smart Class, Comp. Lab, Internet, Edu. Portal OERs, Material Dev.	Master Trainers, Training Material & Financial Support	DEO, CTE/DIET, Com.TWD /RSK	JUNE-JULY 2017

DIET Level

Objective	Indicators	Activities/Strategies	Resources Required (human/Financial)	Agencies/Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Smart Class, E-Library Computer Lab with Radio, Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, High Speed Internet with Wi-Fi, CCTV, Contingency	ZSK & RSK	MAY-JUNE 2017
Utilisation/Curriculum	Classroom Processes	Utilisation of: hardware Software Internet, OERs, E-Library, Smart Class	Head, Teacher Educators, Trainees, Teachers & Contingency	ZSK, CTE/IASE & RSK	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Hardware, Software, internet, OERs	Master Trainers, Training Material & Financial Support	DEO, CTE/DIET, Com.TWD/ RSK	JUNE-JULY 2017

CTE/IASE

Objective	Indicators	Activities/Strategies	Resources Required (human/Financial)	Agencies/Personell Responsible	Time Lines
Adequate Infrastructure	Hardware & Software Support	Availability	Smart Class, E-Library Computer Lab with Radio, Tablet PCs, Laptop, LCD/LED Monitor, Audio System, CDs/DVDs, Electricity Connection, UPS, High Speed Internet with Wi-Fi, CCTV, Contingency	ZSK & RSK	MAY-JUNE 2017
Utilisation/Curriculum	Classroom Processes	Utilisation of: hardware Software internet, OERs, E-Library, Smart Class	Head, Teacher Educators, Trainees, Teachers & Contingency	ZSK, CTE/IASE & RSK	AUGUST 2017 - MARCH 2018
Capacity Building	Training	Hardware, Software, internet, OERs	Master Trainers, Training Material & Financial Support	DEO, CTE/DIET, Com.TWD/ RSK	JUNE-JULY 2017

Madhya Pradesh Education Portal

Madhya Pradesh Education Portal

- A Suite of e-Governance applications to STREAMLINE & AUTOMATE PROCESS Education Sector
- Common Integrated Online Platform for all Stakeholders

Madhya Pradesh Education Portal

Awards & Recognitions

- 'Gold Icon' National Award for E-Governance 2010 of Govt of India
- CSI-Nihilent e-Governance Award of Excellence 2009
- PC Quest : Best IT Implementation Project 2010 [Best e-Governance Project of India]

Madhya Pradesh Education Portal

Quality

- Pritabha Parv : Comprehensive Yearly Assessment of Students, Teachers and Schools
- Online Assessment of Training Needs of Teachers/Staff
- School Inspections: Identification of Issues, Follow-up for Remedial Action

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Madhya Pradesh Education Portal

Online School Enrollment Management

- Online Profiles of over 1.5 Cr Enrolled Students
- Asessment of Needs for Textbooks, Uniforms, Cycles, Scholarships and Other Assistance

Village Education Register (VER)

- Out of School Students: Identification, Registration and

Madhya Pradesh Education Portal

GIS@Schools

- Creation of Online GIS and Web Platform
- Geo-tagged Photographs of Facilities and Infrastructure required for Compliance of RTE Norms
- GIS facilitate scientific planning and compliance of various provisions of the RTE Act, 2009

Madhya Pradesh Education Portal

Mobile Apps and SMS Integration

- Mobile App to capture the Geo-Tagged Photos of facilities and infrastructure of Schools
- Updated Mobile Numbers of teachers/Staff
- SMS Alerts on Salary, New Activities

Madhya Pradesh Education Portal

Online School Management Information System

- Integrated Database of over 1.25 Lac Govt and 48,000 Pvt Schools
- Geo-Locations of Schools along with infrastructure, Facilities and Me
- Private Schools: Online recognition As per RTE Norms
- Private Schools: Reimbursement of Tution Fee of Students admitted
- Quick and Realtime Dissemination of Authentic Information

