CHAPTER-V
COMMUNITY PARTICIPATION

5.1 PARTICIPATION OF COMMUNITY IN EDUCATION IN HIMACHAL PRADESH

The community in Himachal Pradesh over years has supported every State government (whosoever had been in power at one time or the other) in a big way and has played a unique and an important role in attaining by and large universal educational coverage at the elementary stage. This statement has also been further verified by the Public Report on Basic Education (PROBE) report in its chapter 9 titled as ‘Schooling Revolution in Himachal Pradesh’. One possible reason why parental motivation in Himachal Pradesh has spread so rapidly is that the village schools function relatively well. Himachal Pradesh has benefitted from a virtuous circle of active State intervention, high parental interest and decent teaching standards. Another helpful factor is relatively homogeneous nature of the village society in Himachal Pradesh. A relatively homogeneous social structure may also facilitate the emergence of consensual social norms, such as education being an essential part of every child’s upbringing. The sense of village community has another positive aspect of great importance, it fosters the notion that the local school is every ones school, if the school stops functioning, the whole village community has a stake in solving the problem. Interestingly, the watchdog role of parents has not stood in the way of a constructive rapport with the teachers. On the contrary, parent-teacher relations in Himachal Pradesh appears to be more positive than in the other States1.

Community participation has a central and overarching factor in planning, implementation and monitoring of universal elementary education. Sarva Shiksha Abhiyan the flagship programme over years has worked towards enhancing participation of the community, parents, teachers and children by awareness generation and interventions for community mobilization. To facilitate and strengthen such a massive mobilization and

solicit active participation, State and District Project Offices for Sarva Shiksha Abhiyan would need to make the existing partnerships stronger with experienced and active civil society organizations.²

5.1.1 Community Based Planning Process

The success of Sarva Shiksha Abhiyan will depend on the quality of the community based planning process. While SSA is formulated on the premise that the community can plan, it also accepts the tremendous requirement for developing capacities in communities to do so. The heterogeneity of local communities in many regions often poses problems of unanimity on proposed planning criteria. It is important to recognize a habituation, rather than a village as a unit of planning as most habitations have a higher degree of community solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit of planning³.

The most important resource of any community is its local wisdom and knowledge. Social mapping enables the community to harness their local wisdom and knowledge to identify their educational needs and problems, based on which they can formulate and implement School Development Plans and also monitor and evaluate the whole process. In this hilly State with diverse and typical geographical conditions, some evidences of community participation captured during the field visit of this study are illustrated through pictures.

² Sarva Shiksha Abhiyan Framework For Implementation, Published by Department of School Education and Literacy, Ministry of Human Resource Development, (2011), pp. 83
³ http://ssa.nic.in/ssa-framework/planning-appraisal-and-funds-flow-under-sarva-shiksha-abhiyan-ssa
Photo Plate-5.1

School Management Committee has constructed the gate, furnished the ground with beautiful tiles, constructed retaining wall in the valley side are some great contributions of local community-Una District.

Photo Plate-5.2

Community participation in Kasturba Gandhi Balika Vidalaya Mehla District Chamba NHPC Chamera–III donated beddings, sweaters, blankets, utensils, geyser and computers for girls. Local community has donated geyser, boiler, Rs 5100 and 30 pipes for water supply for the hostel in KGBV located at Chhauhara in Shimla district.

Photo Plate-5.3

Community Contribution to modernise kitchen shed for Mid Day Meal in Govt. Primary School Nand, Bilaspur
Photo Plate 5.4

Photo Plate 5.4: Campus beautification by Community GSSS Bhatiyan Nalagarh District Solan

Photo Plate 5.5

Photo Plate 5.5: School Management Committee meeting in GPS Bharari, Shimla

Photo Plate 5.6

Photo Plate 5.6: Women Participation in School Management Committee Trainings at DIET SOLAN
5.2 ROLE OF COMMUNITY AND CIVIL SOCIETY IN THE IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN AND RIGHT TO EDUCATION ACT, 2009

The main objective of Sarva Shiksha Abhiyan is to provide satisfactory elementary quality education to all 6-14 age group children in schools through active participation and involvement of parents, local bodies and other partners such as Non-Governmental / Organizations (NGOs) and volunteers. The major strategy under Sarva Shiksha Abhiyan is to plan for elementary education in a decentralized manner i.e. habitation as the unit of micro-planning for the education of every child. The local community has been envisaged as the main plank in the above broad strategy to plan for the education of every child of the catchment area by using all resources. This approach makes a lot of sense to convey that the education of a child is to be planned at the village level where there are schooling facilities available for all school age children of the specified area.4

The central idea behind the above thinking / strategy was to hand over education to local bodies i.e. to give education in the hands of public at the local level with genuine autonomy to plan for schools without external interference. To verify this fact, while interacting with different officials from top to bottom, it was reported that this major strategy remained in the Sarva Shiksha Abhiyan framework only and could not be translated in its real sense on the ground. Neither the Village Education Committees nor the School Management Committees or the Panchayats or any local body were given the authority to manage education on their own. Though these committees / bodies at the local level (school level) are in place but without any delegation of power to take charge of education which is still being controlled from one central place. The entire spirit of the major Sarva Shiksha Abhiyan strategy as mandated in its framework had been found lost and not complied by the State government. Had it been so, huge wastage of resources could

have been avoided and the schools would have been functioning and performing better like developed nations.\(^5\)

At the start of Sarva Shiksha Abhiyan, the lowest unit at the bottom of Sarva Shiksha Abhiyan hierarchy that is the Village Education Committees (VECs) were constituted in every school to implement the provisions of Sarva Shiksha Abhiyan through proper guidelines issued from the State and District Project Offices. The guidelines contained the roles and responsibilities of VECs. Over a period of time, any amendment made in these guidelines by the GOI were re-circulated to all field functionaries time to time.

5.2.1 Constitution of VECs

5.2.2 Roles and Responsibilities of VECs in the Implementation of Sarva Shiksha Abhiyan

VECs are to discharge their duties with focus on to:

1. Prepare Village Profile and develop the Educational Plans for the schools with habitation as the unit of planning.
2. Ensure that no child remains outside the formal range of school education.
3. Ensure that there is complete transparency in the utilization of physical and financial resources in a specified timeline.
4. Participate in all school development activities / events organized time to time.
5. Honour teachers and students for their performance.
6. Ensure that utilization certificates are provided to the quarters concerned immediately after using the resources allocated to the schools.
7. Conduct social audit of the resources allocated to the village / school.
8. Ensure that regular monitoring and supervision is done by the members of VEC to see that the schools are functioning well.
9. Establish healthy relationships with school management.
10. Support schools in the state of crisis.
11. Regular reporting / feedback about the functioning of schools to higher authorities.\(^6\)

\(^5\) Ibid.
It would be impossible for RTE as well as Sarva Shiksha Abhiyan to succeed without people’s support and ownership. The RTE mandate for age appropriate admission of every out-of-school-child, special training for each child to enable her to cope in school, promoting child-friendly child centered activity based learning processes, which is free of anxiety, trauma and fear sets the agenda for proactive community participation.

