Centre for Innovations in Public Systems
ASCI, Bella Vista, Raj Bhavan Road,
Hyderabad – 500 082

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Database on Innovative Practices Education

Preface

The Database on Innovative Practices - Education is prepared by Centre for Innovations in Public Systems (CIPS).

This document aims to identify various Innovative practices on education and provide details on various aspects of such practice to facilitate replication in other states. The data provided in this document are collected through primary and secondary research. The primary research is conducted by email questioners and direct telephonic enquiry. The secondary research is supported by various reports and case studies prepared by Department of Human Resource, Department of Rural Development, Department of Tribal Welfare and Governance Knowledge Centre. Apart from this, many case studies prepared by National University of Education Planning and Administration (NUEPA), National Council of Education Research and Training (NCERT), International Institute of Educational Planning (IIEP), UNESCO, OneWorld Foundation India was also referred.

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1. IT@School, Kerala

Summary	IT@School is a project of Department of General Education, Government of Kerala. This is setup in 2001, to foster the IT education in schools and later would facilitate ICT enabled education in the state.
Name of the Implementing Agencies	Department of General Education, Government of Kerala
Period of Implementation	Since 2001
Place/ Area of Operation	Kerala
Objective(s)	• To create a IT literate community • To improve the quality of education through the latest ICT technology • Improve the effectiveness of the education department through proper e-governance. • Training of teachers in ICT innovations
Methodology	Capacity Building or Training has been one of the important activities of IT@School Project since its inception in 2001. The Project has brought in a new culture of learning wherein the teachers would transform themselves into IT enablers, capable of handling their subjects more efficiently using ICT.
Beneficiaries/target group	About 1.2 lakh teachers and more than 30 lakh students in Kerala
Status before Implementation	Before the commencement of the project, only 500 computers were available in all the government schools in the state of Kerala.
Status after Implementation	The project has enabled IT education covering as many as 8000 schools. An estimated 50 lakhs students and 2 lakhs teachers are now part of this project who have benefited from ICT enabled education.
Corruption reduction	Under IT@School, Service Payroll Administrative Repository for Kerala and Online posting and transfer portal promotes transparency and reduced corruption.

Service improvement	IT@School Project enabled a complete FOSS implementation within the Education department. In 2008, ViCTERS educational channel was made available in all local cable networks. In 2009, Electrification of classrooms programme was initiated and the programme was expanded to Upper Primary and Higher Secondary sections.
Lessons Learnt	The programme runs on the 'computer lab' model in which students need to be taken to a separate room where computers are kept, this takes away time and can be difficult to manage where number of computers is inadequate (2:1 student : computer ratio) . The alternative of 'smart classrooms' (where the computer is brought into the classroom and used with an LCD projector) has its own limitations of not allowing students hands-on experience and also in the initial phase, the digital tools can become a distraction for the actual transaction.
Current Status	Information Technology has been introduced in Upper Primary classes from the year 2009-10 onwards. Since then, there is a practical and theory examination of IT for High School students and high percentage of students score in IT.
Physical Infrastructure	Several ICT tools such as Laptops, DLP Projectors, Printers, Scanners etc were supplied to more than 4071 schools after scrutinizing their actual requirement.
Human Resource	The Project has trained over 2 lakh teachers of the state till 2009 and in 2009 a total of 14,546 teachers was given specific training in ICT especially for Physics and Chemistry and this expanded to 60,000 teachers covering all subjects in 2010.
Technological/ IT	The Project has provided Broadband internet connectivity to all High Schools and Educational Offices of the state, in association with BSNL. Detailed usage norms were also issued to all schools with respect to the internet connection provided to ensure safe and secure browsing at schools.
Approximate Cost of Implementation	ICT in School scheme being implemented in the State since then with a total budget of Rs.54.28 Crores each year.

Performance Indicators	The success of the Project can be visualised by the conduct of IT practical examination in free software for about 4 million students. The efforts of project saw deployment of adequate IT infrastructure to all schools including computers and other accessories. Today, the Project is one of the "Single largest simultaneous deployment of FOSS based ICTs".
Project Contact Persons (Current)	Abdul Nasar Kaipancherry Executive Director IT@School project, Poojappura, Thiruvananthapuram, Kerala, INDIA. Pin code: - 695012 Phone number : 0471-2529800 Fax number : 0471-2529810 director (at) itschool.gov.in
Other information (Awards/Nominations etc)	Winner of National e-governance Award for the Best Project The winner of World is Open Award 2008
Reference Links	https://www.itschool.gov.in
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

2. Lifelines Education Mobile Query System, Rajasthan	
Summary	The LifeLines Education programme was launched by Government of Rajasthan under REI objectives, focusing principally on teacher development and curricular support in rural areas mediated through the phone.
Name of the Implementing Agencies	Government of Rajasthan, UNICEF and ICT-for-development organization, OneWorld
Period of Implementation	Since Sep 2008
Place/ Area of Operation	Rajasthan
Objective(s)	• To facilitate a convenient and accessible support mechanism for school teachers to enable continued and quality academic-pedagogic guidance • It aims to assist teachers in their day-to-day transactions with students and thereby bring qualitative improvement to the overall teaching-learning processes in village classrooms. • By leveraging the reach and accessibility of ICTs and the benefits of the communications revolution, this innovation seeks to reach teachers even in remote, rural areas, and bridge the rural-urban knowledge divide.
Methodology	• The LifeLines Education service brings about an innovative ICT platform – using the telephone and Internet – that reaches teachers in remote, rural regions of Rajasthan, and helps them with routine academic guidance and pedagogic instruction on an on-demand basis. • The service is mediated in the local language and is accessible through any phone – mobile or landline. This is an IVRS based service, meaning there is a time lag of 24-48 hours in completing one consulting cycle. • The telephone serves as the medium of user interface in LifeLines, while high-end communication technology and custom-made computing applications are configured at the back-end to support integrated call handling and management of a very large audio and text database.
Beneficiaries/target group	Teachers in remote, rural regions of Rajasthan
Status before Implementation	• Internet and multimedia-aided teaching, tele-classrooms,

	and fast emerging online learning platforms are accessible only to the urban population. Rural education sector are unable to access these quality information due to inadequate infrastructure and lack of support.
Status after Implementation	• LifeLines Education boasts a successful track record in enabling a knowledge platform for rural schools – expanding teachers' access to quality academic support on a sustained basis, promoting efficient teaching skills in classrooms, and thereby helping to enhance the quality of learning for children. • The milestones achieved have encouraged the scale up of the service from a modest pilot to expanded deployment, toll-free, across all 33 districts of Rajasthan.
- ***Cost reduction***	Not Applicable
- ***Corruption reduction***	Not Applicable
- ***Service improvement***	• The LifeLines Education service was launched first in Udaipur district to reach nearly 12,000 teachers in 4691 primary and upper primary schools. Going toll-free, the LifeLines Education service expanded its coverage from 12,000 teachers in Udaipur, to a population of over 4.5 lakh teachers in more than 100,000 schools across Rajasthan. • The Lifelines-Education service also serves the teaching community in the Bardhaman district of West Bengal, reaching out to around 2,000 teachers across 571 schools in 164 villages of the Monteshwar Block.
Difficulties/Challenges and Lessons Learnt	The LifeLines Education service was launched first in Udaipur district to reach nearly 12,000 teachers in 4691 primary and upper primary schools. This was on a pilot basis to explore the efficacy of a phone-mediated service for rural academics in Rajasthan. The service has demonstrated how ICTs can be used to effectively benefit the information needs of a significant section of the rural population - the village school teachers - that was earlier unaddressed.
Current Status	In 2010 owing to popular demand, Government of Rajasthan scaled LifeLines Education toll-free across all 33 districts of Rajasthan. Presently, LifeLines Education covers over 450,000 teachers in more than 100,000 primary and upper primary schools

	in Rajasthan. It has responded to over 30,000 queries, on a range of topics - from subject lessons and teaching-learning methods, to classroom management and child psychology, to general knowledge and current affairs as well.
Resource requirements	
- ***Physical Infrastructure***	Not Applicable
- ***Human Resource***	The domain experts in LifeLines are a panel of leading academic and pedagogy specialists affiliated with the Government of Rajasthan and UNICEF. They provide the specific knowledge advisory and academic guidance to queries coming from teachers. These domain experts are in close consultation with a team of Knowledge Workers, based at the LifeLines Education backend hub managed by OneWorld.
- ***Technological/ IT***	OneWorld anchors the innovative technology platform of this programme, and manages its overall implementation and knowledge delivery across Rajasthan. Government of Rajasthan leads delivery of the service toll-free throughout Rajasthan.
Approximate Cost of Implementation	The pilot project in the Udaipur district of Rajasthan costs Rs 63.45 lakhs per year.
Performance Indicators	The educational knowledge database built from the queries and responses of LifeLines Education, comprising over 24,000 elements, reflects rich topical diversity and offers valuable insights that are directly relevant to the teaching-learning processes in school classrooms, and the real time challenges faced by rural teachers.
Project Champions (Along with designations)	Sarva Shiksha Abhiyan, Rajasthan
Project Contact Persons (Current)	OneWorld South Asia Office OneWorld International Foundation C-1/3, Safdarjung Development Area, Hauz Khas, New Delhi-110016 INDIA t: +91-11-41689000 f: +91-11-41689001 http://southasia.oneworld.net

Other information (Awards/Nominations etc)	In 2008, LifeLines joined ranks with 25 global innovators who were honoured as a **Tech Awards Laureate** by the prestigious Tech Museum of Innovation for employing technology solutions to benefit humanity.
Reference Links	http://southasia.oneworld.net http://lifelines-india.net/education/simplefaqs
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

3. Computer Aided Text to Speech and Text to Braille System for Visually Impaired (Shruti Drishti), West Bengal	
Summary	India is home for half of the blind population of the world i.e. 9 million (approx.). The literacy rate is low among blind people and for their education books in Braille script are not available in adequate numbers. Webel Mediatronics Limited, a Govt. of West Bengal public sector undertaking recognized an immense possibility and regrouped their skills and knowledge to develop and commercialise various products / systems for education, communication and rehabilitation for visually impaired persons. Over a period of time the company developed Automatic Braille Transcription System in 12 major Indian languages namely Hindi, Bengali, Assamese, Oriya, Nepali, Punjabi, Gujarati, Marathi, Tamil, Telugu, Kannada, Malayalam and English. These systems brought a qualitative change in Braille education.
Name of the Implementing Agencies	• Department of Electronics and Information Technology (DEIT), Ministry of Communication & IT, Govt. of India • Media Lab Asia (a section 25 company promoted by DIT), • C-DAC (a scientific society of DIT) and • WML (a govt. of West Bengal undertaking).
Period of Implementation	• N/A
Place/ Area of Operation	West Bengal
Objective(s)	• To develop and commercialise various products / systems for education, communication and rehabilitation for visually impaired persons.
Methodology	SHRUTI DRISHTI is a project aimed at harnessing the potential offered by high speed processing of text and audio/video for overcoming the shortcoming physically challenged people. The application comprises of an automatic Braille transcription system supporting 12 Indian languages. The Transcription system installed at blind schools is now being used for printing text books, class note etc. facilitating a qualitative change in Braille education. An e-classroom system has also been developed which consists of a specially designed Braille keyboard and a multi-user Braille writer software. This will help 8 visually impaired students to learn simultaneously

Beneficiaries/target group	• Visually impaired persons
Status before Implementation	• Visually impaired persons are not able to access document from Internet and also to the conference proceedings in Braille and they cannot take printout of the selected part of such proceeding in Braille.
Status after Implementation	• Using the above system it takes much less time to learn Braille. • Students are getting more interest in Braille education as they use computers.
Cost reduction	This software is comparatively least expensive which would provide advantage over the other commercially available systems.
Corruption reduction	Not applicable
Service improvement	Currently the system covers transcription in 12 Indian languages such as Bangla, Hindi, Assamese, Oriya, Marathi, Gujarati, Punjabi, Tamil, Telugu, Kannada, Malayalam, Nepali and English. The company is now taking up similar work in other Indian languages and integrating them with the Automatic Braille Transcription System.
Difficulties/Challenges and Lessons Learnt	○ Testing of hardware components and ensuring their proper working in the circuit. ○ Time synchronization required for mapping the character in the text to the signal supplied to the hardware ○ Enabling user convenience in using the assembled hardware . ○ Accurate recognition of the text in the given font to map it into its corresponding Braille pattern image. ○ Developing the GUI and synchronizing it's various entities with speech synchronization and recognition functions. ○ Establishing proper support for working of the speech recognition and synchronization functions over different machines. ○ Proper maintenance of developed application and its hardware.
Current Status	The company is now taking up similar work in Indian languages and integrating them with the Automatic Braille Transcription System.
Physical Infrastructure	Computer system connected to Automatic Braille Embosser, Index interpointy brailler, Brailleo embosser, Specially designed Braille Keyboard,
Human Resource	The system can be operated even by a person without any prior knowledge of the system. This avoids the need for skilled human resource for operation
Technological/ IT	Braille to text transcription software

