

**SEMINAR
ON
ACCESS TO ELEMENTARY EDUCATION IN
MADHYA PRADESH AND CHHATTISGARH
August 24-25, 2009**

Ashoka Hotel, Bhopal, Madhya Pradesh

Seminar Report

August 2009



**Department of School and Non-Formal Education
National University of Educational Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi 110016

In collaboration with

Madhya Pradesh Rajya Shiksha Kendra

Bhopal

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1. Background and Purpose of the Seminar

1.1 Introduction

Elementary education system in India has experienced considerable expansion with rapid increase in number of schools, teachers and students. Special efforts are being made to universalize elementary education mainly after introduction of the National Policy of Education, 1986. In line with the intent of NPE, Centrally Sponsored scheme of *Operation Black Board* (OBB) was launched in 1990s. Similarly a Centrally Sponsored Scheme for Restructuring & Reorganization of Teacher Education was also taken up in the Seventh Five-Year Plan. In addition, a series of State Sponsored Projects like Andhra Pradesh Primary Education Programme, Siksha Karmi and Lok Jumbish in Rajasthan, UPBEP in UP, *Padhna Badhna* and *Sikshak Samakhya* in Madhya Pradesh, BEP in Bihar were also introduced to provide primary education to all children. Based on the experiences of all these programmes and projects, Government of India is now implementing a countrywide programme for universalisation of elementary education in the name of *Sarva Siksha Abhiyan* (SSA) for which a broad framework has been prepared at the national level. Consequently, last decade witnessed significant improvement in enrollment almost reaching the goal of universal enrolment.

The impact of these development programmes is also visible in the schooling situation in Madhya Pradesh and Chhattisgarh which have generally been considered as educationally backward states. These states also witnessed considerable expansion of educational facilities and increase in enrollment of students at an unprecedented scale. According to the data provided by the Selected Educational Statistics, 2006-07, the number of elementary schools in Chhattisgarh was 44082 in the year of 2006 with 31, 955, 46 students enrolled in primary classes and 13, 458, 55 in upper primary classes. Similarly, the total number of elementary schools in Madhya Pradesh was 1, 35, 440 in the same year (2006) and the total number of students enrolled in these schools was 11, 81, 2968 at the primary level and around 45, 05, 506 at the upper primary level. However, despite this improvement, both states are still having a large number of out of school children with diverse background who remain excluded from educational institutions due to various reasons. In particular, a large number of children fail to complete the elementary cycle of school-many drop out, many other fail to progress from one grade to another, and still many do not learn even minimum expected competencies. The action is therefore, how to move from that of increasing enrolment to achieving greater equity and quality. One of the requirements to deal with the situation is to develop better understanding of the schooling situation through empirical studies. It is with that in view, that NUEPA has conducted field studies focusing on access, participation, equity and quality of schooling in three selected clusters of Madhya Pradesh and Chhattisgarh.

This research project of NUEPA form part of a larger research programme under the Consortium for Research on Educational Access, Transition and Equity (CREATE) which formulated an application of empirical knowledge to improving equity and quality in basic education. The CREATE has developed a programme of research focused on countries in South Asia and Sub-Saharan Africa to analyze policy and practice designed

to reduce exclusion. Its aim is to increase access to knowledge and capabilities that can reduce poverty and enhance progress towards the Millennium Development Goals. As one of the partners of this Consortium, NUEPA is conducting a research in India in collaboration with University of Sussex, U.K., funded by DFID. South Africa, Ghana and Bangladesh are also partners in this consortium and the research on educational access, equity and transition is going on in these countries as well. Over 100 million children in the developing world remain excluded from primary school and over 250 million fail to access secondary schooling through to grade 9. The CREATE intends to provide a deeper understanding on this process of exclusion and to work out the strategies to combat with this problem of exclusion.