Community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education. Sarva Shiksha Abhiyan would work towards enhancing participation of the community, parents, teachers and children by awareness generation, interventions for community mobilization. To facilitate such a massive mobilization and solicit active participation, State and district SSA offices would need to join hands with experienced and active civil society organizations.  

5.2.3 Role of Civil Society Organizations

The importance of the role of civil society organisations with relevant and demonstrated experience at different levels and locations, in translating RTE from a legal framework on paper to a vibrant movement on the ground, cannot be overstated. This becomes even more critical in the face of the scale of the task and the myriad challenges that are envisaged in ensuring the proper implementation of the Act.

5.2.4 Nature of Civil Society Engagement

Civil society organizations have had a long history of involvement in the education sector to which they have significantly contributed in variety of ways. There are also several examples of effective partnership and collaboration between government and civil society. However, the relationship between civil society and the State is complex and partnerships have not always been smooth sailing. Over the years the space for NGO/civil society intervention has increasingly got limited to taking on implementation of particular projects. Partnerships have tended to be short term and adhoc rather than holistic and ongoing engagements.

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For SSA to be effectively implemented, the space for genuine long-term partnerships based on mutual respect must be evolved. Critical to ensuring this would be to legitimize and institutionalize the different roles of NGOs within the institutional and other mechanisms that will be put in place. In other words the engagement of civil society needs to be systemic and not project driven. Partnerships should be comprehensive with scope for NGOs to take overall responsibility for ensuring implementation of the Act.

Sarva Shiksha Abhiyan should review the nature of its engagement with NGOs and initiate a process of dialogue to open up new areas of collaboration in keeping with the parameters of the Act. Areas where partnerships have worked well should be continued taking into cognizance the new realities thrown up by the Act and the fresh areas of partnership explored. An example, of the former would be the running of bridge courses, which in many states have been considered an area of successful partnership. NGOs would also have to re-think their roles in the light of RTE. NGO interventions like the running of alternative schools, programmes for out-of-school children, NFE centres would need to be recast. For instance, the Act specifies that the responsibility of providing special trainings (for age-appropriate enrolment) would rest with the school/local authorities. NGOs, CBOs, etc. working in this area would now necessarily have to work in close collaboration with these institutions and within the framework of RTE. For the effective implementation of RTE, efforts should be made in SSA to bring in grassroots organisations with proven experience to monitor implementation of the Act.

The role of the local authority has been clearly outlined in the Act. Expectations from the local authorities are considerable and challenging. Himachal Pradesh has already notified the local authority and Grievances Redressal Authorities (Annexure-X & XI) Long-term partnerships between NGOs and PRIs would therefore be required to enable local authorities to meet these challenges. Organisations working with PRIs since the passing of the 73rd and 74th Amendments, who may not necessarily have experience of working in education should also be brought in. While advocating for the inclusion of a broad spectrum of organisations care must be taken to ensure
that organisations that uphold the spirit of the Act, adhere to constitutional values and are committed to a relation of partnership with government system are enabled to get involved. Thus proper screening criteria and processes must be put in place.

5.2.5 Potential Areas of Partnership

While it is agreed that the role of civil society needs to be holistic, there are some areas, where NGOs and other civil society organisations could play a substantial role. These are:

a. Social Mapping

The most important resource of any community is its local wisdom and knowledge. Social mapping enables the community to harness their local wisdom and knowledge to identify their educational needs and problems, based on which they can formulate and implement School Development Plan and also monitor and evaluate the whole process.

b. Social Audit

Civil Society Organisations can facilitate a process of social audit with community involvement. Social audit would facilitate the checking, monitoring and verification of the Sarva Shiksha Abhiyan /RTE Act implementation at the village level. Transparency, participation and accountability will be maintained through the social audit in the programme implementation. Social audit can be done at any point of time during the planning, preparation and implementation of Sarva Shiksha Abhiyan programme at village level. To conduct social audits, an enormous amount of community mobilization is necessary. Social audit is carried out by the community and the entire Gram Sabha with the help of stakeholders like local authority members, School Management Committees /VEC, PTA, Self Help Groups (SHGs) youth clubs mahila samooh and representatives of disadvantaged group etc.

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c. **Mobilization & Awareness Building**

Often one notices widespread cynicism towards a new government initiative. People can be heard voicing a feeling that the RTE Act would have the same fate as several other laws enacted to bring about reform. Therefore, it is a matter of greatest importance that conviction is built among media, intelligentsia and the masses that not only is government totally committed to ensure implementation of this law, teachers and general public would not any more tolerate the status quo in education and that through collective efforts we shall bring about a real change. A massive mobilization would be required to build awareness around the Act and to enable the community to monitor and demand accountability. Building a vibrant campaign to generate a momentum and a broad-based awareness of the provisions of the Act would be a crucial contribution of civil society organisations. Mobilisation and awareness building cannot be considered as a one-time activity and will have to be sustained. Thus civil society organisations would have to take this up as a challenge. Lessons from the nation-wide upsurge created during the National Literacy Mission can also be drawn upon to develop the campaign\(^{10}\).

d. **Resource Support**

Effective implementation of the Act will require expertise at different levels from the local to the national and from a range of organisations, depending on their areas of expertise. Areas where resource support and capacity building can be provided by civil society organisations are:

e. **Training of School Management Committees (SMCs)**

This would be an important area of NGO involvement. The Act clearly outlines the functions to be performed by School Management Committees. Some of these functions, for example, preparation of school development plans, would require significant investments in capacity building. Past experience has shown that mere setting up of committees does not ensure their preparation and implementation of Sarva Shiksha Abhiyan programme at village level. To conduct social audits, an enormous amount of community mobilization is necessary. Social audit is carried out by the community and the

\(^{10}\) [http://ssa.nic.in/page_portletlinks?foldername=community-mobilisation](http://ssa.nic.in/page_portletlinks?foldername=community-mobilisation)
entire Gram Sabha with the help of stakeholders like local authority members, SMC/VEC, PTA, Self Help Groups (SHGs) youth clubs Mahila Samoohs and representatives of disadvantaged group etc.