	Multiuser Braille writer software
Performance Indicators	The system was initially installed in 27 special schools and two district libraries in West Bengal. The service was then extended to 110 schools across 22 states of India.
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	Sri S. N. Goswami Director, CEO of Webmel Mediatronics Limited wml.wtdceo@gmail.com Webel Mediatronics Limited (A Govt. of West Bengal Undertaking) P-1, Taratala Road, Kolkata - 700088 West Bengal, India Tel. No. +91 33 2401 7699, +91 33 2401 5602 +91 33 2401 4440 Fax +91 33 2401 4081 E mail: webelmedia@gmail.com Website: www.webelmediatronics.in
Other information (Awards/Nominations etc)	Golden Icon Award in the 'Trail Blazing Application of the year New Entrant Category' at the 8th National Conference on eGovernance, 2004 from the Department of Administrators Reforms and Public Grievances (DARPG), Govt. of India
Reference Links	http://indiagovernance.gov.in/docsearch.php?search=Education&from_map=1&type=theme&page=2
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

4. Dreams to reality: Empowering the differently-abled, Maharashtra

Summary	Many children with disability are left without intervention and education due to various reasons. Education and Training Centre for Children with Different Abilities (ETC) has designed special schools to address needs of children with different categories of disabilities such as hearing impairment, intellectual impairment, learning disabilities and multiple disabilities. In addition, the programme has special units that offer customised programmes for children at different levels of disabilities. 'ETC' Centre was started with the sole purpose of addressing this need in the society. This became evident with the admissions getting full on the day of opening of the Centre. Due to the dearth of professionals in special schools, children did not receive proper intervention or children had to be taken to different places, if at all. This has been eased out due to the availability of a gamut of professionals and services provided at 'ETC' Centre.
Name of the Implementing Agencies	• Navi Mumbai Municipal Corporation
Period of Implementation	• Since 2007
Place/ Area of Operation	• Mumbai
Objective(s)	• Mainstreaming Children With Different Abilities (CWDAs) by ensuring socio-psychological, educational, medical and economic rehabilitation of the children. • It also moves towards mainstreaming of People With Different Abilities (PWDAs) through protection of their rights and by undertaking various integrative rehabilitation measures.
Methodology	• The Navi Mumbai Municipal Corporation (NMMC) first conducted a needs assessment survey of the PWDAs in the Navi Mumbai area to gain an understanding of working with people with disability. • A door-to-door survey conducted for the SSA was used as a checklist for primary screening, and the suspected cases were diagnosed at various centres organised by the ETC.
Beneficiaries/ target group	• Differently abled children
Status before Implementation	• Without this centre many CWDAs and PWDAs would have largely neglected.
Status after Implementation	• A total of 350 students with various disabilities are receiving special education at the centre. • Approx. 1000 people with different abilities are getting direct benefits

	per annum through the ETC. • A total of 90 students are mainstreamed so far and the centre has recruited 54 persons with disabilities in the centre.
Cost reduction	• The huge financial burden that has to be borne by parents of CDWAs for special education has been reduced. • The centre is completely funded by NMMC utilising the provision of three percent budget reservation existing in the local government bodies.
Corruption reduction	• It reduces the corruption as parents need not visit various government departments to get a differently abled certificate for their children.
Service improvement	• Navi Mumbai Municipal Corporation is able to give better services for CWDAs and PWDAs.
Difficulties/ Challenges and Lessons Learnt	• Designing the comprehensive guidelines is a challenge as the centre has no prototype to take inspiration from. • Convincing the parents for the conventional education and therapeutic centre remained a difficult challenge for initial years.
Current Status	• Presently, a total 350 students with various disabilities are receiving special education at the centre.
Resource requirements	**Physical Infrastructure –** In order to facilitate easy access of children with special needs, especially those with loco motor problems, the centre has designed disabled friendly infrastructure.
	Human Resource – Recruit and maintain the dedicated teachers and experts and staff.
Approximate Cost of Implementation	• The educational centre, with an approximate cost Rs. 10 crore, is designed disabled-friendly to provide barrier free environment to People with Different Abilities (PWDA).
Project Champions	Not Available
Project Contact Persons (Current)	Mrs. Varsha Bhagat, Director, Education & Training Centre for CWDA Varshabagat03@gmail.com Etc.pwda.nmmc@gmail.com
Other information (Awards/ Nominations etc)	• ETC is the first and only centre in India in the field of Special Education to get enrolled for accreditation. • The government of India awarded ETC with Prime Minister's Award for Excellence in Public Administration in the year 2011

Reference Links	http://www.nmmconline.com/web/guest/326 http://www.disabilityindia.org/djartjan06A.cfm
Prepared/Compiled by	Swathi Dev Project Research Associate Email: v.swathi@asci.org.in

5. Centre for Learning Resources, Pune	
Summary	The Centre for Learning Resources (CLR) is a non-profit, non-governmental organisation (NGO) located in Pune, India. Since 1984, The centre has been working in the fields of Early Childhood Care and Development, Early Childhood Education, Elementary Education and the Teaching of English in Maharashtra and other states in India. The main goal is to improve the quality of early childhood care and development, early childhood and elementary education that rural and urban disadvantaged children receive in our country. The centre has developed Education Packages targeting the care givers.
Name of the Implementing Agencies	Centre for Learning Resource (CLR)
Period of Implementation	Since 1997
Place/ Area of Operation	CLR has been working in the different districts of Maharashtra and in Jharkhand, Uttaranchal, Rajasthan, Gujarat, Orissa, Andhra Pradesh and other states.
Objective(s)	The CLR addresses the following needs in Early Childhood Education: • The need for ongoing professional development of teachers and teacher trainers • The need to introduce activity-based, experiential learning in preschool centres • The need for low cost learning materials and play materials • The need for greater community awareness about Early Childhood Education
Methodology	The CLR attempts to meet the developmental and educational needs of varied age-groups from infants and elementary school students to post-secondary youth. Technical Support Services - The CLR designs and delivers, on request, a range of technical support services in varied cultural contexts. The materials designed are based on the needs of varying educational programmes, and incorporate feedback based on the experience of teachers in the classroom

Beneficiaries/target group	This Education Package can be used: • For parent and family education within interventions for Integrated Child Development. • Within programmes for Community Health, Child Health and Women's Reproductive Health, for raising awareness about the influence of caregiver-child interaction on children's growth and development. • Within meetings of existing women's groups, such as 'Mahila Mandals', self-help groups, etc. as an 'add-on' activity for parent and family education.
Service improvement	The CLR Education Package for caregivers has been developed in various Indian languages. It has emerged out of their research activities in care giving practices and their interaction with parents, grandparents and other caregivers of young children in villages and urban slums. They attempt to provide effective communication materials for an illiterate or semi-literate audience.
Difficulties/Challenges and Lessons Learnt	The major implementation challenges faced by CLR are 1. Transmission loss from training of master trainers to the field-based training of teachers and or communicators, and subsequently to the classrooms or to families. They attempt to overcome this by providing systematic training materials for field-based use, including audio-visual communication materials. 2. Replication of a particular strategy or approach is not always applicable to different areas. Therefore understanding the needs in a particular project area is very important. Hence the CLR stresses research towards locale-specific solutions, as also continuous dialogues between recurrent training sessions for different projects.
Current Status	CLR carried out an assessment of learning outcomes of 280 children in Class 1 in Dharni anganwadis in June-July, 2010. The principal objective of this assessment was to provide a baseline to assess the impact of the ongoing and multi-pronged intervention of the CLR in the ICDS anganwadis of Dharni Block on the learning outcomes of children. A three-year MOU has been signed between CLR and the district-level ICDS authorities in Amrawati for joint efforts to strengthen ECE in the Melghat region.

Resource requirements	***Manual for Communicators*** - Contains 20 modules, for periodic meetings with caregivers. Each module provides the necessary content and step-by-step guidelines for conducting the meeting with a semi-literate or illiterate audience. ***Discussion Photo Booklet*** **-** Contains 4 sets of photos. Each set helps to discuss the developmental characteristics of a particular age group. ***Other Visual Materials*** **-** Puzzles and discussion pictures which help to make the meetings participatory. Encourage caregivers to analyse issues for themselves. ***Handouts for Caregivers*** **-** To be duplicated and given to each participant at the end of a meeting. Contain illustrated reminders of some of the main child care messages discussed at the meeting.
Performance Indicators	CLR received financial support from many government and private organizations such as ICICI Bank, India, Karuna Trust, U.K, Michael and Susan Dell Foundation, Ministry of Human Resource Development, Dept. of Education, Government of India, Misereor, Germany, Navajbai Ratan Tata Trust, India New Education Group – Foundation for Innovation and Research in Education (NEG-FIRE)
Project Champions (Along with designations)	Dr. John Kurien
Project Contact Persons (Current)	8 Deccan College Road, Yerawada, Pune 411 006, Maharashtra, India Tel. : +91-20-26612856, 26612123, 65004191 Email : clr@vsnl.com
Reference Links	http://www.clrindia.net/
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

6. Read India	
Summary	Pratham's flagship program, Read India, helps to improve the reading, writing and basic arithmetic skills of the children in the age group of 6-14 years.
Name of the Implementing Agencies	Pratham Annual Status of Education Report (ASER)
Period of Implementation	Since 2007
Place/ Area of Operation	The campaign reached 33 million children across 19 states.
Objective(s)	• All Std I children know at least alphabets & numbers. • All Std II children can at least read words & do simple sums. • All Std III-V children can at least read simple texts fluently & confidently solve arithmetic problems.
Methodology	Read India is implemented through the Block Excellence Program (BEP). A block consists of approximately a 100 villages where a variety of activities are conducted by local Pratham members, relating to the following three objectives: • Improvement in learning level • Improvement in community engagement • Influencing teaching practices in the government schools The campaign is being executed with the help of school teachers, anganwadi workers and volunteers, who are mobilized and trained by Pratham teams.
Beneficiaries/target group	Children from Std I to Std III.
Status before Implementation	Findings of the Annual Status of Education Report (ASER) in 2005 and 2006 revealed that a significant percentage of children could not read, write or even do basic arithmetic.
Status after Implementation	In most states, out of the children who were a part of the intervention, the proportion of those not able to read alphabets is down to zero. Likewise, the proportion of children able to read simple sentences is up by almost 20%.
Cost reduction	Not applicable
Corruption reduction	Not applicable
Service improvement	The programme's scope was expanded to cover parents. The Read Program's results in MP illustrate successful large-scale implementation by Pratham (45 Districts, 250,000 teachers), Direct &Measurable improvements in learning levels across the state (validated by external evaluations) and the

	Replicability & Scalability of the Read Intervention
Difficulties/Challenges and Lessons Learnt	The major difficulty faced during implementation is the continuous monitoring and follow up. Children who have learnt to read will retain the skill when this basic learning phase is completed? This is addressed to some extent by Pratham's interest in experimenting with the use of a school newspaper to provide a continuing source of reading material. This would involve partnering with commercial newspapers that have reach into villages, providing reading material that would be distributed at cost, using existing newspaper networks.
Current Status	The programme is currently active in 251 rural districts across 19 States and 32 cities of India.
Resource requirements	Very minimum for the preparation of traditional phonetic coding, decoding chart for activities and for organizing capacity building for teachers.
- ***Physical Infrastructure***	Nil
- ***Human Resource***	Volunteers
- ***Technological/ IT***	Nil
Approximate Cost of Implementation	According to Pratham, Avg. Cost Per District would be in the range of Rs. 10 lakh. This includes – Teaching Learning Material, Trainings, Evaluation, Personnel Support, Workshops, Research etc
Performance Indicators	In 2008-09, the campaign reached 33 million children across 19 states. It covered 305,000 out of the 600,000 villages of India and mobilized 450,000 volunteers. Over 600,000 teachers/ officials/ government workers have been trained. In 2009-10 Read India moved to the next level - Read India II, focusing on higher grade-specific learning competencies. Read India II moved from our previously used model of short-term large-scale learning campaign mode to a longer, more sustained presence in the villages that we work in, in order to bring about a deeper more permanent impact.
Project Champions (Along with designations)	DR. MADHAV CHAVAN, CEO and one of the Founder of Pratham
Project Contact Persons (Current)	Mr. Kishore Bhambre Asst. Director, PCVC.
Other information	Pratham was named as one of the top three "most innovative