The research work in India under CREATE includes Community and School Survey (ComSS) along with review of existing literature and data base around different themes. We have collected data from all households in 36 villages covering around 10000 children and also from 88 schools located in villages which are situated in Rajnandgaon district of Chhattisgarh State, Rewa district and Dindori district of Madhya Pradesh. These 88 schools include Primary, Upper Primary, Secondary and Higher Secondary schools that have around 10000 students. We have collected data of each of these children in addition to household and school data using different questionnaires in 2008. Data have also been collected about facilities available in schools, teachers, head teachers and village education committees using structured and semi structured questionnaires. Our research team has also conducted competency test for the students of class IV and V and the data is now available with us. In addition, data of around 1400 children from more than 600 households located in 15 sample villages have been collected separately for tracking purpose. The Child Tracking Survey has been conducted in 15 these sample villages in all these three clusters along with second round school roster data collection and competency test from 88 schools again in 2009. All these 36 villages and some of these schools were also part of another UNESCO funded study “Quality of Primary Education in India: A Case Study of Madhya Pradesh” by R. Govinda and N. V. Varghese conducted in 1990.

While analyzing our data collected from Field we have come across some striking findings with respect to access, participation and performance of children. In light of these findings it is felt that it would be useful to share these findings with concerned stakeholders who are responsible for introducing corrective measures to improve the situation. It is in this context, NUEPA had proposed to conduct this seminar during **24 - 25 August, 2009 at Bhopal, Madhya Pradesh**. The program focused on those issues that have relevance to the existing policy planning and management and the needed direction to enable us to move towards success in achieving UEE in these two states.

1.2 Objectives:

Following were the objectives set for the program:

1. To discuss major issues with regard to access and equity in Elementary Schools,
2. To share the findings of researches conducted in Madhya Pradesh and Chhattisgarh under NUEPA-CREATE project,
3. To suggest initiatives to be taken for further improvement in access situation and participation of children in elementary schools.

1.3 Participants:

Senior government officials from national level, faculty members from NUEPA, experts and academicians were invited to attend this seminar. In addition, from each state, senior officers from the State Education Department, /DIETs/SCERTs/ SIEMAT, some selected District Education Officer, selected sub-district level functionaries working in Rewa, Dindori and Rajnandgaon districts were invited to attend this seminar.

1.4 Outcome:

It is expected that,

- The seminar would enhance knowledge and awareness of participants with respect to issues regarding access and participation;
- The seminar will provide insights into areas that require policy interventions to address the problem of exclusion, in particular, vulnerability of children who are under threat of silent exclusion due to low attendance and low learning level;
- The seminar would facilitate eliciting inputs from the state level officers for future development of elementary education in the states.

1.5 Programme Management:

Department of School and Non-formal Education at NUEPA in collaboration with the Madhya Pradesh Rajya Siksha Kendra, Bhopal conducted the seminar.

1.6 Date and Venue:

The Programme commenced on 24th August, 2009 at 9-30 hrs. and continued till 13-00 hrs. on 25th August, 2009.

The venue of the seminar was Ashoka Hotel, Bhopal, Madhya Pradesh.

2. Sessions

Inaugural Session, 24th August 2009

Prof. R. Govinda welcomed the guests of the seminar namely Ms Anshu Vaish, Secretary, School Education and Literacy, MHRD, GoI, Ms Snehlata Srivastava, Principle Secretary, School Education, M.P., Shri Manoj Jhalani, Commissioner, M.P. Rajya Siksha Kendra, Bhopal, Shri S . C. Behar and Dr. Vinod Raina and other experts. He also welcomed the other district level and block level officer engaged in education in the state. He gave a brief introduction about the project. He gave emphasis on the term 'access'. It is considered that physical access is achieved so far. However, he indicated that only attending school by the children does not fulfill the purpose.

The term 'access' has a much broader vision. It is about access to good quality education. For him the present research study is all about whether children come to school and if so, what happens to them who come to the school and who are not there in the school. In India almost 20% to 30% of the children are dropping out of the elementary school. NUEPA did a study in M.P and Chhatisgarh in 1990. In that study 5 clusters were taken including the three clusters of 2008 study. The present study shows the changing processes of schooling in M.P and Chhatisgarh over the years. In the present study, we have taken all the schools in 35 villages. It covers 7000 households, 88 schools including about 10,000 children. He said that another field study is planned to know what happened to the children who were studying in those schools earlier. He discussed certain important points in the research study.

