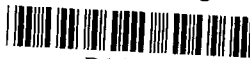


FOR REFERENCE ONLY

Jandhyala B.G. Titak

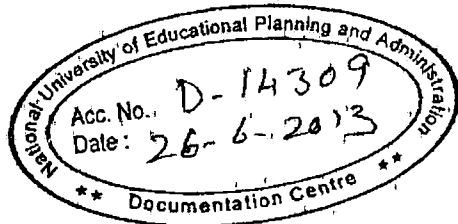
From
Your School
To
Our School

NUEPA DC



D14309

“ That does not finish the picture. We have the education of this future state. I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British Administrator, so he came out with his programme. Every school must have so much paraphernalia, building and so forth. Well, there were no such schools at all. There are statistics left by a British Administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfil a programme of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our State would revive the old village school master and dot every village with a school for both boys and girls. ”



Mahatma Gandhi

The statement of Mahatma Gandhi made on 20 October 1931 at Chatham House appears prophetic today in the year 2000 when some states in India are still struggling to reach a schooling facility to every habitation. Madhya Pradesh through its Education Guarantee Scheme adopted the Gandhian prescription and evolved a model of community-partnered primary education. The Education Guarantee Scheme which started on 1 January 1997 was able to reach a primary school to every habitation in the state by August 1998. Now there are 26,000 EGS schools with 1.2 million children in the state of Madhya Pradesh.

The book has been put together as an EGS File since a large number of development professionals have evinced interest in it. The Education Guarantee Scheme has travelled to neighbouring states of Rajasthan, Orissa and Uttar Pradesh. Readers are also invited to check out EGS schools on the website of these schools at www.fundaschool.org. This book is accompanied by a companion volume "Mahua Tola Gets A School" which records the *coming into being* of some of these schools.

This note will not be complete without an acknowledgement of our Chairperson and Chief Minister Mr. Digvijay Singh, who showed the vision and the guts to do basic education differently. And made EGS possible.

Rajiv Gandhi Shiksha Mission
August 2000

CONTENTS

One : Argument

Wanted, A New EGS

□ *Amita Sharma and R. Gopalakrishnan*

1

Two : The Journey

Bringing the People Back In : From Lok Sampark Abhiyan to Education Guarantee Scheme in Madhya Pradesh.

□ *Amita Sharma and R. Gopalakrishnan*

19

Three : The Scheme

Madhya Pradesh Education Guarantee Scheme

(Revised Version : June 1999)

117

Four : Early Feedback

- In the Wonderland of Primary Education.

□ *Vinod Vyasulu*

- Education Guarantee Scheme and Alternative Schooling: Community-based Initiatives in Primary Education in Madhya Pradesh

□ *Jyotsna Jha*

- Evaluation of Community – based Primary Schooling Initiatives in Madhya Pradesh : Education Guarantee Scheme and Alternative School

□ *Ranjana Srivastava*

143

Five : Discussion

Education Guarantee Scheme in Madhya Pradesh 311

□ *R. Gopalakrishnan and Amita Sharma*

On Education Guarantee Scheme in Madhya Pradesh

□ *Rahul*

MP's EGS : What Does It Claim :

□ *Amita Sharma and R. Gopalakrishnan*

MP's EGS : What are the Issues?

□ *Vinod Vyasulu*

Six : Press Room

- Some reactions in the media. 337

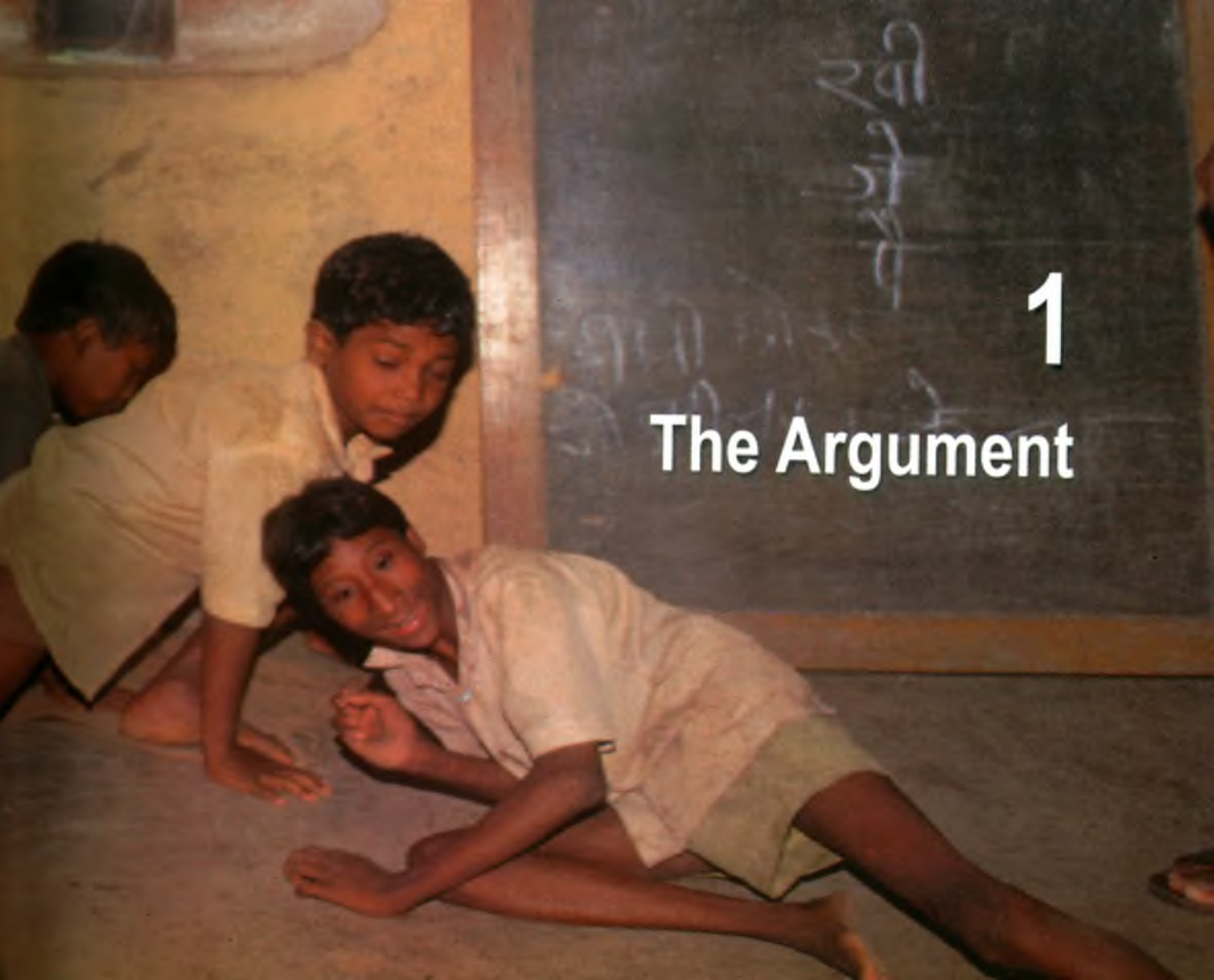
Seven : Milestones

- Declaration of Universalisation of Access to Primary Education in Madhya Pradesh on 20th August 1998. 357
- Replication : EGS Announced as a National Scheme by Government of India
- First Commonwealth International Innovation Award for Education Guarantee Scheme on September 1998.

Eight : From Local to Global

- Fundaschool.org 369





1

The Argument

WANTED, A NEW EGS : AN EDUCATION GUARANTEE SCHEME

1. INTRODUCTION

‘The question of compulsory and free primary education is now in this country the question of questions’. The question that Gopal Krishna Gokhale singled out in the year 1910 continues to haunt us even after nearly a 100 years with the same poignant urgency. Unless the state resolves that its commitment to universal primary education will be enforceable by the community through a sovereign guarantee, the goal will remain on the wish-list. The most recent articulation of the goal of universalising primary education came in the recent conference of Chief Ministers called by the Prime Minister to discuss *Basic Minimum Services*. The conference unanimously agreed to placing universal primary education as a goal to be achieved in the “*next two to three years*” along with two other goals of provision of safe drinking water and 100% coverage of primary health service facilities. The budget presented in the Parliament reaffirmed this commitment to basic minimum services by keeping apart Rs. 2466 crore as central assistance to increase availability of funds for these schemes.

Investment in the fundamentally critical area of primary education would be the most feasible and cost-effective development option in the Basic Minimum Services menu since it makes for a more successful delivery of other identified basic services as safe water supply and health care. Focusing on basic education as priority will enable communities to evolve from being passive recipients of basic minimum services into empowered groups collaborating in the design and implementation of these services in terms most relevant to them.

2. PRIMARY EDUCATION : POLICY AND PERFORMANCE

The 45th article of the *Directive Principles* of our *Constitution* directs the state to provide within a period of 10 years free and compulsory education to all children till they complete fourteen years of age. Subsequent commission reports and policy statements manifest similar sentiments, rescheduling however, the time frame first to 1995 (National Policy on Education, 1986) and then to 2000 (Revised National Policy on Education, 1992). Universalisation of Primary Education has therefore been central to educational planning and this task has been defined in terms of universalising access, universalising participation, and universalising achievement.

Under universal *access*, the task is to provide schooling facilities— formal or non formal to every child within one kilometer of his/her habitation so as to enable enrollment of all children in the age group of 6 to 11. The current norm is a formal primary school for habitation with population of over 300 and a nonformal education centre for a habitation with population below 300.

Under universal *participation*, the task is to ensure that every enrolled child is retained in school and completes 5 years of formal primary schooling or its non formal equivalent.

Under universal *achievement*, the task is to ensure that every school-going child attains competencies of primary education i.e., a defined set of minimum levels of learning by the time the child completes primary stage schooling.

The detailed Programme of Action (POA) drawn up in 1986 and revised in 1992 to implement these policy directives listed a number of strategies for each of these tasks of access, retention and achievement. This emphasis on Universalisation of Primary Education did result in India's education system expanding to become the second largest in the world with over 108 million children reportedly enrolled in 5,73,000 primary schools.

If this has been the promise and the effort, what has been the performance? As Dreze and Sen report in their work on *Economic Development and Social Opportunity in India*, one half of rural females in the age group 12-14 are still not enrolled in school and this figure is above two-thirds in the states of Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan. Drop-out rates are very high with India having only a meagre 2.4 years as the "mean years of schooling." Official figures of enrollment have now been widely recognised as being highly misleading with most states reporting more than hundred percent taking over age/under age into account. Female literacy in India after 50 years of independence is as low as 20 percent in Rajasthan, 25 percent in Uttar Pradesh and 28 percent in Madhya Pradesh. Only less than 10 percent of all females aged seven and above are literate from among the scheduled castes and scheduled tribes from the five educationally backward states of Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Orissa.

How do we break out of this dismal situation? How do we operationalise the consensus of the Chief Ministers' meeting (4-5 July 1996) on Basic Minimum Services to universalise primary education in the 'next two to three years'? The experience has been that earlier promises were not backed up by any revolutionary policy changes. Can it be different this time? The argument that this paper would like to present is that historically this is precisely the time when the conjunction of insight and experience of the past with the new opportunities of the present makes this task possible. The challenge is to identify and build on those strategies that have been validated and combine them with the emerging opportunities of today.

Over the years strategies to universalise primary education have been tested out and we now have a critical understanding of their strengths and weaknesses. There is a rich base of information on academic resources involving innovative pedagogies, learning materials and training methodologies. There are new opportunities created by Panchayat Raj and the mobilisation for the Total Literacy Campaigns which allow many concepts that had been emphasized earlier to move from the realm of experimental possibilities to mainstream action. For example, a key concept like decentralization is no longer confined to experimental initiatives of microplanning and Village Education Committees — it becomes a constitutionally defined institutional framework through the Panchayat Raj system. Similarly,

mobilisation of the community through the Total Literacy Campaigns provide for complementarities with any campaign for primary education as it snowballs into a movement for the right of everyone to learn. The increasing presence of non governmental organisations in the field of education as both alternative delivery systems as well as opinion makers strengthens a supportive network. It is in this context that this paper proposes for consideration an Education Guarantee Scheme (EGS).

3. THE EDUCATION GUARANTEE SCHEME (EGS)

The EGS would be particularly relevant to the educationally backward states like Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan and Orissa. If these states have to achieve the goal of universalising primary education within the latest time-frame set of four years, then it is imperative to explore more radical alternatives—unconventional yet simple and practical. In this context it is perhaps worthwhile considering something like an Education Guarantee Scheme wherein the community is empowered to enforce the accountability of the state to universalizing primary education and at the same time shares a part of the resource requirement. In these states the size of the problem stated in simple terms of access and consequent demand for resources is of a scale that it tends to demotivate serious time-bound planning. This in turn dissolves political will to universalise primary education. Resources for primary education when assessed on conventional planning methodology indicate awesome resource requirements that even the combined support of state budget and foreign aid fails to fully cope with. This intimidating resource gap is what frustrates the policy makers. This lack of confidence in the ability to provide adequate resources makes them shy away from making primary education compulsory. The EGS as an alternative does not put the entire onus on the government and instead stresses collaborative action between the government and the community to universalise primary education.

An Education Guarantee Scheme seeks to provide minimum education facility without compromising quality. The government guarantees to provide this educationally viable package within a time limit to a community group that raises a demand. It also provides that if the government fails to do this, the community can invoke the guarantee.

The EGS raises the question that if the Constitution directs free and compulsory education then for whom is it compulsory? Fundamentally, for the government to provide suitable resources and perhaps only then for the community. For this the government needs to volitionally bind itself to some minimum essential norms and a time-bound plan for delivery, failing which the community should be able to take recourse to suitable corrective action previously agreed upon.

An EGS also attempts to indicate (defines) a statutory framework that makes primary education an enforceable right. A statutory mechanism is necessary to move from rhetoric to action. The model can imitate the well-known EGS (Employment Guarantee Scheme) pioneered by Maharashtra and just as in Maharashtra where the state is bound to provide work within a time-frame if rural labour demand work, here the state will undertake

to provide a minimal essential educational input if a certain number of parents/children demand the right to learn.

The EGS would be operative where the community raises a demand for schooling facilities for its children and the number of children are atleast 40 and there is no schooling facility within one km of that habitation. In the tribal or sparsely inhabited areas the number of children could be between 25-30. The government would, on receiving the demand, guarantee to provide an educational package within an agreed time frame. The time frame could be 3 months from the demand being received at the level authorised to receive the demand.

If the government fails to fulfil the guarantee then the community would have the right to invoke the guarantee through a defined mechanism.

The EGS is thus postulated on community demand for education, and the government's accountability to respond to such a demand. A *demanding* community is the strongest premise for an EGS. Empirical studies indicate a strong enough popular demand for basic education in India accelerated in recent times by significant social initiatives. The Total Literacy Campaigns (TLC), are an example, evaluating which the Ghosh Committee reports that 'tremendous enhancement of demand for primary education and enrollment of children in primary schools have been noticed in many literacy districts'.

Putting community demand as the initial premise for access adds in fact a new dimension to access. Access ceases to be a supply issue. It becomes virtually a demand issue. This is because of the acceptance of the fact that without adequate community awareness and active community participation the access facility remains unused or underused and that children's participation in schools is problematic without such parental involvement. Access facilities, in fact become accessed only when there is a demand for them. In EGS the demand for access is a statement of the community's right to education; its acknowledgment of its own responsibility to send its children to schools and underscores the government's responsibility for facilitating it. Access so created is an expression of both the community and the government mutually accepting for themselves the implications of compulsory primary education.

The EGS is essentially an alternative initiative for education which without the entire paraphernalia customarily associated with formal schooling can offer an educationally viable package. It is therefore cost-effective. Its character as a non formal education programme derives from the belief that in attempting to evolve appropriate non formal alternatives, educationists have really sought to arrive at certain core educational components that can constitute an academically viable package. In fact this effort to search the core essentials of effective academic transactions makes non formal alternatives relevant not just as an accessless habitation strategy (as the POA does which makes planners and politicians wary if it is second rate education) but a cogent qualitative approach to education.

Operationalising an EGS requires a clear definition of an implementational framework

sufficiently decentralised to enable timely action and most sensitive to community needs. It also requires the delineation of an educational package and assessment and deployment of resources to provide the EGS package.

4. INSTITUTIONAL FRAMEWORK FOR IMPLEMENTATION OF EGS

The most effective *institutional framework* for implementing EGS would be the Panchayat system because it combines statutory authority with popular participation. The broadening and deepening of democracy in India through the Panchayat Raj consequent to the 73rd Constitution Amendment has resulted in more consciously articulated demand and organized collaborative action for local education. The first 'asset' taken over by the community has in most cases been the village school and one of the first tasks that has begun to be addressed is enrolling children in schools. Tasks that appeared formidable for any state government — like enrolling lakhs of children in schools or making a crore of people literate appear now very *do-able* when we break it down to a task to be done by a *panch* or ward member. It then becomes one of enrolling and retaining may be twenty children in the local school or about thirty illiterate adults in local literacy classes.

The state now has the opportunity to share the accountability for fulfilling the constitutional directive of Universalisation of Primary Education (UPE) with the newly elected Panchayat leadership. Each elected member can own up this task publicly— "*I will keep every child in my village in school*". To be able to build and sustain this environment of partnership, the state needs to support the panchayat institutions to fulfil this commitment.

In this case the state government decentralises its own powers to the panchayats. The panchayats are empowered by the government to respond to the demand raised by the community. This would be effected through investing resources and powers with the panchayats.

At the district level an EGS committee would be set up chaired by the Zilla Panchayat President and with the Collector and the district head of the Education Department represented on it. Other members could be coopted/ invited to it depending on local needs.

The gram panchayat would be authorised to receive the demand from the community. The demand from the community should be presented through a group of parents. The gram panchayat would submit the demand to the District EGS committee along with their recommendation of a name for the Shikshakarmi. The EGS committee would clear the appointment of the teacher and allot required resources to the Gram panchayat toward the annual salary of the shikshakarmi and contingency expenditures. The teaching-learning material would be supplied by the Education Department and it would be the responsibility of the gram panchayat to pick up its materials from the designated place of supply. Other contingency materials can be purchased by the gram panchayat. The EGS committee would arrange for the training of teachers. Funds for this would be retained by the EGS Committee and be disbursed to the agencies involved in imparting training. The gram panchayat will be responsible for keeping the EGS committee informed of the progress of the EGS

school, particularly its academic aspects. The EGS committee will intervene and assist in solving problems at any level.

The state government will be responsible for allotting resources to the District EGS committee. The state government could do this by an initial assessment of needs based on available information and earmark a certain portion of funds for EGS. The EGS account will be operated by the Collector.

The EGS committee itself could assess the needs and place a demand with the state government of resources likely to be needed. This would help the government in a more precise need assessment.

At a more decentralised level, the gram panchayat could take the initiative and mobilise the community and place a similar needs statement with the EGS Committee. The gram panchayats alongwith the community could assess and indicate the approximate requirement to the government to enable it to plan EGS resources. The gram panchayat would indeed have a dual role: a catalytic role in mobilising both community demand and seeking resource support to fulfil that demand.

The fundamental responsibility of providing the EGS package vests with the state government which has to provide the resources to the EGS Committee. On receipt of a demand for an EGS centre from a gram panchayat, it could be stipulated that the Collector (the Secretary of the EGS Committee) registers the demand and give an acknowledgement indicating the date of receipt and the date within which the teacher will be provided. For ease of operation, the administration can also consider operating this as a campaign jointly organised by the administration and the Panchayat system. A state-level Act could be considered wherein it can be provided that in case of failure to meet the demand raised by the community/gram panchayat, the guarantee would be invoked by the community/gram panchayat against the government in a tehsil level court.

Alternative methods could also be considered. In case the government fails to provide the resources on time the EGS Committee would also be authorised to make arrangements at its level and to make adjustments against dues payable to the government or else to debit costs against the government. These debited amounts would constitute a prior claim for settlement by the government.

5. WHAT IS THE EDUCATIONAL PACKAGE THAT THE EGS WILL GUARANTEE ?

CONTRIBUTION OF GOVERNMENT

What should be the essential minimum input that an EGS offers, once community makes the demand for education? This could be based on an analysis of the critical input which the key strategies of the POA indicate as essential to facilitating an effective teaching learning process. An EGS package should comprise inputs that meet the main criteria of enabling regular attendance of children in school and their achievement of minimum lev-

els of learning. For this a suggestive EGS package could include the following critical components.

a) Teacher

To ensure adequate teacher time for each pupil; the current teacher—pupil ratio is 1:40. So the EGS would provide a teacher in a 1:40 ratio. Considerable significance has been attached to the fact that the teacher should have a local affinity on the ground that this adds to the motivation of the teacher, reduces teacher absenteeism, and also allows flexibility in class timing. The EGS teacher would therefore be a local person. As far as possible preference would be given to women. If more than one teacher is required, then at least one should be a woman. The minimum qualifications for the teacher is the clearing of the higher secondary examination. In case persons of such qualifications are not locally available the qualification can be lowered to class Tenth pass.

The teacher could be designated as a Guruji. The remuneration of the teacher would be Rs. 500 pm. The teacher would be selected by the gram panchayat in consultation with the local community. The gram Panchayat would send a panel of names to the EGS Committee indicating its preference which would be examined with reference to criteria laid down in this regard and the appointment of the teacher cleared. It will be desirable to have the formal orders issued by the gram panchayat

b) Teaching Learning Material

It would be desirable that the Teaching Learning Materials be developed on the basis of the national Minimum Levels of Learning (MLL) or their contextual adaptations, through competent groups. MLL have been identified by an expert academic committee (Prof. R.H. Dave Committee set up by MHRD). MLL defines those minimum skills and competencies in three basic curricular areas of Language, Maths and environment studies that a child should acquire as a result of regular participation in each stage of elementary education. The significance of Minimum Levels of Learning is that they indicate clearly defined competencies that an average child under average conditions of teaching learning should be able to achieve. The MLLs provide a basis for assessing whether children are learning effectively or not. This is extremely crucial for ensuring that the teaching learning process is academically meaningful.

A wide range of new teaching learning material has also come into existence with the recent efforts to revise existing textbooks and make them Minimum Levels of Learning (MLL) based. This has been done for the formal and the non formal streams of education by the NCERT and a number of SCERTs. There is also considerable innovative work done by non government agencies which has been tested out in their own projects and in several cases is in use in government systems as well. There is thus a rich array of good MLL based materials, tested through use, from which a choice can be made for EGS.

c) Training of Teacher

Increasing emphasis has been given to inductional training followed by recurrent in-service training to teachers. Innovative and effective teacher training modules have been developed over the last few years. These training programmes have aimed at improving the content and process of trainings, attempting to make the trainings more motivational and so more effective in developing competencies. Both government and non-government institutions have been involved in this. Thus ample resources are available for developing a range of training programmes. The use of Minimum Levels of Learning (MLL) based materials would facilitate training process. Training would be on the transaction of the materials to be used in the classroom. For the Shiksha Karmis, a ten day annually recurring training is envisaged. In MP for e.g. teacher training modules evolved under DPEP are 10 days; shiksha karmis have also been so trained and have shown a positive response to the training programmes.

d) Evaluation and Supervision

By evaluation here is meant learner evaluation. The new Teaching-Learning Materials(TLM) based on MLL are generally designed in a way that helps continuous evaluation of the learner. Such concurrent evaluation would be by the teacher. Besides this there would be a system of periodic evaluation through resource persons who would be drawn from the existing pool of teacher trainers. The periodicity of such evaluation would be between 6 to 8 months. The purpose of this evaluation would be to assist the teacher, the learner and the parents to be aware of both achievements and deficiencies so that remedial action may be taken for weaknesses perceived.

If there is a well developed system of continuous learner evaluation prevalent in the state then that should be equally applicable to the EGS.

The use of this composite pedagogy: improved TLM, recurrent training based on these TLM and continuous learner evaluation will be the basic strategy to ensure continued participation and achievement of basic learning levels by children.

e) Operational Contingency

For contingent operational expenditures, an adequate sum would be provided to the teacher.

Thus the EGS package recognises that the issues of access and quality are not sequential. Historically, attention to primary education has initially focussed mainly on expansion of physical facilities and the quality of education imparted in terms of improved teaching learning materials and training has tended to receive attention much later. The EGS package is formulated on the interpretation of access not in the limited sense of physical facilities alone but really as access to a meaningful teaching learning process.

The EGS package defined here is a critical minimum. If a particular state government wants to add to this package it could so design its EGS.

6. WHAT WILL BE THE CONTRIBUTION BY THE COMMUNITY TO THE EGS?

The community would be expected to contribute space for teaching and to respond to any incidental needs that may emerge in the course of teaching the children. Community participation in enabling the children to learn has been coming forth in exemplar ways. This has been particularly evident in recent times, where ever the government has been able to demonstrate its own commitment through creating opportunities for learning. Thus, in Madhya Pradesh in certain areas where Alternative Schools (A.S.) which resemble what is proposed under EGS have been introduced, the community has responded positively both in their attitude towards the education of their children, as well as in providing basic facilities to the children to learn. Though the A.S. provides only trained teachers, TLM and operational contingency; many community groups have at their own cost put up structures to house these schools and provided blackboards and mats. Remote non-literate tribal hamlets in Rajnandgaon have built log cabins for their AS; people in interior villages of Panna have built round brick 'kiosks' as learning shelters. Besides this, a number of villages where literacy has created a demand for learning show community enterprise in providing land, and rooms for children's schools. Rajgarh, and Mandsaur have often deservedly been cited as examples of such positive community participation. In such villages community participation has been evident not only in material contributions but in watching over the regular attendance of the children as well. This is a significant change from traditional apathy to concern and care. The EGS is based on this principle of community involvement.

7. FINDING RESOURCES FOR AN EGS

I. The unit cost of an EGS package works out to about Rs. 8500 per year

The EGS centre is cost effective compared to the cost of opening a new formal Primary School and a Non Formal Centre of Education (NFE) as provided for under the Centrally Sponsored Scheme of NFE. The cost effective nature of EGS makes it applicable on a large scale.

The resources required for EGS will vary in accordance with the scale of problem and demand. An exercise to arrive at broad estimates has been attempted in the context of Madhya Pradesh. Based on information available under the 1991 census, it is estimated that by 2000, the cohort size for classes 1-5 would be about 1.25 crore children. Based on a 1: 40 teacher pupil ratio, this requires 3.12 lakh teachers. The current availability is 2.44 lakh teachers. About 68,000 teachers will have to be placed in a phased manner over 4 years. Of these roughly 24000 will be required for accessless habitations. The government needs to address these accessless habitations on priority. Implementing EGS in these habitations would according to present estimates require just Rs. 20.40 crore.

The State Government would have to identify funding sources. These resources could be found by rationalisation of resources internal to the education sector by clearly fix-

ing priorities, by inter-sectoral resource transfers, and through higher share in the special dispensation of central assistance made in the current budget by the Finance Minister.

There could also be innovative financing mechanisms developed by state governments to back up the resource requirements of an EGS. Some of these five educationally deprived states are potentially some of the most “resource-rich” states in India in terms of mineral and forest wealth. These raise obvious possibilities of creating local area development funds out of the revenues from such natural resources to be able to fund primary education.

8. POSSIBLE APPREHENSIONS

1. Does an EGS-type intervention to quickly reach primary education to all compromise on quality or will the EGS provide basic qualitative education?

The EGS can provide quality education. This paper has described above how all essential components of education — teacher, recurring training, MLL based teaching learning material, operational contingency, and evaluation can easily be incorporated in the EGS.

2. Is the EGS affordable?

Yes. An intervention like EGS cuts down inessential costs on overheads while ensuring quality primary education. The EGS rightly aims essentially at facilitating a transactional process, not just physically setting up schools and buildings. These are expected to be brought in by the community. The unit cost of an EGS centre works out to only Rs 8500 per year. By maximising community participation, it puts in place a supervisory mechanism that is “outward” towards the community instead of being “upward” to bureaucratic hierarchies and thereby saves supervisory costs.

3. Why have an EGS? Why don't we have compulsory primary education instead?

Compulsory primary education has been spoken about for the last several years. It is not an immediate option that is available to state governments. State governments cannot enforce compulsory primary education because they have not provided the requisite facilities as per the norm. The EGS is a good via media to quickly universalise primary education in the educationally backward states. The EGS thus is a step in the direction of making Primary Education compulsory by enabling the state government to provide educational facilities within a time covenant of three months.

4. Will it be acceptable to the community?

EGS is based on community demand. The EGS package is provided when the community demands this facility. This demand will indicate the community's willingness to provide space for learning and support other operational incidentals when need arises. In a way EGS restores to the people their control over local education.

5. Does it not dilute government's responsibility?

The government has been promising free and compulsory education and not delivering. Here is a workable option that understands the state as not merely the governments at the centre or the states but as local government and community. To educate our children is everyone's shared responsibility. EGS combines governmental responsibility and community action, and state responsibility is reinforced through the guarantee.

Millions of our children are out of school. After fifty years of our independence, how much more should we delay providing opportunities to all our children for primary education ? It is possible to do this within the next "two to three years" so that we keep to our latest promise. The readers of this paper should remember that their children go to some of the best schools in this country. We can afford scholastic catharsis. But should these children who are still out of school keep waiting ?

Amita Sharma • R. Gopalakrishnan

(Subsequently published in the Economic Times in an abridged version in August 1996)



A group of children, some carrying school bags, are walking through a dense, green forest. The children are dressed in simple, light-colored clothing. The forest is lush with various types of trees and foliage, creating a vibrant green background. The children are moving from the lower left towards the upper right of the frame.

2

The Journey

**Bringing the People Back in :
From Lok Sampark Abhiyan to
Education Guarantee Scheme
in Madhya Pradesh**

Digvijay Singh
Chief Minister

Government of Madhya Pradesh
BHOPAL - 462004

FOREWORD

The Government of Madhya Pradesh has through the Rajiv Gandhi Shiksha Mission sought to impart urgency to the task of universalising primary education. We feel that this task, which in my opinion is the single biggest unfinished task of independent India, must be owned up by everyone and communities, local bodies and the government must come together to seek solutions.

When our government produced the first Human Development Report at the sub-national level anywhere in the world, we were struck by the inadequacy of information and the lack of its authenticity in some of the vital sectors. This prompted us to ask the Shiksha Mission to define the problem in terms of "How many Children do not go to school and who are they". A Lok Sampark Abhiyan was devised to mobilise panchayat representatives to undertake a door-to-door survey in 34 districts. Through this exercise we now have the names of children in and out of school and this has enabled us to undertake mobilisation for primary education in a targeted manner. By involving the panchayats in defining the problem it became easy to devolve the task of finding solutions and today panchayats in Madhya Pradesh are meaningfully engaged in addressing the issues of primary education.

Our government also followed this up with an Education Guarantee Scheme to make primary education a basic right. Through the Education Guarantee Scheme we have tried to take education to the hitherto unserved tribal hamlets in our vast state. We are keen that our experience with the Lok Sampark Abhiyan and the Education Guarantee Scheme is opened up to the public to generate a debate on primary education in our state.

DIGVIJAY SINGH
Chief Minister and Chairperson
Rajiv Gandhi Shiksha Mission

A NOTE

The challenge in many areas of human development in India is to begin to think of people as solution. If such a paradigm shift in thinking can come about, hope begins to re-emerge. Limitations of financial resources begin to disappear as people take charge and devise cost-effective alternatives. This has been the basic lesson in Madhya Pradesh while trying to address the problems affecting universalisation of primary education.

In much of the earlier efforts at development, people have been seen as passive recipients than as active agents of change. The fact that they continued to be so even in a sector like education which is all about creating capabilities for a critical understanding of the world has been doubly damaging. States in India like Madhya Pradesh whose attainments in sectors like education and health were low were grouped and labelled 'Bimaru' states and survey after survey presented them as areas of despair. The fact that Bimaru attributes needed to be responded to through non conventional and innovative strategies was often overlooked.

New opportunities were being created in states like Madhya Pradesh. A working panchayat raj system came into existence in 1994. It provided a facilitating structure for direct community action. The government converted selected programmes, of which primary education was one, into a Mission-mode. The tasks of universalising primary education and total literacy were combined to form the Rajiv Gandhi Shiksha Mission in the state.

The Mission had the opportunity to deconstruct the problem associated with universalising primary education in the new context of a revitalised panchayat raj that brought people back in. Instead of academic institutions doing their random sampling, panchayat raj created the opportunity to undertake a door-to-door survey through elected people's representatives capturing the names of children in and out of school. This Lok Sampark Abhiyan transformed into a mobilisation process for primary education redefining the role of the community in primary education from objects of survey to actors who could make the difference. The results of the Lok Sampark Abhiyan (LSA) helped to demolish the myth of near-universal access to primary education in the state. It became clear that the specificities of tribal demography where people lived scattered in several hamlets created major gaps in access. The Education Guarantee Scheme (EGS) pioneered by the government of Madhya Pradesh was an effort to respond to this finding of the Lok Sampark Abhiyan. The EGS in addition to becoming a practical method of ensuring the right to learn also reasserted the role of the people in the management of primary education.

The design and strategy of the LSA emerged as a result of intensive discussions among a group of people drawn from the Rajiv Gandhi Shiksha Mission and Non Government Organisations. Key persons who contributed significantly towards designing the Lok Sampark Abhiyan formats, training the State Resource Group and providing continuous resource

support to the districts in implementing the Lok Sampark Abhiyan were Shri Santosh Choubey, Director State Resource Centre (SRC) Bhopal, Asha Mishra, SRC Bhopal, Dr. R. N. Syag, Eklavya, Dewas, Sandeep Naik, Eklavya, Dewas, Dr. Anita Rampal, Director National Literacy Resource Centre, Mussoorie, Kamna Singh, Assistant Director, Directorate of Adult Education, and Anjana Puri, Deputy Manager Media. Rajiv Gandhi Prathamik Shiksha Mission. In developing the LSA formats, the Rajasthan based educational project Lok Jumbish's resource materials for micro planning were also referred to. The State Resource Centre, Bhopal also produced an audio cassette 'Bal Geet' to be used for the *Bal melas* and Shri Santosh Kaushik, SRC, Bhopal had a lead role in this. Software development and computerisation of data was done by the State MIS unit of the Rajiv Gandhi Prathamik Shiksha Mission especially Shekhar Sarathe, Mahesh Mulchandani, Neeraj Saxena, Deepak Verma, Rajesh Chourasia, Devendra Sisodia and Sunil Sen.

At the district level Lok Sampark Abhiyan was implemented by the panchayat representatives, teachers and literacy volunteers of 34 districts. Collectors, Chief Executive Officers of Zila Panchayats and District Officers of Education and Tribal Welfare Departments of 34 districts coordinated and guided its implementation.

The Lok Sampark Abhiyan was undertaken as part of the District Primary Education Programme (DPEP) implemented in the state with Government of India assistance as well as part of the Total Literacy Campaign. It addressed children of school going age and adult non literates in the age group 15-35. The experience of the Lok Sampark Abhiyan as conducted under DPEP and the Education Guarantee Scheme are discussed here. We hope this will contribute to the continuing debate on the role of the community in primary education.

Amita Sharma

R.Gopalakrishnan

BACKGROUND : THE MISSING CHILDREN

An inquiry into the wealth of the independent nation of India reveals the unexploited creative energies of its people. If education is the key to the unlocking of this creative potential, the fact that we have still not been able to get every child into school represents a major failure by the State in India. Within the country, along with states like Uttar Pradesh, Bihar, and Rajasthan, Madhya Pradesh is among the most educationally backward states. In recent years this challenge has been acknowledged by the Government of Madhya Pradesh and a series of steps initiated to universalise primary education.

Fundamental to such an exercise was an accurate definition of the problem. Statistics on primary education regarding enrolment and retention have been regularly collected annually through the Departments of Education and occasional sample surveys. The following table represents the rate of enrolment in the four most educationally backward states.

Table - 1**Enrolment in Primary school in the four states of Uttar Pradesh, Bihar, Rajasthan and Madhya Pradesh**

State	Population 1991 (In lakhs)	Sex Ratio 1991	Literacy Rate 1991 (%)		Enrolment in Primary Schools (In lakhs)	Gross Enrolment Ratio (GER)	Drop-out Rate (%)	
			Femal	Total			Male	Female
Bihar	863.70	91	23	23	85.50	71	62	66
Madhya Pradesh	661.80	93	28	29	82.10	96	23	35
Rajasthan	440.10	91	21	20	49.40	83	35	56
Uttar Pradesh	1391.40	88	26	25	130.10	69	20	20

Source : Gross enrolment ratio, National Council of Education Research and Training, 1995.

The Gross enrolment ratio (GER) describes the total number of children in a specific age group enrolled in school as a percentage of the total number of children in that age-group.

The formula for calculating GER is =
$$\frac{\text{Enrolment} \times 100}{\text{Target Population}}$$

The average GER traditionally reported in Madhya Pradesh is usually very high. So it leads one to believe that enrolment is not the problem. A high drop-out rate of about 30% to 40% is reported to account for the missing children. This data which prima facie

reveals a large drop-out rate hides many facts. The first is that quite a few enrolments tend to be notional and the students may have really never been to school. Secondly there are no clear norms about when a student can be deemed to be a drop-out. In the absence of such clarity teachers are hesitant to disturb the names originally recorded.

The practice of making budgetary allocations for educational facilities dependent on size of the beneficiary group also has an impact in over-reporting of enrolments. A school is sanctioned and reporting high enrolment makes it claim a building early from the government. Though ideally governments ought to be guided by the size of the total target group rather than by reported enrolment figures, in practice reported enrolment figures tend to swing other facilities. This again results in reporting high enrolment.

The following table compares the GER reported on the basis of existing official registers of the school education department and the GER drawn from the house to house survey of the LSA. The Directorate of Public Instruction does not collect information on the total population size of the school going children taken here as being in the age group of 5-14 years, it uses as its base the latest census data. The LSA in contrast has surveyed the children (5-14 years) and tried to estimate the total population size of this group. Therefore for comparison here, the 1991 census with 2.5% per annum growth has been used for calculating the GER based on government reports. This table is illustrative.

Table - 2

A Comparison of the Gross enrolment ratio (GER) for the age group 5-14 years based on government records (Directorate of Public Instruction) and the Lok Sampark Abhiyan (LSA), using the 1991 census with a 2.5% per annum growth for calculating the GER for government data.

District	Government Source*			LSA Source		
	Population	Enrolment	GER	Population	Enrolment	GER
BETUL	267,132	230629	86	250337	192301	77
RAISEN	198,532	154119	78	191736	161730	84
RAJGARH	224,543	169554	76	226992	123747	66
SEHORE	190,173	183891	97	874086	169906	75
BILASPUR	859,090	781136	91	874086	671016	77
RAIGARH	390,205	308261	79	374397	333762	89
SARGUJA	471,329	422554	90	448559	352047	78
GUNA	296,305	231176	78	254569	169350	67
DHAR	309,242	214757	69	325330	171743	53
RAJNANDGAON	325,738	274624	84	245400	202808	83
REWA	350,768	294191	84	385155	306551	80
SATNA	330,917	334709	101	300411	232830	78
SHAHDOL	394,424	236066	60	384850	276182	72
SIDHI	310,444	361841	117	351031	186797	53
CHHATARPUR	262,227	234034	89	224670	144253	64

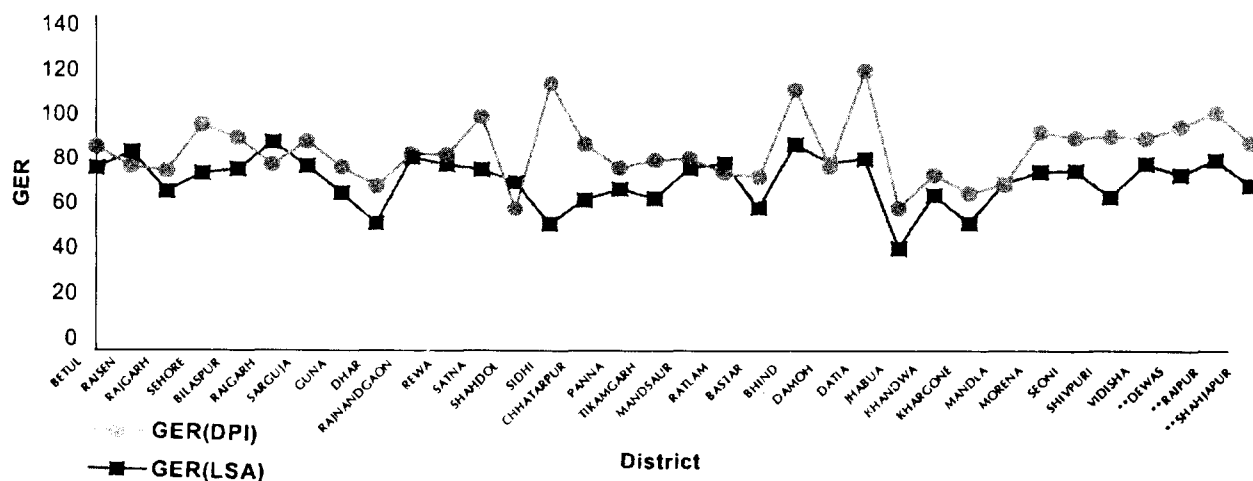
District	Government Source*			LSA Source			
	Population	Enrolment	GER	Population	Enrolment	GER	
PANNA	154,940	122003	79	156151	108042	69	
TIKAMGARH	212,843	175227	82	202770	131985	65	
MANDSAUR	351,977	292360	83	285522	224749	79	
RATLAM	219,789	169007	77	119419	96896	81	
BASTAR	513,766	386245	75	591998	364649	62	
BHIND	274,815	314878	115	295808	265754	90	
DAMOH	203,098	162276	80	221047	180622	82	
DATIA	90,002	111126	123	88067	73924	84	
JHABUA	255,553	157074	61	336709	147411	44	
KHANDWA	324,229	249420	77	264214	179010	68	
KHARGONE	458,518	315574	69	444709	246065	55	
MANDLA	292,200	212527	73	278055	203732	73	
MORENA	386,403	371817	96	380768	299415	79	
SEONI	226,228	212720	94	226047	179154	79	
SHIVPURI	256,136	242456	95	225075	151996	68	
VIDISHA	219,737	206596	94	224294	185189	83	
**DEWAS	141,236	140032	99	150851	116981	78	
**RAIPUR	533,827	563970	106	551553	465317	84	
**SHAJAPUR	141,236	130299	92	99104	72521	73	
Average GER			86				73

* Collected Annually by the Directorate of Public Instruction (D.P.I.).

** Government and LSA data is only for 6-11 age group children.

Figure -1

Comparison of Gross enrolment ratio (5-14 years) based on Government records (Directorate of Public Instruction) and the Lok Sampark Abhiyan (LSA)



There is a considerable difference in the gross enrolment ratio of the Directorate of Public Instruction (DPI) records and of the Lok Sampark Abhiyan (LSA) records where one considers only the age 6-11 years which is the group that enrolls in classes I-V.

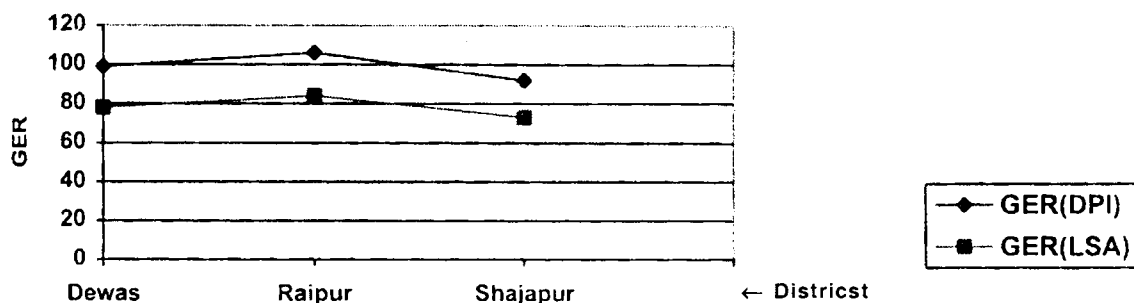
Table - 3

A Comparison of the Gross enrolment ratio (GER) for 6-11 years based on government records (Directorate of Public Instruction) and the Lok Sampark Abhiyan (LSA), using the 1991 census with a 2.5% per annum growth for calculating the GER for government data.