(Awards/Nominations etc)	development projects". by the Global Development Network. The award was sponsored by the World Bank and the Government of Japan.
Reference Links	http://pratham.org
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

7. Rural Schools- Open Basic Education, Bihar	
Summary	The main aim of the project was to provide education to rural children in the age group 6-14 in 5 villages who are out of any formal school system or are school dropouts through nonformal means.
Name of the Implementing Agencies	Azad India Foundation with funding from Royal Dutch Embassy New Delhi
Period of Implementation	Since 2005
Place/ Area of Operation	Villages Damalbari, Chhattergach, Powakhali, Thakurganj and Pothia in Kishanganj district
Objective(s)	1. The project would help in providing quality education to rural children. 2. The mothers and guardians would be encouraged to join literacy centers run by Azad India Foundation to get functional literacy. This would instill the value of education among people. 3. This project would help in increasing the literacy level of the district. 4. This project would give employment to the rural educated youth especially girls who would work as teachers at the centers.
Methodology	Optional formal and non-formal Education - The students were given choice to join the formal setup or study according to their convenience in the afternoon. The schools have fixed timings for the formal students and flexible timings for the nonformal students. The teachers ensure at least six hours of study six days a week.
Beneficiaries/target group	The beneficiaries would be approx 500 children between 6-14 years.
Status before Implementation	Kishanganj district has a dubious record of having lowest literacy level in whole of Bihar. The worst sufferers are the women who due to illiteracy and ignorance face exploitation at all levels. Azad India Foundation has set up nonformal centres in target villages where women and girls come for functional literacy classes. The main purpose of setting these centres was to promote education among the guardians of the children.
Status after Implementation	An enrolled 449 children for OBE Level -A examination was achieved. These children were in the age-group 6-14 years. Out of these 236 were boys and 213 were girls. The sustained efforts have led to about 47% of girls' and 52 % boys' enrolment in the schools.
- ***Cost reduction***	Nil
- ***Corruption reduction***	Nil

- ***Service improvement***	Azad Foundation conducted the examination in the month of July/August and the result is submitted to National Open School for certificates. The girls did better in the examination as 50.7% passed in first attempt where as 49% boys passed the examination in the first attempt. The students who have failed or partly cleared papers will be motivated to give exam again after six months.
Difficulties/Challenges and Lessons Learnt	• Competent teachers who can teach as district is educationally very backward. • Socio-religious barriers where education is not a priority. • Poverty as children are forced to work in fields and tea-gardens to add to family income. • Linking children to formal schools as there are hardly any government schools with teachers and proper infrastructure. • Girls are married at early age so they are forced to drop-out. • Community support minimal so once the project is over very difficult to sustain from Foundation's resources.
Current Status	According to the 2011 – 2012 annual report, 487 children received primary education under National Institute of Open Schooling.
Resource requirements	
- ***Physical Infrastructure***	Azad foundation established 5 rural study centres with funding from Royal Dutch Embassy. The centres has introduced contemporary education and training methods. For this purpose an innovative approach involving a mix of classroom teaching with audio-visual aids along with physical and extra-curricular activities has been introduced.
- ***Human Resource***	Regular trainings and orientations for the teachers were done by the resource person by Mr.Shamim Akhtar who is TLC trainer.
Technological/ IT	APS has set up state of the art computer labs with five computers and latest software with Irish Aid. This has helped in giving computer education to the children. APS has introduced computer education right from Class I.
Approximate Cost of Implementation	Not Applicable
Performance Indicators	• Girls' enrolment and pass percentage has improved over two years. • Community members are realizing the need to educate their children. • Those closed communities like Irani community of Kishanganj who do not allow their girls to study have started sending

	their daughters to OBE centre of AIF.At present 22 girls are preparing for Level A. • Provided employment to educated youth from the villages. • Many NIOS students have joined formal government and private local schools.
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	Ms.Yuman Hussain, Executive Director aif_org@yahoo.co.in Azad India Foundation, Line Mohalla, Kishanganj-855107, Bihar. Phn:06456-222483
Other information (Awards/Nominations etc)	Nil
Reference Links	azadindia.org
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

8. On-line Posting and Transfer of Teachers, Delhi	
Summary	Delhi Government has started computerizing and networking about 916 schools, 12.2 lakh students and 50,000 teachers and employees in order to bring transparency and openness. One of the important radical reforms introduced is transparent transfer policy and on-line submission of requests for transfer by the teachers of the Delhi Government schools.
Name of the Implementing Agencies	The Department of Education of Delhi Government
Period of Implementation	2002 - 2005
Place/ Area of Operation	Delhi
Objective(s)	To promote transparency in posting and transfer of teachers. To reduce corruption attached to the transfers and posting exercise To digitalize processing of transfer applications
Methodology	The Index of Teachers availability is the ratio of number of teachers of a particular type available in the school and the sanctioned number of teachers of that type in the school. The posting of teachers is done using the concept of ITA. The Teacher is posted in a school which has ITA lower than the prescribed ITA and which has highest enrolment and which is within a prescribed radius of the teachers residence.
Beneficiaries/target group	Delhi public school Teachers
Status before Implementation	The process of obtaining a transfer was tedious as there are procedural delays and corruption at various levels.
Status after Implementation	The process was made simple by online processing of application and the teachers were posted close to their residence.
- ***Cost reduction***	Teachers: Saves travelling expenses for submission and follow up of application. Education Department : Saves manual processing cost of application.
- ***Corruption reduction***	Huge reduction of corruption involved in various level. The online transfer promotes more transparency and accountability in teachers posting.
- ***Service improvement***	Easy management and processing of application Well-defined posting policy to benefit the teachers as it locates the vacancy near to teacher's residence. It also address the need of the school as the schools with lower ITA are located for posting of teachers.
Difficulties/Challenges and Lessons Learnt	A well-defined transfer of policy of teachers and on-line transfer system brings in speed, accountability and reduces third party interventions. The policy must clearly outline other criteria's for posting and should be made available to the teachers for their understanding.

Current Status	The Department of Education of Delhi Government started computerizing and networking about 916 schools, 12.2 lakh students and 50,000 teachers and employees in order to bring transparency and openness.
Resource requirements	
- ***Physical Infrastructure***	Nil
- ***Human Resource***	No additional Human Resource required
- ***Technological/ IT***	An added module to the existing website with user friendly interface guiding the teachers through the process of online application submission
Approximate Cost of Implementation	NA
Performance Indicators	The number of visitors amount to 70,926,565 to the website (as of 12/10/2012)
Project Champions (Along with designations)	Not available
Project Contact Persons (Current)	Dr. Kiran Walia, MOE Phone - 23392067, 23392123, 23392055
Other information (Awards/Nominations etc)	Nil
Reference Links	http://indiagovernance.gov.in/bestpractices.php?id=12 http://www.edudel.nic.in/ http://edudel.nic.in/welcome_folder/aboutweb.htm
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

9. Yuva, School Life skills Programme (SLP), New Delhi	
Summary	The YUVA School Life skills Programme (SLP) is a response to the voices of concern from parents, teachers, the media, and all arms of civil society. It is a specific and coherent plan of action to help children (and adults too!) become happy, healthy, responsible, and productive citizens and covers a very large spectrum of themes such as promoting positive values, civic and social awareness, nutrition, health and hygiene and a separate module for teachers and parents.
Name of the Implementing Agencies	Department of Education, New Delhi
Period of Implementation	Since 2005
Place/ Area of Operation	Delhi
Objective(s)	To listen to the issues faced by the teachers To train the teachers and motivate them To identify the gap between government policies and actual need of the schools and teachers To equip the teachers to deal with disabled children admitted to school through Integrated Education for Disabled Children Scheme (ICDS).
Methodology	A series of Capacity Building Programmes were he ld where senior officials addressed, interacted with, and motivated around 40,000 teachers and Principals, applying the YUVA Life Skills. The sessions included listening to the teachers, answering queries, and responding to their concerns be it regarding safety, promotions, or transfers. and covers a very large spectrum of themes such as promoting positive values, civic and social awareness, nutrition, health and hygiene and a separate module for teachers and parents.
Beneficiaries/target group	It benefits education professionals of all tiers and also the children.
Status before Implementation	There was a communication gap between the teachers and senior officials in the policy level. Most cases certain needs of schools or the children based on the locality is not met by the government.
Status after Implementation	Better understanding of the real bottlenecks from the teachers and principle view point. Motivated teachers are able to perform better which results in the performance of the class children. Apart from this, the capacity building programs are designed to listen to the teachers problem and are solved by the government which makes the teachers realize that they play an integral part of the system.
- ***Cost reduction***	Not applicable
- ***Corruption reduction***	Not applicable
- ***Service improvement***	A host of initiatives under the banner of YUVA have been

	introduced to make schools a more attractive place and learning joyful, interesting and meaningful, so that children have a desire to go to school and continue there. These include Local Tours, Outstation Tours, Caltoonz(Animated Curriculum), Eco Club, YUVA Club, Sports and Games, Project Raksha(Self Defence), Building as Learning Aid (BaLA), Kitabi Magic (Reading), Mental Maths, Quizzes, Debates, Elocution, Home Science Labs in all Boy's schools, and provision of LCD projectors
Difficulties/Challenges and Lessons Learnt	Not available
Current Status	Presently, The YUVA SLP has four parts which are called Modules. • Module One is for Teachers and Parents and should be covered at all interactions including inspections, meetings and training sessions. It does not therefore require any additional classroom time. • Module Two is on ways to make the existing classroom sessions joyful and this also does not need any extra classroom time. • Modules Three and Four are classroom sessions for students in classes VI to XII and they need a total of 24 hours extra time every year to be conducted.
Resource requirements	The major cost components are 1. Organization of capacity building programs in- school for children and for teachers and principles 2. Preparing and distributing handouts on various YUVA programs. 3. Maintenance of YUVA help line
Physical Infrastructure	Not applicable
Human Resource	Not applicable
Technological/ IT	Not applicable
Approximate Cost of Implementation	Not available
Performance Indicators	• A phenomenal increase of 36% in the Standard X CBSE Board exams from a low of 48% in 2005 to 84% in 2008. • The number of children appearing for these exams increased from 85,479 in 2005 to 1,05,332 in 2008, • The number of children being declared successful in these exams increased, up from 41,056 in 2005 to 88,151 in 2008, an increase of 114%
Project Champions (Along with designations)	Not Available

Project Contact Persons (Current)	Secretary Education, Sports and Culture, Government of NCT of Delhi Old Secretariat, Delhi-110 054 TEL. : 23890119 FAX : 23890187 E-mail : secyedu@nic.in
Other information (Awards/Nominations etc)	A Toll Free YUVA phone line 1800-11-6888 is being run at SCERT with the objective of providing support to adolescents, teachers and parents. The YUVA Help line runs from 7.30 am to 7.00 pm on all working days.
Reference Links	http://www.edudel.nic.in/yuvacontent/introduction_new.pdf http://delhi.gov.in/wps/wcm/connect/DOIT_Education/education/extra+links/know+more+about+differently+abled http://delhi.gov.in/wps/wcm/connect/doit_education/Education/Our+Services2/YUVA+School+Lifeskills+Programme+%28SLP%29
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

10. Online Admission Suite, Kerala State Open School (KSOS), Kerala	
Summary	Kerala State Open School aims at distance learning, and gives opportunity for a large number of students to continue their studies along with their lively hood. Open School was setup following the de-linking of the Pre-degree course from the universities. At the beginning, Kerala State Open School conducted courses only for Open regular scheme. From 2002 onwards, private registration for higher secondary course was also facilitated through the Kerala State Open School. The admission is digitized through - http://www.ksosonline.in/ksosonline/index.php
Name of the Implementing Agencies	The Department of General Education, Kerala
Period of Implementation	Since 2009
Place/ Area of Operation	Kerala
Objective(s)	Kerala State Open School aims at distance learning, and gives opportunity for a large number of students to continue their studies along with their lively hood.
Methodology	Open School was setup following the de-linking of the Pre-degree course from the universities. At the beginning, Kerala State Open School conducted courses only for Open regular scheme. From 2002 onwards, private registration for higher secondary course was also facilitated through the Kerala State Open School. All students who have passed SSLC from 2009 onwards can directly apply for the open private scheme online. The software enables easy registration for the students as they only need to fill-in their SSLC registration number and date of birth and their complete details with photo can be retrieved. The students then only need to choose their examination centres. The system also generates conspicuous registration memos for each student, consisting of the detailed description of the allotted school, course undertaken and other student details with photo.
Beneficiaries/target group	Students continuing education through open schooling
Status before Implementation	The monitoring of students application details was difficult to manage as all the reports are manually generated.

