

NORMS FOR EQUITY INTERVENTIONS

Concerning all the issues and recommendations, following key interventions may be planned with the details as mentioned that will follow with the following points. Every activity must be accompanied with the following details in their proposals:

- ✓ **Background of the proposals**
- ✓ **Rational**
- ✓ **Target group**
- ✓ **Progress of the previous years**
- ✓ **Sources of identification with details of the research carried out in the district**
- ✓ **Costing**
- ✓ **Monitoring mechanism**
- ✓ **Outcome**

Proposal in the Annual Work plan & Budget (AWP&Bs) as per states/UTs need & priorities. These should be presented after thorough exercises are being carried out by the state/district/habitation level and duly approved by the state mission authority/SPO. These have been considered after a detail need based analysis done at the state/district/habitation levels. Several positive views have been received in this regard from the working group report, series of planning workshops organized, equity action plan and the appraisal. These all may be seriously studied so as to ensure effective outcome. All these interventions so far mentioned below have been approved by the PAB to the states/UTs.

Sr. No.	Intervention	Programmatic Norms	Financial Norms
1	Training for Yoga, Motivation & Stress	<p>This intervention has been considered on the fact that it motivates the students, reducing stress and develops skills especially among girls child at the secondary levels.</p> <ul style="list-style-type: none">• The trainings will be conducted by qualified / skilled trainer's preferably female trainers. One training in a particular school will be followed by the second training.• After completion of training in one school the trainer will shift in the next school. By adopting this programme of training the shortage of trained trainers will be shorted out because a trainer will cover at least 3-4 schools in a year.• This activity is proposed to improve physical fitness and mental soundness of the girls. It would instill in them the feeling of self defense and confidence as well. It will also improve their performance studies in the class and at home in domestic work.	10000/school
2	Kishori Utkarsh (girls Activity)	<p>One of the solutions to the problems is to mobilize the community to take ownership for the education of girls in the community. A school in Pune city has</p>	100/child

		<p>successfully implemented the concept of community support group, which has resulted into increased attendance of girls in schools. The support group, which will be called as Kishori Utakarsh Munch will be formed in each of the Government school and the schools of the local bodies</p> <p>Constitution of Kishori Utakarsh Munch:</p> <p>The Kishori Utakarsh Manch will constitute 8-12 members as follows:</p> <ul style="list-style-type: none"> • People's representative (Lady) • Headmaster of Secondary schools • Two lady teachers in schools • Anganwadi supervisor (in ICDS scheme) in the area • ANM • A representative of an NGO working for women (optional) • Girls' Parents' representative (2) • Girls' Student representative (2) <p>The Munch will meet monthly in the school.</p> <p>Functions of Kishori Utakarsh Munch</p> <p>The Kishori Utakarsh Munch will perform following functions:</p> <ul style="list-style-type: none"> • To identify problems of girls' education in the community in general and in the schools particular • To communicate problems to concerned stakeholder so that they can take necessary steps (e.g Police help could be taken for the problem of security, Block Development officer can take care of water supply to the toilets etc) • To arrange for counseling sessions for girls • To organize adolescent education programmes for girls • To organize regular health check up for girls • To mobilize resources in the community for education of girls 	
3	Arogya Kavach	<p>“Arogya Kavach” is to undertake complete Health Check-up of children with respect to Blood, Blood Group, Eyes, Ears and Oral etc. SMDC will have to organize the Health Check-up Camps twice in a year with the help of Medical Practitioners separately and maintain health cards. This may be limited to the districts/areas where there is no regular health-check up.</p>	1000/student
4	Karate Training	<p>In view of promoting self confidence, motivation and to strengthen capacity on participation and also to encourage</p>	1000/student