- Instead of physical access many children do not come to the school.
- Dynamic of school should be taken into account to explain the term access.
- We should not know the statistics only but we should feel it at the same time.
- Whether students were taught by the teacher in the school is a matter of concern.
- Though resource is limited we have extend the help to first time learner.
- Drop out is a major problem. We have to find out what are the reasons behind this problem.
- What happened to them who drop out. These children are victims of silent exclusion. We have to bring them back to the school and included with mainstream.

Ms. Snehlata Srivastava started with describing the present condition of education in M.P. According to her people in M.P and Chhatisgarh are better educated as compared to

the previous years. Yet it is found that many children are dropping out from schools. Therefore, there are challenges to do research on education of these places. What is important is not only to know the statistics but to feel the statistics. It is of concern to know whether every child is going to the school. If she/he does, whether she/he is rightly taught by the teachers. Resources will never be enough. But it is important to know how to use the scarce resources. We should be committed for the development of our system.

Ms. Anshu Vaish expressed that its not enough to open schools and get the children in to the schools. There are many more works to do. We have to look closely those concepts of access, transition and equity to evaluate the success of a school. There are three bases of any education system such as inclusion, quality and excellence. There is a need to bring balance between the three. Though S.S.A has been successful in bringing many children into the school system, it lags behind in terms of quality. Those things which were considered incentives earlier are now seen as our rights such as free textbooks, uniforms to all children. No doubt, it is a challenge to the Central government. But it is also the duty of the state government to understand the present condition and to help the Central government in implementation of programmes. It is time that we should try to make the dialogue strong between research and policy. Teachers are equally responsible to make the teaching interesting to bring more children into the school system. There should be a dialogue between the researchers, policy makers as well as education personnel.

2.1 Ist Session

Revisiting Schools: Changes in Access, quality and Participation by *Prof. R.Govinda*

Prof. R. Govinda started with giving a brief description of conceptual framework of zones of exclusion. He discussed vividly about six zones of exclusions. For him zone 2 and zone 3 are more crucial for analyzing dropout children. These are the zones where children are silently excluded. They are doubly excluded as they are excluded from higher grades as well as from the community itself. For him access is meaningless when it is only of physical access and enrolment. There should always be a link between access, equity and quality. We need to analyze instead of simply calculating statistics.

He discussed about revisiting those 35 schools after 18 years which were studied earlier in 1990 research study. As observed in the field survey, the context is changing in those schools such as road connectivity has improved, infrastructure of the schools have improved though marginally and above all adult literacy level have increased. Number of schools has increased. More numbers of private and EGS have emerged. Now the attitude of the parents towards the education of the children has changed. Marginal improvement has been seen in the infrastructure of the schools. However, there is not much improvement in PTR and in teaching-learning process. Learner's achievement in Hindi and Mathematics also shows very poor improvement.

Suggestions:

It was suggested to have a historical trajectory for analyzing changes in schools it was also suggested to do micro-analysis of particular schools in detail instead giving emphasis to block or cluster level study.

2.2 IInd Session

Progress in Elementary Education in Chhattisgarh by *Shri Nand Kumar*

Shri. Nand Kumar first briefly described the geographical context of Chhattisgarh. The district has scattered population. It has a problem of communication and is bugged time to time by Naxalites. However, government has tried to improve the education of the district successfully. Now there are almost 1204 residential hostels with nearly 80,000 children in it. There are special dormitories for tribal children in the backward areas. There are POTA cabins in Naxal affected areas. There are special Gyana Jyoti Schools, which are opening in these areas. He gave importance to the teaching-learning process in these schools. These are specially single-teacher schools. Teacher training programmes are conducted in summer vacations, which give training to these teachers. Another important thing which is noticed is about community partnership with these schools.

