

ENHANCING ACCESS TO QUALITY ELEMENTARY EDUCATION

(This is an innovative 5 year intervention that would reach out directly to approximately **80,000 children in 6 districts of 3 states**. These children would include children in government schools and Madaras and target age and class appropriate learning, general quality of learning, integrating computer based technology to enhance learning, increasing community involvement in learning of children and overall inclusiveness in education)

A Brief Proposal by *Nalanda*



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1. CONTEXT

In spite of sustained efforts in foundation of primary education by the government in India, the **primary level education system suffers from two problems**: **One**, availability of quality school i.e. classrooms, teachers, teaching-learning material and a learning environment that is conducive to learn; and **two**, most children are not learning at a deeper level and schools are not able to help every child to discover and realize her potential. Details of the low learning outcomes of the children are further confirmed in the recent World Bank's 'World Development Report 2018. It shows that learning outcomes in India are depressingly low. In 2016, three-quarters of students in Grade 3, half the students in Grade 5 in rural schools were unable to do simple subtraction. Around 85% of Grade 2 rural children could not read a single word of a short text. Worryingly, this state of affairs is worsening.

Even within the country the literacy rate and in fact almost all development parameters are uneven. Thus **Bihar** has the lowest total literacy rate and male literacy rates at 63.82 and 73.39 percent respectively. Other states pretty low in the education spectrum includes **Jharkhand** (67.63 percent literacy¹; 78.45 percent male literacy and 56.21 percent female literacy) and **Uttar Pradesh** (69.72 percent literacy; 79.24 percent male literacy and 59.26 percent female literacy). In fact, as several reports have observed, literacy rates and learning outcomes are some of the lowest in the BIMARU (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) states of India.

Besides the general condition of quality of education in the states of Uttar Pradesh, Bihar and Jharkhand that calls for an intervention some of the **special need gaps** merit mention. **One of these** is the gap that children from the Minority/Muslim community face in attaining quality education and also getting systematically and smoothly mainstreamed. **Two**, is the gap in inclusion of Tribals. **Another important gap** is the urban rural digital divide and that of integrating technology to education in rural areas, for imbibing greater learning potential and competency levels among children.

It is now widely accepted that access to quality primary education is a basic building block for the progress of a nation and as such steps need to be taken towards better implementation of the RTE so that every child in India has access to quality elementary and primary education. Nalanda is working in this direction.

2. ABOUT NALANDA

Nalanda is a resource and implementing organisation in the field of education has been working in all the three states of Uttar Pradesh, Bihar and Jharkhand since 1996 and has been registered under Society's Registration Act 1860 and FCRA Act 1976. The idea of Nalanda was conceived by a number of social thinkers, management professionals and education experts, who felt that a separate institution needs to be set up to cater to the aspect of quality primary education, especially for children from the underprivileged

¹Unified-District Information System for Education (U-DISE) Flash Statistics [2015-16](#)

sections of society. In fact, marginalised social groups such as Muslims and Tribals, whose economic and education status consistently lags behind national average, as mentioned above, form a significant part of Nalanda's interventions in the three states.

Vision

To ensure universal quality primary education to create an informed society that is empowered by knowledge to take its own decisions for its development.

Mission

Nalanda has defined its mission as to work towards providing access to quality basic education for children from underprivileged sections of society, through community mobilization, capacity building, advocacy, support services, training and innovation.

2.1 Approaches to Education, Pedagogy, Child Participation

Since the inception, child centered learning has been at the core of its efforts. Nalanda has always believed in the holistic development of the child. The organization considers conceptual learning, free thinking and expression for each child as important and also aims for a universal child participation and inclusive pattern of participation so that marginalization and discrimination for various reasons can be dispensed with.

2.2 Nalanda's Process of Partnerships and Interventions

Over the years, Nalanda has forged various collaborations with government agencies/projects like DPEP, SSA, SCERT, Bal Adhikar Pariyojna etc. Besides this, TATA Trusts, UNICEF, EDC, Plan India, ChildFund India, Magic Bus, IIMPACT, Action Aid, Aga Khan Foundation, Rajiv Gandhi Foundation etc. have been some of its renowned and important partners over the years. On the other side it has built the capacities of more than 200 civil society organisations working in education at the grass root level.

