

# **Every Child in School AND Every Child Learning**

Diverse Strategies for  
Universalising Access  
to Schooling

NIEPA DC



D10470

Alternative Schooling  
The DPEP Experience

**DPEP**



जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

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**Contributions** State Project Offices, DPEP  
**Concept, Compilation & Editing** Dhir Jhingran, Dayaram  
Sunisha Ahuja, Kokila Gulati  
**Illustrations** Bindia Thapar  
**Typing** Dhirender, Sunita  
**Printing** Systems Vision  
A-119 Okhla Phase - I  
New Delhi-110 020

**For further information, write to** State Project Offices, DPEP  
(Addresses in Annexure-I)

or

**LIBRARY & DOCUMENTATION CENTRE**  
National Institute of Educational  
Planning and Administration,  
17-B, Sri Aurobindo Marg,  
New Delhi-110016

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Alternative Schooling Unit  
Technical Support Group (TSG)  
Educational Consultants  
India Limited  
B-86, Defence Colony  
New Delhi-110 048, India



R S Pandey  
*Joint Secretary*

Ministry of Human Resource Development  
Department of Education  
Government of India  
New Delhi-110001

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## FOREWORD

The foremost challenge in universalisation of primary education is to ensure participation of all children of the age group 6-11 years in primary schools. Despite a huge expansion in the formal primary education system, a large number of children in this age group are still out-of-school.

Among the out-of-school children are children who have never enrolled at school because of lack of schooling facilities in their small remote habitations. There are also children who simply do not join schools for a variety of reasons including household work, migration of families, religious beliefs and customs that prevent enrolment of girls in certain communities, engagement in economic activities, extreme poverty, living on the streets etc.

Clearly, no single strategy could address the problems of such diverse groups of children. The Alternative Schooling programme under DPEP has attempted to provide a range of flexible and diverse strategies for ensuring participation of children of such marginalised and deprived groups.

This document is a collection of the strategies adopted for different categories of children who are out-of-school. Each state has developed its own norms while designing the strategies. Though the strategies differ from state to state, the principles of equity, quality, adopting appropriate pedagogy, cost effectiveness and effective community participation are essential elements in all of them.

The strategies have helped to reach out to the marginalised sections of society who had hitherto not been able to participate in primary education. The challenge is to ensure that these alternatives provide quality primary education.

  
(R S Pandey)

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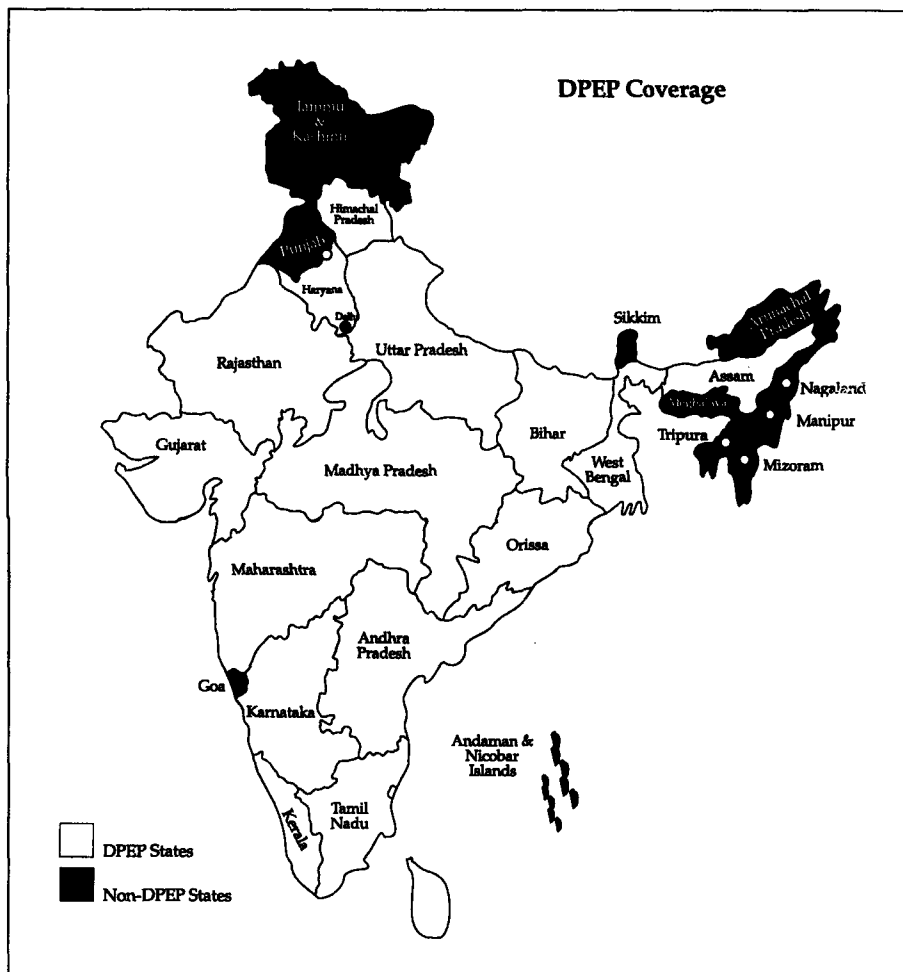
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\* These strategies are yet to be operationalised.



States	Total No. of Districts	DPEP Coverage				In the pipeline	Total
		Phase I Districts	Phase II Districts	Phase III Districts	Phase IV Districts		
Assam	23	4	5				9
Haryana	16	4	3				7
Karnataka	20	4	7				11
Kerala	14	3	3				6
M.P.	45	19	15				34
Maharashtra	30	5	4				9
Tamil Nadu	21	3	3				6
Andhra Pradesh	23		5		14		19
Bihar	42			27			27
Gujarat	19		3				3
Himachal Pradesh	12		4				4
Rajasthan	31				10	9	19
Orissa	30		8			8	16
Uttar Pradesh	83		18			38	56
West Bengal	17		5			5	10
<b>Total</b>	<b>426</b>	<b>42</b>	<b>87</b>	<b>27</b>	<b>24</b>	<b>60</b>	<b>236</b>

# INTRODUCTION

## Background

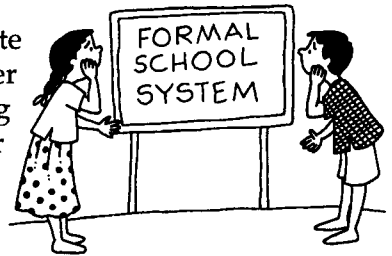
The Directive Principles contained in Article 45 of the Constitution of India enjoin that 'The State shall endeavour to provide free and compulsory education for all children until they reach the age of fourteen years'.

The National Policy on Education (NPE), 1986 and its Programme of Action (POA) gave priority to universalisation of elementary education. But, India has yet to achieve this target of universal elementary education after 50 years of independence. About 3.2 crore children, of 6-11 years of age are still out of school.<sup>1</sup>

This is despite an impressive growth in provision of formal schools—from 210,000 primary and 14,000 upper primary schools in 1951 to 611,000 and 186,000 respectively in 1997-98. In addition, there are 300,000 Non Formal Education (NFE) centres to cater to non-enrolled and dropout children. About 94 percent and 85 percent of the rural population has access to primary and upper primary schools/sections respectively. Nearly 83 percent of the total 10,61,000 habitations have access to primary schooling facilities within 1 km; 76 percent habitations have access to upper primary schooling facilities within a distance of 3 km. The number of single teacher primary schools has also considerably declined. Despite all this, a sizeable number of children (about 40%)<sup>2</sup> in different states still remain deprived of primary education. The cause for concern is that a sizeable proportion of these out-of-school children live in villages/habitations where formal schools exist.



The formal school system has failed to accommodate a large number of children because children either do not join schools or drop-out without completing their schooling. The drop-out is mainly due to poor functioning of schools including irregular attendance of the teachers, dilapidated school buildings, overcrowded classrooms, unattractive teaching-learning process, inappropriate curriculum, unintelligible language used by the teachers and the discriminatory attitude of teachers towards the children belonging to deprived sections of the society, in addition to the socio-economic problems of their families.



1 EFA 2000. Assessment Core EFC Indicators (draft document), MHRD, Government of India

2 Ibid.

The socially deprived sections of the society such as scheduled castes and scheduled tribes reside mostly in remote and inaccessible areas and many of these habitations are devoid of schooling facilities. Since these people are poor, their children become working hands for their families and remain out-of-school. Even if these children do enrol in schools, the teachers find little time to pay attention towards the academic problems of these children since most classrooms are overcrowded. Their parents who are usually illiterate cannot provide academic support at home. As a result, these children start faring badly in their studies and finally drop out-of-school.

The National Policy on Education, 1986 (NPE) for the first time acknowledged that it may not be possible to provide primary schools in all habitations. Therefore an effective and systematic programme of non-formal education was envisaged for children from these habitations.

### **The Non Formal Education Programme**

The programme of non formal education was designed to cater to the educational needs of out-of-school children. The idea of part-time education existed in the Education Commission's report of 1964. This shaped into the NFE programme which was started on a pilot basis in 1977-78 and expanded in subsequent years. NFE centres were opened across the country to provide education to out-of-school children belonging to diverse categories.

Under this programme, centres were supposed to run for two hours daily at a time suitable to the learners. But most of these centres often ran at night to cater to children who work during the day. Even though the NFE programme seriously advocates flexibility in different aspects of the schools, it is rigid in its design. With little flexibility built into the programme, the NFE centres had a very limited outreach.

The programme is fraught with many lacunae. Most of the NFE centres have been opened in habitations served by formal schools thereby leaving smaller, tribal and scheduled caste habitations without any educational facility.<sup>3</sup> Moreover, irrespective of their location a significant proportion of these NFE centres are non-functional<sup>4</sup> and those that function are seriously lacking in quality. Some of the identified shortcomings of the NFE programme are — lack of enthusiasm of teachers and their poor quality training, very low honorarium, ambiguity in syllabus, curriculum, textbooks and teaching-learning materials, weak management system with insufficient supervision, insufficient financial investment, lack of community participation and a poor image of the

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3 Amita Sharma and Gopal Krishnan. Back to People. 1998, Rajiv Gandhi Shiksha Mission, Bhopal, MP.

4 Probe Report. 1999, Oxford University Press:Delhi.



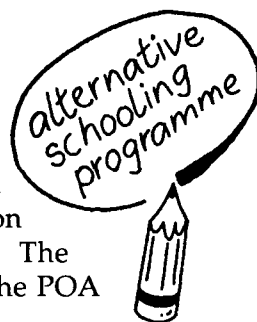
programme amongst the public and lack of commitment to wards ensuring quality of learning.

In its present form the NFE programme cannot ensure quality primary education for out-of-school children and has come under severe criticism from academics as well as social activists.<sup>5</sup>

## The Need for a New Programme-Alternative Schooling

A need was therefore felt for an appropriate programme of schooling for out-of-school children, without the shortcomings of the present NFE scheme and the rigidity of the formal school system.

It was clear that mere opening of schools is not the answer. To ensure that each child attends school, there had to be a serious search for alternative arrangements that would ensure full participation of out-of-school children and a satisfactory quality of education for them. This led to initiation of the Alternative Schooling Programme under DPEP. The programme is largely based on the guidelines provided in the POA of the NPE, 1992.



The Alternative Schools cater to out-of-school children in the 6-14 years age group. Among the out-of-school children are those who have never enrolled in school because of lack of schooling facilities in their small, remote habitations which are not eligible for regular government schools as per the norms. There are children who do not enrol in school even though a school exists nearby, for a variety of reasons. There are also a large number of children who were enrolled in school but have dropped out. The reasons for children being out-of-school are many. A majority of the children not enrolled in schools are girls. Whether non-enrolled or dropouts, these girls mostly help their mothers in the household chores of cooking, fetching water, collecting firewood, looking after the younger siblings, grazing cattle, etc.

Some children support their parents by participating in economic activities undertaken by their families -farming, *beedi* rolling, working on looms, carpet weaving etc. In urban areas children contribute towards the wages earned by the family by working as rag pickers, shoe shine boys, porters on railway platforms, helpers in slaughter houses, domestic help, and as workers in tea shops, *dhabas*, garages, welding shops etc. They are also engaged in extremely hazardous work such as making glass bangles and brass ware, crackers, match-boxes and match-sticks, leather tanning, etc. Apart from these, there are extremely vulnerable

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5: The Department of Education Ministry of Human Resource Development is revising the earlier NFE scheme. The new scheme named Scheme for Alternative and Experimental Schooling is much more flexible and would provide for contextual alternative schooling interventions.

categories of children such as street children and children of sex workers who face tremendous social and psychological problems. There are also a large number of out-of-school children who are not working. They are commonly referred to as the 'nowhere children'.

Children who have dropped out-of-school have no positive memories of school days. These children either did not get any attention from the teacher who was handling, may be 100 children at a time in class; or were constantly reminded that they belonged to castes / families where there is no need for education, leading to their alienation from the schools. While designing an education programme for these children, these aspects need to be kept in mind.



Clearly, no specific strategy could address the problems of such a diverse clientele of children. The diversity of the problems faced by such children and the barriers to their education have necessitated the formulation of a variety of innovative strategies to address them.

Under the Alternative Schooling programme of DPEP, the different states are implementing a variety of strategies to provide primary level schooling to out-of-school children.

In the Alternative Schooling Programme of DPEP, priority is given to small and remote habitations with 20-30 children which do not have a school facility within a one-km radius. Other strategies have focussed on mainstreaming out-of-school children to regular schools or providing alternative schooling facilities that are more flexible and accessible to disadvantaged children.

The various strategies adopted under the Alternative Schooling Programme in different states can broadly be classified according to the following six categories of children they address:

- Children of remote/inaccessible habitations
- Children of migrant families
- Children engaged in household chores
- Children engaged as wage labour
- Children to whom access is restrained due to religious beliefs and practices
- Adolescent girls.

## **Guiding Principles of the Alternative Schooling Programme**

- *The nature of out-of-school children being diverse, a variety of strategies will be required to fulfil the educational needs of these children. Strategies should be designed keeping in view the specificity of the situation and sufficient flexibility has to be provided in the programme to encourage diversity.*
- *To allow for flexibility a decentralised management structure needs to be created.*
- *A fresh habitation-wise assessment of the situation involving the local community is needed for proper planning.*
- *Close linkages between the community and the alternative school is essential. The teacher must have close and regular interaction with the community. The teacher must be well versed with the local situation, culture and practices in the local community and should belong to the community.*
- *Quality primary education is a fundamental right of each and every child and the academic needs of children do not vary because of their background.*
- *Apart from knowledge of pedagogic issues the teacher must be aware of every child's background, the social and financial condition of the families, etc.*
- *Teachers' self esteem, motivation and professional preparedness are of paramount importance for any educational programme.*
- *A system of continuous and comprehensive academic support to teachers is essential for upgradation of their academic skills. Teachers must have a forum to collectively share their experiences, problems and successes and learn from each other.*
- *There is a need to adopt an appropriate pedagogy based on the principles of child centred, activity based teaching-learning, addressing the multi-grade/multi-level situation in our schools, and ensuring a material rich school environment.*
- *Continuous and comprehensive evaluation of learners through different kind of activities.*
- *The examinations for certification in the programme should be non-threatening to the learners and the questions must incorporate different aspects to assess the wholistic development of the child.*

## **The Alternative Schooling Programme**

- uses micro-planning for assessment
- is diverse and flexible
- has a decentralised management system
- lays emphasis on quality of education
- is cost-effective
- adopts appropriate pedagogy
- ensures community involvement

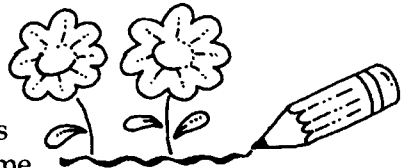
## Micro-planning as a basis for Alternative Schooling

The large number of children who are out-of-school are dispersed over thousands of habitations in the country which makes planning for these children a serious challenge. The POA (1992) of the NPE, therefore, suggested micro-planning exercise for making an actual assessment of the size of out-of-school children as well as to plan for education of each and every child.

DPEP has stressed the need for habitation-wise, house-to-house surveys involving the local community to get a clear assessment of the number of out-of-school children and reasons for their non-enrolment and dropout. Such surveys or a more comprehensive micro-planning process has formed the basis for identification of different categories of children. Specific strategies have been designed keeping in view the specific needs of different groups of children.

## Diversity and Flexibility

The great heterogeneity among out-of-school children has been mentioned earlier. To take an example, in the category of children from families that migrate, there are significant differences. Some



groups of families migrate together during definite months to identified places year after year, for example, the sheep keepers of Western Rajasthan, *Gaddis* and *Gujars* dwelling in the hills of Himachal Pradesh, agricultural labourers who migrate to tea gardens and jute mills during the agriculturally lean months of the year. There are many examples of migration where there is no specific destination or period. There the migration is much more scattered and diverse and patterns are more difficult to find.

In such a scenario, a single strategy to deal with the problem of education of the migrant children will not fulfill the requirement. The same is true for children of other categories such as working children, street children, children living in slums, children in bondage, children of sex workers etc, because of diverse conditions and differing needs of each group, generalising the problems and seeking single solutions will lead to distortions.

As stressed earlier, the heterogeneous character of the out-of-school children and their differing needs, demand designing a variety of need-specific strategies. The POA (1992) of the NPE states 'efforts will be made to evolve different models of NFE programme and agencies will be encouraged to evolve and adopt the most suitable model depending upon the requirements of the target groups.' This has been the approach adopted under DPEP.

DPEP states have designed and operationlised a variety of strategies, based on the local needs, under the Alternative Schooling Programme. Some of these are:

- full-time schools for children of remote and unserved habitations;
- long and short duration camps for non-enrolled and drop-out children in habitations served by schools to bring them to the learning level appropriate for their age, and then enrolling them in schools;
- bridge-course and vocational-course during the vacation period, for those who are left behind in their respective classes due to long absence or irregular attendance, for reasons like seasonal migration, etc.;
- schools for children of migrant labourers in the sugarcane fields and salt farms;
- seasonal hostels for children of families who migrate during lean agricultural seasons;
- intervention in *maktabs* and *madarssas* to reach out to the children, specially girls belonging to Muslim communities;
- schools with specially designed curriculum and materials for adolescent girls;
- specially designed strategies to cover children in the 3-11 years age group, specially with a view to release girls from the responsibility of sibling care.
- strategies for education of deprived urban children including children from recognised and unrecognised slums, street children, domestic workers etc.

It is also necessary to ensure that the programme design and the decision making mechanism allow for flexibility to modify the existing strategies or introduce new elements based on the assessment of field level personnel.

## **Decentralised Management System**

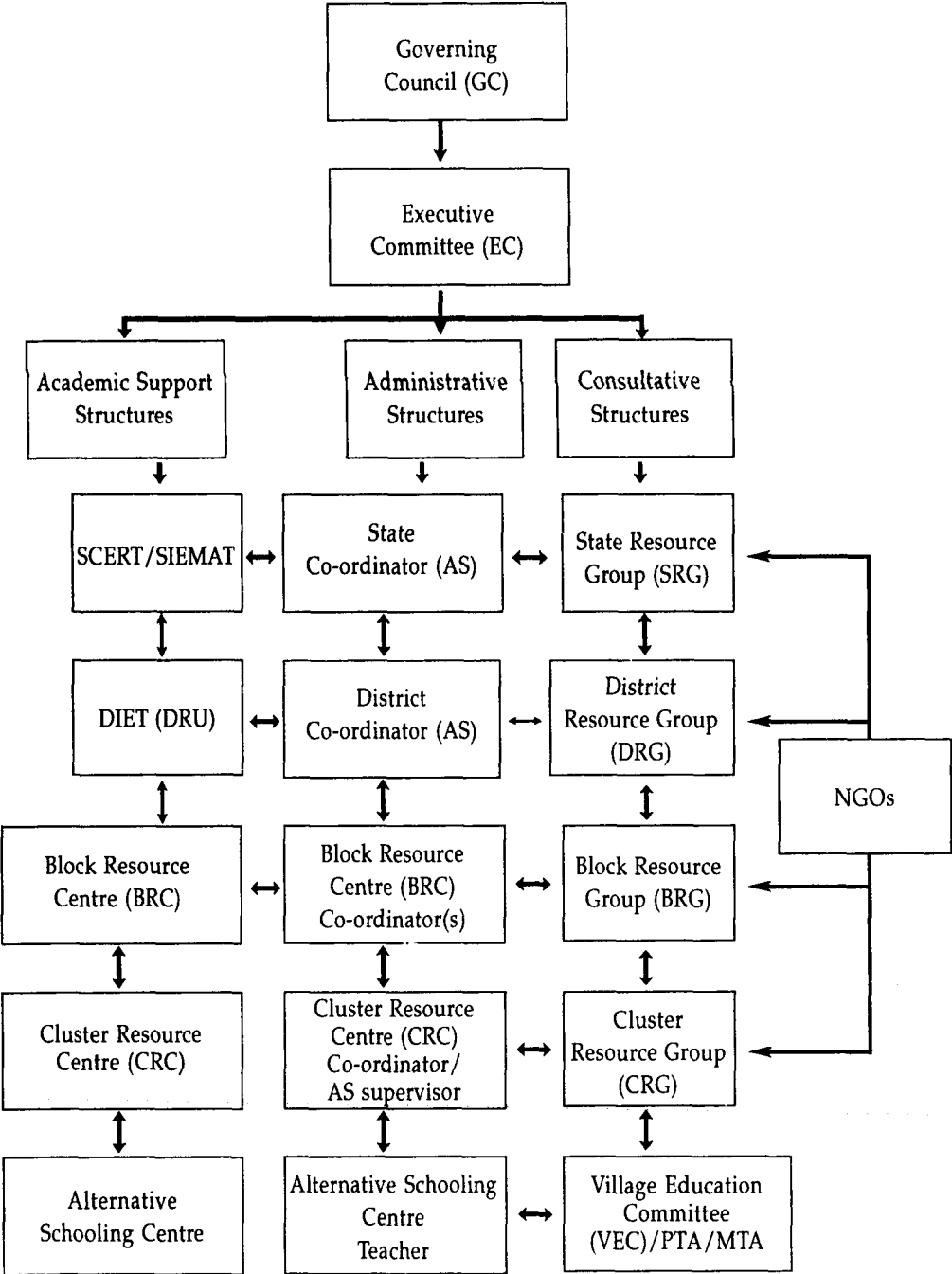
The Alternative Schooling Programme under DPEP aims at creating a decentralised management structure keeping in view the local situation. DPEP firmly believes that need specific strategies can be evolved only through a decentralised and sensitive management structure in which decision making can take place at a level close to the community.

It would also be necessary to vest decision making powers to a collective of those involved in the implementation of the programme at the grassroot level and at other levels. It has also been realised in DPEP that the programme personnel like the supervisor, CRC and BRC coordinator need to be supported by consultative groups who could take part in activities like supervision, training, ensuring community support, organisation of specific events etc. These consultative bodies often help in programme implementation also. There has been an effort to involve the academic support institutions like SCERT, DIET and BRC to ensure that pedagogical inputs flow regularly into the Alternative Schooling system

There are three types of structures at different levels-administrative, academic resource support and consultative. The management structure of the AS programme has been designed based on this understanding of linkages between the administrative, academic and consultative arrangements.

The consultative bodies such as the State Resource Group (SRG), District Resource

# MANAGEMENT STRUCTURE : ALTERNATIVE SCHOOLING



Group (DRG), Block Resource Group (BRG) also provide forums for converging the efforts of different agencies working in this area. In the SRG, apart from the programme functionaries of state and district levels, there are representatives of departments like Labour, Women and Child Development, Social Welfare, Municipal Affairs, Panchayati Raj institutions, NGOs, SCERT, DIETs as members. In such consultative groups, administrative and academic functionaries find a forum to come together and share their experiences. This facilitates comprehensive planning and implementation. Instead of a situation where the decision making powers are vested only in individuals who may be transferred frequently, this collective decision making helps in retaining institutional memory as well as in maintaining continuity of the initiatives. Though SRGs have been formed in most of the states and are functioning actively, DRGs and BRGs are yet to be made fully operational.

The most important aspect of the Alternative Schooling Programme is a system of collective review of the initiatives in these forums at regular intervals and the flexibility to bring necessary modifications based on experiences from the field. This allows the programme to remain vibrant and continuously evolve with experience and prevents it from stagnating. This also provides for scope of innovation in the programme.

Decision making power in the decentralised management system is vested in collectives at various levels which helps in maintaining continuity of the initiatives.

### **Emphasis on Quality of Education**

DPEP is committed to provide quality primary education to all children in the project districts. Only about 50% children are able to complete primary education and what is even more disturbing is that the level of their achievement is far from satisfactory.

The POA (1992) of NPE outlined concrete measures to maintain the quality of the NFE programme. It says "Evaluations have shown that adopting a learner-centered approach, emphasis on learning rather than teaching, enabling learners to progress at their own pace, provision of necessary equipment, a continuous



learner evaluation, ensuring facilities and incentives to girls and SC/ST children in the formal system are made available in the NFE in addition to provision of free text books and stationary to all pupils; and a minimum 30 days initial training and 20 days training in the subsequent years for the teachers will be required.” However, these have not been seriously implemented.

Some of these basic inputs essential for maintaining quality need to be clearly spelt out and should be treated as non-negotiables in any programme. In DPEP, receiving good quality primary education has been viewed as the fundamental right of every child.

The following parameters have been identified under DPEP that contribute to quality in primary education.

- qualification of teacher
- duration, content and frequency of training
- academic support system for teachers and schools
- honorarium of teachers
- duration of school hours
- duration (number of years) of the programme
- textbooks and TLM
- financial investment per child

Continuous efforts are being made in the alternative schooling programme to ensure quality of education in respect of the above parameters. There have been efforts to ensure equivalence with the formal schools by extending all facilities which are available to the students of formal school to learners in alternative schools also.

### **Appropriate Pedagogy**

The question of quality is very much linked with adopting appropriate pedagogic practices in schools. Appropriate pedagogy is based on a clear understanding of the child’s learning process as well the social setting to which the child belongs.

Some of the basic principles and assumptions underlying good pedagogic practices that have been identified in many DPEP states are :

#### **Learning :**

- A child is not an empty vessel and neither is the teacher a bank (repository) of knowledge who has to simply transfer knowledge to children.
- There is a need to understand how children learn; and a recognition that the learning process in children is different from that in adults.



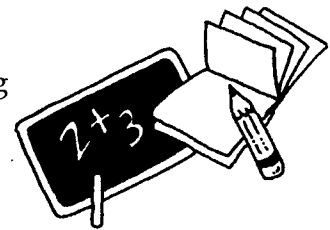
- Learning is an innate ability in every child. A teacher has a role to facilitate learning by creating for children an exciting classroom environment.
- Learning is discovery of new knowledge. This discovery is based on the existing knowledge of the learners.

#### Role of Teachers

- Teachers should facilitate learning and be partners with children in construction of knowledge. The classroom environment should be non-threatening and joyful with a warm teacher-child relationship.
- Teachers should allow children to learn at their own pace.

#### Materials

- Textbooks are just one of the teaching-learning materials. The materials should be designed to facilitate activity based learning and address multilevel situations.
- A material rich environment should be developed in schools including a school level library for children and a library-cum-resource centre at the cluster level.



#### Evaluation

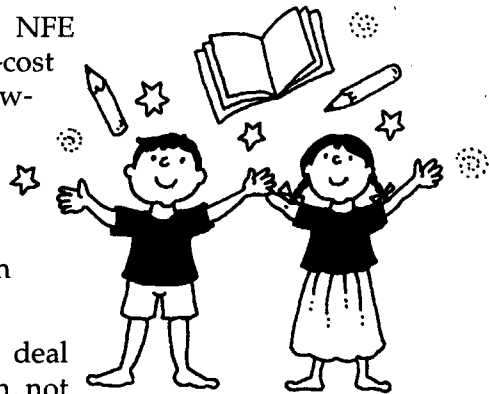
Concurrent and comprehensive evaluation in place of terminal and annual examinations.

Under DPEP these elements are being promoted as part of teacher training programmes for AS teachers and also through the regular academic support mechanisms of school visits and fortnightly or monthly planning and review meetings between supervisors and teachers.

### **Emphasis on Cost-Effectiveness as Opposed to Low Cost**

To maintain the quality of any education programme certain basic essentials need to be ensured. These essential elements or non negotiables necessitate appropriate financial investments. Some of these are — minimum infrastructure in terms of a suitable physical space where teaching-learning can be carried out properly, necessary equipment, reasonable honorarium or salary of the teachers, proper investment in their professional preparation, continuous academic support to them and sufficient school hours and duration of the programmes.

One of the arguments in favour of the NFE programme has been that it is a low-cost programme. Since the emphasis was on low-cost, some of these essential elements like training of teachers, academic support, basic minimum infrastructure and a reasonable honorarium for the teacher were compromised, leading to a dilution in quality.



The teacher in the AS programme has to deal with a very heterogeneous group of children, not only in terms of age but their levels too. The fact that parents of these children are illiterate and poor, and cannot provide necessary support that other children get from their parents and family members adds to the teacher's responsibilities. The teacher is expected to practice a new pedagogy which is not familiar. There are also many requirements of preparation and planning to be undertaken by the teacher. The daily school hours of the AS programme have also increased in many states. The demands on the teacher coupled with the assessment of minimum requirement for a modest living should be the basis for deciding the teacher's honorarium.

Similarly adequate investments are required for providing frequent training programmes of adequate duration and a strong academic support system. In DPEP, financial investments in AS interventions are significantly higher than the NFE programme, though the emphasis is on cost-effectiveness.

The honorarium of AS teachers in most states is in the range of Rs. 1000-1500 per month. However, in some programmes the remuneration is as low as Rs. 400 per month. In most programmes, the average investment per student ranges between Rs. 700-1000 per year. The children are provided free textbooks and other teaching-learning materials and certain contingencies are provided for running the school. A grant of Rs.500 per year is also given in most states to the AS teachers for preparing TLM.

Some important aspects of the AS programme which require further strengthening and better financial investments are training of teachers, academic support to the teacher and supervision, textbooks, teaching-learning material, toys, games, library books, school infrastructure and equipment.

Some other aspects that could still be included are :

- provision for upgradation of academic qualifications of teachers and their career development,
- provision of a school improvement grant on an annual basis to alternative schools,

- activities such as fairs, excursions, camps, etc. for the children of alternative schooling,
- good collection of books at the school level and a library-cum-resource centre at the cluster level and
- some arrangement to take care of teachers in times of distress for e.g. serious illness etc.

## **Community Involvement**

Non-involvement of the community in education has been one of the main problems in primary education. There is very little interaction between the schools and the communities. Unlike other social institutions in the village, the school is not integrated with the local community in the present situation.

The school premises in a village are viewed as a *sarkari* space and the boundary wall works as a divide between the community and the school. Poorly maintained dilapidated school buildings and dirty school premises are some examples which show that the community remains unconcerned about the school. The school is seen as an institution created from outside over which the villagers do not have any control.