District	Government Source*			LSA Source		
	Population	Enrolment	GER	Population	Enrolment	GER
**DEWAS	141,236	140032	99	150851	116981	78
**RAIPUR	533,827	563970	106	551553	465317	84
**SHAJAPUR	141,236	130299	92	99104	72521	73
Average GER			102	82		

Figure - 2

Comparison of Gross enrolment ratio (6-11 years) based on government records (Directorate of Public Instruction) and the Lok Sampark Abhiyan



Since the generally prevalent situation in rural schools in Madhya Pradesh is far from one of full enrolment, the convenient answer is that most children have dropped out. A high drop out rate is reported to account for the missing children. However an encounter with children in any remote village reveals that many of them have never been to a primary school. It appears that here was another case of blaming the victim. The teachers who report on enrolment have a stake in reporting very high rates of enrolment because low enrolment reporting will show the teacher in poor light as an inadequate motivator. When they subsequently show them as drop-out, the onus shifts from them to the society of parents.

A conviction that enrolments are satisfactory has also led to the belief that the spread of primary educational facilities is adequate and that we have achieved the first and basic goal of the national policy on education which is to provide universal access; i.e. to ensure a formal or non formal schooling facility to all habitations within one km. The policy in

current practice is to provide a formal school for population of 300 (250 in case of tribal areas) and a non formal education centre below that. Universal access is measured in terms of Gross Access Ratio (GAR)

$$\text{GAR} = \frac{\text{No. of habitations having schooling facility within 1 km.}}{\text{Total no. of habitations}} \times 100$$

A fact that has emerged with determined efforts at mobilising children to school, particularly with the help of gram panchayats that reach way down below is that we are considerably short of achieving even universal access, without which a sustainable enrolment of all children is not possible.

Yet another fiction that makes policy makers ignore the issues of enrolment and access has been the assumption that the creation of a large number of "non formal education" centres account for increase in access and mop-up the out-of-school children. These non-formal centres have mostly been non-functional. Together with exaggerated reporting of enrolment in primary schools and the theoretical accounting of the residue by non-functioning NFE, centres a fiction was allowed to perpetuate itself that there is near universal access. The specific habitation patterns of indigenous people in some states like Madhya Pradesh also seemed ignored.

There was therefore a need to mount a detailed door-to-door survey to ascertain the realities of the situation. Are almost all children really enrolled as reported? Why are there such large numbers of drop-outs? Are the children whom one encounters in a typically rural area in M.P. really even dropout? Their level of scholastic knowledge woefully belies even their recognition as 'dropout'. How can the community be got together to address this issue? An opportunity for undertaking such a massive survey became possible with the revitalisation of Panchayat Raj in the state. Suddenly new opportunities opened up with over 484,000 elected representatives at the grassroot level with the potential to being associated with the task of universalising primary education. A new way of organising information through people directly became possible. The Lok Sampark Abhiyan undertaken by the Shiksha Mission in Madhya Pradesh was an attempt to seize this new opportunity to create an alternative data set, not of sample surveys but a door-to-door campaign that listed names of children in the village going to school and not going to school. It was an effort to create a people's information system that would not merely present a relatively more realistic picture but in doing so leverage action towards universalising primary education.

CHAPTER 2

LOK SAMPARK ABHIYAN

2.1 Lok Sampark Abhiyan (LSA) was the means devised for a people-centred data collection on the status of primary schooling. The emergence of panchayat leadership as key actors in the area of primary education was sought to be utilised by the Rajiv Gandhi Shiksha Mission which implements the District Primary Education Programme (DPEP) in 34 districts of the State to undertake a door-to-door survey to record information on children attending school. What was different between the LSA and the usual departmental system of data collection was the methodology of LSA. The effort was to develop a method of collecting information that was free from threat and fear and so perhaps more authentic. One way of doing this was to widen the responsibility of information gathering from just the teacher to a local group inclusive of local panchayat representatives and literacy activists. Second, the base of information was made wider than that of school statistics. It covered the entire village to report on all its children of 5-14 years. Third, the primary objective in surveying children was presented as not one of statistics collection or updation but to lead a motivational campaign for encouraging greater participation in schools. The collection of data was therefore not a passive accounting of numbers but an active persuasion of parents to send children to the nearest school. The survey being undertaken by panchayat representatives was intended to consolidate community management of the primary education system in the state. The survey was carried out from June 1996 onwards in 19 DPEP districts and was extended to 15 more DPEP districts in December 1996. Though there are 45 districts in Madhya Pradesh, the DPEP was limited to 34 districts and hence this campaign covered only these 34 districts. The Lok Sampark Abhiyan was, simply put, the first participatory data collection on primary education in the State and unprecedented in terms of scale even in the country.

Table - 4

Coverage of Lok Sampark Abhiyan

1.	No. of Resource persons trained as State Resource Group	90
2.	No. of Resource persons trained as District Resource Group	2,214
3.	No. of Resource persons trained as Block Resource Group	49,895
4.	No. of Resource persons trained as <i>Prerak Samooh</i>	2,34,850
5.	TLC Conventions - Block level	307
6.	TLC Conventions - Panchayat level	19,978
7.	Households contacted	61,03,143
8.	Children contacted	1,01,65,837

2.2 Objectives of Lok Sampark Abhiyan

- Assess the current status of schooling facilities for primary education
- Undertake a survey of children at house-hold level to list children of school-going age who are in school and out of school
- Undertake this survey through a combined team of panchayat functionaries, teachers and volunteers so as to make it a motivational campaign for enrolment of all children
- Develop local understanding on the causes of non-enrolment to trigger local community action for educational planning
- Sharing of the onus of universal enrolment in particular and planning for primary education in general with elected panchayat leadership and develop a bonding on these tasks between teachers and community leadership
- Use this survey to also assess status of literacy and consolidate the campaign for total literacy and develop synergy between primary education and literacy efforts at the panchayat level
- Development of a Village Education Register as a basic record of educational statistics of each village to be maintained in two copies at the gram panchayat and the school
- Use this survey as a basis for cohort monitoring for completion of primary schooling.

2.3. Methodology of the Lok Sampark Abhiyan

For planning and implementing the Lok Sampark Abhiyan, coordinated action had to be conceived at the three levels of the State Government, district and panchayats. This required formulation of intersectoral planning and implementation units at these three levels bringing together key functionaries of and panchayats along with nonGovernmental agencies and literacy campaign activists into a State-level Resource Group, a District-level Campaign Group and a Panchayat-level Campaign Team.

2.3.1. State-level Resource Group and Activities

The State level Resource Group was a group centred around the Mission Director of the Rajiv Gandhi Shiksha Mission and consisted of key functionaries of the Education Department, Tribal Welfare Department (which coordinates primary education in tribal areas), SCERT, DIETs, selected teachers, State Resource Centres of literacy, selected representatives of non government organisations and selected district project directors of literacy.

The tasks of the State level resource group were to plan and implement the Lok

Sampark Abhiyan by

- monitoring districts to set up district level committees called Core Groups
- developing appropriate formats for the survey and the Village Education Register
- creating an enabling environment for the survey
- developing a training manual and training of resource persons to impart training to district teams
- developing a calendar of activities
- consolidation of district level data

2.3.2. District level Campaign Group and Activities

The District level Campaign Group consisted of the Collector, Chief Executive Officer of the Zila Panchayat, Officials of the Education and Tribal Welfare Departments, District Project Director for literacy, and selected non government functionaries.

The tasks of the District level Campaign Group were the following:

- Plan and implement the district level campaign
- Create an intersectoral group for each panchayat called the *Prerak Samooh* consisting of literacy activists, teachers and panchayat leadership
- Train this front-line team of *Prerak Samoohs* at cluster level (each cluster consists of about 10 villages)
- Support the LSA with a communication campaign consisting of panchayat and literacy volunteers' conventions at block levels
- Organise *Bal Melas* in schools as part of the campaign
- Obtain and consolidate the village data and send it up to the state level.

2.3.3. Panchayat level Campaign Team and Activities

The Panchayat level Campaign Team was conceived of as team of frontline volunteers pooled at the panchayat level of all primary school teachers, elected panchayat leadership and volunteers of the literacy campaign. They were to be the key actors of the Lok Sampark Abhiyan and were constituted into a *Prerak Samooh* which implies a catalyst group. The composition of the team was one, which helped to orient the Lok Sampark Abhiyan to become an active mobilisation tool instead of a passive number-crunching survey and contribute to creating a coalition for community-managed primary education at the local level.

The tasks of the team were the following:

- Environment building for the LSA through a series of activities involving children

and the community like *Bal Melas* or children's carnivals, brightening up schools by cleaning/ painting them, *jathas*, cultural programmes, panchayat conventions all centering around primary education

- Undertake a door-to-door campaign to list school-going and non-school going children as well as illiterate adults. A detailed set of instructions contained in a manual guided the survey. A family was to include all the permanent residents in a household. If the ratio of boys to girls fell below 100:90, a second careful resurvey had to be done and if the ratio still remained as such, then an effort had to be made to understand the reasons for it. Normally children in the 5-14 age groups constitute 25% of the village population, if the percentage fell below this, it needed a re-check. Information about migrant families had to be elicited from neighbours, if those families were not there. Special effort had to be made to speak to the local women. The main formats of the LSA may be seen on Annexure I.
- Do a collective school mapping of the village. This School map was meant to be a participatory development of a map of the village showing all households and status of schooling. This was a simple visual representation of the schooling status capturing data on all children between 5-14 years of age and was meant to be thrown open for discussion with the community. A typical school map developed in the LSA may be seen on Annexure 2.
- Motivate parents of non-school going children to enroll their children in school. This gave a distinct character to the LSA as people's campaign for primary education along with data collection.
- Consolidate this data into a Village Education Register (VER). The format of a Village Education Register so developed may be seen on Annexure 3. The VER was meant as a compilation of the outcomes of the survey and was to become the primary village record on primary schooling. The VER was prepared in two copies with one being retained in the Panchayat and the other to be kept in the school. The VER maintained at the school could become a base for subsequent cohort monitoring to ascertain the number of children completing primary schooling and would lead to a disaggregated understanding of the issue of dropout.
- Lead this exercise into becoming the first effort at discussing a Village Education Plan at the Gram Sabhas. The LSA data that came in the village education registers were put up for discussion of the community in the gram sabha meetings on 15 August 1996. The emphasis was to draw attention to those children who were still unenrolled in school. This would lead to discussion on reasons of non enrolment that would have a bearing on existing gaps in amenities, quality, "school effects", "teacher effects" etc. These panchayat level educational plans were to be aggregated to block plans and district plans to create a bottom-up plan for primary education. A sample village education plan may be seen on Annexure 4.

2.3.4 Storing and Updating Information :

- A computerised software for the LSA data was developed by the State Project Office of the Rajiv Gandhi Shiksha Mission that facilitated compilation and classification. This computerised software was critical. It enabled a large volume of village level data to be handled at the district and state level. It sought to bring together the village survey results and the State planning functions into a single column of information so that mismatches between different levels of planning may be avoided.

2.4. Outcomes of the Lok Sampark Abhiyan

2.4.1. First-time creation of a data base of names of children unenrolled in primary schools in 34 districts of Madhya Pradesh

For the first time a database has been created of all children and their schooling status in 34 districts of MP. This can be used to evolve targeted strategies for enrolment and retention.

2.4.2. Coalition building for primary education at local level

The participatory nature of data collection which transformed itself into a motivational campaign for enrolment being undertaken jointly by panchayat leadership, TLC volunteers and teachers may have resulted in forging a local coalition for primary education on a sustained basis.

2.4.3. Decentralising educational planning of DPEP in 34 districts

The Lok Sampark Abhiyan resulted in assessing the gaps in educational facilities at the village level and the creation of panchayat level education plans. These were aggregated into block level plans and subsequently into district plans creating a decentralised district plan for action in the primary education sector.

2.4.4. Revising prior formulations on access

The results of the Lok Sampark Abhiyan discussed in detail in the next chapter exposed many prior formulations especially on access. It revealed that access within one kilometer of habitation was far from achieved and that general prescriptions overlooked specific habitation patterns of indigenous groups within the state.

2.4.5. Provoking policy reform

The methodology of LSA which resulted in articulation of community demand for primary education and the results of the LSA which pointed to the limitations of access did serve to provoke policy reform. The state government responded to this situation by pioneering the Education Guarantee Scheme discussed later.

CHAPTER 3

SUMMARY OF DATA FROM 34 DISTRICTS

Detailed Block-wise data for the 34 districts may be seen on Annexure - 5. The following table summarises the position of children unenrolled in schools and children who have reportedly dropped out of school in the 34 districts.

Table - 5

Out of School Children in 34 districts

District		Out of School Children					
		Dropout	%	Un-enrolled	%	Total	%
Betul	Total	17999	7.19%	40105	16.02%	58104	23.21%
	Boys	8858	6.86%	17067	13.22%	25925	20.08%
	Girls	9141	7.54%	23038	19.00%	32179	26.54%
Raisen	Total	7066	3.69%	21633	11.28%	28699	14.97%
	Boys	3419	3.31%	10073	9.75%	13492	13.06%
	Girls	3647	4.12%	11560	13.07%	15207	17.20%
Rajgarh	Total	10811	5.81%	54444	29.25%	65255	35.05%
	Boys	4595	4.49%	22564	22.04%	27159	26.53%
	Girls	6216	7.42%	31880	38.05%	38096	45.47%
Sehore	Total	11926	5.25%	45277	19.95%	57203	25.20%
	Boys	5038	4.07%	19339	15.64%	24377	19.71%
	Girls	6888	6.67%	25938	25.10%	32826	31.77%
Bilaspur	Total	55206	6.32%	147864	16.92%	203070	23.23%
	Boys	24974	5.36%	59732	12.90%	84526	18.26%
	Girls	30412	7.40%	88132	21.44%	118544	28.83%
Raigarh	Total	13114	3.50%	27521	7.35%	40635	10.85%
	Boys	5866	3.02%	11504	5.92%	17370	8.93%
	Girls	7248	4.03%	16017	8.90%	23265	12.93%
Surguja	Total	22502	5.02%	74946	16.71%	97448	21.72%
	Boys	10687	4.51%	33060	13.97%	43747	18.48%
	Girls	11815	5.58%	41886	19.77%	53701	25.35%
Guna	Total	13849	5.44%	71370	28.04%	85219	33.48%
	Boys	6918	4.74%	31859	21.82%	38777	26.55%
	Girls	6931	6.39%	39511	36.40%	46442	42.79%
Dhar	Total	20088	6.17%	133499	41.03%	153587	47.21%
	Boys	9850	5.78%	60446	35.50%	70296	41.28%
	Girls	10238	6.60%	73053	47.12%	83291	53.72%
Rajnandgaon	Total	14825	6.04%	29521	12.03%	44346	18.07%
	Boys	6046	4.77%	11985	9.46%	18031	14.24%
	Girls	8779	7.39%	17536	14.77%	26315	22.16%
Rewa	Total	6717	1.74%	72296	18.77%	79013	20.80%
	Boys	2951	1.43%	28677	13.93%	31628	15.42%
	Girls	3766	2.10%	43619	24.33%	47385	27.06%

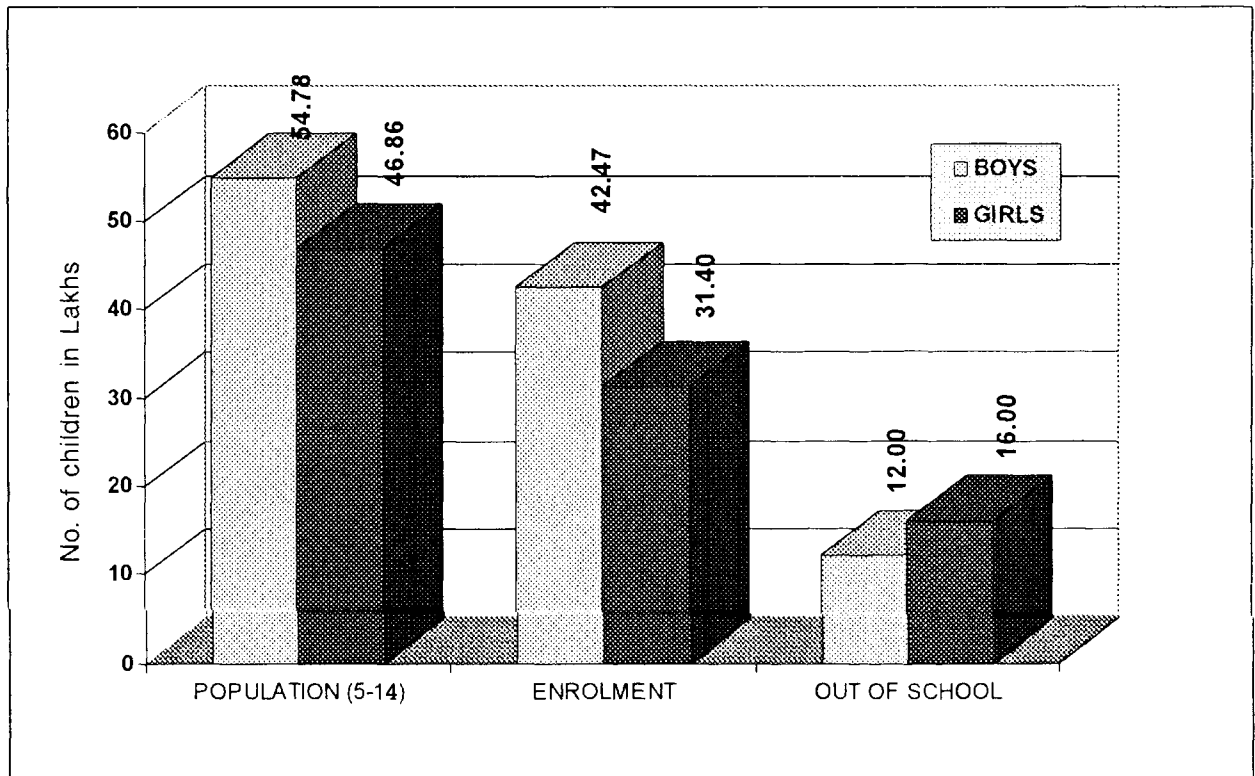
District		Out of School Children					
		Dropout	%	Un-enrolled	%	Total	%
Satna	Total	7906	2.63%	62427	20.78%	70333	23.41%
	Boys	3396	2.09%	27536	16.98%	30932	19.08%
	Girls	4510	3.26%	34891	25.24%	39401	28.50%
Shahdol	Total	15955	4.15%	92713	24.09%	108668	28.24%
	Boys	7948	3.90%	38710	18.99%	46658	22.89%
	Girls	8007	4.42%	54003	29.83%	62010	34.25%
Sidhi	Total	15346	4.37%	149644	42.63%	164990	47.00%
	Boys	8151	4.35%	64251	34.27%	72402	38.62%
	Girls	7195	4.40%	85393	52.21%	92588	56.61%
Chhatarpur	Total	12283	5.47%	67134	29.88%	79417	35.35%
	Boys	6327	5.04%	31781	25.30%	38108	30.31%
	Girls	5956	6.01%	35353	35.68%	41309	41.69%
Panna	Total	8139	5.21%	37738	24.17%	45877	29.38%
	Boys	3944	4.54%	17052	19.61%	20996	24.15%
	Girls	4195	6.06%	20686	29.89%	24881	35.95%
Tikamgarh	Total	19616	9.67%	51169	25.23%	70785	34.91%
	Boys	9647	8.64%	23169	20.76%	32816	29.40%
	Girls	9969	10.94%	28000	30.72%	37969	41.66%
Mandsaur	Total	18867	6.61%	41928	14.68%	60795	21.29%
	Boys	8444	5.43%	16199	10.42%	24643	15.85%
	Girls	10423	8.01%	25729	19.78%	36152	27.79%
Ratlam	Total	7488	6.27%	15035	12.59%	22523	18.86%
	Boys	3832	5.41%	7631	10.77%	11463	16.18%
	Girls	3656	7.52%	7404	15.24%	11060	22.76%
Bastar	Total	33627	5.68%	193722	32.72%	227349	38.40%
	Boys	16249	5.06%	87349	27.21%	103598	32.27%
	Girls	17378	6.41%	106373	39.26%	123751	45.67%
Bhind	Total	3572	1.21%	25749	8.70%	29321	9.91%
	Boys	1599	0.93%	12241	7.13%	13840	8.06%
	Girls	1973	1.59%	13508	10.88%	15481	12.47%
Dewas*	Total	0	0.00%	34640	22.96%	34640	22.96%
	Boys	0	0.00%	14916	18.07%	14916	18.07%
	Girls	0	0.00%	19724	28.88%	19724	28.88%
Damoh	Total	14235	6.44%	26190	11.85%	40425	18.29%
	Boys	6739	5.50%	12009	9.79%	18748	15.29%
	Girls	7496	7.62%	14181	14.41%	21677	22.02%
Datia	Total	4070	4.62%	10263	11.65%	14333	16.28%
	Boys	2072	4.08%	3959	7.79%	6031	11.86%
	Girls	1998	5.37%	6304	16.93%	8302	22.30%

District	Out of School Children						
		Dropout	%	Un-enrolled	%	Total	%
Jhabua	Total	21462	6.37%	167836	49.85%	189298	56.22%
	Boys	11311	6.43%	74311	42.25%	85622	48.68%
	Girls	10151	6.31%	93525	58.15%	103676	64.47%
Khandwa	Total	23947	9.06%	61665	23.34%	85612	32.40%
	Boys	11407	8.09%	26741	18.96%	38148	27.05%
	Girls	12540	10.18%	34924	28.35%	47464	38.53%
Khargone	Total	30363	6.83%	168281	37.84%	198644	44.67%
	Boys	14567	6.24%	76994	32.98%	91561	39.22%
	Girls	15796	7.48%	91287	43.21%	107083	50.69%
Mandla	Total	18985	6.83%	55338	19.90%	74323	26.73%
	Boys	9265	6.42%	22935	15.89%	32200	22.30%
	Girls	9720	7.27%	32403	24.24%	42123	31.51%
Morena	Total	10293	2.70%	71060	18.66%	81353	21.37%
	Boys	5144	2.33%	30882	14.00%	36026	16.33%
	Girls	5149	3.21%	40178	25.08%	45327	28.30%
Raipur*	Total	0	0.00%	87665	15.89%	87665	15.89%
	Boys	0	0.00%	37513	13.37%	37513	13.37%
	Girls	0	0.00%	50152	18.50%	50152	18.50%
Seoni	Total	11898	5.26%	34995	15.48%	46893	20.74%
	Boys	5423	4.66%	15501	13.31%	20924	17.97%
	Girls	6475	5.91%	19494	17.79%	25969	23.70%
Shajapur*	Total	0	0.00%	26583	26.82%	26583	24.54%
	Boys	0	0.00%	11378	19.87%	11378	18.79%
	Girls	0	0.00%	15205	36.35%	15205	32.02%
Shivpuri	Total	10708	4.76%	62371	27.71%	73079	32.47%
	Boys	5280	4.10%	27354	21.23%	32634	25.33%
	Girls	5428	5.64%	35017	36.38%	40445	42.02%
Vidisha	Total	11169	4.98%	28039	12.50%	39208	17.48%
	Boys	5122	4.05%	13028	10.30%	18150	14.35%
	Girls	6047	6.18%	15011	15.35%	21058	21.53%
Total 34 Districts	Total	494032	4.86%	2290661	22.53%	2784693	27.39%
	Boys	234889	4.29%	999746	18.25%	1234635	22.53%
	Girls	259143	5.53%	1290915	27.54%	1550058	33.07%

* number of dropout not available

Figure - 3

TOTAL POPULATION OF CHILDREN (5 -14 YEARS), CHILDREN IN AND OUT OF SCHOOL



Major Conclusions

3.1 The problem of drop-out seems to have been exaggerated in proportion to the problem of non enrolment. This contradicts the conventional data wherein unenrolment figures are much lower than drop-out figures. The LSA data suggest that most children reported as drop-out are really children who may not have been enrolled. They may have been only notionally enrolled.

The implication here is that we need to reinvestigate the issue of drop-out and enrolment. Basic reasons for non attendance elicited during Lok Sampark Abhiyan have ranged from supporting family activities such as sibling care and cattle grazing to inconvenient distances of schools to non functioning of schools due to teacher absenteeism or insufficient teachers and the need for female teachers. It also suggests that energetic action is still required to step up enrolment through diverse ways such as continuous interaction with the community to motivate it to send its children to school, provision of supportive services, flexibility in school timings, policy preference to local teachers. What is essentially required is clearly spelling out that the fundamental task of all educational managers and teachers

will be ensuring regular attendance of children to school. This at present is viewed by them as a social service adjuncted to their work, since the basic responsibility for this is seen to rest with the parents. An essential part of the training to educational managers and teacher should be a definition of their role in interfacing with the community and ensuring children's participation in school. Until the government accepts the onus of mobilising children to school as one of its major responsibilities, its 'supply' arrangements will remain under-used and it will not be able to modify or improve them in accordance with what helps children complete their schooling effectively.

A significant point made here is that most 'out of school children and their parents contacted through a survey like the LSA describe themselves as 'unenrolled' and not 'dropped out', so negligible has been their exposure to schooling, school enrolment figures notwithstanding. It suggests the need to ensure cohort monitoring on priority. Acknowledging this, an updation format for LSA have been designed and fielded in 1997 to initiate cohort monitoring. This may be seen on Annexure 6.

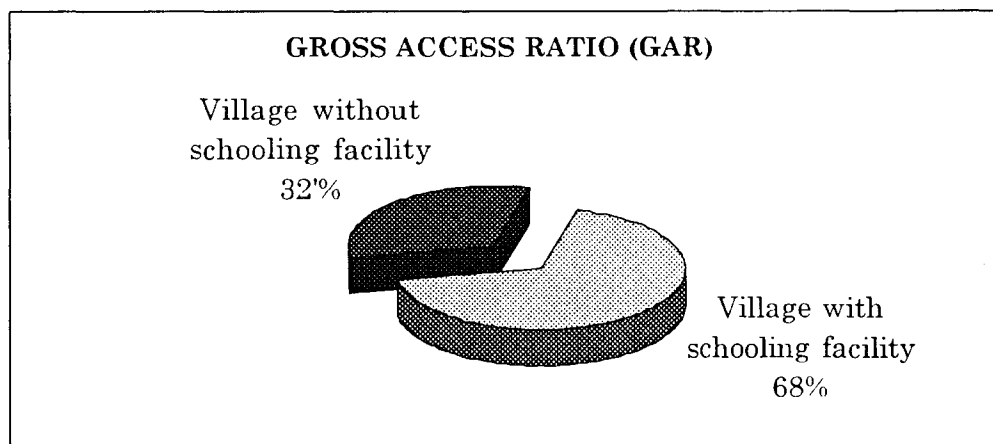
It also suggests the need to integrate a continuous learner evaluation system as an essential part of the teaching-learning process, so that scholastic attainments can be assessed and recorded. Cohort monitoring would then be a continuous record of the academic levels attained by children over a period of years which is what it should really be. Without a system of cumulative academic assessment, it is difficult to judge whether a child has 'dropped out' of an effective learning continuum or remains uneducated whether in or out of school. Dropping out of school needs to be defined in academic terms and not be seen simply (and simplistically) as a physical absence, just as the concept of enrolment itself has to be eventually understood as meaningful academic participation. The discussion on enrolment and dropout can be possible only in a system of assessing learner achievement levels. If a child spends 2-3 years in school and does not learn anything significant, the child's leaving the school mid way would not even qualify him/her as a drop-out. The policy implication here is to review the system of automatic promotions and non detention and to replace it with a continuous learner evaluation system that keeps a track record of learning levels attained.

Policy initiative is also indicated in the direction of a flexible non-graded transaction of the curriculum determined by the learning pace of the child who is allowed to move according to his ability to master different competencies in different subjects, rather than be either promoted without any assessment or else be detained in all subjects in a particular class for inadequacies in specific skills. An alternative pedagogy with this intent has been developed experimentally under the District Primary Education Programme in Madhya Pradesh with the technical support of Digantar, a non government organisation based in Jaipur, which seeks to address the issues of enrolment, dropout and learning achievements in an integrated manner.

3.2 The problem of access persists

The policy inference that follows is that access issues are far from solved. The habitation pattern of tribal areas where people live in hamlets called *majras*, *tolas* and *phalias*, often at considerable distance from the main habitation seems to have been overlooked in primary education planning. It calls for cost effective strategies to immediately increase access.

Figure - 4



3.3 NFE seems to be a cloak hiding many failures to reach out

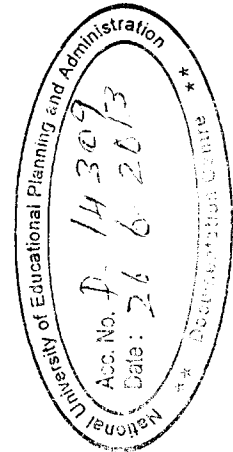
Non formal education centres do not seem to have served their objectives. The table below shows that more NFE centres exist in villages where primary schools exist.

Table-6

Villages with Non Formal Education and Primary Schools

District	Villages With only NFE	Villages With NFE and Primary School
Betul	5	252
Raisen	107	230
Rajgarh	35	105
Sehore	26	176
Bilaspur	9	431
Raigarh	6	255
Surguja	47	1089
Guna	152	194
Dhar	0	124
Rajnandgaon	104	765
Rewa	109	328
Satna	36	291

District	Villages With only NFE	Villages With NFE and Primary School
Shahdol	13	215
Sidhi	50	244
Chhatarpur	58	130
Panna	33	170
Tikamgarh	4	82
Mandsaur	41	240
Ratlam	28	122
Bastar	25	503
Bhind	26	218
Dewas	27	228
Damoh	109	323
Datia	30	202
Jhabua	23	173
Khandwa	19	264
Khargone	5	208
Mandla	11	473
Morena	24	247
Raipur	47	551
Seoni	53	369
Shajapur	25	211
Shivpuri	119	338
Vidisha	183	97
TOTAL	1589	9848



They may have come into existence on the assumption (now questioned) of a high dropout rate. The NFE centres it appears have also had not much impact in stepping up enrolment in these villages because enrolments and drop-out rates in villages with NFE remain the same or higher than those without them. The table below shows that the percentage of out of school children in villages where there is only NFE is higher than those with only Primary Schools. This clearly indicates that their much vaunted operational flexibility notwithstanding, the NFE centres appear to have been less effective in enrolling children than even the formal primary schools with their more rigid structures. In fact more girls are out of school in villages with NFE than in villages with Primary School, so that even in terms of special targetting of girls (under the Government of India scheme, 90% central assistance goes to only girls NFE centres) the NFE seems to have delivered less than the primary schools. There is a small decrease in the percentage of out of school children in villages with both NFE and Primary School, as compared to villages with just Primary Formal School. The important point here is that if NFE came in these villages as a supplemental input with the objective of mopping up the dropout children or increasing enrolment, then it does not seem to have achieved fully even this supplemental objective.

Table-7

Out of school children : A Comparison of Non Formal Education with the Formal Primary School

District	Villages with only Primary School(s)			Villages with only NFE Centre(s)			Villages with both NFE and Primary Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	21.80	28.32	24.96	26.80	39.81	33.08	10.61	13.45	11.99
Raisen	12.62	16.64	14.47	23.88	30.90	27.23	9.94	12.48	11.11
Rajgarh	23.36	43.21	32.28	40.88	53.58	46.70	18.80	35.35	26.21
Sehore	20.64	34.03	26.73	15.82	26.74	20.69	15.01	23.81	19.03
Bilaspur	19.61	30.41	24.77	26.32	38.64	32.12	15.11	23.17	18.91
Raigarh	8.18	12.04	10.06	12.84	9.52	11.40	9.02	12.31	10.61
Surguja	20.67	28.78	24.48	24.97	29.63	27.15	15.94	22.02	18.82
Guna	22.92	39.98	30.16	36.77	49.17	42.25	23.09	37.75	29.46
Dhar	42.78	55.17	48.69	0.00	0.00	0.00	28.39	41.38	34.57
Rajnandgaon	12.15	19.20	15.57	27.13	35.12	30.89	12.79	20.60	16.58
Rewa	15.91	27.45	21.28	16.47	31.02	23.12	13.75	22.73	17.96
Satna	19.28	29.00	23.77	20.82	30.95	25.35	17.15	25.88	21.14
Shahdol	23.71	35.57	29.30	27.67	43.79	35.23	18.41	26.56	22.29
Sidhi	40.81	60.38	49.90	41.25	55.39	48.25	35.52	51.64	43.10
Chhatarpur	30.54	43.40	36.19	23.30	31.49	26.96	27.01	37.16	31.37
Panna	22.09	37.04	28.42	31.19	37.91	34.23	23.89	33.67	28.32
Tikamgarh	28.06	39.84	33.37	21.82	46.26	32.60	27.55	38.22	32.37
Mandsaur	15.33	28.13	21.13	29.31	45.17	36.41	13.45	22.80	17.75
Ratlam	17.27	24.26	20.16	12.50	17.98	14.67	11.88	17.33	14.00
Bastar	31.13	46.92	38.19	39.83	50.56	45.14	27.29	35.21	31.08
Bhind	9.52	14.89	11.77	11.12	20.15	14.78	8.21	11.86	9.74
Dewas	17.51	28.76	22.59	33.45	52.15	41.87	15.28	24.20	19.33
Damoh	14.32	20.86	17.24	27.01	36.99	31.38	13.20	19.64	16.06
Datia	11.09	20.41	15.11	18.48	28.78	22.79	12.12	23.64	16.89
Jhabua	49.58	66.43	57.66	66.81	73.94	70.36	49.60	64.98	56.90
Khandwa	28.88	40.50	34.29	28.99	44.06	36.22	22.54	33.15	27.49
Khargone	43.11	55.44	48.98	12.21	20.99	16.12	27.54	37.25	32.11
Mandla	24.21	34.27	28.97	25.72	49.75	36.16	18.01	25.52	21.76
Morena	18.20	32.40	24.12	29.57	55.69	39.97	14.03	25.67	18.98
Raipur	12.38	17.44	14.88	38.86	49.00	43.85	14.63	19.69	17.08
Seoni	21.68	29.30	25.38	25.34	29.69	27.42	15.57	19.92	17.67
Shajapur	21.94	37.98	28.72	29.94	56.60	41.81	14.32	30.41	21.08
Shivpuri	25.02	42.12	32.25	34.51	50.70	41.38	22.26	38.87	29.56
Vidisha	10.70	17.40	13.63	17.18	27.33	21.45	12.70	19.24	15.53
TOTAL	22.26	33.47	27.34	26.43	38.22	31.74	18.67	27.87	22.85

It would have been better if such dropped out children were really shown as unenrolled rather than as drop out demanding the carving out of special 'NFE' kind of interventions. Deeming them as drop out suggest that they are eligible for a crash course like NFE. The truth is that most of these so-called drop out children have really received no schooling at all and so far from being serviced by a condensed NFE course they really need an opportunity to enlist in a full time school.

The policy inference that follows is that the entire NFE model needs a thorough revamp as they seem to make no impact making them liable to be labelled "Non-Functional Centres". It also points to the need for a different strategy to non formalise primary education which makes the local school responsive to community needs in the shape of flexible timings, flexibility in age limits rather than condemning the over-age child to NFE to raise age limits for primary stages of schooling. Such non formalisation of formal schools might encourage relatively a more continued participation of children rather than force them into two artificial streams: the formal and the non formal.

3.4. Girl-children continue to be the most disadvantaged category in primary schooling

The disaggregated gender data of these 34 districts shows that girls not attending school far outnumber boys not attending school. Here the LSA data confirms the findings of several other studies that point to this persistent gender gap in primary schooling.

Table-8

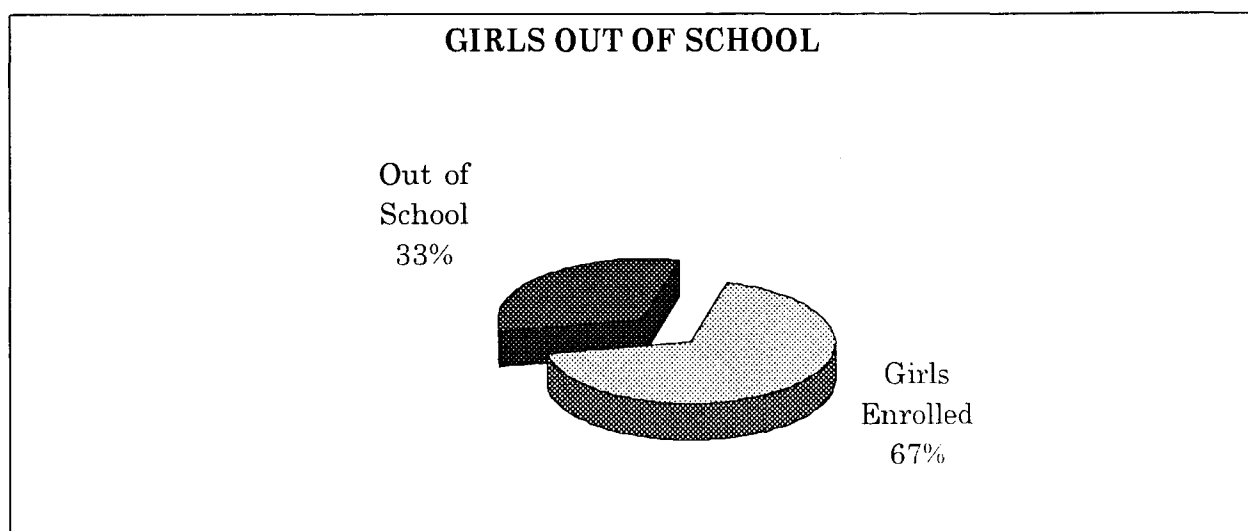
Genderwise Gross Enrolment Ratio and Out of School Children

District	Gross Enrolment Ratio (GER%)			Out of School Children (%)		
	Total	Boys	Girls	Total	Boys	Girls
Betul	76.82%	80.03%	73.39%	23.21%	20.08%	26.54%
Raisen	84.35%	86.13%	82.28%	14.97%	13.06%	17.20%
Rajgarh	66.48%	74.68%	56.45%	35.05%	26.53%	45.47%
Sehore	74.85%	80.58%	68.00%	25.20%	19.71%	31.77%
Bilaspur	76.77%	81.74%	71.17%	23.23%	18.26%	28.83%
Raigarh	89.15%	91.07%	87.07%	10.85%	8.93%	12.93%
Surguja	78.48%	81.75%	74.83%	21.72%	18.48%	25.35%
Guna	66.52%	73.45%	57.21%	33.48%	26.55%	42.79%
Dhar	52.79%	58.72%	46.28%	47.21%	41.28%	53.72%
Rajnandgaon	82.64%	86.52%	78.51%	18.07%	14.24%	22.16%
Rewa	78.99%	85.26%	71.71%	20.80%	15.42%	27.06%
Satna	77.50%	81.58%	72.73%	23.41%	19.08%	28.50%
Shahdol	71.76%	77.11%	65.75%	28.24%	22.89%	34.25%
Sidhi	53.21%	61.61%	43.59%	47.00%	38.62%	56.61%
Chhatarpur	64.21%	69.66%	57.30%	35.35%	30.34%	41.69%
Panna	69.19%	73.58%	63.68%	29.38%	24.15%	35.95%
Tikamgarh	65.09%	70.60%	58.34%	34.91%	29.40%	41.66%

District	Gross Enrolment Ratio (GER%)			Out of School Children (%)		
	Total	Boys	Girls	Total	Boys	Girls
Mandsaur	78.72%	84.15%	72.22%	21.29%	15.85%	27.79%
Ratlam	81.14%	83.82%	77.24%	18.86%	16.18%	22.76%
Bastar	61.60%	67.73%	54.33%	38.40%	32.27%	45.67%
Bhind	89.84%	92.04%	86.80%	9.91%	8.06%	12.47%
Dewas	77.55%	82.62%	71.41%	22.96%	18.07%	28.88%
Damoh	81.71%	84.71%	77.98%	18.29%	15.29%	22.02%
Datia	83.94%	88.35%	77.92%	16.28%	11.86%	22.30%
Jhabua	43.78%	51.32%	35.53%	56.22%	48.68%	64.47%
Khandwa	67.75%	72.98%	61.77%	32.40%	27.05%	38.53%
Khargone	55.33%	60.78%	49.31%	44.67%	39.22%	50.69%
Mandla	73.27%	77.70%	68.49%	26.73%	22.30%	31.51%
Morena	78.63%	83.67%	71.70%	21.37%	16.33%	28.30%
Raipur	84.36%	86.73%	81.92%	15.89%	13.37%	18.50%
Seoni	79.26%	82.03%	76.30%	20.74%	17.97%	23.70%
Shajapur	75.46%	81.21%	67.98%	24.54%	18.79%	32.02%
Shivpuri	67.53%	74.67%	57.98%	32.47%	25.33%	42.02%
Vidisha	82.57%	85.63%	78.61%	17.48%	14.35%	21.53%
Total 34 Districts	72.68%	77.53%	67.01%	27.39%	22.53%	33.07%

The policy inference is fairly obvious. There may have to be a conscious mobilisation strategy that focuses on the enrolment of girl children. In fact the entire focus of mobilisation may need to get reoriented to girl children and since they are the last to enrol, this could be a universal enrolment strategy. It also highlights the need to create a flexible primary schooling system that addresses specific constraints faced by girl children. The recurring demand in many village education plans for a female teacher validates the state policy initiative to reserve 30% posts of teachers for women and suggests that this be ensured through continuous efforts to motivate women to enlist as teachers.

Figure - 5



3.5. Tribal blocks are the most disadvantaged category

The data thrown up by the LSA helps to identify the most disadvantaged blocks from among the 34 districts which show the maximum non enrolment in percentage terms.

Table - 9

Tribal Blocks with more than 40% out of school children

District	Blocks	Out of School Children						
		Total	%	Boys	%	Girls	%	
Bilaspur	Pondiupraura	15322	43.05%	6818	36.72%	8504	49.94%	
Surguja	Khadgawa	7416	38.46%	3415	32.73%	4001	45.22%	
	Ramchandrapur	8687	35.38%	3846	29.11%	4841	42.69%	
Dhar	Bagh	17069	70.95%	8125	65.24%	8944	77.08%	
	Dahi	15343	61.44%	6969	57.47%	8374	65.19%	
	Dharampuri	10342	38.88%	4619	32.90%	5723	45.57%	
	Ganthwani	20932	66.38%	10188	62.77%	10744	70.21%	
	Kukshi	7628	45.63%	3713	42.94%	3915	48.51%	
	Manawar	10075	40.57%	4650	35.42%	5425	46.34%	
	Nalcha	14049	42.98%	6398	36.65%	7651	50.24%	
	Nisarpur	5863	36.36%	2758	32.77%	3105	40.28%	
	Sardarpur	14916	50.25%	6528	42.90%	8388	57.97%	
	Wakaner	8778	55.63%	4116	49.38%	4662	62.64%	
	Umarwan	12741	46.21%	5801	39.80%	6940	53.39%	
	Shahdol	Jaisinghnagar	12717	35.29%	5575	29.67%	7142	41.41%
	Bastar	Lohandiguda	5581	44.89%	2622	41.24%	2959	48.71%
Darbha		7667	52.50%	3542	47.13%	4125	58.21%	
Bastanar		4940	63.74%	2425	58.82%	2515	69.34%	
Bastar		10895	32.68%	4588	23.96%	6307	44.44%	
Kondagaon		15459	47.91%	7134	43.25%	8325	52.78%	
Pharsagaon		6976	28.47%	2914	19.79%	4062	41.53%	
Makdi		10316	48.11%	4379	39.94%	5937	56.66%	
Naryanpur		8371	20.67%	3613	11.60%	4758	50.88%	
Abhujmarh		4156	68.45%	2068	66.22%	2088	70.80%	
Antagarh		6541	46.07%	2862	39.54%	3679	52.87%	
Dantewada		7657	51.73%	3413	45.38%	4244	58.29%	
Kunakonda		6035	51.32%	2628	43.77%	3407	59.20%	
Gidam		6485	44.19%	3032	38.83%	3453	50.29%	
Katekalyan		5817	69.67%	2559	59.21%	3258	80.90%	
Bijapur		6052	46.26%	2733	40.65%	3319	52.20%	
Bharemgarh		11013	64.82%	5225	58.91%	5788	71.27%	
Bhopalpattanm		5303	47.88%	2406	41.98%	2897	54.20%	

District	Blocks	Out of School Children						
		Total	%	Boys	%	Girls	%	
Jhabua	Usar	8670	63.79%	4108	57.06%	4562	71.37%	
	Konta	14625	64.73%	7078	59.71%	7547	70.27%	
	Chhindgarh	9211	54.23%	4197	48.35%	5014	60.37%	
	Durg Kondal	4815	38.15%	2132	32.11%	2683	44.86%	
	Jhabua	17902	53.71%	8210	46.12%	9692	62.42%	
	Rama	19188	57.47%	8297	47.45%	10891	68.48%	
	Ranapur	37002	62.12%	16914	54.37%	20088	70.59%	
	Thandla	29119	55.90%	13373	48.91%	15746	63.63%	
	Meghnagar	10721	39.90%	4701	33.25%	6020	47.28%	
	Petlabad	1125	46.58%	427	33.60%	698	61.01%	
	Bhambra	11215	55.76%	5054	47.31%	6161	65.33%	
	Jibat	8955	47.86%	4055	42.11%	4900	53.96%	
	Udaygarh	11151	62.82%	5049	54.22%	6102	72.32%	
	Kathibada	12388	58.59%	5815	53.51%	6573	63.95%	
Khandwa	Alirajpur	9284	44.26%	4133	38.62%	5151	50.14%	
	Sondwa	21248	70.00%	9594	61.71%	11654	78.70%	
Khargone	Khalwa	17505	47.96%	7517	38.66%	9988	58.56%	
	Bhagvanpura	19313	60.54%	8876	55.09%	10437	66.11%	
	Segaon	6947	44.31%	3202	39.33%	3745	49.68%	
	Bhikangaon	12668	39.94%	5800	33.28%	6868	48.06%	
	Jhiranya	20524	62.61%	9667	56.66%	10857	69.08%	
	Barwani	14500	57.34%	6922	53.27%	7578	61.64%	
	Pati	17698	78.06%	8829	75.74%	8869	80.52%	
	Rajpur	16082	47.31%	7455	42.58%	8627	52.34%	
	Sandhawa	34671	71.06%	16439	65.04%	18232	77.54%	
	Niwali	12070	60.08%	5796	55.74%	6274	64.74%	
	Panseml	9142	47.54%	3955	39.91%	5187	55.64%	
	Mandla	Ghughary	5251	35.52%	2394	30.35%	2857	41.44%
	Morena	Karahal	7772	44.29%	3709	35.82%	4063	56.49%
Raipur	Mahasamunda	14547	50.06%	6870	45.19%	7677	55.39%	

The policy inference here relates to developing special strategies for these most vulnerable areas and the need to divert financial resources to these areas. There is scope for greater research using the preliminary data of the LSA to ascertain causes for the educational backwardness of these blocks. The next chapter details the response of the government to respond to some of these concerns through the introduction of an Education Guarantee Scheme.