3. ACHIEVEMENTS DURING THE LAST 5 YEARS (2013-18)

Nalanda has particularly been working in the following areas in the last five years:

- Working with Madarsas to improve the quality of learning of the large number of children who attend these Madarsas.
- Creating learning hubs for strengthening RTE compliance, improving age and class appropriate learning of children and helping to mainstream drop outs.
- Strengthening quality of teaching learning processes in Schools.
- Capacitating NGOs to develop more quality interventions in education.
- Providing need based resource support to government bodies and programs, donor agencies and NGOs alike.]

Quantitative Achievements in last Five Years (2013-2018)

Sl.	Madarsa Program	Targets (2013-18)	Achievements till June 2018
1	Number of Districts Covered	6	6
2	Number of Madarsas Covered	400	457
3	Number of Madarsas Developed as Model	41	42
4	Number of Model Madarsas Developed into Local Resource Hub	10	11
5	Number of Teachers Trained	880	975
6	Number of National & District Level Seminars Organized	10	11
7	Number of Libraries Established in Model Madarsa	35	42
8	Number of Children Tracked	8000	8813
9	Number of Valdein Committees Formed and Strengthened	41	45
10	Number of Children Benefitted	40000	42523
Sl.	ITE Program	Targets (2013-18)	Achievements till June 2018
1	Number of ITE Centres	10	10
2	Number of Children Benefitted	1000	1913
Sl.	NGO Program	Targets (2013-18)	Achievements till June 2018
1	Number of SDTT Partner NGOs under the Capacity Building Training Program	6	6
2	Number of NGOs capacitated on quality education	50	53
Sl.	Learning Hub Program	Targets (2013-18)	Achievements Till June 2018
1	Number of Learning Hubs to be Established	10	10
2	Number of Children benefitted from these hubs	1600	1925
3	Number of Children mainstreamed into class and age appropriate learning	800	897