d. **Training of Personnel of Panchayati Raj Institutions (PRIs)**

PRIs will have to play a crucial role in provision of facilities mentioned in the act. They are also the first level to be addressed by persons aggrieved about denial of right to education as written in the Act. Therefore, training of PRI personnel will be a challenging task. A large number of NGOs and CBOs have experience in the training of PRI personnel. District authorities will have to prepare a comprehensive plan for training and re-training of these personnel. It would be advisable to assign appropriate responsibility to NGOs /CBOs wherever suitable ones are available.

g. **Specialized Support**

Some NGOs have expertise in specific areas, which should be drawn upon. Some of these are:

(i) Children with special needs

(ii) Involvement in design of infrastructure, including school buildings

(iii) Publication of books and journals to enhance reading ability

(iv) Gender training

h. **Ensuring Equity, Quality and Non-discrimination**

The Right to Education Act, 2009 outlines critical issues related to quality, equity and the need to ensure that the educational space is discrimination free. Thus NGOs and civil society organizations could have a crucial role to play not just in reporting violations but also building a perspective on gender and social inclusion issues and ensuring that these become integral crosscutting concerns informing different aspects— for example, training, curriculum and classroom transactions, performance of SMC, etc.
i. Development of Curriculum and Pedagogy

Some civil society organizations have developed an expertise after years of innovation, experimentation and validation at the ground level, in several core areas outlined in the Act. Involvement of groups and organizations with such experience should be facilitated to provide inputs in the following areas:

(i) Curriculum development, particularly of bridge courses, which would be important in implementing the provision of age appropriate enrolment,

(ii) Development of teacher training strategies

(iii) Design of evaluation mechanisms (CCE)

(iv) Research.

5.2.6 Area Based Responsibility

It is essential that accomplishment of the provisions of RTE Act and the Rules framed there under is demonstrated in practically all parts of the country in the shortest possible time. State governments and local authorities would, no doubt, attempt to make a concerted effort in selected areas – that would serve as pilots to motivate and impel others. NGOs can serve as an effective agency to initiate this step and to sustain it till full impact of the Act is realized. This could be in a block, a Panchayat area or other defined geographical area carved out in an ad hoc manner. In this area a partnership-based action would be evolved.

(i) The NGO builds awareness among teachers and parents – the former being motivated to function as envisaged in the Act and the latter insisting that the rights of their children are honoured by all concerned.

(ii) Responsibility for infrastructure development and teacher provision remaining with relevant government agency /local authority, but NGOs taking responsibility for all other components, such as surveying the existing infrastructure, teacher, performance, ensuring enrolment of all children; constitution, training and functioning of SMCs; prevention of harassment of teachers and enabling them to properly discharge their duties; insistence on gender sensitivity in all activities and transactions
in schools; providing assistance in recognizing infringement of RTE and to lodge grievances and pursue them till they are redressed.

(iii) An NGO being provided necessary wherewithal to take responsibility for full implementation of RTE Act. In this case (as was done in the Lok Jumbish Project in Rajasthan) all resources required to meet the infrastructural needs, funds for appointment of teachers (to be done in the same manner as in government) and for conduct of good quality education are provided to the NGO on the basis of a proper project proposal. In this case a joint committee of representatives of the NGO, government, PRIs, teachers' unions, parents, etc. would guide and improvise the implementation.

5.2.7 Monitoring and Watchdog Role

A crucial area for civil society intervention would be in playing a watchdog role to ensure that the rights of children are protected. The NCPCR and SCPCR have been entrusted with this role but given the scale of coverage, human resource availability, and enormity of the task, NCPCR / SCPCRs will be enabled to fulfill their role only with active involvement of civil society organisations, particularly those working at the grassroots level. In order to ensure that this task is undertaken effectively the role of civil society needs to institutionally and systemically envisioned. Some of the possibilities could include-

(i) Providing accreditation to civil society organisations that would work for systematic mechanism for grievance redressal.

(ii) NCPCR and SCPCRs would be well advised to establish an effective network of civil society organizations and facilitate/enable such organizations to undertake social audits, public hearings, etc.

(iii) Civil society should be included in any institutional mechanism being planned at the state as well as the district levels. The implementation of NREG Act provides a good precedent, where state level commissioners have been appointed to monitor the implementation of that Act.
(iv) The Act envisages the establishment of National and State Advisory Committees where the active participation of civil society representatives can be brought in. During the next two years Sarva Shiksha Abhiyan can play a critical role in catalyzing the role of civil society involvement in implementing RTE. As this will be a critical period of re-orientation and identification of new challenges and areas of work, flexibility and space should be created within Sarva Shiksha Abhiyan and the scheme to enable the development of innovations and in-depth work in specific areas. This would be possible only if the schemes provide for long-term engagement of NGOs /CBOs.

5.2.8 Role of Parents

Parents would need to play a more active role in school in monitoring the implementation of RTE stipulations and facilitating children to learn at their own pace without fear, anxiety and stress. Parents need to be involved in discussion to understand the significance of interactive learning free from stress and anxiety, tests and exams being replaced by a system of continuous and comprehensive evaluation, the fact that there should be no corporal punishment, no tuition, and no detention. Once they are convinced of this, it would be easier to solicit their participation in the school development and management processes. Another challenging aspect before the community now is to identify out-of-school children in the locality and bring them to age appropriate class in a school. Efforts made in Sarva Shiksha Abhiyan for community participation will thus need to focus on awareness generation and participation of parents as an important partner.11

5.2.9 Role of Children

Children’s participation in universalizing equitable access, retention and quality is an important and desirable catalyst for realization of their right to education. Without children’s participation in the schooling process, schools cannot be made child-friendly and child-centered. Concepts like Children’s Cabinet, Children’s Parliament, Meena Manch, etc. need to be encouraged in every school, thus ensuring children’s active participation in school

management and development. Sarva Shiksha Abhiyan would encourage formation of children’s collectives and support groups for children without adult protection to address deficit of community support and ownership.\(^{12}\)

### 5.2.10 Role of Teachers

Issues relating to teachers have been discussed in the Chapter dealing with Quality. However, in the context of community participation it is important to underline the significance of the teacher as a key partner in planning and implementing community participation strategies. In fact participation for RTE implies a mutually supportive and collaborative partnership among teachers, pupils, parents, community and civil society. It is an established fact that teachers perform better and with enthusiasm if they get wholehearted parental and community support. Therefore, teacher like other stakeholders will have to be taken into confidence, and their capacities built to enable them play their part effectively.\(^ {13}\)

### 5.2.11 Public Private Partnership and Corporate Social Responsibility

Corporate Social Responsibility (CSR) Organizations can play a crucial role by collaborating with community and local authorities for awareness generation and monitoring on RTE. They can bring in their ideas and resources in the areas of infrastructure development and capacity building.\(^ {14}\)

### 5.2.12 SSA Support for Participation of Civil Society Organisations

1. Community Mobilisation
2. Scheme of Assistance for Voluntary Agencies
3. A small percentage from Management funds
4. Innovation funds
5. Funds available within components like Inclusive Education, Girls’ education etc. for focused participation w.e.f. the concerned theme.