Status after Implementation	1. Hassle-free online registration. 2. Ten options for choosing the examination centres and that too state wide. 3. Processing of the students is made easier and can be done in less time. 4. Details of the students are obtained easier. 5. Verification of student records is also made easier. 6. Various reports could also be generated, enabling the users to have a quick look on everything. 7. System also provides data security by limiting the access of each user to the data they require.
- ***Cost reduction***	It avoids unnecessary printing of application and photos. It facilitates easy listing of students.
- ***Corruption reduction***	Nil
- ***Service improvement***	The online application system enables hassle free admission procedure for the students and easy tracking of students district wise.
Difficulties/Challenges and Lessons Learnt	Nil
Current Status	The software has successfully allotted Open School admission online for 80,278 students who had applied online and 10,644 students who had applied manually.
Resource requirements	Cost components 1. Developing website and maintenance
Approximate Cost of Implementation	N/A
Performance Indicators	The website facilitated more than 80, 000 student's applications.
Project Champions (Along with designations)	It was developed as a part of IT@School project.
Project Contact Persons (Current)	The State Co-coordinator Kerala State Open School (SCERT) (Vidyabhavan), Poojappura PO, Thiruvananthapuram, Kerala, PIN: 695 012.
Other information (Awards/Nominations etc)	Not Available
Reference Links	http://www.openschool.kerala.gov.in/ http://www.ksosonline.in/ksosonline/index.php
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

11.ViCTERS (Virtual Class Technology on Edusat for Rural Schools), Kerala	
Summary	ViCTERS 12 hour educational channel for school education. The channel is unique in the sense that it caters to students & teachers on a need based manner. The programmes are aired on demand, sensitive to school curriculum and even time-table. The technology deployed is similar to the direct-to home (DTH) technology used in other TV channels. Education videos, as per the Kerala syllabus and curriculum, are primarily aired during school timings. The programs are developed with the objective of not replacing the existing teachers of our schools but to strengthen their hands. Teacher could use the TVs inside their classrooms to give that much desired multi - sensory approach to make classroom teaching a joyful experience.
Name of the Implementing Agencies	IT@School is the nodel agency of implementing ViCTERS to the schools.
Period of Implementation	August 2006
Place/ Area of Operation	Kerala
Objective(s)	The project envisions a tri-partite intervention with teachers, students and ViCTERS inside the classroom.
Methodology	ViCTERS has two modes of operation - the interactive mode and non interactive mode. 1. Interactive mode of ViCTERS is used for video conferencing and other such educational training purposes. Being India's broadband first interactive network for school, the interactive mode is equipped with 116 Satellite Interactive Terminals (SITs). The main users of the facility under Thiruvananthapuram Hub are IT@School Project, Directorate of Collegiate Education, Directorate of Technical Education, CDAC, SSA, Directorate of IT Lakshwadeep & CIMR. 2. The non interactive mode of ViCTERS is the complete educational channel. The channel which is telecast for 17 hours a day from 6 AM to 11 PM , is unique in the sense that it caters to students & teachers on a need based manner, and programs are aired on demand, sensitive to school curriculum and even timetable.
Beneficiaries/target group	Entire educational community including teachers, students and parents in Kerala and Lakshadeep
Status before Implementation	Space technologies usage was limited to entertainment networks and other communication devices
Status after	Space technology was used for telecasting educational

Implementation	programmes. It enables reaching-out to rural population and deliver a ICT enabled high quality education.
- ***Cost reduction***	Not Applicable
- ***Corruption reduction***	Not applicable
- ***Service improvement***	1. The attractive aspect of this channel is that it airs programmes repeatedly at the request from students and teachers of schools. 2. The scheme which is being executed by IT@School Project of Government of Kerala, is mainly intended to meet the demand for an Interactive Satellite based Distance Education system for the country. 3. The channel also telecasts various documentaries by state open school, Department of Information & Public Relations, GOK, State Institute of Education Technology (SIET), BBC, selected contents from National Film Development Corporation (NFDC).
Difficulties/Challenges and Lessons Learnt	Not Available
Current Status	VICTERS has tied up with several national and international institutions like NFDC, BBC, Deutsche Welle for providing world class educational contents for the benefit of lakhs of students. Besides the regular role it plays for dissemination of knowledge and Information Technology, VICTERS strives to provide all physical conveniences to students and teachers to come up with their own productions.
Resource requirements	Updated technical information of ViCTERS educational channel Satellite - INSAT 4CR Position - 74 degree East Azimuth - 190 degree Frequency - 11667 MHz Polarisation- Vertical Symbol rate- 3000 KSPS Band - KU
- ***Physical Infrastructure***	The Studio complex is equipped with modern post production units including Edit Suites, Graphic & Animation, Playout station etc.
- ***Human Resource***	Professionals to develop educational contents, Professionals for managing the network and the channel contents
- ***Technological/ IT***	The channel is now available through local cable and DTH networks, Receive Only Terminals and also via Live through internet at www.victers.itschool.gov.in, enabling the students, teachers and general public to watch the channel 'LIVE' through internet from any part of the world. A minimum Net speed of 150 Kbps is required for viewing ViCTERS.

Approximate Cost of Implementation	Not Available
Performance Indicators	The channel reaches out to as many as 12,500 schools and about 50 lakhs children and covers almost entire households in the State.
Project Champions (Along with designations)	Not available
Project Contact Persons (Current)	Head Edusat SCERT Building, Poojappura. Trivandrum - 695012, Kerala , India , 695012 Tel : +91 471 2529800, 0471-2348274, 2343261 Fax: 0471-2343261 E-mail:itschool2007@gmail.com,victers@gmail.com
Other information (Awards/Nominations etc)	Nil
Reference Links	https://www.itschool.gov.in/victersdetails.php http://www.hindu.com/2011/01/01/stories/2011010165740400.htm http://www.victers.kerala.gov.in/ http://victers.itschool.gov.in/
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

12.Child Tracking System - Orissa	
Summary	Project e-Shishu was devised with the aim to track each child whether the child was attending the school or not along with their demographic attributes, education, financial status. A database of all the children of 0-14 years with their name, age, sex, caste, educational status, the reasons for not attending school and other indicators was developed on the basis of data collected through household survey as Orissa Child census 2005 using intelligent character recognition (ICR) technology where specially designed formats filled in with handwritten data by the surveyors/enumerators were scanned and captured into a database.
Name of the Implementing Agencies	1. Odisha Primary Education Programme Authority along with 2. Orissa Computer Application Center (OCAC), 3. M/S CSM Technologies, Bhubaneswar 4. Management Information System (MIS) unit of OPEPA
Period of Implementation	Since 2005
Place/ Area of Operation	Odisha
Objective(s)	to track the educational and socio economic status of around 1.2 crore children between 0 to 14 years of age group in Orissa and to provide them right & free elementary education
Methodology	The **first phase** was door-to-door survey by a team of School teachers, Anganwadi workers, Village Education Committee, activists & Self Help Group functionaries using the 26 point Non-ICR (survey) format designed by OPEPA from each of the household in the state. Conversion of these information to specially designed ICR formats, by specially trained teachers at the Block level. The Second phase of OC-05 was the use of the ICR Technology to convert the raw data ICR formats to usable database in matter of days by scanning and validation of these forms. No manual data entry was required in this process. This is followed by setting up of the State MIS server room with required hardware & software & the **web based Child Tracking System** was developed and implemented using this database of around 1.03 crore children. For accessibility of the information through CTS software, internal LAN connection to all the internal users and development of the website **www.opepa.in** for the external users was carried out.
Beneficiaries/target group	Children of 0 – 14 years old in Orissa
Status before Implementation	i. The earlier system does not have a comprehensive list (village wise) for these children.

	ii. The children who would enter the school at 5+ age need to be targeted much before the next academic session begins. iii. There was the problem of duplication of enrolment in various institutions. iv. There was a problem of complete coverage of all 6-14 years of children in all habitations/slums to provide them the schooling facilities. v. There was the possibility of fake names in the school register by mistake or intentionally for availing undue benefits, which was over reporting the enrollment. vi. There was a need to provide the benefits of free text books, mid-day meal, uniform as well as aids and appliances for disable children to the exact child.
Status after Implementation	1. Tracking each and every **child** in 0-14 age group through unique **CHILD CODE**. 2. Assessment of the **Reason for being out of school** for every out of school child and providing remedial actions for them. 3. Identifying the **Future school going children** in every village wise and preparing advance action plan for them in terms of infrastructure based on micro planning. 4. Tracking each In-school children with their attendance, achievement, health status etc. and provide incentives, text books, uniform and coaching etc. for their improvement. 5. Count the number of children going **to unrecognized schools/institutions** and to bring them to mainstream of education. 6. Utiliisation of this data base by other departments of the Govt. like Health & Family Welfare, SC/ST Development, W & C.D., Labour etc. for their projects & programmers. 7. Linking the **School Information system (SIS)** and **Teacher's Information System (TIS)** with CTS to access the need in infrastructure development and Teachers

	requirement w.r.t. the children in any school. 8. Giving access to the general public to get the detail information from this system through web (Internet) along with the progress in the education status of their children.
- ***Cost reduction***	It optimizes the use of resources by targeting them to these who need it instead of uniform/division among stakeholders or administrative units. It works as a decision support system for planners and administrators.
- ***Corruption reduction***	Several schemes for government schools can be tracked online. The service delivery was efficient and transperent due to the readily available database.
- ***Service improvement***	Assists in making specific Plan action for out of school children based on the reason for being out of school Facilitates plan for future entrants to the education system with infrastructure. Duplicate and fake enrolments could be minimized/eliminated altogether
Difficulties/Challenges and Lessons Learnt	However, the controls on the input through the ICR could not be exercised leading to incorrect inputs into the database. Moreover, the use of the ICR technology itself was questionable as it was a costly alternative and was adopted through a justification which was on patently incorrect basis.
Current Status	1. The CTS was merged with the Village Education Register (VER), where the printed VERs are supplied to the schools to use the information for the whole year, update it after the enrollment session and send it back to District/Block data center for computerization. It is a regular annual activity now to update the information. 2. CTS data is now linked with DISE data to bring School infrastructure, Teacher, Students as well as Out-of School Children in the feeder habitations to one information platform. 3. GIS web integration with linkage to DISE & CTS data is done to confirm the geographical existence of the schools w.r.t. distance of the feeder habitations and the distance as well as natural barriers for a child to attend the school. It also provides information on habitations to get further schooling facilities as per RTE norms, i.e., Primary school between 1 KM radius, Upper Primary School between 3 KM radius as well as Secondary

	Schools between 5 KM radius.
Resource requirements	
- ***Physical Infrastructure***	The survey data is then stored in various District servers, all the 30 Districts are equipped with state-of-art infrastructure with high-end servers and connected with state office using **IPSTAR VSAT** Network.
- ***Human Resource***	
- ***Technological/ IT***	ICR technologies
Approximate Cost of Implementation	Expenditure of Rs 2.74 crore made on creation of children databases during the period of 2001-02 and 2003-04
Performance Indicators	Several important reports were developed by the OPEPA and posted in the website - http://www.opepa.in/EPIS/
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	Sri Krushna Gopal Mohapatra, IAS State Project Director, OPEPA Office no. 0674-2395325 e-mail - spd.opepa@nic.in
Other information (Awards/Nominations etc)	1. Awarded as the *Best Government Website in 10th National e-Governance conference.* 2. Received the Prime Minister's Award for excellence in Public Administration for the year 2006-2007.
Reference Links	http://www.opepa.in/CTSReports/ http://www.opepa.in
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

13.Society for Creation of Opportunity Through Proficiency in English (SCOPE), Gujarat	
Summary	The Society for Creation of Opportunity through Proficiency in English (SCOPE) has been setup by the Government of Gujarat to build English language proficiency in the youth of Gujarat and thereby provide employment opportunities for the youth. SCOPE has a target to train 5 lac youth in business English in a period of four years. In the first year 1 lac learners will be trained, for this training 1000 centers are to be setup across Gujarat. Gujarat is divided into three zones for setting up and running English-Language programme.
Name of the Implementing Agencies	Government of Gujarat Gujarat Technological University (GTU) Cambridge ESOL is the assessment partner
Period of Implementation	Since 2011
Place/ Area of Operation	Gujarat
Objective(s)	To train 500, 000 individuals in a period of 4 year for English proficiency.
Methodology	Level I to V of the SCOPE Programme will map to the levels A1 to C1 of the common European Framework. Out of which levels I, II and III will be available at all centers and levels IV and V will be available to the select few centers which demonstrate the competency to deliver the Programme successfully. Levels IV and V will be launched after six months of the launch of the Programme. Each level covers the following learning areas: listening, reading, speaking and grammar. Within each learning area there are a range of online tools designed to provide students with the pedagogical support needed to effectively and independently work in that learning area; for example, the audio version of written texts, the translation option, the dictionary, and the visual aids. Listening The listening section is designed to enhance studentsį¯ comprehension of aural input through exposure to a variety of listening segments (video clips, television shows, radio programs, voicemail messages, etc.). Reading The reading section is designed to expose students to different text types (stories, ads, letters, postcards and articles) with emphasis on reading strategies: guessing words from context identifying main idea, keywords, etc.