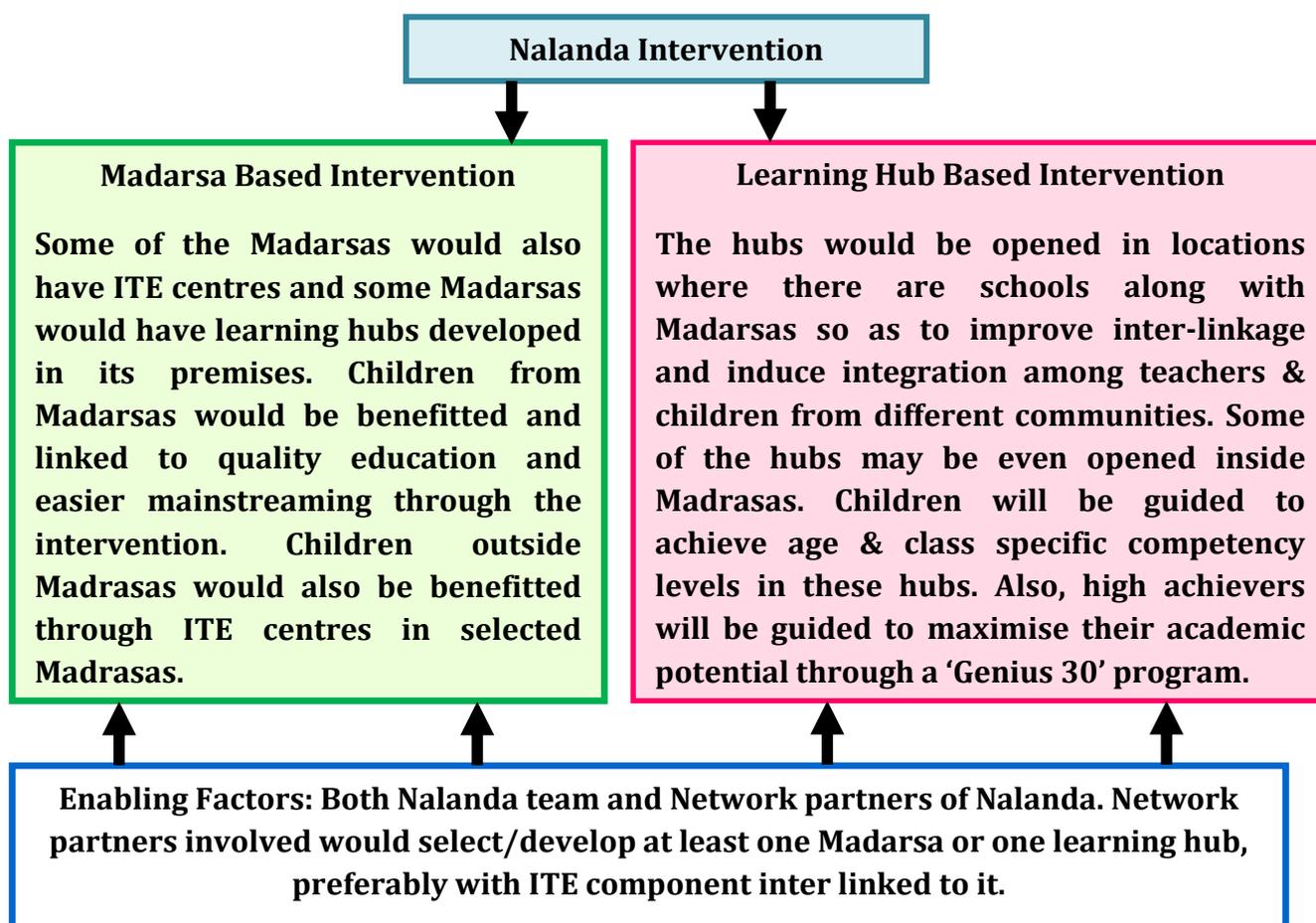
4. CONCEPT OF THE PROPOSED INTERVENTION AND FUTURE DIRECTION

Nalanda has always stressed on activities and strategies that cover the whole cycle of what is required for providing quality education to an individual child in a structured manner. While working in this direction, Nalanda realised that an intensive intervention wherein all the education needs of a child in a specified geographical area can be covered can produce very visible outcomes. Also, the intervention should cover the prime concern of quality and not merely access. **Thus Nalanda's focus is in intensive, integrated and layering based intervention that covers different education systems such as private system, government system and Madarsas.**

In this backdrop and keeping in mind need gaps, Nalanda's experience and expertise, Nalanda proposes the following approach:

- ✓ **Clusters within selected districts would be chosen for this purpose to create zones for an integrated approach** to elementary education for a child, wherein children from all types of education systems will be integrated.
- ✓ Nalanda now intends to work in these concentrated clusters, wherein **inputs from select program sub components can be channelized under two core sub component verticals**, resulting in stronger and cost effective interventions. These would be the **Madarsa based intervention** and the local **learning hub based intervention**.
- ✓ With time Nalanda also realised the value of concentrated efforts through a layering in approach. Hence **Nalanda will layer in ITE (Integration of Technology to Education) initiative to each of these program sub components** so as to increase the intensity of the interventions, thereby making them more quality centric and efficacious.

This is shown below:



Nalanda intends to capacitate its network of NGOs in a program specific way, so that they may also take up one or more of these interventions in their respective intervention geographies. This will increase program outreach and make it more extensive.

5. BASIC DETAILS OF PROPOSED INTERVENTION

5.1 Goals of Proposed Intervention

To improve the outreach of quality elementary education especially among the various marginalized segments of society and increase inter-linkages among education programs and institutions for greater impact.

5.2 The Broad Objectives of Proposed Intervention

- To strengthen quality of education and competency of child learning, particularly elementary education, in the geographical region/cluster selected for the intervention.
- To bring the emerging models, particularly the Madarsa intervention sub component and the Learning Hub Sub Component, to a logical and sustainable conclusion and integrate both to the ITE sub component to make for a more efficacious and inclusive intervention.
- To develop a local resource base of people and NGOs so that this adds to program inter-linkage, cohesion and extensiveness.
- To improve inclusion in quality education.