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\(^{12}\) Sarva Shiksha Abhiyan Framework For Implementation, Published by Department of School Education and Literacy, Ministry of Human Resource Development, (2011), pp.90

\(^{13}\) Ibid., p.90

5.2.13 School Management Committees (SMCs)

The nomenclature of school level committees remained the same till the enactment and implementation of Right to Education Act, 2009 in the State. As soon as the RTE Act was enforced in the State of H.P. from April, 2010 onward, the VECs were replaced in all government and private schools affiliated to H.P. Board of School Education by another title called School Management Committees (SMCs).

5.2.14 Constitution of SMCs

2.12.1 Composition: All the parents/ natural guardians of the student studying in the school and the teachers working in such schools have been included in the School Management Committee. Since the teachers' parents and representatives of Panchayats/ local bodies are included in the School Management Committee, therefore, the village Education committee/ mother /parent/teacher association stop working after the constitution of School Management Committee. The School Management Committees have following two organs namely, the General body of School Management Committee and the Executive Council of School Management Committee.15

i) General body of School Management Committee -In the general body of School Management Committee all the parents/ natural guardians of the student studying in the school and the teachers working in such schools are included. The concerned Gram Panchayat/ local body representatives of the concerned ward are the nominated member. The Headmaster and in his absence the senior most teacher of the school would be the nominated member secretary of SMC. At least 20 percent parents/guardians should be present in the general body meeting of School Management Committee. The general body of School Management Committee would approve the annual budget and would also review the work and expenditure of previous year.

ii) Executive Committee of School Management Committee-The General body of School Management Committee would constitute an

executive council for the smooth implementation of works related to School and decisions taken by School Management Committee. The Principal /Headmaster would be member secretary for such schools. The elected representative of Gram Panchayat and local elected ward member would also be the nominated member. In case of Middle schools (6th to 8th classes) in place of ward member, President or vice President of Gram Panchayat would be nominated members. The members of the executive body of the School Management Committee will be elected in accordance with the RTE. 2009 provisions and for discharge of its functions effectively, the executive body of the SMC can co-opt members for expert suggestions (for example Anganwari worker, health worker, eminent educationist from the area, NGO member, Yuvak Mandal, Mahila Mandal, teacher working in school or retired teacher etc). These members can participate in the discussions of SMCs but they cannot cast vote. Executive committee would be responsible for implementation of decision of decision taken by SMC. Member secretary of Executive council would record the signature of all members. The major points of decisions would be displayed on the school notice board. If due to any reason, the president of SMC is not in a position to attend the meeting of executive committee any other member present in the meeting could be nominated as pro-tem president with the consent of a majority of members. In the presence of regular president the proceeding would be submitted for observation/orders.\(^{16}\)

5.2.15 Roles and Responsibilities of SMCs as per State RTE Rules

SMCs have more or less the similar roles and responsibilities as entrusted to VECs.

All the parents/ natural guardians of the student studying in the school and the teachers working in such schools have been included in the School Management Committee.

\(^{16}\) School Management Committee-A Guideline,op.Cit.,pp3,4.
5.3 AWARENESS REGARDING PROVISIONS FOR INVOLVEMENT OF COMMUNITY BASED ORGANIZATIONS (CBOS) IN SARVA SHIKSHA ABHIYAN ACTIVITIES

All provisions made in the Sarva Shiksha Abhiyan framework document for supporting States in improving elementary education are school based and important resources for schools in particular. The provisions have been made for various interventions which include; free text books, uniform, grants, school infrastructure, training of teachers / heads, conducting action research, academic monitoring, evaluation, education of disadvantaged groups, inclusive education, girl education, providing age appropriate education to identified out of school children etc. It was, therefore, imperative for this study to verify from field functionaries whether there are provisions in the Sarva Shiksha Abhiyan framework for involving the local community in harnessing these provisions for implementing different Sarva Shiksha Abhiyan sub-interventions. Views of various stakeholders / manpower engaged at different levels of Sarva Shiksha Abhiyan hierarchy are recorded in the table below:-

<table>
<thead>
<tr>
<th>Level</th>
<th>No of responders</th>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>10 (100)</td>
<td>0 (0)</td>
<td></td>
</tr>
<tr>
<td>State Project Coordinators</td>
<td>10</td>
<td>10 (100)</td>
<td>0 (0)</td>
<td></td>
</tr>
<tr>
<td>District Project Coordinators (DPCs)</td>
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<td>8 (67)</td>
<td>2 (17)</td>
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<tr>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>12 (100)</td>
<td>2 (17)</td>
<td></td>
</tr>
<tr>
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<td>72</td>
<td>58 (81)</td>
<td>14 (19)</td>
<td></td>
</tr>
<tr>
<td>Block Elementary Education Officers (BEEOs)</td>
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<td>18 (75)</td>
<td>6 (25)</td>
<td></td>
</tr>
<tr>
<td>Block Resource Coordinators (BRCs)</td>
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<td>48 (100)</td>
<td>48 (100)</td>
<td></td>
</tr>
<tr>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
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<td>73 (30)</td>
<td></td>
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<tr>
<td>Teachers</td>
<td>960</td>
<td>908 (95)</td>
<td>52 (5)</td>
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</tr>
<tr>
<td>School Management Committees (SMCs) / Village Education Committees (VECs)</td>
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<td>1202 (90)</td>
<td>138 (10)</td>
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</tr>
<tr>
<td>Total</td>
<td>2728</td>
<td>2441 (89)</td>
<td>335 (11)</td>
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</tr>
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</table>

**Source:** Primary Probe

**Note:** Figures in parenthesis denote percentage.
**State Project Office:** Table-5.1 above shows that hundred percent respondents at the State level reported that there are provisions in the Sarva Shiksha Abhiyan framework for involving the Community Based Organizations (CBOs) in implementing various Sarva Shiksha Abhiyan activities.

**District Project Office:** 81 percent district officials on an average agreed that the provisions are there for CBOs for their involvement in different Sarva Shiksha Abhiyan activities whereas 19 percent disagreed about the same.

**Block level:** The perception of 75 percent block level officers / coordinators was positive and remaining 25 percent responded negatively.

**Cluster level:** 70 percent Cluster Resource Coordinators reported positively and rest negatively.

**Teachers:** 95 percent teachers the next largest number of responders who expressed the opinions in positive regarding the availability of provisions for the involvement of CBOs in Sarva Shiksha Abhiyan activities.