	Speaking The Speaking section consists of real life dialogues set in everyday situations, with an emphasis on functional language for daily use. Grammar The Grammar section introduces the grammatical structures in context and provides practice in them. Animated, humorous examples illustrate the use of the grammatical structures and facilitate their acquisition. Explanations and examples are also provided.
Beneficiaries/target group	Youth population in Gujarat
Status before Implementation	Unemployment due to lack of proficiency in English was prevalent
Status after Implementation	A systematic approach to educate the youth population on professional English was put in place.
- ***Cost reduction***	The programme charges Rs. 1200 for basic course and Rs 2000 for advanced course which is comparatively less than other professional English course.
- ***Corruption reduction***	Not applicable
- ***Service improvement***	English Language Entrepreneur (ELE) is a new initiative by SCOPE to encourage competent and proficient candidates in English language to take up entrepreneurship in the growing field of English Language Teaching (ELT). They would be authorized as trainers affiliated with SCOPE and it will empower them to directly enroll students for training. It also provides a Toll free Number - **1800 233 5500**
Difficulties/Challenges and Lessons Learnt	Not available
Current Status	• Functional English in five levels launched • Each level is of 90 hrs. Duration. • The fees for levels I,II,III is Rs.1200/- for each level plus taxes Level IV & V to be decided upon by the ZP and to be run at select centers. • Recommended fees for Level IV and V is Rs.2000/- plus taxes • Cambridge ESOL to be the Assessment body.
Resource requirements	
- ***Physical Infrastructure***	Not applicable
- ***Human Resource***	Cambridge ESOL will train the trainers from each college to attain B2 and above level to be eligible to impart training at

	their respective colleges.
- ***Technological/ IT***	Gujarat technological university provides computers required for the conducting the SCOPE test.
Approximate Cost of Implementation	Not available
Performance Indicators	1, 00, 000 youth have been directly covered under this programme in one year's time.
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	Ms. Dyuti Vyas : 9904524243 Society for Creation of Opportunities through Proficiency in English (SCOPE) STTI building, GCERT Complex, Opp Udyog Bhavan, Sector 12 Gandhinagar Ph : 079 ¨C 23244598 Fax : 079 ¨C 23244588 Jointceo.scope@gmail.com
Other information (Awards/Nominations etc)	SCOPE received the Certificate of Recognition in Manthan South Asia Award Annual Digital Festival for Development which was held at India Habitat Center, New Delhi on 2nd December 2011.
Reference Links	http://www.mtdcc.org/install/index.php/addon-courses/scope http://www.vibrantgujarat.com/images/pdf/knowledge-sector.pdf http://scopegujarat.org/documents/GTU_FDp.pdf http://scopegujarat.org/index.html
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

14.Computer-aided Learning (CAL), Bihar	
Summary	The Bihar Education Project Council (BEP) partnered with Bihar State Education Development Council (BSEDC) and introduce computer-aided learning (CAL) in middle schools across the state of Bihar. For this project, BSEDC and IL&FS Education and Technology Services (IETS) formed a consortium to work in partnership with Sarva Siksha Abhiyan, Bihar. IETS is implementing the CAL project, christened eSamarth, in 244 middle schools (classes VI to VIII) located in 37 districts of Bihar.
Name of the Implementing Agencies	Bihar Education Project Council (BEP) Bihar State Education Development Council (BSEDC) Sarva Siksha Abhiyan, Bihar
Period of Implementation	Since 2009
Place/ Area of Operation	Bihar
Objective(s)	The ultimate aim of the scheme is to integrate latest technology with learning and training needs. Besides increasing attendance in students, improving reading and writing abilities of students, enhancing learning levels, computer base education also makes the students more confident in the use of computers, removing inhibitions and hesitation.
Methodology	The E-Samarth has been launched at 244 middle schools across the state to impart computer-aided education to the students of Class VI to VIII. As many as 171 difficult chapters of various subjects have been selected for E-Samarth and for that 1,637 teachers have been trained. In selected schools, these subjects will be taught through multi-media.
Beneficiaries/target group	In total, 175000 students and 2100 teachers in 619 centres spread over 375 blocks in all districts of Bihar are officially covered under the programme.
Status before Implementation	Schools are poorly equipped with computers.
Status after Implementation	244 middle schools in Bihar is equipped with computers.
- ***Cost reduction***	Not Applicable
- ***Corruption reduction***	Not Applicable

- ***Service improvement***	- A public delivery model had been in place earlier under SSA which covers 234 middle schools. - Since 2005-06 a decentralised BOOT model has been covering 141 schools. - The current initiative based on PPP implemented by a consortium of partner organizations with IL&FS as the implementing partner has been introduced in 244 schools spread over all 38 districts of Bihar.
Difficulties/Challenges and Lessons Learnt	The infrastructure design for the programme has been conceived on the basis of conceptualizing e-samarth as a computer aided teaching programme as opposed to computer-aided learning. For a computer-aided learning programme, resource planning has to take on board social and physical outreach to students and ensure their access to e-learning tools.
Current Status	So far, 244 schools in Bihar are equipped with Computers. As many as 171 chapters of various subjects have been selected for e-Samarth and for that, 1,637 teachers have been trained. In selected schools, these subjects were taught through multi-media.
Resource requirements	
- ***Physical Infrastructure***	The scope of the project includes setting up of computer labs with three computers, four UPS, one server, one printer, one scanner, one generator set and a K-Yan a community learning device.
- ***Human Resource***	The teachers are trained to use computers are a support system for teaching
- ***Technological/ IT***	The project includes setting up of computer labs with three computers, four UPS, one server, one printer, one scanner, one generator set and a K-Yan a community learning device in all schools.
Approximate Cost of Implementation	Not Available
Performance Indicators	Aacording to a study conducted by CHirashree Das Gupta and Haridas KPN, Very large proportion of students who scored below 65 percent felt that the CAL sessions were useful for them.
Project Champions (Along with designations)	Not available
Project Contact Persons (Current)	**Sri Rajech Bhushan** **State Project Director** **Bihar Education Project Council,** Rashtra Bhasha Parishad Parisar, Shiksha Bhawan, Saidpur, Rajendra Nagar, Patna (Bihar) Pin - 800004. Telephone No.: 0612- 2667152/2667163/2667168/2667176 Fax No.: 0612- - 2667190 | eMail: spd@bepc.org Organization Web link: : http://www.bepcssa.org

Other information (Awards/Nominations etc)	Won Manthan Award in 2011
Reference Links	http://manthanaward.org/section_full_story.asp?id=956 http://www.theigc.org/sites/default/files/das_gupta_and_haridas_kpn_final_1.pdf
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

15.Headstart, Madhya Pradesh	
Summary	The Headstart program is an initiative to provide computer-enabled education to school children. It is a move from computer education to computer-enabled education, where computer literacy has been envisioned as a bi-product of "Computer Aided Learning". Besides computer based self-learning, the programme is becoming an exciting example of collaborative learning and greater socialisation process. Headstart also aims to develop computer enabled self-learning approach in a peer situation.
Name of the Implementing Agencies	Rajya Shiksha Kendra (RSK), in Madhya Pradesh
Period of Implementation	November 2000
Place/ Area of Operation	Madhya Pradesh
Objective(s)	The objectives of the programme were to 1. Improve the quality of learning through the use of information technology 2. Develop multimedia rich lessons 3. Redefine the pedagogic process through interactive learning, self-learning and interrogation 4. Familiarize primary school children with computer operations 5. Seek to provide equal opportunities for children in remote areas
Methodology	A cluster school called Jan Shiksha Kendra (JSK) was chosen as the headstart centre. The JSK is the centre of a cluster of primary and middle schools for improving the quality of elementary education and adult education established in 1996-1997. A teacher in the school was placed in charge of the programme and given training. The students from the link schools were allotted one week day for computer classes and also by turn. The other four days were allotted to the students from JSK school.
Beneficiaries/target group	Students of elementary class (Classes I – VIII)

Status before Implementation	Teacher were Techno-phobia and are unaware of the potential of computers
Status after Implementation	The number of teachers who opposed use of technology was reduced considerably. Media enhanced educational materials were developed.
- **Cost reduction**	Not applicable
- **Corruption reduction**	The procurement of computers were by receiving quotations and NICSI acted as the technical consultant for the selection of vendors. A unique aspect was penalty clause, which stipulated the payment of penalty if the vendor did not attend to a complaint received from JSK centre.
- **Service improvement**	NICSI opened a website (mpnic.in-headstart.org) with a complete database of all schools provided with computers. Red Hat India supplied Linux distros, free of cost to Headstart Programme (Nearly 2070). In addition, they provided training and support to more than 6, 500 teachers and helped in the implementation of the programme.
Difficulties/Challenges and Lessons Learnt	Head Start had made all efforts to sort out hardware maintenance, Issues such as Web interface, email and telephone and lack of basic infrastructure were a few of the major hurdles faced. In such cases, registering the complaint by Phone to the persons concerned was often the only solution.
Current Status	The program had already been implemented in 648 JKS schools and nearly 15, 000 link schools targeting 130, 000 students (in the JSK alone). They are in the process of determining the shortcomings of the program but also to expand the program to more schools in the state. The second phase implementation covered 2070 school.
Resource requirements	
- **Physical Infrastructure**	Head Start room
- **Human Resource**	Not Applicable
- **Technological/ IT**	Computers, Dot matrix printers, TV tuner cards, Integrated Receiver Decoders (IRDs), CDs, OS – Linux,
Approximate Cost of Implementation	Not available
Performance Indicators	The programme had been implemented in 648 JSK schools and 15,000 schools covering 1,30,000 students.
Project Champions (Along with designations)	Not available

Project Contact Persons (Current)	Office of Commissioner Rajya Shiksha Kendra Pustak Bhawan, "B" Wing, Arera Hills, Bhopal (M.P.) Ph. 0755-2768390, 91, 92, 94, 95 Fax 2552363, 2760561
Other information (Awards/Nominations etc)	Nil
Reference Links	http://www.nisg.org/knowledgecenter_docs/b20040003.pdf http://siteresources.worldbank.org/INTINDIA/Resources/ce.pdf
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