		<p>the students, this above training has been proposed. The training will also bring a unity and integration among all the groups without discrimination of cast and creed.</p> <p>This opportunity will bring unity and integration as well as participation among the girls students belonging to disadvantaged groups</p>	
5	Life skills programme	<p>In addition to study & academics activities children & teachers may also provide life skills activities. They need to have knowledge of first aid, fire safety, traffic rules, disaster management etc. Besides, they should know to control their aggression, cope with success and failure. This intervention may be proposed subject to outcome of the previous programme and serious need with details of the programme.</p>	10000/school
6	Development of School level Magazine	<p>To bring a special platform for sharing's of knowledge among all the students and could get opportunity to learn and understanding the outside world and also to motivate towards different career prospects, a kind of school level magazine may be created.</p> <p>Different students belonging to different community may get the opportunity to share their views and experience as an inside into the magazine. This will definitely create an environment to be together and will strengthen their knowledge and understanding equally.</p>	1000/student
7	Special course for drop-out girls to be held in KGBVs	<p>States/UTs were able to identify drop-out girls in the districts/blocks. The focus was to find out girls drop-out especially among girls in the EBBs blocks and blocks having low female literacy rate.</p> <p>This special coaching targeted only the girls had been provided coaching in the KGBVs centers available in the districts/areas. Rent free place may be identified either in schools/govt. institutions or in existing KGBVs.</p>	500/child
8	Sensitization Programme	<p>In view of strengthening involvement and participation of the community in the districts having low female literacy rate, the state may target for the districts for special community awareness programme called Kalajatha. Within the districts target will be in the educationally backward blocks (EBBs)</p> <p>In and all, the focus of the programme will be on ensuring participation followed by coverage of the disadvantaged groups with more focus to girls.</p>	500/student

		The list of district wise costing has to be provided by the state/UTs.	
9	Retention drive	<p>A drive for the children on on-site tea gardens of Assam had been targeted where students have been studying in temporary locations for some limited months where secondary schools could not be making available. To continue the education of the children and to retain the existing children into the schools after they return back to their original places after the session is completed.</p> <p>This may be allowed in those areas where migrant's families are available for some specified number of months in the construction sites, agriculture fields or places where they settled temporary.</p>	100/student
10	Identification survey	Never enrolled children need to be identified so as to ensure their continuation in the secondary education. A massive survey is recommended in the states especially in those disadvantaged districts. Maximum number of children belonging to this community has been identified. NGOs may be involved who is expert in the field. Community based identification has been encouraged. Household survey is more or less encouraged. The survey must be supported and approved by the district RMSA and finally reviewed by the state SPO.	100/child
11	Sharing with stakeholders & change agents in SC/ST concentrated areas/pockets	<p>To create awareness among the children, mainly girls and working children, sharing with stakeholders like parents, teachers, PRIs, SMDCS & Change Agents like Public representatives, religious leaders of the SC/ST/ Minority community may be organized at separate places [per CD block] that dominated by such communities. The programme is proposed to be organized with the help of local NGOs/ PPP mode.</p> <p>Sharing with the stakeholders & the community may be done. This will strengthen the motivation towards their participation in the schools and will improve retention of the students and reduce drop-out.</p>	10000/block
12	Empowering Girls	<p>Empowering the girl child through education is felt necessary to eliminate or control growing gender inequality, declining sex ratio, discriminatory treatment given to women in India etc. Main objectives:</p> <ul style="list-style-type: none"> ○ Spreading Awareness of Importance of Girl's Education ○ Proper guidance for Social Issues like Dowry, Child Marriage (Bal Vivah) and Infanticide 	500/child