Community involvement can be in the following areas: house-to-house survey to identify children who are out-of-school, providing proper space for alternative schools, maintenance of the school building, monitoring the presence of teachers, ensuring participation of children in schools, regularly reviewing the progress of the alternative school. Through representative bodies, community should have an effective say in the management of school. A healthy and active interaction between the teacher and the community is essential for better schools. With some initiative the community can also be involved in some academic activities of the school. Villagers can be a good resource for topics like local history, local geography and many others such as agriculture etc. and can assist the teacher in enriching the classroom with these inputs.

To ensure effective participation, it is essential to have faith in the community's ability without which all efforts to bring about their participation would be half-hearted. The community is heterogeneous, stratified and has different sections with differing and sometimes antagonistic interests too. While eliciting community support, it is important that persons belonging to deprived sections get due representation in the forum created for community participation.

Community participation is the hallmark of various AS strategies in DPEP States. This has been attempted in DPEP through Village Education Committees (VECs), Parent Teacher Associations (PTA) and Mother Teachers Associations (MTA). Specific tasks and responsibilities have been assigned to these bodies with regard to the AS programme along with the necessary powers.

The AS teachers are selected by the community. The remuneration of the teachers is also paid through the VECs, PTAs or MTAs. In most of the AS strategies, the community has an effective say in the management of the schools.

## Conclusion

In DPEP, approximately 14.7 lakh children have been covered under different strategies of Alternative Schools. There are 38,500 Alternative Schools of different types. In addition more than 16,000 summer schools were organised through which around 4.5 lakh children have been mainstreamed through bridge courses in Andhra Pradesh.

Concrete steps have been taken to ensure the quality of primary education in Alternative Schools such as increasing the daily school hours, the duration of the programme, ensuring that schools function for a minimum of 250 days in a year, keeping matriculate as minimum qualification for teachers and strengthening of the training and academic support system for teachers. There is an effort to give a special focus on training of teachers as education activists who can work with the community for universalisation of primary education. The thrust is towards improving quality, however, much more still needs to be done to reach the desired level. The proposal to revamp the existing NFE scheme as the "Scheme for Alternative and Experimental Schooling" would help in strengthening the initiatives for the Alternative Schooling for out-of-school children taken up under DPEP and some other projects.





## REACHING THE UNREACHED

### CHILDREN LIVING IN SMALL REMOTE HABITATIONS

The criteria for setting up formal schools in villages and habitations varies across the states. These norms are largely based on population size and distance from the nearest school; any habitation with a population less than 300, and the nearest school at a distance of 1-1.5 km. is not eligible for provision of a school. In case of tribal, hilly and desert areas this population norm is lowered to 250. Most of these habitations located in hilly, forest and desert areas are inhabited by the scheduled tribes and other deprived sections of our society.

Moreover, as the number of children in the habitation is small, providing a formal school is not cost effective. Some of these children either go to schools in the nearby villages or remain out-of-school. The DPEP states have planned to provide education to children living in such habitations through the Alternative Schooling programme. Education Guarantee Scheme, Madhya Pradesh; Community Schools, Andhra Pradesh; Multi-Grade Centres, Kerala; Multi-Grade Schools based on the Rishi Valley Model, Uttar Pradesh; Contract Schools, Maharashtra; *Shishu Shiksha Kendra*, West Bengal; and *Shiksha Swayam Sevi* School, Rajasthan; are strategies described in this section. *Shikshaghar* in Uttar Pradesh, Alternative Schooling Centres in Tamil Nadu, Back-to-School Centres in Gujarat, and *Aamar Kendras* in Assam are other alternative schooling strategies which serve such habitations also.

# EDUCATION GUARANTEE SCHEME

## MADHYA PRADESH



The Education Guarantee Scheme, popularly known as EGS, is an innovative strategy planned by the Rajiv Gandhi Prathmik Shiksha Mission, Madhya Pradesh to serve small, remote habitations. The scheme focuses on decentralisation and community ownership. The demand for a school comes from the local community. The government guarantees the provision of a school within a period of 90 days. There are 19,289 EGS schools in Madhya Pradesh, mostly located in tribal areas. EGS schools are single teacher schools, which function for full time like formal schools. The teacher called Guruji is usually a local person.

### **Origin/Rationale**

A community contact programme, *Lok Sampark Abhiyan* conducted in 1996, helped identify a large number of habitations where children did not have access to schooling facilities, within a radius of one kilometre. The state government, in order to fulfil its obligation to provide cost effective quality education, conceived of the Education Guarantee Scheme (EGS). The scheme was launched in January 1997 to ensure schooling facilities for all children.

### **Coverage**

There are 19,289 EGS schools operational covering 8 lakh 50 thousand children in the state.

### **Operational Norms**

A school is opened under the EGS in habitations with no formal school within one kilometre radius and with at least 40 children, of 6-11 years (25 in case of tribal population). The demand for a school comes from the local community. The government guarantees the provision of the school within a period of 90 days of

receiving the demand. The population of these habitations may be as low as 150 or as high as 500. Mainly these habitations consist of Scheduled Castes, Scheduled Tribes and other backward castes.

## Characteristics

The EGS schools have a pupil-teacher ratio of 1:25 or 1:40. Since EGS schools are single teacher schools therefore, multi grade/multi level teaching becomes essential. There is a provision for a second teacher to be appointed when the number of children exceeds 50.



The EGS schools are operational for a minimum 200 days in a year. The community decides the school timings and vacations as per the convenience of the children and the local circumstances.

The space for the school is provided by the community. It may be in a community owned building or a private house or in a temporary structure set up by the community or even under a tree. The school operates like any formal school, except that it is owned by the community.

The children are assessed twice in a year and their parents are informed of their performance at a community meeting. The Cluster Resource Centre (CRC) coordinator evaluates the performance of the children annually. At the class V level the children of EGS school have to pass through the evaluation system that is applicable in formal schools. The provision of mid-day meals has been extended to EGS schools also.

## Teacher

### Profile

The teacher of an EGS school is called *Guruji* and is a local person, proposed by the community. The candidate for the post of the teacher should be at least higher secondary pass. If a local person with the required qualification is not available, a high school pass candidate can be considered for the post.

### Selection and Appointment

The *Janpad Panchayat Shiksha Samiti* approves the first candidates from the list proposed by the community for appointment. If the *Samiti* fails to take action on the application within seven days, the decision gets transferred to the Chief Executive Officer (CEO) of the *Janpad*. If the CEO does not approve the first name on the proposed list, he records his reasons for doing so. Under no circumstances

can a person other than the one proposed by the community, can be appointed. After the name is approved, the *Janpad Panchayat Samiti* appoints the *Guruji*. Preference is given to women candidates. In case the schools requires more than one teacher, one of them has to be a woman.

### **Honorarium**

The teacher receives an honorarium of Rs. 1,000 per month by cheque from the *Gram Panchayat*.

### **Teacher Enrichment**

#### **Training**

The *Guruji* receives 20 days of initial training in the first year. The School Education Department conducts the initial training with assistance from the Tribal Welfare Department. The training and the materials for the school are arranged within 30 days of the receipt of the permission to set up a school.

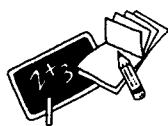
The school allows for children to learn at their own pace. The *Guruji's* training is designed to equip them to transact the teaching-learning material developed for these schools. A 14 days recurrent training is planned for the *Guruji* from the second year onwards.

#### **Academic Support**

The CRC coordinator visits the schools and provides on the spot academic support to the *Guruji*. During the visit the CRC coordinator observes the teaching-learning process, and interacts with the *Guruji* and the community to strengthen the school.

The *Guruji* attend monthly meetings at the cluster and block levels. These one day meetings enable experience sharing, problem solving, developing capacities to understand the challenges of the teaching-learning process and finding solutions collectively. The *Gurujis* also develop teaching-learning material for their schools during this meeting.

#### **Materials**



#### **For Children**

Teaching learning materials developed for the Alternative Schools are being used in the EGS schools. A series of innovative textbooks have been designed for language, mathematics and environment studies. Exercises and activities at the end of each lesson help the teacher to evaluate children on a regular basis. The distribution of books to the EGS schools is the responsibility of the district EGS committee. The books are given to the *Gurujis* at the training centres when they undergo the initial training.



## For the School

The *Gram Panchayat* procures the basic equipment for the school, which includes a blackboard, paper, pencils and a register; slates and chinks are also procured for all children at the school.

## Management Practices



### State Level

The Departments of School Education and Tribal Welfare are responsible for timely budget allocations, and implementation of activities. They estimate the expenditure on the scheme and make budgetary provisions and release the funds to the Rajiv Gandhi Prathmik Shiksha Mission. The two departments are also responsible for teacher training, preparation of teaching-learning material, its timely availability and academic evaluation.

The state level EGS committee is responsible for review of the implementation of the scheme, problem solving, ensuring inter departmental coordination, making policy recommendations to the state government and ensuring effective communication.

### District Level

The district level EGS coordination committee is responsible for ensuring the timely implementation of EGS at the district level as per norms. It reviews the functioning of all the EGS schools at least once a month, resolve problems and ensures that a comprehensive Management Information System (MIS) is built up and the programme is regularly monitored through this.

The CEO of the *Zila Panchayat* has the responsibility for implementing the EGS in the district. The Deputy Director of the Education Department and the Assistant Commissioner of the Tribal Welfare Department organise the training of the *Gurujis* on the advise of the CEO. Receiving the teaching-learning material from the state level and distributing it to the EGS schools is also a responsibility of these two officials. They also arrange for the academic evaluation of these schools and ensure cooperation of the block level personnel in the implementation of the scheme. They review the progress of the school from time to time and ensure that the directives of the district level EGS coordination committee are complied with.

### Block Level

The CEO of the *Janpad Panchayat*, the Block Education Officer and the *Janpad Panchayat Shiksha Samiti* are responsible for the implementation of the EGS at the block level.

## Village Level

At the village level, the *Gram Panchayat* has a central role in the regular monitoring of the EGS. The CRC coordinator provides academic support to the *Guruji* of the school.

## Monitoring

A comprehensive MIS has been developed for the EGS to facilitate building of a data base and to generate periodic reports that provide the basis for review and corrective action. The *Gram Panchayat* sends a monthly report about the functioning of the EGS schools to the CEO of the *Janpad Panchayat*, who in turn present it to the *Janpad Shiksha Samiti*. In addition, a cluster based monitoring system has been set up.

If the number of children in any school falls below 20% of the initial enrolment, financial aid by the *Shiksha Samiti* of the *Janpad Panchayat* is stopped. The decision however is based on a field inspection report of the CEO of the *Janpad Panchayat*.

The state government after evaluation of the scheme has initiated measures to improve its functioning.

## Budget



The estimated cost of one EGS school for 40 children, is Rs. 14,860 per annum.

On the recommendation of the state level EGS committee, the School Education Department and the Tribal Welfare Department approve and provide funds. The budget is released to the Rajiv Gandhi Prathmik Shiksha Mission, which in turn releases the necessary funds to the account of the CEO of the *Zila Panchayat*. The CEO maintains and operates the account under a separate head of EGS. The Rajiv Gandhi Prathmik Shiksha Mission retains the fund of Rs. 1000 per annum for the teaching-learning material because it is either developed or procured at the state level. The CEO also retains Rs. 1,010 per school in the district, on account of teacher training and administrative contingency. An amount of Rs. 12,850 per school is released to the *Gram Panchayat* to pay honorarium to the *Guruji* and for operational contingencies.

<b>Item</b>	<b>Unit cost per annum (Rs)</b>
Honorarium of Guruji (@ Rs 1000 per month)	12,000
Training (20 days) of Guruji	1,010
Contingency expenditure for the school*	850
Books (Rs 25 per child x 40 children)	1,000
<b>Total</b>	<b>14,860</b>

\* *Contingency expenditure.*

<b>Item</b>	<b>Approximate Cost (Rs)</b>	
Blackboard	400	Non-recurring
Slates	200	Recurring
Chalk	100	Recurring
Paper	50	Recurring
Pencil	50	Recurring
Register	50	Recurring
<b>Total</b>	<b>850</b>	

## COMMUNITY SCHOOL ANDHRA PRADESH



Community Schools have been opened to provide access to schooling for children who live in small habitations, not having a school in the radius of one kilometre. There are a large number of such habitations in Andhra Pradesh and most of these are located in tribal and coastal areas. All such habitations with a minimum population of 200 have been covered by community schools. There are 1,394 Community Schools providing education up to standard II which is likely to be extended up to standard V. These are single teacher, Multi-Grade schools. The teacher belongs to the same habitation. The schools are managed by the School Education Committee, comprising community members hence they are called Community Schools. The community provides the space, shares the cost of construction and ensures enrolment and regular attendance of children. In some cases it also generates funds to pay an additional honorarium to the teachers.

### **Origin/Rationale**

There are a large number of habitations in Andhra Pradesh in which children do not have access to schooling facilities. These habitations do not qualify for opening of formal schools under the state government norms. According to these norms a formal school cannot be opened in a habitation which has a population of less than 300 (200 for SC/ST), even if it does not have a school within a radius of one kilometre. These habitations are largely located in the coastal and tribal areas of the state.

### **Coverage**

There are 1394 schools operational, serving 49117 children in the DPEP districts. More such schools are proposed in the districts.

## Operational Norms

All habitations with a population of 200 but not having schools within one kilometre distance have been covered by Community Schools. The state government has recently decided to relax the norm for opening Community Schools to cover habitations which have a population size of 100.



## Characteristics

Community Schools are single teacher schools with the number of children ranging between 15-40. These schools function like formal schools for six hours a day, for 235-250 days in a year. The pattern of holidays in these schools is similar to that in the formal schools.

The children are allowed to learn at their own pace and they can be promoted to the next level at any time during the year. Unlike formal schools they need not wait for the whole year to get promoted.

Presently, these schools are up to class II, thereafter the children are mainstreamed into class III in the nearest formal schools. There is a plan to upgrade these schools up to class V. The quality of education in these schools is sought to be improved by making learning attractive through activities and games from the multi-grade kit, developed with the help of Rishi Valley Education Society.

Temporary sheds are constructed for the schools with a joint contribution from the community and the project.

## Teacher

### Profile

The teacher of the Community School is referred to as a *Vidya Volunteer*. The minimum educational qualification desirable for the teacher is senior secondary. The teacher is essentially from the same habitation. In case no such candidate is available in the habitation, a suitable candidate can be selected from the nearest habitation. In such a case the teacher is required to reside in the habitation where the school is located.

### Selection and Appointment

A list of eligible candidates is prepared by the Village Core Committee (VCC) or the School Education Committee (SEC). From this list the most qualified person is selected and appointed by the SEC. Preference is given to women candidates.

### Honorarium

The volunteer teacher receives a monthly honorarium of Rs. 500 for 10 months in a

year. In some cases the community also collects money and pays an additional amount to the *Vidya Volunteer*.

## Teacher Enrichment

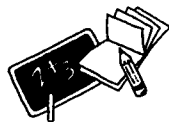
### Initial Training

For centres that opened in the first phase, the teachers were given an initial three day orientation followed by a 10 day training on how to use the multi-grade, self-learning kits. In centres of the second phase, formal school textbooks are used and the teachers are trained in their use. The initial training also focuses on community mobilisation and social issues, which have a bearing on the education of children.

### Academic Support

The teacher is provided academic support by a team of *Mandal* level resource persons. This team comprises the *Mandal* Education Officer (MEO), *Mandal* Resource Persons (MRPs), *Mandal* Literacy Organizer (MLO) and the *Mandal* Girl Child Officer (MGCO). The team frequently visits the school, observes the classroom transactions and provides on the spot guidance to teachers.

## Materials



### For Children

For phase I districts, the multi-grade self-learning kit *Ananda Lahari* is used. It consists of activity cards, picture cards and activity sheets to be used by children. The kit allows for individual and group learning. The cards and the activity sheets in the kit are graded according to competencies, these are indicated through different symbols. The sequence of the activities is also indicated. This helps children to organise the activities according to the competency level.

Community Schools opened in the second phase use textbooks of the formal school.

### For the School

Consumable items, such as chalk, coloured cards, string, scissors, crayons, sketch pens, worth Rs.500 are provided every year to each school. Schools of the first phase are using the multi-grade self-learning kit developed with the help of the Rishi Valley Education Society. The cost of the kit is Rs.3000, it includes activity cards, games and picture cards for up to class II level.

## Management

The village community looks after the management of the school through a committee called Village Core Committee (VCC). This Village Core Committee prepares the list of enrolled children in the habitation in consultation with the

parents. The teacher and the Village Core Committee jointly take up the responsibility of 100% enrolment and retention. The teacher is accountable both to the community and the MEO.

### Community Involvement

The strength of the Community Schools lies in the involvement of the community in running these schools. The community takes up the responsibility of enrolling all the children and ensuring their regular attendance in schools. They provide the space for the school, and contribute in cash and kind for construction of the school shed. The teacher is identified, selected and appointed by the community. In some cases the community provides financial support, to pay an additional honorarium to the teacher.

### Budget

Item	Unit cost per annum (Rs)
Honorarium of teacher (@ Rs 500 per month, 10 months)	5,000 *
Multi-grade self-learning kit (one per school)	3,000
Cost of temporary structure	3,000
Consumables for the school	500
<b>Total</b>	<b>11,500</b>

\* In some cases the community contributes Rs 500 per month towards the teacher's honorarium.

## MULTI-GRADE CENTRE KERALA



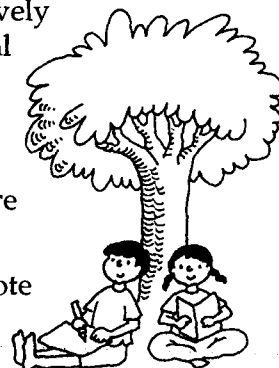
Kerala is one state of India which has come closest to the goal of universal primary education. Micro level studies have revealed that there are still some pockets, mainly in tribal and coastal areas, where children do not have access to schooling facilities. These habitations being small in size do not qualify for opening of formal primary schools. Multi-Grade centres have been set up in such habitations. These centres provide education to children up to IVth standard and allow for free pace of learning. The materials used are graded and have been prepared with the help from Rishi Valley Education Society. The teacher is essentially a local person from the same village.

### Origin/Rationale

Amongst all states Kerala has the highest literacy rate. The society is aware of the importance of educating their children and parents are actively involved in school affairs. Enrolment and attendance in formal schools is almost 100%.

Primary schools are accessible within 1.5 kilometre radius and have good infrastructural facilities. Most primary school children are third or fourth generation learners. Teachers are trained and teacher absenteeism is negligible.

However, during the course of micro planning some remote inaccessible pockets were identified where children do not have access to school. The problem is largely in the tribal pockets and among the fisher folk communities located in the coastal areas. Children from these communities do not go to school due to the following reasons :





### Physical barriers

- Most of these hamlets are located in forests and hill areas.
- There are no schools within walking distance.
- Natural barriers like rivers prevent children from reaching school.

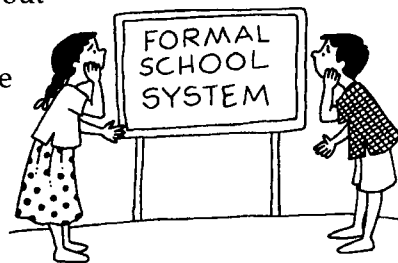
### Socio-cultural barriers

- The community feels that a formal school curriculum would alienate the children from their own culture, language and customs because of a lack of awareness in the community regarding the importance of education.
- Existence of untouchability also prevents children from joining schools.

### Education in existing schools

Children experience adjustment problems and drop out of formal schools because:

- the medium of instruction is at variance with the spoken dialect of the community
- the teacher does not belong to the village and hence is not sensitive towards the child's cultural beliefs and practices
- at times the culture, beliefs and practices, and the language of the community get looked down upon.



Since these habitations/hamlets are very small, opening a formal school is not viable; consequently Multi-Grade Centres have been set up in these hamlets.

### Coverage

There are 49 Multi-Grade Centres operational in the districts, covering 1,100 children.

### Operational Norms

The school is started in a hamlet with a minimum of 20 children. The DPEP officials and the Village Education Committee (VEC) members visit the hamlets and hold discussions with the local people; meet with the local bodies, officials of different government departments, especially Tribal and Education departments and the non-governmental organisations. Based on the information gathered during these interactions, the final selection of the hamlets is made for the Multi-Grade Centres.

## Characteristics

The Multi-Grade Centres cater to children of classes I-IV in unserved small habitations. Like formal schools these centres run for five hours a day for the entire year. There is no vacation scheduled for the centres. Holidays are decided as per the communities' need. A local committee identifies the children, organizes the space and provides necessary support to make the centre operational. The number of children attending a centre ranges from 30 to 50.



## Teacher

### Profile

The teacher is a matriculate, belongs to the same community and lives in the same habitation.

### Selection and Appointment

The community identifies and recommends names of qualified candidates. The recommended candidates are interviewed at the district level under the supervision of the District Advisory Committee. The most qualified amongst them is appointed as the teacher.

### Honorarium

The teacher receives a monthly honorarium of Rs. 2000. The honorarium is disbursed through the Block Resource Centre (BRC) coordinator.

### Role

The teacher is expected to :

- help the community to identify problems regarding education of their children through regular interaction
- work towards building an awareness in the community
- understand the nature of the child, the child's learning process, the cultural and social background of the children in the community
- identify and prepare material; effectively use already developed material ; manage classroom activities and interact with the children and community meaningfully
- collect folk songs, stories, art forms from the community and with the help of the community members and children, develop their own local curriculum and
- conduct remedial teaching for slow learners.

## Teacher Enrichment

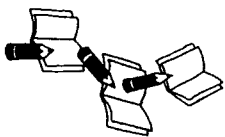
### Training

After selection, the teacher undergoes a comprehensive three day training programme at the district level. The teacher also undergoes a 10-day internship at the formal school. Apart from this there is a visit and training at the Rishi Valley Schools. Teachers are also given five days of recurrent training by the DIET staff.

### Academic Support

The coordinators at the Cluster Resource Centre (CRC) and Block Resource Centre (BRC) extend regular academic support to the teachers during monthly meetings and school visits.

### Material



### For Children

Each centre has material in the form of picture cards, activities, games, number cards, etc. These cards are graded, and the level is indicated by a symbol. The children move from one level of competency to another, using this self-learning material. These materials have been developed with the help of the Rishi Valley Education Society. A comprehensive readiness package suitable for children from these habitation has also been prepared.

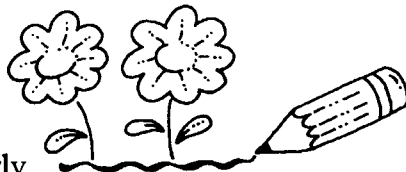
## Community Participation

### Role of the village committee

After selecting the centres, a committee is formed in the habitation. It consists of, the President of the local *Panchayat*, a social worker, members from the community, teachers and NGO representatives.

This committee:

- provides land for building the school
- constructs a temporary building at the site
- identifies and enrolls children
- ensures that children come to the centre regularly
- meets with the teacher of the centre to discuss matters relating to the centre
- makes arrangements for cooking of the mid-day meal, by organising utensils and firewood and also arranges for uniform for the children
- takes up the responsibility of building a permanent structure financed by the Project
- organises PTA /MTA meetings and
- monitors the school regularly.



## Pedagogy—Intervention and Innovation

Multi-Grade Centres operate on the following premises :

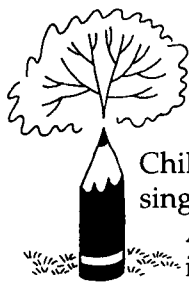
- children have the innate potential to learn ; they are curious by nature
- when children come to the centre they bring with them rich knowledge of their immediate environment – trees, plants, animals, living beings etc.
- children can speak well and express their ideas clearly if a conducive atmosphere is ensured
- children are familiar with folk music, songs, stories, arts and crafts and variety of games and
- children possess skills to work with their hands.



At the Multi-Grade Centres children learn at their own pace and the teacher makes the learning process interesting and enjoyable for them. The centre caters to the basic cultural needs of the children. It is also a common place for the community members to sit together and discuss their problems and issues.

## Classroom Organization

Often children are made to work in groups. The classroom is organised in a manner that allows group work. Grouping enables them to participate in each activity and also allows them to help and evaluate each other. Grouping is done according to the learning levels of children. Each group is given simple instruction and tasks according to its level. Those who master the learning task of a particular level shift to the group at the next higher level.



Activities are conducted, in the classroom as well as outside, where children observe and collect things. Inside the classroom apart from group learning sessions, individual learning sessions also takes place.

Children fearlessly interact with their teacher. The teacher, sometimes sings with the children. The community members come to tell stories. All materials developed by the children are collected and displayed in the classroom. In level I, more time is spent on listening and speaking activities. Reading and writing are introduced in the later months of the first year. The teacher uses the local language in the classroom in the initial stages, to enable children freely express their ideas. Exposure to Malayalam is in the higher grades through listening, speaking and reading.

## Budget

Item	Unit Cost per annum (Rs.)
Honorarium of teacher (@ Rs. 2000 per month)	24,000
Material for children (@ Rs. 100 per child)	2,500
Material for teacher per centre	2,000
Infrastructure cost (one-time cost)	1,00,000
TLM grant	500
School improvement grant	2,000
Training of instructors	1,000
Library	1,000
<b>Total</b>	<b>33,000</b>

# MULTI-GRADE SCHOOL BASED ON RISHI VALLEY MODEL UTTAR PRADESH



These Multi-Grade Schools serve children of small habitations, which either do not have a school and are located at long distances from the nearest formal school. These have been designed with support from the Rishi Valley Education Society. At present, these schools are designed for classes I and II.

## **Origin/Rationale**

The districts of Sonebhadra and Lakhimpur Kheri have a large number of small habitations scattered in the forest areas of the districts. Setting up a formal school in these habitations is not cost-effective because of the small population size. Moreover, there are virtually no roads in the area making the habitations inaccessible. During the rainy season these habitations become even more difficult to reach as the streams overflow.

Some state and district level officials of DPEP, Uttar Pradesh visited the Rishi Valley Education Society. The group felt that Multi-Grade School with a single teacher would be suitable for remote habitations of Sonebhadra and Lakhimpur Kheri, where the number of children is more than 25-30.

## **Coverage**

These schools have been started in January 1999. There are 59 schools in the two districts, covering 551 boys and 548 girls, of which 125 children are from tribal communities. Uttar Pradesh would be expanding this strategy in the coming years.

## **Operational Norms**

The Multi-Grade School can be opened for a minimum of 15 children in habitations with general population of less than 300 and tribal population of less than 250, if there is no school within one kilometre radius.

## **Characteristics**

These are single teacher schools with a maximum of 30 children. The school runs for four hours daily for 300 days in a year. One formal school at the cluster level has

been developed into a model school, and 10 of these Multi-Grade Schools are linked to it, as satellite schools. Currently, the Multi-Grade Schools are up to class II, but there are plans to upgrade them and develop them as full-fledged primary schools up to class V.



The school is generally located in the house of the teacher who is a local person or sometimes in the house of another villager. In some cases, it is housed in a temporary structure with a thatched roof set up by the community. The community provides the space, the construction material and the labour to construct the temporary structure.

## **Teacher**

### **Profile, Selection and Appointment**

A uniform decision has been taken regarding the profile, selection and appointment of the teacher for all AS strategies. (*Refer to Shikshaghar Strategies in section III*)

### **Honorarium**

The teacher is paid an honorarium of Rs. 600 per month.

## **Teacher Enrichment**

### **Training**

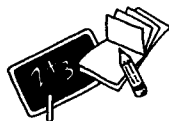
A 15 day foundation training conducted by the state-level resource persons is organised for the teachers, prior to the opening of the schools. These resource persons have been trained at the Rishi Valley Schools through frequent visits and workshops. The foundation training addresses issues such as handling multi-grade, multi-level situations, developing self-learning material and its use, and teacher child relationship.

### **Academic Support**

The model school which is a formal school, with a TPR of 1:30 provides academic support to 10 satellite schools in the cluster. The model school is a demonstration project developed with support from the Rishi Valley Education Society. The formal school teachers received training along with the state resource persons. The formal school also uses the multi-grade kit developed for the Multi-Grade Schools. The walls of the school are painted with pictures and there is a black board for the children around the walls of the classroom. Each child has his or her own work areas marked on this black board. The self-learning material is displayed in the classroom so that children have easy access to it. The model school has been developed on the pattern of the Rishi Valley Schools.

The teachers from the Multi-Grade Schools meet on a monthly basis at the model school. They get to observe the classroom organisation, display and use of material and the interaction between the teacher and the children. The teachers and the headmaster of the model school along with the state resource persons provide academic inputs, by demonstrating the activities and sharing their experiences.

## **Materials**



### **For Children**

Materials for classes I and II consists of cards, flash cards, board games, rubber cut outs of numbers, pictures on the walls etc. Each of these cards and activities is graded. Children identify the competency level of the activity on the basis of the symbol marked on each card. Different colours of paper have been used for different subject areas. The material has been developed on the principle of allowing children to learn at their own pace.

### **For the School**

Each school is provided with basic material worth Rs. 2,400. This includes floor mats, a blackboard, a bucket for drinking water, a skipping rope, a few musical instruments, chalks, chart papers, etc. Each school has one set of multi-grade self-learning kit.

## **Management**

Since the programme has been recently launched a comprehensive management system is yet to be evolved. At present, the state level resource persons visit a few schools in each district every month. The team submits a report to the state official as well as shares its observations at the State Resource Group Meeting which is held every month.

## **Community Involvement**

The community members help district officials in the selection of the teacher by participating in the selection workshop. The Village Education Committee (VEC) members issue appointment letters to the teacher. In some habitations, the community members provide space for the school in someone's house or set up a semi-permanent structure for the school.