16. Project Ekalavya, Open Source Knowledge initiative	
Summary	Project ekalavya is an endeavour to provide an interactive platform for the creation, absorption, dissemination and usage of knowledge for the well being of the individual and the society. The web portal set up for ekalavya aims at a free exchange of knowledge and ideas, by placing all the relevant material in the Open Source, thus making considerable contribution to the society. It aspires to build large collaborative communities the seekers are matched by the givers. It is envisaged that Project ekalavya will become an all-encompassing activity over the years, using IT effectively for education at all levels.
Name of the Implementing Agencies	IIT Bombay Affordable Solutions Laboratory (ASL), Kanwal Rekhi School of Information Technology (KReSIT)
Period of Implementation	Since 2001
Place/ Area of Operation	All India Level
Objective(s)	• The web portal set up for ekalavya aims at a free exchange of knowledge and ideas, by placing all the relevant material in the Open Source, thus making considerable contribution to the society. • It aspires to build large collaborative communities the seekers are matched by the givers. • It is envisaged that Project ekalavya will become an all-encompassing activity over the years, using IT effectively for education at all levels.
Methodology	Project ekalavya is manifested in several programmes, such as, eGURU, eOUTREACH and eCONTENT. The eGURU programme is based upon the traditional Indian concept of GuruShishya. It is designed to provide eguidance and mentorship to needy students of B.E., M.C.A. and M.Sc. (CS/ IT/ Electronics) programmes, in carrying out their final year projects and encouraging them to think of innovative technical solutions to various real life problems. The eOUTREACH programme creates a bank of high quality Open Source contents. These include digital audio/ video and text contents of specialized lectures and workshops for the benefit of students, teachers and professionals. The eCONTENT programme has been designed to create Open Source digital contents in Indian languages through translation and new writings, mainly on topics of relevance to

	education at all levels.
Beneficiaries/target group	Students enrolled for Technical Education such **as BE, MCA and MSc (CS/ IT/ Electronics)**
Status before Implementation	In several parts of India, students, teachers and professionals often struggle with the pace of the fast developing technology. Though talented, they lack resources, experience and exposure, and their skills are inadequate. Such students are capable of producing excellent work but lack competent guidance.
Status after Implementation	It facilitates free exchange of knowledge and ideas and help the students to get quality guidance.
- ***Cost reduction***	It reduces the cost bared by the students to complete their final year project.
- ***Corruption reduction***	Not applicable
- ***Service improvement***	Some of the contents such as "information Systems" "wireless networks" in e-outreach have been accessed more than a two thousand times by students from all over India. The website supports five formats: 1. DVD/VCD 2. Text Slides 3. Audio 4. Streaming Video/Audio 5. HTML
Difficulties/Challenges and Lessons Learnt	eGURU is devised to facilitate interaction between needy students and volunteering mentors. Its aim is to improve the quality of the project work submitted by engineering students. It is neither a distance education programme, which offers various courses, nor does it give a certificate. IIT Bombay is not responsible for any evaluation, and does not certify any project work submitted to eGURU. It also does not issue any certificates to the participating students. However, the partner company, RedHat, (one of the partners of the ekalavya project),which awards the RedHat scholarship and organizes the 'Lord of the Code' competition and, issues certificates to those students who have successfully completed their projects.
Current Status	There are 7 lectures, 6 courses and 26 workshop contents presently available on the site under e-outreach programme. The eGURU programme, in partnership with Red Hat, selects the best projects for a monetary prize entitled 'Lord of the Code.' Students of B.E, B.Tech, M.Sc and M.C.A can participate in this competition. Scholarships worth Rs. 5 lakhs are awarded to deserving projects focussed upon solving practical, real-life problems important to Linux users worldwide.
Resource requirements	
- ***Physical Infrastructure***	Nil
- ***Human Resource***	Students and the mentors register voluntarily
- ***Technological/ IT***	An interactive web based platform enabling communication between the students and the mentors

Approximate Cost of Implementation	Not Available
Performance Indicators	The website has been facilitation number of interactions between the students and the teachers. Some contents were accessed more than 2000 times by students across India.
Project Champions (Along with designations)	Prof. D. B. Phatak, Subrao Nilekani Chair Professor, of Department Of Computer Science & Engineering, IIT Bombay,
Project Contact Persons (Current)	The Ekalavya Team, Affordable Solutions Lab (ASL) Kanwal Rekhi Building Department Of Computer Science & Engineering Indian Institute of Technology Bombay Mumbai 400 076 Email: ekalavya@it.iitb.ac.in Phone: 022-2576 4987 / 4983
Other information (Awards/Nominations etc)	Nil
Reference Links	http://ekalavya.it.iitb.ac.in
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

17.Multi-Lingual Education (MLE) Intervention, Odisha	
Summary	The Government of Orissa has begun to tackle the problem of social exclusion. MLE as an educational intervention represents one such method of promoting socially inclusive policymaking processes. These processes that tackle the problem of social exclusion include: creating legal, regulatory, and policy frameworks that promote social inclusion; ensuring that socially excluded groups like STs benefit from public expenditure as much as other groups; improving economic opportunities and access to services for STs; promoting political participation by STs and enhancing their capacity to organize and mobilize themselves; and combating prejudice in society and changing people's behaviour and attitude.
Name of the Implementing Agencies	Government of Odisha UNICEF
Period of Implementation	Since 2007
Place/ Area of Operation	Odisha
Objective(s)	The basic principle behind MLE is that learning begins with and continues through something that the learners already know, that is, their mother tongue. The MLE curriculum aims to develop both oral and written language skills among the Juang and to introduce Oriya gradually in Class 2.43 English is introduced from Class 3 onwards. However, it is essential that the first language (Juang) continues to be taught throughout the period of schooling, and that the second language (Oriya) is introduced gradually before it becomes a language of instruction.
Methodology	After the initial interest, local community is encouraged by distribution of posters. Local storytellers from the Juang community were engaged in developing reading materials. The most commonly used Juang words as well as examples of Juang social practices were collected. The developed materials were field tested, and MLE resource persons from the Juang community were appointed to seek the opinions of their fellow community members. Teachers for the pilot schools were recruited from the Juang community. Teachers and resource persons from the Juang community formed a group of writers and received training in material production. Each MLE school was given an introductory allowance of Rs 10,000 for the instalment of a tribal museum, which would house hand-made musical instruments, traditional Juang jewellery, and hunting weapons. Teacher training workshops were held for the selected tribal teachers in the summer of 2007 over a period of 15 days. Parent Teacher Associations (PTAs) and Mother Teacher Associations (MTAs), consisting of the parents of the pilot school students, were formed and made responsible for the general supervision of the schools and for participating in research activities. MLE was introduced in Class 1 in 2007 and then in Class 2 from the beginning of 2008. The MLE intervention will be scaled up across Orissa in 500 schools representing 16 tribal languages over the current academic year, 2008–2009.

	The MLE curriculum and instructional materials are innovative and are located within the context of the lives of the tribal communities. The academic year is divided into three terms, and each term represents one season (summer, rainy, and winter). Each term is further divided into ten cultural themes, with one theme for each week. Each theme relates to the Juang landscape and cultural practices. The MLE curriculum makes use of a 'big book' for each theme taught in the classroom and a 'small book' for each theme for individual learning.
Beneficiaries/target group	School Children
Status before Implementation	Prior to 2006, access to mother-tongue education had not been provided in Orissa, which contributed to the lower educational achievements of children from the Scheduled Tribes (STs), as well as to their low enrolment, high dropout, and absenteeism rates. Many studies have also shown that non-mother-tongue education places girl children at a greater disadvantage than their male counterparts and access to schooling is most limited when schools expect these girl children to have linguistic resources that do not exist in their environment.
Status after Implementation	According to a case study, MLE intervention had a positive effect on enrolment rates, has led to decreased dropout rates, and has raised community awareness of and participation in education. The MLE curriculum has created a new enthusiasm for the school institution as it aims to foster child-centred learning, as well as providing a place and voice for parents within the school. In addition, as the curriculum has been developed according to Juang folklore and tradition, MLE has encouraged the community to take pride in their own culture and values.
- ***Cost reduction***	Not applicable
- ***Corruption reduction***	Not applicable
- ***Service improvement***	The Srujan and Rupantar programmes run alongside the MLE intervention in order to support it. Srujan is an awareness-raising programme at the village level, targeting all community members— teachers and students, parents and children, the young and the old—with a message about the importance of education. Rupantar is a tribal teacher training programme aimed at inculcating the Juang language, tradition, and values in teachers.
Difficulties/Challenges and Lessons Learnt	The MLE intervention started simply as an Orissa state intervention, separate from the decision making of the central government. An MLE intervention in Andhra Pradesh already had shown promising results, and the Orissa Primary Education Programme Authority (OPEPA) was keen on adopting a similar model. After the National Curriculum Framework 2005 (NCF) was adopted, OPEPA decided to specifically target ST communities in the state.
Current Status	Since 2007, MLE has been introduced in 200 schools, covering ten tribal language groups across eight districts of Orissa.
Resource requirements	
- ***Physical Infrastructure***	The existing infrastructures in the schools were improved. This includes painting the walls, having instruction materials on the walls.

- ***Human Resource***	The teachers were recruited from the local population and they were trained.
- ***Technological/ IT***	Not Applicable
Approximate Cost of Implementation	Not available
Performance Indicators	• Currently MLE is being implemented in 10 languages in the state and in 2009 the model has been up scaled to grade III. Books in Santhali have been written in Santhali (Ol Chiki) script, and for other tribal languages Oriya script is used. The 10 tribal languages are Adivasi Oriya, Banjara, Rajkoya (Gondi), Kolavar (Kolami), Konda, Koya, Kuvi and Sora (Savara). • The number of schools which be added to the existing number of schools in 2008-2009 is 265 making the total number of MLE schools in Orissa 450. (Source: Presentation by N.B. Dhal and M.K. Mishra, „Multilignual Education and Other Initiatives in Orissa).
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	Odisha Primary Education Programme Authority Sikshya Soudha Unit - V, Bhubaneswar, Tel No.- 0674-2395325, Fax - 0674-2392721 E-mail: opepaedu@yahoo.co.in
Other information (Awards/Nominations etc)	Nil
Reference Links	http://www.nmrc-jnu.org/nmrc_img/Orissa-%20MLE%20status%20report.pdf http://www.kcci.org.in/Document%20Repository/46.%20MLE%20Orissa.pdf http://www.kcci.org.in/Document%20Repository/46.%20MLE%20Orissa.pdf
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

18. EDUSAT for Distance Education, Haryana	
Summary	Rapid expansion of EDUSAT network to cover the entire gamut of education with systematic efforts for content generation and integration with institutional teaching. The distance education approach is seen as a potential solution to overcome some of the hurdles for achieving universal education and has a long history in India. A separate society called UTKARSH (Use of Technology for Knowledge Advancement and Re-orientation of Studies in Haryana) has been established by Government of Haryana to implement the EDUSAT project. The programming and management of the broadcast and content is entirely looked after by this society.
Name of the Implementing Agencies	• Department of Education, Government of Haryana
Period of Implementation	• 2006
Place/ Area of Operation	• Haryana
Objective(s)	• To provide universal teaching quality • EDUSAT - to be utilized to reach the remote students and to negate the impact created due to shortage of quality teachers.
Methodology	**Selection of teachers within Government setup for teaching on EDUSAT** • The resource persons (teachers) delivering lectures from the EDUSAT studio have been selected from Department of Education, Haryana. • The best teachers from each district are called to SCERT (State Council of Educational Research and Training, Gurgaon) and are asked to deliver a 'demo lecture' for 15 mins on a particular topic related to their subject. • Screening is done on the basis of their command on language, their knowledge and their confidence in front of the camera/audience. **Teachers Training** • The selected teachers are provided training in techniques involved in facing the camera and also use of ICT in education. • A ten-day training programme is conducted for the selected teachers. **Enriching the Content** • For preparation of the content, meetings and discussions are held among professional content developers, internal subject experts and resource persons to reach a consensus regarding the best formats for development of content specific to target audience. **Quality Control System** • Stage 1: The scripts prepared by the resource persons are

	checked and evaluated by the internal subject expert at SCERT. • Stage 2: After re-editing/recording by the service provider, the cycle is repeated again till the content is cleared by the internal and external experts.
Beneficiaries/target group	• EDUSAT comprises five channels (three interactive SIT-based and two DTH ROT channels). Channels I to V respectively cover: (a) Government Science Senior Secondary Schools and Urban Schools, (b) Government Colleges, (c) All Government Senior Secondary Schools for Arts, (d) All Government Primary Schools, and € All Government Technical Institutions (Polytechnics and Engineering Institutions)
Status before Implementation	• Students were unable access quality education due to poor teacher, pupil ratio and lack of experts in particular subjects.
Status after Implementation	
- ***Cost reduction***	- Not Applicable
- ***Corruption reduction***	- Not Applicable
- ***Service improvement***	- Achieved uniform quality of education throughout the State.
Difficulties/Challenges and Lessons Learnt	• Content development is crucial and challenging component for effective implementation of distance education. • The existing networks do not actively monitor the number of colleges and schools logging in to view EDUSAT programs. • Remote areas remain deprived of the expected benefits from EDUSAT. • Shortage of tailor made content to satisfy the user specific programmes. • Many of the networks not only face the problem of shortage of content but also lack in house production facility.
Current Status	Current status: a total of 25.35 lakh students have benefited from this Programme. These students are of secondary education, high, middle and primary education. As many as 12,412 lectures were delivered.
Resource requirements	
- ***Physical Infrastructure***	- Not Applicable.
- ***Human Resource***	
- ***Technological/ IT***	- A separate society called UTKARSH (Use of Technology for Knowledge Advancement and Re-orientation of Studies in