Progress in Elementary Education in M.P *by Shri Manoj Jhalani*

He started with describing the constraints in education system of M.P. he gave emphasis to the scattered habitation, low female literacy and low human development indices as main hindrances in progress in elementary education. For him major thrust areas in elementary education are: access to upper primary education, examining the number of out of school children and analyzing carefully the teacher and student attendance. However, while discussing some of the improvements in elementary education in M.P, he showed statistics of primary schooling facility within I kilometer and upper primary schooling facilities within 3 kilometers. PTR at primary level is 1:40 and at upper primary is 1:33. In 75% of the schools, there is toilet facility. Currently the percentage of out of schoolchildren is 1.64%. He discussed about the strategies to bring those out of schoolchildren in to the school system again. In this regard, he gave emphasis to platform schools, Human Development Centers. Paraspar Yojana and Websites to report and track individual child. That apart, he discussed about the strategies for universal retention of the children. He discussed about the schemes of providing free textbooks, cycles to girls, scholarships and focused monitoring of the children with very poor performance. While discussing quality related issues he viewed that there are strategies for teacher selection through professional board. No teachers are regularized without professional qualifications. He concluded by saying that we need a continuous and comprehensive evaluation for regularity and effectiveness of teacher training.

2.3 IIIrd Session

Who goes to school? Exploring Zones of Exclusion: National Perspective *by Prof. R. Govinda*

R.Govinda started with the question: What happens to children who are in the schools and who are supposed to learn? Are there children who remain excluded silently even while being on the rolls of the schools? He discussed the study of 88 schools which provides not only variety but also a contextualized understanding of the situation. It is found that a higher percentage of children from poor economic background are studying in government schools. Again, private schools have more boys than girls. This tells us about a different story. He again discussed about the problems of small schools. There are three types of risks for drop-out children: (1) children who have been enrolled, but they are absent in the school since long (2) children who are in the same class due to failure in the exam (3) children even if promoted have not learned anything. It is seen that only 75% of children are attending 20/more than 20 days in the schools. Though infrastructural facilities and academic facilities have improved over the years, it is really less. There are still many schools without electricity, proper drinking water facilities and adequate TLM.

Suggestions:

It is not merely that participation matters for learning. Rather we can say that learning matters for participation.

25th August 2009

2.4 IVth Session

Access and Equity in School Participation *by Dr. Madhumita Bandyopadhyaya*

She discussed about the access and equity in elementary education. Her main focus was about inequality in access and differentiation in schooling facilities. She starts with narrating briefly the background of the research study. The content of her presentation was about Enrolment Status, Drop-out, never enrolled, Age-grade composition and data base.

Suggestions: Vinod Raina argued that it is improper to say that lack of interest in school is important factor for high dropout among the children. Rather we can say that school is not interesting which turn the child away from school.

Anshu Vaish commented on using the term fees. She said we should use the term expenses instead of fees, which is the main factor for which children are out of schools in some villages.

Functioning of Small Schools and its Impact on Access and Participation *by Dr. Rashmi Diwan*

She presented a paper on small schools. She discussed about the impact of school size on children's performance. She talked about the problem of access to small schools in the three clusters of Rajnandgaon, Rewa and Dindori. She critically reviewed the family and socio-economic background of those children who go to small schools. She then discussed about what is really happening in small schools. She discussed about the teaching-learning process, children's performance, repetition, teacher's attendance etc.

Suggestions:

It is not clear about the reason of high drop-out in case of small schools. It is not clear about the learner's achievement in case of small schools. What is the specialty of doing research on small schools as a lot of what is happening in big schools may also happen in small schools? What is the importance of social background level on the achievement score of children in case of small schools? On what ground small schools are different from other schools. In case of small schools what is the degree of teacher's absenteeism.

2.5 Vth Session

Policy related Issues

Akhilesh Tiwari: We should include one thing in teacher training i.e. how to make these teachers sensitive towards children.

S.K Uppadhaya: Evaluation of children's performance- We should do evaluation of children's performance. In this process the teachers should also be included. They should also be evaluated and the community should be involved in the process. There should be Some standard parameter to know the quality of school.