# Budget



Item	Unit Cost per annum (Rs.)
Teacher's honorarium (@ Rs 600 per month)	7,200
Materials for the school (non-recurring)	2,400
Slate, note books, pencil (@ Rs 25 per child per annum, 25 children)	625
Contingency	2,000
Training of the teacher (Initial)	2,070
Multi-grade self-learning kit	3,000
<b>Total</b>	<b>17,295</b>

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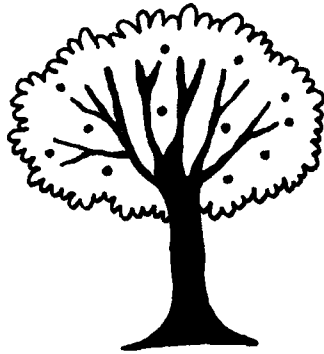
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### *A Window Opens in Salaibanwa*

*Salaibanwa is a remote habitation in Kota Nyay Panchayat in Chopan Block of Sonebhadra district. The total population of the habitation is 250, majority being scheduled caste, Bhois. About a kilometre away from the habitation is a stream which is the only source of water. The region being a plateau, has very little vegetation. Since there is not enough land to till, the adults (both men and women) work in stone quarries. They work from 7 a.m. to 7 p.m. as daily wage labourers. While the parents go to work the children remain at home to do household chores. They graze the cattle and also collect firewood. Elderly people who cannot undertake the heavy physical labour also remain at home. More than 90% of the people are illiterate in Salaibanwa. The nearest formal school is 7 km away.*

*The teacher in the Alternative School, Kailash Bihari, is intermediate pass. He completed his studies four years ago. When he started the school, the only space available was under a tree. Having undergone a 15-day training programme at the model school set up by the resource team, Kailash knew that running a school under a tree would not be appreciated by the parents for long. He knew that a place with an appropriate teaching-learning environment is required, where a classroom with activity corners could be set up. He started meeting the community and invited them to see the school. On seeing the children participating in various activities, one villager, Bhai Ram, offered space in his house for running the school.*

*This encouraged Kailash and he is now able to organise classroom activities. Bhai Ram's 18 year old daughter who has never been to school helps Kailash in the morning to set up the activities in the classroom.*

*Four women (in the age group of 22-24 years) are also attending the school with children.*

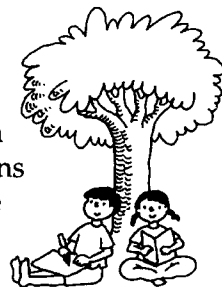
## CONTRACT SCHOOL MAHARASHTRA



Contract Schools are full-time schools which provide access to education for children living in small habitations where a formal school cannot be opened under state government norms. These habitations may sometimes have only five or six children — a Contract School then serves a cluster of two or more habitations. The Contract School caters to children in the age group of 6 to 8 years for classes I and II. After completing class II, these children are mainstreamed in the nearest formal school. Married women of the community are preferred as teachers for the school.

### Origin/Rationale

The state government norm provides for a formal school in a habitation which has a population of 200 and does not have a school within a radius of 1.5 kilometre. In case of tribal habitations this norm is relaxed, to cover habitations with a population size of 150. There are a large number of tribal hamlets of the *Gonds* and *Maria* scattered and located in deep, dense forests.



Some districts, especially Nanded, Dhule and Gadchiroli, have a large percentage of tribal population, living in small remote habitations. These habitations are usually located in forest areas, having a limited access to schools. Some children study at the *Ashramshalas* run by the Tribal Welfare Department. Since the *Ashramshalas* can accommodate only a limited number of children the concept of a Contract School was evolved.

### Coverage

172 Contract Schools provide access to 1740 children in the nine project districts.

### Operational Norms

Contract Schools can be opened in habitations with at least 15 children in the age group of 6-8 years, who are not enrolled in a school. A Contract School is sometimes

set up for a cluster of very small hamlets with four or five families.

## Characteristics

Contract Schools are functionally similar to formal schools. They operate as full-time schools, running for four hours during the day, for 235 days a year. Like a formal school the Contract School is closed on all government and public holidays.

One teacher is appointed for each school. A minimum teacher-pupil ratio of 1:15 is maintained.

Contract Schools which run only up to class II are like satellite schools, linked to the nearest formal school. The head teacher of the formal school ensures that all children from the Contract School after completing their education up to class II are enrolled in the formal school.



The Contract School is often located in the house of the teacher or any villager who is willing to give space to run the school. The village temple, or a temporary structure built by the villagers are the other possible locations for the school.

## Teacher

### Profile

The teacher is a local person. Married women are given a preference. Matriculation is the minimum educational qualification for a teacher. However, candidates with a higher educational qualification are preferred.

### Selection and Appointment

The Village Education Committee (VEC) invites applications for the post of a teacher. VEC members then shortlist and recommend at least three candidates to the coordinator of the Cluster Resource Centre (CRC). While selecting candidates preference is given to married women as this would encourage girls to attend school. The short listed names are passed on to the Block Resource Centre (BRC). The Block Education Officer (BEO) makes the final selection and appoints the teacher. It has been decided to decentralise the selection and appointment processes and entrust this responsibility to the VEC.

### Honorarium

The teacher is paid an honorarium of Rs. 500 per month. The head master of the linked formal school disburses the honorarium from funds received from the CRC Coordinator.

## Teacher Enrichment

### Training

The teacher is given a three day orientation at the CRC prior to opening of the school.

### Academic Support

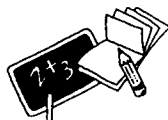
The head teacher of the formal school provides academic support to teachers of all the linked Contract Schools. Onsite support is provided during the visits to the Contract School where the supervisor observes the teaching methods adopted and demonstrates how to improve upon them.

The teachers of the Contract Schools participate in monthly meetings held at the CRC where problems faced in the classroom are discussed and solutions are sought collectively. The CRC coordinator also gives demonstration lessons.

Both the head teacher of the nearby formal school and the CRC coordinator have undergone training programmes conducted by the faculty of the District Institute of Education and Training (DIET).

### Materials

#### For Children



Textbooks in Marathi prepared by the SCERT, for classes I and II of the formal school are provided as teaching-learning material for the children in the Contract School.

#### For the Teacher

The formal school textbooks are accompanied by a teacher's handbook. This handbook has detailed guidelines for transacting the textbook using an activity based approach. Suggestions for conducting activities using teaching-learning material are made in the handbook. The hand book also gives guidance on how to evaluate the children on completion of a lesson.

#### For the School

Equipment and material for the Contract Schools is provided through the link formal school, which includes textbooks for the children, blackboard, chalk, duster, etc. Apart from these the Contract School receives Rs. 1000 per annum for purchase of teaching-learning materials.

### Management

The management structure is common for all AS strategies in the State. (*Refer to Prerna Centres in the Section III.*)

## Community Involvement

The VEC members are responsible for the monitoring of the Contract School, ensuring that it opens daily and all children attend regularly. The VEC members also recommend candidates suitable to be teachers of the Contract School.

The head master of the link formal school disburses the monthly honorarium to the teachers of Contract Schools on the recommendations of the VEC. In habitations where there is no proper place available to run the contract school, the VEC builds a temporary structure for the school.

## Budget

The total cost of running the Contract School is Rs. 6000 per annum. The teacher's honorarium is Rs. 5000 (Rs. 500 per month for 10 months) and Rs. 1000 is provided in a year for the purchase of teaching-learning material. Textbooks are provided free to all children. Basic equipment and materials is shared with the nearest formal school. As the Contract School is housed in a community place or in a temporary structure constructed by the community, there are no budgetary requirements with regard to this.

## SHISHU SHIKSHA KENDRA WEST BENGAL



The Panchayat and the Rural Development Department (PRDD) of West Bengal has been running Shishu Shiksha Kendra (SSKs), also known as Child Education Centres for out-of-school children. These SSKs were weak in respect of training and academic support for teachers and availability of necessary TLM. DPEP West Bengal in coordination with the PRDD has decided to improve these SSKs by providing additional inputs in these aspects of the programme. Gram Panchayats identify the habitations for opening of the SSKs and schoolless habitations are given priority. The teacher called Sahayika is a local woman of above 40 years of age, with higher secondary as the minimum educational qualification.

### Origin/Rationale

Many habitations in the state have 20 or more children out-of-school, unenrolled or dropouts, in the age group of 5-9 years. Many of the children are out-of-school due to non-availability of primary school facility within one kilometre radius. In some cases though a primary school exists in the village the space is either inadequate or the number of teachers insufficient to accommodate all the children. *Shishu Shiksha Kendras* (SSKs) are set up to provide education to these out-of-school children. Priority is given to unserved habitations in tribal, backward and remote areas.

The *Panchayati Raj* and Rural Development Department has been running these centres in the state. After the start of DPEP, convergence have been established between the two departments. The responsibility of training teachers and supply of teaching-learning material rests with DPEP.

### Coverage

A total of 922 SSKs are operational in the state, covering 33,880 children.

## Operational Norms

In villages or habitations with 20 or more children out-of-school, the villagers put forth a proposal for an SSK to the *Gram Panchayat* which forwards it to the *Panchayat Samiti* for approval.

If the *Gram Panchayat* does not take action within four weeks of receiving the proposal, it is presumed that the *Gram Panchayat* has no objection and the villagers can move their proposal directly to the *Panchayat Samiti*. The *Panchayat Samiti* forwards it to the *Zila Panchayat* which puts it before the District Planning Committee for final approval.

It is stressed that at each level, the processing should not take more than four weeks.

Ensuring convergence at the village level, by involving *Mahila Mandal*, Clubs, NGOs, DWACRA groups, is the responsibility of the *Gram Panchayat*.



## Characteristics

*Shishu Shiksha Kendras* run for three hours a day, for 200 days in a year. The exact timings of the centre and the holidays are decided by the management committee formed at the village level. An SSK can not accommodate more than 40 children in one standard. Initially the centre would have only one standard. A teacher-pupil ratio of 1:40 is stressed. If there are more than 40 out-of-school children, two sections or classes will be started.

## Teacher

### Profile

The teacher called *Sahayika* must be a woman over 40 years of age. She must be either a local resident or belong to a village within a distance of 1-1.5 kilometre of the SSK. A male candidate may qualify if he has a physical disability. In case of SC/ST or disabled candidates, the age may be relaxed to 35 years. The minimum educational qualification is higher secondary. However, this is relaxed in case of tribal and backward areas, and a further relaxation to seventh pass in case of SC/ST or disabled candidates. Preference is given to volunteers of the Total Literacy Campaign.

### Appointment

The Management Committee appoints the *Sahayika* on a one-year contract, which is renewable.

### Honorarium

The *Sahayika* receives an honorarium of Rs. 1000 per month. However, the Management Committee can mobilize extra funds if it decides to pay more. A teacher has to ensure 90% attendance of children for receiving the honorarium.



## Teacher Enrichment

### Training

With support from DPEP, the training of the *Sahayika* is being planned afresh. At first, district-level trainers will receive training at the state level for seven days. The teachers will be trained for five days initially by these district-level trainers. Further training will be given subsequently. The state is in the process of developing a training package for SSKs.



### Academic Support

There is a provision of one academic supervisor for every 20 SSKs. The supervisor is selected from amongst retired Inspectors of schools, head teachers or any other retired person with training experience in primary education. The supervisor is also appointed on a one year contract.

The academic supervisor is paid a fixed remuneration of Rs. 2000 per month and is eligible for TA/DA at the rate applicable to group B officers of the state government.

The supervisor has to spend a full day at each SSK, meet with the Management Committee members, provide support to the *Sahayika* and report to the district-level nodal officer regarding his visit.

## Material

### For Children

The School Education Department at the state level provides the formal school textbooks to the SSKs. The proposal for the requisition of books is made by the Management Committee. This is passed on to the School Education Department through the *Gram Panchayat* and *Zila Parishad*.

WBDPEP will provide an annual grant of Rs. 500 to all *Sahayikas* for developing teaching-learning materials.

### For the Centre

An amount of Rs. 5000 is provided to each SSK for procuring basic minimum equipment such as furniture, blackboards, teaching-learning material, etc.

## Management

A Management Committee of nine persons is constituted at the village level. This includes seven parents of the out-of-school children who are going to attend the SSK, one *Gram Panchayat* member, and any other person interested in education. Of these nine members, it is necessary that three should be women. If the *Gram Panchayat* has more than one member in the habitation, then they become members of the committee, by rotation.

The Committee will function for a term of one year. It would be reconstituted in May, every year. The President and Secretary of the Committee would be elected. The *Gram Panchayat* member, cannot be an office bearer in the Committee.

The Committee is constituted at the time when the proposal to open a *Kendra* is made. This Committee functions as a sub-committee of the Village Education Committee (VEC).

The Management Committee:

- identifies the building in which the SSK will function
- identifies a *Sahayika / Sahayak* who is willing to work on a contractual basis
- is responsible for supervising and monitoring the SSK
- ensures that the community contributes towards the SSK
- is responsible for ensuring training of the *Sahayika*
- decides the list of holidays and the school calendar.

A common platform created at the district level, involving concerned functionaries from all departments will ensure interdepartmental coordination. The District Project Officer of DPEP will coordinate and monitor the establishment and functioning of the SSK.

### Building Infrastructure

The building having two classrooms, a small room, toilet and drinking water facility in unserved villages, will be constructed with support from the Panchayat.

The Management Committee will provide furniture and cater to any other needs of the SSK.

The state government would provide basic equipment and material, such as two blackboards, two roller boards, 200 chalks, four dusters, teaching-learning materials and books.

### Budget



Item	Unit cost per annum (Rs)
Honorarium @ Rs 1000 per month for 2 Sahayikas	24,000
Infrastructure	2,000
TLM Grant	500
Administration Expenses	500
<b>Total</b>	<b>27,000</b>

# SHIKSHA SWAYAM SEVI SCHOOL

## RAJASTHAN



Shiksha Swayam Sevi Schools are full-time day schools to be run by community teachers in remote and inaccessible areas of Rajasthan. The schools are yet to be operationalised, as the project implementation has just begun. There is a provision for construction of temporary sheds. The teacher is preferably from the same habitation and the honorarium to the teacher is paid through the VEC.

### Origin/Rationale

Small habitations comprising 15-20 families living together near their agricultural land or close to where water is available, referred to as *dhanis*. Such habitations are scattered mainly in the desert areas. Since the number of children in these habitations is very small, it is not cost effective to set up a formal school. To provide for educational facilities for these children *Shiksha Swayam Sevi* Schools have been conceptualised.

### Characteristics

The *Shiksha Swayam Sevi* School is a six hour school. The timings are decided by the VEC. It will follow the curriculum of the formal school and adopts Urdu as the medium of instruction wherever there are Muslim children in large numbers.

The School is opened at a place proposed by the Village Education Committee (VEC). There is a provision to construct temporary sheds for these schools. In areas with general population these sheds will be constructed with a 50% contribution from DPEP. In case of tribal areas, DPEP's contribution will be 80% of the total cost. The contribution from the community may be in the form of labour, construction material, cash or kind.

The schools will follow a comprehensive evaluation process for assessing the children. The key elements are :

- **Continuous Evaluation**

The teacher is expected to maintain class-wise record of competencies achieved by each child in the evaluation charts, prepared weekly.

- **Monthly Monitoring**

The cluster in-charge will check the achievement level of the children, filled in by the teacher by interacting with the children.

- **Linking with District Level Common Examination System**

For half yearly and annual examinations, the question paper will be from the district common paper scheme. Linking with the District Level Common Examination System will facilitate convergence with the Education Department.

- **Evaluation by the Community**

The school would celebrate the 'Community Day' at the end of six months and a 'School Day' before the annual examination, in which all parents, VEC members and other members of the community would be invited. Activities like debate, lectures, poetry, oral question-answer session, role play and other cultural activities would be organised in these functions. This will provide an opportunity for the community to evaluate the progress of the children.

- Students of classes I and II would be evaluated as per norms laid down by the Cluster coordinator.

- Competent children would be admitted to formal schools on the basis of the evaluation.



## **Teacher**

### **Profile**

There is a preference for women candidates, priority will be given to candidates from the SC/ST/minority of the same village. If a resident of the village is not available, then a resident of the same *panchayat* or the same cluster will be appointed. The eligible candidates must possess qualifications of class XII. However, this may be relaxed for women candidates to class VIII.

### **Selection and Appointment**

The teachers are selected from a panel of eligible candidates prepared by the VEC, countersigned by the CRC coordinator and sent to the Block Selection Committee (BSC).

The Block Selection Committee comprises of :

- District Project Coordinator
- Representative of the Collector
- Representative from DWDA

- One *Sarpanch* nominated by the Block Education Committee (BEC)
- *Shiksha Karmi Sahyogi*
- Nominee of the State Project Office.

The VEC will appoint the teacher. The teacher will initially be appointed for one year and if found suitable, will be re-appointed by the VEC.

### **Honorarium**

The honorarium for the teacher will be Rs. 1350 per month, keeping in view parity with the honorarium for the *Shiksha Karmis*. The amount will be released to the joint account of the VEC who disburses the monthly honorarium. An incentive of Rs 100 per annum is proposed for the teacher for the first three years, based on the retention and achievement of children at the centre.

### **Training Enrichment**

#### **Training**

A 40 days foundation training is planned. The training module is being developed at the state-level. The module will address issues related to the concept, structure, pedagogy, academic transaction in multi-grade teaching and continuous learner evaluation in alternative schooling.

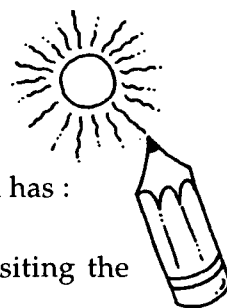
A second phase of 10 days induction training for teachers will be organised during the winter vacation. Therefore, in the first year the training duration is 50 days in two phases. In the subsequent years, a refresher training for 15 days is proposed during vacations. All training programmes will be residential.

Educational visits for the teachers are planned, to study and compare the work done in other districts / states.

#### **Academic Support and Supervision**

A comprehensive supervision system has been designed, which has :

- the cluster in-charge supervising every school once a month
- the block coordinator supervising the school whenever visiting the villages (minimum three visits a month)
- the District Programme Coordinator supervising at least 10% of the schools in a month
- the Programme Officer at the state level supervising at least 10% of the schools in a month.



A one-day planning and review meeting at the CRC will be held every month for 10 months in a year. The meeting would evaluate the work done in the previous month and plan for the next month.

## Management

The management of the Shiksha Saiyam Sevi School is the responsibility of the local VEC.

## Budget

Item	Unit cost per annum (Rs)
Cost of construction ( <i>one time cost</i> )	8,000 * (tribal) 5,000 * (non-tribal)
Honorarium (@Rs 1350 per month)	16,250
Non-recurring expenses	500
Contingency	1,000
Training (induction) 30 days	3,120
Training (refresher) 10 days	800
Training (refresher) 15 days	1,020
Teaching-learning material Grant	500
Monthly review meeting 2 days at CRC (Rs 25 per month, 12 months)	300
Visits	
within district 2 days (Rs 400 per annum)	400
outside district 3 days (Rs 600 per annum)	600
outside state 6 days (Rs 4000 per annum)	4,000
<b>TOTAL</b>	<b>28,490</b>

\* This is a one time cost



## HOMING THE MIGRANTS

### CHILDREN OF MIGRANT FAMILIES

**L**andless labourers or families from agriculturally backward areas are forced to move out of their villages during periods when no work is available in the village. The families go looking for work as wage labour on brick kiln sites, sugarcane or cotton fields, salt farms, construction sites, road repair and other labour intensive seasonal work.

The migration is seasonal in nature i.e. the families leave their village for a specified period and return once the work is over. When the families migrate, their children accompany them. This is mainly because there are no adults to look after the children in the village. Secondly, when both parents are working, the older children are needed to look after the younger siblings, do the household chores and look after the families belongings at the camp site. The wages for the work are so low that the entire family has to work to support themselves and also save money for the lean period.

Children from such families either do not enrol or drop out of schools. Migration of families in search of work is a phenomena seen across the country. The states of Gujarat and Maharashtra have planned strategies to provide access to schooling for children of families migrating to brick kiln sites, sugarcane fields and sugar factories, salt farms etc.

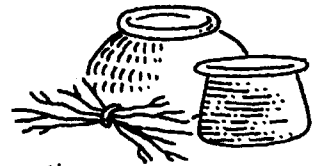
## VACATIONAL COURSE GUJARAT



Children migrate every year to sugarcane farms and factories with their parents. During the period of migration their studies get disrupted and they eventually leave school. The Vacational Course is designed to bridge the gap in schooling of these children. After the return, they attend a condensed course of 60 days during the summer vacation, after they return to their village. The Vacational Course is conducted by a teacher selected from the village at the formal school. At the end of the course the children are mainstreamed into the formal school.

### Origin/Rationale

Gujarat has a significantly large tribal population with a high rate of school dropouts. DPEP Gujarat found that migration adversely influences the attendance of children in schools, following which they dropout. As migration is of a varied nature, its pattern and magnitude were studied.



It was found that in districts Dangs, families migrate for about eight months (September to April) every year to sugarcane farms and sugar factories in Gujarat and Maharashtra. Children too migrate with their parents. Therefore, their education gets disrupted and they eventually leave school. Migration cannot be curtailed due to lack of employment opportunities in the area. However, support mechanisms can be provided so that children are able to continue their education. The Vacational Course is designed to bridge the gap in schooling of these children.

The Vacational Course in Dangs district, attempts to support such children in a short span of 60 days, to cope with the course content they miss during the months they migrate.

### Coverage

The Course was started in 1998-99, when 10 centres were opened on a pilot basis in



the first year covering 100 children. There is a plan to expand the programme and run 60 centres covering 1200 children during the year 1999-2000.

## **Operational Norms**

The strategy has been initiated in those villages where there are a minimum of 5-10 children, who migrated with their families.

## **Characteristics**

After the children return from sugarcane farms and factories in April, they are enrolled at the Vacational Course started at the village school. Three hour classes are



held daily during the summer vacation for a period of 60 days. The course, in a condensed form, completes the syllabus covered by the school during the period children had migrated. Examination are held soon after the course is completed. Children are promoted to the class according to their achievement levels. A teacher-pupil ratio of 1:20 is maintained.

In case there are children who are not ready for mainstreaming, the classes continue after the vacations, when the school re-opens. In most of the villages these classes are conducted in the formal school building, in the morning hours. In some instances these classes are run in the homes of the teachers or in a community owned building such as a community hall.

## **Teacher**

### **Selection**

Teachers are trained graduates belonging to the same village. They are selected by the CRC coordinator in consultation with the BRC coordinator.

### **Honorarium**

The teacher receives an honorarium @ Rs. 50 per child per month from the CRC coordinator.

## **Teacher Enrichment**

### **Training**

The teachers from the 10 pilot centres were given a two day orientation by the District Institute of Education and Training (DIET) staff, for which a condensed curriculum prepared by the Gujarat Council of Educational Research and Training (GCERT). The state has recently developed and implemented a 30 days training programme for teachers who conduct Vacational Courses.

## Materials

The curriculum and textbooks of formal schools are used during the course. The teachers develop additional teaching-learning materials also.

## Budget



Item	Unit cost per course (Rs)
Honorarium to the teacher (@ Rs 50 per child for 20 children, 2 months)	4,000
Contingencies	500
GCERT experts TA/DA	5,000
Training	5,000
Expenses for printing of training module, question paper and syllabus	5,000
<b>Total</b>	<b>19,500 *</b>

*\* This cost is likely to be reduced when the number of courses increases.*

## FARM SCHOOL – SALT FARMS GUJARAT



Salt farms schools provide education to children of families who migrate to salt farm in the “Little Rann Area”. These schools are located within walking distance from the work site. The attendance card from these schools is recognised by the formal schools in the villages so that children can continue their education when they return. The teacher called Guru Mitra or Bal Dost is at least a graduate and also works as a para teacher in a government school. The Guru Mitra returns with the children to their village and supports the formal school teacher in motivating children to enrol.

### Origin/Rationale

Large number of families from the districts of Rajkot, Surendernagar, Mehsana and Banaskantha, migrate to the Little Rann Area for eight months (September – April) every year to work in salt farms.

Salt making has been the traditional occupation of the *Agaria* tribe. The families migrate and stay near the salt farms. The contractors lease out the farms and give contracts to the families to produce salt. Work in these salt farms has to be completed before the onset of rains. The entire family gets involved in the salt making process. Older children work along with their parents, while the younger ones are left on their own. The conditions in the salt farms are very difficult, with no drinking water, electricity or basic health facilities.

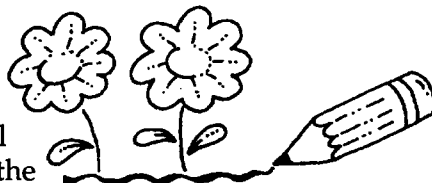
Special alternative schools have been started in February 1999 by *Gantar*, a non governmental organisation, which has worked with salt farm workers in the Surendernagar district, to provide primary education to children of 6-11 years of age.

### Coverage

On an experimental basis 10 schools have been opened in the Little Rann Area of district Banaskantha.

## Characteristics

Temporary huts are set up to run schools. Parents are convinced to send their children to school even when they are at the salt farm. The school runs for 3 to 4 hours, throughout the period the



families are at the salt farms. The attendance of the children at the Salt Farm School is accepted in the formal school in the village, which enables the children to appear in the annual examination.

When the children return to their native village the teacher, called *Guru Mitra*, also returns to join the village school as a para-teacher. The *Guru Mitra* ensures that all children of 6 to 11 years, in the village regularly attend school. After Diwali, as soon as migration, the *Guru Mitra* contacts the families who usually migrate, to discuss the site for the salt farm school.

## Teacher

### Profile

The *Guru Mitra / Bal Dost*, is at least a graduate. The *Bal Dost* is a person who is familiar with the salt pan area, and is from the same village or from a nearby village. The teacher is expected to have motivating skills to convince the parents to send their children to school regularly.

### Selection

Teachers are selected through workshops, where their potential of working with the children and the community is assessed.

### Honorarium

The teacher receives an honorarium of Rs. 1000 per month through the supervisor, also referred to as the organiser.

## Teacher Enrichment

### Training

The teacher is given five days of induction training. The training orients the teacher on motivating parents to send their children to school. A one day field visit to a school run in the salt farms by *Gantar* is organised for the teacher. Under the Alternative Schooling programme, the state has recently developed and implemented a 30 days foundation training for the teachers.

### Academic Support

One organiser is appointed for 10 Salt Farm Schools. The organizer visits the schools

every day and provides support to the teacher in classroom activities. The organiser also visits the families and interacts with the parents to ensure that all children come to school, everyday.

There are plans to conduct monthly meetings with teachers for planning and review.

## Management

A project coordinator is appointed to take all major decisions regarding the programme. The supervisor reports the progress of the project to the project coordinator.

## Budget



Item	Unit cost (Rs.)
Honorarium of teacher (@ Rs 1000 per month)	12,000
Supervisor (@ Rs 2500 per month, 1 for every 10 centres)	3,000
Meeting with community 6 meetings (@ Rs 200 per meeting)	1,200
Celebration of occasions for school 5 occasions (@ Rs 400 per occasion)	2,000
School contingency (@ Rs 100 per month, 8 months)	800
Orientation training of instructor (30 days)	1,800
Production of teaching-learning material	1,500
<b>Total</b>	<b>22,300</b>

## SUGAR SCHOOL MAHARASHTRA



Sugar schools are opened at the sites of sugarcane factories and farms so that children continue their education even during the period of migration. These schools run for about six months in a year and provide education from class I to V. One teacher is deputed from the nearest formal school. Sometimes a teacher is engaged on a contract basis by the sugar factory owner.

### Origin / Rationale

Sugarcane cutting and processing are labour intensive activities. Families leave their native village for a period of 6 to 8 months and live in temporarily set up campsites near the fields. Studies have shown that the maximum migration out takes place from the districts of Beed, Dhule and Osmanabad. The work in sugarcane fields and factories starts in October and goes on until March. Though the labour is employed on a daily-wage basis, the work continues throughout the season. Children accompany their parents due to which those who are enrolled at school drop out. At the worksites the children look after family belongings, take care of the younger siblings and do the household chores. This long absence from school disrupts the education of the children. Therefore, Sugar Schools were started to provide education to children from these districts.

### Operational Norms

The Sugar Schools are located either close to the sugarcane fields or near the sugar factory. In some cases, the factory owner provides the school at the sugar factory.

### Coverage

Sugar Schools were set up on an experimental basis in 1997-98 in district Nanded. Three such school were operational during the year.



### Characteristics

The school runs for five hours every day, for six months in a year. One teacher from the nearest formal school is deputed

for 40-45 learners. The school is located within the premises of the sugar factory. Building material for a temporary shed for the school is provided by the factory owners.

## **Teacher**

### **Profile**

A teacher from the nearest formal school is deputed to the Sugar School. In the absence of such an arrangement, a teacher is appointed on a contract basis by the sugar factory owners.

### **Honorarium**

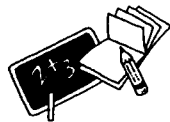
If a formal school teacher is appointed, the teacher continues to receive the regular monthly salary. There is a provision for appointing a teacher on a contract basis also, on a monthly honorarium of Rs. 600.

## **Teacher Enrichment**

The teacher of a formal school who has been trained by the District Institute of Education and Training (DIET) is deputed in the Sugar School. This makes the quality of teaching comparable with that of a formal school. Academic support is extended by the Cluster Resource Centre (CRC) coordinator.

## **Materials**

### **For the Children**



The children continue to follow the formal school syllabus, therefore, they use formal school textbooks.

## **Management**

The Sugar Schools are monitored and supervised by the CRC coordinator of the cluster in which the sugar factory is located.

## **Budget**

There is no separate costs incurred for operationalising this strategy, since the teacher is deputed from a formal school. Any material required for the school like floor mats, blackboard, etc. are supplied by the factory owner.

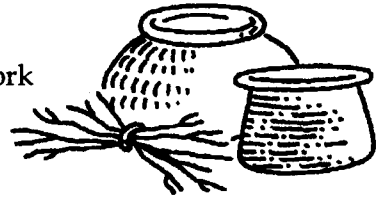
## BRICK KILN SCHOOL MAHARASHTRA



Brick Kiln Schools are temporary schools for children of families who migrate to work at the brick kiln sites. These schools being located at the work site, ensure that children are able to continue with their education while they migrate out from their villages. Since brick kiln factories operate for six to eight months in a year these school also function for this duration only.

### Origin / Rationale

Seasonal migration takes families to brick kiln sites. Work on these sites begins after the monsoons. With numerous construction taking place in the cities and towns, brick kiln factories have become an important source of employment for migrating families. The process of making bricks continues for about eight months in a year. The workers reside in temporary shelters setup at the work site. Due to this seasonal migration, children enrolled in formal schools leave the school and accompany their parents to the brick kiln sites. Due to the long period of stay at the work site children miss out on their schooling. Brick kiln schools were conceived to provide primary education to these children.



### Coverage

One Brick Kiln School was started on an experimental basis in Nanded district. There were 50 children enrolled in the school.

### Characteristics

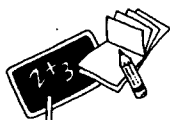
The Brick Kiln Schools are similar to the Sugar Schools set up at the sugar factories. The employer on the brick kiln site is under no legal obligation to provide space or material for the school.

### Teacher

A teacher from the nearby formal school is deputed to teach the children at the site.



## Materials



The children are expected to bring their own textbooks and writing material which they were using in their last school.

## Budget

No separate costs are incurred for operationalising this strategy since the teachers are deputed from the nearest formal schools. Material required for the school is also made available by the formal school.

# FARM SCHOOL–SUGARCANE FIELDS

## GUJARAT



Farms schools are providing education facilities to children at the sugarcane farms where they have migrated along with their parents. These schools run for four hours daily. An educated youth, from amongst the migrants is appointed as teacher.