CHAPTER 4

STATE RESPONSE : THE EDUCATION GUARANTEE SCHEME

One message that came through loud and clear in the Lok Sampark Abhiyan was that educational facilities in terms of outreach was far short of the desirable norm. Most significantly, the LSA also highlighted the fact that the existing norms and procedures and schemes for providing schooling facilities had quite failed to address the isolated centripetal pattern of habitations in the tribal intensive areas. Unless a cost-effective strategy were evolved to immediately increase outreach and particularly target the tribal habitation pattern the State would not be able to ensure universalisation of primary education in the near future, despite external resource support through the DPEP. After having mounted a massive mobilisation exercise through LSA for generation of demand for primary education, the State had no alternative but to respond immediately rather than in an incremental measure if the creative energies of such a mobilisation had to be sustained. The LSA as a survey certainly identified the specific habitations deprived of any primary schooling facility but more than that, it mobilised the community of those areas to articulate this sense of deprivation. The statement of educational needs then in LSA was not just through a table of numbers but equally through collective action and a demand for the fulfilment of those needs. This differentiated the LSA from any other survey.

Responsive government action complementing community mobilisation is what distinguished the LSA as a process of the community and the government participating in a common agenda. Even the agenda evolved from bottom up. It was the community compelling the government's priority attention to expanding the educational outreach for children and the government was initiating priority action on an agenda articulated by the community.

It was this transformation of a mobilisation process into a collaborative action for achieving specific time bound goals that distinguished the LSA as a participatory process from most other mobilisation initiatives. Most mobilisation processes have suffered a negative fall-out because of a failure of policy to respond to the demand generated through that mobilisation.

The mobilisation process initiated under LSA was sustained through the policy initiative of Education Guarantee Scheme. The EGS as a strategy for universalising primary education in a quick time bound manner had to have as its building blocks the following concerns:

- * Community demand to be the startup point
- * Support for critical minimum inputs by the state
- * Accountability of the state to respond to demand within a declared timeframe
- * Community sharing of the task of universal primary education
- * Sensitivity to special problems of unserved areas and unreached communities

An Education Guarantee Scheme was introduced by the Government of Madhya Pradesh on 1 January 1997 which incorporated these concerns and offered itself as a practical response by a government keen to convert the rhetoric on universalising primary education into an achievable goal in an immediate time-frame. The Education Guarantee Scheme sought to provide minimal essential educational input if a certain number of parents/children demanded a facility to learn. The critical minimum for transacting primary education of acceptable quality was defined as a teacher, training of teacher, and provision of the best available teaching learning material and operational contingencies. Under the EGS, the government would guarantee to provide this package within 90 days if 25 children from a tribal area or 40 children from a non tribal area who had no such facility within one kilometer from their dwelling demanded a facility to learn. The community would be expected to provide space for learning thereby sharing the task of primary education with the government cementing the partnership fostered through the participatory planning strategy of the Lok Sampark Abhiyan.

EGS is positioned to quickly bridge the access gap that was revealed in the LSA. One of the most grievous failure of the governments in India at national and state levels has been the failure in equalising opportunities through universalising primary education. From the commitment in 1950 to do this in “the next 10 years” to the latest efforts to make it a fundamental right and estimated to be requiring 40,000 crores at national level, this task has been an elusive one. EGS is significant because it is the first time that the community puts up a ‘Demand charter’ to the government which binds the government to act on it. The EGS by creating accountability of the government to respond within 90 days to any demand received makes Madhya Pradesh’s commitment to universalising primary education time-bound.

The EGS does not compromise on quality parameters like teacher training and improved teaching learning material. It has the same curriculum as the formal schools and the same teaching learning material. Its Gurujis undergo the same training as the formal school teachers. A system of monitoring and evaluation has been instituted with an academic coordinator, usually a senior teacher of a school identified for a cluster of 10-12 schools, visiting each EGS centre at least once a month. Under the EGS, the monitoring costs are reduced and quality of monitoring improved by orienting it outward towards the community instead of simply upward towards an educational bureaucracy. This has been attempted by building in community stakes in the EGS’s performance, since with a persistent drop in its attendance or non functioning, the financial support to the EGS centre will be stopped. This also differentiates EGS from the existing schools, formal or non formal, which continue to exist regardless of their performance. Since EGS is demand-based, its effectiveness is sought to be sustained by factoring in the continuity of that demand in its financial support.

The EGS provides a strategy to respond to the realities of the habitation pattern of tribal communities in Madhya Pradesh. In the tribal areas of the state, communities live in scattered habitations called *majras*, *tolas*, *phalias* etc. The LSA revealed the gaps in the provision of schooling facilities even under the existing norms, leading to the formulation

of EGS. The EGS sensitive to the demand for education thrown up by the LSA offered time bound action on demand to habitations without schooling facilities within one km. This prompt and practical solution acted as a further catalyst for demands from such scattered hamlets (*majras, tolas, phalias*) whose needs had largely tended to be submerged under a standardised understanding of habitation patterns. The launching of EGS revealed that even when a village was provided a school its hamlets could often be several kilometres away from the main village/hamlet and so remained unserved. The EGS by being able to respond to a demand of even 25 learners from such an area takes primary education closer to the disadvantaged population of the state. By building in flexibility of timing and vacation it becomes better suited to respond to local situations.

EGS becomes a **cost-effective strategy** to universalise primary education. The dichotomies of supply and demand created by hierarchical and centralised planning are reconciled by a process wherein planning for education is perceived as collaborative action between the community and the government. An exercise like the LSA opens up the possibility to re-define this task as a shared one between governments, local bodies and communities. While coming up with charters of demand, panchayats could also be prompted to arrange for local space to conduct teaching-learning. In the EGS, this local commitment is harnessed and enables the government to respond quickly to the access gap. The table below gives the annual cost of operating an EGS centre.

Table-10

Unit Cost of Education Guarantee Scheme Centre

Unit cost per EGS Centre per year

(In Rupees)

Item	Unit cost per annum
Honorarium of Guruji @ Rs. 500 per month for 10 months	5000
Training (12 days)	610
Stipend during training	1000
Contingency for the Centre	850
Books @ Rs. 25 per child for 40 children 25 X 40 = 1000	1000
Administrative contingency expenditure	40
Total	8500

The key factors on which EGS hinges are community demand and government guarantee. The EGS by putting community demand as a start-up point, addresses the twin issues of enrolment and retention. Without community mobilisation facilities created remain unused. In the EGS, the teacher (called "Guruji") is intended to be a local resident appointed by the Gram Panchayat and this ensures community control as well as reduces teacher absenteeism, a chronic malady of rural schools. Such a community demand also redefines iden-

tification of an educational need from being an assessment by an external agency of an existing deficiency to a process of growing awareness in the community itself. The critical index to the fulfilment of this need would then be not just the fulfilment of a physical resource gap, but the community's increasing acceptance of the local school as its own responsibility. It is this understanding of educational need primarily as an internal impulse for growth that permeates EGS's definition of school as a qualitative transactional process.

The state's guarantee is significant precisely because it is not legal. EGS does not rest on the imposition of a legislative mandate and the inspection of conformity with it or deviations from it, since it is likely that the enforcement of legal provisions could create more legal action than education diverting precious resources towards litigation rather than towards educational investments. Making education compulsory is seen as a social commitment whose binding force derives not from the threat and pressure of legal action, but from the interlocking of interests in a common cause. The guarantee represents and *activitises* a consciously forged bond between the people and the government. The character of the EGS guarantee is neither an extraneous pressure nor a vague and verbal commitment. The EGS guarantee is a way of internalising the pressure of a commitment through its very structure: community demand as the initial premise for operation and the provision of essential educational facilities within 90 days by the government. Even this provision of the educational facility is a reciprocal action with the community recommending the teacher from among its local people and the government remunerating and training him/her, the community providing space for the centre, the government providing educational and other contingency materials. Thus the operational modalities of EGS are constituted by mutually dependent action by the community and the government which creates an internal dynamics of pressure. EGS invokes this pressure both on the community and the government as a joint responsibility and becomes operational when both accept it.

Postulated on the community as agency EGS seeks to redefine existing structural relationships. The management of most existing educational schemes, with the emergence of the panchayat institutions, has been vested with the panchayats at different levels. This is seen as a major shift towards decentralised planning and management. However at the implementation stage this initiative often gets hindered by the presence of the ghost of centralised models. Although powers are devolved below, the exercise of these powers is tends to be such that power eventually gravitates upwards back to the bureaucratic epicentre. A comparison of EGS and NFE illustrates this and helps reveal how EGS is consciously designed towards genuine village level decentralisation. The proposal for a new NFE project is made by the Deputy Director Education, and after the state governments approval, the Zila Panchayat issues the order. The demand does not come from the gram panchayat. The assessment of materials needed in the NFE centre is by the Deputy Director Education and he makes available this information to the zila panchayat. The role of the panchayats tends to be confined to ratifying official proposals looking upwards for further sanctions. In contrast, EGS aims at minimising the upward looking tendency. It

does this through a conscious two-fold strategy. One, investing adequate resources with the gram panchayat; two and most important, extending responsibility laterally from the gram panchayat towards the community. A major part of the EGS budget devolves right down to the gram panchayat, and the community has a vital role in deciding basic issues right from whether it wants an EGS at all to the choice of teacher. Thus in EGS decentring of power moves into community participation and decentralisation along a vertical axis moves into a lateral one. This is a radical shift in inter-agency relationships.

The EGS reaffirms the notion of the democratic state to mean not only the government but the people equally as responsible agencies institutionalising their aspirations through participatory structures. Thus the EGS is the appropriate culmination of the LSA. From LSA to EGS has been a journey from a community based assessment of children's educational needs to a community based school to fulfil those needs.

Education Guarantee Scheme : Early Results

The EGS was put into operation by the State Government on 1 January 1997. It became immediately popular in the tribal areas of the state which responded to the scheme with overwhelming demand. The table below summarises the first 11 months of operation of EGS and underscores the increased access to primary education provided by the EGS.

Table -11

Districtwise status of Education Guarantee Scheme Centres as on 17-12-97

	District	No. of EGS Centres
*	Betul	230
	Raisen	183
	Rajgarh	242
	Sehore	35
*	Bilaspur	327
*	Raigarh	521
*	Surguja	508
	Guna	456
*	Dhar	874
*	Rajnandgaon	138
	Rewa	108
	Satna	389
*	Shahdol	635
*	Sidhi	573
	Chhatarpur	137

District	No. of EGS Centres
Panna	171
Tikamgarh	183
Mandsaur	76
* Ratlam	188
Bhind	148
* Morena	242
Shivpuri	357
Datia	51
* Mandla	705
* Seoni	264
Vidisha	219
Shajapur	89
Dewas	126
* Khandwa	188
Damoh	243
* Raipur	531
* Khargone	1688
* Jhabua	1173
* Bastar	861
* Balaghat	352
Gwalior	386
Bhopal	110
Narsinghpur	163
* Hoshangabad	135
Indore	76
* Chhindwara	407
Ujjain	67
Jabalpur	227
Sagar	140
* Durg	85
Grand Total	15007

* Tribal districts

The Education Guarantee Scheme demand received from the district Rajgarh block Zirapur and the action on it which filled in the gap identified in the Lok Sampark Abhiyan 1996 illustrates how Lok Sampark Abhiyan stimulated a demand which was articulated and fulfilled through the Education Guarantee Scheme (Annexure 7 and 8).

Early reports of enrolment patterns in Education Guarantee Scheme show an increasing trend in girls participation in primary education as compared to the formal primary schools. This is a small perceptible increase but it is significant in that this is the outcome in barely six months of the Education Guarantee Scheme centres running. It shows the potential EGS has in encouraging girls' participation in education. This has been presented in the table below :

Table-12

**Enrolment of girls : Comparison between primary schools and
Education Guarantee Scheme Centres**

District	Enrolment in Schools					Reported EGS Centres	EGS Centres (Reported upon)				
	Boys	%	Girls	%	Total		Boys	%	Girls	%	Total
Betul	93646	53.5	81236	46.5	174882	112	1765	52.0	1632	48.0	3397
Shahdol	152753	57.0	115284	43.0	268037	604	9164	50.9	8838	49.1	18002
Sehore	96986	58.9	67662	41.1	164648	65	1247	50.7	1214	49.3	2461
Raisen	82345	55.2	66960	44.8	149305	108	2107	51.8	1963	48.2	4070
Sidhi	113002	62.1	69038	37.9	182040	305	6691	52.5	6055	47.5	12746
Tikamgarh	72601	60.2	48001	39.8	120602	147	3646	53.8	3135	46.2	6781
Mandsaur	127142	58.5	90132	41.5	217274	77	1856	52.7	1669	47.3	3525
Guna	99717	63.8	56481	36.2	156198	258	7296	61.5	4575	38.5	11871
Bilaspur	371175	56.4	286410	43.6	657585	267	5454	49.6	5540	50.4	10994
Ratlam	57414	61.4	36137	38.6	93551	116	3076	59.5	2094	40.5	5170
Raigarh	170515	53.2	150039	46.8	320554	166	2475	49.6	2517	50.4	4992
Rajnandgaon	104492	55.0	85452	45.0	189944	107	1890	53.5	1644	46.5	3534
Total	1541788	57.2	1152832	42.8	2694620	2332	46667	53.4	40876	46.7	87543

The concept of the Education Guarantee Scheme was introduced in a paper titled "Wanted a New EGS: An Education Guarantee Scheme" (Amita Sharma and R. Gopalakrishnan, Rajiv Gandhi Mission, Occasional Papers, Document 001/96). An abridged version appeared in the Economic Times 12 August 1996.

CHAPTER 5

IMPORTANCE OF LOK SAMPARK ABHIYAN : INFORMATION AS ACTION AT LOCAL LEVEL

The experience of the Lok Sampark Abhiyan raises important issues regarding collection and use of information. These issues are intrinsically linked to the nature of the state and governance. Collection of educational data as done at present is indicative of the centralised nature of governance and its management of primary education. Accountability-structures devised in a centralised system are always upward towards higher bureaucratic echelons and never outward towards the community. Issues raised in these surveys whether they relate to enrolment or drop out are issues of the “demand side” of the community. The community is conceived as passive recipients of welfare initiatives but never as active agents. The primary importance of the Lok Sampark Abhiyan as an exercise in collection of educational data was that it redefined the nature of the enterprise in terms of accountability by orienting it outward towards the community as against an upward governmental bureaucracy.

In doing this it asserted the critical role that community leadership has to play in redressing the ills of the primary education system. Management of primary education in Madhya Pradesh is moving over to the Panchayat Raj institutions and the Lok Sampark Abhiyan can be seen as beginning of the community-mapping of the problems in the education sector now that they are gradually taking charge. The state government in 1994 decided that all new recruitments of teachers were to be done only by Janpad (block) level panchayats. The District Primary Education Programme by conceiving a district management structure for primary education has also strengthened the decentralisation process. Lok Sampark Abhiyan complemented the process of a panchayatization of primary education management by making panchayat leadership key actors in assessing the problems of the sector.

When panchayat leadership gets involved in collection of information on education, the categorisations imposed by a bureaucratic order between primary education, adult education, non formal education all begin to dissolve. The community looks at education as a need for all and gradually a movement for “education for all” gets catalysed. In Madhya Pradesh through the institutional mechanism of the Rajiv Gandhi Shiksha Mission, the goals of universalisation of primary education and adult education through the total literacy campaigns had already been converged. The LSA being conducted by the Mission reinforced this convergence at the community level as this exercise mapped the status of both primary schooling and literacy.

Lok Sampark Abhiyan revealed the potential of information as a catalyst of local action. In Lok Sampark Abhiyan, data collection was not a matter of statistics collection. It was a door-to-door mobilisation that motivated parents to send the child to school. Lok Sampark

Abhiyan was devised in a manner that would make it culminate in demand charters that urge the state to provide missing amenities. In most cases the community did not want to wait for creation of such facilities in an incremental manner. This snowballing of demand and the urgency it imparted to meeting the gap in access to primary education prompted the State Government to respond in terms of an Education Guarantee Scheme where for any demand from an unserved group of over 25, the Government would arrange to provide for primary education within 90 days. It is an acknowledgement of the right to primary education. It is also a practical way to make it happen today and not in some distant future. It is also open-ended in the sense that the Government is accountable to open an EGS centre for any prospective demand which indirectly means that universalisation of access to primary education can become a reality in Madhya Pradesh in the next two years. An exercise like the Lok Sampark Abhiyan where the community is involved in collecting information about a problem that concerns them is easily able to leverage that information for action both by the community and in response to community pressure by the Government. If philosophers have all interpreted the world while the point is to change it, the experience of the Lok Sampark Abhiyan is that change is best effected when data collection and its interpretation is done at the decentralised level of the community.

Lok Sampark Abhiyan Format : Village Information

Village Code : Village :
 Distance : Sarpanch Name : Sex (M/F) :
 (from Block HQ)

Facilities : Electricity (Y/N) : No. of Handpumps : Approach road :
 Prim. Health Centre (Y/N) : Post Office (Y/N) :

	Primary School	NFE Centre	Alternative School	Middle School	High School	Higher Sec. School
Government						
Private						

50

Anganwadi/SSK (given no.) : Mid Day Meal (Y/N) :

Lok Sampark Abhiyan Format : Village Level Primary Education Survey

Name of Gram Panahayat Name of Village Mohalla/Ward

Month & year of survey

No. of schools in village Primary/Middle/H.S. NFE Y/N Alternative School Y/N

No. of house	Name of head of family	Caste SC/ST /OBC/ Gen.	No. of members (Including children)			No. of children (5-14)			School going children (5-14)			Children (5-14) going to NFE			Non school going children (5-14)						Reason for not going to school			Handicapped Children										
			M	F	T	B	G	T	B	G	T	B	G	T	Dropouts			Unenrolled			B	G	T	B	G	T								

Total
 SC -
 ST -
 OBC -
 Others -

M - Male
 F - Female
 T - Total
 B - Boys
 G - Girls

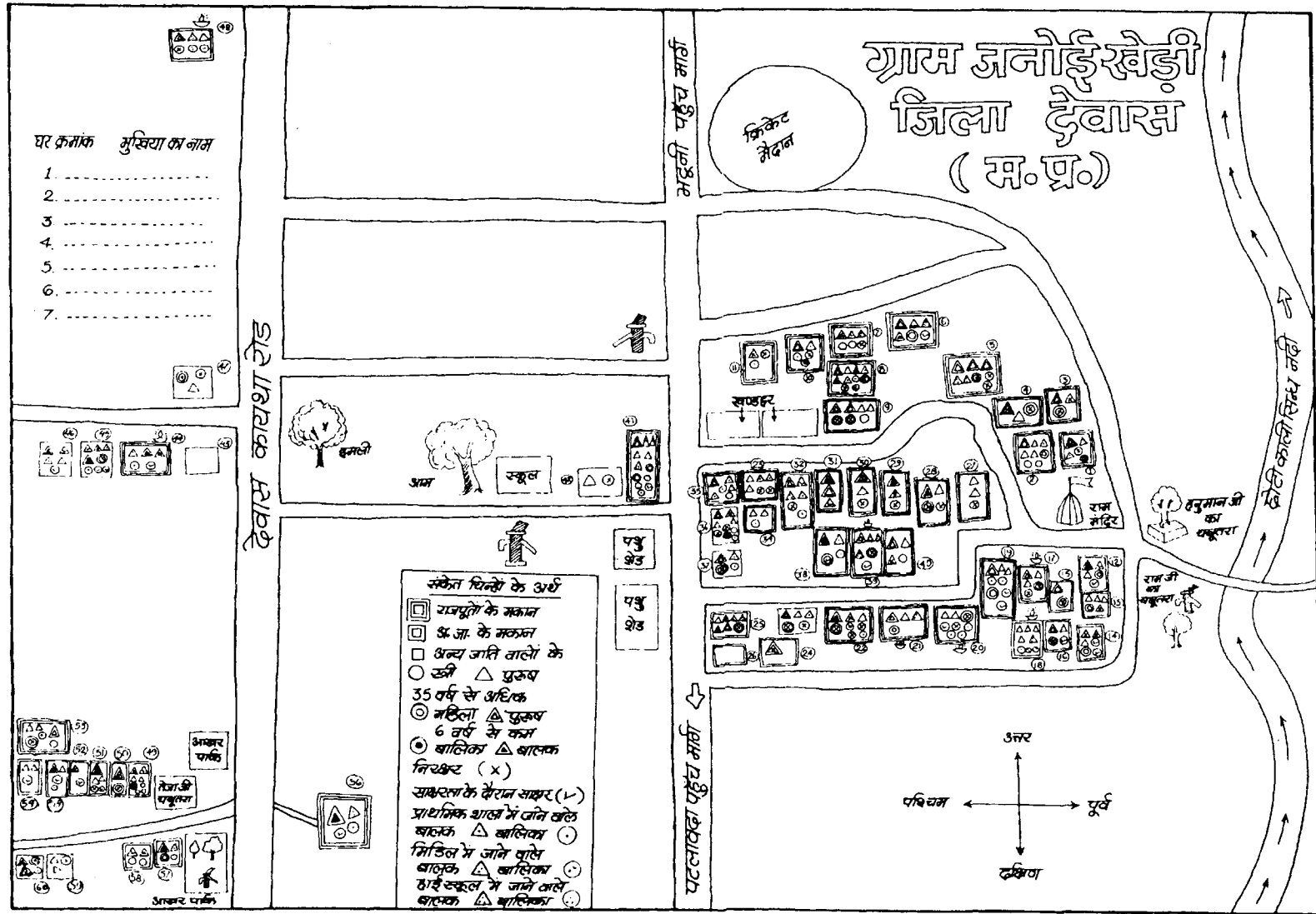
Lok Sampark Abhiyan Format : Compilation of Village Information

Panchayat/Sector/Block/District

Name of village	Population			SC		ST		Gen.		Total		School going children			NFE going children			Non school going children						Handicapped children														
	M	F	T	B	G	B	G	B	G	B	G	B	G	T	B	G	T	Drop out			Unenrolled																	
																		B	G	T	B	G	T	B	G	T												

Male :
 Female :
 Total :

A typical school map developed in the Lok Sampark Abhiyan



Lok Sampark Abhiyan Format : Village Register

Family wise survey (Primary Education)

Date of Survey

No.

Date

District Block

Cluster Gram Panchayat Village Mohalla/Ward

1. Name Head of the family Father's Name/Husband's name
2. Caste (tick mark) (1) Schedule caste (2) Schedule tribe (3) OBC (4) General
3. No. of members in the family (Including children) - Female Male Total
4. Family lives permanently in village - Y/N if not pl. indicate month in which the family migrates.
5. Details of children (5-14 age group).

54

S.No.	Name of girl/boy	Sex Male/ Female	Age	Year of birth	Mother/ father's Name	Educational qualification		Reason for not joining school	Handicapped Y/N	Remark
						class	still learning Dropout			

1. For unenrolled / illiterate children please write 'Illiterate' in col. no. 10.

A Sample Village Education Plan

राजीव गाँधी शिक्षा मिशन
लोक सम्पर्क अभियान
1996

ग्राम शिक्षा योजना
ग्राम - नौगवाँ



उपजनपद क्षेत्र-बल्हीड (मानपुर)

विकासखण्ड-मानपुर

जिला-शहडोल, म.प्र.

प्रपत्र - 6
ग्राम शिक्षा योजना

ग्रामाधिकारी का नाम शिक्षा क्षेत्र का नाम ग्रामनाम

- ग्राम संबंधी जानकारी
- ग्राम का नाम खीरसोनी
- राज्य का नाम मीरजापुर
- ग्राम संवायत खीरसोनी
- संश्लेषक नमूना
- पृथ्वी नंबर की तिथि 25.07.96
- दूसरी बाप का प्रस्तावित माह / वर्ष 96
- संश्लेषक नमूने के आधार पर जानकारी ।

प्रपत्र - 6-1

परिवारों और बालक / बालिकाओं के बारे में जानकारी

जाति	परिवारों की संख्या	माबादी नु. म.	कुल संख्या 5-14	5-14 आयु वर्ग के बालक/बालिकाएँ			
				विद्यार्थ्य सं. पंती	श्री. नि. के सं. पंती	पढ़ाई होकर में छोड़ने वाले	बच्चों की संख्या जो अभी तक नहीं पढ़े
			बा. बालि.	बा. बालि.	बा. बालि.	बा. बालि.	बा. बालि.
भ.जा.	15	69-74	16-20	14-15	- -	1-5	1-5
म.जा.	21	98-96	29-24	14-8	- -	- -	15-16
वि.जा.	134	548/512	149-119	142-92	- 7	- 9	7-5
सामान्य	08	26-19	7-6	7-5	- -	- 1	- -
कुल	178	741/-631	201-169	177-126	- 7	1-15	23-21

4 प्रा. वि. स. / गैरक सपूह और महिला सपूह पृथक-पृथक एवं संयुक्त बैठकों के बारे में आगामी योजना निम्न प्रपत्र में बतावें ।

हस्ताक्षर
ग्रामाधिकारी / प्रा. वि. स. /
ग्राम शिक्षा समिति
ग्राम
दिनांक

बैठकों

बंद में प्रस्तावित बैठक (जुलाई 96 से, अप्रैल 97)	माह के नाम जिसमें बैठकें प्रस्तावित हैं
1. प्रेरक समूह	15 अक्टूबर 96, 15 दिसम्बर 96, 20 फरवरी 97, 20 अप्रैल 97
2. ग्राम शिक्षा समिति	24 दिसम्बर 96, 26 अप्रैल 97, 27 अक्टूबर 96
3. महिला समूह	15
4. संयुक्त बैठक	1 अक्टूबर 96, 1 नवम्बर 96, जनवरी 97, मार्च 97

3. "शाखा / जोड़कारिकेस" से, शाखा में, वर्ग, तमो, मासक और भाजिकाओं को मासक नियमित उपस्थिति सुनिश्चित करने की प्रस्तावित कार्य योजना का क्रियान्वित करना।

○ जिन दिनों में कोई भी प्राथमिक शिक्षा केन्द्र का उपयोग किया जा रहा है वहाँ सीबने में सीबाने का कार्य सुनिश्चित करना।

○ बाल खेल, बाल लभा, खेलकूद इत्यादि गतिविधियों का आयोजन

○ स्कूल में उपलब्ध शैक्षणिक सामग्री, पुस्तकालय में उपलब्ध सामग्री का उपयोग सुनिश्चित करना।

○ शाखा की कुनिवारी बुकिंग जैसी बैठकों के लिए टाटपट्टी, पीठे का पानी, शीपाने इत्यादि की व्यवस्था करना।

○ विद्यालय की सजावट, रंगारंग पुताई, सभ्यता का कार्य, जनसाहचर्य से करने की योजना बनाना ताकि विद्यालय बच्चों के लिए आकर्षण का केन्द्र बने।

○ समय - समय पर बच्चों के सीबने के स्तर का आकलन करना।

○ आकलन के आधार पर पढ़ाई में विफल रहे बच्चों पर ध्यान देने की कार्ययोजना।

○ प्राय में साक्षरता के पक्ष में माहौल बनाये रखना।

○ आवश्यक संख्या में स्वयं-सेवकों की प्रशिक्षण हेतु तैयार करना।

○ कील-सेवक-छेक-किन गिरदारों को बड़ी प्रशिक्षण महत्व करना।

○ स्वयं-सेवकों को पढ़ाई हेतु प्रेरित करना।

○ गिरदारों को नियमित उपस्थिति व केन्द्रों के नियमित संचालन को देखभाल करना।

साक्षरता योजना प्रपत्र

व. क्र. वि. सं.	वर्षिको की संख्या	आयुष्य की पुंजा	कुल पुरुष (15-35/45)		कुल स्त्रियाँ (15-35/45)		साक्षरता केन्द्रों की संख्या (15-35/45)	को साक्षरता केन्द्रों में पढ़ रहे		साक्षरता केन्द्रों में साक्षर हुए
			एकी पुरुष	एकी पुरुष	एकी पुरुष	एकी पुरुष				
व. क्र.	15	64-69	16	19	12	04	—	12	04	—
व. क्र.	21	96-98	26	32	25	13	—	25	13	—
वि. सं.	134	512/548	140	159	93	10	—	93	10	—
समाप्त	08	19-26	2	2	0	0	—	0	0	—
योग-			184	212	130	27		130	27	

दिनांक 20-8-76 को ग्राम पंचायत मुख्यालय केन्द्रों में साक्षरता आग सत्रों में साक्षरता की आग सत्रों में प्रयुक्त विद्युत् सत्रों की संख्या 134/548 (पुरुषों की संख्या) 140/159 (स्त्रियों की संख्या) 93/10 (साक्षरता केन्द्रों की संख्या) है। जिसकी प्रति प्रपत्र के आग सत्रों में प्रयुक्त प्रपत्र-6 के साथ संलग्न है।

॥
134/548
साक्षरता आग सत्र
ग्राम पंचायत मुख्यालय

॥
130/27
साक्षरता आग सत्र
ग्राम पंचायत मुख्यालय

ग्रामसभा में ग्राम शिक्षा योजना की प्रस्तुति

लोक सम्पर्क अभियान 1996 के तहत निरगण परिवार गुरुकरक्षेत्र के अनुसार तैयार की गई ग्राम शिक्षा योजना प्राग-रक्षा में आम तौर पर विस्तृत रूप से विचार-विमर्श के लिए प्रस्तुत की गई। योजना पर विस्तृत रूप से विचार-विमर्श के लिए ग्राम की शिक्षा समीक्षा हेतु आधारभूत आंकड़ों की निम्नानुसार जानकारी दी गई -

ग्राम गाँव में 5-14 वर्ष आयु वर्ग के कुल बच्चे -

1. 5-14 आयुवर्ग के कुल बालक- 201	}	370
बालिका- 169		
2. शाला प्रवेशी कुल - बालक- 177	}	303
बालिका- 126		
3. ओ. ए. के. में मर्ती कुल - बालक- 0	}	07
बालिका- 07		
4. शाला- त्यागी कुल - बालक- 01	}	16
बालिका- 15		
5. शाला अप्रवेशी कुल - बालक- 23	}	44
बालिका- 21		

● - उपर्युक्त तथ्यों को देखने से ज्ञात होता है कि शाला-त्यागी बच्चों में सर्वाधिक संख्या बालिकाओं की है। इस समस्या की विस्तृत समीक्षा की गई। समीक्षा के अनुसार शाला-त्यागी बालिकाओं की संख्या बालकों की अपेक्षा अधिक होगी के निम्न-दी कारण हैं -

1. बालिका-शिक्षा में प्रति-आदिवासियों का अपेक्षित दृष्टिकोण और ऐच्छिक संकीर्णता।
2. गाँव में बाल्या शाला का न होना।

अधिकांश लोगों का कहना था कि हमारे गाँव में बाल्या शाला न होने के कारण बालिकाओं का शाला-त्यागी स्वभाव है। क्योंकि जो बालिकाएँ उम्र में बुरा बारी हो जाती हैं उनको - अविवाहक बालकों के स्कूल में भेजने से कतराते हैं - फलतः बालिकाएँ शाला त्यागी हो जाती हैं।

इस चर्चा को आगे बढ़ाते हुए ग्राम-पंचायत की - अध्यक्ष श्रीमती राधा पटेल ने कहा कि बाल्या शाला की गाँव - में वे स्तर से लगातार की जा रही है और भुके उभरी है कि - निरगण भविष्य में हमारे गाँव में बाल्या शाला संस्थापित की - जाने का प्रस्ताव किया जायगा। लेकिन बाल्या शाला के अभाव में बालिका शिक्षा को प्रभावित न किया जाए, इसने निम्न-सारा:

गठित मेरकदल एवं महिला संगठन को आगे आना होगा और शांता
 द्यागी बालिकाओं के अभिभावकों को नालित शिक्षा दे, महत्त्व को -
 क्षमताएँ दुष्ट शांता नवेश हेतु प्रेरित करना होगा। जो बालिकाओं -
 अपने छोटे बर्द- बर्दों की देखरेख हेतु घर में रह रही हैं, उनके -
 छोटे बर्द- बर्दों को ग्राम में संभालित शिक्षा-शिक्षा के प्र-
 प्रवेश दिलाया सुनिश्चित किया जाय ताकि बालिकाओं इस कार्य से
 मुक्त हो जाय। यह कार्य बर्द के सदस्यों तथा शिक्षित नवयुवकों
 द्वारा सम्पन्न किया जाना चाहिये। जिन बर्दों के परिवारों की बालिकाएँ
 अभी तक शिक्षा की मूल धारा से नहीं जुड़ पायीं अर्थात् जो शांता-
 अप्रवेशी हैं - उन्हें प्रवेश दिलाने की हर सम्भव पहल की-
 जानी चाहिये। श्रीमती राधा पटेल के प्रेरणास्पद अभिव्यक्ति से
 ग्राम सभा में आये हुए शिक्षित नवयुवकों पर चलात्मक प्रभाव
 पड़ा - सबने बालिकाओं के प्रवेश हेतु अपने घर-मन से प्रयास
 करने की प्रतिवद्धता जाहिर की।

● - शांता अप्रवेशी - ग्राम नौगणों में कुल अप्रवेशी बालक -
 23 और बालिकाओं 21 हैं। इस प्रकार कुल ग्राम में कुल
 44 बच्चे ऐसे हैं जो प्राथमिक शिक्षा से वंचित हैं। इन बच्चों
 में सर्वाधिक बालक अनु. ज. जाति के हैं, जिनकी संख्या =
 बालक - 15 और बालिकाओं - 16 कुल 31 है। यह वर्ग -
 आर्थिक दृष्टि से बहुत पिछड़ा है। इस वर्ग के लोग मजदूरी से
 अपना उदरपोषण करते हैं। इनके सामाजिक जीवन स्तर को -
 सुधारा करने एवं आर्थिक दृष्टि से इन्हें सतल बनाने हेतु
 शासकीय सुविधाओं से लाभान्वित किये जाने की बातगी लोगों -
 द्वारा ग्राम सभा में उठाई गई। सरपंच श्रीमती पटेल ने अपने
 स्तर से ऐसे परिवारों को शासकीय सहायता दिलाने में पहल
 करने का वचन दिया। साथ ही इन बच्चों को प्रवेश दिलाने -
 के लिए मेरक संग्रह के सदस्यों को चिन्हित किया गया और
 बर्द सदस्यों तथा महिला पंचों एवं अधिभक्तों (जागरक-
 आकाशकों) को समितित रूप से प्रयास करने की बात की गई। इस -
 कार्य में ग्राम-शिक्षा समिति के शिक्षक साचिव एवं मधारी प्रधानाध्या
 श्री बाबू लाल पटेल ने अपने सभस्त सहयोगियों के साथ अप्रवेशी
 बच्चों को शत-प्रतिशत प्रवेश दिलाने के लिये अपने स्तर से -
 हर सम्भव प्रयास करने की बात की और उन अधिभक्तों से जिनके
 बच्चे अभी तक शांता अप्रवेशी हैं, निरंतर सम्पर्क बनाते हुये मातृ-
 शिक्षाकार की 15 तारीख तक शत प्रतिशत प्रवेश दिलाने का संकल्प
 लिया।

इसके साथ ही ग्राम शिक्षा समिति के साचिव ने समिति की डीपी०
 ई० पी० कार्य क्रम के तहत प्रदत्त Rs. 2000 = 00 दो हजार रुपयों के
 उपयोगिता की बात उठाई। इस पर अध्यक्ष सहित समिति के -
 सदस्यों ने विदाय की आभारपूर्वकता के अनुसार सांगरी क्रम किये
 जाने के प्रस्ताव का अनुमोदन किया।

- इसके पश्चात् ग्राम साक्षरता योजना पर चर्चा प्रारंभ की गई ग्राम में 15 से 35 आयु वर्ग की कुल जनसंख्या—

महिला - 184 }
पुरुष - 212 } 396

इस जनसंख्या में कुल निरक्षरों की संख्या—

महिला - 130 }
पुरुष - 27 } 157

इस प्रकार ग्राम में महिलाओं और पुरुषों की मिलाकर कुल 157 निरक्षर सर्वेक्षण में चिन्हित किये गये हैं। इन निरक्षरों को साक्षर बनाने के लिए प्रत्येक दस निरक्षरों के समूहों पर एक-साक्षरता केन्द्र, एक स्वयं सेवी शिक्षक के माग से कुल 16 साक्षरता केन्द्रों एवं 16 स्वयं सेवी शिक्षकों की आवश्यकता है। ग्राम सभा में साक्षरता केन्द्रों के संचालन हेतु स्थलों का चयन किया गया।

दस शिक्षित नवयुवकों ने स्वेच्छा से स्वयं सेवी-शिक्षक के रूप में काम करने के लिए अपना नाम दर्ज करवाया। शोध पूर्व में चिन्हित किये गये 6 नवयुवकों ने स्वयं सेवी शिक्षक के रूप में कार्य करने हेतु पारिश्रमिक की मांग की। इन नवयुवकों द्वारा पारिश्रमिक की मांग उठाए जाने पर कुछ प्रबुद्ध लोगों द्वारा शिक्षा दान गोंदादान के रूप में स्वीकारने की समझौदा दी गई। किन्तु इसके बावजूद भी जनमत के अनुसार स्वयं सेवी शिक्षकों को पारिश्रमिक के रूप में मानदेय देने की बात स्पष्टतः स्वीकार्य नहीं।

निष्कर्षतः श्रीमती राधा पटेल सरपंच ने भी मानदेय के प्रति अपनी सहमति व्यक्त करते हुए इन नवयुवकों को इस राष्ट्रीय-कार्य के प्रति पूर्ण समर्पण के साथ कार्य करने के लिए उत्प्रेरित किया। साथ ही विकास खण्ड सम्पूर्ण साक्षरता समिति से मानदेय सम्बन्धी-चर्चा करने हेतु आश्वस्त किया। इसी बीच शिक्षा समिति के सचिव श्री बाबू लाल पटेल के द्वारा इस राष्ट्रीय पुनीत कार्य के सम्पादन हेतु प्रभावी एवं पुरजोर अपील की गई। श्री पटेल की बात को स्वीकारते हुए सभी शिक्षित नवयुवकों ने साक्षरता अभियान के तहत आगामी माह में संचालित होने वाले साक्षरता केन्द्रों में स्वयं सेवी शिक्षक के रूप में कार्य करने का संकल्प लिया।

इस प्रकार ग्राम सभा में ग्राम शिक्षा योजना तथा साक्षरता योजना सम्बन्धी कार्यवाही शीघ्रता से सफलता पूर्वक सम्पन्न हुई।