Satish Pandey: Till today we have not been able to differentiate between CRC and CAC. If we can clearly differentiate the work of these two, there will be definite improvement in quality of education.

Asha: She suggested to make entrance test to know the ability standard of the children and accordingly the child should be taught.

Rashmi: We should not always interfere in teacher's work. They should be given independence. We should motivate and stimulate teachers to do better work rather hampering their work.

Alok Sharma: He is skeptical about the awareness of the teachers about their duties. According to him, may be we are not able to give proper inputs to the teachers. Do teachers are aware of lesson planning, child psychology and other child related issues. Teacher's duties should be well-defined. Accountability of teachers is a must for providing quality education.

Observation related issues:

K.K Parasar: Why the Repetition percentage is very high in some schools. We should know whether this percentage is high because of failure in the examination. We should also check the duplicacy of enrolment.

Gautam: Schools are located in far distances from District Headquarter. For that teachers remain absent for $\frac{3}{4}$ days when they have to go to District Headquarter, which really impacts teaching. Local teachers spend most of the time in farming. So, teachers from outside should be appointed. Even though there is no fee, if the parents have to spend 20/30 rupees for education of their children, it is high for them.

Vijay Singh: Even though the government schools have all the facilities, why we have not been able to attract children. He thinks it is because we have not been able to maintain it. Teachers are not able to do their duties. We should give better environment to the children. Along with teachers, it is necessary to give moral education to the children also.

Vinod Raina: There is a difference between monitoring study and research study. In a research study, we present something new, which facilitates old study. Research study also helps in improving the present condition. We should have to do in-depth exploration in research study. For example, to see why there are so many small schools in Rewa and not in other places, we have to examine in what way small schools are good and in what way these are not so good in certain context and in certain places. The research study

should always be linked to other research study for a better understanding of the study. The main concern of the study should be to know whether the children are learning instead to know whether the schools are improving or not.

In summary, main issues discussed in concluding session are:

- Routine manner work is lacking and salary is not filling the purpose. We have to go beyond this.
- Why small schools emerge is a matter of concern.
- Comparison should be made between small school and big school.
- Are any children going out of the cluster? If yes, what is the reason?
- Are our children learning?
- Does improved infrastructure lead to learning to our children?
- NUEPA should take the project as a research study and its findings should compare with other major research findings to compare.
- Why only upper class children went to the Private school?
- School wise enrolment and achievement should be analysed.
- The presentation of the seminar seems to the expertise as monitoring work and not a research work. The presentation needs explanation. Therefore we should look into the matter and find it whether the criticism is true or not.

3. Seminar Photos



Anshu Vaish (Secretary, School Education and Literacy, MHRD, GoI) and R. Govinda (Vice Chancellor, NUEPA).



Snehlata Srivastava (Principal Secretary, School Education, M.P.) and R. Govinda



Manoj Jalani (Commissioner and SPD, M.P) and R. Govinda



R. Govinda addressing in the inaugural session of the seminar.



Ms. Anshu Vaish delivering the inaugural address



(from left to right) Vinod Raina, Nalini Juneja, Rashmi Diwan (CREATE), Snehlata Srivastava and Manoj Jalani and participants



Participants



Mr. Manoj Jhalani presentation on MP state progress



Madhumita Bandyopadhyay (NUEPA) presenting CREATE findings. Nalini Juneja, NUEPA, is chairing the session.



Rashmi Diwan (NUEPA) presenting CREATE findings. Nalini Juneja is chairing the session.



Pavitra Mohan Nayak interacting at the seminar



The NUEPA-CREATE Team at the seminar: Vandana Barik, Madhumita Bandyopadhyay, Diptanshu Bhusan Pati, Jagannath Behara, Md. Mainuddin, Imtiaz Ahmad Ansari



Mr. S.C Behar (former Chief Secretary, M.P.) in the Concluding Session

4. Final Time-Table

Seminar on Access to Elementary Education in Madhya Pradesh and Chhattisgarh

Date: 24-25 August, 2009

Day 1: 24th August 2009 (Monday)

10:00-11:00 Hrs.