### Origin/Rationale

In case of families migrating to sugarcane farms, the pattern of migration is known and many families from the villages migrate together to the common areas. One of the educated migrant youth, teaches the children while at the farm.

### Coverage

One Farm School for 14 children of 6-14 years age, was set up on an experimental basis. This pilot project which has been undertaken in Kosh village of Surat district, caters to children of the Sadalmad and Badadpada villages of Dangs district.



### Characteristics

The Farm School is a four hour school where children are taught according to their levels in the earlier school. The children are evaluated by the academic staff from the District Institute of Education and Training, before being promoted to the next class. The first farm school operated between February - April 1999. It was decided to initiate the school from September onwards.

### Teacher

#### Selection

The teacher is one among the migrants or from the village to which the migrants belong. The person should be willing to migrate with the families. A youth who has passed SSC examination and is willing to accompany the migrating families can also be appointed as teacher.

## Honorarium

The teachers receive an honorarium of Rs. 50 per student, per month, for 14 students and Rs. 20 per student, per month, for six additional students. The teacher is paid only 80% of the honorarium, the balance amount due is paid after the evaluation of the children.

## Teacher Enrichment

The teachers were given a one day orientation to cover the syllabus defined for the period September – April. Books and other educational material for all children of the group are also supplied to the teacher. The state has recently developed and implemented a 30 day foundation training module for these teachers.

## Materials

A contingency grant of Rs.50 per month is provided to the teacher to procure basic equipment and materials. A blackboard, slates and kit bags for the children are also provided. The material provided to boys and girls costs Rs.50 and Rs.55 per child respectively.

## Management

Supervision is primarily the responsibility of the *mukaddam* or the middle man who takes these families to the work sites. The officials of the District Project Office visit these schools once a month to monitor and supervise their functioning.

## Budget

Item	Unit cost (Rs)
Honorarium @ Rs 50 per student for 3 months $50 \times 14 \times 3$	2,100
For additional students @ Rs 20 per student $20 \times 6 \times 3$	360
One day training for instructor	200
Contingency Rs 50 per month	150
Roller Board	35
Material and Equipment for Centre	1,000
<b>Total (for 3 months)</b>	<b>3,845</b>

# ASHRAMSHALA

## GUJARAT



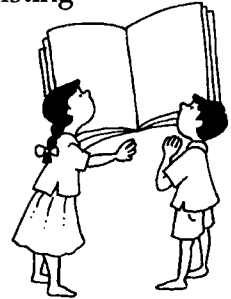
DPEP Gujarat has provided additional funds to the existing Ashramshalas to provide extra seats to accommodate children of migrating families, so that they can continue with their education, while their parents migrate.

### Origin/Rationale

The State Tribal Welfare Department has been running *Ashramshalas* (residential schools) for children from tribal families. Due to limited employment opportunities available in the district large number of families migrate to work as agricultural labour to other parts of the state. The destination of these families is not decided. They move from one place to another for work. This constant movement effects the schooling of their children. DPEP Gujarat decided to add funds in the existing *Ashramshalas* to increase the number of seats, and accommodate more children. The programme was initiated in August 1998.

### Characteristics

This strategy provides for 10 additional seats in each of the nine existing *Ashramshalas* and 14 hostels. Accommodation of children in these hostels and *Ashramshalas* has ensured continuation of their education. The *Ashramshala* is a school where boarding and lodging facilities are available for the children. These schools are from class III onwards. Children from the age of 8 years are enrolled in the *Ashramshalas*.



### Coverage

Through increase of seats in these nine *Ashramshalas* and 14 hostels, 230 additional seats have been created. So far 80 children have been admitted to these schools.

### Management

The Cluster Resource Centre co-ordinators visit these *Ashramshalas* and hostels and prepare a report on the attendance and progress of these children. These reports are sent to the district and state offices. The academic staff of the DIET, evaluates the progress of these children.

## Budget

<b>Item</b>	<b>Unit cost per child per annum (Rs)</b>
Floor mats	200
Steel trunk	100
Plate, bowl, glass	100
School uniform (2 pairs)	200
Food charges	1,735
Contingencies	100
<b>Total</b>	<b>2,435</b>

## SEASONAL COMMUNITY HOSTEL GUJARAT



Seasonal Community Hostels have been planned for children belonging to families who migrate to construction sites and other work sites in Panchmahal district of Gujarat. The strategy aims to provide hostel facilities for children during the period when their parents migrate in search of work, so that they stay behind and continue their studies. Since many houses lie vacant due to migration of families, these are used to house these children. A person from the village is appointed as a cook and a rector is also appointed, who looks after the hostel arrangements. The parents of the children are encouraged to contribute in cash or kind.

### Origin/Rationale

In Panchmahal district of Gujarat, very large number of people migrate every year. They mostly work at construction sites, digging for telephone lines, roads repair, laying down sewage pipes etc. As the site of work cannot be predetermined, providing schools at the work site is difficult.

Children migrate with their families. Moreover, the older children have to cook and look after the belongings while the adults work. Very often old persons of the family do not migrate.



*Gantar*, an NGO working in the district with these communities, decided to start Seasonal Community Hostels. This had been tried out by *Lok Jumbish* in Rajasthan. DPEP Gujarat collaborated with *Gantar* to implement a similar strategy in Panchmahal.

The community was persuaded to take on the responsibility of looking after the children in the village when their parents migrated.

A community seasonal hostel will:

- reduce the dropout rate of children whose parents migrate frequently

- develop a concept of a half-yearly hostel in lieu of *Ashram Shalas* and ensure active participation of the community for education of the village children
- ensure primary education for children of families which migrate seasonally
- Create an environment whereby the concept of 'joint family' and 'community parenthood' becomes stronger

## Coverage

The strategy is yet to be implemented. Seasonal Community Hostels are planned to be set up in 10 villages on a pilot basis. The strategy will be evaluated before it is scaled up.



## Characteristics

A list of migrating parents will be prepared for these ten villages. An awareness campaign to motivate parents, community members and school teacher is planned. The campaign would seek to build the confidence of the parents to leave their children in the village hostel. While the parents may migrate from place to place their children will be staying in the village hostels and continue studying in the village school. An appropriate environment for the people to accept the concept of 'community parenthood' is critical for the success of this strategy.

Since many houses lie vacant during the period of migration, these would be used to house the students. A person from the village will be appointed as cook and a rector will also be identified from the village who will be the local guardian of the children. The rector will ensure regular attendance of children at school. The rector will also be responsible for fulfilling the basic needs of the children. Food grains and vegetables will be provided for by the villagers. The parents of children who will be residing in the hostels, are expected to contribute in cash or kind.

## Management

A hostel committee including the head master of the formal school, the *Sarpanch* and other community leaders, along with a representative from Gantar will be constituted. This committee will monitor the strategy.

## Budget



Item	Unit cost per annum (Rs)
Community motivator (1 Community motivators, 12 months, Rs 1500 per motivator per month)	18,000
Hostel Rectors (1 hostel rector, 8 months, Rs 800 per rector per month)	6,400
Planning for motivational meetings to obtain people's participation ( 6 meetings, Rs 200 per meeting per village)	1,200
Celebration of occasions of school and community participation (5 occasions Rs 400 per occasion per village)	2,000
Creation of teaching-learning material for activity based learning	1,500
Hostel contingency	1,200
Contingency for committee	200
<b>Total</b>	<b>30,500</b>





## BRINGING A NEW MEANING TO LIFE

### CHILDREN ENGAGED IN HOUSEHOLD CHORES

**L**arge numbers of children are out-of-school in areas where schooling facilities are available. While some children never enrol in schools, others drop out due to dysfunctional schools or poor experiences of schooling. While some children take part in the economic activity of the family, many children, especially girls spend the day attending to the household chores.

These children, especially girls, attend to chores like cooking, bringing water collecting firewood, washing and cleaning, taking care of their younger siblings, grazing the cattle, taking food for their parents to their work sites.

Strategies designed to address this group of children are illustrated in this section. These include Alternative Schooling Centres, Tamil Nadu; *Aamaar Kendra*, Assam; *Shikshaghar*, Uttar Pradesh; Alternative Schools, Madhya Pradesh; *Apana Vidyalaya*, Bihar; Non Formal Education Centre, Karnataka; Non Formal Education Centres, Haryana; *Prerna Centres*, Maharashtra; Back to School Centre, Gujarat; Alternative School, Assam; and *Balshala*, Uttar Pradesh.

These different strategies are centre based approaches where children in the age group of 6 to 11 years (3 to 11 years in case of *Balshala*-Uttar Pradesh) complete their primary education over a period of 4 to 5 years.

## ALTERNATIVE SCHOOL TAMIL NADU



The Alternative Schools cater to children, 6-12 years of age who have never been enrolled in a school or have dropped out-of-school in class I or II. These Schools mainstream children into class III or IV. In case children attending these centres do not want to join formal schools, they can continue their education in the centres upto class V. Teaching at the centres is for three hours daily, mostly during the evening. Formal school textbooks with additional teaching-learning material developed at the state level are used by children at the centre. More material gets added from the monthly workshops of the teachers. Each school has set up its own library of 30 books recently.

### Origin/Rationale

Non-enrolment and premature withdrawal of children from school before they complete their primary education were serious problems in some parts of the state. These children get involved with chores at home and a large number of them work in their own fields. The children are only available in the evening after they have completed their work. The AS centres have been designed as evening schools for these children. These schools were started in December 1996.



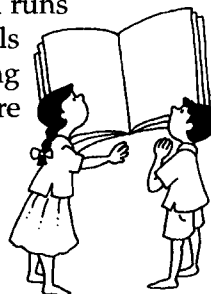
### Coverage

A total of 1335 Alternative Schools, offering education to approximately 32,715 children have been started in phase I and II districts. The first phase of the programme covered 18 blocks with the highest dropout rates identified on the basis of a house-to-house survey done in the 72 blocks of these districts.

In 1998, of the 10,000 children ready for mainstreaming, 1069 children joined class III in the formal schools.

## Characteristics

A school starts with a minimum of 20 children. The Alternative Schools were initially planned for two years after which the children were to be mainstreamed into the formal school. Since a large number of children did not join the formal school system but were keen to continue with their education, the duration of the programme has been extended. The centres will now be up to class V. The school runs for three hours at timings convenient to the learners. Most schools function in the evening. However, a few schools run in the morning or in the afternoon. The schools are open six days a week and are located usually in the formal school buildings, local community halls or the residence of the teachers.



## Teacher

### Profile

The minimum educational qualification for the teacher is matriculation. The teacher has to be a resident of the same village. Women candidates are preferred, as it encourages girls to join school. In remote forest areas, where such a candidate is not available, the educational qualification has been relaxed. Candidates from Scheduled Castes and Other Backward Classes. (OBC) are given preference.

### Selection

The selection and appointment of the teacher is done with the concurrence of the President of the Village Education Committee (VEC).

### Honorarium

The teacher receives a monthly honorarium of Rs 500 through the VEC, paid by the president of the committee.

## Teacher Enrichment

### Initial training

When the programme was first started, the District Institute for Educational Training (DIET) and Block Resource Centre (BRC) co-ordinators conducted a five days initial training for all teachers at the district level. The state has recently reviewed its training programme and decided to hold two sessions of five days each during the first year. A training module developed at the state level covers topics that orient the teacher on social problems and issues related to out-of-school children.

### Academic Support and Supervision

Academic support is provided by a supervisor who visits the school once every week. Each supervisor is responsible for eight to ten schools. The supervisors are

mostly trained graduates, belonging to a village in the cluster. They receive a monthly honorarium of Rs 600 along with a fixed travelling allowance of Rs 100 per month. They are required to provide on-site support to the teacher, conduct cluster level meetings with the teachers and participate in monthly review meetings with the BRC co-ordinator.

After being in operation for a year and a half, the system of training has been strengthened. An annual training calendar has been prepared. The Block Resource Group (BRG) at the BRC now organises recurrent training for teachers and supervisors for two days in a month. During this training they discuss the problems faced in the classroom and collectively evolve solutions. They also prepare lesson plans and teaching-learning material for the following month.

Meeting at the cluster-level for the teachers with their supervisor is another forum through which they share experiences and review problems. Through such measures, an attempt is made to maintain the enthusiasm of the teachers and equip them to adopt a joyful child centred and activity based teaching-learning processes in the schools.

### **Monthly review**

The teachers attend a two day monthly review meeting at the BRC, facilitated by the supervisor and the BRC co-ordinator. The teachers review the functioning of the Alternative Schools, in terms of enrolment, attendance and achievements of children and the community involvement. Teachers also share their experiences of classroom transaction. Suggestions are given and possible solutions discussed. The teachers prepare teaching-learning material for their schools. The annual teaching-learning material grant of Rs. 500 is utilised to purchase material for developing teaching-learning material during these meetings.

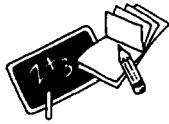
### **Initial Training of Supervisors**

Resource persons at the state level have developed a workshop plan for the five days initial training of supervisors. This team of resource persons comprises Alternative School co-ordinators, BRC coordinators, teacher educators and DIET lecturers. The training programme covers topics such as the need for education and role of Alternative Schooling; child labour as a child right's issue; child's rights and child education; role of the community in Alternative Schooling; role of the Alternative Schooling instructor, teaching-learning in Alternative Schooling centres, teaching-learning material and its use; role of the supervisor; capacity building of the supervisor etc.

The workshops are conducted in a participatory mode using games, activities, simulations and group discussions.



## Material For Children



The children use formal school textbooks for class I and II. Supplementary teaching-learning material has been prepared for class III which is used in all Alternative Schools. Other materials provided to the children include workbooks, notebooks, pencils, slates, slate pencils, erasers, student exercise books, song books, story books and play material developed with community support.

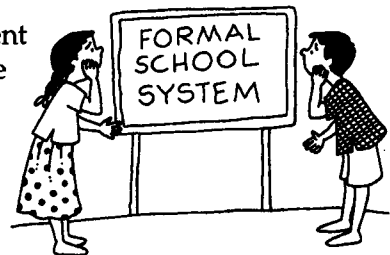
## For the School

A one time provision is made for the supply of an admission register, pupil attendance register, teacher attendance register, visitors' book, lesson plan notebook and a work done register. Each centre has been supplied a set of 30 books to organise a library in the school.

## Mainstreaming

After an intensive coaching of about 10 months in grade I, II and III competencies of language, mathematics and EVS, the children were evaluated with the support of external examiners in June 1998. As many as 11,674 children (64% of the total number enrolled) were found fit for admission to class III. Of these, about 1096 children were willing to join the formal schools and were mainstreamed. The remaining 10,578 children who were not willing to join formal school, were allowed to continue with their studies in the Alternative Schools. The 6491 children who did not achieve the minimum levels were allowed to repeat classes I and II (Stage I) in the Alternative Schools.

The government of Tamil Nadu, through a government order, has facilitated the admission of children in the nearest formal schools, on the basis of certificates issued by the block level officials.



## Management

The Alternative Schools are managed by the VECs.

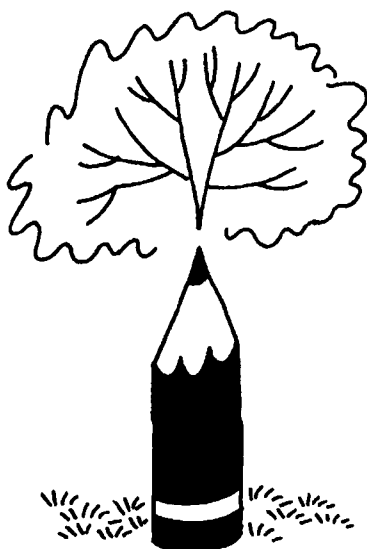
Part-time supervisors, are appointed for every 10 schools. The supervisor along with the Cluster Resource Centre (CRC) coordinator are assigned responsibility of coordination. The supervisors at the BRC also provide academic support to the teacher during school visits and monthly meetings. The supervisors during their visits also meet the parents and VEC members.

Information on children's enrolment and attendance is collected by the supervisors and compiled at the Block level.

Supervisors share their observations in the monthly meeting and appraise the BRC coordinator of the performance of the school. The supervisors then identify the training needs of the teachers which are addressed in the monthly meetings.

## Budget

Item	Unit cost per annum (Rs)
Honorarium for instructor @ Rs. 500 pm	6,000
Honorarium for supervisor @ Rs. 600 pm for 10 centres	600
Fixed TA for supervisor @ Rs. 100 pm for 10 centres	120
Teaching - Learning Material Grant	500
Stationery for children @ Rs. 25 per child, for 25 children	625
<b>Total</b>	<b>8,565</b>



### **Forest Schools**

#### **Javadu hills of Tamil Nadu**

*The Javadu Hills are located in Thriuvanamalai Sambuvarayar district of Tamil Nadu. Situated in the Western Ghats, the hills range 176 km from north to south and 88 km from east to west. It has a large tribal population called 'Malayalee Gardens'. Since the teachers in the formal schools are not local and approach to the villages is difficult in this region, there is a high incidence of teacher absenteeism in schools. Moreover, many habitations are small and cannot be provided with a formal school under the state government norms for provision of formal schools.*

*The children from the Kanamali Panchayat had to walk at least 7 km of difficult terrain to reach a primary school. Therefore access to a school was almost impossibility. Alternative schools were set up in the habitations of this Panchayat.*

*The initiative to start schools was taken by the President of the Kanamalai Panchayat who with the help of the local youth set up 11 such schools. As community effort could not be sustained these schools had to be closed. However, DPEP has now initiated 10 schools in the panchayat. Each school has an average enrolment of 30 children. These Forest Schools are a new hope for the people of these villages.*

## AAMAAR KENDRA ASSAM



Aamaar Kendras are non-formal education centres for 6-14 year age children who are out of school. The Kendras function for four hours daily in two or three shifts. Though these centres were designed to function for two years, but are allowed to continue beyond this period if learners are available. Each Kendra has a teacher pupil ratio of 1:40. The programme has adopted an innovative approach to evaluate the performance of the children.

### Origin/Rationale

Assam has had an ongoing NFE programme for out-of-school children. However, the programme was not successful due to negligible community participation, non availability of teaching-learning material and poor motivation of instructors. *Aamaar Kendras* were started in 1996 for children in the age group of 6-14 years, of tribal areas and in tea gardens. Changes were introduced in the design of the NFE scheme to improve the quality of education and enhance community participation. The centres were designed on the basis of the Non Formal Education centres of the Indian Institute of Education, Pune.

### Coverage

A total of 716 *Kendras* covering more than 18,000 children are operational in the state.

### Operational Norms

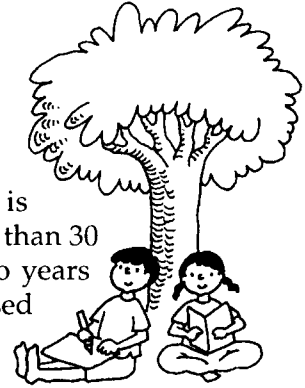
The *Kendra* can be started in villages and habitations with 25-30 out-of-school children. Two *Kendras* are opened in a habitations where there are more than 40 out-of-school children. The important consideration is that no child need to walk more than 1 km to reach the *Kendra*.

Flexibility with respect to the number of out-of-school children is maintained for the *char* (riverine) and hilly areas, tea gardens, and remote and inaccessible areas. Learners of 9-14 years age are enrolled at these *Kendras*, while in the schoolless habitations children in the age group of 6-14 years are enrolled.



## Characteristics

The *Kendra* is operational for a minimum of 4 hours; The exact timings are determined by the Village Education Committee (VEC) in consultation with the guardians and learners. The *Kendra* can operate in one, two or even three shifts based on the needs of the learners. The centre is operational for 300 days in a year and does not have more than 30 holidays in a semester. The duration of the *Kendra* is two years divided into four semesters. However, the *Kendra* is not closed if it continues to have learners. Each *Kendra* has a maximum teacher-pupil ratio of 1:40.



The programme has adopted an innovative approach to evaluate the performance of the children. The evaluation of the child's achievements is seen as another opportunity to reinforce learning.

The VEC is responsible for finding an appropriate location for the *Kendra*. The *Kendra* could function in formal schools during the summer vacations. If the school is not within one kilometre distance then community places like *Namghars*, *masjids*, clubs or a semi-permanent structure built by the community could be used. Children are issued certificates, on completion of their primary schooling, by the *Kendra* teacher and supervisor.

## System of Examination, Evaluation and Certification

- There is continuous and comprehensive evaluation of learners during teaching-learning activities, by peers during group work or through demonstration every day.
- Learners are encouraged to learn at their own pace.
- There are no terminal examinations, instead there are weekly evaluations, six monthly open evaluations, and a final open evaluation. The final evaluation is held at the end of the two year course in the form of a children's fair where academic and non-academic activities using games and sports with the active cooperation of the community are organised. Graded tests in language, maths, EVS, and other non-academic subjects are taken up. These include group singing, dance, painting, story telling etc.

## Teacher

### Profile

A local person in the age group of 25-30 years with a minimum educational qualification of matriculation is preferred. However, if such a candidate is not available in the community then the educational qualification is relaxed to class VIII pass. Women candidates are given preference. The teacher is referred to as *Shiksha Mitra*-a teacher who is a friend.

## Selection and Appointment

The VEC publishes a notice stating the requirement of a teacher for the centre. Interested candidates submit their applications within ten days of publication of the notice, to the President or Member Secretary of the VEC. The applications are scrutinised and five candidates are recommended on the basis of their educational qualification. These applications are forwarded to the Block Resource Centre (BRC). At the BRC level, VEC members, functionaries of the block and district make the final selection of the candidates through a workshop, which includes a written and an oral test. The name of the selected candidate is announced on the last day of the workshop.

The qualities that are looked for while selecting the teacher are:

- inclination towards social service
- having organisational capacity
- having a good rapport with the children
- skilled in imparting child centred education
- well versed with local history, geography and culture.

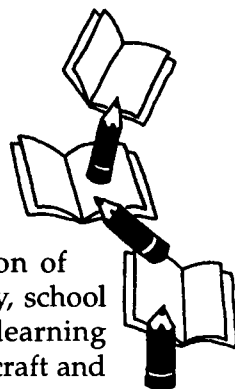
## Honorarium

The teacher receives a monthly honorarium of Rs 900 for 10 months in a year.

## Teacher Enrichment

### Initial Training

A three day induction training followed by a 21-day pre-service training during the first year of implementation, is given to all teachers. A refresher training of seven days is held during subsequent years. The training programme focuses on the issues of self motivation, motivation of learners, motivation of community, concept of alternative schooling, child psychology, school readiness, activity based teaching, preparation of teaching-learning material, school health programme, physical training, art and craft and continuous comprehensive evaluation.



### Academic Support

For every 10 *kendras* a supervisor called *Shiksha Samanvayaak* is appointed. The supervisor receives a monthly honorarium of Rs 1500.

The supervisor makes regular visits to the centre to monitor children's attendance, observe the classroom processes, use of teaching material etc.

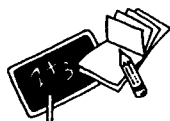
Weekly meetings of the instructors are held with the supervisor at the cluster level.

Teachers discuss problems faced by them with the supervisors and evolve solution in these meetings. They prepare teaching-learning material, teaching aids and work plan for the next fortnight. At the cluster there is a small library having reference books, dictionary, magazines, for the teacher. The teachers maintain a personal diary of activities conducted with the learners, which is shared with co-teachers during teachers' meeting with the supervisor.

The instructors have a monthly meeting at the CRC level. The CRC co-ordinators also provide on the site support to teachers during their visits to the *Kendras*. The teachers also seek academic help from the educated and experienced persons from the village.

A monthly meeting of the supervisors is held at the BRC level which is attended by the DPO and members of the DLRG and SLRG. The DLRG and SLRG members give their feedback about the centre, based on the observations made during the visit.

## Materials



### For Children

New textbooks have been prepared for the students of the *Kendras*, based on the NCERT syllabus of non formal education. The emphasis is on competency and activity based lessons with elements of joyful teaching. Games activities and colourful illustrations have been emphasised. The teacher is provided with guidelines regarding use of teaching aids. A set of 50 books for the children has been provided at the cluster level which is made available to the *Kendras* by rotation. Supplementary teaching-learning material is also provided to each *Kendra*.

Every child receives one badge, one slate, 5 clay pencils, 2 wooden pencils, and one packet of water-colours.

### For the Centre

Each *kendra* is provided with the material listed below.

Tirpal (1), Blackboard (1), Chalks, Dusters, Bucket (1), Mugs (2), Water Filler (1), Petromaxes (2), Pocket boards (2), Flannel boards (2), Scissor (1), Nail Cutters (2), Attendance Register (1), Stock book (1), Supervisor's book(1), VEC meeting proceeding book (1), Ludo (5), Skipping ropes (5), Footballs (5) , Ruber balls (5) , Trunk (1), Lock and key (1), DPEP Flag (1), National flag (1), Dice (10), Signboard (1), Gallons (2), School bell (1), Instrument boxes (5), First aid kit (1)

The cost of the entire set of material for the centre is Rs. 5000.

### For the Teacher

One badge and one torch light

## For the Supervisors

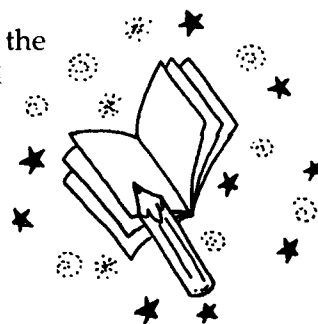
One badge, one torch light and one bicycle

## Management

The District Project Coordinators look after the activities in the field with full support and assistance from the *Shiksha Samanvayakas* and the BRC and CRC coordinators. At the state level, the State Coordinator of the Alternative Schooling Programme provides leadership to the programme and is helped by the members of the State Coordination team.

## Community Involvement

The VEC members help in identifying the location for the centre, determining the timings of the centre and preparing a list of holidays. They are also responsible for bringing the children to the *Kendra*, its regular inspection, dealing with the local problems of the *Kendra* and contributing in appraising the functioning of the *Kendra* at a monthly meeting of the centre. The VEC members also:



- undertake door-to-door survey, thus also making every household aware about the programme.
- nominate prospective teachers for the *Kendra*
- motivate the parents to enrol the children at the *Kendra*
- supervise the classes from time-to-time
- disburse monthly salaries to teachers
- interact with the functionaries of the *Kendra* in monthly meetings.
- undertake developmental works like clearing the surroundings of the school, planting trees around the boundary of the school, repair works, water arrangement, sitting arrangement, etc.
- arrange periodical medical check-up of the learners.
- participate in the open evaluation programme of children.
- Local craftsmen, artists, folk singers and storytellers from the community teach their skills to the children.

The community is motivated through awareness campaigns. The following process is followed to ensure the involvement of the community. The VEC members help in organising the awareness campaign.

- DPEP workers establish a rapport with all functionaries working in the village.
- One day training camp is organized by the field staff to train the educated village youths for preparing village maps, filling up information sheets and conducting door-to-door survey in the village.
- VEC is empowered to nominate at least three local candidates to be appointed as teacher. The final selection is made through a selection workshop.
- Micro-planning, school mapping, management and maintenance of the *Kendra* are in the hands of the community.

## Budget



Item	Unit cost per annum (Rs)
Honorarium of the teacher @ Rs 900 p.m.	10,800
Honorarium of the supervisor @ Rs. 1500 p.m. for 10 centres	1,800
Material for the children	3,440
Material for the teacher	100
Material for the supervisor	120
Material for the centre	5,000
Cost of evaluation and certification	1,000
Induction training (3 days)	345
Recurrent training (21 days)	2,415
Refresher training (7 days)	805
Academic support meetings with supervisor	2,400
Induction training of supervisor	35
Recurrent training of supervisor	241
Refresher training for supervisor	81
Monthly meetings at cluster level	240
Community mobilisation activities	1,200
Contingencies	2,400
Centre opening activities	1,000
<b>Total</b>	<b>33,422</b>



### *There is more to do than just teaching*

**District : Dhubri**

**Block : South Salmara**

*The area is situated on the banks of the river Bramhaputra. The river is not only a means of communication but also plays an important role in the economy of the families that stay close to the river bank. There is constant going out and coming in of people from across the river. Boats ferry people up and down the river. The entire stretch along the river is teeming with activity. There are small shops by the riverside selling tea, paan, bidi, cigarette and other odds. Every person at the river side is there for a purpose. Children are seen working at the ghats, doing errands for the boatmen, assisting him and the passengers with their loads, working at the tea shop or selling bidis and cigarettes. Children also work as domestic servants, or assist their parents at work, cut wood and sell it in the market, or weave, or just loiter around. A total of 45 non formal education centres were opened to cater to these children.*

*The following is an incident from Centre No. 5*

*This centre has 30 learners of which 22 are girls. One of the girls at the centre is already married. The teacher Ms M Khatoon got to know that an other girl was also to be married soon. The teacher informed the Village Education Committee (VEC) members about this. She visited the house of the girl and requested her parents not to get the girl married off at such a young age, instead allow her to continue her studies. The parents were furious and asked the teacher whether the school would take the responsibility of marriage of the girl later on if any problem arises. Ms. Khatoon did not give up the matter. She, along with the VEC members, went to the groom's place and requested him to postpone the wedding until the girl finished her primary schooling. The groom agreed and gave an assurance to marry the girl only after she would finish her schooling. With this commitment the girls parents too were satisfied.*

## SHIKSHAGHAR UTTAR PRADESH



Shikshaghar is a non-formal education centre to cover out-of-school children of 6-11 years age. The centres are operational for four hours daily for a minimum of 300 days in a year. A centre has a minimum of 15 and a maximum of 25 children. The children use formal school textbooks. The teachers for the centres are selected through a specially designed workshop. The activities held over the two days in the selection workshop, help to identify in the participants, qualities like sensitivity towards children, creativity in story writing, story telling and planning other activities for children.

### Origin/Rationale

There are a large numbers of children out of school. Reasons for their being out-of-school are related to the socio-cultural factors in the society and dysfunctionality and rigidity of the school system. These out-of-school children are seen working at home, cooking, washing, collecting firewood, looking after the younger siblings, taking the cattle to graze.



The state has previous experience of running Non-Formal Education Centres (NFE) for out-of-school children. However, this scheme was fraught with many problems. Inadequate and untimely supply of material, poor quality textbooks, inadequate training of the instructors and lack of academic support and supervision have been some of the major problems. The entire curriculum was expected to be completed in two years, divided into four semesters and a daily intervention of two hours. All these factors affected the enrolment, retention and achievement levels of children. *Shikshaghar* scheme was designed keeping in mind these points.

### Coverage

A total of 416 Shikshaghar have been started in 15 districts covering 7159 children (2922 girls and 4237 boys). Each centre has an average attendance of 17 children and a maximum of 25 children. More such centres are planned to be opened in the coming years.

## Operational Norms

In the first year of implementation *Shikshaghars* have been opened in unserved areas (i.e. which neither have a formal school or an NFE centres), in the blocks having lowest literacy rates. The programme will be expanded after the completion of the micro-planning exercise which will help identify habitations where large number of children are out of school.