	Haryana) has been established by Government of Haryana to implement the EDUSAT project. - Satellite Interactive Terminals (SITs) with LCD projector have been installed at all the 217 Science Senior Secondary Schools and 40 urban schools and 17 District Institutes of Education and Training (DIETs) - SITs I stalled in all the 61 Government Colleges. - DTH Receive Only Terminals (ROT) with 42" Plasma TV installed in all the 1232 Senior Secondary Schools (Arts) in the State. - DTH-ROT service with 29" colour TV set installed in all the 9080 primary schools.
Approximate Cost of Implementation	EDUSAT - Approx. Cost Out of a total investment of R104.59 crore, the project investment includes R89.96 crore by ISRO and R14.63 crore by Utkarsh Society.
Performance Indicators	• Scale and Scope of network • Subject/Topics Covered • Time of Broadcast or Telecast
Project Champions (Along with designations)	Not Available
Project Contact Persons (Current)	• Member Secretary, UTKARSH Society, DIE Building, Sector 2, Panchkula, Government of Haryana
Other information (Awards/Nominations etc)	• Not Applicable
Reference Links	• http://planningcommission.nic.in/reports/genrep/health/SSS_goodprac.pdf
Prepared/Compiled by	Parkavi Kumar Project Officer Email: parkavi@asci.org.in

19.Manav Vikas Kendra, Madhya Pradesh	
Summary	There are a large group of children who are unable to attend regular schools or bridge course or EGS centres as all these centres follow a particular time schedule. The school timings are mainly during the day, clashing with their work hours. Sometimes, despite the best intentions of children and parents, the children are not able to come to an education centre during the day or for more than two to three hours. Socio-economic conditions also hinder their access to these centres. They are not only deprived of education; but are far away from the mainstream and face multiple disadvantages.
Name of the Implementing Agencies	Sarva Siksha Abhyaan
Period of Implementation	Since 2005
Place/ Area of Operation	Madhya Pradesh
Objective(s)	The objective of the Human Development Centres is precisely to address this problem of mainstreaming hard-to-reach children
Methodology	• Hard to reach children, children of specific communities with specific socio-economic characteristics are identified through the mandatory annual survey by the State. They are also identified through qualitative feedback from the cluster and block level personnel. • On the basis of objective evaluation of collected data and feedback, the districts or the State Project Office of SSA decide the most suitable plan to address the educational needs of these children. The priority here is not immediate mainstreaming or bridging, but bringing them under the fold of education. • Justifications for starting such flexible centres should be strongly backed by qualitative data. When assured about the same, the district and state authorities design the structure of the centre, curriculum and most importantly extra-curricular activities. It is important to motivate and lure the otherwise uninterested children and parents. The temporary nature of these centres is pre-integrated in this design for implementation. • In many instances, the responsibilities of running these centres are given to the NGOs (Non Governmental Organisations). The State SSA programme invites applications from NGOs, providing details of children, communities and geographical locations. Specific NGOs are selected for specific groups of children on the basis of expertise and other criteria. • The EVs (Education Volunteers) are provided training on motivational skills, extracurricular activities and teaching

	learning processes. They are required to keep a regular and close contact with the families and children so as to ensure attendance, participation in activities and thereby enhancing the possibility of mainstreaming in the near future. • The focus in HDC is to develop a habit amongst children to come to the education centre, and extend to them facilities to develop their latent talents and learn the basics of language and mathematics.
Beneficiaries/target group	Children who never attended the school
Status before Implementation	• Many children would not have access to education
Status after Implementation	
- ***Cost reduction***	• Not Applicable
- ***Corruption reduction***	• Not Applicable
- ***Service improvement***	More than twelve thousand children are getting benefited from this program.
Difficulties/Challenges and Lessons Learnt	• Children in difficult circumstances need customised and focused interventions. Arrangements are to be made according to local requirements. At the same time constant efforts should be to ensure that these children not only attend the HDCs but are also motivated and guided to be mainstreamed in the shortest possible time. • Every child has some talent. Efforts to develop the hidden talents of the children helps in improving the confidence level of both children and their parents since a confident child is more likely to aspire for a better life and get mainstreamed in schools. • Time bound targets should be kept even when we deal with hard-to-reach children. The regular 9 months bridge course is extended to 12 months for HDC children but emphasis on mainstreaming is given right from the beginning. • Monitoring and follow up mechanisms should be in place to evaluate the progress of children and ensure that they remain in school after mainstreaming. Preparation of child wise profiles and child wise planning is extremely helpful in dealing with education of hard-to-reach children.
Current Status	Presently the HDCs are run in 34 out of 46 districts of the State, covering a total of 12211 children.
Resource requirements	
- ***Physical Infrastructure***	Human Development Centres are constructed with the help of district and State authorities of SSA
- ***Human Resource***	Education Volunteers (EVs) are recruited and they are provided

	training on motivational skills, extra-curricular activities and teaching learning processes.
- ***Technological/ IT***	Not Applicable
Approximate Cost of Implementation	This program is funded by SSA under the Alternative and Innovative Education (AIE) component This program is funded by SSA under the Alternative and Innovative Education (AIE) component.
Performance Indicators	Students will be mainstreamed in the nearby lead school after evaluation.
Project Champions (Along with designations)	Mission Director, Rajiv Gandhi Shiksha Mission, Madhya Pradesh
Project Contact Persons (Current)	Mission Director, Rajiv Gandhi Shiksha Mission, Pusthak Bhawan, 'B' Wing, Arera Hills, Bhopal - 462011 Madhya Pradesh
Other information (Awards/Nominations etc)	• Not Applicable
Reference Links	http://www.dgde.gov.in/sites/default/files/cantonments/Out%20of%20School%20children.pdf
Prepared/Compiled by	Swathi Dev Project Research Associate Email: v.swathi@asci.org.in

20.School on Boat, Andhra Pradesh	
Summary	School on Boat 'is an initiative by East Godavari district SSA, authorities for the 'universalisation of education' for the children of 180 odd migrated fishermen families in Uppalanka Mandi. Started in the year 2004, the initiative has already enrolled 92 'most difficult to reach' children out of 238 in the age group of 5-15 years.
Name of the Implementing Agencies	• Sarva Siksha Abhyan, Andhra Pradesh
Period of Implementation	• Since 2004
Place/ Area of Operation	• Uppalanka Mandi of Karapa Mandal, East Godavari District.
Objective(s)	• Universalization of education for the children of migrated fishermen families
Methodology	The process of educating children from 'Donelus' starts with i) Motivation through 'School on Boat', ii) Further motivation and bridging at short term NRBC on the bank of sea approaching canal, iii) Bridging at nearby RBC Camp, iv) Formal school education at Day/Residential Formal School, leading to v) Meaningful vocational training.
Beneficiaries/target group	• Children of migrated fisher men families
Status before Implementation	• The migrated fisher men community was identified as one of the most difficult to reach during the process of identification of 'out of school children' through the mandatory household surveys under SSA.
Status after Implementation	
- ***Cost reduction***	- Not Applicable
- ***Corruption reduction***	- Not Applicable
- ***Service improvement***	- The first generation learners are getting an opportunity to become literates.
Difficulties/Challenges and Lessons Learnt	• In the beginning, the surveyors and other officials of the district received very **lukewarm response** from the parents and the children when they tried to motivate them for education. • At this junctures the officials zeroed in on a **beautifully decorated boat,** which they built, with play materials and a motivator cum instructor on it. The motivator went on collecting the children who used to loiter around the canal bank and the children who were helping their parents on their respective 'Donelu' boats. Initially only the younger children joined this 'School on Boat' – they played, listened

	to stories, sang local songs and danced as well. It took some time before the parents allowed the older children to join this 'School on Boat' for few hours in a day. By that time the 'School on Boat' had already emerged as an alternative. • **The letters and the numbers were the most alien things** in their lives. The constructive hours at the thatched hut (on the bank of the canal) were used to orient and prepare the children with the objectives of enrolling them in residential Bridge Courses and enrolling them in regular formal schools. • The materials from their day-to-day lives **like dried snails, etc., were used to teach those letters and numbers** or telling the children a story. Certainly, they felt at home. • After successfully completing their courses at RBC, the children were enrolled in regular schools, all girls were sent to nearby APRPRP residential high school at Chollangipeta.
Current Status	• From 180 'Boat Families', a total of 238 children in the age group of 5-15 years have been identified through a 'boat hold survey'. • Thirty six of them are attending 'School on Boat', 20 of them have been enrolled in local elementary schools, and 17 girls entered the residential formal school and 19 attending residential bridge courses.
Resource requirements	
- ***Physical Infrastructure***	- To attract children and parents to education they built a beautifully decorated boat, with play materials and a motivator cum instructor on it.
- ***Human Resource***	- Two motivators from the local fisherman community were appointed to teach the already motivated children the basics of letters and numbers.
- ***Technological/ IT***	- Not Applicable
Approximate Cost of Implementation	This program is funded by SSA under the Alternative and Innovative Education (AIE) component
Performance Indicators	After three months of orientation, a group of 'readied' children were enrolled in a nearby residential Bridge Course when the children themselves and their parents were ready for 'it'. Books, notebooks, clothes and other facilities were provided so as to make it most Comfortable for the children. The EVs at the residential Bridge Course centres were oriented about the children, the difficulties they were facing, with a caution not to segregate them from others. These children were allowed to visit their 'Donelus' more frequently in the initial months and their parents also visited the RBCs as and whenever they wished. This has created a sense of

	belongingness as well as gave confidence among the parents who were otherwise, naturally, not enthusiastic about education of their children. After successfully completing their courses at RBC, the children were enrolled in regular schools, all girls were sent to nearby APRPRP residential high school at Chollangipeta.
Project Champions (Along with designations)	• Mr. D. N. Murthy, APC (Assistant Project Coordinator) of East Godavari SSA Andhra Pradesh.
Project Contact Persons (Current)	The State Project Director, Andhra Pradesh Prathamika Vidya Parishad, Office of Commissioner Education, Saifabad, Hyderabad, Andhra Pradesh.
Other information (Awards/ Nominations etc)	• Not Applicable
Reference Links	http://www.dgde.gov.in/sites/default/files/cantonments/Out%20of%20School%20children.pdf
Prepared/Compiled by	Swathi Dev Project Research Associate Email: v.swathi@asci.org.in

21.Tent Schools for the Migrating Children, Karnataka	
Summary	Seasonal migration of children, with or without families, has added a large chunk to the already existing out-of-school children, many of them being never enrolled and some being dropouts. Karnataka has high intra state and inter state migration. The State SSA authorities have realised that it is easier to provide Non Residential Bridge Courses (NRBCs) at the work sites and coordinate with the sending end for mainstreaming rather than running residential bridge courses. Low cost temporary structures are built at the work sites, mainly construction sites, mines and sugarcane fields, to provide bridging facilities to the migrating children. These temporary education centres are called Tent Schools. In 2005-06, a total of 216 tent schools were opened and 6699 learners were enrolled in these tent schools. Of these 216 tent schools, 140 were opened in five districts - Gulbarga, Bangalore (urban), Bellary, Mysore and Dharwad.
Name of the Implementing Agencies	• SSA authorities, Karnataka
Period of Implementation	• 2005-
Place/ Area of Operation	• Gulbarga, Bangalore (urban), Bellary, Mysore and Dharwad.
Objective(s)	• To educate seasonal migrate children
Methodology	• The classroom activities differs for these two groups of children - regular school syllabus is used for the already enrolled children and bridge course material for those who are never enrolled or are long time dropouts. The children of the tent schools get support such as uniforms, text books and mid-day meals.
Beneficiaries/target group	• Children of the Seasonal Migrants
Status before Implementation	• Some children were discontinued their studies as they move along with their parents. • Some children are never enrolled in the school as they keep migrating from one place to another place.
Status after Implementation	
- ***Cost reduction***	• Not Applicable
- ***Corruption reduction***	• Not Applicable
- ***Service improvement***	• Due to tent schools children of seasonal migrants are able to continue studies and children who never enrolled in schools are enrolled.
Difficulties/Challenges and Lessons Learnt	- **Space Problem in urban areas:** There is a severe space