Inauguration

Welcome and
Introduction:

Prof. R. Govinda, Vice-Chancellor, NUEPA,
New Delhi

Opening Observations:

Ms. Snehlata Srivastava, Principal Secretary,
School Education, M.P.

Inaugural Address:

Ms Anshu Vaish, Secretary, School Education and
Literacy, MHRD, GOI

- 11:30-13:00 Hrs.** Revisiting Schools: Changes in Access Quality and Participation
Speaker- Prof. R. Govinda
Chair: Ms Anshu Vaish, Secretary, School Education and Literacy, MHRD, GOI
- 13:00-14:00 Hrs.** Lunch
- 14:00 - 16:00 Hrs.** Progress in Elementary Education in Chhattisgarh
Speaker: Shri Nand Kumar, Secretary, School Education, Chhattisgarh.
Progress in Elementary Education in M. P.
Speaker: Shri Manoj Jhalani, Commissioner, M.P. Rajya Siksha Kendra, Bhopal
Chair: Prof. R. Govinda
- 16:00 - 16:15 Hrs.** Tea
- 16:15- 17:30 Hrs.** Who goes to school? Exploring Zones of Exclusion: National Perspectives
Speaker: Prof. R. Govinda
Chair: Shri S. C. Behar

Day 2: 25th August, 2009 (Tuesday)

- 10:00-12:00 Hrs.** Access and Equity in School Participation
Speaker : Dr. Madhumita Bandyopadhyay
Functioning of Small Schools and its Impact on Access and Participation-
Speaker: Dr. Rashmi Diwan

Chair: Prof. Nalini Juneja

12:00-12:30 Hrs.

Tea

12:30-13:30 Hrs.

Concluding Session
Way forward: Issues, Priorities & Policy
Implications:

Speaker: Shri S. C. Behar

Chair: Ms. Snehlata Srivastava, Principal Secretary,
School Education, Madhya Pradesh

Vote of Thanks:

Prof. Nalini Juneja

13:30 Hrs.

Lunch

5. List of Delegates

MHRD, New Delhi

1. Ms. Anshu Vaish, IAS
Secretary
School Education and Literacy
Govt. of India
C Wing, Room No. 214
Ministry of HRD
Shastri Bhavan, New Delhi
2. Ms. Anita Kaul
Joint Secretary
Elementary Education-II
Deptt. of School Education
Ministry of HRD
Shastri Bhavan
New Delhi

Madhya Pradesh

3. Ms. Snehlata Srivastava
Principal Secretary

School Education, Govt. of Madhya Pradesh
Room No. 204, IInd Floor
Mantralaya, Vallabh Bhavan, Madhya Pradesh

4. Sh. Manoj Jhalani
Commissioner
Rajya Shiksha Kendra
Pustak Bhawan, Arera Hills
Bhopal, Madhya Pradesh
5. Dr. Sandeep Joshi
M .P. Institute of Social Science Research
6, Bharatpuri Institutional Area,
Dewas Road, Ujjain- 456010
Madhya Pradesh
6. Prof. Anil Sadgopal
Member
Central Advisory Board of Education & Senior Fellow
Nehru Memorial Museum and Library
E-8/29A, Sahkar Nagar
Bhopal 462039
7. Shri C.N. Subramaniam
Director, Eklavya
E-10, BDA Colony, Shankar Nagar,
Shivaji Nagar, Bhopal-462016
Madhya Pradesh
Dr. Vinod Raina
E-1/25, Arera Colony,
Near Subash School,
Bhopal
Madhya Pradesh
8. Dr. Anjali Naronha
E-7/566, Arera Colony,
Bhopal
Madhya Pradesh
9. Dr. Rashmi Paliwal
Eklavya
E-10, BDA Colony, Shankar Nagar,
Shivaji Nagar,
Bhopal-462016 (M.P)
10. Ms. Shivani Taneja