## Characteristics

Shikshaghars are single teacher schools for children of 6-11 years of age, who have never been enrolled in a school or have dropped out of formal schools. A *Shikshaghar* can be opened when there are 25 children out of school, in the habitation. These centres are operational, for a minimum of 300 days in a year for four hours everyday at a time convenient to the children. The duration of each centre is four to five years.

*Shikshaghars* are located in the village *chaupal* or in the *panchayat bhawan*. In some cases the community has provided a thatched shed or a space in the courtyard or verandah of someone's house. Some are being run in open spaces or under a tree till the community is able to provide a suitable space.



The teacher-pupil ratio is 1:25 or even less.

## Teacher

### Profile

The teacher has to be a person from the same village or habitation. The minimum educational qualification for an instructor is higher secondary. If a candidate with this educational qualifications is not available, a matriculate person can be selected. To encourage women to join the programme as teachers, the qualification has been relaxed to class VIII pass.

### Selection and Appointment

The Village Education Committee (VEC) invites applications. These applications are scrutinised by the VEC and forwarded to the *Nyay Panchayat* Resource Centre (NPRC) coordinator with the recommendations. There have to be at least three applications for every teacher required. These applications after being checked by the NPRC coordinator, are forwarded to the Block Resource Centre (BRC) coordinator, with recommendations. All short listed candidates are invited for a two day workshop for final selection.

Nalanda, a resource agency, based in Lucknow, has developed a guidebook for selection of teachers. The selection is done through a workshop conducted at the



block level. The candidate finally selected is given a letter of invitation by the VEC. A village-wise waiting list is prepared which can be utilised in case the first selected candidate is unable to join.

### *The Selection Process*

#### *Selection Committee*

*The selection committee comprises the district Alternative Schooling coordinator, the BRC coordinator, the senior most NPRC coordinator, two representatives from the Block Education Committee belonging to Scheduled Caste / Scheduled Tribe of which one has to be a woman and a senior woman teacher in the block who is nominated by the Basic Shiksha Adhikari.*

#### *Orientation of the Selection Committee*

*A two day workshop is held, at the district level, to orient the selection committee members. Resource persons from Nalanda have trained master trainers to conduct these workshops. The orientation workshop includes discussion on issues such as;*

- *What is alternative schooling?*
- *Why do we need alternative schooling?*
- *What are the different possible strategies to address educational needs of out-of-school children?*
- *What are the qualities of a teacher?*

#### *The Workshop*

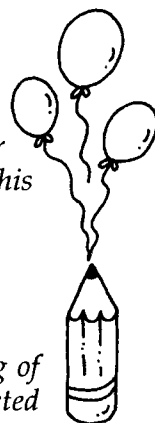
*In the two day workshop, the candidates participate in activities like story telling, role play, drawing and singing. Each activity is aimed towards identifying the strengths of the candidates and their innate capacity to work with the children and the community. The different components of the workshop help assess the candidate's personality, mathematical skills, problem-solving skills, writing skills and creative abilities.*

#### *Personality Assessment*

*The candidates are asked to present stories or songs based on pictures of incomplete stories given to them. This gives an idea about their creative potential and presentation skills. The maximum score for this section is 10.*

#### *Mathematical Skills*

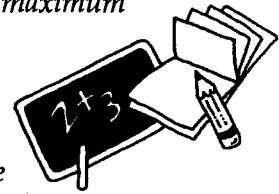
*A written test is conducted to assess the candidates' understanding of basic mathematical operations and concepts. The candidates are expected*



to solve problems equivalent to that of the primary level. The maximum score for this section is 15.

### *Problem-Solving Skills*

Two or three problem situations are posed to the participants and their response elicited. These responses are assessed on the basis of the approach towards the problem, the quality of the solution and process suggested in solving the problem. The maximum score for this section is 10.



### *Group Discussion*

Candidates are divided into small groups of five or six persons and given a passage from a book on education of children. The participants are asked to express their views. This enables the selection committee to know the view of the participants on issues related to education. The maximum score for the section is 10.

### *Creativity Skills*

All participants are asked to prepare, teaching-learning material, make pictures or puppets for story telling, develop songs for children. The objective is to assess creative abilities of the participants. The candidates are assessed on their creative abilities, as they are expected to develop teaching-learning material, make pictures, songs and stories. The maximum score for this section is 10.

### *Written Test*

The written test assesses language skills of the candidates. In this, they are required to answer questions based on a passage given to them. The second section of the test has questions related to basic information. The maximum score for each section is 15.

### *Interview*

The objective of the interview is to meet the candidate individually. The interaction helps to get to know personal details of the individual and also assess their communication skills. The candidates are marked on a score of 10.

The selection committee prepares a list of selected candidates at the end of the two day workshop. The qualifying marks for the male candidate is 40% while for the women candidates it is 33%. This has been done to ensure that 50% of the selected candidates are women. A village-wise waiting list of candidates is also prepared which can be used if the first selected person is unable to join.

## Role

Identifying out-of-school children, enrolment of these children at the centres, community mobilisation, are the main tasks the teacher is expected to perform. The teachers prepare teaching-learning material. They monitor and evaluate the performance of the children on a daily basis and plan activities for the next day. The teacher is expected to maintain regular contact with the community members, especially with parents who are yet to enrol their children, as well as the parents of children who do not regularly attend the centre.

## Honorarium

The teacher receives an honorarium of Rs 600 per month. The honorarium is paid by the VEC members through their bank account.

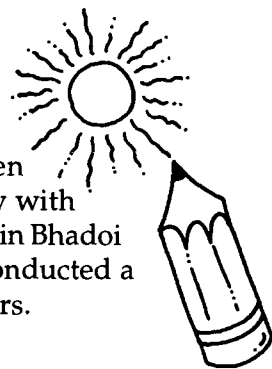
## Academic Support and Supervision

The NPRC coordinator visits the *Shikshaghar* every month, observes the classroom transactions, and provides guidance and support to the teacher. The state is also exploring the possibility of involving local NGO's for supervising the centres.

## Teacher Enrichment

### Initial training

The teacher receives an initial training of 30 days at the DIET. The training is residential. The training module has been developed by Nalanda, a resource agency based in Lucknow with an experience of working with children in the carpet weaving in Bhadoi district of Uttar Pradesh. Resource persons from Nalanda conducted a 15 day training for master trainers who trained these teachers.



### Recurrent training

The teachers attend a two day meeting every month at the NPRC. The meeting is conducted by the NPRC coordinator. Every quarter, this meeting is held at the BRC. These monthly meeting enable the teachers to share their experiences develop new ideas for classroom transaction and community mobilisation.

The NPRC coordinators also have a monthly meeting at the BRC. These meetings allow for sharing and planning of new interventions and innovations. There are plans to take the teachers for inter-district visits or visits to the programmes of resource agencies.

## Material

### For Children

The children in the *Shikshaghar* use formal school textbooks. Apart from these each child gets material worth Rs. 110. This includes one bag, one slate, two slate pencils per month, one sharpener, two erasers, six notebooks, one picture book, and one packet of crayon colours.

### For the Centre

The material for the *Shikshaghar* is procured at the district level through a district level purchase committee. These includes :

Tin box with lock, blackboard with stand, two floor mats, one bucket with lid, one wooden stool, one school bell, one school board, one durrie, three maps, three skipping ropes, three balls (big), two khanjari, three rings, chart paper, glue, one packet of sketch pens, coloured paper, one pair of scissors (big), five manjira, one chalk box, and needle and thread.

### Budget



Item	Unit cost per annum (Rs)
Honorarium of the teacher (@ Rs 600 per month)	7,200
Material for the Shikshaghar	2,400
Material for the children (@ Rs 110 per child, 25 children)	2,750
Contingency	2,000
Initial training of the teacher (30 days)	2,070
<b>Total</b>	<b>16,450</b>

## ALTERNATIVE SCHOOL MADHYA PRADESH



The Alternative Schools is an intervention for 6-14 years children who do not have access to primary schooling facilities. The strategy proposes to address the problems of formal schooling system by creating an effective school rooted in the local culture and environment which is flexible enough to suit the learners requirements. These schools run for four hours daily, either in single shift or in double shifts. Each school has two teachers and one of them is essentially a woman.

### **Origin/Rationale**

An assessment of the education situation in Madhya Pradesh revealed that a large number of children were out-of-school due to lack of physical access to school. In a few cases children were enrolled at formal schools but they dropped out of school. The teaching methods followed at the formal school do not allow children to learn at their own pace. The rigidity of the formal school system also forces many children, specially first generation learners to leave school. In order to address these problems the Rajiv Gandhi Prathmik Shiksha Mission conceived the Alternative Schools in 1994-95. These schools have been developed based on the experiences of Digantar, an NGO based in Jaipur.

The alternative schools enrolled children in the age group of 6-14 years, most of whom were busy helping parents in the routine chores of the household or working as agricultural labour or taking the family cattle for grazing.

### **Coverage**

Presently, 5432 Schools catering to approximately 1,89,210 children are operational in the DPEP districts of Madhya Pradesh.

### **Operational Norms**

The schools are set up in tribal habitations with population less than 250, and in non-tribal habitations with population less than 300, and where there is no school within one kilometre radius. These schools have also been started in those villages

where formal schools and Non Formal Education Centres are functioning, yet there are many children who are working and are out of school.

## Characteristics

The Alternative Schools are operational for four hours daily for, 250 days in a year. The timings of the schools are decided by the community members. The number of holidays in a year does not exceed 45. Each school has two teachers. Both of them belong to the same village and one of them is essentially a woman. Although admissions take place from August to October, children are not denied admission any time during the year. The teacher-pupil ratio is 2:35, on an average, with a maximum of 40 children per school.

The Alternative Schools have adopted improved teaching-learning practices, which allow the children to learn at their own pace. It allows for flexibility in organisation and operation of the schools, as well as in the curriculum.

There is a supervisor appointed for every 10 schools, who ensures proper monitoring and regular academic support to the teacher.



The successful implementation of the programme in each habitation is the responsibility of the Village Education Committee (VEC) or School Management Committee, wherever VEC does not exist.

The school can be located in the house of the *Sarpanch*, the teacher, or any other person. The sheds of the forest department or a temporary structure constructed by the villagers are other possible places for the school.

## Teacher

### Profile

Each school has two teachers. Both of them belong to the same village or the local *panchayat* area. One of the teachers is essentially a woman. The minimum educational qualification for teacher is class X. This can be relaxed in cases where a suitable candidate is not available from the community. However, the candidates with an educational qualification less than class VIII cannot be selected.

### Honorarium

The teacher receives a monthly honorarium of Rs. 1000.

## **Teacher Enrichment**

### **Initial Training**

The teacher undergoes a 21-day pre-service training followed by an in-service training. This aims at improving the classroom organisation and practices, and it also helps the teacher to develop an understanding of concepts such as multi level teaching, making teaching plans, recording and evaluating learners' progress. Emphasis is also laid on clarifying the concept of Alternative Schooling. The teachers are motivated to develop friendly relations with the children and a fearless classroom environment. The training programme has been developed with support of resource persons from Digantar, an NGO based in Jaipur.

Every year, the teacher has to attend a 10 days refresher training. There is a two day intensive monthly meeting for the teachers, conducted by the supervisor.

### **Academic Support**

The academic support is provided to the teachers by the supervisor. For every 10 schools a supervisor is appointed. The supervisor receives a 28-day initial training. The minimum qualification for the post of supervisor is higher secondary. However, preference is given to candidates with a higher educational qualification. The supervisor visits the assigned school, 20 days in a month.

The supervisor

- monitors the achievement of the children on a regular basis
- checks the recording and planning done by each teacher, for each child during the monthly meeting
- prepares for monthly tours and monthly review meetings
- reviews and checks documents maintained at the school and
- provides on the spot academic support to the teachers in teaching-learning activities.

The supervisors receive a monthly honorarium of Rs. 1500 and TA/DA for the visits to schools, as per government rules. A sum of Rs. 500 is given for contingency and stationery on an annual basis.

### **Monthly Review Meeting (*Sammeeksha Baithak*)**

The supervisor conducts a two day monthly review meeting with the teachers. At this meeting the teachers report on activities conducted during the last month and the progress made by each child. The teachers discuss the class room transactions and collectively find solutions to the problems confronted by them and develop new ideas and activities to be conducted with children.

## **Pedagogy**

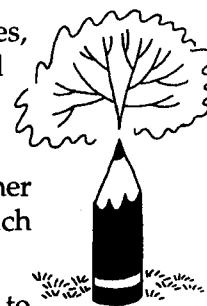
Teaching-learning is activity based, through songs, poetry, stories, plays and drama. Children are divided into small groups, formed on the basis of their academic level.

The teachers prepare a daily plan for organising classroom activities keeping in mind the different groups of children. The teacher also maintains a daily record of the child's progress, based on which teaching plans for the next day are prepared.

There is an emphasis on engaging children in art and craft work, to enhance their creative abilities.

An internal evaluation of the children based on the teacher's observation of their oral and written performance is done every month. The progress made by each child is recorded.

After every three months, the oral, written and practical work of students is assessed and recorded.



## **Curriculum**

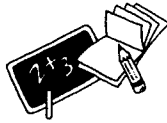
The curriculum, in these schools, relates to the daily lives of the learners. It has the same core curriculum content as in the formal primary schools but there is flexibility to incorporate additional inputs. The teacher is also given the freedom to choose the contents relevant to the learners' group. The curriculum is organised in a manner that permits the children to learn at their own pace i.e. no pre-defined time frame is imposed on the students for reaching desired levels, for example, the child can be in the first unit of language and in the second unit of mathematics, or vice-versa. The concept of pass or fail does not exist and there is a continuous evaluation built in to the system.

## **External Evaluation**

- On an average, a student is able to finish two textbooks of each subject in a year. When 10 textbooks in the series are completed, the child is eligible to appear for the class V examination, conducted by the District Education Board.
- The examination is similar to the one conducted for the NFE Centres and the students receive a certificate on successful completion of examination.
- The question papers are prepared on the basis of the curriculum followed in the schools.
- The performance of each child is maintained in an evaluation register provided by the BRC coordinator.



## Material For Children



A series of textbooks have been designed for language, mathematics and environment studies. Each series consists of 10 books. There are exercises at the end of each lesson which help in the regular evaluation of the child. The curriculum encourages self learning in children. A word based method has been adopted to teach language. Each learner is given a set of textbooks, exercise books, pencil, eraser and crayon colours.

## For the Centre

The materials purchased for each centre include a wooden blackboard, wall clock, metal box, drinking water tank with a tap, bucket and tumbler, lock, duster, register book, sign board, *durrie*, office stationery and games equipment. The supervisor informs the Block level officials and the purchase is made by the Purchase Committee. An amount of Rs. 1000 for each centre is made available every year for replenishing the material. The material for the centre is received within a month after giving in the requisition.

## Management

School management at the village level is the responsibility of the two teachers, the supervisor and the VEC or the School Management Committee (SMC). The SMC is formed in those villages where there is no VEC. The VEC, wherever present, does the work of the SMC. The SMC consists of nine members:

- The oldest member of the village Panchayat is the chairman of the Committee in case more than one *panchayat* member lives in the village.
- Three members are chosen from amongst the parents / guardians (one should be a woman).
- Three members, one each, should belong to the scheduled caste, scheduled tribe and other backward classes.
- The senior teacher is the Convener of the Committee whereas the second teacher is a member. If the supervisor is from the same village then he works as the Convener and the senior teacher is the member.

At the block level there is a Block Education Officer (BEO) and the BRC coordinator who monitor and manage the programme. At the district level, the District Project Coordinator manages the programme.

## Monitoring and Evaluation

A one-day review meeting is held at the block level, which is attended by all teachers and supervisors. The supervisors share their observations on the schools based on

their visits. They also share their plans for the next month.

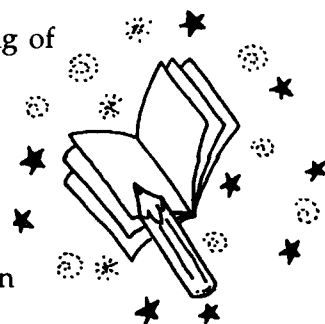
The academic problems, discussed at the two day *Baithak*, focus on problems of the teachers, related to teaching language, mathematics and environmental studies.

The teachers also inform the supervisors, incase of any delay in the delivery of books and other material, quality of the material received, delay in payment of honorarium and travelling allowance etc.

At the district level, a one-day meeting is attended by all the supervisors, the DIET lecturers, SRG members and representatives from the District Project Office.

This meeting:

- reviews the administrative and academic functioning of the schools
- plans for training based on the review
- discusses the problems faced in curriculum transaction and gives suggestions
- plans for activities for the next month
- makes necessary arrangements for the implementation of the planned activities.



At the state level, a two day meeting is held every quarter to discuss matters related to the schools. The meeting is attended by a representative of, teachers, centre incharges, supervisors, along with the District Project coordinators, SRG members and state level officials.

## **Community Participation**

Community participation is critical to the functioning of the school. The supervisor makes personal contact with the community and shares information on the activities of the school. The supervisor encourages the community to provide appropriate and adequate space for the school and if such space is not available, the supervisor persuades them to contribute for the construction of the school building.

The schools are supported by the School Management Committees whose members decide the school timings, location of the school, weekly holidays and the list of holidays for the year, in consultation with the parents.

The SMC members also :

- visit the school and observe the classes
- help solve the problems faced by the teachers in running the school
- sanction teachers' leave
- meet parents or guardians of those children who are not attending school and encourage them to send their children to school

- pay special attention to bringing the girls and children belongin to SC/ST and OBC groups to the school
- pay attention to the attendance of children in the school and ensure their regularity
- facilitate the timely availability of teaching-learning materials.

Persons from the vilalge are invited to conduct activities in the school. Children fairs are organised in which children present cultural activities for the community members.

## Budget

Item	Unit cost per annum (Rs)
Honorarium of AS instructors @ Rs 1000 per month for 2 instructors	24,000
Honorarium of Supervisor (per centre per annum)	1,800
Educational Material @ Rs 1500 per centre	1,500
School Improvement Grant	2,000
Overheads and Maintnace @ Rs 900 per centre per annum	900
Initial training of instructors (21 days) @ Rs 1680 per instructor	3,360
Follow up training (10 days in second year)	1,680
<b>Total</b>	<b>Rs. 34,240</b>

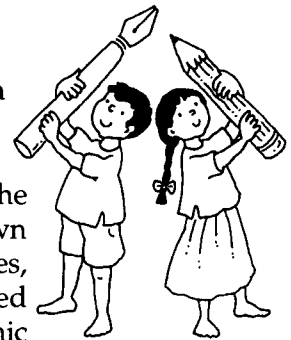
## APANA VIDYALAYA BIHAR



Apana Vidyalaya caters to out-of-school children belonging to marginalised communities. These children are not accepted in the formal schools due to the prevalence of a strong caste bias in the society. The Vidyalaya runs three hours daily, for three years divided into four semesters of nine months each for children in the age group of 6-11 years. The teachers are preferably women, from the same community. The Mata Samiti (mothers committee) members play an active role in the management of the Vidyalaya, like in the selection and appointment of teacher, procurement of material and in ensuring regular attendance of children.

### Origin/Rationale

A large number of children of marginalised communities in Bihar are unable to enrol in a formal school due to existence of a strong caste bias in the society. When admitted to formal schools, these children are discriminated against. Therefore the families do not send them to school. Micro-planning has shown that most out-of-school children belong to the scheduled castes, scheduled tribes, backward castes and other marginalised groups. These out-of-school children, take part in the economic activities of the family, help their mothers in the household chores. In case both parents are working, then the entire responsibility of completing the chores is on the older children. To address the educational needs of these children in such difficult situations, *Apana Vidyalayas* were started in October 1998, with a specific objective to enrol the 6-11 year children from the scheduled castes and the backward communities and to ensure that they complete their primary education. These *vidyalayas* have been established for :



- children in small habitations, situated in remote and inaccessible areas, where opening a formal school may not be viable and cost-effective as per the state norm

- working or migrant children whose work schedule do not match with the timings of the formal school
- children of nomadic tribes or wanderers like *Paharias*
- children of highly marginalised communities who are socially alienated and
- children who have dropped out of formal schools and are of nine years age and above.

## Coverage

The strategy was initiated on 2<sup>nd</sup> October 1998. Vidyalayas have been opened in a phased manner on 14<sup>th</sup> November 1998 and 26<sup>th</sup> January 1999. Until March 1999, 753 centres had been started. These cover 25,000 children. More such centres are proposed to be opened in the project districts.

## Operational Norms

The *Apana Vidyalayas* have been opened only in those blocks of the DPEP districts which are not covered by NFE schemes. The District Level Officials initiate micro planning on a priority basis in those villages / *tolas* which have a majority of SC/ST population or there is a large presence of families from marginalised groups. Based on the micro planning and school-mapping exercise, the sites for setting up the Vidyalayas are finalised. The state government has decided to provide funds to construct a community centre in case there is no suitable place in the village, where the centre can function.

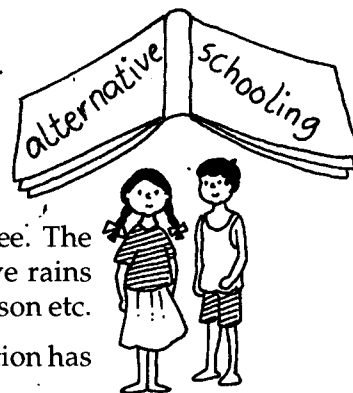
## Characteristics

*Apana Vidyalayas* open for three hours every day, for a minimum of 200 days in a year. The timings are decided by the *Mata Samiti*, keeping in view the convenience of the children. The centres might also be run in two shifts in a day. The centres function mostly during the day.

The duration of the programme is three years, divided into four semesters of nine months each.

The *Mata Samiti* decides the location of the *Vidyalaya*. Preferably the Vidyalaya is located in the community hall of the village. In case no such space is available in the village, the school is then run in the house of the teacher or any other villager. In some cases, it might be in the open space under the shade of a tree. The *Vidyalayas* do not remain operational during excessive rains and floods, at the time of local festivals, harvesting season etc.

Wherever an *Apana Vidyalaya* is opened, the administration has



planned to construct a community centre, from the development fund available for the village if a suitable place for the centre is not available.

## **Teacher**

### **Profile**

The teachers is generally a women, called *Didi*. The teacher is from the SC/ST communities. The minimum qualification for the teacher is Class VIII. In case a suitable candidate is not available, then the teacher is selected from other marginalised groups. In muslim dominated areas the teacher is a muslim woman.

### **Selection and Appointment**

The teacher for the *Vidyalaya* is selected by the *Mata Samiti*. The *Mata Samiti* constitutes all mothers whose children would attend the *Vidyalaya*. If the village has a Village Education Committee (VEC) then the women members of the committee would also be part of the *Mata Samiti*.

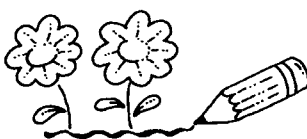
If a qualified woman teacher is not found in the same village then a person is selected from the adjoining village or *tola*. The teachers are appointed on a one year contract.

The rationale for selecting women from the disadvantaged sections of society is that they would be sensitive and empathetic towards these children. It would also encourage girls to enrol at the centres and complete their primary education.

### **Honorarium**

The teacher receives a monthly honorarium of Rs. 400, paid through the bank account of the *Mata Samiti*.

### **Teacher Enrichment**



#### **Initial training**

The teachers receive 30 days of intensive foundation training in the first year. It helps them develop a conceptual clarity on issues related to education of children. There are discussions on planning of activities for children, the transaction of the course content of the textbooks developed for these *Vidyalayas*, and the use of additional teaching-learning material along with the textbooks.

#### **Recurrent Training**

There is a recurrent training for three days after every three months. In the beginning of the second and third year, 10 days of refresher training is conducted. The recurrent

training programmes focus on preparing teaching-learning materials. The contingency amount available in the training budget is utilised for this purpose.

The training programmes are organised at the DIET or Cluster Resource Centre (CRC). The DIET faculty members, CRC coordinator, and the Academic Supervisory Resource Group (ASRG) conduct the training programme.

The teacher, therefore, receives training for 39 days in the first year and 19 days in the second year. Of the entire cost of the *Vidyalaya*, 33% is spent on the capacity building of the teacher.



### **Academic Support**

One supervisor is appointed for every 5-10 *Vidyalayas*. In most cases the supervisor is an active retired teacher from a formal school, interested in working with children as well as visiting the field. The supervisors form the Academic and Supervisory Resource Group (ASRG). The ASRGs provide academic support to the teachers, supervise the programme and are members of the team which trains the teachers.

The supervisors receive an initial training for 10-day conducted by the SCERT faculty. There is a plan to conduct five days of refresher training in the beginning of the second year, for which two resource persons from each district will be trained.

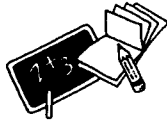
The supervisors receive a monthly honorarium of Rs. 500. During the 30 days initial training of the teachers, they receive an honorarium of Rs. 2000; and during the recurrent training, an honorarium of Rs. 100 per day is paid. To ensure certain minimum quality in the programme, the supervisors are paid 75% of the honorarium every three months, it is disbursed during the recurrent training. The balance 25% is paid at the end of the year based on the following :

- ensuring participation of more than 80% learners with a minimum achievement of 40% in language and mathematics.
- atleast 20% learners get mainstreamed into the nearby formal schools.

If the ASRGs do not fulfil the above requirements, their contracts are not renewed and fresh appointments are made. They also do not receive the balance 25% of the honorarium.

## Material

### For Children



A set of new books has been developed for children, at the state level with inputs from SCERT and the NFE Directorate. There is a separate set of books for each semester. Every child also receives a kit, including notebooks, pencil, eraser, colours. Each kit costs Rs. 110.

### For the Centre

A fixed establishment grant of Rs. 1600 for purchasing material for the *Vidyalaya* is made available to the *Mata Samiti*. The grant is released in the first year in two instalments of Rs. 1000 and Rs. 600. The *Vidyalayas* opened in the second year of the project will receive an establishment grant of Rs. 1850, while those opened in the first year will receive an additional amount of Rs. 500 in the second year for replenishment of material.

This grant is used for procuring materials like a wooden blackboard, mats, dusters, chalk, small box for storage, games, and other necessary items. The *Mata Samiti* is responsible for assessing the needs of the *Apna Vidyalaya* and procuring the material accordingly. The *Mata Samitis* maintain a record of the expenses from their account.

## Management



At the village level, the programme is managed by the teacher with support from the *Mata Samiti* members. The *Mata Samiti* members regularly visit the *Vidyalaya* and help the teacher resolve any problems related to the *Vidyalaya*. The *Mata Samiti* members also ensure regular attendance of the teacher and the children in the centre.

## Community Participation

The participation of the mothers group in the activities at the centre is a unique feature of these *Vidyalayas*.

### The Mata Samitis

#### *Composition, Formation and Function*

The *Mata Samiti* is formed in the process of community mobilisation that takes place during the micro-planning exercise. The members of the *Mata Samiti* are mothers of all those children who are out of school. If a village has a Village Education Committee (VEC), then its women members are nominated as members of the *Mata Samiti*. The number of members is not fixed and the only criterion is that the member must be the mother of a potential learner at the *Vidyalaya*. Since



the *Vidyalaya* can be started with a minimum of 15 learners, a group of 5-6 mothers can form the *Mata Samiti* initially. Management of the *Vidyalaya* through the *Mata Samiti*, ensures community involvement in the enrolment and retention of the children in the school. It also empowers the women of the community as they take all decisions regarding the education of their children.

Once the learners are identified, a meeting of the project officials and the mothers is organised. The entire proceedings of the meeting are recorded along with the names of the mothers whose children are to join the school. These mothers then form a group, called *Mata Samiti*. The group is asked to select its office bearers.

#### *Selection of the teachers*

The *Mata Samiti* is asked to recommend a suitable candidate for the post of teacher. The *Mata Samiti* is informed of the criteria for selection. In case they are unable to come up with a name immediately, they are requested to recommend a name within a week. If the office bearers of the *Mata Samiti* show unwillingness to take up their roles, then with the consent of the *Samiti* new office bearers are selected who recommend the name of teacher.

#### *Procurement of Material*

The *Mata Samiti* prepares the list of material required by the *Vidyalaya* in their village, within a fixed budget of Rs. 1850, during the first year. In subsequent years the *Mata Samiti* is provided a sum of Rs. 500 for annual expense on items needed for the *Vidyalaya*. To facilitate this, the *Mata Samitis* are required to open a bank account in the name of the *Samiti*. The bank account is opened after holding a meeting with the *Mata Samiti* members. The selected teacher extends support to the office bearers in fulfilling the process of opening the bank account.



## Budget



Item	Unit cost per annum (Rs)
Honorarium of the teacher @ Rs 400 per month.	4,800
Honorarium to ASRG (Supervisor) @ Rs 500 per month for 7-10 Vidyalayas.	852
Establishment grant to the Vidyalaya (New)	1,850 *
Reading and writing material @ Rs 110 per learner per year; average 25 learners per Vidyalaya.	2,750
Evaluation of learners (per Vidyalaya)	50
Training	
30 days induction training of teacher	1,714
3 days recurrent training of teacher	228
10 days refresher training of teacher	628
Monthly reflection of teacher (one day) @ Rs 10 per person.	120
Other operating expenses (to be spent by the district office per Vidyalaya per year)	250
<b>TOTAL</b>	<b>13,242</b>

*\*An annual operative cost of Rs 500 is given to old Vidyalayas.*

# NON FORMAL EDUCATION CENTRE KARNATAKA



Non Formal Education Centres have been set up to provide primary school education to out-of-school children in the age group of 8-13 years, in a period of two years. The centres is started in a village where a demand for the school has been generated through the micro-planning exercise.

## Origin/ Rationale

A micr-oplanning exercise using participatory techniques of data collection, in Karnataka revealed that there were a large number of out-of-school children belonging to migrating families, tribal families and other marginalised social groups. The Non Formal Education (NFE) Centres were started in November, 1998 to reach out to these children to universalise primary education. These centres enrol children in the age group of 8-13 years who have either never been enrolled at a school or dropped out-of-school without completing their primary education.



## Coverage

Until May 1999, 406 NFE centres have been set up in the project districts, covering 9407 children. More such centres are proposed during the project period.

## Operational Norms

An NFE centre is started in a village only after the need for it has been established through the micro planning exercise. There should be at least 15 out-of-school children, of 8-13 years of age, to start an NFE centre and a request from the village community for a school.

## Characteristics

The centre runs for 2-3 hours daily in the evening, for 300 days in a year. The entire period of two years is divided into four semesters. The Village Education Committee (VEC) identifies the space for the centre. This could be within the premises of the formal school, *Anganwadi* centre, *Gram Panchayat* office, *Samudaya Bhawan* (Community Hall) or the house of teacher. Care is taken in selecting the location of

the centre as parents are not willing to send their daughters to distant places at late hours and also children from marginalised groups find certain places inconvenient.