**School Management Committees (SMCs):** Positive and negative responses were 90 percent and 10 percent respectively for the stated dimension.
Total response: 89 percent of the total respondents reported positive that is they were aware about various provisions laid down in the Sarva Shiksha Abhiyan framework and had the knowledge of the role and involvement of the local community in implementing Sarva Shiksha Abhiyan at the school level. This is indicative of the fact that majority of the people working in the entire Sarva Shiksha Abhiyan ladder seemed properly oriented about Sarva Shiksha Abhiyan provisions.

5.4 ACTIVITIES ORGANISED AT VARIOUS LEVELS TO ENHANCE COMMUNITY AWARENESS ABOUT SARVA SHIKSHA ABHIYAN

For the successful implementation of any project or movement or programme, it is important to mobilize the main stakeholders to prepare them for acceptance, ownership, active participation and effective involvement in the implementation of the project. This essentially requires a certain set of activities to be undertaken which can motivate the people to come forward and contribute in taking the programme forward. It is in this light that whether the community was mobilized or not for generating awareness about Sarva Shiksha Abhiyan programme among the masses, feedback was collected from officers / officials / coordinators working in State, District and sub-district level offices / units. The responses gathered are as under:-

Table 5.2
Activities organised at various Levels to enhance Community Awareness about Sarva Shiksha Abhiyan

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Level</th>
<th>No. of respondents</th>
<th>No. of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>10 (100)</td>
</tr>
<tr>
<td>2.</td>
<td>State Project Office Coordinators</td>
<td>10</td>
<td>3 (30)</td>
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<tr>
<td>3.</td>
<td>District Project Coordinators (DPCs)</td>
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<td>4 (33)</td>
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<td>4.</td>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>12 (100)</td>
</tr>
<tr>
<td>5.</td>
<td>District Project Office faculty/Coordinators</td>
<td>72</td>
<td>34 (47)</td>
</tr>
<tr>
<td>6.</td>
<td>Block Elementary Education Officers (BEEOs)</td>
<td>24</td>
<td>20 (83)</td>
</tr>
<tr>
<td>7.</td>
<td>Block Resource Coordinators (BRCs)</td>
<td>48</td>
<td>43 (90)</td>
</tr>
<tr>
<td>8.</td>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
<td>240 (100)</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers</td>
<td>960</td>
<td>910 (95)</td>
</tr>
<tr>
<td>10.</td>
<td>School Management Committee (SMCs) /Village Education Committee (VECs)</td>
<td>1340</td>
<td>1020 (76)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2728</td>
<td>2296 (84)</td>
</tr>
</tbody>
</table>

Source: Primary Probe
Note: Figure in parenthesis denote percentage.
State Level: Table-5.2 above clarifies that the views differed to a large extent at the State level about the awareness of Sarva Shiksha Abhiyan at various levels. All the State Project Directors were of the opinion that the community was made aware about the Sarva Shiksha Abhiyan flagship programme through various activities like; campaigns, electronic and print media, radio talk, brochures, newspapers etc. Whereas only 30 percent State Project Office Coordinators expressed positive opinions. Further analysis of the feedback collected conveys that the large difference in the opinions of State level officials seems to be due to lack of proper communication and regular sharing of the progress under Sarva Shiksha Abhiyan time to time.

District Level: On an average, proportionately equal number of respondents shown positive and negative opinions on enhancing the awareness about SSA through different activities.

Block Level: 88 percent block level officials said that the community at the block level was made aware about the Sarva Shiksha Abhiyan programme through activities like; Slogans, Bal Melas, Posters, Campaigns, trainings, capacity building etc. Very few responded that the awareness did not happen through activities.
**Cluster Level:** Hundred percent Cluster Resource Coordinators reported positively. That is community awareness about Sarva Shiksha Abhiyan. At the cluster level took place through activities only showing that the clusters used more ways to mobilize people for their involvement in the implementation of Sarva Shiksha Abhiyan.

**Teachers:** 95 percent teachers the second largest number of responders who expressed the opinions in positive regarding the awareness about Sarva Shiksha Abhiyan programme. Only 5 percent reported negative.

**School Management Committees (SMCs):** Positive and negative responses were 76 percent and 24 percent respectively for the stated dimension.

**Total response:** 84 percent of the total respondents from State to School Management Committee level reported positive that is they informed that the communities at different levels were made aware about Sarva Shiksha Abhiyan intervention in a pragmatic manner rather than simply telling people through lectures. Most of the efforts seems to have been made at various levels across the board with practical approach to spread the message of Sarva Shiksha Abhiyan programme.

### 5.5 BUDGET PROVISION FOR COMMUNITY MOBILIZATION AND MEDIA RELATED ACTIVITIES

Availability of finance for any activity is as important as the human resource for the same. Without having funds, it is not feasible to push forward and implement any programme and take it to the destination where it needs to be taken. Community mobilization and the media are the two important dimensions for successful implementation of any social movement like Sarva Shiksha Abhiyan and any other such programme. As mandated in the Sarva Shiksha Abhiyan framework also, community is the greatest link between the apex body and the lowest unit to make this programme a success. Through this study efforts were also made to know the availability of the financial resource through different tools for mobilizing the community and use of media activities for the same. What people have responded in this regard is tabulated in the table below:-
Table 5.3  
**Opinion Regarding Budget Provision for Community Mobilization and Media related Activities**

<table>
<thead>
<tr>
<th>Levels</th>
<th>No. of Respondents</th>
<th>Yes</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>10 (100)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>State Project Office Coordinators</td>
<td>10</td>
<td>7 (70)</td>
<td>3 (30)</td>
</tr>
<tr>
<td>District Project Coordinators (DPCs)</td>
<td>12</td>
<td>12 (100)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>9 (75)</td>
<td>3 (25)</td>
</tr>
<tr>
<td>District Project Office faculty/Coordinators</td>
<td>72</td>
<td>54 (75)</td>
<td>18 (25)</td>
</tr>
<tr>
<td>Block Elementary Education Officers (BEEOs)</td>
<td>24</td>
<td>5 (21)</td>
<td>19 (79)</td>
</tr>
<tr>
<td>Block Resource Coordinators (BRCs)</td>
<td>48</td>
<td>45 (94)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
<td>208 (87)</td>
<td>32 (13)</td>
</tr>
<tr>
<td>Teachers</td>
<td>960</td>
<td>948 (99)</td>
<td>12 (1)</td>
</tr>
<tr>
<td>School Management Committees /Village Education Committees</td>
<td>1340</td>
<td>0 (0)</td>
<td>1340 (100)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2728</strong></td>
<td><strong>1298 (48)</strong></td>
<td><strong>1429 (52)</strong></td>
</tr>
</tbody>
</table>

**Source:** Primary Probe  
**Note:** Figures in parenthesis denote percentage.

**Figure 5.3**  
**Budget Provision for Community mobilization and Media related activities**

State Level: The positive views were noticed from 85 percent respondents (State Project Directors and State Project Office Coordinators) at the state level. They informed that over years there had been budget for
organizing community mobilization and media activities. Remaining 15 percent refused that there is hardly any such provision.