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School+ NFE)	GER (%)	Out of School Children			
		Primary Schools	Alternative Schools	NFE Centres	GAR (%)							Dropout	Un-enrolled	Total	%
Betul	1360	1200	24	310	83.09%	230	16.91%	Total	250337	192301	76.82%	17999	40105	58104	23.21%
								Boys	129096	103319	80.03%	8858	17067	25925	20.08%
								Girls	121241	88982	73.39%	9141	23038	32179	26.54%
Raisen	1406	1253	43	352	86.06%	196	13.94%	Total	191736	161730	84.35%	7066	21633	28699	14.97%
								Boys	103310	88977	86.13%	3419	10073	13492	13.06%
								Girls	88426	72753	82.28%	3647	11560	15207	17.20%
Rajgarh	1349	913	61	155	68.27%	428	31.73%	Total	186153	123747	66.48%	10811	54444	65255	35.05%
								Boys	102372	76450	74.68%	4595	22564	27159	26.53%
								Girls	83781	47297	56.45%	6216	31880	38096	45.47%
Sehore	1037	1194	94	239	95.37%	48	4.63%	Total	226992	169906	74.85%	11926	45277	57203	25.20%
								Boys	123655	99638	80.58%	5038	19339	24377	19.71%
								Girls	103337	70268	68.00%	6888	25938	32826	31.77%
Bilaspur	3540	3495	80	499	79.15%	738	20.85%	Total	874086	671016	76.77%	55206	147864	203070	23.23%
								Boys	462973	378447	81.74%	24794	59732	84526	18.26%
								Girls	411113	292569	71.17%	30412	88132	118544	28.83%
Raigarh	2256	1735	87	395	57.85%	951	42.15%	Total	374397	333762	89.15%	13114	27521	40635	10.85%
								Boys	194436	177066	91.07%	5866	11504	17370	8.93%
								Girls	179961	156696	87.07%	7248	16017	23265	12.93%
Surguja	2332	3060	217	1538	94.43%	130	5.57%	Total	448559	352047	78.48%	22502	74946	97448	21.72%
								Boys	236728	193528	81.75%	10687	33060	43747	18.48%
								Girls	211831	158519	74.83%	11815	41886	53701	25.35%
Guna	1848	1345	132	360	84.09%	294	15.91%	Total	254569	169350	66.52%	13849	71370	85219	33.48%
								Boys	146030	107253	73.45%	6918	31859	38777	26.55%
								Girls	108539	62097	57.21%	6931	39511	46442	42.79%
Dhar	1433	1520	33	155	93.51%	93	6.49%	Total	325330	171743	52.79%	20088	133499	153587	47.21%
								Boys	170293	99997	58.72%	9850	60446	70296	41.28%
								Girls	155037	71746	46.28%	10238	73053	83291	53.72%
Rajnandgaon	2194	1741	150	936	84.28%	345	15.72%	Total	245400	202808	82.64%	14825	29521	44346	18.07%
								Boys	126653	109578	86.52%	6046	11985	18031	14.24%
								Girls	118747	93230	78.51%	8779	17536	26315	22.16%
Rewa	2303	1483	107	492	70.26%	908	29.74%	Total	385155	306551	78.99%	6717	72296	79013	20.80%
								Boys	205842	174526	85.26%	2951	28677	31628	15.42%
								Girls	179313	132025	71.71%	3766	43619	47385	27.06%
Satna	1679	1556	41	441	71.35%	481	28.65%	Total	300411	232830	77.50%	7906	62427	70333	23.41%
								Boys	162152	132276	81.58%	3396	27536	30932	19.08%
								Girls	138259	100554	72.73%	4510	34891	39401	28.50%
Shahdol	1936	2037	210	292	96.38%	70	3.62%	Total	384850	276182	71.76%	15955	92713	108668	28.24%
								Boys	203825	157167	77.11%	7948	38710	46658	22.89%
								Girls	181025	119015	65.75%	8007	54003	62010	34.25%
Sidhi	1686	1191	68	365	59.13%	689	40.87%	Total	351031	186797	53.21%	15346	149644	164990	47.00%
								Boys	187484	115503	61.61%	8151	64251	72402	38.62%
								Girls	163547	71294	43.59%	7195	85393	92588	56.61%
Chhatrapur	1043	823	96	212	83.03%	177	16.97%	Total	224670	144253	64.21%	12283	67134	79417	35.35%
								Boys	125595	87487	69.66%	6327	31781	38108	30.34%
								Girls	99075	56766	57.30%	5956	35353	41309	41.69%
Panna	955	607	75	239	60.42%	378	39.58%	Total	156151	108042	69.19%	8139	37738	45877	29.38%
								Boys	86949	63976	73.58%	3944	17052	20996	24.15%
								Girls	69202	44066	63.68%	4195	20686	24881	35.95%
Tikamgarh	737	440	44	141	51.56%	357	48.44%	Total	202770	131985	65.09%	19616	51169	70785	34.91%
								Boys	111628	78812	70.60%	9647	23169	32816	29.40%
								Girls	91142	53173	58.34%	9969	28000	37969	41.66%
Mandsaur	1670	1538	33	344	77.37%	378	22.63%	Total	285522	224749	78.72%	18867	41928	60795	21.29%
								Boys	155440	130804	84.15%	8444	16199	24643	15.85%
								Girls	130082	93945	72.22%	10423	25729	36152	27.79%
Ratlam	980	862	95	151	87.96%	118	12.04%	Total	119419	96896	81.14%	7488	15035	22523	18.86%
								Boys	70825	59362	83.82%	3832	7631	11463	16.18%
								Girls	48594	37534	77.24%	3656	7404	11060	22.76%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
		Primary Schools	Alternative Schools	NFE Centres	GAR (%)							Dropout	Un-enrolled	Total	%	
Bastar	3724	3462	0	819	75.78%	902	24.22%	Total	591998	364649	61.60%	33627	193722	227349	38.40%	
									Boys	321022	217424	67.73%	16249	87349	103598	32.27%
									Girls	270976	147225	54.33%	17378	106373	123751	45.67%
Bhind	1055	1104	0	309	82.56%	184	17.44%	Total	295808	265754	89.84%	3572	25749	29321	9.91%	
									Boys	171613	157952	92.04%	1599	12241	13840	8.06%
									Girls	124195	107802	86.80%	1973	13508	15481	12.47%
Dewas *	978	953	0	296	91.21%	86	8.79%	Total	150851	116981	77.55%	0	34640	34640	22.96%	
									Boys	82551	68207	82.62%	0	14916	14916	18.07%
									Girls	68300	48774	71.41%	0	19724	19724	28.88%
Damoh	1346	1121	0	564	75.85%	325	24.15%	Total	221047	180622	81.71%	14235	26190	40425	18.29%	
									Boys	122622	103874	84.71%	6739	12009	18748	15.29%
									Girls	98425	76748	77.98%	7496	14181	21677	22.02%
Datia	469	485	0	285	87.42%	59	12.58%	Total	88067	73924	83.94%	4070	10263	14333	16.28%	
									Boys	50840	44916	88.35%	2072	3959	6031	11.86%
									Girls	37227	29008	77.92%	1998	6304	8302	22.30%
Jhabua	1066	1067	0	288	73.83%	279	26.17%	Total	336709	147411	43.78%	21462	167836	189298	56.22%	
									Boys	175886	90264	51.32%	11311	74311	85622	48.68%
									Girls	160823	57147	35.53%	10151	93525	103676	64.47%
Khandwa	1059	996	0	333	79.23%	220	20.77%	Total	264214	179010	67.75%	23947	61665	85612	32.40%	
									Boys	141026	102920	72.98%	11407	26741	38148	27.05%
									Girls	123188	76090	61.77%	12540	34924	47464	38.53%
Khargson	1644	1502	0	258	81.08%	311	18.92%	Total	444709	246065	55.33%	30363	168281	198644	44.67%	
									Boys	233465	141904	60.78%	14567	76994	91561	39.22%
									Girls	211244	104161	49.31%	15796	91287	107083	50.69%
Mandla	1890	1916	0	560	92.38%	144	7.62%	Total	278055	203732	73.27%	18985	55338	74323	26.73%	
									Boys	144378	112178	77.70%	9265	22935	32200	22.30%
									Girls	133677	91554	68.49%	9720	32403	42123	31.51%
Morena	1323	1578	0	502	73.92%	345	26.08%	Total	380768	299415	78.63%	10293	71060	81353	21.37%	
									Boys	220587	184561	83.67%	5144	30882	36026	16.33%
									Girls	160181	114854	71.70%	5149	40178	45327	28.30%
Raipur *	3681	3606	0	711	89.21%	397	10.79%	Total	551553	465317	84.36%	0	87665	87665	15.89%	
									Boys	280521	243282	86.73%	0	37513	37513	13.37%
									Girls	271032	222035	81.92%	0	50152	50152	18.50%
Seoni	1410	1046	0	531	69.29%	433	30.71%	Total	226047	179154	79.26%	11898	34995	46893	20.74%	
									Boys	116468	95544	82.03%	5423	20924	20924	17.97%
									Girls	109579	83610	76.30%	6475	19494	25969	23.70%
Shajapur *	780	815	0	294	92.82%	56	7.23%	Total	99104	72521	75.46%	0	26583	26583	24.54%	
									Boys	57273	45895	81.21%	0	11378	11378	18.79%
									Girls	41831	26626	67.98%	0	15205	15205	32.02%
Shivpuri	1286	1176	0	569	89.27%	138	10.73%	Total	225075	151996	67.53%	10708	62371	73079	32.47%	
									Boys	128830	96196	74.67%	5280	27354	32634	25.33%
									Girls	96245	55800	57.98%	5428	35017	40445	42.02%
Vidisha	1840	1240	0	301	70.54%	542	29.46%	Total	224294	185189	82.57%	11169	28039	39208	17.48%	
									Boys	126499	108315	85.63%	5122	13028	18150	14.35%
									Girls	97795	76874	78.61%	6047	15011	21058	21.53%
Total 34 Districts	55295	50060	1690	14236	79.33%	11430	20.67%	Total	10165837	7388435	72.68%	494032	2290661	2784693	27.39%	
									Boys	5478867	4247598	77.53%	234889	999746	1234635	22.53%
									Girls	4686970	3140837	67.01%	259143	1290915	1550058	33.07%

* No. of dropout not available

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Betul	Amla	138	112	0	23	81.16%	26	18.84%	Total	26165	21504	82.19%	1348	3287	4635	17.71%
									Boys	13453	11241	83.56%	689	1498	2187	16.26%
									Girls	12712	10263	80.73%	659	1789	2448	19.26%
	Athner	101	115	0	28	98.02%	2	1.98%	Total	19132	15307	80.01%	1426	2723	4149	21.69%
									Boys	9609	7774	80.90%	731	1233	1964	20.44%
									Girls	9523	7533	79.10%	695	1490	2185	22.94%
	Betul	185	184	8	23	92.43%	14	7.57%	Total	33051	26829	81.17%	1970	4252	6222	18.83%
									Boys	16910	14140	83.62%	935	1835	2770	16.38%
									Girls	16141	12689	78.61%	1035	2417	3452	21.39%
	Bhesdehi	148	91	4	2	62.16%	56	37.84%	Total	24288	16131	66.42%	2552	5472	8024	33.04%
									Boys	12458	8769	70.39%	1261	2349	3610	28.98%
									Girls	11830	7362	62.23%	1291	3123	4414	37.31%
	Bhimpur	161	59	0	0	36.65%	102	63.35%	Total	27406	14784	53.94%	3230	9415	12645	46.14%
									Boys	14312	9075	63.41%	1537	3669	5206	36.38%
									Girls	13094	5709	43.60%	1693	5746	7439	56.81%
GA	Chicholi ;	87	82	1	3	93.10%	6	6.90%	Total	17023	11967	70.30%	1433	3597	5030	29.55%
									Boys	8716	6687	76.72%	690	1388	2078	23.84%
									Girls	8307	5280	63.56%	743	2209	2952	35.54%
	Ghodadongri	157	156	10	80	92.36%	12	7.64%	Total	27779	21678	78.04%	2049	4038	6087	21.91%
									Boys	14627	11942	81.64%	999	1781	2780	19.01%
									Girls	13152	9736	74.03%	1050	2257	3307	25.14%
	Multai	134	133	0	65	99.25%	1	0.75%	Total	28030	26092	93.09%	564	1155	1719	6.13%
									Boys	14220	13240	93.11%	285	561	846	5.95%
									Girls	13810	12852	93.06%	279	594	873	6.32%
	Prabhatpattan	123	144	0	40	100.00%	0	0.00%	Total	27723	23927	86.31%	887	2909	3796	13.69%
									Boys	14265	12418	87.05%	494	1353	1847	12.95%
									Girls	13458	11509	85.52%	393	1556	1949	14.48%
	Shahpur	126	124	1	46	91.27%	11	8.73%	Total	19740	14082	71.34%	2540	3257	5797	29.37%
									Boys	10526	8033	76.32%	1237	1400	2637	25.05%
									Girls	9214	6049	65.65%	1303	1857	3160	34.30%
	District Betul Grand Total	1360	1200	24	310	83.09%	230	16.91%	Total	250337	192301	76.82%	17999	40105	58104	23.21%
									Boys	129096	103319	80.03%	8858	17067	25925	20.08%
									Girls	121241	88982	73.39%	9141	23038	32179	26.54%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Raisen	Badi	219	188	0	9	80.37%	43	19.63%	Total	35603	29616	83.18%	1186	3774	4960	13.93%
									Boys	19640	16827	85.68%	549	1689	2238	11.40%
									Girls	15963	12789	80.12%	637	2085	2722	17.05%
	Begamganj	192	172	1	68	94.27%	11	5.73%	Total	19374	16584	85.60%	635	1275	1910	9.86%
									Boys	10082	8746	86.75%	284	653	937	9.29%
									Girls	9292	7838	84.35%	351	622	973	10.47%
	Gairatganj	162	124	2	70	82.72%	28	17.28%	Total	24781	20382	82.25%	1733	2655	4388	17.71%
									Boys	13343	11168	83.70%	920	1334	2254	16.89%
									Girls	11438	9214	80.56%	813	1321	2134	18.66%
	Obedullaganj	224	229	22	57	83.04%	38	16.96%	Total	35125	32307	91.98%	908	4411	5319	15.14%
									Boys	19119	17620	92.16%	463	2096	2559	13.38%
									Girls	16006	14687	91.76%	445	2315	2760	17.24%
	Sanchi	214	166	11	32	85.05%	32	14.95%	Total	28033	22830	81.44%	1115	3477	4592	16.38%
									Boys	15212	12707	83.53%	548	1587	2135	14.03%
									Girls	12821	10123	78.96%	567	1890	2457	19.16%
	Sitwani	240	193	7	82	86.25%	33	13.75%	Total	25257	20483	81.10%	829	3623	4452	17.63%
									Boys	13333	11136	83.52%	378	1636	2014	15.11%
									Girls	11924	9347	78.39%	451	1987	2438	20.45%
	Udaipura	155	181	0	34	92.90%	11	7.10%	Total	23563	19528	82.88%	660	2418	3078	13.06%
									Boys	12581	10773	85.63%	277	1078	1355	10.77%
									Girls	10982	8755	79.72%	383	1340	1723	15.69%
District Raisen Grand Total		1406	1253	43	352	86.06%	196	13.94%	Total	191736	161730	84.35%	7066	21633	28699	14.97%
									Boys	103310	88977	86.13%	3419	10073	13492	13.06%
									Girls	88426	72753	82.28%	3647	11560	15207	17.20%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Rajgarh	Byawara	193	133	5	10	70.47%	57	29.53%	Total	25621	16212	63.28%	1588	8595	10183	39.74%
									Boys	14367	10290	71.62%	702	3639	4341	30.22%
									Girls	11254	5922	52.62%	886	4956	5842	51.91%
	Narsinghgarh	169	136	3	18	71.01%	49	28.99%	Total	42399	31815	75.04%	2152	8679	10831	25.55%
									Boys	23357	19289	82.58%	874	3383	4257	18.23%
									Girls	19042	12526	65.78%	1278	5296	6574	34.52%
	Zirapur	203	162	9	35	79.31%	42	20.69%	Total	30214	19639	65.00%	2077	8593	10670	35.31%
									Boys	16565	12158	73.40%	1005	3481	4486	27.08%
									Girls	13649	7481	54.81%	1072	5112	6184	45.31%
	Khilchipur	267	134	19	38	59.93%	107	40.07%	Total	20497	12380	60.40%	949	8089	9038	44.09%
									Boys	11111	7620	68.58%	380	3487	3867	34.80%
									Girls	9386	4760	50.71%	569	4602	5171	55.09%
	Rajgarh	339	178	21	25	56.64%	147	43.36%	Total	33647	19446	57.79%	1808	13055	14863	44.17%
									Boys	18326	12111	66.09%	774	5728	6502	35.48%
									Girls	15321	7335	47.88%	1034	7327	8361	54.57%
	Saranghpur	178	170	4	29	85.39%	26	14.61%	Total	33775	24255	71.81%	2237	7433	9670	28.63%
									Boys	18646	14982	80.35%	860	2846	3706	19.88%
									Girls	15129	9273	61.29%	1377	4587	5964	39.42%
	District Rajgarh Grand Total	1349	913	61	155	68.27%	428	31.73%	Total	186153	123747	66.48%	10811	54444	65255	35.05%
									Boys	102372	76450	74.68%	4595	22564	27159	26.53%
									Girls	83781	47297	56.45%	6216	31880	38096	45.47%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Sehore	Ashta	284	324	20	59	92.25%	22	7.75%	Total	63811	50295	78.82%	2600	11027	13627	21.36%
									Boys	35087	29472	84.00%	1026	4681	5707	16.27%
									Girls	28724	20823	72.49%	1574	6346	7920	27.57%
	Budhni	150	190	9	26	95.33%	7	4.67%	Total	27204	22534	82.83%	932	3742	4674	17.18%
									Boys	14537	12510	86.06%	316	1672	1988	13.68%
									Girls	12667	10024	79.13%	616	2070	2686	21.20%
	Ichhawar	141	143	11	58	97.16%	4	2.84%	Total	30493	20585	67.51%	2012	7897	9909	32.50%
									Boys	16626	12500	75.18%	933	3489	4422	26.60%
									Girls	13867	8085	58.30%	1079	4408	5487	39.57%
	Nasuralaganj	176	174	17	64	100.00%	0	0.00%	Total	38156	27757	72.75%	2629	7770	10399	27.25%
									Boys	20640	16133	78.16%	1137	3368	4505	21.83%
									Girls	17516	11624	66.36%	1492	4402	5894	33.65%
	Sehore	286	363	37	32	94.76%	15	5.24%	Total	67328	48735	72.38%	3753	14841	18594	27.62%
									Boys	36765	29023	78.94%	1626	6129	7755	21.09%
									Girls	30563	19712	64.50%	2127	8712	10839	35.46%
	District Sehore Grand Total	1037	1194	94	239	95.37%	48	4.63%	Total	226992	169906	74.85%	11926	45277	57203	25.20%
									Boys	123655	99638	80.58%	5038	19339	24377	19.71%
									Girls	103337	70268	68.00%	6888	25938	32826	31.77%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Bilaspur	Akaltara	80	98	2	5	86.25%	11	13.75%	Total	35960	28681	79.76%	1808	5471	7279	20.24%
									Boys	18321	15500	84.60%	706	2115	2821	15.40%
									Girls	17639	13181	74.73%	1102	3356	4458	25.27%
	Balouda	83	95	4	11	92.77%	6	7.23%	Total	20394	15625	76.62%	945	3824	4769	23.38%
									Boys	9698	8266	85.23%	300	1132	1432	14.77%
									Girls	10696	7359	68.80%	645	2692	3337	31.20%
	Bilaspur (Bilha)	170	248	1	22	98.24%	3	1.76%	Total	65574	48544	74.03%	3763	13267	17030	25.97%
									Boys	34240	27512	80.35%	1736	4992	6728	19.65%
									Girls	31334	21032	67.12%	2027	8275	10302	32.88%
	Champa	91	113	1	7	93.41%	6	6.59%	Total	23820	20158	84.63%	1554	2108	3662	15.37%
									Boys	12113	10571	87.27%	667	875	1542	12.73%
									Girls	11707	9587	81.89%	887	1233	2120	18.11%
	Dabhara	131	132	0	1	99.24%	1	0.76%	Total	25899	22419	86.56%	1278	2202	3480	13.44%
									Boys	14044	12443	88.60%	630	971	1601	11.40%
									Girls	11855	9976	84.15%	648	1231	1879	15.85%
	Gourela	73	95	4	5	94.52%	4	5.48%	Total	17756	12118	68.25%	1488	4150	5638	31.75%
									Boys	9225	6791	73.62%	699	1735	2434	26.38%
									Girls	8531	5327	62.44%	789	2415	3204	37.56%
	Jaijaipur	102	141	0	9	99.02%	1	0.98%	Total	29964	24149	80.59%	1284	4531	5815	19.41%
									Boys	15692	13266	84.54%	569	1857	2426	15.46%
									Girls	14272	10883	76.25%	715	2674	3389	23.75%
	Kartala	122	175	12	65	100.00%	0	0.00%	Total	28439	22088	77.67%	1885	4466	6351	22.33%
									Boys	14977	12399	82.79%	757	1821	2578	17.21%
									Girls	13462	9689	71.97%	1128	2645	3773	28.03%
	Katghora	188	151	4	12	62.77%	70	37.23%	Total	44837	40521	90.37%	1362	2954	4316	9.63%
									Boys	23307	21545	92.44%	575	1187	1762	7.56%
									Girls	21530	18976	88.14%	787	1767	2554	11.86%
	Korba	222	219	8	15	59.91%	89	40.09%	Total	72624	62530	86.10%	2365	7729	10094	13.90%
									Boys	42889	38545	89.87%	1086	3258	4344	10.13%
									Girls	29735	23985	80.66%	1279	4471	5750	19.34%
	Kota	170	193	9	56	88.24%	20	11.76%	Total	33139	25213	76.08%	3024	4902	7926	23.92%
									Boys	17931	14442	80.54%	1433	2056	3489	19.46%
									Girls	15208	10771	70.82%	1591	2846	4437	29.18%
	Lormi	212	131	7	23	58.02%	89	41.98%	Total	41214	28336	68.75%	3827	9051	12878	31.25%
									Boys	21185	15846	74.80%	1567	3772	5339	25.20%
									Girls	20029	12490	62.36%	2260	5279	7539	37.64%
	Malkharoda	112	129	0	79	96.43%	4	3.57%	Total	30464	28436	93.34%	767	1261	2028	6.66%
									Boys	16465	15387	93.45%	415	663	1078	6.55%
									Girls	13999	13049	93.21%	352	598	950	6.79%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
	Marwahi	99	112	4	41	69.70%	30	30.30%	Total	21152	16306	77.09%	1497	3349	4846	22.91%
									Boys	10883	8827	81.11%	710	1346	2056	18.89%
									Girls	10269	7479	72.83%	787	2003	2790	27.17%
	Masturi	173	156	0	27	77.46%	39	22.54%	Total	62646	42827	68.36%	4538	15281	19819	31.64%
									Boys	34779	26465	76.09%	2113	6201	8314	23.91%
									Girls	27867	16362	58.71%	2425	9080	11505	41.29%
	Mungeli	261	137	1	32	51.72%	126	48.28%	Total	40243	29253	72.69%	2364	8626	10990	27.31%
									Boys	20688	16297	78.78%	1079	3312	4391	21.22%
									Girls	19555	12956	66.25%	1285	5314	6599	33.75%
	Nawagarh	107	114	6	21	85.98%	15	14.02%	Total	39941	32762	82.03%	3305	3874	7179	17.97%
									Boys	20926	17877	85.43%	1471	1578	3049	14.57%
									Girls	19015	14885	78.28%	1834	2296	4130	21.72%
	Pali	120	113	0	2	93.33%	8	6.67%	Total	26259	19971	76.05%	2037	4251	6288	23.95%
									Boys	13687	11051	80.74%	914	1722	2636	19.26%
									Girls	12572	8920	70.95%	1123	2529	3652	29.05%
69	Pamgarh	70	108	0	3	97.14%	2	2.86%	Total	31187	22689	72.75%	2372	6126	8498	27.25%
									Boys	16174	12954	80.09%	987	2233	3220	19.91%
									Girls	15013	9735	64.84%	1385	3893	5278	35.16%
	Pandriya	250	216	3	8	84.40%	39	15.60%	Total	40098	26296	65.58%	2471	11331	13802	34.42%
									Boys	21122	15155	71.75%	1125	4842	4842	22.92%
									Girls	18976	11141	58.71%	1346	6489	6489	34.20%
	Pathariya	156	132	1	4	77.56%	35	22.44%	Total	30320	20515	67.66%	2341	7464	9805	32.34%
									Boys	16111	12118	75.22%	1112	2881	3993	24.78%
									Girls	14209	8397	59.10%	1229	4583	5812	40.90%
	Pendrroad	52	87	4	34	96.15%	2	3.85%	Total	12812	9604	74.96%	1330	1878	3208	25.04%
									Boys	6704	5300	79.06%	615	789	1404	20.94%
									Girls	6108	4304	70.46%	715	1089	1804	29.54%
	Pondiupraura	207	142	7	10	59.42%	84	40.58%	Total	35593	20271	56.95%	3282	12040	15322	43.05%
									Boys	18566	11748	63.28%	1589	5229	6818	36.72%
									Girls	17027	8523	50.06%	1693	6811	8504	49.94%
	Sakti	129	117	0	3	87.60%	16	12.40%	Total	25406	21717	85.48%	1110	2579	3689	14.52%
									Boys	12944	11315	87.42%	544	1085	1629	12.58%
									Girls	12462	10402	83.47%	566	1494	2060	16.53%
	Takhatpur	160	141	2	4	76.25%	38	23.75%	Total	38345	29987	78.20%	3209	5149	8358	21.80%
									Boys	20302	16827	82.88%	1395	2080	3475	17.12%
									Girls	18043	13160	72.94%	1814	3069	4883	27.06%
	District Bilaspur Grand Total	3540	3495	80	499	79.15%	738	20.85%	Total	874086	671016	76.77%	55206	147864	203070	23.23%
									Boys	462973	378447	81.74%	24794	59732	84526	18.26%
									Girls	411113	292569	71.17%	30412	88132	118544	28.83%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access	Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
			Primary Schools	Alternative Schools	NFE Centres	GAR %						Dropout	Un-enrolled	Total	%	
Raigarh	Bagicha	146	180	41	71	90.41%	14	9.59%	Total	31496	27430	87.09%	1177	2889	4066	12.91%
									Boys	16494	14759	89.48%	550	1185	1735	10.52%
									Girls	15002	12671	84.46%	627	1704	2331	15.54%
	Baramkela	224	109	0	42	45.09%	123	54.91%	Total	27890	26605	95.39%	759	526	1285	4.61%
									Boys	16321	15834	97.02%	253	234	487	2.98%
									Girls	11569	10771	93.10%	506	292	798	6.90%
	Duldula	66	72	8	6	78.79%	14	21.21%	Total	9404	8672	92.22%	203	529	732	7.78%
									Boys	4864	4503	92.58%	99	262	361	7.42%
									Girls	4540	4169	91.83%	104	267	371	8.17%
	Tamnar	113	104	0	0	78.76%	24	21.24%	Total	14197	13018	91.70%	398	781	1179	8.30%
									Boys	7293	6798	93.21%	160	335	495	6.79%
									Girls	6904	6220	90.09%	238	446	684	9.91%
	Dharamjaigarh	188	122	4	45	56.91%	81	43.09%	Total	28519	21660	75.95%	1927	4932	6859	24.05%
									Boys	14682	11889	80.98%	867	1926	2793	19.02%
									Girls	13837	9771	70.62%	1060	3006	4066	29.38%
	Farsabhar	82	105	0	0	78.05%	18	21.95%	Total	15028	13232	88.05%	380	1416	1796	11.95%
									Boys	7762	7026	90.52%	152	584	736	9.48%
									Girls	7266	6206	85.41%	228	832	1060	14.59%
	Gharghoda	81	80	2	23	77.78%	18	22.22%	Total	13552	12571	92.76%	580	401	981	7.24%
									Boys	7278	6854	94.17%	252	172	424	5.83%
									Girls	6274	5717	91.12%	328	229	557	8.88%
	Jashpur	97	101	3	0	77.32%	22	22.68%	Total	14884	14122	94.88%	202	560	762	5.12%
									Boys	7667	7318	95.45%	105	244	349	4.55%
									Girls	7217	6804	94.28%	97	316	413	5.72%
	Kansabel	62	94	10	55	87.10%	8	12.90%	Total	14369	13459	93.67%	187	723	910	6.33%
									Boys	7424	7034	94.75%	76	314	390	5.25%
									Girls	6945	6425	92.51%	111	409	520	7.49%
	Kahrsiya	135	129	0	0	87.41%	17	12.59%	Total	19589	19125	97.63%	150	314	464	2.37%
									Boys	9839	9650	98.08%	69	120	189	1.92%
									Girls	9750	9475	97.18%	81	194	275	2.82%
	Kunkari	91	114	8	31	84.62%	14	15.38%	Total	17227	16392	95.15%	324	511	835	4.85%
									Boys	8935	8602	96.27%	155	178	333	3.73%
									Girls	8292	7790	93.95%	169	333	502	6.05%
	Manora	96	96	7	32	72.92%	26	27.08%	Total	12540	11825	94.30%	278	437	715	5.70%
									Boys	6430	6077	94.51%	164	189	353	5.49%
									Girls	6110	5748	94.08%	114	248	362	5.92%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Lailunga		123	128	0	0	79.67%	25	20.33%	Total	23756	19738	83.09%	1029	2989	4018	16.91%
									Boys	12317	10652	86.48%	465	1200	1665	13.52%
									Girls	11439	9086	79.43%	564	1789	2353	20.57%
Pathalgaon		109	181	2	66	86.24%	15	13.76%	Total	35183	30103	85.56%	1276	3804	5080	14.44%
									Boys	17868	15417	86.28%	689	1762	2451	13.72%
									Girls	17315	14686	84.82%	587	2042	2629	15.18%
Pusour		148	119	2	24	75.00%	37	25.00%	Total	22381	21183	94.65%	629	569	1198	5.35%
									Boys	11289	10839	96.01%	221	229	450	3.99%
									Girls	11092	10344	93.26%	408	340	748	6.74%
Raigarh		256	0	0	0	0.00%	256	100.00%	Total	40707	37621	92.42%	1287	1799	3086	7.58%
									Boys	20679	19401	93.82%	576	702	1278	6.18%
									Girls	20028	18220	90.97%	711	1097	1808	9.03%
Sarangarh		239	0	0	0	0.00%	239	100.00%	Total	33675	27006	80.20%	2328	4341	6669	19.80%
									Boys	17294	14413	83.34%	1013	1868	2881	16.66%
									Girls	16381	12593	76.88%	1315	2473	3788	23.12%
District Raigarh Grand Total		2256	1735	87	395	57.85%	951	42.15%	Total	374397	333762	89.15%	13114	27521	40635	10.85%
									Boys	194436	177066	91.07%	5866	11504	17370	8.93%
									Girls	179961	156696	87.07%	7248	16017	23265	12.93%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Surguja	Ambikapur	120	169	29	0	98.33%	2	1.67%	Total	26501	19381	73.13%	1047	6107	7154	27.00%
									Boys	13851	10754	77.64%	517	2600	3117	22.50%
									Girls	12650	8627	68.20%	530	3507	4037	31.91%
	Baikunthpur	146	214	0	100	94.52%	8	5.48%	Total	32964	28699	87.06%	1294	2978	4272	12.96%
									Boys	17049	15215	89.24%	594	1247	1841	10.80%
									Girls	15915	13484	84.73%	700	1731	2431	15.27%
	Balrampur	122	129	0	74	90.16%	12	9.84%	Total	19374	15284	78.89%	636	3454	4090	21.11%
									Boys	10231	8374	81.85%	368	1489	1857	18.15%
									Girls	9143	6910	75.58%	268	1965	2233	24.42%
	Batoufi	54	96	10	94	100.00%	0	0.00%	Total	11834	9931	83.92%	404	1499	1903	16.08%
									Boys	6153	5224	84.90%	195	734	929	15.10%
									Girls	5681	4707	82.86%	209	765	974	17.14%
	Bhaiyathan	91	155	0	77	98.90%	1	1.10%	Total	19686	16267	82.63%	624	2795	3419	17.37%
									Boys	10663	8921	83.66%	364	1378	1742	16.34%
									Girls	9023	7346	81.41%	260	1417	1677	18.59%
	Janakpur	135	113	30	67	93.33%	9	6.67%	Total	14097	11484	81.46%	876	1737	2613	18.54%
									Boys	7552	6237	82.59%	392	923	1315	17.41%
									Girls	6545	5247	80.17%	484	814	1298	19.83%
	Khadgawa	92	90	0	39	75.00%	23	25.00%	Total	19280	11864	61.54%	3791	3625	7416	38.46%
									Boys	10433	7018	67.27%	1780	1635	3415	32.73%
									Girls	8847	4846	54.78%	2011	1990	4001	45.22%
	Kusmi	105	151	19	99	100.00%	0	0.00%	Total	17370	13225	76.14%	510	3700	4210	24.24%
									Boys	9252	7363	79.58%	238	1659	1897	20.50%
									Girls	8118	5862	72.21%	272	2041	2313	28.49%
	Lakhanpur	98	141	0	39	95.92%	4	4.08%	Total	20347	15542	76.38%	832	3973	4805	23.62%
									Boys	10856	8752	80.62%	374	1730	2104	19.38%
									Girls	9491	6790	71.54%	458	2243	2701	28.46%
	Lundra	117	175	10	86	94.02%	7	5.98%	Total	19661	16462	83.73%	1060	2759	3819	19.42%
									Boys	10348	8943	86.42%	519	1252	1771	17.11%
									Girls	9313	7519	80.74%	541	1507	2048	21.99%
	Manendragarh	91	110	0	41	96.70%	3	3.30%	Total	15669	12610	80.48%	663	2381	3044	19.43%
									Boys	8306	6877	82.80%	329	1107	1436	17.29%
									Girls	7363	5733	77.86%	334	1274	1608	21.84%
	Odagi	99	112	20	58	91.92%	8	8.08%	Total	14361	10355	72.11%	1128	2878	4006	27.89%
									Boys	7666	5790	75.53%	567	1309	1876	24.47%
									Girls	6695	4565	68.19%	561	1569	2130	31.81%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
	Pratappur	122	129	29	17	95.08%	6	4.92%	Total	23017	18406	79.97%	1268	3351	4619	20.07%
									Boys	12056	10113	83.88%	598	1360	1958	16.24%
									Girls	10961	8293	75.66%	670	1991	2661	24.28%
	Premnagar	47	100	0	40	100.00%	0	0.00%	Total	10990	9327	84.87%	286	1377	1663	15.13%
									Boys	5663	4919	86.86%	138	606	744	13.14%
									Girls	5327	4408	82.75%	148	771	919	17.25%
	Rajpur	87	117	0	90	100.00%	0	0.00%	Total	17807	14468	81.25%	606	2733	3339	18.75%
									Boys	9343	7839	83.90%	306	1194	1500	16.05%
									Girls	8464	6629	78.32%	300	1539	1839	21.73%
	Ramenujnagar	76	131	0	64	100.00%	0	0.00%	Total	18984	15875	83.62%	895	2246	3141	16.55%
									Boys	10018	8741	87.25%	327	968	1295	12.93%
									Girls	8966	7134	79.57%	568	1278	1846	20.59%
	Ramchandrapur	113	120	20	81	93.81%	7	6.19%	Total	24551	15864	64.62%	991	7696	8687	35.38%
									Boys	13210	9409	71.23%	497	3349	3846	29.11%
									Girls	11341	6455	56.92%	494	4347	4841	42.69%
	Shankargarh	87	112	20	108	100.00%	0	0.00%	Total	12564	11289	89.85%	319	954	1273	10.13%
									Boys	6543	5928	90.60%	148	465	613	9.37%
									Girls	6021	5361	89.04%	171	489	660	10.96%
	Sitpur	51	116	0	64	100.00%	0	0.00%	Total	16745	14080	84.08%	630	2035	2665	15.92%
									Boys	8616	7393	85.81%	287	963	1250	14.51%
									Girls	8129	6687	82.26%	343	1072	1415	17.41%
	Sonahat	104	78	0	108	83.65%	17	16.35%	Total	8475	6524	76.98%	270	1681	1951	23.02%
									Boys	4438	3486	78.55%	129	819	948	21.36%
									Girls	4037	3038	75.25%	141	862	1003	24.85%
	Surajpur	121	203	0	58	96.69%	4	3.31%	Total	31634	26975	85.27%	1030	3629	4659	14.73%
									Boys	16587	14752	88.94%	512	1323	1835	11.06%
									Girls	15047	12223	81.23%	518	2306	2824	18.77%
	Mainpath	29	32	0	0	100.00%	0	0.00%	Total	10633	7332	68.96%	653	2492	3145	29.58%
									Boys	5649	4119	72.92%	265	1127	1392	24.64%
									Girls	4984	3213	64.47%	388	1365	1753	35.17%
	Udaipur	91	112	0	48	96.70%	3	3.30%	Total	14111	10188	72.20%	770	3154	3924	27.81%
									Boys	7410	5606	75.65%	385	1419	1804	24.35%
									Girls	6701	4582	68.38%	385	1735	2120	31.64%
	Wadrainagar	134	155	30	86	88.06%	16	11.94%	Total	27904	20615	73.88%	1919	5712	7631	27.35%
									Boys	14835	11755	79.24%	858	2404	3262	21.99%
									Girls	13069	8860	67.79%	1061	3308	4369	33.43%
	District Surguja Grand Total	2332	3060	217	1538	94.43%	130	5.57%	Total	448559	352047	78.48%	22502	74946	97448	21.72%
									Boys	236728	193528	81.75%	10687	33060	43747	18.48%
									Girls	211831	158519	74.83%	11815	41886	53701	25.35%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Guna	Aron	171	126	19	21	91.81%	14	8.19%	Total	18974	14442	76.11%	1129	3403	4532	23.89%
									Boys	11044	8796	79.65%	593	1655	2248	20.35%
									Girls	7930	5646	71.20%	536	1748	2284	28.80%
	Ashoknagar	262	180	15	54	83.59%	43	16.41%	Total	35869	24512	68.34%	2063	9294	11357	31.66%
									Boys	20387	15137	74.25%	1097	4153	5250	25.75%
									Girls	15482	9375	60.55%	966	5141	6107	39.45%
	Bamouri	186	123	24	9	80.11%	37	19.89%	Total	27315	16122	59.02%	2062	9131	11193	40.98%
									Boys	15512	10203	65.77%	1045	4264	5309	34.23%
									Girls	11803	5919	50.15%	1017	4867	5884	49.85%
	Chachoda	244	160	21	53	83.61%	40	16.39%	Total	34474	22840	66.25%	1356	10278	11634	33.75%
									Boys	20437	15449	75.59%	629	4359	4988	24.41%
									Girls	14037	7391	52.65%	727	5919	6646	47.35%
	Chanderi	138	123	4	23	83.33%	23	16.67%	Total	22127	12510	56.54%	1502	8115	9617	43.46%
									Boys	12701	8211	64.65%	776	3714	4490	35.35%
									Girls	9426	4299	45.61%	726	4401	5127	54.39%
	Guna	164	140	0	3	87.20%	21	12.80%	Total	23654	16681	70.52%	883	6090	6973	29.48%
									Boys	13067	9990	76.45%	432	2645	3077	23.55%
									Girls	10587	6691	63.20%	451	3445	3896	36.80%
	Ishagarh	180	157	6	12	96.11%	7	3.89%	Total	29252	21773	74.43%	1521	5958	7479	25.57%
									Boys	16674	13363	80.14%	755	2556	3311	19.86%
									Girls	12578	8410	66.86%	766	3402	4168	33.14%
	Mungawafi	259	200	20	147	84.94%	39	15.06%	Total	33205	22574	67.98%	2245	8386	10631	32.02%
									Boys	18901	13782	72.92%	1072	4047	5119	27.08%
									Girls	14304	8792	61.47%	1173	4339	5512	38.53%
	Radhogarh	244	136	23	38	71.31%	70	28.69%	Total	29699	17896	60.26%	1088	10715	11803	39.74%
									Boys	17307	12322	71.20%	519	4466	4985	28.80%
									Girls	12392	5574	44.98%	569	6249	6818	55.02%
	District Guna Grand Total	1848	1345	132	360	84.09%	294	15.91%	Total	254569	169350	66.52%	13849	71370	85219	33.48%
									Boys	146030	107253	73.45%	6918	31859	38777	26.55%
									Girls	108539	62097	57.21%	6931	39511	46442	42.79%