The timings of the centre is fixed as per the convenience of the children i.e. when they are free from other work. Therefore, usually the centres run late in the afternoon or in the evening.

Each centre has a teacher pupil ratio of 1:30. In case the village has more than 30 out-of-school children, an additional centre is opened. Accordingly, the VEC identifies two teachers and two different locations for the centres.

### **Pre-opening Activities**

The VEC passes a resolution which incorporates decision on the location of the centre and the teacher identified for the centre. The minutes of the meeting, which is endorsed by the Micro-Planning Team is kept with the VEC secretary. On the basis of this resolution, the VEC makes a formal proposal to the BEO who places the proposal before a District Implementation Committee (DIC) for approval. The DIC then passes an order to start the proposed NFE centres. These centres are proposed to run for two years which is divided into four semesters. On approval of the DIC and the BEO, the centres are provided with teaching-learning materials. These materials are handed over to the Secretary of the VEC, who in turn distributes them to the children of the NFE centre.

### **Teacher**

#### **Profile**

The VEC identifies the teacher from the same village who has a minimum educational qualification of SSLC. Preference is given to persons who have worked in literacy campaigns. Since a large number of children for whom NFE is proposed belong to scheduled caste, scheduled tribe, and other backward communities, it is desirable that the NFE teacher also belong to one of these communities.



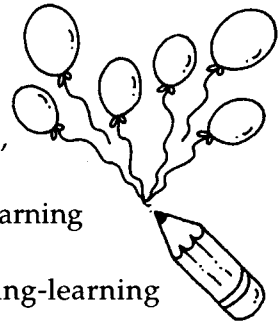
## **Honorarium**

The teacher receives a monthly honorarium of Rs. 1000 through the VEC.

## **Role**

The teacher is expected to :

- know all the children in the community, especially those identified for attending the NFE centre, their names, age, their families, the work that they are involved in, etc.
- make arrangements for a physical setting conducive to learning (seating, light, teaching-learning materials)
- understand the proper use and maintenance of teaching-learning materials.
- cover a core curriculum, in Language, Mathematics and Environmental Studies
- provide children with an opportunity for participating in dramas, songs, craft and art.
- evaluate achievement level of children and maintain a record of their progress.
- submit monthly reports on prescribed performas.



## **Teacher Training**

### **Initial Training**

The teachers receive six days induction training at the Block Resource Centre (BRC), which helps them design activities that are centred around the child. This is followed by a six-day training at the beginning of each semester.

### **Academic Support and Supervision**

The CRC coordinator has been entrusted with the responsibility of making regular visits to the centre. The CRC coordinator observes the teaching practices of the NFE teacher and gives suggestions.

The teachers plan the classroom activities in collaboration with the head master of the nearest formal school. The teachers also visit the CRC and meet with the CRC coordinator every month.

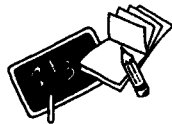
### **The Cluster level and Block level Coordinators**

- organise training programmes for NFE teachers at the BRC. If the number of NFE centres (and therefore NFE teachers) in the block is small, the training is undertaken along with the training of primary school teachers

- organise experience sharing workshops with the NFE teachers in the block; this may also be jointly conducted with workshops for primary school teachers
- undertake visits to the NFE centres on a monthly basis and
- facilitate participation of NFE teachers in the monthly interactive sessions of primary school teachers at the CRC

## Material

### For Children



Textbooks titled *Khushi Khushi* are given to each child. Material developed by Eklavya, Madhya Pradesh under the same name has been adapted and translated and it is used along with government prescribed textbooks for grades II to IV. Every child receives a set of notebooks and a slate and some stationary.

### For the Teachers

Teaching-learning material available to teachers include charts, maps, flashcards and other low cost teaching material. Local folk stories have been compiled which are being used as supplementary teaching-learning material.

### For the Centre

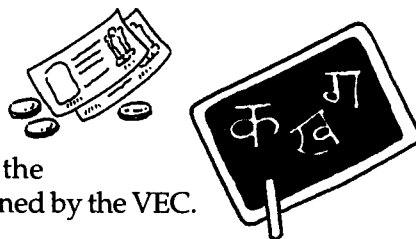
- Kerosene and lamps
- a small black board (3'x4')
- maps : World, India, Karnataka and the district
- Charts : alphabets, numbers, birds, animals, vegetables, fruits and health
- primary science kit
- mini tool kit
- models : animals, birds, fruits, vegetables
- teachers' register, notebooks and remarks book
- two *Jamkhanas* (6'x8')
- slates and notebooks according to the number of children identified.

## Management

The District Resource Group meets and reviews the progress of the NFE centres every month. The block level resource group participates in both the DRG meeting as well as the CRC meetings. The CRC coordinator also visits and interacts with the VEC members. The VEC members being closest to the centre, regularly participate in its activities and monitor the centre.

## Flow of funds for Procuring Material

The Block Education Officer (BEO) releases the funds to the VEC to facilitate the functioning of NFE centres. The funds are credited to the VEC account, which is jointly operated by the Chairman and Secretary of the VEC. The VEC receives funds to pay honorarium to the teacher and purchase the basic material for the centre. The accounts of the payments received and expenses made are maintained by the VEC.



## Community Involvement

The VEC ensures that all children attend either the formal school or the NFE centre. The VEC members are also responsible for identifying a suitable place for the NFE centre. Some of the main roles of VEC are :

- ensuring that the teacher runs the NFE centre regularly, for approximately two hours a day for 300 days in a year.
- ensuring regular attendance of children especially girls from scheduled caste, scheduled tribe, and other backward communities and creating a system whereby children bring their peers along with them to the centre.
- sharing the progress made by the children and review it, in consultation with the teacher during VEC meetings.
- making regular payment of honorarium to the teacher, a register to this effect is maintained.
- monitoring children's attendance to check their regularity at school.
- seeing that the materials and equipment for the centre are available on time.
- prepare a list of out-of-school children attending the NFE centre and prepare periodic update of the same.
- prepare a list of out-of-school children attending the NFE centre and a prepare a periodic update of the same.

## Budget



Item	Unit cost per annum (Rs)
Honorarium for the teacher	12,000
Lighting (lantern) (if there is no electricity)	500
Lighting—fuel/electricity charges	500
Jamkhana (2)	1,500
Charts, Maps, Models, Blocks	1,500
Storage trunk	500
Water drum	800
Blackboard	2,500
Notebooks, slates, chalk (depending on the number of children, subject to a maximum of Rs 200 per centre)	200
Replenishments for slates, notebooks, etc.	
<b>Total</b>	<b>20,000</b>



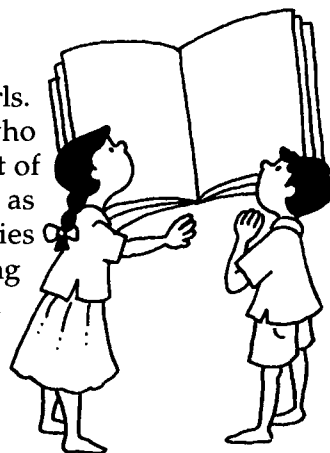
## NON FORMAL EDUCATION CENTRE HARYANA



The Non Formal Education centres cater to the educational needs of out-of-school children in the age group of 6-14 years. The centre operates for four hours daily at a time convenient for the children. Formal school textbooks developed under DPEP are used in these centres. The programme duration envisaged is two years but centres are allowed to function beyond this period if children are yet to complete their primary education.

### Origin/ Rationale

A majority of the out-of-school children in Haryana are girls. They belong to the marginalised sections of the society who either could not enrol at a formal school or dropped out of the school. These children work along with their parents as agricultural labour or participate in economic activities undertaken by the family. Some of these children belong to the *Meo* and the *Gujjar* community where there is a strong bias against girls education. The Non Formal Education centres were started in September 1998, for children of these disadvantaged groups.



### Coverage

There are 182 centres covering 5269 children. A few of these centres are located in the urban slums. More such centres are proposed in the DPEP districts.

### Characteristics

The NFE centres run for three hours daily, for 300 days in a year. The centre has a teacher child ratio of 1:30. The new formal school textbooks *Antarang and Hanste Gaate*, developed by the state have been introduced in these centres. These books encourage activity based learning. The children have freedom to learn at their own pace. These textbooks allow children to carry out activities independently with some simple instructions from the teachers.

At the end of the second year of implementation, it is expected that the children will achieve competencies equivalent to class V. They will then be evaluated along with children of formal schools through a class V level examination. Those successful will be subsequently mainstreamed to class VI of a formal school.

## **Teacher**

### **Profile**

The teacher has to be at least a matriculate and a local person residing in the same village habitation or locality. Preference is given to women candidates in section.

### **Honorarium**

The teacher receives a monthly honorarium of Rs. 800 per month. The coordinator at the Cluster Resource Centre (CRC) disburses the salary of the instructors.

### **Selection and Appointment**

The Village Education Committee (VEC) proposes two or three names. Applicants are selected through a workshop conducted at the district level. The selected candidates are then provided with a set of guidelines which explain their roles and responsibilities. This guideline also provides information on the conceptual framework of Alternative Schooling in Haryana, the target group of the programme, classroom organisation and the expected roles of the teacher.

### **Role of Teacher**

It is expected that the teacher will



- plan a daily timetable, follow-up on the children who do not attend the centre regularly, handle multi-level classroom situation where children are grouped on the basis of their performance level.
- plan activities for the next day.
- conduct group activities with children which are essentially of three types.
  - Motivational activities such as folk songs, story telling, and games to attract children.
  - School readiness skills such as art and craft, rhythm and movement activities, which are conducted in the first three months of the centre.
  - Curriculum related activities such as conducting experiments as well as activities suggested in the textbooks.
- Maintaining a progress record of each child.

- monitor the regularity of children, organise community activities such as *bal mela* etc. and evaluation of the centre by the community.
- understand the social, economic and cultural background of the child; social dynamics and development issues in the community; and the interests, abilities and potential of the children and problems faced by them in the classroom.
- upgrade their own skills and knowledge.
- plan activities for the centre.

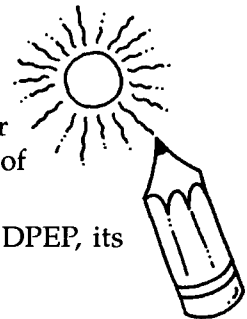
The guidelines also provide sample formats that the teacher is required to fill up for programme monitoring. These include formats on collecting relevant information about the child at the time of admission, monthly and quarterly progress of children, survey work and community contact, etc. This guidebook also includes guidelines for supervisors regarding school visits; formats for evaluation of children in language, mathematics and environmental studies; and a list of material that should be available in each centre.

## Teacher Enrichment

### Initial Training

An 11 days induction training, is organised for instructors prior to starting of the NFE centres. The main objective of the training programme is to develop a conceptual clarity regarding;

- alternative schooling and its role in achieving universalisation of primary education;
- the role of a teacher as community mobiliser, identifying out-of-school children, encouraging these children to be enrolled at the centre, and mobilising their parents to maintain regular attendance of children, and assessing learning achievement of the children.



The training programme also informs the participants about DPEP, its genesis, objectives, and the different programme components.

### Recurrent Training

A 10-day recurrent, residential training is organised every year. It addresses issues related to classroom transaction, classroom organization, use of additional TLM, classroom environment, assessment of children's performance and follow-up of children who are in specially difficult circumstances. Issues related to community participation, are discussed to help the teacher in developing a strategy for further action. The recurrent training programme also discusses the teacher's daily diary.

Training for the teachers is conducted by the District Project Office (DPO), DIET

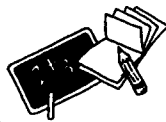
personnel, resource persons from the State Resource Group (SRG), Block Resource Centre (BRC) and faculty members of the State Council for Educational Research and Training (SCERT).

### **Academic Support and Supervision**

The DIET faculty members are assigned responsibility of supervision of NFE centres. They visit each centre twice a month. During the visit they observe the classroom transaction, use of teaching-learning material and provide their feedback to the teachers.

The teachers participate in CRC and BRC level meetings held twice every month. During these meetings they share their experiences and problems faced, thus allowing cross sharing and learning.

### **Material**



#### **For Children**

The NFE centres are using the formal school textbooks for classes I and II (*Antarang and Haanste Gaate*). These have been developed based on a new approach to pedagogy adopted by the programme. The state has recently developed workbooks for the class I and II textbooks to be used exclusively at the NFE Centres. For classes III, IV and V, the formal school textbooks are used along with the resource material developed by Digantar and the NFE textbooks developed by National Council for Educational Research and Training (NCERT). Other material provided to children include a slate, exercise books, workbooks, pencils, erasers, colours, sharpener, pen, hardboard, skipping ropes, towel and soap.

#### **For the Centre**

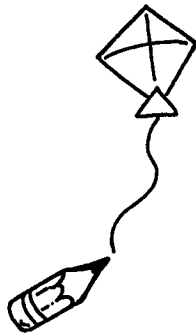
The material for the centre includes a chair, table, a trunk, mats, a black board, chalks, dusters, toys, teaching aids, charts, maps, the daily newspaper, and play equipment like balls and marbles.

The teacher gets a monthly grant of Rs.50 to prepare the teaching-learning material for the centre.

## Budget

Item	Unit cost per annum (Rs)
Salary of the teacher @ Rs. 800 p.m.	9,600
Books for 20 children	1,000
Workbooks for 20 children	1,000
Student kit (Basic minimum material) @ Rs 200/student for 20 children	4,000
Stationary, register and miscellaneous items	800
Teaching-learning material grant	500
Rent and durri-patti	700
Monthly meeting @ Rs 30/month	300
Supervision cost/centre (@ Rs 1500 per month + 500 fixed TA) one supervisor for 12 centres	2,000
Training of instructor (31 days)	2,015
Training of supervisor (15 days)	85
<b>Total</b>	<b>22,000 *</b>

*\* The cost of the programme is under revision. The above mentioned budget is proposed, it is yet to be approved.*



**Breaking the mind set!  
Sirsa district of Haryana**

*Singhikat Mohalla is a slum colony situated two kms. away on the outskirts of the town of Sirsa. People living here were wanderers, who have now settled in Jhuggis.*

*These people have been living on heaps of rubbish and they are in abject poverty. They fend for their families by scavenging or begging. They have hardly any cloths to cover their bodies. The problem of alcoholism is rampant in this community.*

*Their contact with the outside world has been minimal. Situated on the bank of a dirty stream, with piles of waste all around, the surroundings of the colony are extremely unhygienic.*

*Krishan Kumar, a social worker of the area firmly believed that lack of education was the root cause of their poverty and backwardness. Despite constant indifference shown by the community, he along with the Pradhan, Shri Dori Lal and another local person persuaded the people to send their children to school.*

*He met the DPEP officials of the district and gave them details of a survey conducted by him. According to his survey, 150 children in the age group of 6-9 years and 135 children in the age group of 9-14 years in the community were out of school.*

*As the community did not want to send their children to a formal school, a Non Formal Education centre was started on 29 July, 1997. About 40% children were enrolled. In the beginning, the children attending the school were unaware of the behaviour that was expected of them in the school. They were unaccustomed to sit in a disciplined manner, and would often walk out of the school. Slowly, this began to change. Children began to come in regularly. Enrolment in the centre increased. Soon the need for more teachers was felt and they were appointed. Children have started remaining clean. The physical environment of the colony has also improved. There is a beginning of change in Singhikat Mohalla.*

## PRERNA CENTRE MAHARASHTRA



Prerna Centres cater to children in the age group of 9-14 years. They are either non-enrolled or drop outs. The duration of the centre is two years which is divided into four semesters. After completing the four semesters the children appear for class IV district level board examination. After passing the examination they are mainstreamed into class V of the formal school.

### Origin/Rationale

House-to house surveys in project districts in Maharashtra have shown that there are a large number of children in the 6-14 age group who are still out of school. These include children who are unenrolled and those who have dropped out of school. The state has decided that all children in the age group of 6-8 years will be admitted to formal schools. However, alternative strategies are required to provide schooling facilities for older children who are out-of-school and engaged in household chores or support their parents in wage earning activities. *Prerna* centres were launched in 1996.



### Coverage

In the first year 836 centres were opened which functioned until 1998. In the second year another 313 centres were opened which will close in 1999. Another 1500 centres have been opened in the districts during 1998-1999. Approximately 76,000 children have been covered through these centres.

### Operational Norms

*Prerna* centres are based on the 'Propel Model' developed by Indian Institute of Education, (IIE) Pune. A centre can be opened with a minimum of 20 children in the age group of 9-14 years. The centre can also be opened in habitations where there are a minimum of 10 girls who are not attending school.

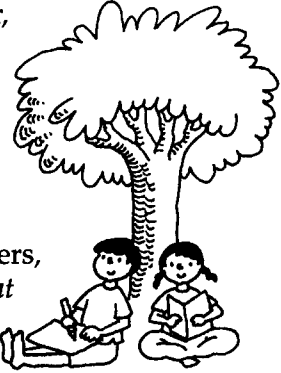
### Characteristics

*Prerna* centres are operational for 10 months in a year for two years from the date of opening. The centre is open for two hours every day, generally in the evening after

5 p.m., when the children are back from work. The teacher, children and their parents mutually agree upon the timings of the centre.

Children are taught up to Class IV level in these centres. Thereafter they are enrolled in formal schools in class V, after passing a district level examination.

The centres can be located at any place convenient for the learners, such as the formal school building, the temple, the *panchayat bhawan*, a verandah in some ones house, the house of the teacher or sheds with thatched roofs built by the community. In most cases, the centres are located in the teacher's residence.



## **Teacher**

### **Profile**

The teacher is a matriculate and belongs to the same village and community as the children.

### **Selection and Appointment**

The Village Education Committee (VEC) members invite and scrutinize the applications and short list three candidates. This list is sent to the Block Education Officer. The final selection is done at the block level. The most qualified applicant is selected.

The Block Level Office issues an appointment letter to the selected candidate. The state is considering decentralisation of the process of teacher selection and appointment, through the VEC. This has been implemented in Jalna, a phase II district of the project.

### **Honorarium**

The teacher receives an honorarium of Rs 500 per month, which is disbursed at the monthly meeting conducted by the Cluster Resource Centre (CRC) coordinator at the cluster level.

## **Teacher Enrichment**

### **Initial Training**

The teacher undergoes a 10-day non-residential training at the Block level before the centres start functioning. State and district-level resource persons are trained by resource persons from IIE, Pune. They in turn train resource persons within the district.

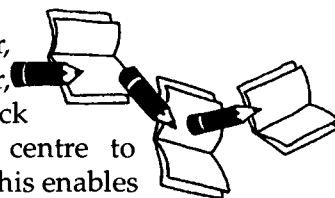


The training focuses on personality development of the teacher, increasing the awareness of the teacher and imparting the necessary skills to teach children.

The topics discussed during the training programme are, the curriculum specific content areas, the learners profile of the NFE centre, role of the NFE teacher, organization of the classroom, seating arrangements for the children, records to be maintained at the centre and play and activity method etc.

### Academic Support

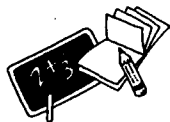
A formal school teacher appointed as the CRC coordinator, to supervise and monitor the formal schools in the cluster, visits the centre once a month. Subject experts at the Block Resource Centre (BRC) also make regular visits to the centre to observe the teaching practices adopted by the teacher. This enables them to incorporate new ideas into the training programmes or help the instructors during the monthly meetings.



The monthly meetings of teachers at cluster level are forums for recurrent training, apart from addressing administrative matters like salary disbursement, feedback on requirements of teaching-learning material etc. In this forum, a formal school teacher demonstrates transaction of a lesson from one of the subject areas which is followed by a discussion with the group.

### Material

#### For Children



Teaching learning material used at *Prerna* centres are similar to those used in Propel Centres of IIE, Pune. There are a series of books for each subject area. The books are graded, equivalent to the formal school competency levels. On completion of this series of workbooks, children attain competencies equivalent to class IV of formal schools.

#### For the Centre

Each *Prerna* Centre has a blackboard, chalk, picture posters, a set of books for the children and a kit of teaching material. These district-specific kits have been developed by the state during a three day workshop. The kit includes teaching-learning material used in formal schools as well as the multi-grade schools, being run on a pilot basis in each district. The kit called *Sobti* has 56 items. There is a guidebook for the teacher for using the kit.

### Management

The Centres are supervised by the head teacher of the nearest formal school. The teachers meet at the CRC every month. The subject experts at the block level and

the district resource persons conduct in-service training of the teachers. Each centre maintains a record of children's attendance and their performance. This information is given to the CRC coordinator who then passes the information to the block level. At the block level, the BRC coordinator compiles information for all alternative schools in the block and sends it to the District Project Office.

## Budget

Item	Unit cost per annum (Rs)
Honorarium (@ Rs 500 per month, 10 months)	5,000
Teaching kit for the centre	1,000
Children's mela	1,000
Material for children (Rs 80 per child, 25 children)	2,000
Contingency	1,000
Initial training of the teacher (10 days)	240
<b>Total</b>	<b>10,240</b>

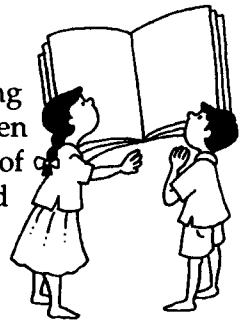
## BACK TO SCHOOL CENTRE GUJARAT



The Back to School Centres cater to children in the 7 to 14 years age group who are unenrolled or drop outs. The Village Education Committee has to present a proposal for the centre with the names of the children and the Shala Sahayak (teacher) to the Cluster Resource Centre coordinator. The selection is done by a committee at the CRC level. The VEC appoints the teacher. The honorarium for the teacher is on a per child basis and is linked to the performance of the children in the centre. These centres run for three to four hours everyday, during the day-time at a place provided by the community. The local school headmaster and the CRC coordinator supervise the centre.

### Origin/Rationale

In Gujarat a number of initiatives are being taken for ensuring universal enrolment in formal schools. Despite this, many children remain unenrolled. Those unenrolled children in the age group of 7 to 14 years, who cannot be directly admitted to school are enrolled in the Back to School Centres which conduct a bridge course for these children. This enables them to attain competencies of classes appropriate to their age after which they are mainstreamed into formal schools.



### Coverage

So far 389 Back to School Centres have been initiated which have covered 7916 children.

### Operational Norms

Back to School Centres are operational in villages with at least 20 out-of-school children. Most of these centres have been opened in those villages or hamlets in

which children, especially girls, do not have access to a formal school. Priority has also been given to those villages that have the lowest literacy rates.



## Characteristics

Children 7 years and above are evaluated and grouped based on their achievement levels. They are then provided a condensed course to help them achieve educational levels corresponding to their age. The duration of the course therefore varies depending upon the age and academic level of the children.

The Back-to-School centre usually runs for two to four hours daily during the day time in a space provided by the community. The timings of the centre are decided jointly by the head master and the VEC. A teacher pupil ratio of 1:20 is maintained. If there are more than 20 children, an additional teacher is appointed.

## Teacher

### Profile

The teacher called *Shala Sahayak* is usually a matriculate or higher secondary pass candidate and is a person from the same village, preferably from the same community. While selecting the teachers, the most qualified person is preferred. There are centres which have teachers who have undergone primary teacher training conducted by the DIETs. Candidates with additional qualities like knowledge of music, art and craft are given preference.

### Selection and Appointment

The VEC puts forth a proposal with names of eligible candidates. The most suitable candidate is selected by members of the selection committee chaired by the CRC co-ordinator. The *Shala Sahayak* is appointed by the VEC.

### Honorarium

The *Shala Sahayak* is paid an honorarium at the rate of Rs 50 per child for 20 children. If the enrolment of girls is less than 25% of the total enrolment in the class, the teacher is paid Rs 40 per child. The *Shala Sahayak* is paid 60% of the fixed honorarium every month and the balance amount is paid if the children achieve the next level of competency on evaluation.

### Role

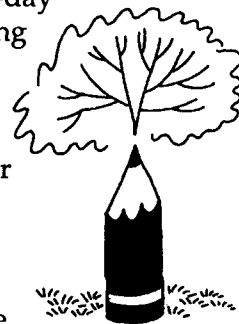
The teacher is expected to perform the following duties.

- establish contact with every family in the village.

- build an appropriate environment in the village and at the centre for the children to attend regularly.
- prepare a list of beneficiaries on the basis of the door to door contact with the families.

## Training

The strategy for teacher enrichment is being finalised. A 30-day induction training is planned with 10-15 days recurrent training in the subsequent years. The training will be residential in nature and will be conducted by the state, district and block level resource persons. The training module for the 30 day induction training has been developed by the Gujarat Council for Educational Research Training (GCERT).



## Supervision and Academic Support

One supervisor is appointed for every 8-10 centres. The supervisors should have passed secondary school and belong to the local area. Candidates with higher qualifications and especially those who have undergone the primary teacher training are preferred. The supervisors are selected and appointed by the BRC coordinator in consultation with the District Coordinator. The supervisors can receive a maximum monthly honorarium of Rs 2000 at the rate of Rs 20 per child for a maximum of 100 children. The supervisor is paid a conveyance allowance of Rs. 100 per month and a contingency of Rs. 100 per month. They are required to visit each centre at least twice a month and report to the CRC coordinator. The supervisor is also expected to conduct survey work to identify the beneficiaries, attend VEC and PTA meetings, develop a relationship with the formal schools and conduct publicity campaigns in their areas.

## Material

### For Children

Each child is given a slate, chalk, notebooks, pencils, rubber and a sharpener, a cloth bag, a handkerchief, learning card and a *chitrapathi* (a picture book).

### For the Centre

Every centre has books, TLM, blackboard, floor mats, chalk, TLM box, some musical instruments like *khanjari* and *manjira*, a buckets etc.

## Management

Our-of-school children are identified by the VEC, Mother Teacher Association (MTA) and Parent Teacher Association (PTA) along with the school head master and *Shala Sahayak*. A list of out-of-school children is prepared by the teacher and presented to

the CRC Co-ordinator. Within 10 days of receiving a request from the VEC, the CRC is required to grant permission, to open the centre. A record of the information about every child is maintained by the supervisor and submitted to the CRC coordinator every Monday.

## Budget



Item	Unit cost per annum (Rs)
Honorarium of the teacher @ (Rs 1000 per month)	12,000
Honorarium of the supervisor @ Rs 2000 per month for 10 centres	2,640
Materials (Rs 50 per child for 20 children)	1,000
Contingency	100
<b>Total</b>	<b>15,740</b>

# ALTERNATIVE SCHOOL

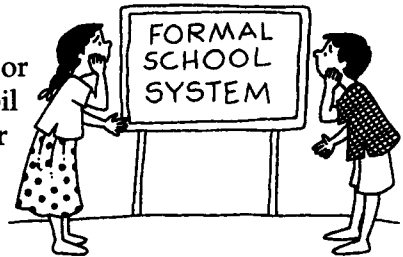
## ASSAM



The Alternative Schools cater to out-of-school children in schoolless habitations and in villages with single teacher schools. The children are divided into three groups according to their age - 6 to 8 years, 9 to 11 years and 12 to 14 years. The Alternative Schools use the same textbooks as the formal schools. Some additional teaching-learning material has been developed. The school runs from 9 am to 4 p.m. The children of the first group (6-8 years) are taught in the morning, while the other two groups are taught in the afternoon. The teacher is called Shiksha Mitra and is appointed for every 40 children. These schools also operate during the summer months to support slow learners or repeaters of the formal schools.

### Origin/Rationale

Formal schools in some parts e.g. schools in remote or flood prone areas of Assam have a very high pupil teacher ration (PTR). There are some single teacher schools with more than 80 children. Schools with more than one teacher also have 60 or more children. Children enrolled in such schools drop out as they do not get adequate attention from the teacher.



To address this problem of out-of-school children and high PTR in formal schools, the Alternative Schools were started in January 1998. These schools, apart from providing assistance to the single teacher schools, are providing educational opportunities for girls and children who are working at home, in the fields or doing petty jobs on the river side.

### Operational Norms

An Alternative School is started in a village where the teacher pupil ratio in a

single-teacher formal school is 1:80 or above, or where it is 1:60 and above, in a formal school with more than one teacher.

## Characteristics

The Alternative School teachers teach the formal school children of classes I and II in the morning. The out-of-school children are either taught early in the morning before the formal school begins functioning or in the afternoon, after school hours are over. The teacher can also exercise the option of teaching these children in two shifts, morning and evening. The teacher decides the timings and the number of shifts in consultation with the Village Education Committee (VEC). For morning or evening classes the village should have a minimum of 10 students.

For out-of-school children, classes are held for at least two hours.

The Alternative School has a teacher-pupil ratio of 1:40.

The duration of this condensed course is one year after which these children are mainstreamed to the formal school.



The community decides the location for the Alternative School. If there is a formal school in the village and is spacious, the Alternative School runs in the school building itself. In the absence of this, the community constructs a hut to house the school.

## Teacher

### Profile

The teacher of the Alternative School is referred to as *Shiksha Mitra*. The teacher is preferably a woman from the same village, having passed high school. Only if a suitable woman from the same village is not available, a male teacher is appointed.

### Selection and Appointment

Names of candidates are recommended by the VEC through a resolution, approved and signed by the majority of members. The VEC recommends at least three names and the final selection is made through a written test.

### Honorarium

The teacher receives an honorarium of Rs 900 per month, it is disbursed by the VEC.



## Role

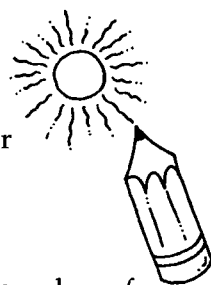
Apart from teaching in two shifts the teacher is also expected to perform the following functions:

- identify slow learners and organize special classes for them during the summer vacation period. Children from the formal schools, if recommended by the teachers join these special classes.
- involve parents of the children, particularly girls, in the running of the school. It is mandatory to conduct a mother's meeting every fortnight at the school.
- keep a record of all girl children in the age group of 6 -14 years who are not attending school with reasons for the same, and make efforts to bring them to school.
- work in close coordination with the formal school of the village.

## Teacher Enrichment

### Training

The teacher undergoes a seven day initial training followed by an intensive training of 21 days. There is a plan to conduct regular refresher training programmes for the teachers every year.



### Academic Support and Supervision

A supervisor is appointed for every 10 Alternative Schools. The number of supervisors in a block, however, does not exceed three. The supervisor conducts monthly meetings of the teachers. The teachers also receive a feedback on their performance from the supervisors and other resource persons during the meeting. Teachers are expected to attend monthly meetings at the Cluster Resource Centre (CRC) level. The BRC and the CRC co-ordinators provide necessary academic support.

## Material

### For the Children

Children in classes I and II follow the same curriculum and textbooks as the formal school. Additional teaching-learning material has been developed at the state level in the form of workbooks and activity sheets for children to help them acquire the desired competencies within a short time. Children in the age group of 6-8 years are prepared for classes II or III; children of age group 9-11 years for classes III and IV; and 12-14 year olds for class V.