Madhya Pradesh Education Portal

Content Management System

- Online Circulars, Orders: uploaded by all offices
- Online Tenders, News
- Photo Albums of Activities of Schools
- Useful Videos

Madhya Pradesh Education Portal

Civil Works Monitoring and Management System

- Online Monitoring of over 2.76 Lac Civil Works
- Updated Status of Works, Online Inspections
- Performance Ranking of Engineers, Districts
- Tracking of Not Started, Held-up works
- Transparency and Social Audit

Madhya Pradesh Education Portal

Vidhyalay Uphar Yojana

- Online platform to collect the requirements of schools
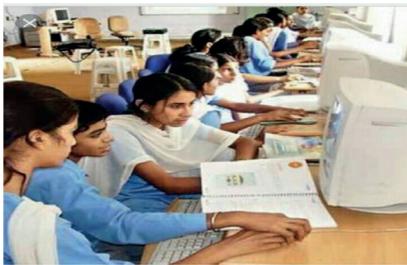- Platform facilitate Pubic and corporates to donate the required items to schools under CSR

BEST PRACTICES
STATE LEVEL

BEST PRACTICES
STATE LEVEL

BEST PRACTICES
STATE LEVEL

BEST PRACTICES
STATE LEVEL

View Photo Albums
View Photo Albums
Block Harda Smart Class photo prensent of Mr. Santosh Soni(Block MIS CO- Ordinator) Santosh Soni, Block MIS Coordinator, BRC RAMNAGAR, Satna-District

BEST PRACTICES
NATIONAL LEVEL

www.rdfoundations.org
Welcome to Rajeev Dhar Foundation Dehradun, Uttarakhand ...
indian kids computer education

BEST PRACTICES
NATIONAL LEVEL

vjit.ac.in
NSS
Computer education to rural children by NSS volunteers:

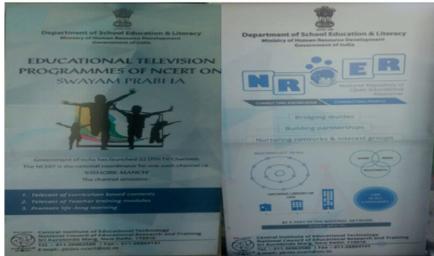## BEST PRACTICES
NATIONAL LEVEL

Jantakareporter.com
10,000 primary schools in Kerala to have WiFi facilities
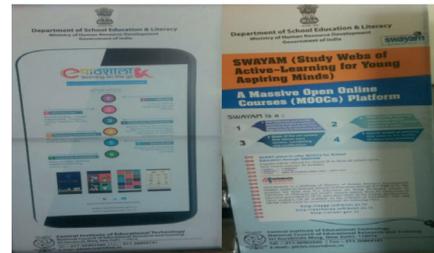
BEST PRACTICES
NATIONAL LEVEL

Governance Today
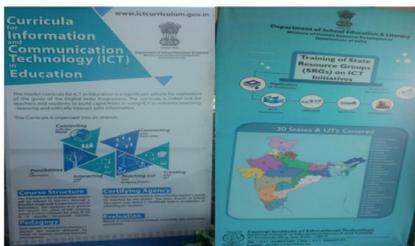Smart Class introduced in Jharkhand government schools ...

BEST PRACTICES
NATIONAL LEVEL

BEST PRACTICES
NATIONAL LEVEL

BEST PRACTICES
NATIONAL LEVEL

Best Practices

- Telangana ICT POLICY
- https://youtu.be/TtPLeztfx9o
- https://youtu.be/CERy1n3Q_cU
- https://youtu.be/ZQQq9lgp494
- Tamilnadu ICT Act