**District Level:** On an average, 78 percent district level officers and coordinators agreed to say that funds had been available for mobilizing the community through different media activities.

**Block Level:** It was reported that as such there had been no budget provision in the district annual work plans for block level interventions for community and media activities however 69 percent block level officials during interviews and questioning said that the blocks were provided funds by the DPOs to have dialogue with community at the block level and plan for wide publicity of Sarva Shiksha Abhiyan through activities like; Slogans, Bal Melas, Posters, Campaigns, trainings, capacity building etc. 31 percent reported no to any such provision.

**Cluster Level:** Situation at CRC level is by and large similar to that of BRC where 87 percent cluster level coordinators informed that the funds are provided by the DPOs for community mobilization and media activities. Rest 13 percent expressed negative opinion about the same. Activities for community and media related activities are the same as briefed in the above lines.

**Teachers:** Almost all teachers were of the opinion that money is available for such activities and the same is routed to the schools from the District Project Office through BRCs and CRCs. Very few teachers were having the idea about the budget provisions for mobilization and publicity activities.

**School Management Committees (SMCs):** All SMCs expressed the negative view and told that there is no provision of finance for organizing mobilization and publicity events.

**Total response:** The two options in the questionnaire for the above dimension were equally responded by total 2728 respondents. Hence no concrete finding could be extracted from the responses of the total officials interviewed or questioned.
5.6 AVAILABILITY OF EXPERTS TO UNDERTAKE COMMUNITY MOBILIZATION AND MEDIA ACTIVITIES

Preparing community for active participation and effective involvement in the programmes like Sarva Shiksha Abhiyan and further making wide publicity of the same is a gigantic task for any organization to face. To take on this task at every level of the hierarchy there is an urgent need of active human resource who have the expertise in communication and information technology and the potentialities to convince and make people understand about the rationale, objectives and major strategies to attain the goals in a fixed timeline. Under Sarva Shiksha Abhiyan tall structure, it was important to share the essence of this programme with each and every stakeholder and then taking the message to the last unit though District Project Offices, Block and Cluster Resource Centres. Through this study it was also attempted to seek the opinions of different officers / coordinators working at various levels of Sarva Shiksha Abhiyan hierarchy. The information collected is given in the table below:-

Table 5.4
Opinions of Officials and Officers on availability of Experts to undertake Community mobilization and Media Activities

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Levels</th>
<th>No. of Respondents</th>
<th>Yes</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>10 (100)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>2</td>
<td>State Project Coordinators</td>
<td>10</td>
<td>10 (100)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>3</td>
<td>District Project Coordinators (DPCs)</td>
<td>12</td>
<td>0 (0)</td>
<td>12 (100)</td>
</tr>
<tr>
<td>4</td>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>2 (17)</td>
<td>10 (83)</td>
</tr>
<tr>
<td>5</td>
<td>District Project Office faculty/Coordinators</td>
<td>72</td>
<td>68 (94)</td>
<td>4 (6)</td>
</tr>
<tr>
<td>6</td>
<td>Block Elementary Education Officers (BEEOs)</td>
<td>24</td>
<td>0 (0)</td>
<td>24 (100)</td>
</tr>
<tr>
<td>7</td>
<td>Block Resource Coordinators (BRCs)</td>
<td>48</td>
<td>0 (0)</td>
<td>48 (100)</td>
</tr>
<tr>
<td>8</td>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
<td>0 (0)</td>
<td>240 (100)</td>
</tr>
<tr>
<td>9</td>
<td>Teachers</td>
<td>960</td>
<td>0 (0)</td>
<td>960 (100)</td>
</tr>
<tr>
<td>10</td>
<td>School Management Committee /Village Education Committee</td>
<td>1340</td>
<td>0 (0)</td>
<td>1340 (100)</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2728</strong></td>
<td><strong>90 (3)</strong></td>
<td><strong>2638 (97)</strong></td>
</tr>
</tbody>
</table>

Source: Primary Probe
Note: Figures in parenthesis denote percentage.
State Level: Hundred percent positive opinions were noticed from all the State respondents (State Project Directors and State Project Office Coordinators). They reported that there are the faculty at the State office who exclusively look after community mobilization and media activities. The faculty are not the professionals but only the teachers from the school cadre. The State office has not faced any difficulty in implementing SSA through the above intervention, the respondents reported.

District Level: On an average, 73 percent district level officers and coordinators agreed to say that there are no experts for handling community mobilization and media related activities at the district level, however some teachers like State office have been engaged for the said purpose as an internal arrangement.

Block, Cluster and School Level: It is evident from the table -- above that there are no personnel engaged or deputed exclusively for community and media related activities at the sub-district level starting from block to school level. Mobilization and publicity activities are taken care of only by the existing staff at these levels.

Total Response: Respondents from State to school level informed that making wide publicity of different schemes and programmes of the
government and mobilizing community for the same is very important. They further briefed the investigator that these two tasks for any project are of great importance and need to taken to the last beneficiary. This is possible only if there are designated personnel put in place at every level of the hierarchy and exclusively work for programmes like SSA and others. Out of total 2728 officials questioned and interviewed, 97 percent said that there are exclusively no personnel engaged at every level for complete dissemination of the schemes / programmes and perhaps that seems to the basic reason for little knowledge among the stakeholders about various initiatives of the government.

5.7 MODE OF MEDIA USED TO CREATE AWARENESS AMONG THE COMMUNITY

Making the public aware about various schemes and programmes through different approaches is another important characteristic of community mobilization. It is also equally important to find out what are likings and dislikings of people to receive the inputs through different ways of communication so that they could better understand the importance and usefulness of programmes for the targeted population. Best and suitable communication identified is the major intervention for successful implementation of any project.