## Management

Each Alternative School has a Parent-Teacher Association (PTA) which meets every

month. The PTA is responsible for enrolment, maintaining regular attendance and providing logistics support to the teacher.

The CRC co-ordinator, addresses management related issues, deployment of teachers wherever enrolment increases, and ensures availability of materials and equipment for the schools.

## Budget

Item	Unit cost per annum (Rs)
Honorarium of the teacher @ Rs 900 p.m.	10,800
Honorarium of the supervisor	1,800
Material for the children	3,440
Material for the teacher	100
Material for the supervisor	120
Material for the centre	5,000
Cost of evaluation and certification	1,000
Induction	345
Recurrent	2,415
Refresher training	805
Academic support meetings	2,400
Induction	35
Recurrent	241
Refresher training	81
Monthly meetings	240
Community mobilisation activities	1,200
Contingencies	2,400
Centre opening activities	1,000
<b>Total</b>	<b>33,422 *</b>

*\*Excludes supervision cost and TLM preparation workshops*

# BALSHALA

## UTTAR PRADESH



Balshalas are alternative schools where a pre-school has been combined with a primary school. These centres cater to children in the 3-11 years of age who work along with their parents in stone quarries or as agricultural labour. Each Balshala has a Sahayika who looks after the pre-school children, and a teacher for children above 6 years of age. Pre-school children at these schools go through a school readiness programme which helps in improved retention of these children during primary school education. The Balshala runs either near the work site or near the homes of these families. Balshalas are based on the schools run by Bodh Shiksha Samiti, an NGO in Jaipur.

### Origin/Rationale

In Uttar Pradesh, a large numbers of households are either landless or have very small land holidays. These families, therefore, have to work as wage labour to sustain themselves. The work available is seasonal in nature and therefore all those who can bring in some wage income to the family are required to work. The work is on a daily-wage basis, therefore the family cannot effort to miss even a single days work. The kind of work undertaken is agricultural labour, stone quarrying, or work on small constructions, road repair etc.

With all adults at work, the household chores of washing, cleaning, cooking, bringing drinking water, collecting firewood and looking after the younger siblings are done by the older children in the family. Some children are also engaged in wage-earning activities along with their parents. Due to a lack of adequate early childhood care services the younger children are left to fend for themselves.

To cater to these children in the age group 3 to 11 years, *Balshalas* have been initiated in January 1999.



## Coverage

At present, there are 102 *Balshalas* operational in 15 districts catering to 1201 children.

## Operational Norms

A *Balshala* can be started for a minimum group of 25 children, in which there are about 15 children in the age of 6 to 11 years and 10 children below the age of 6 years.

## Characteristics

Each *Balshala* has two teachers, one who looks after the pre-schoolers and another who teaches the older children. The *Balshala* is either located near the work site of the parents or at the habitation from where the parents go to work. The centre is operational for four hours every day in the day time, for 300 days in a year. Apart from addressing the educational needs of children in the age group of 6-11 years, *Balshalas* provide school readiness skills to pre-school children.

A *Balshala* is set up in any available space. It could be housed in the village temple, a villagers house, or any other community place in the habitation.



## Teacher

### Profile

The minimum qualification required for the teacher for the 6-11 year old children is high school. In case a candidate with the desired qualification is not available, a matriculate may be selected. In the absence any of these, a class VIII class woman from the village would be recommended and appointed.

The minimum educational qualification for the *Sahayika* who works with the pre-schoolers should have passed class V.

### Selection and Appointment

The Village Education Committee (VEC) receives applications for the posts of the teacher and *Sahayika*. These are forwarded to the NPRC co-ordinator who after scrutinizing the applications sends it to the Block Resource Centre (BRC) co-ordinator. Both the teacher and the *Sahayika* are selected over a two day workshop. The selected candidates are appointed by the VEC members. (The selection process is outlined under *Shikshaghar* scheme in section III).

### Honorarium

The teacher receives a monthly honorarium for Rs 600 and the *Sahayika* receives a

monthly honorarium Rs 300. This is paid through a cheque from the bank account of the VEC, which is jointly operated by the president of the VEC and the headmaster of the formal school.

## Teacher Enrichment

### Initial Training

There is an initial residential training for 30 days at the block or district level. The training focuses on understanding issues related to children being out of school, the role of the alternative school teacher, teacher-pupil relationship, transaction of curriculum, use of additional teaching-learning material, and working with the community. This initial training is conducted by resource persons including DIET lecturers, Assistant *Basic Shiksha Adhikaris* (ABSAs), School Inspectors and NFE officers trained at the *Bodh Shiksha Samiti* Jaipur.

### Recurrent Training

The recurrent training of the teacher would take place during their monthly meetings with the *Nyay Panchayat* Resource Centre (NPRC) co-ordinator at the NPRC. The teachers would maintain a daily diary of activities conducted with the children this would be discussed at the monthly meeting to suggest new ideas and activities to the teacher.

### Academic Support

The NPRC co-ordinator provides academic support through regular field visits to the centre and during the monthly meetings.

### Material

#### For Children



The material for children 6-11 years of age is the same as that for children at the *Shikshaghars*. The children will use formal school textbooks. A set of material for each child costs Rs 110. (The list of material is mentioned under *Shikshaghar* in section III).

#### For the Centre

The material for the *Balshala* for children 6-11 years of age is the same as that for the *Shikshaghar*. Additional material like a tin box with lock, black board with stand, durrie, bucket with lid and mug with handle, wooden stool, soap dish, comb, towels, bed sheets, nail cutter, flash cards, picture cards, language cards, story cards, dolls, number blocks, rocking horse, tricycle, slate, and pencils are also added for the pre-schoolers.

The total cost of the material for the *Balshala* is Rs 5000.

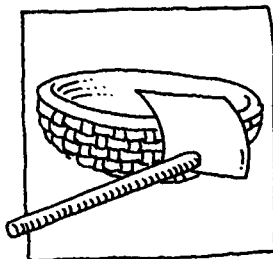
## Management

The *Balshalas* are managed by the VEC at the local level. The NPRC co-ordinator supervises and monitors the programme, and conducts monthly meetings with the teachers. The monthly meetings address academic issues as well as management issues of enrolment of children, attendance, timely payment of honorarium, and feedback on the functioning of the teachers.

## Budget



Item	Unit cost per annum (Rs)
Honorarium of the teacher (@Rs 600, 12 months)	7,200
Honorarium of the Sahayika (@Rs 300, 12 months)	3,600
Material for the Balshala	5,000
Material for children 6–11 years of age (@Rs 110 per child, 15 children)	1,650
Contingency	2,000
Training of the teacher and the Sahayika	2,070
<b>Total</b>	<b>22,520</b>



## **FREEING THE SHACKLES**

### **CHILD LABOUR**

**I**ndia probably has the highest number of working children in the world. The estimates vary from 1.7 crore to 10 crore. This difference in estimates is partly due to difficulties in counting child workers and partly due to the lack of an agreed definition of child labour.

Child labour can be broadly classified into the following categories:

- Child labour covered by the Child Labour Prohibition and Regulation Act, 1986.
- Child labour falling outside the legislative framework
  - Informal, and unorganised, activities like agriculture, taking care of live stock, rag picking etc. and family based work like carpet weaving, bangle making, *beedi* rolling in rural and urban sector.

#### **Child Labour Covered by Legislation**

The labour laws cover only 15% of the child labour force viz., children who are in the formal, industrial sector and in occupations identified and listed in the Act. These include children working on plantations, in factories, mines, carpet weaving, cinder picking, cleaning of ash pits, cement manufacturing, cloth printing, dyeing, weaving, manufacturing of matches, explosives, fireworks, catering establishments in railway premises or port limits, *beedi* making, mica cutting, abattoirs and wool cleaning.

The existing legislation prohibits children from working in hazardous occupations and suggests regulation of working hours in the non-

hazardous activities. The list of occupations in the legislation is not exhaustive.

The unorganised sector both in rural and urban areas employs more than 85% of child labour.

The occupations in the informal, unorganised sector in which children are involved include construction, tanneries, in factories/workshops and as vendors, domestic workers, helpers in restaurants, shops, canteens, garages, porters, rag pickers, shoe-shiners, sweepers and waste re-cyclers, sex workers. Children are also found working in home based industries like, *beedi*-rolling, *papad*-making, sub-assembling, block-making, incense making, *bindi*-making, paper-bag making, gem polishing, plastic flower-making, cotton - pod shelling, tamarind cleaning, and embroidery.

The working conditions are difficult. Children work for 10-12 hours in the most inhuman conditions. These working children belong to the poorest sections of society, especially from the most marginalised groups.

The efforts to eliminate child labour have to be multi-pronged keeping in view the multiplicity of factors responsible for it. Any programme for child labour eradication must have a strong component of mobilisation of the various stake-holders as well as the community at large. The most crucial intervention is to provide relevant and quality primary education as a strategy for rehabilitating the child workers as well as prepare them to face their life situation better. Attempts have been made to design flexible strategies based on appropriate, child-centred pedagogy under the Alternative Schooling programme of DPEP keeping in view the complexity of the problem.

This section describes strategies like the Back to School Camp, Uttar Pradesh; Summer Schools, Andhra Pradesh; *Shikshaghar*, Firozabad, Uttar Pradesh; Back to School Centre, Banaskantha, Gujarat; and Strategies for Urban Areas, Rajasthan. These are recent initiatives and are being implemented on a pilot basis. Experiences from these will be analysed and incorporated before the strategies are scaled up.





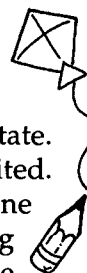
## BACK TO SCHOOL CAMP UTTAR PRADESH



Back to School Camp is a strategy to mainstream children back into formal schools through a bridge course. Both the teacher and the children stay at the camp which is residential. This arrangement helps to wean children away from work and enables the family to reallocate work done by the children amongst the adults. The duration of the camp varies from three months to a year. At the end of the camp the children are assessed and admitted to the formal school in the appropriate class.

### Origin/Rationale

Lalitpur district of Uttar Pradesh is located at the southern end of the state. The land in this area is rocky and therefore agricultural activities are limited. The area is dotted with stone quarries. Most families work at these stone quarries. It is common to see the entire family involved in stone cutting work. The men do the skilled job of breaking and cutting the stone, while women and children do unskilled jobs of removing the rubble, carrying the stone slabs or collecting the small pieces of stone. Most of the children working at site, especially the girls, have never been to school. Amongst the boys there are a few who did go to school, but dropped out and started to work with their parents.



Children of age 9 years and above cannot adjust in class I in the regular schools. A bridge course in the nature of a residential camp would enable them to achieve competencies of higher classes for joining the formal school in a short period and also effectively wean them away from work. A residential school also ensures that the family arranges to reallocate work among the adults.

A team from the state visited the camps organized by the MV Foundation in Ranga Reddy district of Andhra Pradesh. The Foundation offered to extend support in organizing a short duration camp as an activity prior to the long-term camp as well as train the camp teachers. The state decided to organize one camp for 90 days in the Balabehat Nyay Panchayat of Viridha block of Lalitpur district in March 1999.

## Operational Norms

The strategy caters to children who are above the age of 9 years and who are working at stone quarries. A camp may have 75-100 children.

## Coverage

The camp covered 75 children in the age group 9-14 years. The first camp was initially planned only for boys but the pre-camp activities in the cluster motivated girls to join the camp.

## Characteristics

The camp is similar to a residential school. It runs continuously for a period of three months to a year. Children and teachers reside in a portion of the school building, community hall, *panchayat bhawan* or any other government building in the area or a temporary structure where arrangements have been made for the camp. The arrangements for classes, stay and cooking are in the same building.

For this camp all arrangements were made at the cluster level primary school and the *panchayat bhawan* which is adjacent to the primary school.

## Pre-Camp Activities

The planning and the grounding of activities began three months before the actual camp. The District Alternative School coordinator through field visits first identified the villages where there were the largest number of out-of-school children. Meetings were organised with the local youth who were willing to help in bringing these children back to school. This youth group formed the core team for the camp. This core team of volunteers met regularly with the coordinator. A three day interaction was organized for the orientation of the volunteers by resource persons from the MV Foundation. The resource persons suggested strategies to make regular contact with the children and their parents. The resource persons accompanied the volunteers during some of the visits. The volunteers sometimes got the children together to play and participate in games and other activities.



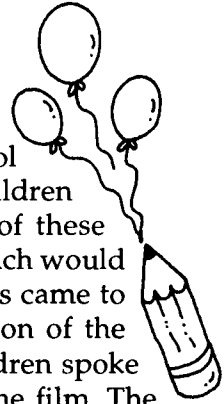
With the help of the coordinator, the volunteers drew out a format to collect basic information on each child. The formats were filled after meeting the parents and the children. A one-day mela was organized for all children. The children participated in activities like games, drawing, singing and role play. The children took out a rally, demanding their right to a childhood and education.

The learner profile formats were scrutinized and children in the age group of 9-14 years were short-listed. A three day camp was organized with the children.

The purpose of the camp was to demonstrate to the community the nature of the strategy, as well as to get the children away from their homes for a short period and observe the response of both the family members and the child. The short term displacement of the child from the family helps the adults to reallocate the work amongst themselves or find alternatives to get the work done.

## **The Short Camp**

The three day camp was attended by 75 children, of which 19 were girls. Each group of children was accompanied by their local volunteer. The children were welcomed by the formal school children with a cultural programme. Over the three days the children participated in different games and activities. The objective of these activities was to assess the level of performance of each child which would be useful in grouping them during the long-term camp. Parents came to visit their children at the camp and also to see the organization of the camp. A video documentation of the camp was prepared. Children spoke about the activities and other arrangements at the camp, for the film. The film was used as a tool for community mobilization in those villages from where the parents could not come to see the camp.



## **Camp Activities**

Camp activities begin early in the morning. Children wake up, wash and take their bath. This is followed by the morning prayers and physical exercise after which breakfast is served.

Children are then divided into small groups and a teacher is assigned to each group. The teacher pupil ratio is 1:10 or 1:12. The teachers plan the activities for the day on the previous evening. A timetable for the camp is drawn out and each person in the camp strictly follows it. Similarly, the menu for the week is also worked out and followed. There is a doctor who visits the camp for a check-up of the children. During the evening the children participate in games, cultural activities or do their individual studies.

This camp had 10 persons, seven of these were teachers and three persons were engaged for cooking. The NPRC co-ordinator and the head teacher of the primary school in this case, were responsible for the administrative functioning of the camp.

The camp started on 15 March 1999 and was planned for 90 days. The children were assessed at the end of 90 days with the help of the NPRC coordinator and admitted into the formal school in the appropriate class.

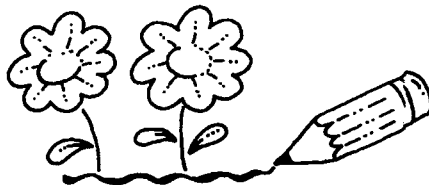
## Teacher

The teacher has to be from the same village as the children. This familiarity is important for both parents and the children. The teacher should have passed high school. In the absence of such a candidate, the teacher should at least be a matriculate. The selection process of the teacher is similar to that followed in *Shikshaghar* scheme (Refer *Shikshaghar Strategy* in section III.)

## Teacher Enrichment

### Initial Training

The teachers received their initial training in phases and also while on the job. The resource persons from the MV Foundation gave them a three day orientation. Of this, one day was for organizing *balmelas*. The resource persons accompanied the teachers when they filled the information formats. The three day camp served as a training programme for the teachers. It was a challenge for the teachers to plan and conduct activities for children and sustain their interest. Following the short term camp the teachers visited camps organized by the MV Foundation in Andhra Pradesh. During the 10 day visit, the teachers and organisers found out details about organising camps as well as the transaction of the curriculum with the children.

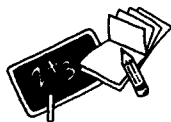


### Academic Support

Academic support was provided by the NPRC coordinator and the SDI of the block. The NPRC coordinator regularly visited the camp. The head teacher of the local primary school visited the camp everyday to provide guidance and support to the teachers.

## Materials

### For Children



Each child at the camp is provided with a kit which has notebooks, pencils, eraser, crayons, and some picture books.

### For the Camp

The arrangements made at the camp include boarding and lodging facilities. The teaching material includes books, stationery, musical instruments, games and sports equipment.

## Budget



The recurring cost for the camp are detailed below. The boarding-lodging materials can be used over a number of camps.

Item	Unit cost per camp (Rs)
Honorarium for the teachers @ Rs.1200/- per month (7 persons, 3 months)	25,200
Expenses on food @ Rs. 25/- per person per day (84 persons, 90 days)	1,89,000
Lodging facilities @ Rs. 6/- per person per day (84 persons, 90 days)	45,360
Material for bathing and washing and maintenance of camp @ Rs. 50/- per person per month (84 persons, 3 months)	12,600
Material and equipment for the camp (blackboard, floor mats)	10,000
Teaching-learning material @ Rs. 150/- per child (75 children)	11,250
Additional teaching material	2,000
Contingencies	8,000
<b>Total</b>	<b>3,03,410</b>

## SUMMER SCHOOL ANDHRA PRADESH



Summer schools are bridge courses for 6-8 year old children who are out of school. These function during the summer vacations in the local formal school in each village. A Summer School can be started in any village where there is a minimum of 20 children in the 6-8 years age group who are out of school. The children are mainstreamed into the formal school after they are assessed at the end of the course. If some children cannot be mainstreamed at the end of the course, then the Summer School continues to operate till these children are ready. The teacher at the school is a para teacher called Vidya Volunteer. During the summer vacations of 1999, a total of 16,412 schools were set up which covered more than 4 lakh children.

### Origin / Rationale

Andhra Pradesh has taken up several initiatives to improve access to primary education. However a large number of children in the 6-11 years age group remain out of school. Most of these children belong to the backward classes, scheduled castes and scheduled tribes. These children are either working in the organized or the unorganized sector. Some of them work in their own homes participating in the economic activity of the family.



The statistics on enrolment and retention show that a large number of children drop out-of-school at the class II and III levels.

A strategy was required to tackle the problems of both non-enrolment and dropouts and bring back all children in the age group of 6-8 years to school. The Summer School strategy was implemented from May 1999.

## Coverage

A total of 16,412 Summer Schools were operational, covering 4,12,950 children.

## Operational Norms

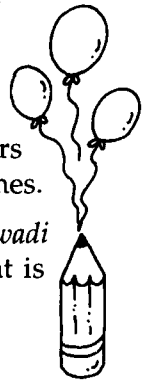
The scheme is implemented in all habitations where there are formal schools and yet there are children out of school. A volunteer teacher is deployed for a minimum of 20 children. An additional teacher is provided when the number of children is more than 40.

## Characteristics

The Summer School is a full day, non residential school, operational during the summer vacations for approximately 60 days. If there are children left un-enrolled, the Summer School will remain open until 15 August to ensure that all children are enrolled in the formal school.

The School Committee, with active DWACRA groups prepare the list of out-of-school children in the age group of 6-8 years. The headmasters of the primary and upper primary schools also help in listing out the names.

The Summer Schools operate in existing school buildings or in *anganwadi* centres or community halls or any other suitable accommodation that is provided by the school committee.



## Teacher

### Profile

The teacher is a local person who may belong to any of these categories, a member of the local youth group, a *Vidya Volunteer*, a *prerak* of continuing education, active volunteers of TLC or the NFE instructor.

### Selection and Appointment

The School Committee identifies the teacher and recommends the name to the MEO. The MEO grants the necessary permission to start the school and arranges for the training of the teacher.

## Teacher Enrichment

### Initial Training

The teacher is given a training for seven days. The training is implemented through a cascade. The district resource group of six members from each district is trained at the State Council for Educational Research and Training (SCERT) for two days. The district resource group trains the Mandal Resource Persons (MRP) as well as

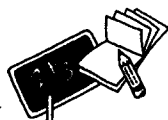
a group of selected formal school teachers for three days in three spells. The MRPs and teachers impart the training at the mandal level.

### Academic Support and Supervision

The core team of resource persons is responsible for the supervision of the summer schools. Each MRP will be allotted a number of summer schools to be supervised. The teacher and the MRPs along with the head master of the formal school have to ensure that all children at the end of the summer school are enrolled at the formal school.

### Material

#### For Children



The children are taught by the 'play way' method. In the first seven days there are a number of games and activities that are conducted as part of a school readiness programme. The course content has been developed by the officials associated with DPEP and SCERT. The formal school textbooks for classes I and II, the NFE programme material and the material used by the MV Foundation are used at the summer school.

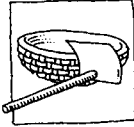
### Budget



Item	Unit cost per school (Rs)
Honorarium	1,000
Consumables for 20 children	400
Training of Volunteer	415
Teaching manual for Volunteer	20
<b>Total</b>	<b>1,835</b>



## SHIKSHAGHAR, URBAN AREAS UTTAR PRADESH



Shikshaghars are non-formal education centres catering to out-of-school children in the city of Firozabad. These children are engaged in wage earning activities of bangle making from a very young age. The Shikshaghar project has been started to wean these children away from work and mainstream them into the formal school system.

### Origin / Rationale

Firozabad is a city of glass works. Apart from production of intricate items out of glass, bangle making is the major industry in the district. Children are involved in various stages of bangle-making in factories and homes. They are inducted at an early age (as early as four years).



About 80% of the bangle-making process takes place in the homes. There too, children work on straightening the bangle on hot iron plates or joining the two ends of the bangle against the flame of a lamp. Children are working at the cutters, where sharp blades are used to make designs on the bangles. As wages are on a piece rate basis, more pieces mean more money. So the entire family gets involved in the work.

An effective process of weaning these children off work and enabling them to join the mainstream of education has to involve all major stakeholders. It was decided to start a special project in three wards in the city.

### *The Glass Factory*

*Firozabad is the centre for glass bangles and other glass works in the country. The city skyline is dotted with chimneys of numerous glass factories. The glass factories are the only source of employment for the large number of unskilled labour. Work is available for about 200 days in a year. The work at the factory is difficult with temperatures inside the factory ranging from an unbearable 50°C in the surroundings to 1000 °C inside the kilns where the glass is being melted.*

*Different kinds of jobs are done inside the glass factory. Workmen at the kiln give the melting glass the right hue and colours.*

*Others carry molten glass at the end of a long iron bar, requiring lot of skill. The rod carriers take the molten glass to another end of the factory to a rotator.*

*Some workmen rotate a handle bar with spirals at one end. The glass is stuck onto one end of the spiral and then entwined around it. Running the handle bar requires heavy labour. This is the highest paid job in the factory, but anyone working on it has a very short work life.*

*The bangle now begins to take shape. When the twirling is complete the spiral of the bangles is skillfully removed and sent to the cutter. With a small diamond studded instrument, the cutter cuts across the spiral. The bangles are now counted and tied up and are ready to be sent out of the factory.*

*This unfinished bangle is now ready for further work to be done in the homes. The cut bangle is first straightened out and then the two ends are joined. The bangle is given a design by making fine cuts across, on a sharp and swiftly moving blade. Next if required colour is painted onto the bangle.*

*The work at the factories requires speed, agility and skill. The workforce required should be young. Work at the factory is arduous and dangerous, the working conditions are tough. To overcome the fatigue of the work youngsters at the factory take to liquor. They are soon afflicted with various diseases like tuberculosis or damage their liver.*

### ***The Slums of Firozabad***

*The slums of Firozabad are in complete contrast to the beautiful bangles that are made in these cramped households. The slums are densely populated. A large number of the households are one-room tenements serving as all purpose work room, living room, and kitchen. The wards contain clusters of houses, divided by narrow lanes.*

*Each ward is divided into mohallas. The majority of the population consists of Jatavs, Kushwaha, Sankhwars, Rajputs and in some slum areas there is a concentration of Muslim families. The slums have open, stagnating drains, no sanitation facilities, water logged puddles and heaps of garbage are seen all around. This results in poor community health, making the area prone to epidemics and communicable diseases.*

*The average family size is 6-8. Family size increases in the lower income groups to as much as 12-13. More than 90% of the lower income group families are involved in making glass bangles. Those involved in bangle work are employed for 200-225 days in a year.*

## Coverage

A total of 32 Shikshaghars have been set up in the three wards covering about 800 children.

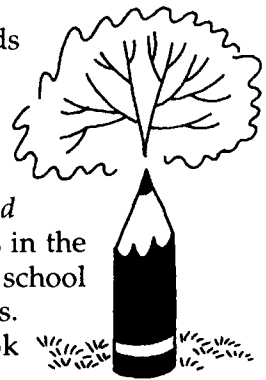
## Programme Activities

An action plan was drawn up at a workshop held at the district level in July 1998. The participants at the workshop included officials from the district administration, departments of labour, welfare, health, urban development and education. There were representatives from local NGOs, other support organisations, formal school teachers and community members.

The work began in the three wards. The selection of the wards was made on the basis of number of *malin bastis* (slums) in the ward.

The work was then taken up in the following sequence :

- First an assessment of the municipality schools (*Parishad* schools) in the area was done to undertake improvements in the schools infrastructure, i.e. repair and maintenance of the school buildings, provision of toilets and drinking water facilities. Simultaneously, a process of teacher rationalisation took place in these schools.
- Environment building activities like *Nukkad Natakas* and *Mohalla Baithaks* for mobilising the community were organised. Children enrolled in the formal schools participated in the awareness campaigns. The focus of the campaigns was on highlighting the rights of the child, especially their right to education. During these activities local volunteers were identified.
- Two social animators were appointed in each ward. Of these, one is a woman. Their main responsibility was of initiating the programme in the field by making personal contact with the families and the community leaders. These community workers also met with the community leaders and requested them to mobilise parents of children who did not attend school.
- The social animators facilitated the process of forming *mohalla* groups and ward-level committees with at least four youths and four women.
- Bal mela and rallies were organised in each of the wards. These meetings and rallies were organised by the ward committee members. The meetings were attended by community members, children and officials of the district administration. Each official addressed the community and disseminated information on the various welfare schemes that could be availed by the community members.



- Volunteers in the three wards conducted house-to-house surveys to identify out-of-school children as no systematic record of children out-of-school for any of the wards was available. Volunteers were given adequate orientation and training to conduct the survey.
- Possible sites where the *Shikshaghars* would be located were identified. Discussions were held with the community members to provide suitable accommodation for the schools.

## Teacher

### Selection and Appointment

The *mohalla* level groups initiated the process of teacher identification and sought applications. The teacher selection process was the same as that for other strategies in the state. The teachers have been appointed by the ward committee. (Details available under *Shikshaghar* in section III).

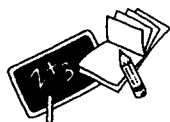
### Honorarium

The teacher receives a monthly honorarium of Rs.600.

### Training

The teachers were given a 15 day training by resource persons from Centre for Rural Education Development & Advancement (CREDA) Mirzapur. The training focused on community mobilisation strategies, pre-centre opening activities and helped the teachers to draw out a broad plan for the first two months after the centres become operational. Another phase of 15 days training addressed curriculum related issues.

### Material



The materials for the centre, and kits for children are the same as provided to *Shikshaghar* centres in other districts.

### Budget



The cost of the centre is the same as *Shikshaghars* in the state (refer *Shikshaghar* strategy in section III).

## URBAN SCHOOL GUJARAT



The Urban School is a Back to School centre operating in an urban slum of Banaskantha district of Gujarat. The children at this centre are from families who have migrated from rural areas. The Back to School centre functions in the community hall located in the slum. The teachers at the centre help these children to achieve competencies appropriate for their age group and they would be mainstreamed into the formal school.

### **Origin / Rationale**

In the northern part of Palanpur, the district headquarter of Banaskantha there is a concentration of temporary settlements called Haripura. The majority (80%) of the children in these slums do not go to school. They collect rags, plastic bags and other items from the garbage which can then be re-cycled. Also there is no school in a radius of one kilometre of the slum. A survey revealed that there were 281 children, in the age group of 5-14 years, who were not going to school in this slum. Most of the children were keen to study if an arrangement could be made within the slum.

The community expressed a desire for a school during their interaction with the project officials, so that their children could study. Thus an alternative school was started in October 1998. An attempt is being made to convert the same into a formal school in the near future. One teacher has been deputed in this school by the Municipal Committee.

### **Characteristics**

The children in the Urban School are categorised into four groups according to their age. Group A has 5-7 year olds, group B has 7-9 year olds, group C has 9-11 year olds and group D has 11-14 year olds.

Bridge courses are provided for each group covering the syllabus of appropriate classes; for group A-class I, for group B-classes I & II, for group C-classes I, II & III and for group D-upto class IV.

The school operates for six hours from 11 a.m. to 5 p.m. like a formal school. The classes are held in a community hall with three rooms and an open verandah. The community contributes towards providing toilet facilities and drinking water.

## Teacher

There are four teachers at the Haripura Urban School. Of the four teachers, one has been deputed by the Municipal Committee, Palanpur. The other three are unemployed, PTC-trained teachers who have been engaged for 10 months at a remuneration of Rs.1000 per month. The teachers are appointed by the Education Committee formed by the community and the payment of the teachers' honorarium is made through the bank account of the committee.

## Teacher Enrichment

### Initial Training

DIET, Palanpur has supported this strategy by providing initial training for five days. Onsite support and supervision are also provided by the DIET staff. The state has recently developed and implemented a 30 days training module covering all AS teachers.

### Materials

Textbooks of the formal school are being used in this school. Gujarat Council of Educational, Research and Training (GCERT) and the DIET are preparing a syllabus and materials for use at these schools. The materials and equipment at the centre include floor mats, blackboards, charts, chalk slates.

### Evaluation

As per the plan, evaluation of group A (class I) will be done along with children of the formal school. For group B, C and D the evaluation will be based on the syllabus which is being finalised. At the end of a semester of four months, children will be promoted to a higher class after the evaluation.

### Budget

Item	Unit cost per annum (Rs.)
Salary of Formal School Teacher @ Rs. 6000, 10 months	60,000
Honorarium of teacher @ Rs. 1000, 3 teachers	30,000
Contingencies @ Rs. 200/- per class	800
Slates, Pens, Books	4,000
TLM Material	4,000
Training Expenses	2,500
Training Material	2,500
Miscellaneous	2,000
<b>Total</b>	<b>1,05,800</b>

## STRATEGIES FOR URBAN AREAS

### RAJASTHAN



Back to School programmes have been proposed to mainstream working children in the age group of 6-11 years who are out-of-school in urban areas. These programmes include condensed courses, bridge courses and Shiksha Swayam Sevi Schools. The programmes are yet to be operationalised therefore details on the strategy and programme designs are not available.

#### **Origin / Rationale**

There is a large population of children, 6-14 years of age, who are out-of-school in urban areas due to many reasons.