References

- www.ssa.mp.gov.in/ict.htm
- Telangana ICT POLICY
- https://youtu.be/TtPLeztfx9o
- https://youtu.be/CERy1n3Q_cU
- https://youtu.be/ZQQq9lgp494
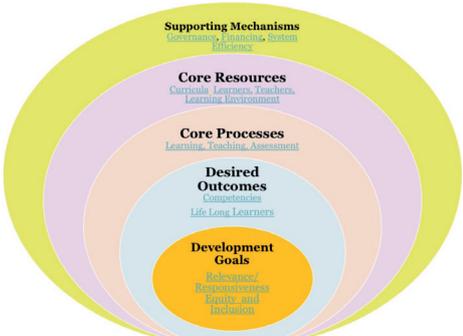- Tamilnadu ICT Act
- https://yout.be/02jovEWa-E4

ECCE

EARLY CHILDHOOD CARE
EDUCATION

PRESENT   STATUS

- 1. ECCE is in developing state and controlled by WCD department of M.P.state.
- 2. 75% Aanganwadis shifted in primary schools.
- Pre-school kits are distributed to 2500 Aaganwadis as a pilot state.
- Curriculum, syllabus and activity books, for ECCE has been prepared, but it will be implemented in future.

GAPS

1. There is inadequate linkage between WCD Department and school education.
2. Aaganwadi should be shifted 100% in the schools.
3. Curriculum and TLM should be distributed in pre-school.
4. Teachers of Pre-School Education should be trained.
5. Pre-school teachers required in the 92,230 functional Aaganwadis.

BEST PRACTICES

- 1. Some Aaganwadis' have been developed as pre-school in the primary school as pilot study.
- 2. Mobiles distributed to Aaganwadi workers for effective monitoring.
- 3. ECCE coordinators appointed for different projects.

GENDER ISSUES

PRESENT STATUS

1. Gender disparity is minimum at the primary and upper primary level whereas atthe senior secondary level gender disparity is high. Several social and economic barriers are responsible for it.
2. Separate girls toilet have been established.
3. Toilets are there, but no availability of water.
4. Socially, the parents are insecure to send their girl child in the absence of female teacher.
5. Problem of eve teasing around schools that affects attendance of girls.
6. Issues of gender disparity are not properly addressed in curriculum and its transaction.
7. Gender bias has been observed in the text book of class 1st to 12th.

GAPS

1. Gender and social category gap.
2. Maximum girls toilets are non-functional.
3. Water availability is required for functional toilets.
4. No security arrangements for eve teasing.
5. Due to the absence of female teacher in school, 100% retention problem is there.
6. There is no proper place in curriculum and its transaction in term of gender disparity.

BEST PRACTICES

1. There is a need to organize interventions like orientations of parents, teachers, community, higher local bodies and government authorities.
2. It should be ensured that all toilets are functional.
3. Coordination of community and local governing bodies and P.H.E. department.
4. Gender sensitization orientation program is required.
5. The issue of eve teasing should be tackled carefully by the police.
6. Issues of gender disparity should be addressed properly in curriculum.

GUIDANCE AND COUNSELLING

PRESENT STATUS

1. There is no counselor in govt. schools but part time sessions were conducted by the teachers during 2006-2008.
2. In year 2006-07, Swami Vivekananda Carrier Guidance Program was launched in Secondary schools under Deptt.of Higher Education. Under this program 02 teachers were trained as part time counselor. Rs. 10/- per student per year was collected to run the scheme.
3. Due to globalization students are facing problems (like personal, educational and career). They even commit suicide so counseling is essential for the students.

Deliquency – Present status & Gaps

- It is defined as minor crime committed by young students. Here "minor crime" means wrong doing, law breaking, misconduct and misbehavior.
- It is not a disease but symptoms of disease that can be resolved by school counselor.
- Delinquency has been seen in school scenario but no remedial programmers were conducted to prevent such activities.

Substance Abuse

- It is defined as pattern use of drugs in which users consume harmful substance in large amount which creates disorders in the body.
- It has been seen as common problem in our schools but there is no any practice to identify such kind of students.
- There is no awareness about rules to stop selling of these harmful stuff within 100 meter range of Educational Institutes.
- There is need to organize awareness program to stop substance abuse for teacher, parents and students such as Health awareness activities, Jan- Abhiyyan activities, Rally, posters presentations, Role play and skits etc.
- Counseling is needed to resolve personal problems individually.