Muskan
14, Nadir Colony,
Shamla Hills,
Bhopal 462013, Madhya Pradesh

11. Ms. Archana Sahay
Aram, Bhopal
C/O Dr. Anjali Naronha
E-7/H.I.G, 453, Arera Colony,
Bhopal Madhya Pradesh
 12. Mr. Anwar Jafri
Samavesh
E-7/566, Arera Colony,
Bhopal, Madhya Pradesh
 13. Mr. Sharad C. Behar
E-4/12, Arera Colony
Bhopal-462016
Madhya Pradesh
 14. Dr. A.B. Saxena
Principal
Institute of Education, Shyamla Hills
Bhopal-462013
 15. Shri R.K. Shukla
Head (Extension Education)
Department of Extension Education
Regional Institute of Education
Bhopal
 16. Dr. Asha Shukla
Prof. of Education & Director
Women's Studies Centre
Barkatullah University
Hoshangabad Road, Bhopal,
- Rewa**
17. Mr. Yogesh Mishra
District Project Coordinator(DPC),
Zilla Shiksha Kendra,
Rewa,

Madhya Pradesh

18. Mr. S.K Tripathy
District Education Officer (DEC),
Zilla Khanda Shiksha Kendra,
Rewa,
Madhya Pradesh
19. Mr. K.K Parasar
Senior Lecturer
Govt. College of Education Dassahara Maidan
Ujjain
Madhya Pradesh
20. Mr. S. N. Sharma,
Principal
DIET,
Rewa, Madhya Pradesh
21. Mr. Pusparaj Singh
Block Education Officer (BEO),
Vikash Khanda Shiksha Kendra,
Rewa, Madhya Pradesh
22. Mr. Sudama Gupta,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Rewa, Madhya Pradesh
23. Mr. A. P. Tripathi
Head Master & Cluster Resource Coordinator (CRC), Amiliki,

C/O Mr. Sudama Gupta,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Rewa, Madhya Pradesh
24. Mr. Arun Prakash Burma
Cluster Academic Coordinator (CAC), Amiliki,

C/O Mr. Sudama Gupta,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Rewa, Madhya Pradesh
25. Mr. Dhanesh Pandey

CAC Madwa,
C/O Mr. Sudama Gupta,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Rewa, Madhya Pradesh

26. Mr. Harsh Singh
Cluster Academic Coordinator (CAC),
C/O Mr. Sudama Gupta,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Rewa, Madhya Pradesh

Dindori

27. Mr. S. Bharati
Assistant Commissioner (A.C),
Tribal Development,
Dindori, Madhya Pradesh
28. Mr. K.C Shkula
District Education Officer (DEC),
Zilla Khanda Shiksha Kendra,
Dindori, Madhya Pradesh
29. Mr. M.S. Sindram
District Project Coordinator (DPC),
Zilla Shiksha Kendra,
Dindori,
Madhya Pradesh
30. Mr. P.L Gawale
Block Education Officer (BEO),
Vikash Khanda Shiksha Kendra,
Baijag. Dist- Dindori.
31. Mr. Dillip Kumar Thakur,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Baiag,
Dindori,
Madhya Pradesh
32. Mr. Brajabhan Singh Gautam,
Block Academic Coordinator (BAC),
Janapad Shiksha Kendra,

Baijag,
Dindori,
Madhya Pradesh

33. Mr. Ajaya Rai,
Block Resource Coordinator (BRC),
Janapad Shiksha Kendra,
Karanja,
Dindori, Madhya Pradesh

Chhattisgarh

34. Sh. Nand Kumar
Secretary
School Education, Govt. of Chhattisgarh
D.K.S. Bhavan
Raipur, Chhattisgarh

35. Mr. K.R. Pisda (SPD)
Mission Director
State Project Office
Rajiv Gandhi Shiksha Mission
Education Department
Raipur Chhattisgarh

36. Shri K.S. Chandrakar
Assistant Project Co-Ordinator (APC),
District Project Office
Rajiv Gandhi Shiksha Mission
Chhattisgarh.
Raipur

37. Shri B.D. Singh
Assistant Project Co-Ordinator (APC),
District Project Office
Rajiv Gandhi Shiksha Mission
Chhattisgarh.Raipur

38. Shri S.K. Upadhyay
Block Resource Coordinator (BRC),
Vikaskhand Patharia
District Bilaspur
Chhattisgarh

39. Shri Akhilesh Tiwari

Assistant Project Co-ordinator (APC)
District Project Office
Rajive Gandhi Shiksha Mission
Bilaspur
Chhattisgarh.