Since Non-formal Education (NFE) centres, operational for two hours at night have not been found appropriate, a number of strategies like the Condensed Course, Bridge Course and *Shiksha Swayam Sevi* Schools are proposed to be started in the urban areas. These strategies will specially target working children in the age group 6-11 years.

#### **Characteristics**

##### **Condensed Course**

The Condensed Course will be held for boys and girls separately if needed. The duration of the course will be two or three months. The course may be conducted during the summer vacations or at any other convenient time. The main aim of this course is to prepare boys and girls for classes appropriate to their age and get them admitted in formal schools in July.

##### **Bridge Course**

A six month residential Bridge Course will be organised for 9-11 year old children who are either dropouts or have never been enrolled at school. Though the Bridge Course will be for both boys and girls, it will preferably be organised for girls. The duration and venue of the course will be decided in consultation with the community. It has been proposed that the Bridge Course be held from January to June as this will enable mainstreaming the children in July, soon after the vacations.

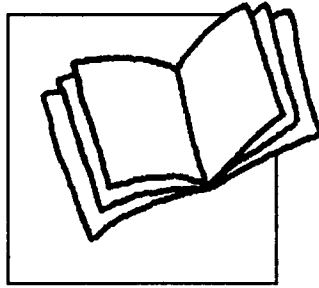
Since the Bridge Course will be a residential camp it will be conducted in the premises of the primary school during the day or any other place suggested by the community.

### **Shiksha Swayam Sevi School**

*Shiksha Swayam Sevi* Schools will be opened for working children in rural and urban areas. Children will be grouped in two groups, 6-8 years and 9-11 years of age. These schools will be run for four hours by teachers appointed for these schools. The timings of the school will be decided by the Ward Education Committee (WEC) depending on the area and the needs of the children. The rules regarding qualification, selection, procedure of appointment, mode of payments and removal of community teachers will be the same as for *Shiksha Swayam Sevi* School. The supervision, evaluation and monitoring will also be on the same pattern. The community teachers will be given an honorarium of Rs. 1000 per month. (refer *Shiksha Swayam Sevi* School in section I).







## SCHOOLING WITH FAITH

### CHILDREN TO WHOM ACCESS IS RESTRAINED DUE TO RELIGIOUS BELIEFS AND PRACTICES

Religious institutions and leaders play a significant role in determining the life pattern in certain traditional communities. These include the *maulavis* and *jonabs* of the muslim community.

Many children in these communities, do not go to formal schools because the community gives greater importance to *mazhabi* education given at the *makhtab* or *madarassa*. The traditional practices of the community prevent girls from moving out of their homes and these practices are more binding on the girls, which results in low enrolment of girls. Amongst the muslim community, children are sent to the *makhtabs* and *madarassas* where they study religious texts only.

Strategies adopted by the states include strengthening of the *makhtabs* and *madarassas* by training the *jonabs* and *maulavis* to transact the mainstream curriculum.

This section discusses these strategies.

# MAKHTAB ASSAM

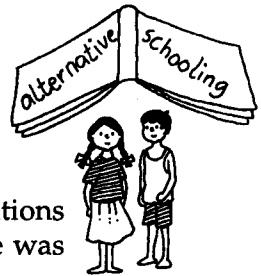


Makhtabs are traditional institutions imparting religious education to children of the Muslim Community. These children learn the texts of the Quran, referred to as Dinee Taleem. The religious teaching focuses on principles of living and understanding of the Islamic law. The *jonabs* and *maulavis* are now being trained for teaching formal primary school curriculum. Teaching-learning material used in the formal schools has been made available to the children attending makhtabs.

## Origin / Rationale

*Majhabi shiksha* or religious education is imparted to children from the age of three years. Therefore many children from the community never join the mainstream education system.

In order to include these children in the old primary education it was decided to reach these children at the religious institutions called *makhtabs* that provide *majhabi shiksha*. The programme was started in January 1996.



## Coverage

Through an intervention in 120 *makhtabs*, more than 10,000 children have been covered.

## Operational Norms

An intervention is made in a *makhtab* where there are at least 15 girl students and a total of 25 students. The *jonab* should be willing to take classes with the formal school curriculum for an additional three hours beyond the period of religious instruction.

## Characteristics

The *makhtab* is a very well expected religious institutions which is supported and run by the community. Therefore, the ownership of the community of this

institution is very high. Children attend the *makhtab* for their religious classes. These sessions last for two or three hours. The *jonab* was requested to transact the formal school curriculum with the children for another three hours. The *jonabs* were given an initial training, which helped them to transact the formal school textbooks.

## **Teacher**

### **Profile**

The *jonabs* of the *makhtab* taken up under this intervention are at least matriculates.

### **Selection**

The Cluster Resource Coordinator along with the Village Education Committee identifies the *jonabs* willing to transact the formal school curriculum.

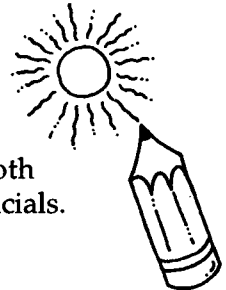
### **Honorarium**

The *jonab* receives a monthly honorarium of Rs. 500. However, a *jonab* who is not a matriculate receives a monthly honorarium of Rs. 250. In case the enrolment at the *makhtab* is of 40 children and the *jonab* is a non-matriculate, then an Alternative School worker who is a matriculate is appointed.

## **Teacher Enrichment**

### **Training**

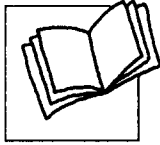
Training is provided to the *jonabs* who have been selected. Both induction and on the job trainings are organised by the project officials.



### **Management**

A *makhtab* Management Committee has been formed to extent support to the *jonab* and monitor the programme. The academic support, materials and cost of the programme are the same as for *Aamaar Kendras* (refer *Amar Kendras* in section III).

## MAKHTAB AND MADARASSA UTTAR PRADESH



A strategy similar to *Shikshaghar* has been started to impart primary school education to children attending *makhtabs* and *madarssas*. The *maulavis* at these institutions are being trained to teach the children for an additional three hours.

### Origin / Rationale

Certain blocks in some districts of Uttar Pradesh have a majority muslim population. In some of these areas, the emphasis is on religious instruction for children at *makhtabs* or *madarssas*. Most of these children who attend the *makhtabs* or the *madarass* do not go to a formal school. It was decided to strengthen these institutions by introducing formal education through the *maulavis*.

### Coverage

The strategy has been started in 10 *makhtabs* covering approximately 250 children.

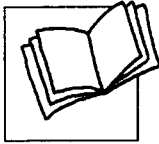
### Characteristics

An intervention on the pattern of a *Shikshaghar* has been designed for the children studying in the *makhtabs* or the *madarssas*. The *maulavi* who imparts religious instruction to the children for two or three hours is now also responsible for teaching the mainstream school curriculum for an additional three hours.



The teacher-pupil ratio is 1:25. All materials provided for a *Shikshaghar* centre are made available for the children in the *makhtabs* or *madarssas*. (refer *Shikshaghar* strategy in section III).

## MAKHTAB RAJASTHAN

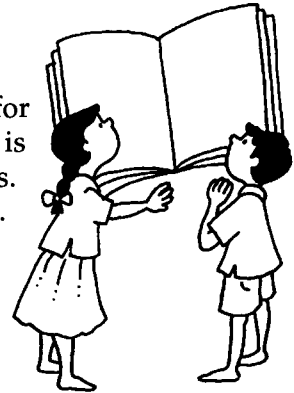


Children belonging to the muslim community are sent to makhtabs, where they receive religious education. Under the strategy maulavis of the makhtabs will be persuaded to include formal school curriculum by extending the daily learning hours in the makhtabs. The maulavis will be provided special training to enable them to teach the formal school curriculum. This strategy is yet to be operationalised.

### Origin / Rationale

Girls and boys from Muslim families attend the *makhtab* for two hours in the morning or evening, daily. The *makhtab* is run in a room attached to the mosque or in separate premises. The *maulavi* teaches the Holy *Quran* and also Urdu language. The community supports the *maulavi* by making contributions in cash or kind.

It has been decided to adopt these *makhtabs* and train the *maulavi* who could than transact the primary school curriculum too.

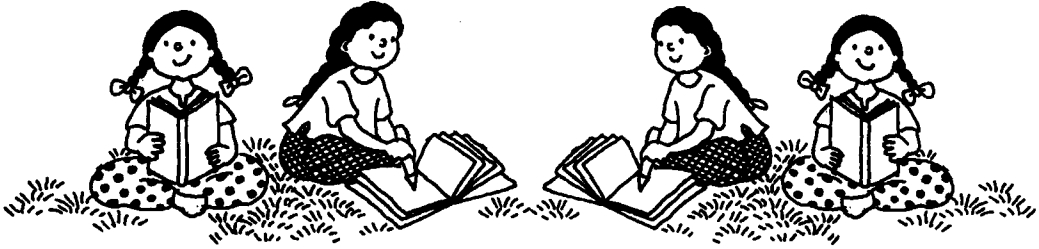


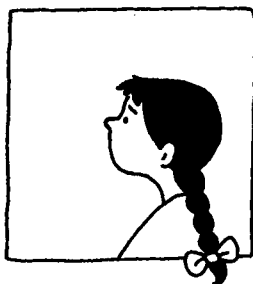
### Characteristics

The strategy is yet to be operationalised but the process for adoption of *makhtabs* has been planned as follows :

- identification of *makhtabs*
- identification of children in the age group of 6-8 and 9-11 years, in the *mohalla* or village through a school mapping and micro planning exercise
- adopting *makhtabs* by designating them as Alternative Schools after consultation with the community
- training the *maulavi* who is at least class VIII pass, in transaction of the primary school curriculum. If the *maulavi* is not qualified, then any qualified woman from the community may be selected and trained.

In the first year 20 *makhtabs* will be selected on a pilot basis in some districts and designated as Alternative Schools. The teaching-learning material and other facilities proposed for the *Shiksha Swayam Sevi* Schools will be provided to these *makhtabs*.





## GIVING HER A CHANCE

### GIRLS

**G**irls in large numbers remain out of school, despite physical access to formal primary schools. This is due to various social, cultural and economic factors like parents' unwillingness to send girls to school situated at a distance from their homes, traditional practices in certain communities, child marriage, girls assisting their mothers in household chores, and looking after their younger siblings. In the Alternative Schooling programme specific strategies have been designed for enrolling girls giving them a chance to complete their primary education. The states of Bihar, Uttar Pradesh and Gujarat where girls enrolment and retention is an acute problem, centres have been set up exclusively for girls like the Angana Vidyalaya, Bihar; Prehar Pathshala, Uttar Pradesh and Girls Community Centres, Gujarat. This section provides information on these strategies.

Almost 50% of the enrolment in all the Alternative Schooling Strategies described in the earlier sections is of girls.

## ANGANA VIDYALAYA BIHAR



Angana Vidyalaya has been specially designed for adolescent girls who are out of school. The teacher at the school is from the same community and is referred to as Saheli. The school curriculum, apart from mathematics, language and environmental studies also includes knowledge and skills relevant for adolescent girls. It helps build awareness on the biological changes that take place during adolescence.

### Origin / Rationale

In Bihar, adolescent girls are unable to access schools due to the following reasons :

- In the hilly, forested and other isolated areas parents are not willing to send their daughters to school, for security reasons.
- Most of the out of school girls who are in the age group of nine years and above, assist their parents in household chores and economic activities. The parents are not eager to send them to school as the girls have attained puberty.
- Child marriage is common in the rural areas and parents are hesitant to send their married girls to schools.
- Girls from the muslim community often do not attend school because of the social practices of the community.
- Some girls who are eager to pursue education are unable to join the mainstream schooling system because they have not been to school earlier and now are too old to begin their schooling.



The *Mahila Samakhya* approach for providing education through *Jagjagi* Centres was successful in enrolling a large number of adolescent girls in Bihar. This gave an encouragement to set up similar centres called *Angana Vidyalayas* in the DPEP districts. The strategy was started in November 1998.



## Coverage

A total of 467 *Angana Vidyalayas* are operational which cover more than 15,000 girls.

## Operational Norms

*Angana Vidyalayas* can be opened in blocks where *Mahila Samakhya* programme has not been started. An *Angana Vidyalaya* can be opened with a minimum of 15 learners of the relevant age group.

## Characteristics

These *Vidyalayas* are based on the pattern of the *Jagjagi* Centres under the *Mahila Samakhya* programme. These centres run for four hours daily, the timings being suitable to the girls. The programme duration is two years divided into four semesters, each of six months duration. There is a specially designed curriculum keeping in view the specific needs of these girls.

## Teacher

### Profile

The teacher of an *Angana Vidyalaya* has to be a woman. She is referred to as the *Saheli* (a friend). The minimum qualification for a *Saheli* is to have passed class VIII.

### Selection and Appointment

The selection of the *Saheli* is done by the *Mata Samiti* (Mothers Committee). Priority is given to candidates who are from the same community.

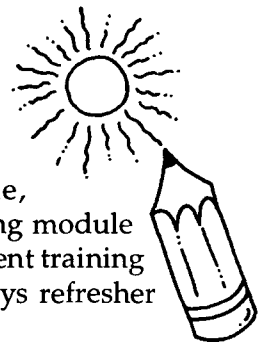
### Honorarium

The *Saheli* receives a monthly honorarium of Rs. 400.

## Teacher Enrichment

### Training

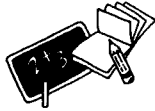
The *Saheli* undergoes a 30-day foundation training. The contents and method are based on the *Jagjagi* training. The focus of the training is to upgrade basic language and mathematics competencies. There is focus on hygiene, reproductive health, social awareness, and legal aid. A training module for the same has been developed. Every three months a recurrent training for three days is conducted. The *Saheli* also receives a 10 days refresher training each year.



All training programmes are residential. The master trainers are trained with support from the *Mahila Samakhya* and the state and district level resource persons.

## Material

### For the Children



The state has developed special textbooks for *Apna Vidyalaya* which is being used in the *Angana Vidyalayas* also (*Khel-Khel Mein Hisab, Hanste-Khelte Seekhein, Hamare Aaspas*) for semester I & II with support from the SCERT and the Non-Formal Education (NFE) Resource Centre. Additional teaching-learning material for the girls at the *Angana Vidyalayas* has been developed with the support of *Mahila Samakhya* programme.

The state has planned to translate this teaching-learning material into other languages such as Urdu, Bangla, Oriya and tribal dialects, so that it has a wider reach.

Teaching-learning material other than textbooks will also be prepared for the *Angana Vidyalayas*.

### For the Centre

The *Mata Samitis* prepare the list of material required by the *Vidyalaya* in their village. Each *Vidyalaya* is given a fixed budget of Rs. 1850 in the first year. In subsequent years the *Mata Samiti* is provided a sum of Rs. 500 for annual expense for items needed for the *Vidyalaya*.

## Management

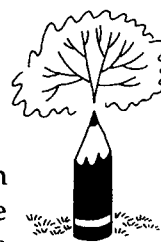
The *Mata Samiti* is involved in the activities of the *Angana Vidyalaya* right from its inception. Soon after the formation, the *Samiti* is asked to recommend the name of the teacher for the *Vidyalayas*. Once the recommended candidate is approved by the competent authority, the *Mata Samiti* appoints the teacher. As soon as a bank account is opened in the name of the *Mata Samiti*, money to purchase material for the *Vidyalaya* is transferred into their account by the district office of the DPEP. The *Mata Samiti* is responsible for procuring the material (blackboard, chalk, mats, etc.) for the *Vidyalaya*.

The *Mata Samiti* is also responsible for paying honorarium to the teacher. The funds for this are deposited in the bank account of the *Mata Samiti* by the district office of the DPEP.

The *Samiti* members monitor the *Vidyalayas* and participate in all cultural activities held at in the *Vidyalaya*.

## Identification of the Village / Tola

Selection of the villages / *tola* is based on the information available through the micro planning exercise, Sixth Educational Survey, EMIS data, census data 1991, suggestions from programme activists, and consultation with Non Formal Education Department. Based on the information available from the above sources, scheduled caste and scheduled tribe dominated villages deprived of school facilities are identified. The Block Education Officer, the BEP activists and the teachers are involved in analysing the information and identifying villages where *Angana vidyalaya* need to be opened. The *vidyalaya* has been established in areas where there is a majority population of scheduled caste, scheduled tribe, other backward communities and marginalised groups.



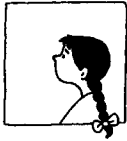
This is followed by a quick survey through which a rough estimate of the number of potential learners is prepared. The *Preraks* (activists) and *Utpreraks* in the community are used as contact persons to mobilise the community.

## Budget

Item	Unit cost per annum (Rs)
Honorarium of the teacher @ Rs 400 per month	4,800
Honorarium (ASRG—Supervisor) @ Rs 500 per month for 7–10 Vidyalayas Per centre Rs 71 per month	852
Establishment grant to the Vidyalaya (New)	1,850 *
Reading and writing material @ Rs 110 per teacher per year, average 25 learners per Vidyalaya	2,750
Evaluation of learners (per Vidyalaya)	50
30 days induction training of teacher	1,714
3 days recurrent training of teacher	228
10 days refresher training of teacher	628
Monthly reflection of teacher (one day) @ Rs 10 per person	120
Other operating expenses (to be spent by the district office per Vidyalaya per year)	250
<b>Total</b>	<b>13,502</b>

\*An annual establishment cost of Rs 500 is given to old Vidyalayas.

## PREHAR PATHSHALA UTTAR PRADESH



The Prehar Pathshala is a strategy specifically for girls in the age group of 9-14 years who are either not enrolled in school or may have dropped out of school. The thrust is to provide primary education to these girls and also train them in the local craft.

### Origin / Rationale

In some of the communities there is still a resistance to send girls to the school. Education of the girl child also gets affected by various socio-cultural reasons. Prehar Pathshalas are designed for girls in the age group of 9-14 years. The Pathshala is designed to provide primary education to these girls and also train them simultaneously in a local craft.



### Coverage

A total of 58 *Prehar Pathshalas* have been set up 506 girls. These girl take their younger siblings also to the centre.

### Operational Norms

*Prehar Pathshalas* can be opened in a village with a minimum of 15 girls in the 9-14 years age group. A minimum of five girls interested in learning a particular craft is required to offer a course for the same.

### Characteristics

The *Pathshala* is open for four hours during the day time. The teacher teaches the children for three hours, a local resource person teaches the local craft for an hour everyday.

All other characteristics of the strategy are similar to that of a *Shikshaghar*. (Refer *Shikshaghar* strategy in section III).

## Budget



Item	Unit cost per annum (Rs)
Honorarium per teacher (Rs 600, 12 months)	7,200
Honorarium for 3 craft teachers (Rs 100 per teacher, 3 teachers, 12 months)	3,600
Teaching-learning material and equipment for craft learning	3,000
Stationery items including slate, pencil, copies etc (Rs 110, 15 children)	1,650
Contingency	2,000
<b>Total</b>	<b>17,450</b>

## GIRLS COMMUNITY CENTRE GUJARAT



Special schools will be set up for out-of-school girls. These girls largely belong to the rabari and thakur communities. The children are engaged in one or the other household chores along with the responsibility of caring for their siblings. Educated women from the village will be encouraged to identify such out-of-school girls and teach them. An early childhood care centre will be set up along with the Alternative Schooling Centre to take care of the younger siblings. The VEC and local headmaster will be responsible for management and supervision of the school. The strategy is yet to become operational.

### **Origin / Rationale**

Among the traditional communities of *rabaris* and *thakurs*, in Gujarat a large number of girls are out-of-school. The traditional practices of the community prevent these girls from stepping out of their homes. While at home the girls attend to the household chores and caring for their siblings. DPEP Gujarat has decided to set up Alternative Schooling Centres with Early Childhood Care Centres. This would enable the adolescent girls to complete their education while their siblings are also cared for. This strategy is in a conceptual stage and has not been grounded so far.

### **Coverage**

This strategy will cater to out-of-school girls through 15 centres in the DPEP districts of Banaskantha and Panchmahal.

### **Characteristics**

Educated women of the community would collect girls from their village or habitation and teach them. The *sahayika* at the centre would take care of the younger siblings in the ECE centre. The women willing to take up such a task

would require to submit an application to the Village Education Committee (VEC) along with the names of the identified girls. The VEC would then sanction running of the classes on the basis of the recommendation of the headmaster of the formal school.

Evaluation and certification would be done by the headmaster of the nearby school. The headmaster would also monitor and supervise the Alternative School.

## **Teacher**

### **Honorarium**

The teacher would receive an honorarium @ Rs. 50 per child per month. Of this, Rs. 30 would be paid every month. The remaining Rs. 20 would be paid after the students obtain a satisfactory result in the examination conducted by the formal school. The *sahayika* will be paid a monthly honorarium of Rs. 500 per month.

## **Teacher Enrichment**

### **Training**

The staff from the DIETs would train teachers for these centres.

## **Material**

The VEC would spend Rs. 50 per child to purchase notebooks, pencils, slates and books. Materials like toys, books and floor-mats will be purchased for the ECE centre.

## **Budget**

A detailed cost per child, per centre is yet to be worked out.



## ABBREVIATIONS

AO : Administrative Officer	NCERT : National Council of Educational Research & Training
ASRG : Academic & Supervisory Resource Group	NFE : Non-Formal Education
BEC : Block Education Committee	NGO : Non Governmental Organisation
BEO : Block Education Officer	NPRC : Nyay Panchayat Resource Centre
BRC : Block Resource Centre	OBC : Other Backward Class
BRG : Block Resource Group	PTC : Primary Teachers Course
BSC : Block Selection Committee	PTA : Parent Teacher association
CEO : Chief Executive Officer	POA : Programme of Action
CLRG : Cluster Level Resource Group	PRA : Participatory Rural Appraisal
CRC : Cluster Resource Centre	PRDD : Panchayat and Rural Development Department
CRCC : Cluster Resource Centre Co-ordinator	RGPSM : Rajiv Gandhi Prathmik Shiksha Mission
CREDA : Centre for Rural Education Development & Advancement	SC : Scheduled Caste
DIC : District Implementation Committee	SCERT : State Council of Educational Research & Training
DIET : District Institute of Educational Training	SDI : Schools Deputy Inspector
DLRG : District Level Resource Group	SIEMT : State Institute of Educational Management & Training
DPEP : District Primary Education Programme	SLRG : State Level Resource Group
DPO : District Project Office	SMC : School Management Committee
DRG : District Resource Group	SPO : State Project Office
DRU : District Resource Unit	SRG : State Resource Group
EC : Executive Committee	SSLC : Senior Secondary Leaving Certificate
ECCE : Early Childhood Care & Education	ST : Scheduled Tribe
Ed.CIL : Educational Consultants India Limited	SCERT : State Council for Educational Research and training
EGS : Education Guarantee Scheme	SEC : School Education Committee
GAR : Gross Access Ratio	SMC : School Management Committee
GC : Governing Council	SSK : Shishu Shiksha Kendra
GCERT : Gujarat Council of Educational, Research & Training	TLM : Teaching Learning Material
HM : Head Master	TPR : Teacher Pupil Ratio
HSLC : High School Leaving Certificate	VCC : Village Core Committee
IIE : Indian Institute of Education	VEC : Village Education Committee
MBC : Most Backward Castes	WBDPEP : West Bengal District Primary Education Programme
MEO : Mandal Education Officer	WEC : Ward Education Committee
MGCO : Mandal Girl Child Officer	ZP : Zila Parishad
MIS : Management Information System	
MLL : Minimum Level of Learning	
MLO : Mandal Literacy Organiser	
MRP : Mandal Resource Person	
MTA : Mother Teacher Association	



## GLOSSARY

<i>Aamaar Kendra</i>	:	<i>Our Centre-AS</i> centre in Assam
<i>Angana Vidyalaya</i>	:	<i>School in the Courtyard-AS</i> centre for adolescent girls in Bihar
<i>Anganwadi</i>	:	A village level centre for 0-6 years old under the Integrated Child Development Scheme
<i>Apna Vidyalaya</i>	:	<i>Our School- AS</i> centre, Bihar
<i>Ashrmashala</i>	:	Residential school
<i>Baithak</i>	:	Meeting
<i>Bal Dost</i>	:	Childrens' friend
<i>Balmela</i>	:	Childrens' fare
<i>Balshala</i>	:	Childrens school
<i>Char</i>	:	Riverine areas in Assam
<i>Dhani</i>	:	A small cluster of houses in Rajasthan
<i>Dunyavi</i>	:	Life Oriented
<i>Guru Mitra</i>	:	Teacher Friend
<i>Guruji</i>	:	Teacher
<i>Janpad</i>	:	An administrative unit which refers to a district. In case of Madhya Pradesh it is a development Block.
<i>Jonab</i>	:	Muslim religious teacher
<i>Kendra</i>	:	Centre
<i>Khanjari</i>	:	A musical instrument
<i>Lok Jumbish</i>	:	<i>People's movement-</i> a community development programme in Rajasthan
<i>Lok Sampark Abhiyan</i>	:	Community Contact Programme
<i>Mahila Mandals</i>	:	Women group
<i>Mahila Samakhya</i>	:	Programme for women's empowerment
<i>Mazabhi</i>	:	Religious
<i>Makhtab/Madarssa</i>	:	Centre of religious learning (Islam)
<i>Malin Bastis</i>	:	Slums
<i>Mandal</i>	:	A development unit in a district in Andhra Pradesh
<i>Manjira</i>	:	A musical instrument
<i>Masjid</i>	:	A place of worship for muslims
<i>Mata Samiti</i>	:	A mothers' committee
<i>Maulavi</i>	:	Muslim religious teacher
<i>Mukkadam</i>	:	Sub-contractor

## GLOSSARY

<i>Namghar</i>	: A vaishavanite place of worship/religious discourse
<i>Nyay Panchayat</i>	: An arrangement for local self-governance of a cluster of villages
<i>Panchayat Shiksha Samiti</i>	: An education committee at the village level
<i>Prehar Patshala</i>	: <i>Evening school</i> - an AS centre for adolescent girls in Uttar Pradesh
<i>Prerak</i>	: Motivator
<i>Prerna Centre</i>	: <i>Motivation centre</i> - AS centre in Maharashtra
<i>Rabari</i>	: A tribal community of Gujarat
<i>Sahayika</i>	: Helper
<i>Saheli</i>	: Friend
<i>Sammeeeksha baithak</i>	: Review meeting
<i>Sammelans</i>	: Community meetings
<i>Samuday Bhavan</i>	: Community hall
<i>Sarkari</i>	: Government
<i>Sarpanch</i>	: Head of the village level elected body
<i>Shaksharta Samiti</i>	: Literacy committee
<i>Shiksha</i>	: Education
<i>Shiksha karmi</i>	: Community teacher
<i>Shiksha Mitra</i>	: Teacher friend
<i>Shikshaghar</i>	: A house of learning
<i>Shishu Shiksha Kendra</i>	: Childrens learning centre
<i>Shishu Swayum Sevi School</i>	: A school run by volunteer teacher
<i>Shisksha Samanvayak</i>	: Teacher co-ordinator
<i>Thakurs</i>	: Name of a hindu community
<i>Tolas</i>	: Very small habitations
<i>Utprerak</i>	: Associate of the motivator
<i>Vidya Volunteer</i>	: A community teacher
<i>Village Panchayat</i>	: A village-level elected body responsible for local self-governance
<i>Zila Panchayat</i>	: An elected government at the district level

## ADDRESSES OF STATE PROJECT OFFICES

### Assam

*State Project Director*

Office of the District Primary Education Programme, Rukminigaon,  
Near Narayan Service Station, G. S. Road, Guwahati - 781022  
Ph. : 0361-566452, Fax : 0361-566452

### Andhra Pradesh

*State Project Director*

District Primary Education Programme, Office of Commissioner,  
Education, Saibabad, Hyderabad  
Ph. : 040-3298446, 212018, Fax : 040-3299089

### Bihar

*State Project Director*

Bihar Education Project, Beltron Bhawan  
Baily Road, Shastri Nagar, Patna - 800023  
Ph : 0612-285793, 282263, Fax : 0612-281005

### Gujarat

*State Project Director*

District Primary Education Programme, Behind M.L.A. Canteen  
Sector - 17, Gandhinagar - 382017  
Ph : 02712-32436, 34939, 35069, Fax : 02712-32436

### Haryana

*State Project Director*

Haryana Prathamik Shiksha Pariyojna Parishad,  
SCO, 170-72, Sector 17/C, Chandigarh - 160001  
Ph. : 0172-708581, 708532, 777319, 7111567, 704340  
Fax : 0172-704340, 710549, 701347

### Himachal Pradesh

*State Project Director*

District Primary Education Programme/Director Primary Education  
Department of Primary Education, Lal Pani, Shimla - 171 0001  
Ph : 0177-258668, 258668, Fax : 0177-212464

### Kerala

*State Project Director*

Office of the PEDSK, 4th Floor, Corporation Office Complex  
Vikas Bhawan P.O., Thiruvananthapuram - 695014  
Ph. : 0471-320826, 320352, Fax : 0471-320703

**ADDRESSES OF STATE PROJECT OFFICES****Karnataka***State Project Director*

District Primary Education Programme, Govt. Press Premises,  
Dr. Ambedkar Veedhi, Bangalore-560 001  
Ph. : 080-2262499, 2262350, Fax : 080-2262350

**Madhya Pradesh***State Project Director*

Rajiv Gandhi Prathmik Shiksha Mission  
B-3/B-4 Wing Office Complex, Gautam Nagar, Bhopal-23  
Ph. : 0755-583617, 583539, Fax : 0755-272644

**Maharashtra***State Project Director*

District Primary Education Programme, Prathmik Shikshar Parishad  
Jawahar Bal Bhawan, Netaji Subhaschandra Marg, Charni Rd. Mumbai-04  
Ph. : 022-3636314, 3679267, Fax : 022-3636315

**Orissa***State Project Director*

Orissa Primary Education Project Authority (OPEPA) Sikhya Soudh,  
Unit 5, Bhubaneshwar-751001  
Ph. : 0674-402721, 413225, 426712, Fax : 0674-402721

**Rajasthan***Director-DPEP*

C-86, Prithvi Raj Road, Jaipur  
Ph. : 0141-383016, 383018, Fax : 0141-383039

**Tamil Nadu***State Project Director*

District Primary Education Programme  
College Road, Chennai - 600006  
Ph. : 044-8278068, 8241504, Fax : 044-8241504, 825793

**Uttar Pradesh***State Project Director*

U. P. Education for All Project, State Project Office, Nishat Ganj, lucknow-226004  
Ph. : 0522-386477, 386480, Fax : 0522-386481, 39702

**West Bengal***State Project Director*

District Primary Education Programme, Bikash Bhavan  
2nd Floor, Salt Lake City, Calcutta-700091  
Ph. : 033-3376560, 3343102, 3581822, Fax : 033-3376561, 3585297

National Council of Educational  
Planning and Administration.

17 B. Road, Condo Marg,

New Delhi-110016

Phone No. ....

Date .....

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