GAPS

- Deptt. Of School Education shows no interest in Guidance and Counselling.
- Not even a single counselor is appointed in the deptt.
- Diploma or other equivalent degree is not promoted by deptt.
- Guidance and Counselling is not in the agenda of govt.`s mission.

BEST PRACTICES

1. One counselor should be appointed in every school. One counselor cell should be established at district level and full time counselor should be appointed in the schools.
2. The counselor must have the degree as required for counseling.
3. 50% women counselors should be appointed.

ADOLESCENCE EDUCATION

PRESENT STATUS

1. ADOLESCENCE EDUCATION scheme was started in M.P. in the session 2005-06.
2. First of all training programme was organized by School Education Deptt. and all the districts were covered.
3. Unfortunately in the session 2007-08, the scheme was stopped due to political reasons.
4. At present, the scheme is going on in Gujarat, Rajasthan and Kerala but it was discontinued in U.P., M.P. C.G.

GAPS

- The scheme launched at once without considering pre-requsite.
- Teachers selection for this purpose was not proper.
- Training material was not good and this is the only reason to postpone the scheme.
- There was no awareness among parents and they were not mentally prepared.

BEST PRACTICES/SUGGESTION

- Training material should be prepared as per requirement of M.P.
- Consent of all the political parties is required.
- It may be a part of curriculum.
- Adolescence Education should be given separately to boys and girls. Common session must be avoided.
- One male and one female teacher should be trained from every higher secondary school.
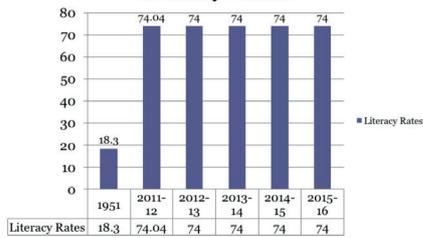
PRESENTATION BY PROF. A.P. BEHERA FOR NATIONAL CONSULTATION WORKSHOP

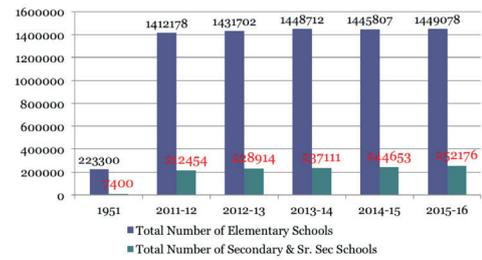**National Consultation Workshop**
ON
General Education Quality Analysis/Diagnostic Framework (GEQAF) Phase-2: India

Implementation of GEQAF:
Moving from Diagnosis to Implementation of Intervention (Phase 2)

Central Institute of Educational Technology
NCERT, New Delhi
15 – 16 February, 2017

BACKGROUND OF GEQAF

- General education is foundation for quality, effective and relevant education and learning throughout life.
- Both developed and developing countries are well aware of the quality crisis
- UNESCO Member States/ countries have been working to address the global challenge of equity of education quality and learning effectiveness.
- Major obstacles is the lack of tools/ Frameworks
- The UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF) was developed by the UNESCO Secretariat in close cooperation and consultation with Ministries of Education of member countries/ States, UNESCO Delegations and National Commissions of the People's Republic of China, Finland, Norway, the Republic of South Africa, and the United Arab Emirates.
- This Framework is comprehensive in its analysis/diagnostics
- Focuses on key elements of the system

VISION OF GEQAF

- The Member States analyze/diagnose and identify critical impediments that prevent their general education systems to equitably and sustainably provide high quality education
- They strengthen national capacity in assessing education systems based on local knowledge and expertise
- Establish a national and even sub-national baseline on the quality of the general education system
- Develop common indicators emanating from the results of respective country reviews
- Helped Member States raise key questions about their systems

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PRINCIPLES IN APPLYING GEQAF

- **Country context at the core**: Quality education is necessarily contextual and therefore the analysis using GEQAF starts with understanding of the national and sub-national development context of the particular country
- **Country driven process**: GEQAF is purposefully designed as a self-assessment tool for countries to analyse constraints and strengths in their education system, to identify key priorities, design appropriate context responsive interventions.
- **Participatory process**: GEQAF is not to grade or compare education systems but rather to guide countries to find for themselves in a fully participatory way why their education is not performing the way they expected it to and what can and needs to be done to address the problems.