Table 5.5
Opinion Regarding Mode of Media used to create Awareness among the Community

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Level</th>
<th>No. of Respondents</th>
<th>Press Release</th>
<th>FM radio/ local channels of television</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>4 (40)</td>
<td>0 (0)</td>
<td>6 (60)</td>
</tr>
<tr>
<td>2</td>
<td>State Project Coordinators</td>
<td>10</td>
<td>4 (40)</td>
<td>1 (10)</td>
<td>5 (50)</td>
</tr>
<tr>
<td>3</td>
<td>District Project Coordinators (DPCs)</td>
<td>12</td>
<td>4 (33)</td>
<td>0 (0)</td>
<td>8 (50)</td>
</tr>
<tr>
<td>4</td>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>12 (100)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>5</td>
<td>District Project Office faculty/Coordinators</td>
<td>72</td>
<td>29 (40)</td>
<td>4 (6)</td>
<td>39 (54)</td>
</tr>
<tr>
<td>6</td>
<td>Block Elementary Education Officers (BEOs)</td>
<td>24</td>
<td>5 (21)</td>
<td>0 (0)</td>
<td>19 (79)</td>
</tr>
<tr>
<td>7</td>
<td>Block Resource Coordinators (BRCs)</td>
<td>48</td>
<td>38 (79)</td>
<td>0 (0)</td>
<td>10 (21)</td>
</tr>
<tr>
<td>8</td>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
<td>10 (4)</td>
<td>0 (0)</td>
<td>230 (96)</td>
</tr>
<tr>
<td>9</td>
<td>Teachers</td>
<td>960</td>
<td>42 (4)</td>
<td>0 (0)</td>
<td>918 (96)</td>
</tr>
<tr>
<td>10</td>
<td>School Management Committees / Village Education Committees</td>
<td>1340</td>
<td>12 (1)</td>
<td>0 (0)</td>
<td>1328 (99)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2728</strong></td>
<td><strong>160 (6)</strong></td>
<td><strong>5 (1)</strong></td>
<td><strong>2563 (93)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Probe
Note: Figures in parenthesis denote percentage.
Figure 5.5
Mode of Media used to create Awareness among the Community

<table>
<thead>
<tr>
<th>Media</th>
<th>SPO coordinators</th>
<th>DRCs</th>
<th>DPoS</th>
<th>DPO facility</th>
<th>BEBCs</th>
<th>BRCs</th>
<th>CRCs</th>
<th>Teachers</th>
<th>SMCS/VECS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press release</td>
<td>40</td>
<td>10</td>
<td>33</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Through FM Radio</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

The significance of community mobilization and the role of media under SSA cannot be ignored as these two dimensions have been very useful and successful in making all stakeholders understands what Sarva Shiksha Abhiyan is and how it has really helped in improving the physical conditions of government schools over years. For successful community mobilization, what mode of communication had been followed by the State at different levels during the evaluation years under reference in this study, the responses collected are depicted in the table below:

**State Level:** 60 percent respondents reported that the community was made aware about SSA through printed material whereas 40 percent conveyed that the same job was done through press releases.

**District Level:** Equal proportion of District level officials reported that the community was mobilized through documents and press releases whereas very few said that the mobilization campaigns were held through FM radio or radio channels.

**At the sub-district Level:** Starting from block to school level, community was made aware through press releases and documentation as reported by the BRCs, CRCs, teachers and SMCs. No activity was found organized through FM radio or local TV channels.
In totality

93 percent informed that the main mode of communication in creating awareness among the community members had been the documentation. In various awareness programmes organized at different levels time to time during the period selected for the study, the community members were mostly provided the printed material in the form of brochures, booklets etc.

5.8 TECHNICAL SUPPORT AVAILABLE FOR CIVIL WORKS AT VARIOUS LEVELS UNDER SARVA SHIKSHA ABHIYAN

To improve physical conditions in any institution there is always requirement of technical personnel who can provide support in various ways to strengthen the infrastructural development. Feedback was taken from 2728 officials regarding availability of technical support staff to execute civil works activities at different levels of Sarva Shiksha Abhiyan structure. The replies are recorded and tabulated as under:-

| Table 5.6 |

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>State Project Directors (SPDs)</td>
<td>10</td>
<td>10 (100)</td>
</tr>
<tr>
<td>State Project Coordinators</td>
<td>10</td>
<td>10 (100)</td>
</tr>
<tr>
<td>District Project Coordinators (DPCs)</td>
<td>12</td>
<td>9 (75)</td>
</tr>
<tr>
<td>District Project Officers (DPOs)</td>
<td>12</td>
<td>12 (100)</td>
</tr>
<tr>
<td>District Project Office faculty/Coordinators</td>
<td>72</td>
<td>70 (97)</td>
</tr>
<tr>
<td>Block Elementary Education Officers (BEEOs)</td>
<td>24</td>
<td>21 (88)</td>
</tr>
<tr>
<td>Block Resource Coordinators (BRCs)</td>
<td>48</td>
<td>46 (96)</td>
</tr>
<tr>
<td>Cluster Resource Coordinators (CRCs)</td>
<td>240</td>
<td>190 (79)</td>
</tr>
<tr>
<td>Teachers</td>
<td>960</td>
<td>800 (83)</td>
</tr>
<tr>
<td>School Management Committees /Village Education Committees</td>
<td>1340</td>
<td>1120 (84)</td>
</tr>
<tr>
<td>Total</td>
<td>2728</td>
<td>2288 (84)</td>
</tr>
</tbody>
</table>

**Source:** Primary Probe

**Note:** Figures in parenthesis denote percentage.
Under Sarva Shiksha Abhiyan tall structure there is a budget provision of 33 percent of the total plan outlay for undertaking different infrastructural development activities at school level like; construction of additional classrooms, boundary walls, toilets, major repairs, drinking water etc. One third of the total State’s annual plan outlay for civil works activities is a huge finance and its proper utilization had been a great challenge for SSA. It was verified from office record that to execute infrastructural development activities largely in schools, 77 Junior Engineers one each at the Community Development block, 12 Draughts Men / Women and 4 Assistant Engineers were put in place for looking after civil works activities. All school level infrastructural development activities are undertaken through SMCs and under the guidance of JEs.

Table-6 above makes it clear that out of total 2728 respondents, more than 84 percent officials (Officers / Coordinators / Faculty) reported in positive i.e. they informed the investigator that the technical personnel were available and extended support as and when needed at every level of Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan hierarchy. Only 16 percent expressed dissatisfaction about the availability of technical support staff. Officials also reported that there has been significant improvement in the
physical conditions of schools over years and nothing serious has been noticed in this regard.

**Structured Interviews were conducted of VEC members and teachers.** Responses so obtained were recorded as per schedule and summarized as below:-

**SMC / VEC members**

1. Out of 1340 SMC members, 1290 (i.e. 96 percent) SMC have knowledge of Sarva Shiksha Abhiyan activities. Remaining 4 percent found to have no such knowledge.