		<ul style="list-style-type: none"> ○ To develop the understanding of Maternal Health & Adolescent ○ Gender Equity ○ To develop a lifelong perspective about living as a female in a society ○ Make girls familiar with various career opportunities available for them <p>Focus will be towards:</p> <ul style="list-style-type: none"> • Introduction: <ul style="list-style-type: none"> World beyond classroom- Various Opportunities. • Importance of Education & Various Career Options. • Gender Equity • Environment & Girls' Involvement • Adolescent , Maternal Health, Domestic Violence • Socioeconomics Importance of Women, Assessment etc. <p>This intervention could be planned & implemented involving NGOs/Organization expert in training of the specified field.</p>	
13	Special Coaching for Weaker Section	States have been able to identify number of girls/boys belonging to below poverty line (BPL) in the schools who are weak in the subjects due to social, financial & domestic reasons. To enhance the performance level and to bring forth, special attention towards these students has been felt need. In this regard, a need based assessment has been done in the schools accordingly selection is being made. States/UTs may advise to carry out special survey that too has to be approved by the district authority and SMDCs concerned.	500/child
14	Special course for the under achievers in class-IX	<p>Children who dropped out after class VIII have been admitted in subsequent class IX where gaps in their understanding and reasoning need to be resumed to bring forth at par and able to do well in forthcoming exams/test.</p> <p>Taking into account this issue, some of the states/UTs felt need to improve the same therefore, a survey has been carried out through which state selects the schools/students and provided necessary support for these under achievers students. States/UTs may be advised to give a report in this regard along with the costing. Selection procedure need to be spelt-out and the same need to be approved by the concerned principal/headmaster of those particular schools.</p>	500/child
15	Summer Camps	To bring back children to school, a massive campaign	10000/school

		is conducted covering the RD/CD Blocks in the state. This programme will be implemented by SMDC in convergence with NGOs. This will generate a platform on the importance of the secondary education and will be able to identify the issues related to those particular groups/communities. This may be done for a limited months.	
16	Conduct of Survey for identifying drop-out students after class-VIII at block level (EBB)	<p>A majority of Out of School and drop-out Children belonging to disadvantaged communities; Scheduled Castes, Muslim minorities, migrants, children with special needs, urban deprived children, working children, children in other difficult circumstances for example living in difficult terrains, children from displaced families and areas affected by civil strikes etc. Girls comprise a bulk of Out of school children.</p> <p>To bring into the fold of secondary education, a special survey may be done involving experts in the similar field from NGOs, representatives of SMDCs, community members; teachers may be the part of the team.</p>	10000/block
17	Counseling Camps on Professional Studies for Girls.	<p>This intervention may be focused in the districts having low literacy rate and disadvantaged areas. This may be selected randomly. Selection of girls may be done seriously in the above areas. States/UTs may be asked to provide the details of the programme focusing towards professional studies after class X.</p> <p>This interaction programme will definitely enhance the opportunities among the girls in their choice of professional.</p>	500/student
18	Adolescent Camps for Girls	<p>Specific inputs are necessary to enhance their self-esteem and self-confidence to familiarize them with the status and problems related to women. Equally, discussion and orientation on health, hygiene, menstruation and related physiological knowledge which are not being covered as part of the regular curriculum, help students explore a universe beyond their textbooks.</p> <p>NCF-2005 says “The physiological changes that occur during adolescence stage have ramifications in the psychological and social aspects of an adolescent’s life. Most adolescents deal with these changes without full knowledge and understanding, which could make them vulnerable to risky situation like sexually transmitted diseases, sexual abuse, HIV/AIDS and drug and substance abuse”. Understanding the importance of educating adolescent girl child, SSA Karnataka</p>	20000/camp

		<p>has designed three day camps for adolescent girls.</p> <p>In this regard, an awareness camp – jagruthishibhira- for the adolescent girls need may be conducted under innovative activity for girls. This also aims at preventing the adolescent girls from dropping out of education system.</p>	
19	<p>Separate Capacity Building Programme of school Principals on Equity Aspects</p>	<p>This may be done district-wise as the issues related to equity may be discussed in detail related to each school and hamlets.</p> <p>As the equity component plays vital role in covering the disadvantaged group of children as well as to ensure their participation in the schools.</p> <p>This will also improve the capacity of the principals to identify the needs at the school level for the children belonging to this category.</p> <p>NGOs representatives and SMDCs members may be encouraged to support in this regard and resource persons who are expert in the field and given the training time to time.</p>	10000/school
20	<p>Capacity building on planning for equity interventions to dist. functionaries</p>	<ul style="list-style-type: none"> • Issues related to secondary education of the disadvantaged community on drop-out, enrolment & retention. • Planning & implementation issues of the equity interventions. • Plan preparation. • Convergence related issues for the interventions. • Innovative strategy. • Setting up for priorities. • Community Participation etc. 	Rs.500/participant

**The above interventions have been approved under the equity component followed by the respective norms.