Structure of the Framework

- Key elements that are proven to interactively and iteratively work together to enable the system to optimally provide quality education and effective learning experiences
- Total of 15 analytical tools that together constitute the GEQAF
- Each Analytical Tool elaborates critical questions that need to be raised during the analysis of the adequacy of each element
- The analytical tools are generic and are not tailor made to any specific country.

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15 FOCUS AREAS OF GEQAF TOOLS

Supporting Mechanisms
Governance, Financing, System Efficiency

Core Resources
Curricula, Learners, Teachers, Learning Environment

Core Processes
Learning, Teaching, Assessment

Desired Outcomes
Competencies
Life Long Learners

Development Goals
Relevance/ Responsiveness
Equity and Inclusion

Application of the Framework

- Three key steps:

a) initial piloting,
b) ongoing adoption and adaptation, and
c) ongoing improvement of the Framework.

Key Users, Beneficiaries and Target Audience2.98

- The target audience of this Framework is principally policy makers, education planners and practitioners who wish to improve the quality and equity of their general education system.
- Key beneficiaries would be countries whose capacities for identifying quality constraints of their systems and to effectively redress those constraints would be enhanced.
- Learners, their families and their communities are the ultimate beneficiaries

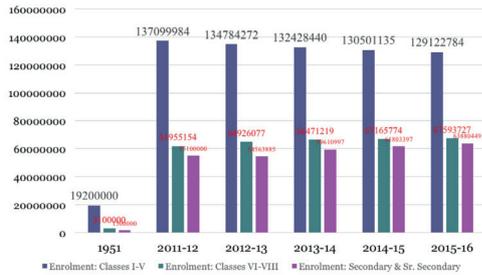# Educational Scenario in India: Reflections on Data

Literacy Rates

	1951	2011-12	2012-13	2013-14	2014-15	2015-16
Literacy Rates	18.3	74.04	74	74	74	74

Number of Schools

Total Number of Elementary Schools: 223300, 1412178, 1431702, 1448712, 1445807, 1449078

Total Number of Secondary & Sr. Sec Schools: 7400, 242454, 228914, 237111, 244653, 252176

Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, GoI

Enrollment Rate

Enrolment: Classes I-V: 19200000, 137099984, 134784272, 132428440, 130501135, 129122784

Enrolment: Classes VI-VIII: 955154, 926077, 471219, 165774, 593727
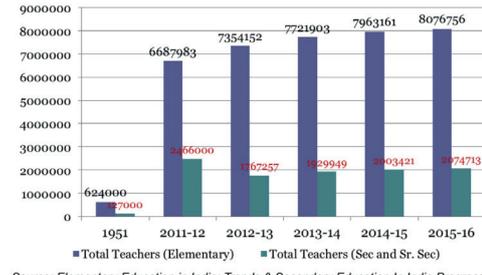
Enrolment: Secondary & Sr. Secondary

Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, GoI

Number of Teachers

Total Teachers (Elementary): 624000, 6687983, 7354152, 7721903, 7963161, 8076756

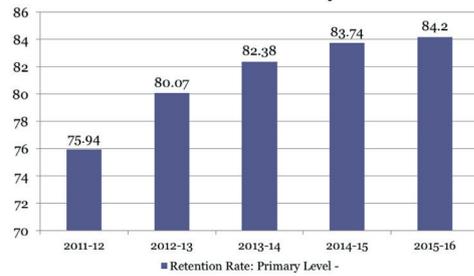Total Teachers (Sec and Sr. Sec): 27000, 2466000, 1767257, 1829949, 2003421, 2974713

Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, GoI

Retention Rate: Primary Level

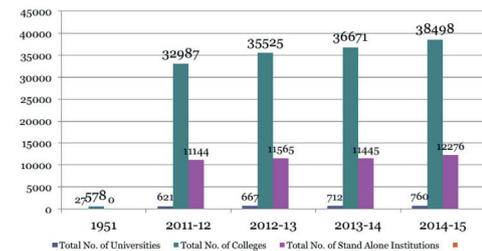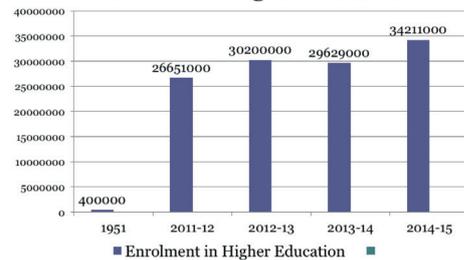| 2011-12	2012-13	2013-14	2014-15	2015-16
75.94	80.07	82.38	83.74	84.2

Retention Rate: Primary Level -

Source: Elementary Education in India: Trends & Secondary Education In India Progress towards UEE (Flash Statistics by NUEPA) and Educational Statistics at glance, Bureau of Planning, Monitoring & Statistics, MHRD, GoI

Number of Higher Education Institutions

Total No. of Universities: 27, 621, 667, 712, 760

Total No. of Colleges: 578, 32987, 35525, 36671, 38498

Total No. of Stand Alone Institutions: 0, 11144, 11565, 11445, 12276

Source: Educational Statistics at Glance, DSEL, MHRD, GoI & AISHE (2012-13), DHE, MHRD, GoI

Enrollment in Higher Education

1951	2011-12	2012-13	2013-14	2014-15
400000	26651000	30200000	29629000	34211000

Enrolment in Higher Education

Source: Educational Statistics at Glance, DSEL, MHRD, GoI & AISHE (2012-13), DHE, MHRD, GoI

NATIONAL ACHIEVEMENT SURVEY: CLASS III (Cycle 3- 2013)

- The average score of children is 64% and 66% in Language and Mathematics respectively and more than two-thirds of children are scoring above 50%.
- No significant difference between performance of boys and girls in language, except for **Madhya Pradesh** (boys higher), Kerala & Puducherry (girls higher)
- In **Madhya Pradesh and Meghalaya** along with some other states students' performance is **less** than the national average in both language and mathematics

NATIONAL ACHIEVEMENT SURVEY: CLASS V (Cycle 4- 2014)

- On an average, girls are doing better than boys in all subjects
- There was no significant difference found in the performance of students from rural or urban areas
- Performance of SC/ST students was significantly below
- Overall, students in 34 States/UTs were able to correctly answer 45% of Reading Comprehension items, 46% of Mathematics items and 50% of Environmental Studies items
- Overall in all mental/cognitive processes of Reading Comprehension, the average achievement of students declined in Cycle 4 as compared to Cycle 3.

NATIONAL ACHIEVEMENT SURVEY: CLASS VIII (Cycle 3-2013)

- **Reading comprehension**: average score of 33 States/ UTs was 247 and there is a significant difference between performance in high scoring States/UTs such as Kerala (277) and **low scoring States such as Meghalaya (229)**
- **Mathematics**: average score of 33 States/ UTs was 245 and the average achievement of students varied greatly across the States and UTs of India and there was significant difference between performance in high scoring States/UTs such as **Madhya Pradesh (267)** and low scoring States such as **Meghalaya (227)**
- Science: average score of 33 States/ UTs was 251 and there is a significant difference between performance in high scoring such as Daman & Diu (282) and low scoring States/UTs such as **Meghalaya (232)**
- Social Science: average score of 33 States/ UTs was 247 and there is a significant difference between performance in high scoring States/UTs such as **Madhya Pradesh (265)** and low scoring States such as **Meghalaya (226)**