2. 86 percent SMC members were satisfied with the manpower engaged to carryout Sarva Shiksha Abhiyan activities at various levels of the Sarva Shiksha Abhiyan structure. Only 287 reported that the existing manpower is not sufficient to deal with different Sarva Shiksha Abhiyan activities and to ensure their completion in time.

3. 96 percent members reported that they have been oriented about their role in Sarva Shiksha Abhiyan. 3 percent reported in negative. 64 percent members reported that formal orientation course was conducted for them to make them aware about their role. Others 480 replied in negative.

4. 64 percent members reported that they are called for training once or twice a year. 35 percent members had been invited more frequently for VEC/SMC meetings / trainings

5. 69 percent VEC members who attended such orientation programmes found the same to be very effective. Remaining 30 percent reported the same to be ineffective.

6. 3 percent VEC members reported about their contribution in developing / preparing School Development Plans. Rest 96 percent members reported in negative. This indicates that the preparation of plans had not happened in a more participative manner.

7. 18 percent VEC members supervised the targets as per plan. 82 percent did not supervise the work as per plan targets.
8. When the VEC members were asked to report about their view and role in making school climate effective for better schooling, only 7 percent give positive response.

9. When quizzed about VEC members contribution in Sarva Shiksha Abhiyan related activities being carried out in schools, 8 percent replied that they contribute in such activities as and when required. 1220 VEC members contribution was never sought.

10. VEC members were asked whether they have spread the message of Sarva Shiksha Abhiyan programme across the village. 59 percent reported that they shared the importance and usefulness of the programme this in their respective neighbourhood areas. 41 percent did not make efforts to take the Sarva Shiksha Abhiyan message forward in their areas.

11. 30 percent VEC members were oriented in effectively utilizing the Sarva Shiksha Abhiyan budget and other resources.70 percent did not get any such training.

12. 21 percent VEC members were found aware about various Sarva Shiksha Abhiyan heads / interventions and the budget provisions available for the same. 79 percent were not found to have any such knowledge

13. 9 percent SMC members reported that the training content was sufficient and effective. Remaining 91 percent expressed dissatisfaction about the same and further informed that such trainings also did not focus on progress and pace of learning of every child in the classroom.

14. 2 percent VEC members reported that they receive updated Sarva Shiksha Abhiyan related information time to time. Remaining 98 percent said that they were hardly briefed about Sarva Shiksha Abhiyan achievements and any other changes / modifications made in the Sarva Shiksha Abhiyan framework time to time.
Teachers

1. Out of 960, 11 percent teachers did not get any training regarding Sarva Shiksha Abhiyan activities.

2. 84 percent teachers conveyed that they received cluster level trainings and also attended follow-up meetings time to time. While 16 percent reported that they not at all attended any training programme / follow-up meeting at the cluster level over years.

3. Out of 850 teachers out of 960 i.e. 89 percent who have undergone training for SSA activities 710 teachers i.e. 84 percent reported it to be adequate. 30 percent considered these trainings to be inadequate.

4. Out of 850 teachers who received training, 200 i.e. 24 percent found master trainers to be ineffective, only 70 teachers i.e. 8 percent reported effective and other 580 i.e. 68 percent considered MT’s to be marginally effective.

5. When quizzed about the usefulness of training, none of them reported trainings to be very useful, 750 teachers i.e. 88 percent reported trainings to be useful and remaining 110 teachers i.e. 12 percent found them to be not useful. Out of 850 teachers, 620 teachers i.e. 73 percent answered in affirmative about the effect of trainings on normal teaching and rest 230 i.e. 27 percent considered that the trainings did not bring any change in the normal teaching in the classrooms.

6. 38 percent teachers reported that Sarva Shiksha Abhiyan grants and other facilities were provided in time and remaining 62 percent informed that they did not receive these resources well in time.

7. When questioned about training provided to them regarding finance matters, all 960 teachers reported it in negative.

8. None of 960 teachers have any knowledge of cluster level resource groups.

9. As they have found to have no knowledge about cluster level resource groups, providing any sort of guidance was also negated by all 960 respondents.
10. 66 percent teachers reported that under Sarva Shiksha Abhiyan they received training every year. Remaining 34 percent said that they did not receive regular training.

11. 35 percent teachers reported that they were provided proper facilities during training programmes and remaining 65 percent reported in negative.

12. Only 1 percent teachers received on the spot support by master trainers whereas 99 percent did not get any such support.

13. 92 percent teachers reported that State and district level officers / State and district faculty have monitored /observed their school working and classroom processes. 8 percent expressed negative view about the same.

14. 91 percent teachers said that they got feedback on observations whereas remaining 9 percent did not get any feedback after monitoring /observation.

15. 93 percent teachers reported that VECs / SMCs / Community have visited the schools regularly. 7 percent were of the view that no such visits were made by above local bodies.

16. 67 percent teachers told that they prepare School Development Plan every year whereas 33 percent teachers reported in negative.

17. Only one percent teachers informed that there are out of school children in the 6-14 years age group. 945 teachers i.e. 99 percent reported that no such children exist in their respective neighbourhood area.

18. 34 percent teachers conveyed that they have “Special Need Group” children enrolled in their respective schools whereas remaining 66 percent teachers reported that there are no such children in their schools.
SUMMARY

In brief, people’s participation is fundamental to the success of Sarva Shiksha Abhiyan. The objective of equitable quality for all children can be attained only with active participation of all stakeholders including, parents, teachers, community, civil society and children. Sarva Shiksha Abhiyan would strive to enhance participation of general public by awareness generation, interventions for community mobilization and by promoting voluntarism. Sarva Shiksha Abhiyan would help harness the full potential of grassroots institutions like, Mahila Samoohs, Sangathans, SHGs, Mahila Samakhya federations, youth groups, groups working for people’s rights, etc. as well as support the formation of children’s collectives and support groups for children without adult protection to address the deficit of community support and ownership in respect of these children. Empowered and technically equipped schools would be crucial for anchoring community awareness and participation efforts. States will have to invest in capacity building of School Management Committee members to address this enormous challenge. Participation of civil society is a crucial aspect of Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan would encourage participation of voluntary agencies and NGOs in different capacities ranging from advocates to partners in need assessment and implementation and watchdogs.

The partnership would be mutual, and not in the nature of subcontracting. Sarva Shiksha Abhiyan can play a critical role in catalyzing the role of civil society involvement in implementing the Right to Education. As the journey of “Right to Education” implementation will be a crucial period of re-orientation and identification of new challenges and areas of work, flexibility and space should be created within Sarva Shiksha Abhiyan to enable the development of innovations and in-depth work in specific areas. Sarva Shiksha Abhiyan needs to strive for ensuring that civil society organizations are included in every institutional mechanism being planned at the state as well as the district levels.