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Dhar	Badnawar	164	182	14	48	98.17%	3	1.83%	Total	35070	24966	71.19%	2075	8029	10104	28.81%
									Boys	18939	14731	77.78%	897	3311	4208	22.22%
									Girls	16131	10235	63.45%	1178	4718	5896	36.55%
	Bagh	90	98	2	2	96.67%	3	3.33%	Total	24057	6988	29.05%	1288	15781	17069	70.95%
									Boys	12454	4329	34.76%	734	7391	8125	65.24%
									Girls	11603	2659	22.92%	554	8390	8944	77.08%
	Dahi	62	110	3	15	100.00%	0	0.00%	Total	24972	9629	38.56%	1687	13656	15343	61.44%
									Boys	12127	5158	42.53%	898	6071	6969	57.47%
									Girls	12845	4471	34.81%	789	7585	8374	65.19%
	Dhar	93	102	1	3	95.70%	4	4.30%	Total	19701	13954	70.83%	1141	4606	5747	29.17%
									Boys	10729	8506	79.28%	493	1730	2223	20.72%
									Girls	8972	5448	60.72%	648	2876	3524	39.28%
	Dharamपुरi	112	125	3	17	95.54%	5	4.46%	Total	26597	16255	61.12%	1623	8719	10342	38.88%
									Boys	14038	9419	67.10%	781	3838	4619	32.90%
									Girls	12559	6836	54.43%	842	4881	5723	45.57%
	Ganthwani	147	145	0	22	96.60%	5	3.40%	Total	31532	10600	33.62%	1573	19359	20932	66.38%
									Boys	16230	6042	37.23%	768	9420	10188	62.77%
									Girls	15302	4558	29.79%	805	9939	10744	70.21%
	Kukshi	46	71	2	9	97.83%	1	2.17%	Total	16717	9089	54.37%	886	6742	7628	45.63%
									Boys	8646	4933	57.06%	490	3223	3713	42.94%
									Girls	8071	4156	51.49%	396	3519	3915	48.51%
	Manawar	107	98	4	22	84.11%	17	15.89%	Total	24836	14761	59.43%	1668	8407	10075	40.57%
									Boys	13130	8480	64.58%	857	3793	4650	35.42%
									Girls	11706	6281	53.66%	811	4614	5425	46.34%
	Nalcha	205	198	2	0	93.17%	14	6.83%	Total	32685	18636	57.02%	1629	12420	14049	42.98%
									Boys	17456	11058	63.35%	775	5623	6398	36.65%
									Girls	15229	7578	49.76%	854	6797	7651	50.24%
	Nisarpur	51	63	0	0	90.20%	5	9.80%	Total	16124	10261	63.64%	1456	4407	5863	36.36%
									Boys	8415	5657	67.23%	694	2064	2758	32.77%
									Girls	7709	4604	59.72%	762	2343	3105	40.28%
	Sardarpur	135	134	0	14	94.81%	7	5.19%	Total	29686	14770	49.75%	1590	13326	14916	50.25%
									Boys	15217	8689	57.10%	759	5769	6528	42.90%
									Girls	14469	6081	42.03%	831	7557	8388	57.97%
	Wakaner	131	113	2	3	84.73%	20	15.27%	Total	15779	7001	44.37%	991	7787	8778	55.63%
									Boys	8336	4220	50.62%	498	3618	4116	49.38%
									Girls	7443	2781	37.36%	493	4169	4662	62.64%
	Umarwan	90	81	0	0	90.00%	9	10.00%	Total	27574	14833	53.79%	2481	10260	12741	46.21%
									Boys	14576	8775	60.20%	1206	4595	5801	39.80%
									Girls	12998	6058	46.61%	1275	5665	6940	53.39%
District Dhar Grand Total		1433	1520	33	155	93.51%	93	6.49%	Total	325330	171743	52.79%	20088	133499	153587	47.21%
									Boys	170293	99997	58.72%	9850	60446	70296	41.28%
									Girls	155037	71746	46.28%	10238	73053	83291	53.72%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Rajnandgaon	Bodla	301	151	41	211	70.43%	89	29.57%	Total	29214	20052	68.64%	1940	8110	10050	34.40%
									Boys	15402	11670	75.77%	830	3399	4229	27.46%
									Girls	13812	8382	60.69%	1110	4711	5821	42.14%
	Chouki	149	135	15	97	95.30%	7	4.70%	Total	12017	11192	93.13%	423	402	825	6.87%
									Boys	6262	5849	93.40%	212	201	413	6.60%
									Girls	5755	5343	92.84%	211	201	412	7.16%
	Chuikhadan	184	126	11	71	77.72%	41	22.28%	Total	12941	9142	70.64%	1369	2447	3816	29.49%
									Boys	6863	5041	73.45%	635	1192	1827	26.62%
									Girls	6078	4101	67.47%	734	1255	1989	32.72%
	Churia	211	196	21	38	93.84%	13	6.16%	Total	28843	26647	92.39%	1288	905	2193	7.60%
									Boys	14765	13874	93.97%	541	347	888	6.01%
									Girls	14078	12773	90.73%	747	558	1305	9.27%
	Dongargaon	127	129	1	70	96.85%	4	3.15%	Total	17781	17050	95.89%	288	434	722	4.06%
									Boys	8782	8492	96.70%	100	187	287	3.27%
									Girls	8999	8558	95.10%	188	247	435	4.83%
	Dongargarh	171	164	3	48	92.40%	13	7.60%	Total	23620	21922	92.81%	840	858	1698	7.19%
									Boys	11803	11094	93.99%	339	370	709	6.01%
									Girls	11817	10828	91.63%	501	488	989	8.37%
	Kawardha	180	124	6	46	71.11%	52	28.89%	Total	29259	20605	70.42%	2607	6047	8654	29.58%
									Boys	15359	12240	79.69%	1047	2072	3119	20.31%
									Girls	13900	8365	60.18%	1560	3975	5535	39.82%
	Khairagarh	211	182	10	47	89.10%	23	10.90%	Total	16371	12556	76.70%	1464	2346	3810	23.27%
									Boys	8692	7050	81.11%	580	1057	1637	18.83%
									Girls	7679	5506	71.70%	884	1289	2173	28.30%
	Manpur	164	122	9	59	74.39%	42	25.61%	Total	12963	10173	78.48%	497	2293	2790	21.52%
									Boys	6772	5515	81.44%	249	1008	1257	18.56%
									Girls	6191	4658	75.24%	248	1285	1533	24.76%
	Mohla	172	129	20	78	83.72%	28	16.28%	Total	12862	11422	88.80%	651	780	1431	11.13%
									Boys	6411	5770	90.00%	278	359	637	9.94%
									Girls	6451	5652	87.61%	373	421	794	12.31%
	Rajnandgaon	136	133	1	60	95.59%	6	4.41%	Total	25947	23042	88.80%	1172	1733	2905	11.20%
									Boys	13267	12179	91.80%	402	686	1088	8.20%
									Girls	12680	10863	85.67%	770	1047	1817	14.33%
	Sahaspurlohara	188	150	12	111	85.64%	27	14.36%	Total	23582	19005	80.59%	2286	3166	5452	23.12%
									Boys	12275	10804	88.02%	833	1107	1940	15.80%
									Girls	11307	8201	72.53%	1453	2059	3512	31.06%
	District Rajnandgaon Total	2194	1741	150	936	84.28%	345	15.72%	Total	245400	202808	82.64%	14825	29521	44346	18.07%
									Boys	126653	109578	86.52%	6046	11985	18031	14.24%
									Girls	118747	93230	78.51%	8779	17536	26315	22.16%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Rewa	Jawa	232	184	0	83	70.26%	69	29.74%	Total	42269	33389	78.99%	685	8108	8793	20.80%
									Boys	22720	19371	85.26%	284	3219	3503	15.42%
									Girls	19549	14018	71.71%	401	4889	5290	27.06%
	Gangeo	263	172	21	91	68.82%	82	31.18%	Total	42058	32946	78.33%	1075	7789	8864	21.08%
									Boys	21247	17504	82.38%	430	3196	3626	17.07%
									Girls	20811	15442	74.20%	645	4593	5238	25.17%
	Mhowganj	290	160	34	78	56.90%	125	43.10%	Total	37116	28218	76.03%	752	7335	8087	21.79%
									Boys	19955	16339	81.88%	323	2877	3200	16.04%
									Girls	17161	11879	69.22%	429	4458	4887	28.48%
	Naigadi	291	114	1	0	39.52%	176	60.48%	Total	28563	24149	84.55%	469	4901	5370	18.80%
									Boys	15487	13789	89.04%	203	1789	1992	12.86%
									Girls	13076	10360	79.23%	266	3112	3378	25.83%
	Raipur (K)	251	191	0	40	64.94%	88	35.06%	Total	47601	41084	86.31%	315	7227	7542	15.84%
									Boys	25447	23370	91.84%	133	2477	2610	10.26%
									Girls	22154	17714	79.96%	182	4750	4932	22.26%
	Rewa	195	177	9	14	71.28%	56	28.72%	Total	45064	36673	81.38%	1185	7018	8203	18.20%
									Boys	24386	20590	84.43%	565	2957	3522	14.44%
									Girls	20678	16083	77.78%	620	4061	4681	22.64%
	Sirmour	254	186	20	94	76.38%	60	23.62%	Total	53239	45344	85.17%	602	7758	8360	15.70%
									Boys	28684	25151	87.68%	330	3349	3679	12.83%
									Girls	24555	20193	82.24%	272	4409	4681	19.06%
	Hanumana	285	140	7	24	37.89%	177	62.11%	Total	45579	30296	66.47%	834	13151	13985	30.68%
									Boys	24585	18404	74.86%	375	5059	5434	22.10%
									Girls	20994	11892	56.64%	459	8092	8551	40.73%
	Teonthar	242	159	15	68	69.01%	75	30.99%	Total	43666	34452	78.90%	800	9009	9809	22.46%
									Boys	23331	20008	85.76%	308	3754	4062	17.41%
									Girls	20335	14444	71.03%	492	5255	5747	28.26%
District Rewa	Grand Total	2303	1483	107	492	60.57%	908	39.43%	Total	385155	306551	79.59%	6717	72296	79013	20.51%
									Boys	205842	174526	84.79%	2951	28677	31628	15.37%
									Girls	179313	132025	73.63%	3766	43619	47385	26.43%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Satna	Suhawal (Satna)	231	222	1	56	67.53%	75	32.47%	Total	24635	20231	82.12%	803	3705	4508	18.30%
									Boys	13238	11203	84.63%	349	1730	2079	15.70%
									Girls	11397	9028	79.21%	454	1975	2429	21.31%
	Nagod	224	201	9	35	73.21%	60	26.79%	Total	37446	30127	80.45%	796	6699	7495	20.02%
									Boys	20063	16965	84.56%	379	2799	3178	15.84%
									Girls	17383	13162	75.72%	417	3900	4317	24.83%
	Uchehra	189	132	0	26	56.08%	83	43.92%	Total	32254	24050	74.56%	748	7592	8340	25.86%
									Boys	17533	13843	78.95%	339	3407	3746	21.37%
									Girls	14721	10207	69.34%	409	4185	4594	31.21%
	Mehar	233	233	6	64	82.83%	40	17.17%	Total	64682	46623	72.08%	2397	16240	18637	28.81%
									Boys	34904	27140	77.76%	1012	6926	7938	22.74%
									Girls	29778	19483	65.43%	1385	9314	10699	35.93%
	Amarpatan	144	175	0	65	84.72%	22	15.28%	Total	31651	25027	79.07%	767	6113	6880	21.74%
									Boys	17135	14220	82.99%	331	2614	2945	17.19%
									Girls	14516	10807	74.45%	436	3499	3935	27.11%
	Ramnagar	171	157	8	73	66.67%	57	33.33%	Total	19720	15451	78.35%	591	4550	5141	26.07%
									Boys	10425	8482	81.36%	244	2057	2301	22.07%
									Girls	9295	6969	74.98%	347	2493	2840	30.55%
	Rampur (Baghelan)	218	232	5	48	81.19%	41	18.81%	Total	49465	41948	84.80%	454	7279	7733	15.63%
									Boys	26312	22924	87.12%	205	3317	3522	13.39%
									Girls	23153	19024	82.17%	249	3962	4211	18.19%
	Majhganwa	269	204	12	74	61.71%	103	38.29%	Total	40558	29373	72.42%	1350	10249	11599	28.60%
									Boys	22542	17499	77.63%	537	4686	5223	23.17%
									Girls	18016	11874	65.91%	813	5563	6376	35.39%
District Satna	Grand Total	1679	1556	41	441	71.35%	481	28.65%	Total	300411	232830	77.50%	7906	62427	70333	23.41%
									Boys	162152	132276	81.58%	3396	27536	30932	19.08%
									Girls	138259	100554	72.73%	4510	34891	39401	28.50%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Shahdol	Anuppur	88	132	15	27	100.00%	0	0.00%	Total	24736	18891	76.37%	1336	4509	5845	23.63%
									Boys	12787	10317	80.68%	680	1790	2470	19.32%
									Girls	11949	8574	71.75%	656	2719	3375	28.25%
	Budhar	194	209	14	59	91.75%	16	8.25%	Total	38295	26948	70.37%	1754	9593	11347	29.63%
									Boys	19984	15078	75.45%	1022	3884	4906	24.55%
									Girls	18311	11870	64.82%	732	5709	6441	35.18%
	Gohparu	125	126	9	43	91.20%	11	8.80%	Total	19781	15896	80.36%	843	3042	3885	19.64%
									Boys	10249	8518	83.11%	406	1325	1731	16.89%
									Girls	9532	7378	77.40%	437	1717	2154	22.60%
	Jaisinghnagar	192	211	18	0	100.00%	0	0.00%	Total	36034	23317	64.71%	1259	11458	12717	35.29%
									Boys	18788	13213	70.33%	625	4950	5575	29.67%
									Girls	17246	10104	58.59%	634	6508	7142	41.41%
	Jaithari	140	181	10	30	97.14%	4	2.86%	Total	40516	31490	77.72%	1595	7431	9026	22.28%
									Boys	21639	17779	82.16%	654	3206	3860	17.84%
									Girls	18877	13711	72.63%	941	4225	5166	27.37%
	Kerkeli	277	246	21	66	88.45%	32	11.55%	Total	42906	29291	68.27%	1922	11693	13615	31.73%
									Boys	23085	17110	74.12%	1007	4968	5975	25.88%
									Girls	19821	12181	61.46%	915	6725	7640	38.54%
	Kotma	68	69	10	12	95.59%	3	4.41%	Total	10666	8167	76.57%	526	1973	2499	23.43%
									Boys	5560	4557	81.96%	238	765	1003	18.04%
									Girls	5106	3610	70.70%	288	1208	1496	29.30%
	Manpur	212	212	19	0	100.00%	0	0.00%	Total	50402	37604	74.61%	1536	11262	12798	25.39%
									Boys	28407	23256	81.87%	706	4445	5151	18.13%
									Girls	21995	14348	65.23%	830	6817	7647	34.77%
	Pali	104	114	17	9	100.00%	0	0.00%	Total	12901	9227	71.52%	923	2751	3674	28.48%
									Boys	6703	5039	75.18%	450	1214	1664	24.82%
									Girls	6198	4188	67.57%	473	1537	2010	32.43%
	Pushparajgarh	264	264	58	0	100.00%	0	0.00%	Total	41345	30089	72.78%	2373	8883	11256	27.22%
									Boys	21147	16044	75.87%	1235	3868	5103	24.13%
									Girls	20198	14045	69.54%	1138	5015	6153	30.46%
	Sohagpur	158	157	5	46	97.47%	4	2.53%	Total	37129	25688	69.19%	1330	10111	11441	30.81%
									Boys	19657	14679	74.68%	644	4334	4978	25.32%
									Girls	17472	11009	63.01%	686	5777	6463	36.99%
	Vyohari	114	116	14	0	100.00%	0	0.00%	Total	30139	19574	64.95%	558	10007	10565	35.05%
									Boys	15819	11577	73.18%	281	3961	4242	26.82%
									Girls	14320	7997	55.84%	277	6046	6323	44.16%
District Shahdol Grand Total		1936	2037	210	292	96.38%	70	3.62%	Total	384850	276182	71.76%	15955	92713	108668	28.24%
									Boys	203825	157167	77.11%	7948	38710	46658	22.89%
									Girls	181025	119015	65.75%	8007	54003	62010	34.25%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Sidhi	Bedhan	177	152	6	0	80.23%	35	19.77%	Total	43251	17173	39.71%	2155	23923	26078	60.29%
									Boys	23139	12224	52.83%	1137	9778	10915	47.17%
									Girls	20112	4949	24.61%	1018	14145	15163	75.39%
	Chitrangi	303	163	13	68	57.10%	130	42.90%	Total	58988	25460	43.16%	1497	32276	33773	57.25%
									Boys	32093	16809	52.38%	804	14621	15425	48.06%
									Girls	26895	8651	32.17%	693	17655	18348	68.22%
	Devsar	214	164	11	62	73.83%	56	26.17%	Total	52984	24012	45.32%	968	28004	28972	54.68%
									Boys	28171	15686	55.68%	549	11936	12485	44.32%
									Girls	24813	8326	33.55%	419	16068	16487	66.45%
	Kushmi	128	87	2	4	67.19%	42	32.81%	Total	13594	6884	50.64%	521	6189	6710	49.36%
									Boys	7062	4085	57.84%	269	2708	2977	42.16%
									Girls	6532	2799	42.85%	252	3481	3733	57.15%
	Majhoulfi	119	104	9	46	37.82%	74	62.18%	Total	25797	14944	57.93%	858	9995	10853	42.07%
									Boys	13918	9114	65.48%	439	4365	4804	34.52%
									Girls	11879	5830	49.08%	419	5630	6049	50.92%
	Rampur	202	237	7	95	83.17%	34	16.83%	Total	51499	31962	62.06%	4208	15329	19537	37.94%
									Boys	27371	18398	67.22%	2433	6540	8973	32.78%
									Girls	24128	13564	56.22%	1775	8789	10564	43.78%
	Sidhi	257	128	11	36	36.96%	162	63.04%	Total	48628	35155	72.29%	2913	10963	13876	28.54%
									Boys	25927	19872	76.65%	1414	4860	6274	24.20%
									Girls	22701	15283	67.32%	1499	6103	7602	33.49%
	Sinhawal	286	156	9	54	45.45%	156	54.55%	Total	56290	31207	55.44%	2226	22965	25191	44.75%
									Boys	29803	19315	64.81%	1106	9443	10549	35.40%
									Girls	26487	11892	44.90%	1120	13522	14642	55.28%
	District Sidhi Grand Total	1686	1191	68	365	59.13%	689	40.87%	Total	351031	186797	53.21%	15346	149644	164990	47.00%
									Boys	187484	115503	61.61%	8151	64251	72402	38.62%
									Girls	163547	71294	43.59%	7195	85393	92588	56.61%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Chhatarpur	Badamalhara	51	36	1	8	62.75%	19	37.25%	Total	22000	10592	48.15%	4077	7331	11408	51.85%
									Boys	12183	6538	53.66%	2132	3513	5645	46.34%
									Girls	9817	4054	41.30%	1945	3818	5763	58.70%
	Bakaswaha	123	84	24	3	84.55%	19	15.45%	Total	17689	8456	47.80%	1141	7092	8233	46.54%
									Boys	9143	4814	52.65%	605	3724	4329	47.35%
									Girls	8546	3642	42.62%	536	3368	3904	45.68%
	Bijawar	107	90	13	2	88.79%	12	11.21%	Total	19515	11023	56.48%	786	7706	8492	43.52%
									Boys	10991	6769	61.59%	475	3747	4222	38.41%
									Girls	8524	4254	49.91%	311	3959	4270	50.09%
	Gourihar	158	103	21	48	79.11%	33	20.89%	Total	28519	21502	75.40%	1176	5841	7017	24.60%
									Boys	16434	13017	79.21%	552	2865	3417	20.79%
									Girls	12085	8485	70.21%	624	2976	3600	29.79%
	Ishanagar	155	105	15	5	65.16%	54	34.84%	Total	37928	21932	57.83%	1106	14890	15996	42.17%
									Boys	21386	13900	65.00%	614	6872	7486	35.00%
									Girls	16542	8032	48.56%	492	8018	8510	51.44%
	Loudi	172	148	2	38	85.47%	25	14.53%	Total	32408	23985	74.01%	1255	7168	8423	25.99%
									Boys	17570	13604	77.43%	607	3359	3966	22.57%
									Girls	14838	10381	69.96%	648	3809	4457	30.04%
	Nougaon	84	77	4	32	95.24%	4	4.76%	Total	31408	25299	80.55%	610	5499	6109	19.45%
									Boys	18030	15369	85.24%	271	2390	2661	14.76%
									Girls	13378	9930	74.23%	339	3109	3448	25.77%
	Rajnagar	193	180	16	76	94.30%	11	5.70%	Total	35203	21464	60.97%	2132	11607	13739	39.03%
									Boys	19858	13476	67.86%	1071	5311	6382	32.14%
									Girls	15345	7988	52.06%	1061	6296	7357	47.94%
District Chhatarpur Total		1043	823	96	212	83.03%	177	16.97%	Total	224670	144253	64.21%	12283	67134	79417	35.35%
									Boys	125595	87487	69.66%	6327	31781	38108	30.34%
									Girls	99075	56766	57.30%	5956	35353	41309	41.69%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Panna	Ajaygarh	138	100	10	53	66.67%	46	33.33%	Total	28385	18661	65.74%	1717	8244	9961	35.09%
									Boys	15728	11456	72.84%	837	3636	4473	28.44%
									Girls	12657	7205	56.93%	880	4608	5488	43.36%
	Gunour	251	167	22	58	63.35%	92	36.65%	Total	35665	27179	76.21%	1963	6594	8557	23.99%
									Boys	18936	15232	80.44%	957	2948	3905	20.62%
									Girls	16729	11947	71.41%	1006	3646	4652	27.81%
	Panna	174	100	19	35	51.72%	84	48.28%	Total	26628	17648	66.28%	1191	7327	8518	31.99%
									Boys	14823	10488	70.75%	592	3345	3937	26.56%
									Girls	11805	7160	60.65%	599	3982	4581	38.81%
	Pawai	189	93	17	46	52.91%	89	47.09%	Total	36312	24013	66.13%	1595	8104	9699	26.71%
									Boys	21499	14535	67.61%	786	3750	4536	21.10%
									Girls	14813	9478	63.98%	809	4354	5163	34.85%
	Shahnagar	203	147	7	47	67.00%	67	33.00%	Total	29161	20541	70.44%	1673	7469	9142	31.35%
									Boys	15963	12265	76.83%	772	3373	4145	25.97%
									Girls	13198	8276	62.71%	901	4096	4997	37.86%
	District Panna Grand Total	955	607	75	239	60.42%	378	39.58%	Total	156151	108042	69.19%	8139	37738	45877	29.38%
									Boys	86949	63976	73.58%	3944	17052	20996	24.15%
									Girls	69202	44066	63.68%	4195	20686	24881	35.95%

LOK SAMPARK ABHIYAN (LSA) - 1996

DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Tikamgarh	Tikamgarh	141	142	35	93	85.82%	20	14.18%	Total	33652	21952	65.23%	3293	8407	11700	34.77%
									Boys	19162	13651	71.24%	1632	3879	5511	28.76%
									Girls	14490	8301	57.29%	1661	4528	6189	42.71%
	Baldevgarh	159	63	8	44	33.96%	105	66.04%	Total	36683	21220	57.85%	3736	11727	15463	42.15%
									Boys	19561	12617	64.50%	1849	5095	6944	35.50%
									Girls	17122	8603	50.25%	1887	6632	8519	49.75%
	Jatara	152	0	0	0	0.00%	152	100.00%	Total	41706	28528	68.40%	2848	10330	13178	31.60%
									Boys	23603	17530	74.27%	1393	4680	6073	25.73%
									Girls	18103	10998	60.75%	1455	5650	7105	39.25%
	Palera	133	92	1	4	60.90%	52	39.10%	Total	39359	25025	63.58%	4973	9361	14334	36.42%
									Boys	21614	14431	66.77%	2617	4566	7183	33.23%
									Girls	17745	10594	59.70%	2356	4795	7151	40.30%
	Prithwipur	62	55	0	0	74.19%	16	25.81%	Total	29371	16984	57.83%	3334	9053	12387	42.17%
									Boys	15475	10146	65.56%	1437	3892	5329	34.44%
									Girls	13896	6838	49.21%	1897	5161	7058	50.79%
	Niwadi	90	88	0	0	86.67%	12	13.33%	Total	21999	18276	83.08%	1432	2291	3723	16.92%
									Boys	12213	10437	85.46%	719	1057	1776	14.54%
									Girls	9786	7839	80.10%	713	1234	1947	19.90%
	District Tikamgarh Grand Total	737	440	44	141	51.56%	357	48.44%	Total	202770	131985	65.09%	19616	51169	70785	34.91%
									Boys	111628	78812	70.60%	9647	23169	32816	29.40%
									Girls	91142	53173	58.34%	9969	28000	37969	41.66%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Mandsaur	Bhanpura	113	120	8	57	83.19%	19	16.81%	Total	19709	14806	75.12%	1241	3662	4903	24.88%
									Boys	10882	8897	81.76%	595	1390	1985	18.24%
									Girls	8827	5909	66.94%	646	2272	2918	33.06%
	Garoth	198	194	14	43	79.80%	40	20.20%	Total	36442	25880	71.02%	2619	7943	10562	28.98%
									Boys	20076	15752	78.46%	1221	3103	4324	21.54%
									Girls	16366	10128	61.88%	1398	4840	6238	38.12%
	Jawad	278	204	8	38	72.66%	76	27.34%	Total	34363	25241	73.45%	2245	6899	9144	26.61%
									Boys	18711	15133	80.88%	936	2649	3585	19.16%
									Girls	15652	10108	64.58%	1309	4250	5559	35.52%
	Malhargarh	173	182	0	13	86.71%	23	13.29%	Total	28417	24086	84.76%	2156	2175	4331	15.24%
									Boys	15382	13716	89.17%	888	778	1666	10.83%
									Girls	13035	10370	79.56%	1268	1397	2665	20.44%
	Manasa	215	213	0	66	80.47%	42	19.53%	Total	34499	27458	79.59%	2200	4841	7041	20.41%
									Boys	18648	15714	84.27%	1029	1905	2934	15.73%
									Girls	15851	11744	74.09%	1171	2936	4107	25.91%
	Mandsaur	234	251	3	43	80.34%	46	19.66%	Total	57034	48634	85.27%	2765	5635	8400	14.73%
									Boys	31136	27834	89.39%	1061	2241	3302	10.61%
									Girls	25898	20800	80.32%	1704	3394	5098	19.68%
	Neemach	211	141	0	19	55.92%	93	44.08%	Total	28187	22039	78.19%	2063	4085	6148	21.81%
									Boys	15194	12675	83.42%	1124	1395	2519	16.58%
									Girls	12993	9364	72.07%	939	2690	3629	27.93%
	Sitamhow	248	233	0	65	84.27%	39	15.73%	Total	46871	36605	78.10%	3578	6688	10266	21.90%
									Boys	25411	21083	82.97%	1590	2738	4328	17.03%
									Girls	21460	15522	72.33%	1988	3950	5938	27.67%
	District Mandsaur Grand Total	1670	1538	33	344	77.37%	378	22.63%	Total	285522	224749	78.72%	18867	41928	60795	21.29%
									Boys	155440	130804	84.15%	8444	16199	24643	15.85%
									Girls	130082	93945	72.22%	10423	25729	36152	27.79%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Ratlam	Alot	182	189	9	57	100.00%	0	0.00%	Total	23420	18070	77.16%	1908	3442	5350	22.84%
									Boys	14488	11352	78.35%	1049	2087	3136	21.65%
									Girls	8932	6718	75.21%	859	1355	2214	24.79%
	Bajana	182	138	11	2	74.18%	47	25.82%	Total	15247	10885	71.39%	784	3578	4362	28.61%
									Boys	8981	6789	75.59%	439	1753	2192	24.41%
									Girls	6266	4096	65.37%	345	1825	2170	34.63%
	Jabra	144	156	28	6	100.00%	0	0.00%	Total	14527	12125	83.47%	1356	1046	2402	16.53%
									Boys	8567	7366	85.98%	679	522	1201	14.02%
									Girls	5960	4759	79.85%	677	524	1201	20.15%
	Piploda	86	88	20	6	98.84%	1	1.16%	Total	15118	12716	84.11%	1438	964	2402	15.89%
									Boys	8375	7278	86.90%	694	403	1097	13.10%
									Girls	6743	5438	80.65%	744	561	1305	19.35%
	Ratlam	163	166	10	41	99.39%	1	0.61%	Total	35623	30583	85.85%	1655	3385	5040	14.15%
									Boys	21167	18907	89.32%	768	1492	2260	10.68%
									Girls	14456	11676	80.77%	887	1893	2780	19.23%
	Sailana	223	125	17	39	69.06%	69	30.94%	Total	15484	12517	80.84%	347	2620	2967	19.16%
									Boys	9247	7670	82.95%	203	1374	1577	17.05%
									Girls	6237	4847	77.71%	144	1246	1390	22.29%
Ratlam	Grand Total	980	862	95	151	87.96%	118	12.04%	Total	119419	96896	81.14%	7488	15035	22523	18.86%
									Boys	70825	59362	83.82%	3832	7631	11463	16.18%
									Girls	48594	37534	77.24%	3656	7404	11060	22.76%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Bastar	Jagdapur	151	161	0	40	87.42%	19	12.58%	Total	32828	26942	82.07%	1804	4082	5886	17.93%
									Boys	16941	14381	84.89%	742	1818	2560	15.11%
									Girls	15887	12561	79.06%	1062	2264	3326	20.94%
	Lohandiguda	80	93	0	12	91.25%	7	8.75%	Total	12433	6852	55.11%	706	4875	5581	44.89%
									Boys	6358	3736	58.76%	313	2309	2622	41.24%
									Girls	6075	3116	51.29%	393	2566	2959	48.71%
	Darbha	119	99	0	5	78.15%	26	21.85%	Total	14603	6936	47.50%	716	6951	7667	52.50%
									Boys	7516	3974	52.87%	336	3206	3542	47.13%
									Girls	7087	2962	41.79%	380	3745	4125	58.21%
	Tokapal	70	70	0	10	81.43%	13	18.57%	Total	12388	8163	65.89%	1385	2840	4225	34.11%
									Boys	6524	4632	71.00%	588	1304	1892	29.00%
									Girls	5864	3531	60.21%	797	1536	2333	39.79%
	Bastanar	41	72	0	8	82.93%	7	17.07%	Total	7750	2810	36.26%	927	4013	4940	63.74%
									Boys	4123	1698	41.18%	442	1983	2425	58.82%
									Girls	3627	1112	30.66%	485	2030	2515	69.34%
	Bastar	108	118	0	11	87.96%	13	12.04%	Total	33337	22442	67.32%	1690	9205	10895	32.68%
									Boys	19145	14557	76.04%	806	3782	4588	23.96%
									Girls	14192	7885	55.56%	884	5423	6307	44.44%
	Bakawand	111	151	0	35	99.10%	1	0.90%	Total	25372	16885	66.55%	1992	6495	8487	33.45%
									Boys	13416	9606	71.60%	908	2902	3810	28.40%
									Girls	11956	7279	60.88%	1084	3593	4677	39.12%
	Kondagaon	172	168	0	19	84.88%	26	15.12%	Total	32269	16810	52.09%	1428	14031	15459	47.91%
									Boys	16496	9362	56.75%	685	6449	7134	43.25%
									Girls	15773	7448	47.22%	743	7582	8325	52.78%
	Pharsagaon	103	99	0	31	78.64%	22	21.36%	Total	24503	17527	71.53%	1067	5909	6976	28.47%
									Boys	14722	11808	80.21%	518	2396	2914	19.79%
									Girls	9781	5719	58.47%	549	3513	4062	41.53%
	Keskal	124	117	0	54	84.68%	19	15.32%	Total	17300	11488	66.40%	1072	4740	5812	33.60%
									Boys	8676	6190	71.35%	519	1967	2486	28.65%
									Girls	8624	5298	61.43%	553	2773	3326	38.57%
	Makdi	101	106	0	61	90.10%	10	9.90%	Total	21444	11128	51.89%	1471	8845	10316	48.11%
									Boys	10965	6586	60.06%	758	3621	4379	39.94%
									Girls	10479	4542	43.34%	713	5224	5937	56.66%
	Baderajpur	84	85	0	45	98.81%	1	1.19%	Total	15877	11404	71.83%	717	3756	4473	28.17%
									Boys	8414	6566	78.04%	356	1492	1848	21.96%
									Girls	7463	4838	64.83%	361	2264	2625	35.17%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Naryanpur		180	137	0	12	71.67%	51	28.33%	Total	40496	32125	79.33%	1118	7253	8371	20.67%
									Boys	31145	27532	88.40%	504	3109	3613	11.60%
									Girls	9351	4593	49.12%	614	4144	4758	50.88%
Abhujhmarh		192	59	0	6	27.08%	140	72.92%	Total	6072	1916	31.55%	197	3959	4156	68.45%
									Boys	3123	1055	33.78%	108	1960	2068	66.22%
									Girls	2949	861	29.20%	89	1999	2088	70.80%
Antagarh		156	108	0	31	69.87%	47	30.13%	Total	14198	7657	53.93%	666	5875	6541	46.07%
									Boys	7239	4377	60.46%	368	2494	2862	39.54%
									Girls	6959	3280	47.13%	298	3381	3679	52.87%
Koyaliveda		266	181	0	30	57.89%	112	42.11%	Total	34216	22845	66.77%	1738	9633	11371	33.23%
									Boys	17519	12387	70.71%	842	4290	5132	29.29%
									Girls	16697	10458	62.63%	896	5343	6239	37.37%
Dantewada		60	95	0	13	83.33%	10	16.67%	Total	14802	7145	48.27%	423	7234	7657	51.73%
									Boys	7521	4108	54.62%	196	3217	3413	45.38%
									Girls	7281	3037	41.71%	227	4017	4244	58.29%
Kunakonda		55	56	0	0	85.45%	8	14.55%	Total	11759	5724	48.68%	566	5469	6035	51.32%
									Boys	6004	3376	56.23%	284	2344	2628	43.77%
									Girls	5755	2348	40.80%	282	3125	3407	59.20%
Gidam		65	95	0	30	92.31%	5	7.69%	Total	14674	8189	55.81%	793	5692	6485	44.19%
									Boys	7808	4776	61.17%	402	2630	3032	38.83%
									Girls	6866	3413	49.71%	391	3062	3453	50.29%
Katekalyan		43	59	0	0	93.02%	3	6.98%	Total	8349	2532	30.33%	267	5550	5817	69.67%
									Boys	4322	1763	40.79%	163	2396	2559	59.21%
									Girls	4027	769	19.10%	104	3154	3258	80.90%
Bijapur		89	86	0	12	78.65%	19	21.35%	Total	13082	7030	53.74%	1248	4804	6052	46.26%
									Boys	6724	3991	59.35%	621	2112	2733	40.65%
									Girls	6358	3039	47.80%	627	2692	3319	52.20%
Bharengarh		212	119	0	1	48.11%	110	51.89%	Total	16990	5977	35.18%	779	10234	11013	64.82%
									Boys	8869	3644	41.09%	352	4873	5225	58.91%
									Girls	8121	2333	28.73%	427	5361	5788	71.27%
Bhopalpattanm		134	110	0	4	75.37%	33	24.63%	Total	11076	5773	52.12%	1270	4033	5303	47.88%
									Boys	5731	3325	58.02%	620	1786	2406	41.98%
									Girls	5345	2448	45.80%	650	2247	2897	54.20%
Usar		120	97	0	4	70.00%	36	30.00%	Total	13592	4922	36.21%	647	8023	8670	63.79%
									Boys	7200	3092	42.94%	340	3768	4108	57.06%
									Girls	6392	1830	28.63%	307	4255	4562	71.37%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Konta		245	154	0	39	57.96%	103	42.04%	Total	22593	7968	35.27%	1242	13383	14625	64.73%
									Boys	11853	4775	40.29%	651	6427	7078	59.71%
									Girls	10740	3193	29.73%	591	6956	7547	70.27%
Sukma		54	84	0	11	85.19%	8	14.81%	Total	10845	7125	65.70%	2118	1602	3720	34.30%
									Boys	6157	4107	66.70%	1145	905	2050	33.30%
									Girls	4688	3018	64.38%	973	697	1670	35.62%
Chhindgarh		116	117	0	29	94.83%	6	5.17%	Total	16986	7775	45.77%	842	8369	9211	54.23%
									Boys	8681	4484	51.65%	429	3768	4197	48.35%
									Girls	8305	3291	39.63%	413	4601	5014	60.37%
Kanker		101	116	0	32	91.09%	9	8.91%	Total	18903	16091	85.12%	843	1969	2812	14.88%
									Boys	9773	8460	86.57%	398	915	1313	13.43%
									Girls	9130	7631	83.58%	445	1054	1499	16.42%
Sarona		130	119	0	62	84.62%	20	15.38%	Total	25736	16425	63.82%	522	8789	9311	36.18%
									Boys	13262	8562	64.56%	241	4459	4700	35.44%
									Girls	12474	7863	63.04%	281	4330	4611	36.96%
Charma		96	113	0	62	95.83%	4	4.17%	Total	19155	17755	92.69%	534	866	1400	7.31%
									Boys	9857	9154	92.87%	272	431	703	7.13%
									Girls	9298	8601	92.50%	262	435	697	7.50%
Bhanupartapur		111	122	0	93	87.39%	14	12.61%	Total	15750	12483	79.26%	1375	1892	3267	20.74%
									Boys	8299	6853	82.58%	664	782	1446	17.42%
									Girls	7451	5630	75.56%	711	1110	1821	24.44%
Durg Kondal		35	96	0	17	100.00%	0	0.00%	Total	12620	7805	61.85%	1464	3351	4815	38.15%
									Boys	6639	4507	67.89%	678	1454	2132	32.11%
									Girls	5981	3298	55.14%	786	1897	2683	44.86%
Bastar Grand Total		3724	3462	0	819	75.78%	902	24.22%	Total	591998	364649	61.60%	33627	193722	227349	38.40%
									Boys	321022	217424	67.73%	16249	87349	103598	32.27%
									Girls	270976	147225	54.33%	17378	106373	123751	45.67%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Bhind	Bhind	209	189	0	42	66.03%	71	33.97%	Total	70001	65397	93.42%	352	3310	3662	5.23%
									Boys	40502	38112	94.10%	183	1621	1804	4.45%
									Girls	29499	27285	92.49%	169	1689	1858	6.30%
	Atter	185	200	0	96	90.27%	18	9.73%	Total	42599	38448	90.26%	415	3378	3793	8.90%
									Boys	24500	22555	92.06%	143	1667	1810	7.39%
									Girls	18099	15893	87.81%	272	1711	1983	10.96%
	Mahgaon	212	258	0	59	94.34%	12	5.66%	Total	62252	54836	88.09%	1095	6227	7322	11.76%
									Boys	36176	32872	90.87%	550	2806	3356	9.28%
									Girls	26076	21964	84.23%	545	3421	3966	15.21%
	Lahar	157	195	0	43	91.72%	13	8.28%	Total	44816	40168	89.63%	569	4060	4629	10.33%
									Boys	26075	23706	90.91%	229	2040	2269	8.70%
									Girls	18741	16462	87.84%	340	2020	2360	12.59%
	Neona	74	85	0	29	86.49%	10	13.51%	Total	24025	21239	88.40%	304	2422	2726	11.35%
									Boys	13955	12600	90.29%	131	1222	1353	9.70%
									Girls	10070	8639	85.79%	173	1200	1373	13.63%
	Gohad	218	177	0	40	72.48%	60	27.52%	Total	52115	45666	87.63%	837	6352	7189	13.79%
									Boys	30405	28107	92.44%	363	2885	3248	10.68%
									Girls	21710	17559	80.88%	474	3467	3941	18.15%
District Bhind Grand Total		1055	1104	0	309	82.56%	184	17.44%	Total	295808	265754	89.84%	3572	25749	29321	9.91%
									Boys	171613	157952	92.04%	1599	12241	13840	8.06%
									Girls	124195	107802	86.80%	1973	13508	15481	12.47%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Dewas	Bagli	226	191	0	63	84.07%	36	15.93%	Total	34998	24123	68.93%	0	11469	11469	32.77%
									Boys	18791	14087	74.97%		5042	5042	26.83%
									Girls	16207	10036	61.92%		6427	6427	39.66%
	Dewas	212	214	0	22	90.57%	20	9.43%	Total	30601	27488	89.83%	0	3133	3133	10.24%
									Boys	16791	15702	93.51%		1109	1109	6.60%
									Girls	13810	11786	85.34%		2024	2024	14.66%
	Kanodh	163	163	0	55	93.87%	10	6.13%	Total	30778	20236	65.75%	0	10922	10922	35.49%
									Boys	17196	12395	72.08%		5105	5105	29.69%
									Girls	13582	7841	57.73%		5817	5817	42.83%
	Khategaon	159	148	0	43	88.68%	18	11.32%	Total	20922	15571	74.42%	0	5331	5331	25.48%
									Boys	11495	8999	78.29%		2402	2402	20.90%
									Girls	9427	6572	69.71%		2929	2929	31.07%
	Sonkach	123	129	0	61	99.19%	1	0.81%	Total	17155	15228	88.77%	0	1911	1911	11.14%
									Boys	9282	8663	93.33%		623	623	6.71%
									Girls	7873	6565	83.39%		1288	1288	16.36%
	Tok Khurd	95	108	0	52	98.35%	1	1.05%	Total	16397	14335	87.42%	0	1874	1874	11.43%
									Boys	8996	8361	92.94%		635	635	7.06%
									Girls	7401	5974	80.72%		1239	1239	16.74%
	District Dewas Grand Total	978	953	0	296	91.21%	86	8.79%	Total	150851	116981	77.55%	0	34640	34640	22.96%
									Boys	82551	68207	82.62%		14916	14916	18.07%
									Girls	68300	48774	71.41%		19724	19724	28.88%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access	Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
			Primary Schools	Alternative Schools	NFE Centres	GAR %						Dropout	Un-enrolled	Total	%	
Damoh	Damoh	271	270	0	79	68.63%	85	31.37%	Total	55381	48221	87.07%	2557	4603	7160	12.93%
									Boys	30355	27045	89.10%	1164	2146	3310	10.90%
									Girls	25026	21176	84.62%	1393	2457	3850	15.38%
	Patharia	266	255	0	105	84.59%	41	15.41%	Total	49216	41501	84.32%	3640	4075	7715	15.68%
									Boys	27649	23795	86.06%	1755	2099	3854	13.94%
									Girls	21567	17706	82.10%	1885	1976	3861	17.90%
	Jabera	176	134	0	71	77.84%	39	22.16%	Total	26448	22514	85.13%	1781	2153	3934	14.87%
									Boys	14509	12773	88.04%	793	943	1736	11.96%
									Girls	11939	9741	81.59%	988	1210	2198	18.41%
	Tendukheda	165	134	0	98	82.42%	29	17.58%	Total	23778	19028	80.02%	1860	2890	4750	19.98%
									Boys	13180	11100	84.22%	891	1189	2080	15.78%
									Girls	10598	7928	74.81%	969	1701	2670	25.19%
	Hata	167	125	0	85	74.85%	42	25.15%	Total	24489	17804	72.70%	1738	4947	6685	27.30%
									Boys	13472	10472	77.73%	829	2171	3000	22.27%
									Girls	11017	7332	66.55%	909	2776	3685	33.45%
	Patera	154	92	0	95	75.97%	37	24.03%	Total	19461	14991	77.03%	1401	3069	4470	22.97%
									Boys	10835	8809	81.30%	708	1318	2026	18.70%
									Girls	8626	6182	71.67%	693	1751	2444	28.33%
	Batiyagarh	147	111	0	31	64.63%	52	35.37%	Total	22274	16563	74.36%	1258	4453	5711	25.64%
									Boys	12622	9880	78.28%	599	2143	2742	21.72%
									Girls	9652	6683	69.24%	659	2310	2969	30.76%
	District Damoh Grand Total	1346	1121	0	564	75.85%	325	24.15%	Total	221047	180622	81.71%	14235	26190	40425	18.29%
									Boys	122622	103874	84.71%	6739	12009	18748	15.29%
									Girls	98425	76748	77.98%	7496	14181	21677	22.02%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access	Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
			Primary Schools	Alternative Schools	NFE Centres	CAR %						Dropout	Un- enrolled	Total	%	
Datia	Datia	251	264	0	147	87.65%	31	12.35%	Total	49253	40367	81.96%	2423	6463	8886	18.04%
									Boys	28184	24493	86.90%	1244	2447	3691	13.10%
									Girls	21069	15874	75.34%	1179	4016	5195	24.66%
	Seondha	218	221	0	138	87.16%	28	12.84%	Total	38814	33557	86.46%	1647	3800	5447	14.03%
									Boys	22656	20423	90.14%	828	1512	2340	10.33%
									Girls	16158	13134	81.28%	819	2288	3107	19.23%
	District Datia Grand Total	469	485	0	285	87.42%	59	12.58%	Total	88067	73924	83.94%	4070	10263	14333	16.28%
									Boys	50840	44916	88.35%	2072	3959	6031	11.86%
									Girls	37227	29008	77.92%	1998	6304	8302	22.30%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Jhabua	Jhabua	124	164	0	34	91.13%	11	8.87%	Total	33330	15428	46.29%	2947	14955	17902	53.71%
									Boys	17803	9593	53.88%	1541	6669	8210	46.12%
									Girls	15527	5835	37.58%	1406	8286	9692	62.42%
	Rama	109	119	0	17	77.98%	24	22.02%	Total	33390	14202	42.53%	1868	17320	19188	57.47%
									Boys	17485	9188	52.55%	1002	7295	8297	47.45%
									Girls	15905	5014	31.52%	866	10025	10891	68.48%
	Ranapur	98	159	0	31	75.51%	24	24.49%	Total	59566	22564	37.88%	3082	33920	37002	62.12%
									Boys	31110	14196	45.63%	1639	15275	16914	54.37%
									Girls	28456	8368	29.41%	1443	18645	20088	70.59%
	Thandla	116	0	0	0	0.00%	116	100.00%	Total	52088	22969	44.10%	2769	26350	29119	55.90%
									Boys	27341	13968	51.09%	1532	11841	13373	48.91%
									Girls	24747	9001	36.37%	1237	14509	15746	63.63%
	Meghnagar	110	49	0	28	43.64%	62	56.36%	Total	26871	16150	60.10%	2029	8692	10721	39.90%
									Boys	14137	9436	66.75%	1022	3679	4701	33.25%
									Girls	12734	6714	52.72%	1007	5013	6020	47.28%
	Patlabad	18	13	0	9	94.44%	1	5.56%	Total	2415	1290	53.42%	119	1006	1125	46.58%
									Boys	1271	844	66.40%	61	366	427	33.60%
									Girls	1144	446	38.99%	58	640	698	61.01%
	Bhambra	53	89	0	41	98.11%	1	1.89%	Total	20113	8898	44.24%	979	10236	11215	55.76%
									Boys	10682	5628	52.69%	543	4511	5054	47.31%
									Girls	9431	3270	34.67%	436	5725	6161	65.33%
	Jibat	47	74	0	35	100.00%	0	0.00%	Total	18710	9755	52.14%	1368	7587	8955	47.86%
									Boys	9629	5574	57.89%	654	3401	4055	42.11%
									Girls	9081	4181	46.04%	714	4186	4900	53.96%
	Udaygarh	85	100	0	26	92.94%	6	7.06%	Total	17750	6599	37.18%	1169	9982	11151	62.82%
									Boys	9312	4263	45.78%	632	4417	5049	54.22%
									Girls	8438	2336	27.68%	537	5565	6102	72.32%
	Kathibada	118	100	0	34	88.14%	14	11.86%	Total	21145	8757	41.41%	1308	11080	12388	58.59%
									Boys	10867	5052	46.49%	679	5136	5815	53.51%
									Girls	10278	3705	36.05%	629	5944	6573	63.95%
	Alirajpur	67	88	0	26	100.00%	0	0.00%	Total	20975	11691	55.74%	1354	7930	9284	44.26%
									Boys	10702	6569	61.38%	709	3424	4133	38.62%
									Girls	10273	5122	49.86%	645	4506	5151	50.14%
	Sondwa	121	112	0	7	83.47%	20	16.53%	Total	30356	9108	30.00%	2470	18778	21248	70.00%
									Boys	15547	5953	38.29%	1297	8297	9594	61.71%
									Girls	14809	3155	21.30%	1173	10481	11654	78.70%
	District Jhabua Grand Total	1066	1067	0	288	73.83%	279	26.17%	Total	336709	147411	43.78%	21462	167836	189298	56.22%
									Boys	175886	90264	51.32%	11311	74311	85622	48.68%
									Girls	160823	57147	35.53%	10151	93525	103676	64.47%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Khandwa	Khandwa	95	88	0	29	90.53%	9	9.47%	Total	25414	19091	75.12%	2032	4310	6342	24.95%
									Boys	13599	10724	78.86%	1057	1845	2902	21.34%
									Girls	11815	8367	70.82%	975	2465	3440	29.12%
	Punasa	153	136	0	33	87.58%	19	12.42%	Total	31441	21926	69.74%	2061	7602	9663	30.73%
									Boys	17108	12765	74.61%	944	3389	4333	25.33%
									Girls	14333	9161	63.92%	1117	4213	5330	37.19%
	Chegaonmakhan	85	84	0	26	88.24%	10	11.76%	Total	23817	17278	72.54%	2169	4373	6542	27.47%
									Boys	12751	9964	78.14%	1057	1714	2771	21.73%
									Girls	11066	7314	66.09%	1112	2659	3771	34.08%
	Pandhana	136	135	0	60	75.74%	33	24.26%	Total	38119	23002	60.34%	3949	11473	15422	40.46%
									Boys	20067	13153	65.55%	1923	5035	6958	34.67%
									Girls	18052	9849	54.56%	2026	6438	8464	46.89%
	Bhurampur	120	129	0	23	73.33%	32	26.67%	Total	44575	33459	75.06%	2857	8471	11328	25.41%
									Boys	23877	18724	78.42%	1405	3816	5221	21.87%
									Girls	20698	14735	71.19%	1452	4655	6107	29.51%
	Khaknar	123	83	0	42	50.41%	61	49.59%	Total	31375	22469	71.61%	2487	6398	8885	28.32%
									Boys	16422	12466	75.91%	1189	2767	3956	24.09%
									Girls	14953	10003	66.90%	1298	3631	4929	32.96%
	Harsud	93	92	0	34	67.74%	30	32.26%	Total	17221	12564	72.96%	2575	1851	4426	25.70%
									Boys	9188	7179	78.13%	1115	860	1975	21.50%
									Girls	8033	5385	67.04%	1460	991	2451	30.51%
	Bali	97	83	0	29	84.54%	15	15.46%	Total	15750	10249	65.07%	1574	3925	5499	34.91%
									Boys	8568	6043	70.53%	811	1704	2515	29.35%
									Girls	7182	4206	58.56%	763	2221	2984	41.55%
	Khalwa	157	166	0	57	92.99%	11	7.01%	Total	36502	18972	51.98%	4243	13262	17505	47.96%
									Boys	19446	11902	61.21%	1906	5611	7517	38.66%
									Girls	17056	7070	41.45%	2337	7651	9988	58.56%
	District Khandwa Grand Total	1059	996	0	333	79.23%	220	20.77%	Total	264214	179010	67.75%	23947	61665	85612	32.40%
									Boys	141026	102920	72.98%	11407	26741	38148	27.05%
									Girls	123188	76090	61.77%	12540	34924	47464	38.53%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Khargone	Khargone	71	53	0	12	54.93%	32	45.07%	Total	21718	17687	81.44%	1231	2800	4031	18.56%
									Boys	11313	9744	86.13%	493	1076	1569	13.87%
									Girls	10405	7943	76.34%	738	1724	2462	23.66%
	Gogangwa	66	71	0	3	92.42%	5	7.58%	Total	19847	15000	75.58%	1168	3679	4847	24.42%
									Boys	10554	8491	80.45%	532	1531	2063	19.55%
									Girls	9293	6509	70.04%	636	2148	2784	29.96%
	Bhagvanpura	87	77	0	2	88.51%	10	11.49%	Total	31901	12588	39.46%	1891	17422	19313	60.54%
									Boys	16113	7237	44.91%	1073	7803	8876	55.09%
									Girls	15788	5351	33.89%	818	9619	10437	66.11%
	Segaon	53	82	0	6	94.34%	3	5.66%	Total	15679	8732	55.69%	1209	5738	6947	44.31%
									Boys	8141	4939	60.67%	600	2602	3202	39.33%
									Girls	7538	3793	50.32%	609	3136	3745	49.68%
	Bhikangaon	140	106	0	23	75.71%	34	24.29%	Total	31717	19049	60.06%	3676	8992	12668	39.94%
									Boys	17426	11626	66.72%	1862	3938	5800	33.28%
									Girls	14291	7423	51.94%	1814	5054	6868	48.06%
	Jhiranya	121	115	0	2	91.74%	10	8.26%	Total	32779	12255	37.39%	1872	18652	20524	62.61%
Boys									17062	7395	43.34%	942	8725	9667	56.66%	
Girls									15717	4860	30.92%	930	9927	10857	69.08%	
Kasrawad	173	160	0	44	92.49%	13	7.51%	Total	39892	30595	76.69%	2943	6354	9297	23.31%	
								Boys	22088	18247	82.61%	1297	2544	3841	17.39%	
								Girls	17804	12348	69.36%	1646	3810	5456	30.64%	
Maheshwar	154	154	0	35	82.47%	27	17.53%	Total	36692	29514	80.44%	2186	4992	7178	19.56%	
								Boys	19735	16630	84.27%	1065	2040	3105	15.73%	
								Girls	16957	12884	75.98%	1121	2952	4073	24.02%	
Barwaha	212	175	0	55	71.23%	61	28.77%	Total	44423	34747	78.22%	4215	5461	9676	21.78%	
								Boys	23288	19246	82.64%	1886	2156	4042	17.36%	
								Girls	21135	15501	73.34%	2329	3305	5634	26.66%	
Barwani	89	104	0	14	84.27%	14	15.73%	Total	25289	10789	42.66%	1526	12974	14500	57.34%	
								Boys	12995	6073	46.73%	733	6189	6922	53.27%	
								Girls	12294	4716	38.36%	793	6785	7578	61.64%	
Pati	85	66	0	17	70.59%	25	29.41%	Total	22671	4973	21.94%	921	16777	17698	78.06%	
								Boys	11657	2828	24.26%	508	8321	8829	75.74%	
								Girls	11014	2145	19.48%	413	8456	8869	80.52%	
Rajpur	95	99	0	24	81.05%	18	18.95%	Total	33993	17911	52.69%	3115	12967	16082	47.31%	
								Boys	17510	10055	57.42%	1295	6160	7455	42.58%	
								Girls	16483	7856	47.66%	1820	6807	8627	52.34%	