The OECD Programme for International Student Assessment (PISA)

- PISA is an international comparative survey of 15-year-olds' knowledge and skills in reading, mathematical and scientific literacy.
- Sixty-four countries or economies originally participated in PISA 2009: all 34 OECD countries plus 31 partner countries and economies
- From India: Himachal Pradesh (HP) & Tamil Nadu (TN)
- The mean reading literacy score for Himachal Pradesh was 317 (lowest in PISA 2009) and in Tamil Nadu the value was 337.
- In HP the proficiency in **reading literacy** was 11 % and in TN its was 17%
- In HP 12% students were **proficient in mathematics** and in TN 15% were proficient
- In HP, 11% students were **proficient in science** and in TN 16% were proficient

BRIEF BACKGROUND OF GEQAF IN INDIA

Location of Piloting States

Madhya Pradesh
Districts: 06/50
Bhopal
Betul
Indore
Ujjain
Datia-T
Satna-T

INDIA
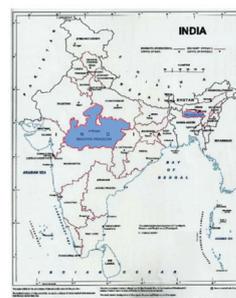
Meghalaya
Districts: 06/11

East Khasi Hills
West Khasi Hills
Jaintia Hills
Ri-bhoi
North Garo Hills
West Garo Hills

PILOTING OF GEQAF IN MEGHALAYA AND MADHYA PRADESH

- Tools finalized, Hindi Translation done for MP
- Planning meeting organized with, and in, states: July, 2012
- Workshops with stakeholders in states: Sept 2012
- District level consultations
- The data were collected with respect to the 15 tools for providing feedback on piloting tools as well as to analyse the efficacy of state education system.
- The state reports were prepared

Major Challenges

- Lack of adequate institutional response for sharing changed perspectives/ideas in curriculum as well as educational polices and legislations
- Inadequate coordination and linkages between different state and national agencies/structures
- Lack of state curriculum policies
- Lack of adequate action for implementing existing policies on inclusive education
- Inadequate programmes for continuous professional development of teachers.
- Rural–urban divide
- Maladjustment in children is increasing due to dropout, lack of vocational opportunities, teenage pregnancy, delinquency, substance abuse etc.
- Lack of availability of ICT infrastructure
- Potential of Educational Technology and new ICTs is not being adequately used
- No linkage of education with the world of work

IDENTIFIED PRIORITY AREAS

- Orientation/training of teachers and teacher educators in curriculum analysis, development and training on pedagogy;
- Orientation on Continuous and Comprehensive Evaluation (CCE);
- Sensitization of teachers on gender issues, ECCE, Adolescence Education, Substance Abuse and Guidance and Counseling;
- Capacity building on Information and Communication Technology (ICT) in Education.

Implementation of General Education Quality

Analysis/Diagnostic Framework in India:

Moving from Diagnosis to Implementation of

Intervention (Phase 2)

GEQAF Phase 2: Moving from diagnosis to implementation of interventions

- Five countries have already embarked on the second phase (Botswana, Egypt, Oman, Seychelles, Swaziland) and three more countries are preparing to start the second phase (Gabon, India, South Africa).
- IBE is providing technical assistance based on country priorities. The country priorities currently supported by IBE include Early Childhood Care and Education, Curriculum and learning, integration of ICT in learning and teaching.(Seychelles and Swaziland)

OBJECTIVES OF THIS WORKSHOP

- To share the situation analysis done in two states in perspective of identified priority areas.
- To discuss the plan of action prepared by the states for the different priority areas identified in phase 1 of the project.
- To seek the suggestions on the plan of action.
- To devise strategies for implementation with regard to the suggestions and comments received by the national experts.

THANKS