	problem even to erect a small tent school for 25 children in some areas of Bangalore. And this problem gave rise to running mobile Tent Schools. Children from different areas, as distant as 60 km, are collected by eight buses from their respective families and taken to a school where space is available for running such centres for few hours. **Multiple Disadvantages:** Most of the parents in urban areas do not want their children to graduate to a formal school from the Tent School. The Tent Schools are located near their temporary huts which have no door or locks. While attending these centres, the children are required to look after their belongings by intermittent visits, store water when the water supply comes and look after their younger siblings. They cannot perform these important duties if they go to a formal school. The Tent School teachers and volunteers take a flexible attitude as they do not want their learners to drop out. - **State level and Inter State Task Force:** Like tent schools in Karnataka, other neighbouring states are taking different initiatives to address the issue of educating migrating children. Like Karanataka these States too are at the end of receiving migratory population. So, successes of experiments like tent schools will not only depend on inter district coordination within Karnataka but also coordination between the concerned neighbouring States. The Inter State Task Force aims to (i) to do a migration mapping, (ii) share resources like teachers/volunteers who can teach in the vernacular, bridge course materials in different languages, (iii) initiate coordination between block, cluster and school authorities to ensure that the migratory children get education on a continuous basis. Children attending Tent Schools are mainly from Karnataka and they speak Kannada, but a large number of children are from the neighbouring states of Andhra Pradesh and Tamil Nadu. Some children in there centres are also from Orissa and Maharashtra. Though the State has developed bridge-course materials in six different languages including Tamil and Telugu, but due to lack of availability of volunteers and teachers in these languages, all children are learning in Kannada only. The State SSA wishes to resolve these problems through the ISTF initiative.
Current Status	In 216 centres 6699 children are continuing education
Resource requirements	
- ***Physical Infrastructure***	Presently wooden and metal rafters or polythene sheets are used to construct the Tent Schools, the maximum cost being Rs. 15000 per Tent School. Materials used in Tent Schools like polythene

	sheets and metal rafters are movable. It helps in relocating the centres as per the need and convenience of the target population. **Running mobile Tent Schools** - Children from different areas, as distant as 60 km, are collected by eight buses from their respective families and taken to a school where space is available for running such centres for few hours. A successful collaboration between Karnataka SSA & Bangalore Municipal Transport Corporation (BMTC) has resulted in BMTC donating eight buses to the state SSA to run these centres. The State SSA programme incurs the recurring expenditure, including salary of the BMTC drivers, in this collaboration
- ***Human Resource***	Eight BMTC drivers deputed to run mobile tent school
- ***Technological/ IT***	- Not Applicable
Approximate Cost of Implementation	This program is funded by SSA under the Alternative and Innovative Education (AIE) component
Performance Indicators	The authorities regularly evaluate the performance of the children and accordingly mainstream them in formal schools. Migration cards are issued to the children so that they are able to get admission in their native places or wherever they go next. The migration cards contain details of the child including his/her academic performance in the tent school.
Project Champions (Along with designations)	The State Project Director, Karnataka Prathamika Shikshana, Vikas Yojana Samithi, (SSA & DPPE), Govt. of Karnataka, New Public Offices Annex Building, Nrupathunga Road, Bangalore – 560001
Project Contact Persons (Current)	The State Project Director, Karnataka Prathamika Shikshana, Vikas Yojana Samithi, (SSA & DPPE), Govt. of Karnataka
Other information (Awards/Nominations etc)	• Not Applicable
Reference Links	http://www.dgde.gov.in/sites/default/files/cantonments/Out%20of%20School%20children.pdf
Prepared/Compiled by	Swathi Dev Project Research Associate Email: v.swathi@asci.org.in

22.Residential Bridge Course, Assam	
Summary	Residential Bridge Course (RBCs) and managing it requires both high human and monitory resources. Therefore, facility of RBC is not provided to all out-of-school children. Only most 'difficult to reach' children are catered through RBCs. RBCs are run for child labourers rescued from employers, wage earning or non-wage earning working children who stay with their families but bear the risk of dropping out even after enrolment in NRBCs or mainstreaming in formal schools. In Assam, highest preference is given for child labours of 10-14 years of age and children living with extreme poverty.
Name of the Implementing Agencies	Sarva Siksha Abhyaan - Assam
Period of Implementation	Since 2002
Place/ Area of Operation	Assam
Objective(s)	To provide educational facilities to 'difficult-to-reach' children
Methodology	The methodology is as follows. A) Identification of children B) Recruiting and training of EVs (Shiksha Karmis in Assam) C) Teaching learning process D) Co-curricular activities E) Evaluation F) Mainstreaming of RBC learners G) Follow up after mainstreaming
Beneficiaries/target group	The vulnerable groups commonly catered through RBCs are • Never enrolled or long time dropped out children of older age group (11-14 years). • Seasonally migrating children (at the receiving end). • Children affected/infected with HIV/AIDS. • Children living in scattered and remote areas without schooling facilities, specially the tribal children.
Status before Implementation	• Children from vulnerable groups are unable to access education facilities
Status after Implementation	
- ***Cost reduction***	• Not Applicable
- ***Corruption reduction***	• Not Applicable
- ***Service improvement***	• The vulnerable group children are enjoying the privilege of quality education.

Difficulties/ Challenges and Lessons Learnt	• Assam established and ran only 10 RBCs but the State focussed only on most 'difficult-to reach' children. All other children were catered to by other interventions like NRBCs. The extensive and structured identification process ensured that only deserving candidates gets enrolled in these centres. • The State was successful in involving various departments in mobilising resources and managing RBCs. It has ensured very high level of participation from all stakeholders. • Convergence with other departments ensured resource mobilisation to the maximum benefit of children. This improved the scope for using available resources under approved budget for the maximum benefit of the learners. • The parents were oriented properly and their involvement with the process was at a very high level. It is not easy to motivate them to release their earning children from work and sending them to faraway places. But it was far more difficult to engage them with the process of mainstreaming and retention. Their commitment for the same was ensured. • Linkage with formal schools, adequate learning material facilitating 'accelerated learning' and participative teaching leaning processes ensured a higher level of academic achievement. • Weekly, monthly, quarterly and final evaluation was designed properly. Children in RBCs are often low on basics. It is always absolutely necessary to monitor their progress regularly and take timely remedial actions so that they learn maximum within a short period. • Training and orientation on RBC was not only done for the EVs and coordinators. Such programmes are also conducted for concerned personnel at CRC, BRC, district and state level. • The children in RBC are engaged in various sports and cultural activities thereby facilitating the process of overall personality development and improving confidence level. • Effective local level management ensured that the district and State authorities are not needed in mobilising required resources and solving day to day problems.
Current Status	• Many students are continuing their education in RBCs

Resource requirements	
- ***Physical Infrastructure***	- The vacant nursing hostels, unused buildings of the education department, unused school hostels and unused primary health care centres housed the RBCs. - The Indian Army donated computers, the district administration provided mid-day meals and Autonomous District Council of Karbi Anglong district provided cots, kitchen and toilet facilities.
- ***Human Resource***	- Extreme care is taken for selection and training of the teachers. Selection of candidates with right kind of flair and attitude and training them with the help of a comprehensive module has always been considered absolute necessities.
- ***Technological/ IT***	- Not Applicable
Approximate Cost of Implementation	• A maximum amount of Rs. 6800 per child per year is provided for RBCs.
Performance Indicators	• Till September 2006, a total of 2424 children were enrolled in 10 RBCs and 1420 of them have been mainstreamed. Among these 2424 children, 970 are continuing their education in these RBCs. So, only 30 children could not be mainstreamed which implies a huge success.
Project Champions (Along with designations)	• The State Mission Director, SSA & DPEP, Assam
Project Contact Persons (Current)	The State Mission Director, Axon Sarva Shiksha Abhiyan Mission, SSA & DPEP, Kahilipara, Guwahati – 781 019, ASSAM
Other information (Awards/ Nominations etc)	• Not Applicable
Reference Links	http://www.dgde.gov.in/sites/default/files/cantonments/Out%20of%20School%20children.pdf
Prepared/Compiled by	Swathi Dev Project Research Associate Email: v.swathi@asci.org.in

23.Education at Brick Kilns, Odisha and Andhra Pradesh	
Summary	SSA Orissa, SSA Andhra Pradesh and Action Aid India (a non-government organisation) started a collaborative project to address the educational need of children who are unable to continue education due to migration. This project set up residential and non-residential bridge courses around the brick kilns. The primary aim of the project was to ensure that the children who were forced to migrate along with their parents would not lose the other half of their academic year. Teachers were brought from Orissa to teach the children in these bridge camps. Once the children finish their schooling here, they get a certificate of passing for the year, which is in turn submitted in their local schools ensuring promotion to the next class and continuation of education.
Name of the Implementing Agencies	Sarva Siksha Abhyaan – Odisha Sarva Siksha Abhyaan – Andhra Pradesh Action Aid India - NGO
Period of Implementation	2004
Place/ Area of Operation	Abdhra Pradesh & Odisha
Objective(s)	To address the educational need of these migrating children to brick kilns.
Methodology	A survey was conducted in the same year in the brick kilns of selected blocks of three districts - Rangareddy, Medak and Nalgonda of Andhra Pradesh. Block level SSA officials, school Teachers of the concerned villages and volunteers from SSA Orissa conducted this survey. Places to set up non residential and residential bridge courses (NRBCs & RBCs) were identified during the survey. A total of 2721 children in the age group of 6-14 years and 1535 children in the age group of 0-5 years were identified during the survey in six blocks of three districts. The survey was followed by setting up of early childhood care centres for children of 3-5 years of age, non residential bridge courses for children of 6-9 years of age and residential bridge courses children in the age group, 9-14 years. SSA Andhra Pradesh instructed district officials to provide mid-day meals and learning material to the children of NRBCs and RBCs. By the 1st week of January 2005, NRBCs were opened in identified places.
Beneficiaries/target group	Migrating children to brick kilns.
Status before Implementation	Earlier migrating children to brick kilns were discontinue their studies as they migrate along with their parents
Status after Implementation	

- ***Cost reduction***	Not Applicable
- ***Corruption reduction***	Not Applicable
- ***Service improvement***	The initiative was successful in enrolling 2721 children in the RBCs & NRBCs, 1943 of these children joined back in their original schools and 1306 were promoted to the next standard. The extent of migration to brick kilns and other industries is a large one.
Difficulties/Challenges and Lessons Learnt	• Migration is a complex problem and requires multi-pronged approach to ensure education of migrant children. Under this initiative not only RBCs & NRBCs were started in the receiving end but also residential camps were established at the sending end to check migration of children. • In case of interstate seasonal migration, both the states have to take pro-active measures to deal with the situation and take appropriate actions in the utmost interest of the children. Logistical, language, text books, teacher issues are extremely important for effective programme implementation with the aim of mainstreaming and continuation of education. This cannot be handled properly if the concerned states do not join hands. • Even complex procedures like providing midday meals, conducting examinations and issuing certificates could be handled effectively if the concerned States join hands and coordinate in a structured manner. • Civil society organisations are able to come up with innovations to deal with educational needs of children in difficult circumstances. But State authorities should be responsible in taking advantage of these innovations and expanding the same for ensuring the fundamental rights of children. • Follow up and coordination between sending and receiving areas are very important. We need have change agents like EVs and other concerned personnel to carry out follow up activities accordingly. • Norms for honorarium, etc., to teachers, etc., need to be more flexible as the challenge of educating seasonally migrating children calls for unusual efforts and highly motivated and sensitive teacher attributes.
Current Status	Presently the initiative is covering only 6 selected blocks of Andhra Pradesh.
Resource requirements	
- ***Physical Infrastructure***	SSA authorities of the two States could also provide for essentials. mid-day meals and issue migration cards are also provided by SSA
- ***Human Resource***	Action Aid supported with required extra remuneration to the EVs, who leave their original place and work in another state for six months in a year.

- ***Technological/ IT***	Not Applicable
Approximate Cost of Implementation	This program is funded by SSA under the Alternative and Innovative Education (AIE) component
Performance Indicators	Many children who are enrolled in the RBC & NRBC are joined back in their original schools and some of them are promoted to the next standard.
Project Champions (Along with designations)	The State Project Director, Orissa Primary Education Programme Authority, (OPEPA), Shiksha Soudha, Unit V, Bhubaneswar - 751001.
Project Contact Persons (Current)	The State Project Director, Orissa Primary Education Programme Authority, (OPEPA)
Other information (Awards/Nominations etc)	Not Applicable
Reference Links	http://www.dgde.gov.in/sites/default/files/cantonments/Out%20of%20School%20children.pdf