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Sandhawa		150	118	0	9	78.67%	32	21.33%	Total	48788	14117	28.94%	2061	32610	34671	71.06%
									Boys	25276	8837	34.96%	1080	15359	16439	65.04%
									Girls	23512	5280	22.46%	981	17251	18232	77.54%
Niwafi		72	64	0	11	87.50%	9	12.50%	Total	20089	8019	39.92%	989	11081	12070	60.08%
									Boys	10398	4602	44.26%	555	5241	5796	55.74%
									Girls	9691	3417	35.26%	434	5840	6274	64.74%
Pansemai		76	58	0	1	76.32%	18	23.68%	Total	19231	10089	52.46%	1360	7782	9142	47.54%
									Boys	9909	5954	60.09%	646	3309	3955	39.91%
									Girls	9322	4135	44.36%	714	4473	5187	55.64%
District Khargone Grand Total		1644	1502	0	258	81.08%	311	18.92%	Total	444709	246065	55.33%	30363	168281	198644	44.67%
									Boys	233465	141904	60.78%	14567	76994	91561	39.22%
									Girls	211244	104161	49.31%	15796	91287	107083	50.69%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Mandla	Mandla	148	175	0	56	93.92%	9	6.08%	Total	25485	21485	84.30%	1320	2680	4000	15.70%
									Boys	13593	11900	87.55%	590	1103	1693	12.45%
									Girls	11892	9585	80.60%	730	1577	2307	19.40%
	Nainpur	150	159	0	20	95.33%	7	4.67%	Total	24528	18500	75.42%	1526	4502	6028	24.58%
									Boys	12929	10237	79.18%	748	1944	2692	20.82%
									Girls	11599	8263	71.24%	778	2558	3336	28.76%
	Bichhia	179	193	0	30	98.32%	3	1.68%	Total	29606	21392	72.26%	2050	6164	8214	27.74%
									Boys	15260	11854	77.68%	896	2510	3406	22.32%
									Girls	14346	9538	66.49%	1154	3654	4808	33.51%
	Mohgaon	82	74	0	45	89.02%	9	10.98%	Total	18885	15132	80.13%	643	3110	3753	19.87%
									Boys	7228	5642	78.06%	275	1311	1586	21.94%
									Girls	11657	9490	81.41%	368	1799	2167	18.59%
	Mawei	117	114	0	42	95.73%	5	4.27%	Total	16960	11328	66.79%	1362	4270	5632	33.21%
									Boys	8863	6373	71.91%	685	1805	2490	28.09%
									Girls	8097	4955	61.20%	677	2465	3142	38.80%
	Ghughary	94	103	0	3	97.87%	2	2.13%	Total	14782	9531	64.48%	1314	3937	5251	35.52%
									Boys	7888	5494	69.65%	652	1742	2394	30.35%
									Girls	6894	4037	58.56%	662	2195	2857	41.44%
	Dindori	147	149	0	47	98.64%	2	1.36%	Total	20994	14754	70.28%	1888	4352	6240	29.72%
									Boys	11105	8340	75.10%	952	1813	2765	24.90%
									Girls	9889	6414	64.86%	936	2539	3475	35.14%
	Amarpur	94	86	0	3	82.98%	16	17.02%	Total	11442	8396	73.38%	894	2152	3046	26.62%
									Boys	6046	4627	76.53%	443	976	1419	23.47%
									Girls	5396	3769	69.85%	451	1176	1627	30.15%
	Karanja	90	112	0	3	98.89%	1	1.11%	Total	15512	10795	69.59%	1558	3159	4717	30.41%
									Boys	8090	5890	72.81%	859	1341	2200	27.19%
									Girls	7422	4905	66.09%	699	1818	2517	33.91%
	Samnapur	100	101	0	64	97.00%	3	3.00%	Total	14191	10192	71.82%	858	3141	3999	28.18%
									Boys	7585	5889	77.64%	401	1295	1696	22.36%
									Girls	6606	4303	65.14%	457	1846	2303	34.86%
	Bajag	88	87	0	0	94.32%	5	5.68%	Total	14901	10081	67.65%	1117	3703	4820	32.35%
									Boys	7861	5671	72.14%	564	1626	2190	27.86%
									Girls	7040	4410	62.64%	553	2077	2630	37.36%
	Niwas	98	78	0	36	72.45%	27	27.55%	Total	11621	9642	82.97%	606	1373	1979	17.03%
									Boys	6600	5721	86.68%	287	592	879	13.32%
									Girls	5021	3921	78.09%	319	781	1100	21.91%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un- enrolled	Total	%
Narayanganj	106	107	0	30	97.17%	3	2.83%	Total	14082	9536	67.72%	771	3775	4546	32.28%	
									Boys	7390	5453	73.79%	370	1567	1937	26.21%
									Girls	6692	4083	61.01%	401	2208	2609	38.99%
Bijadandi	119	83	0	24	68.07%	38	31.93%	Total	11990	8835	73.69%	1025	2130	3155	26.31%	
									Boys	6413	5092	79.40%	508	813	1321	20.60%
									Girls	5577	3743	67.11%	517	1317	1834	32.89%
Mehandwani	94	99	0	113	100.00%	0	0.00%	Total	12913	9851	76.29%	794	2268	3062	23.71%	
									Boys	6792	5674	83.54%	404	714	1118	16.46%
									Girls	6121	4177	68.24%	390	1554	1944	31.76%
Shahapur	184	196	0	44	92.33%	14	7.61%	Total	20163	14282	70.83%	1259	4622	5881	29.17%	
									Boys	10735	8321	77.51%	631	1783	2414	22.49%
									Girls	9428	5961	63.23%	628	2839	3467	36.77%
District Mandla Grand Total	1890	1916	0	560	92.38%	144	7.62%	Total	278055	203732	73.27%	18985	55338	74323	26.73%	
									Boys	144378	112178	77.70%	9265	22935	32200	22.30%
									Girls	133677	91554	68.49%	9720	32403	42123	31.51%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access	Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
			Primary Schools	Alternative Schools	NFE Centres	GAR %						Dropout	Un-enrolled	Total	%	
Morena	Morena	231	301	0	38	57.58%	98	42.42%	Total	90099	69320	76.94%	2635	18144	20779	23.06%
									Boys	50867	42302	83.16%	1482	7083	8565	16.84%
									Girls	39232	27018	68.87%	1153	11061	12214	31.13%
	Ambha	91	185	0	82	71.43%	26	28.57%	Total	45880	41479	90.41%	846	3555	4401	9.59%
									Boys	26590	24595	92.50%	402	1593	1995	7.50%
									Girls	19290	16884	87.53%	444	1962	2406	12.47%
	Porsa	87	187	0	185	73.56%	23	26.44%	Total	44317	39738	89.67%	939	3640	4579	10.33%
									Boys	25629	23626	92.18%	377	1626	2003	7.82%
									Girls	18688	16112	86.22%	562	2014	2576	13.78%
	Jora	117	120	0	5	82.91%	20	17.09%	Total	39519	38484	97.38%	72	963	1035	2.62%
									Boys	24269	23750	97.86%	33	486	519	2.14%
									Girls	15250	14734	96.62%	39	477	516	3.38%
	Pahargarh	123	179	0	46	74.80%	31	25.20%	Total	26070	21018	80.62%	486	4566	5052	19.38%
									Boys	15180	12790	84.26%	222	2168	2390	15.74%
									Girls	10890	8228	75.56%	264	2398	2662	24.44%
	Sawalgarh	84	73	0	49	84.52%	13	15.48%	Total	18823	12420	65.98%	790	5613	6403	34.02%
									Boys	10446	7541	72.19%	312	2593	2905	27.81%
									Girls	8377	4879	58.24%	478	3020	3498	41.76%
	Kelarash	104	152	0	50	77.88%	23	22.12%	Total	20777	17037	82.00%	445	3295	3740	18.00%
									Boys	12176	10620	87.22%	194	1362	1556	12.78%
									Girls	8601	6417	74.61%	251	1933	2184	25.39%
	Shivpurkala	226	162	0	45	72.12%	63	27.88%	Total	44140	27841	63.07%	1679	14620	16299	36.93%
									Boys	25472	18257	71.67%	806	6409	7215	28.33%
									Girls	18668	9584	51.34%	873	8211	9084	48.66%
	Karahal	112	106	0	0	90.18%	11	9.82%	Total	17547	9775	55.71%	818	6954	7772	44.29%
									Boys	10355	6646	64.18%	471	3238	3709	35.82%
									Girls	7192	3129	43.51%	347	3716	4063	56.49%
	Vijaypur	148	113	0	2	75.00%	37	25.00%	Total	33596	22303	66.39%	1583	9710	11293	33.61%
									Boys	19603	14434	73.63%	845	4324	5169	26.37%
									Girls	13993	7869	56.24%	738	5386	6124	43.76%
	District Morena Grand Total	1323	1578	0	502	73.92%	345	26.08%	Total	380768	299415	78.63%	10293	71060	81353	21.37%
									Boys	220587	184561	83.67%	5144	30882	36026	16.33%
									Girls	160181	114854	71.70%	5149	40178	45327	28.30%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enroiment (School + NFE)	GER (%)	Out of School Children						
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%			
Raipur	Raipur	135	146	0	13	97.78%	3	2.22%	Total	29166	24378	83.58%	0	4964	4964	17.02%			
									Boys	16082	13941	86.69%					2227	2227	13.85%
									Girls	13084	10437	79.77%							
	Abhanpur	109	146	0	42	100.00%	0	0.00%	Total	29396	25128	85.48%	0	4240	4240	14.42%			
									Boys	15099	13245	87.72%					1854	1854	12.28%
									Girls	14297	11883	83.12%							
	Chadar Burai	153	195	0	36	97.39%	4	2.61%	Total	60530	50407	83.28%	0	10107	10107	16.70%			
									Boys	26903	22384	83.20%					4503	4503	16.74%
									Girls	33627	28023	83.33%							
	Tilda	136	148	0	8	97.79%	3	2.21%	Total	25540	22019	86.21%	0	3451	3451	13.51%			
									Boys	13368	11861	88.73%					1525	1525	11.41%
									Girls	12172	10158	83.45%							
	Baloda Bazar	140	159	0	50	98.57%	2	1.43%	Total	26925	21977	81.62%	0	4948	4948	18.38%			
									Boys	14053	12227	87.01%					1826	1826	12.99%
									Girls	12872	9750	75.75%							
	Palari	129	140	0	13	96.90%	4	3.10%	Total	24985	22308	89.29%	0	2669	2669	10.68%			
									Boys	13127	12071	91.96%					964	964	7.34%
									Girls	11858	10237	86.33%							
	Bilaigarh	140	124	0	12	84.29%	22	15.71%	Total	21517	18561	86.26%	0	3670	3670	17.06%			
									Boys	9792	8472	86.52%					1610	1610	16.44%
									Girls	11725	10089	86.05%							
	Kasdol	216	200	0	41	83.33%	36	16.67%	Total	27085	21074	77.81%	0	5630	5630	20.79%			
									Boys	14367	11999	83.52%					2167	2167	15.08%
									Girls	12718	9075	71.36%							
	Simga	122	126	0	3	96.72%	4	3.28%	Total	24217	21413	88.42%	0	2660	2660	10.98%			
									Boys	12827	11629	90.66%					1120	1120	8.73%
									Girls	11390	9784	85.90%							
	Bhatapara	128	129	0	4	96.09%	5	3.91%	Total	22421	18625	83.07%	0	3992	3992	17.80%			
									Boys	11807	10268	86.97%					1585	1585	13.42%
									Girls	10614	8357	78.74%							
	Mahasamundra	209	206	0	67	88.52%	24	11.48%	Total	29062	15463	53.21%	0	14547	14547	50.06%			
									Boys	15202	8620	56.70%					6870	6870	45.19%
									Girls	13860	6843	49.37%							
	Pithora	244	224	0	33	88.11%	29	11.89%	Total	24650	21305	86.43%	0	3353	3353	13.60%			
									Boys	12964	11518	88.85%					1448	1448	11.17%
									Girls	11686	9787	83.75%							

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
	Sariyapali	233	191	0	20	78.97%	49	21.03%	Total	17872	16692	93.40%	0	1180	1180	6.60%
									Boys	8986	8548	95.13%		438	438	4.87%
									Girls	8886	8144	91.65%		742	742	8.35%
	Baghbehra	240	198	0	52	81.67%	44	18.33%	Total	23504	20071	85.39%	0	3468	3468	14.75%
									Boys	12360	10907	88.24%		1465	1465	11.85%
									Girls	11144	9164	82.23%		2003	2003	17.97%
	Basna	189	197	0	28	96.30%	7	3.70%	Total	18835	16421	87.18%	0	2430	2430	12.90%
									Boys	9506	8629	90.77%		877	877	9.23%
									Girls	9329	7792	83.52%		1553	1553	16.65%
	Dhamtari	171	152	0	29	81.29%	32	18.71%	Total	32768	29869	91.15%	0	2907	2907	8.87%
									Boys	16671	15335	91.99%		1342	1342	8.05%
									Girls	16097	14534	90.29%		1565	1565	9.72%
	Kurud	126	138	0	23	98.41%	2	1.59%	Total	23316	22309	95.68%	0	1013	1013	4.34%
									Boys	11595	11112	95.83%		483	483	4.17%
									Girls	11721	11197	95.53%		530	530	4.52%
	Sihawa	239	222	0	68	85.36%	35	14.64%	Total	23557	20478	86.93%	0	2900	2900	12.31%
									Boys	11929	10442	87.53%		1326	1326	11.12%
									Girls	11628	10036	86.31%		1574	1574	13.54%
	Magarload	110	109	0	27	91.82%	9	8.18%	Total	13676	12393	90.62%	0	1309	1309	9.57%
									Boys	6988	6406	91.67%		608	608	8.70%
									Girls	6688	5987	89.52%		701	701	10.48%
	Rajim	108	117	0	19	97.22%	3	2.78%	Total	18785	16729	89.06%	0	2040	2040	10.86%
									Boys	9603	8769	91.32%		834	834	8.68%
									Girls	9182	7960	86.69%		1206	1206	13.13%
	Devbhogh	93	96	0	27	97.85%	2	2.15%	Total	9919	7605	76.67%	0	2298	2298	23.17%
									Boys	5240	4399	83.95%		845	845	16.13%
									Girls	4679	3206	68.52%		1453	1453	31.05%
	Gariyaband	160	125	0	71	74.38%	41	25.63%	Total	11805	10089	85.46%	0	1712	1712	14.50%
									Boys	5877	5187	88.26%		686	686	11.67%
									Girls	5928	4902	82.69%		1026	1026	17.31%
	Chura	151	118	0	25	75.50%	37	24.50%	Total	12022	10003	83.21%	0	2177	2177	18.11%
									Boys	6175	5313	86.04%		910	910	14.74%
									Girls	5847	4690	80.21%		1267	1267	21.67%
	District Raipur Grand Total	3681	3606	0	711	89.21%	397	10.79%	Total	551553	465317	84.36%	0	87665	87665	15.89%
									Boys	280521	243282	86.73%	0	37513	37513	13.37%
									Girls	271032	222035	81.92%	0	50152	50152	18.50%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS ,ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Seoni	Seoni	242	101	0	25	36.78%	153	63.22%	Total	64182	54519	84.94%	2616	7047	9663	15.06%
			Boys	32981	28648	86.86%				1264	3069	4333	13.14%			
				Girls	31201	25871				82.92%	1352	3978	5330	17.08%		
Barghat	98	118	0		59	93.88%	6	6.12%	Total	22102	17850	80.76%	937	3315	4252	19.24%
				Boys						11363	9311	81.94%	452	1600	2052	18.06%
										Girls	10739	8539	79.51%	485	1715	2200
Kurai	93	54	0	11	55.91%	41	44.09%	Total	11791		8817	74.78%	864	2110	2974	25.22%
									Boys	5848	4593	78.54%	356	899	1255	21.46%
										Girls	5943	4224	71.08%	508	1211	1719
Kewlari	183	182	0	95	89.62%	19	10.38%	Total	31666		25595	80.83%	1378	4693	6071	19.17%
									Boys	16115	13439	83.39%	628	2048	2676	16.61%
										Girls	15551	12156	78.17%	750	2645	3395
Lakhnadon	289	200	0	73	68.86%	90	31.14%	Total	34351		23708	69.02%	2346	8297	10643	30.98%
									Boys	17961	13299	74.04%	1004	3658	4662	25.96%
										Girls	16390	10409	63.51%	1342	4639	5981
Ghansore	230	174	0	94	76.52%	54	23.48%	Total	24274		19001	78.28%	1543	3730	5273	21.72%
									Boys	12794	10540	82.38%	678	1576	2254	17.62%
										Girls	11480	8461	73.70%	865	2154	3019
Chhpara	159	128	0	93	77.36%	36	22.64%	Total	22145		16929	76.45%	1203	4013	5216	23.55%
									Boys	11612	9323	80.29%	535	1754	2289	19.71%
										Girls	10533	7606	72.21%	668	2259	2927
Dhanora	116	89	0	81	70.69%	34	29.31%	Total	15536		12735	81.97%	1011	1790	2801	18.03%
									Boys	7794	6391	82.00%	506	897	1403	18.00%
										Girls	7742	6344	81.94%	505	893	1398
District Seoni Grand Total	1410	1046	0	531	69.29%	433	30.71%	Total	226047		179154	79.26%	11898	34995	46893	20.74%
									Boys	116468	95544	82.03%	5423	15501	20924	17.97%
										Girls	109579	83610	76.30%	6475	19494	25969

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access	Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children				
			Primary Schools	Alternative Schools	NFE Centres	GAR %						Dropout	Un-enrolled	Total	%	
Shajapur	Shajapur	166	187	0	69	92.77%	12	7.23%	Total	21467	16198	75.46%	0	5269	5269	24.54%
									Boys	12133	9853	81.21%		2280	2280	18.79%
									Girls	9334	6345	67.98%		2989	2989	32.02%
	Moman	84	89	0	26	96.43%	3	3.57%	Total	11314	8799	77.77%	0	2515	2515	22.23%
									Boys	6548	5391	82.33%		1157	1157	17.67%
									Girls	4766	3408	71.51%		1358	1358	28.49%
	Sujalpur	118	130	0	66	95.76%	5	4.24%	Total	16934	13825	81.64%	0	3109	3109	18.36%
									Boys	10156	8982	88.44%		1174	1174	11.56%
									Girls	6778	4843	71.45%		1935	1935	28.55%
	Kalapipal	45	53	0	43	100.00%	0	0.00%	Total	7962	6415	80.57%	0	1547	1547	19.43%
									Boys	4502	3912	86.89%		590	590	13.11%
									Girls	3460	2503	72.34%		957	957	27.66%
	Agar	103	99	0	11	84.47%	16	15.53%	Total	11470	6901	60.17%	0	4569	4569	39.83%
									Boys	6817	4692	68.83%		2125	2125	31.17%
									Girls	4653	2209	47.47%		2444	2444	52.53%
	Badod	88	84	0	24	92.05%	7	7.95%	Total	7812	5012	64.16%	0	2800	2800	35.84%
									Boys	4625	3288	71.09%		1337	1337	28.91%
									Girls	3187	1724	54.09%		1463	1463	45.91%
	Susner	93	86	0	30	89.25%	10	10.75%	Total	12161	8027	66.01%	0	4134	4134	33.99%
									Boys	6810	5149	75.61%		1661	1661	24.39%
									Girls	5351	2878	53.78%		2473	2473	46.22%
	Nalkheda	83	87	0	25	96.39%	3	3.61%	Total	9984	7344	73.56%	0	2640	2640	26.44%
									Boys	5682	4628	81.45%		1054	1054	18.55%
									Girls	4302	2716	63.13%		1586	1586	36.87%
	District Shajapur Grant Total	780	815	0	294	92.82%	56	7.18%	Total	99104	72521	73.18%	0	26583	26583	26.82%
									Boys	57273	45895	80.13%	0	11378	11378	19.87%
									Girls	41831	26626	63.65%	0	15205	15205	36.35%

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Shivpuri	Shivpuri	161	163	0	9	90.68%	15	9.32%	Total	26441	16944	64.08%	152	9345	9497	35.92%
									Boys	15186	10649	70.12%	66	4471	4537	29.88%
									Girls	11255	6295	55.93%	86	4874	4960	44.07%
	Kolaras	183	134	0	46	76.50%	43	23.50%	Total	22588	13229	58.57%	949	8410	9359	41.43%
									Boys	13135	8538	65.00%	499	4098	4597	35.00%
									Girls	9453	4691	49.62%	450	4312	4762	50.38%
	Badrwas	142	130	0	83	87.32%	18	12.68%	Total	25144	18076	71.89%	1255	5813	7068	28.11%
									Boys	14433	11253	77.97%	564	2616	3180	22.03%
									Girls	10711	6823	63.70%	691	3197	3888	36.30%
	Karera	134	133	0	102	94.78%	7	5.22%	Total	32891	24799	75.40%	1405	6687	8092	24.60%
								Boys	19331	16069	83.13%	697	2565	3262	16.87%	
								Girls	13560	8730	64.38%	708	4122	4830	35.62%	
Narwar	128	120	0	30	93.75%	8	6.25%	Total	28816	20195	70.08%	1173	7448	8621	29.92%	
								Boys	16551	12858	77.69%	674	3019	3693	22.31%	
								Girls	12265	7337	59.82%	499	4429	4928	40.18%	
Pohari	240	200	0	56	85.42%	35	14.58%	Total	31455	21184	67.35%	1494	8777	10271	32.65%	
								Boys	17939	13503	75.27%	747	3689	4436	24.73%	
								Girls	13516	7681	56.83%	747	5088	5835	43.17%	
Pichore	124	136	0	119	99.19%	1	0.81%	Total	30060	20323	67.61%	1803	7934	9737	32.39%	
								Boys	16591	12688	76.48%	783	3120	3903	23.52%	
								Girls	13469	7635	56.69%	1020	4814	5834	43.31%	
Khaniyadhana	174	160	0	124	93.68%	11	6.32%	Total	27680	17246	62.30%	2477	7957	10434	37.70%	
								Boys	15664	10638	67.91%	1250	3776	5026	32.09%	
								Girls	12016	6608	54.99%	1227	4181	5408	45.01%	
District Shivpuri		1286	1176	0	569	89.27%	138	10.73%	Total	225075	151996	67.53%	10708	62371	73079	32.47%
Grand Total								Boys	128830	96196	74.67%	5280	27354	32634	25.33%	
								Girls	96245	55800	57.98%	5428	35017	40445	42.02%	

LOK SAMPARK ABHIYAN (LSA) - 1996
DISTRICT WISE STATUS OF ACCESS, ENROLMENT, DROPOUT AND UN-ENROLLED CHILDREN

Annexure - 5

District	Blocks	Villages Surveyed	Primary Schooling Facilities				Villages without Schooling facilities	Gap in Access		Population (5-14)	Enrolment (School + NFE)	GER (%)	Out of School Children			
			Primary Schools	Alternative Schools	NFE Centres	GAR %							Dropout	Un-enrolled	Total	%
Vidisha	Vidisha	293	235	0	16	76.79%	68	23.21%	Total	45164	41829	92.62%	1553	1847	3400	7.53%
									Boys	24981	23640	94.63%	587	750	1337	5.35%
									Girls	20183	18189	90.12%	966	1097	2063	10.22%
	Basoda	338	251	0	55	70.41%	100	29.59%	Total	45586	39534	86.72%	2284	3782	6066	13.31%
									Boys	25060	22418	89.46%	942	1740	2682	10.70%
									Girls	20526	17116	83.39%	1342	2042	3384	16.49%
	Sironj	349	187	0	51	60.46%	138	39.54%	Total	36195	26526	73.29%	2930	6751	9681	26.75%
									Boys	20820	16111	77.38%	1485	3214	4699	22.57%
									Girls	15375	10415	67.74%	1445	3537	4982	32.40%
	Kurwai	216	173	0	54	87.04%	28	12.96%	Total	26054	22910	87.93%	1065	2123	3188	12.24%
									Boys	14708	13276	90.26%	482	935	1417	9.63%
									Girls	11346	9634	84.91%	583	1188	1771	15.61%
	Lateri	217	98	0	42	54.38%	99	45.62%	Total	21363	14232	66.62%	735	6388	7123	33.34%
									Boys	12731	9050	71.09%	423	3258	3681	28.91%
									Girls	8632	5182	60.03%	312	3130	3442	39.87%
	Griyaspur	184	143	0	30	73.91%	48	26.09%	Total	20087	17530	87.27%	975	1608	2583	12.86%
									Boys	11234	10158	90.42%	456	626	1082	9.63%
									Girls	8853	7372	83.27%	519	982	1501	16.95%
	Natren	243	153	0	53	74.90%	61	25.10%	Total	29845	22628	75.82%	1627	5540	7167	24.01%
									Boys	16965	13662	80.53%	747	2505	3252	19.17%
									Girls	12880	8966	69.61%	880	3035	3915	30.40%
	District Vidisha Grand Total	1840	1240	0	301	70.54%	542	29.46%	Total	224294	185189	82.57%	11169	28039	39208	17.48%
									Boys	126499	108315	85.63%	5122	13028	18150	14.35%
									Girls	97795	76874	78.61%	6047	15011	21058	21.53%

**Lok Sampark Abhiyan updation format for student attendance and cohort monitoring
(to be used in 1997)**

Class.....

(use separate page for different Classes)

S. No.	Name of School	Student's Name	Father's Name	Category	Sex (Boy/Girl)	Put 'X' against the name of those children which are not attending class regularly			Cohort Monitoring as on 31/7/98 Put (✓) if student moves to higher class Put (x) if student dropped out Put (*) if student remains in the same class
						1st July to 30th Sept.	1st Oct. to 31st Dec.	1st Jan. to 31st Mar.	





A typical community demand for an Education Guarantee Scheme Centre
Village Brahman Gaon, Harijan Awas Colony

Name of persons raising the demand

शिक्षा गारन्टी योजना - ग्राम - ब्राह्मण गाँव, हरिजन आवास
समुदाय द्वारा माँग

हम सैमी माँग करते हैं कि हमारे यहाँ शीघ्र स्कूल की व्यवस्था की जाए जिसमें सुभुलाल दाँगी s/o श्री शिवलाल दाँगी को शिक्षा प्राप्त बनाया जाए।

क्रमांक	अभिभावक का नाम	जाति	हस्ताक्षर
1.	फतेहसिंह s/o माँगीलाल	चमार	फतेहसिंह
2.	मोहनलाल s/o माँगीलाल	---	मोहनलाल
3.	रोड़मल s/o मोतीलाल	---	रोड़मल
4.	रुधनाथ s/o जाममजी	---	रुधनाथ
5.	गुलाबचन्द s/o बालाजी	---	गुलाबचन्द
6.	रतनलाल s/o मोतीलाल	---	रतनलाल
7.	देवीलाल s/o माँगीलाल	---	देवीलाल
8.	भस्मी नारायण s/o रामसिंह	---	भस्मी नारायण
9.	भस्मी नारायण s/o	---	भस्मी नारायण
10.	जोधलाल s/o गोपीलाल	बलई	जोधलाल
11.	शेरीमाल s/o उदाजी	---	शेरीमाल
12.	गोपीलाल s/o भवानजी	चमार	गोपीलाल
13.	माँगीलाल s/o बराजी	---	मि. अ. माँगीलाल
14.	बालाचन्द s/o छत्राजी	---	मि. अ. बालाचन्द
15.	माँगीलाल	भाल	मि. अ. माँगीलाल

16.	रामसिंह 5/0 नन्द जी	-1-	
17.	प्रभुलाल 5/0 उकार लाल	-11-	फि.अ. रामसिंह
18.	बाम लाल		राम लाल
19.	गोपाल 5/0 लक्ष्मीनारायण	लक्ष्मीनारायण उकार	गोपाल
20.	बोडी लाल 5/0 उदाली	उदाली	बोडी लाल
21.	बंशी लाल मोदी लाल	चमार	फि.अ. बंशी लाल
22.	जाबाल 5/0	बलराम	फि.अ. जाबाल
23.	देवी लाल चरवाही	चमार	फि.अ. देवी लाल
24.	कन्हैया लाल	-1-	
25.	प्रकाशचन्द्र	-1-	फि.अ. कन्हैया लाल
26.	भोगीलाल	-12	फि.अ. प्रकाशचन्द्र
27.	देवेन्द्र 5/0 मोहन लाल	-1-	फि.अ. भोगीलाल
28.	रामर सिंह		देवेन्द्र
29.			फि.अ. रामर सिंह
30.			
			

Names of children for whom the demand is raised

मध्यम गावन्दी शिक्षा योजना

6 से 14 आयु वर्ग के बालक-बालिकाओं की सूची

बाग-वाहनगौव-हरेजन आवास कालोनी

क्रमांक	बालक/बालिकाओं की का नाम	पिताका नाम	जाति	माफु
1.	सन्तोष बाई	फतेसिंह	चमार	3
2.	ममता बाई	फतेसिंह	"	8
3.	दीपा लाल	फतेसिंह	"	7
4.	मधु बाई	फतेसिंह	"	6
5.	ममता बाई	गुलाब	"	11
6.	श्याम बाबू	गुलाब जी	"	9
7.	हेमम सिंह	गुलाब जी	"	7
8.	बेभा बाबू	रतन लाल	"	11
9.	कुवेश चन्द्र	रतन लाल	"	9
10.	हेम लता	रतन लाल	"	6
11.	सन्धु बाई	गोपाल	"	6
12.	अनसुइया बाई	गोपी लाल	"	9
13.	अमर सिंह	गोपी लाल	"	11
14.	पंम बाई	(सहमीनभायण)	"	10
15.	केलाशचन्द्र	सहमीनभायण	"	12
16.	अमेश चन्द्र	डेवी लाल	"	7
17.	जगदीश	डेवी लाल	"	11
18.	कुल चन्द	रोड़मल	"	12
19.	धाइ बाई	नाथ लाल	बलई	7
20.	कैलाशचन्द्र	सुकुलाल	बलई	9
21.	कुवली चन्द	मौंजी लाल	चमार	6

क्रमांक	बालक/बालिकाओं का नाम	पिता का नाम	जाति	उम्र
22.	शंभु	नाथलाल	बलाई	7
23.	अनीता बाई	लक्ष्मीबाबू	चमार	6
24.	राधीबाई	नाथलाल	बलाई	6
25.	धनश्याम	लूकाशा	-/-	6
26.	सुजाकिंदी	गोपीलाल	चमार	8
27.	ब्रामबाबू	कर्णेलाल	-/-	6
28.	बीलाबाई	कर्णेलाल	-/-	6
29.	सन्तोष बाई	मांगीलाल	भील	9
30.	संगीता बाई	मांगीलाल	-/-	8
31.	गीता बाई	मांगीलाल	-/-	6
32.	लालचन्द	गोपाल	चमार	6
33.	ममता बाई	गदीलाल	-/-	9
34.	रेखा बाई	दहीलाल	-/-	7
35.	अमवारीलाल	दहीलाल	-/-	6
36.	पजरा	देवीलाल	-/-	9
37.	मांगीबाई	देवीलाल	-/-	6
38.	दिकेशचन्द्र	नारायण	बलाई	12
39.	रुपाबाई	नारायण	-/-	8
40.	सुनी बाई	नारायण	-/-	6
41.	सन्तोष बाई	बनधवाबू	चमार	12
42.	हविराम	बनधवाबू	-/-	13
43.	केलाश	नारायण	बलाई	7

**Education Guarantee Scheme
Guruji's application**

मा. प्र. शिक्षा गारंटी योजना में शिक्षाकर्मी हेतु आवेदन-पत्र

पद का नाम जिसके लिए आवेदन-पत्र प्रस्तुत किया जा रहा है:-

शाला का नाम जिसके लिए आवेदन-पत्र प्रस्तुत किया जा रहा है:-

1. जोग. उन्मीदवार प्रभुलाल दौंगी

2. पिता का नाम श्री शिवलाल दौंगी

3. पता - ब्याम काहलगाँव पो. दीपल्ला कुल्गाँव जे. लोवापुर
जिल्हा - राजगढ़ (ब्यालवा) राज्य.

4. जन्म दिनांक आवेदन - दस. देसाकर राज्य उज्जैन पो. ब्याम
अवेक मे - 10/12/1965

5. आयु का वर्ष मा. प्र. शिक्षा - दिनांक

6. शिक्षा विभाग में - एम. ए. सी. सी.

वर्ष	योग्यता	वर्ष	श्रेणी	आवेदन	प्रतिशत
1. मा. शिक्षा में म. प्र. मोषण	द्वितीय श्रेणी	1982	II	2055	
				436	55%
				800	
2. मा. शिक्षा में म. प्र. मोषण	ती. री. सी.	1992	I	813	60%
				1350	

7. प्रशिक्षित योग्यता - ती. री. सी.

8. रोजगार कार्यमाला में जी. नि. पंजीमित क्रमांक 1925/92

9. नया आवेदन; अ. जा. / ज. जा. / पि. प्र. / ए. प्र. / पि. प्र. / ए. प्र.
यदि हाँ तो संशोधन अधिकारी को प्रमाण-पत्र प्रस्तुत करें. संलग्न

10. मा. प्र. के अन्तर्गत कार्य हेतु का प्रमाण-पत्र - संलग्न

संलग्न -

प्रभुलाल दौंगी

आवेदनक हस्ताक्षर

पिता का नाम श्री प्रभुलाल दौंगी

पता - काहलगाँव

Resolution of the Gram Panchayat recommending the Guruji for the Education Guarantee Scheme Centre

क्र. 1
२३.१.९७

विषय - गारन्टी
शिक्षा योजना
केन्द्र बाबत !

उत्तराव

सर्व सम्मति से प्रस्ताव पारित किया जाता है कि श्री प्रभुलाल शिवलाल जाति दांगी निवासी ग्राम प्रालम्ब गांव का मूल निवासी लोहर इन्की योग्यता एम. ए. बी. टी. काई. ए. शिक्षित जेरोज गार है। पूर्व से ही कांय. शिक्षा केन्द्र में पढ़ाने का भव्य अनुभव है। ग्राम पंचायत क्षेत्र के अन्तर्गत गारन्टी शिक्षा योजना केन्द्र के अन्तर्गत इनका चयन किया जाने का निर्णय लिया गया है। गाव में एवं पंचायत क्षेत्र में सबसे ज्यादा अंक वाला एवं प्रशिक्षित है चयन किया जाना उचित है।

प्रभुलाल दांगी
ग्राम पंचायत, ब्राह्मणवाषि
विकास मण्डल जोरापुर
जिला राजमन (२०२०)

**Receipt of demand and sanction of the Education Guarantee Scheme Centre
by the Janpad Panchayat**

(18) **म. प्र. शिक्षा गारंटी योजना** (32)
समुदाय द्वारा प्रस्तुत किये जाने वाले मांग-पत्र का प्रारूप

१. ग्राम का नाम डोहणगांव (पूर्व प्रभाग का नाम - डोहणगांव)
२. विकास खण्ड का नाम जोशीपुर
३. ग्राम की जनसंख्या २८८
४. ग्राम में ६ से १४ आयु वर्ग के बच्चों की संख्या १८
५. बच्चों की सूची निम्न प्रारूप पर प्रथक से संतान करें :-

क्रमांक	बालक/बालिका का नाम	अभिभावक का नाम	उम्र	जाति	वर्तमान में शाला में पढ़ता है ? हा/नहीं	यदि पढ़ता है, तो कक्षा एवं शाला का नाम
१/२/३/४						

६. वर्तमान में गांव के बच्चे किस शाला/केन्द्र में अध्ययन करते हैं ? डोहणगांव प्राथमिक शाला

७. उक्त शाला या केन्द्र की गांव से दूरी ३

८. गांव, शाला के बीच कोई प्राकृतिक अवरोध हो, तो लिखें हाड़ा गोठिया, दहीटा बालिया

९. गांव की चारों दिशाओं में स्थित शाला ग्रामों के नाम व दूरी दोहणगांव १.२५ कि.मी, दोहणगांव २.२५ कि.मी, दोहणगांव ३.२५ कि.मी, दोहणगांव ४.२५ कि.मी

१०. प्रस्तावित शिक्षाकमी की मेरिट अनुसार सूची :-

क्रमांक	नाम	पिता का नाम	जाति	जन्मतिथि	शैक्षणिक योग्यता	मूल निवास स्थान
१.	पुष्पलाल	शिवालाल	दही	१०/१२/६५	ए.ए.सी. बी.ए.सी.	दोहणगांव
२.						
३.						
४.						

समुदाय के सदस्यों के हस्ताक्षर : सत्यजित

(मांग-पत्र पर गांव/समुदाय के सभी निर्वाचित पंच, ग्राम पटेल, बच्चों के पालक हस्ताक्षर करेंगे।)

ग्राम पंचायत में मांग-पत्र प्राप्त होने की तिथि २०-१-९७

सारपंच की टीप : केन्द्र (बी) का कामा जाने मांगपत्र है।

पुष्पलाल
सारपंच के हस्ताक्षर
एवं सील

जनपद पंचायत में मांग-पत्र प्राप्त होने की तिथि २९.१.९७

जनपद पंचायत द्वारा की गई कार्यवाही का विवरण (i) B.E.O की जांच हेतु गीरा गया
(ii) B.E.O के पास जांच के उपरान्त दिनांक ७-१-९७ को शिक्षा सचिवी तामिरी की वरक्या अंतुगोदन किया गया.

मुख्य प्रमुखालय अभिगरी के हस्ताक्षर
सत्यजित
मुख्य कार्यपालक (हस्ताक्षर)
जनपद पंचायत, जोशीपुर

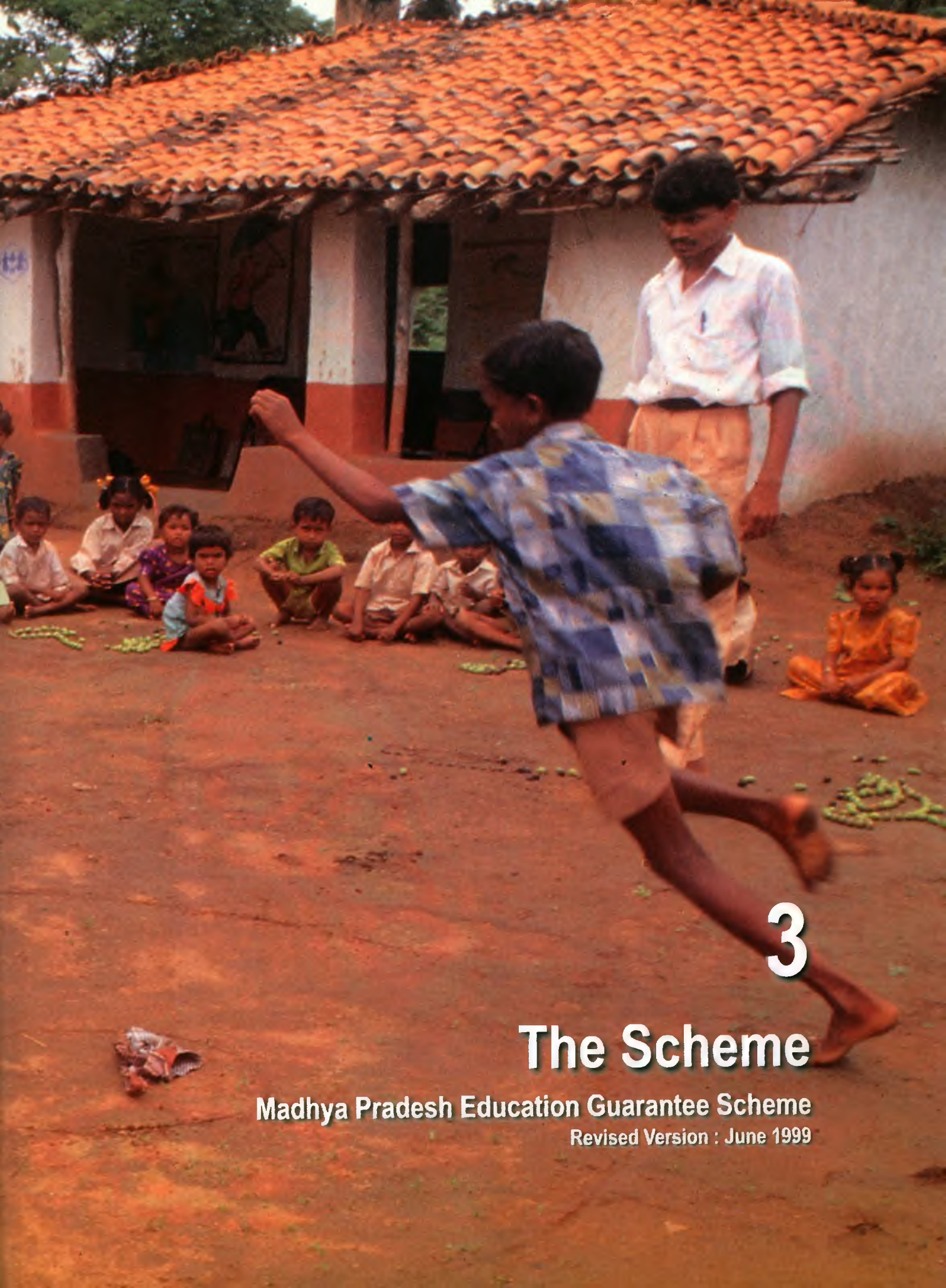
Education Guarantee Scheme : Increase in access and enrolment

District : Rajgarh

Block : Zirapur

Year	Villages	Primary Schools	Alternative Schools	NFE	EGS	Gross Access Ratio (%)	Gap in Access (%)	Gross Enrolment Ratio (%)	Out of School (%)	
1996	203	162	9	35	0	79.31	42	20.69	67.23	34.48
1997	203	164	10	35	33	94.00	14	6.00	79.19	20.81

* Surveyed in Lok Sampark Abhiyan done in 1996.



3

The Scheme

Madhya Pradesh Education Guarantee Scheme

Revised Version : June 1999

MADHYA PRADESH EDUCATION GUARANTEE SCHEME (EGS)

1. CONTEXT

Inability to universalise primary education is today acknowledged to be independent India's most grievous lapse, a sad story of wasted minds and the unused creative potential of our people. Even while the Constitution stipulates free and compulsory education for all children in the age group of 6-14 years, the national commitment to universalize education has not been fulfilled in the time-targets set out from 1950 till now. The question at the end of the millennium for the nation is what it was in the beginning: 'How can we universalise primary education in a time-bound manner?'