40. Shri Prabhat Markale
Assistant Director
District Education Officer (Office)
District Kanker
Chhattisgarh
41. Shri G.S. Mishra
Lecturer
District Education and Training Institute
District karvadha
Chhattisgarh
42. Smt. J. Chakravarty
Assistant Prof.
SCERT
Shankar Nagar
Raipur
Chhattisgarh
43. Shri Alok Sharma
Assistant Prof.
SCERT
Shankar Nagar
Raipur
Chhattisgarh
44. Dr. Rakesh Chandel
Lecturer
DIET
Kabirdham
Raipur
Chhattisgarh
45. Smt. Madhu Gupta
Lecturer
DIET
Raipur

Chhattisgarh

46. Dr. M Sudhish
Assistant Director
State Project Director office
Sarva Shiksha Abhiyan
Chhattisgarh

Rajnandgaon

47. Mr.Satish Pandey,
District Project Co-Ordinator (DPC),
Collectorate Office,
Rajnandgaon,
Chhattisgarh.
48. Mr. S. K. Bharadwaj,
District Education Officer (DEC),
Collectorate Office,
Rajnandgaon,
Chhattisgarh.
49. Mr. Shankar Vaskalay,
Principal (BTI),
Dongorgaon,
Dist- Ragnandgaon,
Chhattisgarh.
50. Mr. T. K. Sahu,
Principal
(DIET) Kharagarh,
Rajnandgaon,
Chhattisgarh.
51. Mr. D.B.R Murthy,
Lecturer in Government College,
Kharagarh, Rajnandgaon,
Chhattisgarh
52. Mr. K.R. Kyachi
Block Education Officer (BEO),
Vikash Khanda Shiksha Kendra,
Dongorgaon, Dist-Rajnandgaon,
Chhattisgarh.
53. Mr. Arvind Ratnakar

Block Resource Co-Ordinator (BRC),
Janapad Shiksha Kendra,
Dongorgaon,
Dist-Rajnandgaon,
Chhattisgarh.

54. Mr. Rabindra Singh Thakur
Cluster Academic Coordinator (CAC) Arjuni.

C/O Mr. Arvind Ratnakar,
Block Resource Co-Ordinator (BRC),
Janapad Shiksha Kendra,
Dongorgaon,
Dist-Rajnandgaon,
Chhattisgarh.

55. Mr. Ajay Srava
Cluster Academic Co-Ordinator (CAC)
Karantara,
Block- Dongorgaon,
Ragnandgaon,
Chhattisgarh.

NUEPA

Department of School and Non-formal Education

56. Prof. R. Govinda,
Head & Vice-Chancellor
NUEPA
New Delhi-110016

57. Dr. Nalini Juneja,
Professor
NUEPA
New Delhi-110016

58. Dr. Rashmi Diwan,
Associate Professor
NUEPA
New Delhi-110016

59. Dr. Madhumita Bandyopadhyay,
Assistant Professor
NUEPA
New Delhi-110016

CREATE Staff

60. Dr. Pabitra Nayak,
Project Associate
NUEPA
New Delhi-110016

61. Dr. Vandana Barik,
Project Associate
NUEPA
New Delhi-110016

62. Sh. Moinuddin,
Project Associate
NUEPA
New Delhi-110016

63. Sh. Jagganath Behera,
Project Associate
NUEPA
New Delhi-110016

64. Sh. Diptanshu Bhushan Pati
Project Assistant
NUEPA
New Delhi-110016

65. Sh. Imtiyaz Ahmad
Project Assistant
NUEPA
New Delhi-110016