5.3 Geographical Coverage of Proposed Intervention - Uttar Pradesh, Bihar and Jharkhand

5.4 Proposed Time Span - 5 years

6. BRIEF DETAILS OF THE PROGRAMS

6.4 Madarsa Program

- Extending inclusiveness in quality primary education to Muslim children, particularly those large numbers of children who attend Madarsas.
- Transforming Muderris (teachers of madarsas) into capacitated and sensitised teachers imparting quality education.
- Improving sustainability of the intervention and create resource Madarsas.
- Improving inter linkages so that children from Madarsas may be better streamlined to mainstream system of education.
- Increasing digital inclusiveness among the marginalised sections so that a Madarsa based low cost system of digital inclusiveness may be introduced.
- Increasing awareness and involvement of NGOs so that they may take up the challenge of working on impacting the quality of education in Madarsas in a positive way.
- **Coverage – 3 States, 6 Districts, 300 Madarsas, 60,000 Children**

6.5 ITE Program

- Increase digital inclusiveness among the marginalised sections of children, drop out children, children with low competency levels and children in Madarsas
- Impacting quality of learning through integration of technology to education among the marginalised sections of children, drop out children, children with low competency levels and children in Madarsas. Also enable high potential children to be strong academic performers.

- Increasing awareness and involvement of NGOs on ITE so that they may take up the challenge of introducing ITE to various educational institutions, thereby increasing intervention outreach and penetration.
- **Coverage – 3 States, 6 Districts, 30 centres, 6000 Children**

6.6 Learning Hub Program

- Enabling children with low competency levels to achieve age and class appropriate competency levels
- Enabling children who have dropped out or never been enrolled in schools to close the learning gaps and be mainstreamed/re enrolled
- Providing learning support to high achievers through a ‘Genius 30’ initiative so that they may be successful in competitive exams and pursue their academic potential further
- Strengthening the quality of learning in peripheral education institutes/schools
- To become a resource centre for peripheral community and educational institutes that fosters quality education and reduces digital divide through ITE initiatives in some hubs
- Increasing inter-linkages between educational systems such as Madaras through ITE enabled learning hubs and create a more effective and intensive intervention
- Increasing involvement of NGOs by improving their awareness and capacity of running such hubs and thus creating a better RTE compliant quality education environment through concerted efforts of these NGOs
- **Coverage – 3 States, 6 Districts, 30 centres, 6000 Children**

7. QUANTITATIVE TARGET AT A GLANCE

Parameters	Figures
Total district covered	6
Total villages covered	300
Total Madaras covered	300
Total learning hubs set up	30
Total ITE based initiatives set up either in Madaras or learning hubs	30
Total Muderris transformed into quality teachers through the intervention	1000
Total text books/workbooks/learning materials/library books expected to be distributed	50000
Total govt. schools expected to be covered	150
Total NGOs capacitated to work with Madaras, learning hubs and ITE centres	60
Total children expected to be benefitted through the intervention	82500

8. EXPECTED OUTCOMES

- Inclusiveness in quality primary education extended to Muslim children, particularly those large numbers of children who attend Madarsas resulting in increased competency level to these children as depicted through sample surveys.
- Model Madarsas achieve sustainability by being registered so that they may formally function as resource Madarsas in future for the peripheral Madarsas.
- Muderris converted into capacitated and sensitised teachers imparting quality education as observed in classroom transactions and through comparison of sample pre and post test results.
- Improvement in inter linkages so that 10 percent more children from Madarsas successfully streamlined to mainstream system of education.
- Children with low competency levels achieve age and class appropriate competency levels through support at learning hubs.
- Children who had dropped out or never been enrolled in schools achieve age and class specific competency levels and get mainstreamed through the efforts of the learning hub.
- Learning outcome of children will improve.
- Educational status of selected geographic area will improve.
- Most disadvantaged group of the society like minorities, dalit, schedule tribes and girls will be benefitted.
- Children overcoming the rural urban digital divide in Madarsas and learning hubs and getting acquainted to use of computer and internet.

9. BUDGET IMPLICATIONS

The total budget implication of this intervention that benefits approximately **82,000** children from the three states of Uttar Pradesh, Bihar and Jharkhand, in 5 years is **Rs.15,60,14,210.00** with per child cost **Rs. 1,900.00**.

Budget for the period of 5 years

S.No.	Budget Head	Amount (Rs)
1.	Personnel Cost	9,33,11,517.00
2.	Capital Cost	48,80,000.00
3.	Program Cost	4,99,14,168.00
4.	Overhead Cost	79,08,525.00
	TOTAL	15,60,14,210.00