In an educationally backward state like Madhya Pradesh the size of the problem stated in simple terms of providing primary schooling facilities and consequent demand for resources was of a demanding scale. The state government's commitment to universalizing primary education compelled it to assess the nature and scale of the problem in a manner that not only identified existing gaps but also elicited community's perceptions and priorities.

A participatory motivational campaign designated as Lok Sampark Abhiyan (LSA) was initiated in June 1996 in the State to assess the current status of schooling facilities for primary education and to survey 'in-school' and 'out of school' children at household-level through combined teams of panchayat functionaries, teachers and volunteers. The Lok Sampark Abhiyan covered 55,295 villages and contacted 61,03,143 households and 1,01,65,837 children.

The Lok Sampark Abhiyan showed that access to primary education in the state was not adequate. It highlighted the fact that the existing norms and procedures and schemes for providing schooling facilities had failed to address the isolated scattered pattern of habitations in the tribal intensive areas. About 20,000 accessless habitations were identified by Lok Sampark Abhiyan.

The Lok Sampark Abhiyan also mobilised the community to demand education for itself. The demand created an urgency for the state government to immediately increase outreach and particularly target the tribal habitation pattern. This led the State to explore radical alternatives unconventional but simple and practical. This meant that time and cost became important. Costs needed to be reviewed by closely analysing critical inputs into primary education so that its universalisation could be effected quickly. Ensuring time-bound action and reaching the most deprived areas implied that the system of delivering education had to change from a topdown to a bottom-up

approach. A demanding community could be encouraged to come forth and collaborate with the government in creating educational facilities for itself.

The Education Guarantee Scheme (EGS) pioneered by the government of Madhya Pradesh was an effort to respond to the demand for access to primary education thrown up by the Lok Sampark Abhiyan. EGS seeks to universalise access to schooling facility based on community demand focusing on the hitherto unreached sections in a time-bound and cost effective manner.

EGS acknowledges the fundamental right of all children to learn. But it also believes that the task of providing primary education must be shared by the government and community. It is based on an understanding of the potential of collaboration and leadership at the village and panchayat level. The EGS reinterprets the definition of the responsibility of the state to provide universal primary education by enlarging the understanding of state to mean not only government at the state level but local government or panchayat and the community also. The gram panchayat becomes the key agency to facilitate government response to the demand. The school too comes to be redefined as a community of learners, teachers, parents and the local management. Schooling processes as interactive transactions at the local level between the teacher, the learner and the larger surrounding community gain ascendancy over the mere provisioning of centrally allocated schools. It is only through a transformative process of creating a school where dichotomies of government-supply and community-demand resolve in local ownership and collaborative action for creating meaningful teaching - learning processes that the issue of improving primary education can be effectively addressed.

The EGS came into operation on 1st January, 1997 as an effort of Madhya Pradesh government at establishing a community-centred and rights-based education.

2. WHAT IS THE EDUCATION GUARANTEE SCHEME (EGS) ?

Under EGS, the government gives a guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometer within a period of 90 days of receiving a demand for such a facility by the local community.

The key elements of the EGS are as follows :

● Community Demand

The start-up point in EGS is the demand of the local community for a primary school for its children and willingness to support such a school by arranging for space for teaching-learning, identifying teachers and looking after the development of the school. The demand has to be from a rural area where no primary schooling facilities exist within a radius of one kilometer of the habitation. Schooling facility includes government and private primary schools. It includes both formal primary schools and non formal educational centres as well as any other alternative schools for primary education. The number of children to be enrolled in the 6-14 age group are atleast 40. In

tribal areas, the number should be atleast 25.

Providing access on the basis of community demand has the advantage of locating schools on a needs-basis by identifying those gaps in access which may otherwise be unreported.

● **Guarantee**

The government's response to the community demand is in the form of a guarantee to provide a school if the demand is found valid. This guarantee is not legalistic but pragmatic in nature. It forges a social covenant between the government and the community. Government guarantee includes the following basic constituents of an EGS school:

- * A teacher referred to as guruji in the 1 : 40 teacher-pupil ratio.
- * Teacher-training.
- * Free teaching-learning materials.
- * Operational contingencies.
- * Monitoring and evaluation.

In detail, the guarantee components are described below.

● **Teacher (*Guruji*)**

The EGS teacher is designated as 'Guruji'. A guruji has to be provided for a group of 40 children and in tribal areas for a group of every 25 children. If the number of children exceeds 50 then another Guruji can be appointed so as to maintain the teacher-pupil ratio near 1:40. The minimum educational qualification for the guruji is Higher Secondary. However if a local person with a Higher Secondary qualification is not available, a High School pass person may be considered. The guruji is identified by the local community that raises the demand. The guruji has to be a local person. Local means belonging to the habitation where the demand has been raised. If a qualified person is not available then a person may be selected from the same gram-panchayat. Only in exceptional cases, can a guruji be drawn from a neighbouring village outside the gram panchayat because of non-availability of qualified persons. Such cases would have to be cleared by the district level management on the basis of a thorough scrutiny of facts. In identifying a guruji, priority will be given to women. In case more than one guruji is needed one of them will necessarily be a woman. The guruji is appointed for the local EGS school and is deemed to be a local community worker who receives a monthly honorarium for 12 months for his/her services.

Teacher Training

Inductional and recurring training has to be given to the guruji. The inductional train-

ing is expected to be of not less than 20 days and recurring training not less than 14 days.

- **Teaching-Learning Materials (TLM)**

Free teaching-learning materials are to be provided to the teacher and the children.

- **Operational Contingencies**

Funds are to be provided to the school for procuring operational contingencies to facilitate its functioning.

- **Monitoring and Academic Evaluation**

A system of monitoring and evaluation has to be ensured to support the EGS school. This includes continuous evaluation of the children by the guruji and periodic evaluation by academic institutions particularly DIETs, Block Resource Centres and Cluster Resource Centres (CRC). The system of evaluation prevalent in the State for class V is applicable to EGS schools. Regular monitoring of the school functioning has also to be ensured at all levels.

- **Time-bound action**

EGS recognises the urgency of time. The EGS school has to start within 90 days of the demand. This time-bound action is a critical indicator of the seriousness of government guarantee.

- **Participatory Management**

The EGS seeks to restore schools to local community. Therefore it effects a shift from centralised hierarchical and bureaucratised management to a decentralised participatory management.

3. WHO MANAGES THE EGS ?

The EGS operates on a decentralised basis through collaboration of the State Government, local bodies and the community. The key management agencies of EGS are as follows :

- **Local Community** that raises the demand.
- **Shala Prabandh Samiti or School Management Committee (SMC)**

The local community will from itself form a Shala Prabandh Samiti or School Management Committee. This will provide an organised forum for the local community to actively participate in the management of the EGS school. The constitution of the SMC of the EGS will be as follows :

- The local panch of the tola/majra/habitation where the Education Guarantee School is located - **Chairperson**
- 6 parents/guardians of whom atleast 3 are women and atleast 3 represent ST, SC and OBC groups.
- EGS guruji - **Member Secretary**

Nominations of parents would be through a Gram Sabha on a rotational basis for one year. These are minimum suggested representations. The local community can add on to this.

- **Gram Panchayat**
- **Cluster Resource Centre (CRC)**

A group of schools in a radius of 8 kilometers constitute a school cluster. A teacher from each cluster has been designated as the Cluster Academic Coordinator. The Cluster Resource Centre is envisaged as a decentralised node for supervision and support to the EGS School.

- **Janpad Panchayat**
- **District EGS Committee**

At district level an EGS Committee will be constituted with the following membership:

District Collector	Chairperson
Chief Executive Officer, Zila Panchayat	Member Secretary
Deputy Director of Education/A.C. Tribal	Member
Principal, DIET	Member
District Programme Coordinator (DPEP)	Member

The District Collector can invite others also as and when required. The district functionaries of the School Education Department and Tribal Welfare Department and the Panchayat Department will be responsible for the effective implementation of the scheme and for this purpose their work will come within the purview and control of the District EGS Committee. The district EGS Committee will meet atleast once a month to review and coordinate EGS.

- **State EGS Committee :**

The nodal state level agency for EGS will be the State EGS Committee - an interdepartmental committee to monitor the implementation of the scheme, coordinate and suggest policy initiatives. The constitution of the committee will be as follows :

Hon'ble Chief Minister, Government of Madhya Pradesh	Charirperson
Minister, School Education, Government of Madhya Pradesh	Member
Minister, Tribal Welfare, Government of Madhya Pradesh	Member
Minister of State School Education, Government of Madhya Pradesh	Member
Chief Secretary, Government of Madhya Pradesh	Member
Principal Secretary, School Education Department	Member
Principal Secretary, Women and Child Development Department	Member
Principal Secretary, Finance Department	Member
Principal Secretary, Tribal Welfare Department	Member
Principal Secretary, Panchayat and Rural Development Department	Member
Commissioner, Public Instructions	Member
Commissioner, Tribal Welfare Department	Member
Secretary to the Chief Minister and	Convenor
State Coordinator Rajiv Gandhi Missions	
Mission Director, Rajiv Gandhi Shiksha Mission	Member Secretary

- The implementation of the scheme will involve government departments particularly **School Education Department and Tribal Welfare Department.**
- The responsibility for coordination and monitoring of EGS at the State level will vest with the **State Project Office of the Rajiv Gandhi Prathmik Shiksha Mission.**

4. HOW DOES AN EGS SCHOOL START?

4.1. Demand for an EGS School

The local community in an area without a schooling facility within one km and at least 40 children (in a tribal area 25 children) in the 6-14 age group will present its demand for an educational facility to the Sarpanch of the gram panchayat. The demand will be submitted on a plain paper in duplicate copies mentioning the number of children, their names with ages, the names of guardians, the educational facilities available in the area and their distance from their habitation, present arrangement for the education of the children, names of the persons eligible to become a guruji. The names of prospective gurujis along with their qualification must be proposed in the order of merit. The statement of demand will bear the date of its submission along with the names of the persons who presented the demand.

The gram panchayat with its recommendation will forward the demand to the Chief Executive Officer (CEO), Janpad Panchayat within three days of its receipt. This recommendation will be endorsed on the letter and the date of receipt of the letter will be mentioned. The Sachiv, Gram Panchayat will keep a copy of the letter in the office record. If the Sarpanch does not forward the demand with his/her recommendation to the Chief Executive Officer, Janpad Panchayat within the specified period, the local community can send its demand directly to the Chief Executive Officer, Janpad Panchayat.

4.2. Issuing a statement of Guarantee

The demand of the community forwarded by the Sarpanch to the Janpad Panchayat will be entertained immediately by the CEO, Janpad Panchayat. For this purpose, a receipt register will be maintained by the CEO. The CEO will issue the receipt of the letter on the same day. This receipt will also act as a statement of guarantee issued on behalf of the state government, undertaking to take appropriate action on the demand received within 90 days.

If the demand is valid as per the EGS norms, then an EGS school has to be established within 90 days of the receipt of the demand at the Janpad Panchayat.

The format of the guarantee will be as follows :

MADHYA PRADESH EDUCATION GUARANTEE SCHEME

GUARANTEE

Guarantee No. -----

Division _____ District _____ Block _____

Gram Panchayat _____ Village _____

1. Name of the applicant : _____
(Names of other signatories) : _____

2. Date of presenting the demand : _____
to the Gram Panchayat : _____

3. Date of receipt of demand at the : _____
Janpad Panchayat

4. Due date for the fulfilment of
guarantee (within 90 days of the
receipt of the demand at the
Jannad Panchayat)

Date :

Signature of the CEO
Janpad Panchayat

The permission to start an EGS school and the approval for the appointment of the Guruji will be intimated through a sanction letter issued by CEO Janpad in triplicate. Two copies of the letter will be given to the Gram Panchayat out of which one copy will be given to the applicants by the Sarpanch. The CEO Janpad will in the sanction letter direct the Sarpanch of the Gram Panchayat to issue the appointment letter of the guruji within three days of the receipt of the letter.

The CEO Zila Panchayat will release the budget for honorarium and contingency to the account of SMC. The budget for training will be released to the training agency.

The local community through the SMC and the guruji will enter into a contract to fulfil their mutual obligations. The contract form is annexed at **Annexure- I**.

The SMC will disburse the honorarium to the guruji every month through a cheque, after certifying regular attendance of guruji and children and satisfactory performance of the school.

4.3. Procuring basic amenities for the EGS school

- **Teaching-Learning Materials:**

Distribution of teaching learning material books to the EGS schools will be the responsibility of the District EGS committee. The teaching learning materials will be given to the gurujis during their training at their training centres. The EGS school will not start without the receipt of the teaching learning material. If additional resource materials are introduced they can be given through the cluster resource centre.

- **EGS school contingencies :**

The School Management Committee (SMC) will procure the basic amenities for the school from the amount of Rs 850 to be given every year to be used for items relevant to smooth school functioning like black board, slates, chalk, papers, pencils, registers, mats, drinking water arrangements etc.

4.4. Teacher Training

On the issuance of the sanction of an EGS school and the subsequent appointment of the gurujis, the District EGS Committee will arrange for the training of the gurujis. The gurujis will be given 20 days inductational training and recurring training of atleast 14 days every year. The district EGS committee will arrange for the training programme and materials within 30 days of the receipt of the intimation of approval by Janpad Panchayat at the district. Teaching in the EGS school will under no circumstances start without proper training of the Guruji.

4.5. School functioning

The EGS school will start functioning within the date indicated on the guarantee format, i.e. within 90 days.

5. THE STRUCTURE AND ACADEMIC DESIGN OF AN EGS SCHOOL

The EGS school bridges the gap between the conventionally defined streams of formal and non-formal education. The minimum eligibility qualification of gurujis, curriculum, quality of teaching learning materials and training programmes and the average annual number of teaching days would be equivalent to the formal primary system.

The EGS will have organisational flexibility in terms of timings, location and academic calendar. These will be sensitive to local cultures, to eliminate impediments to basic access such as inconvenient school timing and mismatched vacations. Therefore the EGS school will have the freedom to determine its time, holiday, academic calendar within a broad requirement of 200 days of academic transaction in a year. The community will decide the school timings and vacations as per the convenience of the children and the local circumstances. The Guruji will inform the Gram Panchayat and the local Cluster Resource Centre about the school timings and vacations fixed for the local EGS school.

The qualitative inputs of an EGS school will be on par with the formal stream. The level of education offered will be equivalent to the fifth standard of the formal primary school. The EGS will however have the operational flexibility and freedom to evolve innovative practices. Innovative methods of academic organisation will be developed to facilitate learning at child-pace sensitive to the dynamic variations of learning-pace and learner needs. The academic design of the EGS school will be based on the recognition of the fact that children have different learning paces not only from each other, but also internally for different subjects. Therefore the academic course will be designed in a way that allows children to learn at a pace that motivates them to continue learning rather than 'drop out' in the frustration of not improving or to advance in classes without advancing in learning.

The academic level and progress of each child will be evaluated on a continuous and periodic basis. Continuous evaluation is inbuilt into the teaching-learning material and also imparted through teacher training. On the basis of evaluation the guruji will organise the children into **learning groups** according to their learning level. Groups will be organised subject-wise according to broad delineation of academic levels. Children will move from one group to another on the basis of their learning achievements. A child will move to a higher level group if her progress is satisfactory. A child whose performance continuously deteriorates would be moved to a lower group till she improved and moves up again. The guruji will prepare learning records for each child on a monthly basis which will be kept in the school. These learning records will be the basic documents for recording and monitoring each child's academic progress, enabling the guruji to focus on the child's weak areas and to strengthen them. Intensive training will be given to the gurujis on the content and process of teaching-learning. A minimum of 20 days of inductational training and 15 days of recurring train-

ing will be given to the guruji. Each guruji will maintain a diary for planning his/her lessons and recording his/her own observations on the academic processes.

A system of school supervision will be developed with emphasis on developing a strong base of decentralised academic support. For this a school cluster structure will be used. A group of contiguous schools will constitute a school Cluster Resource Centre (CRC) with a Cluster Academic Coordinator (CAC) responsible for school supervision. The CAC will visit an EGS school on a monthly basis, observe the teaching-learning processes, interact with the guruji and the local community and facilitate measures for strengthening the school. The EGS guruji will participate in the CRC monthly meeting, as well as in a monthly meeting at the Block level. These one-day meetings will enable peer-group support, experience-sharing and problem-solving. The effort will be to develop the capacity of CACs and the gurujis to critically understand their teaching-learning challenges and seek to find solutions for them. Effort will also be made at decentralised and participatory development of teaching-learning material to supplement mainstream materials to orient the educational processes towards contextual needs.

Thus innovation and decentralised participatory initiatives that strengthen the organic link between the EGS school and the local community and improve the participation of children quality of learning will be encouraged.

6. INFORMATION AND MONITORING

6.1. Information records

The basic information records will be the following :

- **Village Education Register** - to record the status of enrolment of all children in the village/habitation
- **Attendance Register** - to record daily school attendance of children and guruji.
- **Learning Record** - to record child-wise academic progress.
- **Guruji Diary** - to indicate the guruji's plan for teaching.
- **School Facilities Register**
- **Shala Prabandh Samiti Register** - to record the decisions of the Shala Prabandh Samiti
- **A school development plan** - to be prepared by the Shala Prabandh Samiti each year. The plan will aim at mobilising and converging resources for improving the school and exemplify the spirit of participatory action that is the basis of EGS.

These records will be maintained at the school by the guruji.

6.2. Information flow

Information flow will be both lateral and vertical. On the basis of information available in the school records, the guruji will prepare basic monthly reports and share them with the SMC. The CAC will collect the information in **monthly reporting formats (Annexure II)** and send them to the **BRCC/BEO** for compilation and sharing the information with the Janpad Panchayat. The Janpad level reports will be sent to the District EGS Committee where these will be compiled and computerised. The computerised reports after being reviewed by the district EGS committee will be sent to the Secretary, State EGS Committee. School-based data on EGS will be maintained and updated through a computerised MIS at the state and district level.

6.3 Monitoring and Review

Monitoring and review of the implementation of the scheme will be done regularly at each level. The focus will be on the school particularly the following aspects of the school:

- * Children's attendance
- * Number of teaching days
- * Availability of teaching learning material and operational contingencies in school.
- * Timely remuneration of guruji
- * Timely school supervision
- * Quality of learning
- * School-community link.

The SMC will monitor the schools through school-visits and its monthly meeting. The gram panchayat will also review the functioning of the EGS school.

The Cluster Resource Centres will be the main hub for monitoring and review. The Cluster Academic Coordinator (CAC) will visit each school at least once a month to observe the teaching-learning process, assess students and guide the teacher. The CAC will spend a full day in each school and will also meet the local community. The CACs will record their school findings in designated reporting formats. They will also share the information with the SMC and ensure regular payment of honorarium to gurujis and use of contingency amount. A one-day meeting will be held each month for the EGS gurujis at the cluster level for sharing experiences and solving problems.

A *Shiksha Panchayat* will be convened once a quarter at the cluster level to review the EGS school. The Shiksha Panchayat will bring together the gurujis, CACs and the SMC heads (local panch), Sarpanch to discuss the performance of the EGS school and to solve its problems. Special attention will be paid to resolving problems related to the availability and use of funds and children's academic progress. The Shiksha Panchayat

will assess how to help the local community in fulfilling the school development plan. Depending upon the vacation pattern of the EGS schools, each cluster can decide the time for its Shiksha Panchayats. But in an academic year, four such Shiksha Panchayats would have to be convened. The cluster head will convene the Shiksha Panchayat.

The Janpad Panchayat will review the status of EGS based on the monthly reports received from the CAC. At the district level the District EGS Committee will undertake a monthly review. The District EGS will also initiate field level verifications, evaluations from time to time. The SPO will also undertake a monthly review of EGS and convene the State EGS Committee, at regular intervals. The State, district and block functionaries from time to time will visit the EGS schools to monitor the running of the schools and initiate appropriate action for school improvement.

7. APPEAL AND REPRESENTATION

If the community is not satisfied with the decision of the Gram Panchayat, it can appeal to the CEO Janpad Panchayat against the decision. The CEO will decide the issue within 7 days. If the Gram Panchayat is not satisfied with the decision of the Janpad Panchayat then the Gram Panchayat may appeal against the decision to the CEO of Zila Panchayat, who will then call a meeting of District EGS committee, where the final decision will be taken for ensuring speedy disposal of such cases. The District EGS committee will be kept informed of all such pending appeals and representations by the CEO Janpad Panchayat.

8. COSTS

8.1. Unit cost

The estimated cost of one EGS school is Rs. 14,860 Per annum (**Annexure III**). The unit cost is for a group of 40 children, a guruji, teaching-learning material, guruji training, academic and contingency materials for the functioning of EGS.

8.2. Budget provision and fund release

Based on the unit cost of EGS the State government will provide the estimated funds in its budget. On the recommendation of State EGS Committee the School Education Department/Tribal Welfare Department will approve and provide the requisite amount of funds in their respective budgets. This budget will be released to the Rajiv Gandhi Prathmik Shiksha Mission which will in turn release it to the districts on the basis of their need. The Chief Executive Officer, Zila Panchayat will retain an amount of Rs. 1,010 per school in the district account towards teacher-training. An amount of Rs. 12,850 per school will be released directly to the account of SMC for honorarium and EGS school contingencies. A joint account will be opened between the SMC president, the Guruji and the local CAC. The account can be operated by the joint signature of any two of the above three persons.

8.3 Mobilising additional resources for EGS

The budget amount @ Rs 14,860 per EGS school is a grant to the community from the State Government to run its EGS school. Resources for improving the EGS school can be mobilized from a number of sources – government programmes and community contributions. For example – funds under Jawahar Rozgar Yojana, Employment Assurance Scheme and the funds available with the panchayats can be used for improving the EGS schools infrastructure. The community can also add to the grant from the State through its own resources for further improvement of the EGS school, which could also include more honorarium to the guruji. Thus funds from recurring deposits and other sources can be used for developing school infrastructure.

Funds for EGS will be mobilised and used in a way that reinforces the concept of the EGS school as a community initiative and encourages collective action for primary education.

9. COORDINATION OF RESPONSIBILITIES

EGS works through the collaboration of different agencies. To ensure a well coordinated functioning of multiple agencies their key tasks are reiterated below :

Key tasks of various agencies

● VILLAGE LEVEL

*** Role of the community**

- Raise demand for school
- Identify the guruji
- Provide space for school
- Mobilise children to school
- Help out with the daily running of the school and monitor its regular functioning.

*** Role of School Management Committee**

- Mobilise all the children to school
- Ensure regular running of EGS school
- Decide school timing and vacation
- Ensure monthly payment of guruji's honorarium
- Procurement of operational contingencies
- Making and implementing their school development plan.

*** Role of Gram Panchayat**

The responsibilities of the Gram Panchayat will be as follows :

- Accept the EGS demand from the community and forward it to the Janpad Panchayat with its comments.
- Appoint the guruji on the recommendation of the community after approval of the Janpad Panchayat.
- Facilitate school supervision.
- Mobilise resources.

● CLUSTER LEVEL

*** Role of Cluster Academic Coordinator**

The role of the Cluster Academic Coordinator (CAC) is as follows :

- The monitoring of EGS schools by visiting the EGS school once a month.
- Collection of information on prescribed monthly reporting formats and submitting to the block level.
- Supervise the teaching-learning process and provide academic support to the guruji.
- Assist in learner evaluation.

● BLOCK LEVEL

*** Role of Janpad Panchayat**

The Janpad Panchayat working through the Janpad Shiksha Samiti has the following functions:

- Examine the validity of the demand.
- Issue guarantee.
- If the demand is found valid sanction the EGS school and inform the gram panchayat.
- Inform district administration for guruji training and budget release.
- Review the functioning of EGS schools.
- Facilitate the smooth functioning of EGS schools.

*** Role of CEO Janpad Panchayat**

The nodal responsibility at the block level will be of CEO Janpad Panchayat. The functions of the CEO will be :

- Register the demand received from the Gram Panchayat and issue the guarantee receipt.
- Get the demand verified by the block level functionaries of the Education/Tribal Department.
- Convene the meeting of Janpad Shiksha Samiti and place the community demand duly verified before the committee.
- Communicate the decision of the committee regarding accepting or rejecting the demand to the Gram Panchayat.
- Ensure timely appointment of guruji.
- Review progress of EGS schools.
- Co-ordination between Gram and Janpad Panchayat activities.
- Send monthly reports to CEO Zila Panchayat, particularly attendance of children and guruji, availability of operational contingencies and teaching learning material, payment of honorarium to the guruji.

*** Role of Block Education Officer**

- Ensure proper scrutiny of the demand received, the existence of Primary Education facilities in that area to be specially verified.
- Arrange for the teacher training, teaching material and ensure academic evaluation.
- Monitor the EGS schools particularly -
 - * Attendance of children and of the guruji.
 - * Availability of materials.
 - * Quality of the teaching learning process.
 - * Timely payment of guruji.
 - * Coordinate with the CEO.

● **DISTRICT LEVEL**

*** Role of District EGS Committee**

The District EGS committee ensures :

- Guruji's training

- Distribution of teaching-learning materials to schools.
- Release of funds to the gram panchayat.
- Facilitating quality education and ensuring attention to learning achievement.
- Monitoring and evaluation using existing resources for this like district education personnel, DIET, cluster etc.

The District EGS Committee will be fully responsible for ensuring the proper implementation of EGS as per its norms. Ensuring timely action and coordination will be through the District EGS Committee. It will review the EGS functioning atleast once a month, resolve problems as and when they arise and ensure that an authentic EGS MIS is built up and that it is regularly monitored and updated.

*** Role of Collector**

- Ensure quality functioning of the schools.
- Overall coordination.
- Initiate periodic evaluation.
- Ensure supervision.
- Ensure regular review and problem solving.

*** Role of CEO, Zila Panchayat**

The nodal responsibility for implementing EGS will vest in the CEO Zila Panchayat. The responsibilities of the CEO (Zila Panchayat) will be :

- Constitute a District level Coordination Committee and arrange meetings.
- Allot funds.
- Registration of the demand received from the blocks and ensure action within time limit.
- Ensure proper scrutiny of the demands.
- Disposal of appeals and representations.
- Ensure appropriate action for ensuring regular honorarium to gurujis.
- Supervision and evaluation of EGS schools.
- Coordination with different implementing units of different levels and solve the problems.
- Sending monthly reports to the State Level EGS Committee.

* **Responsibilities of Deputy Director of Education/Assistant Commissioner, Tribal Welfare Department/DPC**

- Ensure proper scrutiny of the EGS demand.
- Arrange for the receipt of the teaching learning materials from Text Book Corporation and its distribution to the EGS schools.
- Ensure co-operation of the block level personnel in the implementation of EGS.
- Ensure that the monitoring reports are sent up to the district committee so that prompt action is taken on them.
- Review the progress of EGS schools from time to time.
- Ensure that the directives of the district EGS committee are complied with.
- Compile the information of EGS schools where EGS gurus are not getting regular honorarium and school contingency is not being used. The compiled information be put before District EGS committee for appropriate action.

* **Responsibilities of DIET**

- Arrange for the training of the teachers of EGS school on the advice of the CEO.
- Arrange for/undertake the academic evaluation of the EGS school.
- Facilitate the development of supplementary teaching learning materials which address contextual needs

● **STATE LEVEL**

- * **State Level EGS Committee** - The State EGS Committee will coordinate, review and take policy decisions.
- * The Departments of School Education and Tribal Welfare will ensure adequate budget support to EGS and coordinate its implementation. Both the departments will estimate the expenditure on the scheme, and make budgetary provisions and release the budgeted funds to the Rajiv Gandhi Prathmik Shiksha Mission.
- * The State Project Office of the Rajiv Gandhi Shiksha Mission will ensure :
 - Academic resource support
 - Periodic review and monitoring
 - Coordination
 - Proper communication and documentation.

Contract form between the EGS Guruji and the local community

I, Shri/Ms..... Guruji of village/Majra/Tola EGS school of Gram Panchayat enter into a contract with the local community that I will fulfil the following responsibilities with respect to my school.

and

I Shri/Smt. Chairperson of the School Management Committee of village on behalf of the local community enter into a contract with the EGS guruji and agree to discharge the following responsibilities.

1. We would ensure that the school remains open for not less than 200 working days in a year. School will be run for atleast 4 to 5 hours everyday. The School Management Committee would provide effective managerial and academic support to the EGS School.
2. We would ensure that all non-school going and drop out students are enrolled in the school. The guruji would maintain all the school level records viz. VER, Attendance register, students learning records, Guruji's diary, school facility register and school development plan etc. All efforts would be made to improve the academic levels of the students of the school. The guruji would ensure that the students in my school attain the learning objectives.
3. The honorarium would be made available to the gurujis of the EGS school in the first week of every month. The required contingent material would be made available to the school on time. The School Management Committee would ensure community participation for completing the construction of the school building on time. The guruji would prepare the monthly school report and share it with the School Management Committee.
4. The guruji would remain punctual and regular and would motivate the children to attend the school. The guruji would properly utilise all the available resources in the school and would keep the school clean and attractive.
5. The School Management Committee would meet regularly and take all measures to improve the management and academic aspects of the school.
6. We would jointly sort out the problems pertaining to our school.

We agree to abide by the above contract and would not violate it in any case.

Signature of Guruji

Signature of the Chairperson,
School Management Committee
(On Behalf of the Local Community)

Name of Guruji

Name of the Chairperson

- The guruji and SMC chairperson would enter into the above contract and read it before the community. Signature of all the members of the SMC to be taken on the contract form

(The contract form as translated from Hindi to English)

Reporting format from the EGS School to Block Level

Month -----

Name of the EGS School _____
 Name of the Majra/Tola/Mohalla _____
 Name of the Panchayat _____
 Name of the Block _____
 Name of the Guruji _____

I. Details pertaining to the teacher / teaching learning material

1. Regular attendance of Guruji Yes/No
2. Payment of Guruji's Honorarium till the last month Yes/No
3. Availability of Text books Yes/No
4. Availability of Teaching learning material Yes/No
5. Availability of space Govt. Bldg./Pvt. Space/Open air
6. If building sanctioned, current status Not started/in process/completed
7. Attendance in the cluster meeting Yes/No
8. CAC's school visit date
9. Details of available amounts (in Rs.)

Amount received	Spent on honorarium	Spent on contingency	Balance

II. Details of enrolment and average attendance

Enrolment										Last month's average attendance	
Boys					Girls					Boys	Girls
SC	ST	OBC	Gen.	Total	SC	ST	OBC	Gen.	Total		

Guruji's Signature

SMC Chairperson's signature

CAC's signature

Name

Name

Name

District Level Compilation Sheet For EGS Schools

Month

Details pertaining to the teacher/teaching learning material

Name of the Blocks	Name of the EGS School	Last month's gurus' Honorarium paid (Y/N)	Text books available (Y/N)	Teaching learning material available (Y/N)	School contingency (in Rs.)		Availability of space 1-Govt. bldg. 2- Pvt. space 3-Open air	Stage of the building* 1-not started 2- in process 3-completed	Attended the cluster meeting (Y/N)	CAC's school visit date
					Received	Expenditure				
Total	* * * * *									

* If sanctioned

The information in the format available on Annexure-IIA would come from the school to the block. The same information would be compiled blockwise in the formats on Annexure-IIB, IID at the district level and would have to be sent to the State Project Office every month.

District Level Compilation Sheet For EGS Schools

Month

Name of District

Details of enrolment and average attendance

Name of the Block	No. of the EGS School	Enrolment										Last month's average attendance *	
		Boys					Girls					Boys	Girls
		SC	ST	OBC	Gen.	Total	SC	ST	OBC	Gen.	Total		
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
Total	* * * *												

138

* Average attendance = Average last month's daily attendance / Total no. of working days during the last month

Blockwise EGS schools Information

Month

Name of District

No. of Blocks

S. No.	Name of the Block	No. of EGS schools	No. of Gurujis	No. of trained Gurujis	No. of Schools without teaching learning materials	No. of schools with last month's unpaid Gurujis honorarium	No. of enrolled students	Average attendance against the enrolment	Expenditure		
									Honorarium	Contingency	Total
											**

139

1. Total amount received by district under EGS.
2. Total amount given to DIET for training.
3. Total amount spent by the district at EGS school level. (**)
4. Administrative Contingency Expenditure (District level)
5. Available amount under EGS [1 - (2 + 3 + 4)]

Chief Executive Officer
Zila Panchayat

Cost of an EGS School for one year

	(in Rupees)
- Honorarium of Guruji @ Rs. 1000 per month for 12 months	12,000
- Training (20 days)	1010
- School Contingency	850
- Books @ Rs. 25/- per child for 40 children (25 X 40 = 1000)	1,000
Total	14,860

Notes on the Unit Cost● **Training cost (20 days)**

- Rs.30 per day per participant for refreshment etc.	600
- Equivalent DA for the trainee @ Rs 16 per day.	320
- TA for the trainee	40
- Books and other training material	25
- Training contingency	25
Total	1010/-

● **School Contingency :**

It will include expenditure on basic needs of the school such as black-board, chalk, chart, stationery etc. A suggestive list is given below :

Item	Approximate Cost (Rs.)
Black Board	400
Slates	200
Chalk	100
Paper	50
Pencil	50
Register	50
Total	850



4

Early Feedback

IN THE WONDERLAND OF PRIMARY EDUCATION

Vinod Vyasulu

Humpty Dumpty took the book and looked at it carefully. "That seems to be done right", he began.

"You're holding it upside down!" Alice interrupted.

"To be sure I was !" Humpty Dumpty said gaily, as she turned it round for him. "I thought it looked a little queer. As I was saying, that seems to be done right - though I haven't time to look it over thoroughly just now - and that shows that there are three hundred and sixty four days when you might get un-birthday presents--"

'Certainly," said Alice.

"And only one for birthday presents, you know. There's glory for you!"

"I don't know what you mean by 'glory,' Alice said.

Humpty Dumpty smiled contemptuously. "Of course you don't - till I tell you. I meant 'there's a nice knock-down argument for you!"

Lewis Carroll

The Rajiv Gandhi Shiksha Mission of the Government of Madhya Pradesh gave me the opportunity of travelling for about ten days in July in the districts of Betul and Raisen looking at the state of primary education in these districts. This is a report of my reflections on what I saw and heard in this short trip.

I had heard a great deal about the efforts that Madhya Pradesh was making in the field of primary education. After the achievements of Kerala in literacy became well known, Madhya Pradesh had the misfortune of being classified, either contemptuously or humorously, as a BIMARU¹ – sick-state. This covered, among other things, the distressing status of primary education². The state was not only considered a non-performer,³ but was, perhaps, not expected to perform at all! It was seen as a fetter (along with Bihar and UP) that was holding the rest of the country back. These efforts at promoting literacy were

1 Attributed to the demographer, Ashish Bose. The acronym from Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh. The term has become standard coin in Indian discussion - rather like Raj Krishna's ironical "Hindu Rate of Growth", referring to a growth rate of 3.5 % per year.

2 It is often forgotten that there is vast difference in the size of the problem between Kerala and MP, for historical reasons. In Kerala the number of illiterates in a district does not exceed 4 digits; in MP it could be seven! Clearly, different strategies will have to be employed in MP to fight illiteracy.

3 This can be seen, for example, in P. Sainath's book, *Everybody Loves A Good Drought*, Penguin, 1995.

largely seen by a skeptical public as camouflage, as a public show, aimed solely at getting votes. Nothing more.

It was in this background that I heard of the Shiksha Guarantee — the Madhya Pradesh government offered an Education Guarantee ! Given the populist excesses of the last two decades, this seemed an even more brazen claim than usual in an unabashedly backward state. When states like Karnataka - generally considered more advanced-had managed to make only little progress in primary education, in spite of all the historical advantages they had, how could Madhya Pradesh even presume to offer such a guarantee? There was, to say the least, something suspicious in this announcement. There were many skeptics, including senior government officers, who reinforced this feeling. The government thought it could make fools of us all! The truth lay in the districts, not in the offices in Bhopal. One had to be careful to find it, that was all.

Thus, when I received an invitation to travel around the state and see the ground situation for myself, [and give my suggestions on how things could be improved], I jumped at the chance. I was happily surprised when no suggestions were made about where I should go, and what I should see. These people, it appeared, are cleverer than I thought! I chose

then to visit Betul – because it adjoined Amravati in Maharashtra, where I had travelled in the past. And Raisen, close to Bhopal, perhaps offering the best of what the government hoped I would see. There was absolutely no objection to this choice of districts. There were others to visit other districts⁴. Within these districts, I was free to go where I chose, when I chose, and to see what I chose. A Tata Sumo was placed at my disposal. I was to set the terms of the travel.

Before visiting the districts, I was briefed in Bhopal. I met the coordinator of the Rajiv Gandhi Missions [R Gopalakrishnan], and the Director of the RGSM [Amita Sharma], and the State Project Director of the RGSM [Sanjay Jaju]. I was given the background figures; the documents on the EGS⁵: the annual work plan of the Shiksha Mission. This was useful in getting a feel for what to expect.

What became clear at this stage was the following: Yes, Madhya Pradesh had a very poor literacy record - terrible if seen in gender terms. Existing information, in the form of enrolment data, suggested that a majority of children were attending school; the problem then must be with those who, for one reason or another, could not enrol in a school.

There were many families who could not send children to school at regular hours because of various reasons. These were, for example, families of migrants, who would move with the seasons. There were children who simply had to work if the family was to survive. There were older children, often girls, who did not feel comfortable sitting in a class with chil-

4 Ranjana Shrivastava went to Bilaspur; Jyotsna Jha to Shahdol. Their findings should complement mine.

5 The documentation is excellent - well written, well presented, and eminently readable. See for example the basic papers introducing the EGS by R. Gopalakrishnan and Amita Sharma.

dren half their age. Some efforts had been made to set this right by the new concept of *vykalpic shalas* - alternative schools- ASs in this report. Flexibility is built into the design of these schools. It is an innovative idea, and a part of the RGSM.

The AS could function whenever the local community found it convenient - it set the school hours. The community decided when the holiday was to be taken, if at all. The village would provide space for the school. It would have two trained teachers, a man and a woman, who would in addition act as motivators for adult literacy drives in their villages⁶. These two were specially trained, and used an innovative teaching method that grouped children into *samuhas* - groups at a given level of learning⁷. Careful records were kept of each child's progress. As they progressed, children would move from one samuha to another at their own pace. To an extent, children taught each other. The AS was seen as a flexible option in such cases. Thus began the AS movement. I would be free to see how it worked.

Then came the exercise around the preparation of the subnational, state level, MP Human Development Report, released in 1995⁸. This exercise revealed the shocking lack of information on the nature, size and scope of the problem. The basic question was simple; If enrollment was as high as the government figures suggested, then why was literacy so low?

The answer was sought in what came to be known as the LSA- the Lok Sampark Abhiyan. The 73rd amendment had just come into effect. Elections to panchayats at various levels had just taken place. There were now a large number of elected representatives at local levels, more than one-third of them women, waiting for some responsibility. The LSA mobilised them⁹. These representatives, along with school teachers, conducted a door to door survey on primary education. The LSA was a well organised effort¹⁰, with well designed questionnaires, appropriate training for those involved, arrangements for analysing the data collected at a reasonable pace, etc. Being politicians, these people knew who their voters were. The LSA located all families, and brought in data on the status of primary education. From this emerged the idea of a Village Education Register - now every village has one, updated every year by the sarpanch and the school teacher together.

The results from the LSA were interesting. It was **not enrolment** that was important, it was access to schools that was the problem. Madhya Pradesh has a particular pattern of habitations. The revenue villages used in the census do not capture these settlements accurately. A census village may have four or more *tolas*, *phalias*, *dhanas* etc, that

6 They are paid a meagre 1,000 rupees per month. The contribution made by these teachers, who work at much lower than market salaries, must be appreciated. Perhaps it is a throwback to the ways of Mahatma Gandhi, now being forgotten elsewhere in India in our rush to embrace the market.

7 I am not competent to comment on the many complex issues involved in pedagogy. All I can say is that I saw both teachers and children enjoying themselves in the classroom.

8 MP-HDR Office. Govt. of Madhya Pradesh, Bhopal : Human Development Report, 1995.

9 Clearly, at this point, there was innovative political leadership. I do not know where the idea of the LSA originated - but without political will and support it could not have succeeded as it did.

10 Described in the several papers of Gopalakrishnan and Sharma referred to above.

are effectively independent habitations, sometimes four to five kilometers apart. In providing a school, in every revenue village, these *tolas* were generally missed out. Children did not go to school because they could not go to school. The problem was not just distance. Sometimes there would be a river in the middle, or some other such barrier difficult to cross. These barriers were especially difficult to surmount for the girl child. Access to school was the problem that had to be addressed.

The response of the government to this finding was the Education Guarantee Scheme. The Guarantee is as follows: If there was no school within one kilometre of any habitation—*tola*, *phalia*, *dhana* or whatever; if there were 40 children who wanted to go to school [reduced to 25 in tribal areas]; if the gram panchayat after a meeting and discussion decided it wanted a school; if the panchayat was willing to provide space for the school to be run; if it could identify a local youth who had at least passed 10th class; if such a panchayat demanded from the government a school, then the government guaranteed that a school, with no compromise in the quality of education, would be set up within 90 days.

It was estimated that an EGS school would cost Rs 8,500 per year, excluding the community contribution¹¹. When the EGS was announced, financial allocations were made to the Department of Education from the general budget to see that financial constraints would not stand in the way.

The procedure was clearly laid down. A request from the panchayat would be made to the next higher level of local government – the *janpad* panchayat. The claims made would be verified here. If found to be correct, then a school would be approved. The teacher recommended by the *sarpanch* would be sent for training in the District Institute for Educational Training, where he would be made familiar with a specially developed package known as the *Seekhna / Sikhana* package. All this would be completed in 90 days. At the end of 90 days, a school would be working in the *tola*.

Some 18,000 such schools, I was told, were set up in the first year of the EGS. An elaborate system, with Cluster and Block Resource Centres, with village and cluster education committees, and with district level co-ordination was set up. Ideally, I was to look at all aspects of this system; it was up to me how I did it.

In Bhopal I was given a folder full of documents and data. To this was added elaborate documentation that I picked up in the two districts I visited. I went through this information, but it is dry statistics; and this report is not about that. My interest is in the social processes behind the statistics. I am not giving summaries of what is known to the RGSM authorities here because that would give consultants a bad name. To reproduce it here would be to carry steel to Bhilai. There is no need for that!

In this background, I spent July 20 to 24 in Betul and July 25 to 28 in Raisen. I was given a warm welcome by the RGSM staff. The District Project Co-ordinators of the Rajiv Gandhi

¹¹ Community contribution is expected, and has been forthcoming. However, it has not been quantified in money terms. There may thus be a tendency to underestimate it.

Shiksha Mission [S.P. Shrivastav in Betul and Ananth Gangola in Raisen] were very helpful, as were the two District Gender Co-ordinators – Mrs. Pachauri and Mrs. Gangola. We would decide each morning, with the help of a map, where we would go that day. The preference was for places off the beaten path, off the highways. There were many places we visited that could not be approached in a four wheel drive jeep. It would involve walking on open land from some point. There was no way in which schools or teachers could be warned of my visits.

The daily schedule was hectic. We would take off around nine in the morning, and spend the entire day in remote areas, returning to the rest houses late in the evening. The best comment on the hectic and intense nature of the travels lies in the fact that when I got home, I fell ill from exhaustion for a week! This report was drafted after this interval, in the first week of August. Hopefully, it is less prone to momentary impressions, and more balanced in its judgements because of this passage of time.

In what follows, I present my finding and reflections. First discuss my days in Betul; then in Raisen. I end the story with some general comments.

Betul

I arrived in Betul on the 20th after a long drive from Bhopal– some six hours. After about two hours from Bhopal, the quality of the road deteriorated; one had to drive carefully. The recent rains had not done much to improve the situation, and I began to wonder if I could go to the really remote places. It was late in the evening when I reached the Circuit House, where I was met by the DPC, Shri S.P. Shrivastav. He told me there had been a lull in the rains, we could go just about anywhere. After some discussion, we agreed on the programme for the next day.

Betul is a large district¹², with many areas more than four or five hours drive from the district headquarters. A good part of the district has a tribal population. There were many areas that could not be approached by a vehicle because the roads were inadequate. Many were cutoff for several months during the monsoons. We decided to go to as many such places as possible in the time available. Fortunately, I was able to see every component of the RGSM at work in this district.

My travels in Betul included the following :

Kotekhara - EGS school

Barbatpur - SSK

Sohagpur - SSK - also the additional room built

Deharipathar - EGS school

Silpati - PS

¹² Not, I was told, by any means the largest in Madhya Pradesh. Yet, I found it large enough when it came to field work.

Bordipanni - AS
BRC Sahapur - Guruji Training
BRC Ghoradongri
CRC Meetin
Gondi Dhana - EGS school
Teledhana-AS
Chicholi - EGS
Mangaroti-AS
CRC Nasizabad
Kirkiya Dhana-EGS
Tondarudhana - EGS school
Malazpur - CRC
Bhimpur - Kharadka dhana - EGS school
Adarsh Dhonara - CRC meeting
Conter Kharkadhana -EGS
CAC+CRC meeting at Kurshna
Chicholi -BRC
Khedisawalgarh — CRC — VEC meeting
Mordadhana-AS
Kerpani -CRC
KorkooDhana - EGS
Gharlar - CRC
Ramajidhana-NPS
Ojha dhana - AS
Bhaisdehi-BRC
Salaibhatta-AS
Betul-DPO/MIS
Meeting with AC/APD
Betul-BRC
Golidhana - AS

I met the Collector of Betul, Shri K.S. Rai, in Bhopal¹³.

From the very first school that I saw, things were working well. I consider this a great success - that wherever I went, however remote the place, there was a working school. The surroundings varied - generally the school was run in a room given by one of the residents of the village. They were happy to make this contribution. Whether it was the guruji, the sarpanch, or the person who made space available, all thought of the school as theirs. This sense of ownership was remarkable.

The children looked cheerful. It was nice to see them smile as they sat in the school. Clearly, the school had its impact on them. They were generally well groomed, having come to school after taking a bath and combing their hair. They were anxious to show me their work, to show what they had learned. When it came to literacy and numeracy, there is no doubt that they have learned the basics well. The teachers did not interfere in any way. That they enjoyed being in school is in itself a major step forward.

But there are problems of poverty. Madhya Pradesh is known to be a poor state, and evidence of poverty was everywhere. I was told by some teachers that there were several girls who could not attend school because they had no clothes to wear. They were doing their best to remedy the situation by trying to find clothes for such children. That they had such a concern at all is also amazing. But this is something that has to be tackled at a higher level - poverty will be eliminated when society as a whole improves. It is enough for the moment that people concerned with schools were sensitive to this situation.

The gurujis were all local people. Most were young men - the sarpanchs tended to recommend unemployed men, but no one - not even the women - felt it was unfair. There were, anyway, some women gurujis too. They had all undergone training, and they handled their classes with tact and sympathy. All had a wide vision of education - not as something that is confined to the classroom. And the sarpanchs, many of whom were themselves illiterate, kept in touch with them regularly. This close interaction between the two was a regular feature everywhere I went.

I found the teachers to be dedicated, and to be concerned with more than just teaching. Each and every teacher I met had records on each student. Each had visited every family in the village, and was in constant touch with the children's parents. Each had been trained in the seekhna/sikhana methodology (for the EGS schools), and was using it in his work. I found the children alert; they were smiling and cheerful. All were anxious to learn. It was good to see that girls as well as boys were attending the schools, and that they took an active part in the learning process. They were also concerned that education will not become a reality if links are not built at their level with other departments, like health. The teachers are taking the initiative in getting immunization officials to visit schools, and inoculate children. This is excellent co-ordination, and a good example of what local people can do if the opportunity is provided.

¹³ Mr. Rai had earlier been Collector of Raissen-he shared his considerable experience of both districts with me.

Not Education Alone

In one of the schools I visited, we found that about 20 children - half the total number - were sick. We reached in the evening, and the children had dispersed. Yet, when we arrived, they gathered together within fifteen minutes. It was clear from their faces they were not well. One boy had a huge lump on his head, which, to my untrained eye, looked frightening. The guruji had informed the village nurse- he showed us the letter he had sent. Yet, the village had a stoic air. You got the feeling that there is nothing unusual in sickness, that it is the will of God. There was little they could do.

The RGSM team I was with took a different view. They went into emergency mode. Apart from questioning the local people on the nature of the complaints, a message was sent to the local health authorities. The Nurse was contacted. She had the usual story of too much work. Her attitude was typically bureaucratic - she would visit the village the next day. But she was persuaded to go immediately. From the local police station a wireless message was sent to the Collector's office. The official machinery was put into motion; the DPC promised to keep track of the situation.

I realise that such situations keep cropping up. I realise that our visit to the village was a matter of luck. Yet, I was with RGSM officials whose concern is with the school. They did not let it stand in the way of dealing with the situation of sickness proactively. And this is one example of the positive attitude I saw displayed right through my visit. For education to become a reality, other things must work too - and these officials showed they understand this.

What is amazing is that the energy to promote primary education has come from the ordinary teachers. I was amazed to see the cooperation between the various district officials when it came to making education work. The local leaders - gram panchayat and janpad panchayat took an active interest in the working of the school. They were being given full support by the district officials. This harmonious working of the local bureaucracy with the local political leadership was something I had not expected.

The system of interaction among teachers, throughout the cluster and block resource centres, seems to be very important. It is in this forum that experiences are exchanged between peers. They were all aware of the work of *Eklavya* in the field of teaching. All the BRCs I saw were active. The newsletter they all bring out is one expression of the interest they are taking in all matters related to education. But there is much more going on as well.

Tradition and History in Teaching

One of the important population groups in Betul district is the tribal one called Gohri-Dongri. These are gonds, who have a language and culture of their own. Often, many of them do not know Hindi. The teachers felt that education would be effective if it could be in their own language. But there was no material.

A group of teachers got together, under the initiative of Mr G.P. Sariyam, and brought out, after about a year's work, something they called a BLI - why? Anyway, this is a remarkable document. At one level it is a dictionary for commonly used Dongri and Hindi terms. At another, it is a documentation of the culture of the Dongri people, and it is through this that children are taught. Further, it documents the contributions made by people of that group and that area, to local history. All this is presented in a way that the teacher can use easily in a classroom. Thus it fosters pride in their identity, in who they are. Whether it is good teaching, whether it is the kind of output expected from primary school teachers, I do not know. I see it as excellent anthropology. And they showed it to me almost as an afterthought - they were proud of their work, but did not give it any exaggerated importance. Had I done such work, I would have been making presentations in international conferences!

There are other dimensions to the RGSM. From savings made in the programme, it had been found possible to give the sum of Rs 50,000 to each school towards a building. This was transferred directly to their bank account. Each school - sarpanch and guruji - were told that it should be used towards materials; that they should encourage local contribution towards putting up a building. This has come forth in good measure. Everywhere I went, I saw villagers proudly working on their school building.

The MIS that I saw was up to date. It is at present being used to keep information that is passed on the RGSM in Bhopal. It could be used locally for further analysis- and it could be extended into a GIS that could help future planning. The potential exists. I am sure the capability exists at the local level as well - they may need some training and encouragement, but that is all.

Primary education has become a people's movement in this district. It can only go ahead from here.

Raisen

I arrived in Obaidullagunj block of Raisen on the 24th evening after a direct drive from Raisen. I had a brief meeting with the BDO, Mr Dubey, and then met the BRC coordinator, Ms Richa Misra, and Mr Yadav. The DPC, Shri Ananth Gangola, joined us early the next morning. There had been a law and order problem in the district — in the industrial Mandideep area, there was communal tension. Later, we found communal tension in other parts of the district too - in remote Silvani as well.

There had been extensive rains in Raisen the week before Fortunately there was a let up, and we could go anywhere. To my surprise, I found that Raisen district, parts of it not half an hour away from Bhopal, is in many ways more backward than Betul. Certainly there are some really unapproachable places here.

The places I went to included the following:

Dhoopghata-AS

Ahmedpur-EGS

Karitabri- EGS

Hiramina-Sankul kendra

Keslavada-AS, VES

Jaith-EGS/VES

Gadha - AS/VES

DIET -Raisen - AS training, CEO, DDE, Principal meeting

Raisen Jail- literacy

Chilwaha - AS/training

Neema Kheda - AS

Camp No 5/Bhaghirathpur - AS

Neelgarh - remote village - school, overall development

Poniya - Addl. work of VNS

Peepalwadi - AS

Baadi

Partalari - AS

Ahori - EGS/CRC

Kuvdeli - CRC

Kuvdeli kuch tola - EGS

Keeratpur - CRC

Silvani - BRC

Indira Awas Colony - EGS

Gauratganj - Janpad Metting

Madrasi tola - EGS

DPC Raisen

Access and Location

Dhoopghata is a village that would not fit the description of "remote" in any normal sense. It is just 200 yards away from the major north-south railway line. It is less than half a kilometre from the national highway. Yet, it is difficult to approach.

I was puzzled when our jeep stopped beside a roadside dhaba, and my friends walked in - but not to eat. We went behind the dhaba, and followed a zigzag path that took us across a flooded field. It was thickly overgrown, and it was difficult to find our way through the quagmire. On the other side of this quagmire, so close to civilization as we know it, was a village of some 25 houses. These are quarry workers, all uneducated, with no access to any modern amenities. So close to an electrified railway, they had no power connection.

I found a school [AS] here. It was the only one I visited in which there was no teacher present - I forget the reason, but it was something quite legitimate. Yet the children were all in the school room - again, a room given by somebody in the village. They were quietly doing their lessons, guided by the older children, in the midst of the squalor called home. They used stones to demonstrate arithmetical operations to me correctly.

At the other end of the village were some men, working on the school building. The foundation had come up. The labour was shramdaan - the money was being used for materials, by people who were giving up a day's wage to work free on this building. The walls were being built, and soon the roof would be laid. They planned to have it ready before the 15th of August. They told me that when I next visited, I would see the children studying in their own school building. They were so proud. It was interesting to see people so poor making such a contribution to their school.

What I saw in Betul was repeated in Raisen. Schools were working everywhere. Teachers were teaching, and interacting with each other to improve their work. I saw a training programme in progress at the DIET - teachers of the ASs were undergoing their second training programme. And the dedication with which they were at work was wonderful to see.

I saw a janpad panchayat in a meeting, deciding upon applications received to set up EGS schools. Of the two women who were members, one held an MA degree - and she was being treated with the utmost respect by all the others. They were deciding up the appointments of a guruji - and the criteria were clear. A person from the tola; then from the village; then from the panchayat. And the one with the best marks in the last public examination. I could not have asked for greater objectivity.

I had two discussions with the Chief Executive Officer of the zila panchayat, Mrs. Sudha Chaudhuri, IAS. She made no effort to me of the work being done. She was deeply interested in my observations, and keen to help the RGSM. In particular, she expressed an interest in documenting the experiences I had spoken of. It will be well worth the effort.

I, saw in Raisen an interesting example of what the impact of literacy could be. It is a fascinating story. The issue is not just literacy, but human development.

From Camp No 5 to Bhagirathpur

This village was simply known as Camp No 5. It consisted of people who were rehabilitated there after partition, when they migrated from Sindh. They belong to a community of liquor brewers and this was what they had been doing for fifty years. All the problems of alcoholism plagued this village.

Then came the school. All the children, including the girls, were keen to study. After some months, they came to the realisation that liquor was behind the misery in the village. The men would get drunk and beat their wives. They would be thrown into the lock-up, and bribes had to be paid to get them released. It was essential that the men stopped drinking.

When the children asked their fathers to stop drinking, they were met with a laugh. The children got together with their mothers, and again made repeated requests that drinking be given up. Nothing happened.

Then the children got together. They took their mothers, and the school teacher, and worked collectively. When the men refused to stop drinking, they systematically broke the pots in which liquor was stored. They did this in every house in the village.

There was an uproar. The children were unrelenting. They broke liquor pots on several occasions. Eventually the men began to talk, and after some time promised to give up drinking. The women and children gave them the support they needed at this time.

Today there is no drinking in the village. Prohibition is self imposed. Things have improved, although they still live in poverty. But they have gained their self respect. Today, they have changed the name of their village from Camp No 5 to Bhagirathpur - with pride.

Everywhere in Raisen, I saw the contribution that people were making to the school building. In one village they were making a provision for a second floor. In Ahmedpur, I was told they were building a *mandir* for their children. In an area where these children will be first generation literates, older people thought of the school as a *mandir*!

Sharing Responsibility for Education

In one sankul shiksha samithi, I was witness to an interesting incident. A man of middle age - a daily wage labourer walked in. He produced the records for his son's education from the 1st to the 5th standard- the boy had passed them all. Why, he demanded, has my son failed in the 6th ? He had taken a drink to perk up his courage, but ask questions he did. And he was met with courtesy. The teachers present produced the boy's record in the 6th standard, as well as his answer sheets in the examinations. The boy had not been attending classes; he would come in the morning, and then go off to play cricket. When I was a student here, you would beat sense into me, the father said. Why did you not beat my son? He was told that beating was no longer an acceptable practice in schools. There was an animated discussion between the father and the teachers. The boy was called in and counseled. Everyone was serious about this process of discussion and conscious of its importance.

This process of interaction between parents and teachers bodes well for primary education in Raisen — and Madhya Pradesh.

People spoke with pride of the way their children were being educated. One school teacher, a lame man, told me how important it was to soon build toilets for the girls. It was unexpected for me to see, across the district, the pride people were taking in their daughter's education. One sarpanch introduced his daughter to me, with a request for - *ashirvad* because she was going to take her 12th standard examinations soon. I do not know if this is typical of MP - but I saw a gender sensitivity I did not expect. I saw it in men, and that means a great deal over the long run. I do not, frankly, understand this. How - why - is MP so different from other states? More work is needed to understand this change I saw.

A number of people - teachers mainly - asked if the EGS school would be upgraded to middle schools. It was why they were connected about this. And they said, " Look, all our children are now in primary school. Soon they will finish fifth standard. Where then will they go? This school will have to be upgraded." The concern is not now with elementary education. Their appetite has been whetted, and they - justifiably - want more. The success of this programme means that Madhya Pradesh will have to plan for middle level education – and begin to plan now. That is not part of what I went to look at, but it is something that will have to be planned for by the concerned authorities. I am delighted at how success feeds on itself!

Reflections

There were interesting differences in the two districts I visited. It is not my intention to rank them, or to award marks. I am only noting what I saw. But first, the similarities- starting with success in primary education as a process of learning.

The positive things that I saw in these districts would be difficult to understand if there was no basic change of attitudes and values in ordinary people. Something has happened which has made ordinary folk in rural Madhya Pradesh value education – all the more remarkable because they themselves lack it¹⁴. But such a change has occurred and it is on this base that the RGSM has worked.

Literacy and Change in Jail

Even before this all out effort through the Education Guarantee Scheme, efforts at literacy had been made in the state. An interesting story is told in Raisen Jail that illustrates this point. An undertrial prisoner when produced before the Judge, had to use his fingerprints on the chargsheet. Some 3 months later, when his case came up for hearing, he proudly signed his name. The Judge asked if he had always been literate. The prisoner said, no, he had simply availed of the opportunity of literacy classes in the jail. The Literacy Mission had made an effort to educate prisoners - the Judge is reported to have sent a letter of appreciation to the jailer.

This is not the end of the story. A group of tribal women were persuaded to visit the prison, and tie rakhis on these hardened prisoners. Culturally, this is a sign of acceptance - the prisoners are reported to have wept. Many are reported to have changed their behaviour, and to keep links with their Rakhi sisters. The point is that literacy seems to have been seen as one part of a larger package of social reform. How widespread this is, I do not know. But it suggests important changes in values in society – it is these changes that have led to education being given value.

For example, in Betul, I was welcomed with what the teachers called an *aksharmala* – a garland of alphabets. More imaginative than flowers, undoubtedly cheaper, richer in imagination and handiwork, this *aksharmala* is a dramatic way of showing the importance of education. The *aksharmala* I was given celebrated 50 years of independence. In Raisen, I saw a school in which on one gate - the entrance - was written “Nirakshar Aaiye” – Enter Uneducated; on the other, the exit, was written “Akshar Jayiye” – Leave Literate. How in such remote places have people begun to value education in this way? Everywhere I went, people – panchs, officials, and others spoke of teachers as *akshar sainiks*. They said every graduating student was also an *akshar sainik*. Clearly, here was a society at war with illiteracy. It was a war being methodically conducted, and the RGSM provided people with ammunition they needed. There was a foundation to build on; and this has to be better understood. The success of the EGS is a symptom of this basic change.

14 R. Gopalakrishnan and Amita Sharma in their papers on the EGS speak of a tendency to blame the victim for a shortcoming. Their point is that people had always wanted to send their children to school; it was simply that they did not get the opportunity. Is this specific to MP? I do not know, but without a basic value to education little could have been achieved.

In several areas of Raisen, where the Rajiv Gandhi Watershed Mission was being implemented, the local community chose to use some money made available to them [asthamoola] to put up a school building. I saw some wonderful buildings that came up this way. Local initiative, in linking funds from different projects to maximise local infrastructure in accordance with local priorities, was amazing. I was told this is not an isolated case.

There are positive linkages across different projects at the local level. This is true in both the districts I visited.

First, there was amazing work going on in both districts in the field of primary education. I now believe that access to a school is today not a constraint to education in these districts. There has been a remarkable increase in the number of children attending school—and these are all children who are attending for the first time. Thus, it is additionality, not substitution of children from one school to another¹⁵. This is in itself a remarkable achievement. It is not only the Education Guarantee¹⁶, but also the other components of the primary education system that the RGSM has been working for, that are in place, and function. The teachers, the panchs, the local officials are doing their bit to make the system work. This is an achievement too.

Secondly, the infrastructure for schooling is improving rapidly. Each school is soon to have a building. The 50,000 rupees sanctioned have been well used. Together with local contributions¹⁷, each tola will now have a school building with a minimum of covered space. But, at the rate children are coming to school, there will soon be a shortage of space as well. This will have to be dealt with in the coming years.

Third, the BRCs are working. The facility of a meeting room is being well used, from training to the development of teaching aids, from meetings to share experiences to bringing out newsletters – in which there is an astonishing variety.

Fourth, the system is working as expected. Sankul co-ordinators are doing their jobs. Village Education Committees are meeting. Slowly, parents are beginning to take an interest in the education of their children. The link between the elected representatives - the panchs, and the teachers is working to the benefit of both. The underlying process is a healthy one, fostering learning, not only among the children, but also in all the actors in this complex process.

Fifth, the problems of growth will have to be dealt with. The teachers in the EGS schools and ASs have gained experience. When the state recruited shiksha karmis recently, many

15 There may be some limited substitution with respect to the so called junior primary schools. Since parents know that they are not likely to be upgraded to higher classes, they seek to move out their children before they reach those classes. But this is only a small part of the total.

16 It would appear that the Education Guarantee is no longer important - it has been invoked, and access is probably no longer a problem. It has served its purpose. Other things will have to get priority now.

17. In the EGS schools, the government contributes Rs 500 a month towards the guruji's salary. Panchayats are free to pay more. but few have the resources to do so. The difference between the salary of a shiksha karmi - Rs 2,000 per month. I understand, should be accounted for as a contribution from either the guruji or from society. By not including it in the calculations. I feel that local contribution is underestimated.

of them got selected to this better paying post. I met some sarpanchs who were worried about how their school would continue if their teacher went off to become a shiksha karmi. Given the vast growth of schools, there is bound to be a shortage of locally qualified people and the wage rates will increase. This is a problem for strategic planners in Bhopal to deal with.

Whether it was an inspired choice of people for these projects in these districts, or not, the fact is that the ordinary government machinery is working well. In particular, I think the Gender coordinators have done an excellent job. In a quiet way, they have sensitised people to gender issues, to the special problems of the girl child, and this is a remarkable achievement. This augurs well for the future. Perhaps it is the mission mode of working. I do not know how this was achieved, but there must be lessons to be learned from this and replicated elsewhere. It will not be easy, for now it will mean institutional changes.

There are differences too in the two districts I saw. For all its distance from Bhopal, Betul felt less remote. The isolation one sensed in Raisen was much more. Betul worked in a systematic, well-oiled bureaucratic way. The EGS school buildings¹⁸, for example, were all built to a given design. All the additional rooms looked alike. Local contributions were indeed made in Betul, but the result was an efficient construction within a time frame of building. In Raisen, the contribution from local people was of a qualitatively different nature. I had the feeling it was in some sense deeper. People took more time, but they thought a lot more about what they wanted of their building. Each village in Raisen came up with its own design. In general, the rooms being put up in Raisen were somewhat larger than those that came up in Betul. The money given was the same in both districts. Yet, in Raisen, people put in more, and thus got more for their efforts.

I saw working systems in both the districts. Yet, in Betul, I did not see a stark difference between the EGS school and the AS. For example, the AS worked to the same timing as an EGS school in Betul - the choice was of the local community, but the local community felt a school had to work these hours. In Raisen, the difference was much clearer. The flexibility was used to suit these village conditions. To me this again reflects the deeper involvement of local people in Raisen. If we speak of local contribution and participation, it is there in both districts, but in Raisen it has a depth that should stand it in good stead in the longer run.

As I began to ruminate over what I had seen in those two districts, it became clear that the success I saw was due to the fact that the local people saw education as a desirable thing. They felt they had to take matters into their own hands if education was to be a reality for their children. Being uneducated themselves, they were not in a position to run schools. But they wanted them. And, through their panchayats, they articulated this desire strongly.

18 What was a school building in the districts, I found was referred to as an EGS shelter in Bhopal. I do not know if this is significant.

The government responded with the guarantee of primary education. The procedure recognised the importance of local self government institutions, and this to me seems to be the key to what has happened. It is the panchayat that wanted education for the local children. The school became a means for achieving this. The government responded to the request for a school, but the ownership remained in local hands. The guarantee was invoked at the level of the janpad - a level that local people were familiar with. The teacher was a local person. The sarpanch was in charge of the running of the school along with the guruji. The training was locally provided. Support in the form of a Village Education Committee, a sankul committee and a Block Resource Centre meant that the teacher and sarpanch got the back-up they needed to run a school.

It may not be wrong to say that **what I saw was, not a successful primary education programme, but a successful case of local self-government, expressed through the response to the long felt need for primary education** in an illiterate society. And if this true, then when the time comes to disband the RGSM, a new institutional structure, drawing upon the strength of the local governments, will have to be devised. A system centralised at the state level will not be able to deliver results in this new reality. This is the challenge now facing the planners in Bhopal.

Local Democracy at Work

Pushpa Dorwe is a sarpanch. She had been active in her village, and, after the panchayat elections, had been elected sarpanch. She is very keen on promoting education. An educated person herself, she has been running literacy classes for women in her village - and continues to do even after her election. On hearing of the EGS, she got the details of the scheme, and followed the procedures to get a school opened in her village. When she heard that I was visiting schools in the area, she made sure I visited her school.

Her activities did not go unnoticed in the village. Some of the panchs got together, and got her defeated in a no-confidence motion. She was forced out of office. She was not discouraged. She fought back, organised, made her political deals, and got re-elected sarpanch when the post came up for re-election. She is the kind of person from whom the political leaders of the future will emerge. While there are people like her around, there is little doubt that panchayati raj will succeed - and not be male dominated either! People like her can be relied upon to develop their areas responsibly.

Many of those I met had begun to think of the future. They were clear that the existing facilities for middle level education - the schools and the hostels - were far from adequate for the demand that would be made a few years from now. This is a good example of local

needs being converted into demands through the local governmental system. If the success so far achieved has to be sustained, then institutional changes will be urgently required. The role of different local level bodies will have to be defined, and their capabilities to meet these expectations strengthened. The roles of the state government departments and local bodies will have to be re-defined. This is the task of the immediate future, and if I could see these requirements clearly in a short trip, then it must be very clear to all those concerned with these issues in Madhya Pradesh. I hope those efforts will succeed in the same measure.

I started my travels as a skeptic, prepared to see failure and corruption, and to be magnanimous in my grand judgements. I ended it stunned, a convert to, and supporter of the changes taking place, eager as a journalist with a scoop to spread the good news. In this report there is little skepticism, scientific or other. This is best stated plainly. I have become an admirer of what I have seen. Let the reader, then beware!

Education Guarantee Scheme and Alternative Schooling:

Community based initiatives in Primary Education in Madhya Pradesh

Jyotsna Jha

I : INTRODUCTION

During the course of the last four years, the Rajiv Gandhi Prathmik Shiksha Mission (RGPSM) has initiated two innovative schemes in Madhya Pradesh with the prime intention of providing primary schooling facilities to the most needy sections of the society. These are the programmes of Alternative Schooling (AS) and the Education Guarantee Scheme (EGS). The AS was initiated in 1995 with 418 centres across 19 first phase DPEP districts which has now expanded to 2970 centres in the same districts. The EGS was initiated during 1997 and more than 16,000 centres have already been opened in the entire state. Both the interventions are currently at a nascent and formative stage and hence an evaluation was considered to be crucial for suggesting further directions. Several professionals were requested by the Project Management to evaluate these individually in different districts. The reports are, therefore, expected to provide various perspectives which would later be discussed and interpreted for action by the Project Management and the state government. This report is the product of one such attempt. Before discussing the approach adopted for the evaluation, a brief introduction of the two interventions are being presented here in order to provide a background to the rest of the report.

1.1. Background

1.1.1 Alternative Schooling Centres (AS)

AS was introduced as an intervention for those out of school children who could not participate in the formal system for a variety of reasons including labour - paid or domestic, migration, remoteness, etc. As such the AS was conceptualised as providing a flexible schooling system - not only in time, calendar and location but also in the pace of learning by developing a non-graded course where the child is not bound to finish the particular grade (i.e. I, II, ...) during a pre-defined period of time (i.e., a year). The child, however, is expected to reach a level of learning equivalent to the fifth standard of the formal primary schooling. The AS, therefore, has been an attempt to find an effective alternative to "structurally dichotomised categories of formal and non-formal systems."

Local management and community involvement have been emphasised by having in-built mechanisms for an active role for the community in the concept of the scheme itself. Two teachers are provided to each AS centre (one of them being a woman) and the Panchayat is responsible for sending the names of the four short listed candidates for final selection. The VEC or where there is no VEC, the SMC (School Management Committee) is the managing authority with the responsibilities of monitoring the AS on a regular basis, sanc-

tioning the teachers leave and ensuring regular participation of the children.

Since AS is also as experiment with alternative pedagogy, provisions have been made for a different curriculum and Teaching-Learning Materials (TLM) for those centres. Digantar, an NGO based in Jaipur and involved in such practice for a long time, has been involved in the development of TLM and the designing and execution of the initial phases of training. A State Resource Group (SRG) has been set-up which provides the academic support in carrying this task ahead. There is a supervisor for each ten centre appointed by the Janpad (block) panchayat. An induction training of 21 days is given to each AS teacher and that of 28 days to each supervisor. This is followed by a 12-15 days training during each successive year. Continuous internal planning and evaluation are focused in the AS programme.¹

1.1.2 Education Guarantee Scheme (EGS)

The RGPSM undertook a process of detailed micro-planning exercise, known as Lok Sampark Abhiyan (LSA) in 1996. The LSA combined the elements of community mobilisation, creation of a detailed and reliable set of statistics and development of panchayat level educational plans. This was implemented through an inter-sectoral group of panchayat members, literacy volunteers and the teachers. The analyses of the statistics generated through LSA showed revealing divergences from the existing government data on access and enrolment.

The LSA data suggested that the most children reported as dropped-out are really the un-enrolled children. Quite a few reported enrolments turned out to be notional with the children having never been attended the school. The analysis also revealed the fallacy of having NFE centres for out of school children. First of all, only about 16% (1589) of the total number of NFE centres (9848) in the state are located in the villages without primary schools. This means as high as 84% of the NFE centres are located in those villages where the primary schools also exist. This questions the rationale of having NFE as a means for providing access to these who were deprived of primary schooling facilities. Secondly, the objective of providing supplemental inputs to the dropped-out children in the villages where primary schools exist, also appeared to have failed perhaps because of the faulty curricular design. The curriculum was based on the assumption that large number of dropped-out children exist but in reality these children had never attended the school and hence had no scholastic base for such condensed course.

The insensitivity of the Government norm of providing a formal school within one kilometre to habitations with a population of 300 (250 for tribal areas) and above also became apparent. Large number of hamlets known as majras, tolas and phalias remained without any schooling facilities, especially in the sparsely populated tribal areas which accounted for the majority of the out of school children.²

1. Please refer to the conceptual note prepared by the RGPSM on Alternative Schools and "Reaching Out Further : Para Teachers in Primary Education : An Overview" : DPEP : Ed. CIL: 1998 for details of the scheme.

2 Please refer to "Bringing the People Back In" by Amita Sharma and R. Gopalakrishnan: RGPSM Publication, 1997, for a detailed analysis of LSA data and inferences.

The EGS was born as a response to these revelations shown by LSA data. Based on the Employment Guarantee Scheme of Maharashtra, the EGS was conceived and conceptualised as a demand-based initiative which makes primary education an enforceable right. At the same time, the scheme stresses upon the collaborative action between the State and the community by providing for responsibilities and duties of the latter. Under EGS, the government is bound to provide a centre within 90 days of receiving the demand from a village Panchayat provided the demand fulfils the requisite norms. The requisite norms are that the demand should come from a rural area where there is no primary schooling facility (Govt/private/NFE) within a radius of 1 km. and should contain a list of willing but never enrolled 40 (25 in tribal areas) children in the 6-14 age group. In other words, the demand for opening as EGS centre should be an “effective demand” backed by the desired number of willing children in the designated age-group. The demand also contains the list of names who could be the probable teacher (to be called as Guruji). The teacher has to be a local higher secondary (if not available, then high school) pass person in order of merit.

The Janpad Panchayat which receives the demand from the Sarpanch is responsible for verification of the availability of children, schooling facilities details and the qualification of proposed names for Gurujis within 10 days of the receipt. If the demand is found to be as per norms, it will be accepted and the centre would be opened within 90 days of the receipt.

The EGS centre is operated through Sarpanch who appoints the Guruji after receiving communication from the Janpad Panchayat. The Sarpanch receives and manages the funds for the Guruji’s honorarium and other operational contingencies. The Guruji receives a sum of Rs. 500 per month and a recurring operational contingency of Rs. 450 per year has been provided for. Rs. 400 is provided for a black board as a non-recurring expenditure. The Sarpanch has the power to sanction leave for Guruji and is responsible for general supervision of the centre.

The formal school TLM and teacher training are being used at EGS centres. CRCs provide the academic support to the centres. A system of continuous evaluation is also planned. In addition to the Cluster based monitoring, a detailed MIS has also been developed for EGS to facilitate creation of a data-base.³

1.2 Objectives of the Evaluation

The objectives of this evaluation have been determined by the suggested Terms of References by the RGPSM. The objectives can thus be outlined as below :

1. To assess the initiatives of the AS and EGS from the perspectives of
 - Urgency in universalising access to primary schooling.

3. Please refer to “Wanted, A New EGS : An Education Guarantee Scheme” by Amita Sharma and R. Gopalakrishnan; Rajiv Gandhi Mission occasional Papers : Document 001/96; and Madhya Pradesh Education Guarantee Scheme; RGPSM; Revised and updated as on 1.1.98 for greater details of the EGS concept and scheme.

- Sensitivity to the habitation pattern of tribal communities M.P.
 - Community participation
 - Central Role to Gram Panchayats in Primary Education
 - Organic linkage between teacher and community possibility of restoration of community-at-reach role of teacher.
 - Ability to address ills of teacher observations and accountability to community.
 - Academic Processes : teacher training, teaching learning materials, transactional processes, learners response.
 - School effectiveness in campaign with the formal primary school.
 - Cost effectiveness
 - Contribution to creation of Rights-based discourse on primary education.
 - Trigger to Institutional Reforms in the primary education sector.
2. To make suggestions in view of the above assessment and inferences.

1.3 Methodology

In consonance with the objectives and focus of this evaluation study, a mix of qualitative and quantitative approach was adopted with an emphasis on the former. The methodology adopted was as follows :

1. **A. Field Visits** to AS and EGS centres
 - to gauge the functioning of the centres
 - to observe the physical environment of the centres
 - to observe the quality of the centres
 - to assess the learning of the children
 - to understand the teacher's perception, involvement and aspirations
 - to understand the community's perception, involvement and aspirations in relation to the programme
- B. Field Visits** to limited number of formal schools
 - to provide a backdrop and comparative framework for understanding the AS and EGS centres

2. Visits to Institutions - DIETs, BRCs and CRCs

- to understand their role and linkage with the AS and EGS centres
- to illicit their views on these initiatives
- to gauge the openness towards decentralisation, innovative experimentations and institutional reform in the primary education

3. Interaction with the concerned individuals at the state, district and sub-district levels such as

- Mission Director, Project Director and other officials of the SPO
- District Project Coordinators and other functionaries at the DPO
- District Collector and CEO, Zila Panchayat
- DIET faculty members
- Block Education Officers/SDM/others officers at block level
- BRC and CRC coordinators
- Village sarpanches and other Panchayati members
- Parents
- Teachers in AS/EGS/PS
- NGO functionaries
- AS Supervisors

4. Study of relevant documents like reports, papers, plans, etc.

5. Analysis of quantitative data available through sources like LSA, EMIS, IPMS and EGS MIS.

1.4 Sample

Two districts of Shahdol and Guna were selected in consultation with the Mission Director. Both are phase I DPEP districts. Shahdol is a tribal district with around 46% tribal population, 7.7% SC population and 46% general (including OBC) population (See table 1.1). Guna is a non-tribal district with around 70% general population followed by around 18% SC and 12% ST population (see table 1.2). Shahdol is towards east of Bhopal and a relatively remote district whereas Guna is nearer to the state capital and borders Rajasthan.

TABLE 1.1 : BLOCKWISE POPULATION OF GENERAL/SC/ST/TOTAL FOR SHAHDOL

	GENERAL			SC			ST			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
ANUPPUR	32482	29110	61592	6442	6065	12507	10854	18703	29557	49778	53878	103656
(%)	31.34	28.08	59.42	6.21	5.85	12.07	10.47	18.04	28.51	48.02	51.98	100.00
BUDAR	34246	31204	65450	7019	6517	13536	42545	42005	84550	83810	79726	163536
(%)	20.94	19.08	40.02	4.29	3.99	8.28	26.02	25.69	51.70	51.25	48.75	100.00
JAITHARI	32959	30493	63452	5163	4884	10047	32444	31745	64189	70566	67122	137688
(%)	23.94	22.15	46.08	3.75	3.55	7.30	23.56	23.06	46.62	51.25	48.75	100.00
JAISINGH NAGAR	25692	23901	49593	5080	4879	9959	34067	32673	66740	64839	61453	126292
(%)	20.34	18.93	39.27	4.02	3.86	7.89	26.97	25.87	52.85	51.34	48.66	100.00
KOTMA	9531	9485	19016	2311	2235	4546	8962	8764	17726	20804	20484	41288
(%)	23.08	22.97	46.06	5.60	5.41	11.01	21.71	21.23	42.93	50.39	49.61	100.00
MANPUR	38001	35789	73790	7292	6979	14271	28071	27195	55266	73364	69963	143327
(%)	26.51	24.97	51.48	5.09	4.87	9.96	19.59	18.97	38.56	51.19	48.81	100.00
PALI	7714	6406	14120	1306	1175	2481	20091	19374	39465	29111	26955	56066
(%)	13.76	11.43	25.18	2.33	2.10	4.43	35.83	34.56	70.39	51.92	48.08	100.00
PALI(GOHPARU)	11817	10899	22716	2799	2651	5450	25551	24880	50431	40167	38430	78597
(%)	15.03	13.87	28.90	3.56	3.37	6.93	32.51	31.66	64.16	51.11	48.89	100.00
PUSHPRAJGARH	16620	15207	31827	2368	2237	4605	65673	65934	131607	84661	83378	168039
(%)	9.89	9.05	18.94	1.41	1.33	2.74	39.08	39.24	78.32	50.38	49.62	100.00
SOHAGPUR	28538	26378	54916	3900	3635	7535	35673	34335	70008	68111	64348	132459
(%)	21.54	19.91	41.46	2.94	2.74	5.69	26.93	25.92	52.85	51.42	48.58	100.00
UMARIYA	30693	28467	59160	5093	4819	9912	42392	41478	83870	78178	74764	152942
(%)	20.07	18.61	38.68	3.33	3.15	6.48	27.72	27.12	54.84	51.12	48.88	100.00
VYOHARI	32481	30935	63416	5142	5013	10155	28069	27454	55523	65692	63402	129094
(%)	25.16	23.96	49.12	3.98	3.88	7.87	21.74	21.27	43.01	50.89	49.11	100.00
TOTAL	300774	278274	579048	53915	51089	105004	374392	374540	748932	729081	703903	1432984
(%)	20.99	19.42	40.41	3.76	3.57	7.33	26.13	26.14	52.26	50.88	49.12	100.00

SOURCES : 1991 CENSUS

TABLE 1.2 : BLOCKWISE POPULATION OF GENERAL/SC/ST/TOTAL FOR GUNA

	GENERAL			SC			ST			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AARON	29236	24897	54133	9438	8153	17591	2546	2250	4796	41220	35300	76520
(%)	38.21	32.54	70.74	12.33	10.65	22.99	3.33	2.94	6.27	53.87	46.13	100.00
ASHOKNAGAR	51256	44472	95728	20679	18068	38747	2372	2186	4558	74307	64726	139033
(%)	36.87	31.99	68.85	14.87	13.00	27.87	1.71	1.57	3.28	53.45	46.55	100.00
BABHORI	33199	29305	62504	6758	6009	12767	14871	13956	28827	54828	49270	104098
(%)	31.89	28.15	60.04	6.49	5.77	12.26	14.29	13.41	27.69	52.67	47.33	100.00
CHACHODA	55398	48078	103476	9865	8802	18667	9280	8532	17812	74543	65412	139955
(%)	39.58	34.35	73.94	7.05	6.29	13.34	6.63	6.10	12.73	53.26	46.74	100.00
CHANDERI	32126	27718	59844	7304	6158	13462	7632	7177	14809	47062	41053	88115
(%)	36.46	31.46	67.92	8.29	6.99	15.28	8.66	8.15	16.81	53.41	46.59	100.00
ESAGARH	39594	34877	74471	12388	10750	23138	6662	6448	13110	58644	52075	110719
(%)	35.76	31.50	67.26	11.19	9.71	20.90	6.02	5.82	11.84	52.97	47.03	100.00
GLNA	42752	36883	79635	13441	11555	24996	15440	14243	29683	71633	62681	134314
(%)	31.83	27.46	59.29	10.01	8.60	18.61	11.50	10.60	22.10	53.33	46.67	100.00
MUGAWALI	49456	42060	91516	14606	12471	27077	7773	7208	14981	71835	61739	133574
(%)	37.03	31.49	68.51	10.93	9.34	20.27	5.82	5.40	11.22	53.78	46.22	100.00
RAGHOGARH	51636	44065	95701	13013	11516	24529	10350	9467	19817	74999	65048	140047
(%)	36.87	31.46	68.33	9.29	8.22	17.51	7.39	6.76	14.15	53.55	46.45	100.00
TOTAL	384653	332355	717008	107492	93482	200974	76926	71467	148393	569071	497304	1066375
(%)	36.07	31.17	67.24	10.08	8.77	18.85	7.21	6.70	13.92	53.36	46.64	100.00

Source : 1991 census.

Table 1.3 shows the number of centres that were visited in both the districts. Altogether 40 AS and EGS centres and therefore, as many habitations were visited. The number of primary schools (PS) visited were 12 in Shahdol and 6 in Guna.

Table 1.3 : Sample Size of Field Visits

	EGS	AS	PS
Shahdol	13	8	12 (7 CRCs)
Guna	11	8	6 (3 CRCs)
Grand Total	24	16	18

The centres were selected randomly in most cases except for few that were perceived to be doing well by the district functionaries. An effort was made to visit EGS centres and PS under the same CRC and have discussions with the Cluster Academic Coordinators.

1.5. Tools

Standardised structured tools were not used in the study. However, referral points were clearly listed and followed for all activities - observation, interview and discussion. These referral lists kept evolving during the process of the conduct of the study. These can be outlined as below :

1. Observation

- a. Physical environment –space availability, space utilisation, cleanliness, light, etc.
- b. TLM availability and their utilisation
- c. Teacher's activities and transaction process
- d. Learner's responses

The observation focused on followed aspects :

- innovative use of available space
- effective use of TLM by the teachers/children
- teacher's enthusiasm, confidence and understanding
- teacher-child relationship
- practices of group learning, peer learning, self learning
- children's participation, confidence, enthusiasm and competencies
- attendance of the girls and their participation

2. **Unstructured competency tests** - Though no structured tests were held, the randomly identified children were asked certain questions related to language. Maths and EVS. This was done sensitively to gauge their understanding and ability to comprehend against the rote memory. The inferences in the relevant section of the report would help elaborate this approach.
3. **Unstructured Interviews** - Based on referral lists unstructured interviews were held with the teachers (EGS/AS/PS), AS Supervisors, CACs, Sarpanches, other elected members and parents.
4. **Discussion** - Based on referral list, the discussions were held at district, block, CRC and village levels. Referral points for both interviews and discussions emerged from the objectives and kept evolving after each interview/discussion.

1.6 Report

The report has been organised in the following major sections :

1. Introduction
2. Access Issues
3. Quality Issues
4. Community Involvement
5. School and Cost Effectiveness
6. Institutional Issues
7. Conclusion and Recommendations

It may be mentioned here that the inferences of this report must be interpreted with caution as there were certain limitations :

- Only the RGPSM project districts were visited. EGS is a state wide initiative and in a non RGPSM district the functioning without the institutional support of the project structure may be different.
- Only two out of 19 phase I and 34 total (phase I and II) RGPSM districts were visited.
- In term of percentage, the sample size is very small as compared to the total number of AS and EGS centres.

II : ACCESS ISSUES

2.1. Concept of Schoolless Habitation : The Issue of Physical Access

Access to Schooling has generally been looked at as a supply side intervention ensuring the provision of schooling facilities to all children. The issue of access, in reality, has many other dimensions as well and encompasses the issues of social access which naturally brings the question of children's participation. Even the issue of physical access had been addressed in a very limited way because of the manner the norm for providing a school has been defined in terms of a combination of population and distance on a universal pattern which does not take either the natural and topographical conditions or the socio-cultural habitation patterns into consideration. **The evidences in the field suggest that the EGS has been successful in overcoming this grave limitation by breaking the combination of population size and distance and also by shifting the initiative from the State to the community.** This can be illustrated with the Shahdol's case as an example.

The Sixth All India Education Survey showed 614 habitations as schoolless in Shahdol district. The micro-planning initiated by the DPEP (prior to the LSA exercise) put this figure as 935. 160 regular primary schools and 270 AS centres were opened by the RGPSM under DPEP during the period of 1994-95 to 1996-97. When the EGS was initiated in 1997, there should not have been more than 505 habitations without a school within 1 k.m. However, 664 EGS centres are already in operation showing the fallacy of existing data on schoolless habitations. Incidentally, it may be pointed out that 807 EGS centres were opened initially in the district. But subsequently, 143 centres were found to be short of fulfilling all the norms and therefore, a decision was taken to close these down. The remaining 664 are, thus, those centres that are fulfilling all the norms for running of an EGS centre.

This exercise of closing down the non-viable centres has proved quite successful in conveying the seriousness on the side of administration especially in the wake of a criticism coming from several corners that EGS has become an Employment Guarantee Scheme in the hands of the Sarpanches rather than an Education Guarantee Scheme. Amongst the groups that were interacted with, this criticism was most common among the regular teachers and the DIET faculties in both the districts, especially in Guna. At the same time, there was a general acceptance of the scheme as a means to provide universal access. **Going by the Shahdol's experience and the general perception in Guna, roughly 15-20 per cent of the centres opened seems not to be fulfilling all the norms and hence need to be closed down after proper monitoring and scrutiny. This would also deter coming up of ingenuine centres in future.**

Alternatives School - Dudhrai, Chanderi, Guna

After driving 25 kilometres through dense forests with not a single human being in sight, one reaches a cluster of habitations which gets entirely cut-off during the rainy season. Also, one comes across a lively AS centre with very confident and forthcoming children, and a shy teacher. The teacher found it difficult to interact with outsiders but was comfortable in interacting with the children. The children, on the other hand, were comfortable with everybody and readily responded to all the queries. The total enrolment of the centre is 30 and the teacher generally uses cards and games to handle children from different levels together. The cards were designed for the purpose and the teacher knew to use these. The children included one dumb girl who was participating fully in all the activities and showed good understanding of Hindi and Maths.

Coming back to the issue of schoolless habitations, Shahdol's case makes it apparent that by transferring the initiative in the community's hands coupled with effective monitoring can provide a solution to the problem of locating schoolless habitations and providing schools accordingly. This can take note of the new tolas/phalias/majras emerging in the wake of various factors like some development works being undertaken somewhere leading to settlement of families around the area, change in course of a river, etc. **The tribals have traditionally been living in small habitations and certain families tend to move to settle elsewhere if the particular habitations start growing in size. The EGS by its very design allows such habitations to be covered by a school and the field experiences confirmed the success of EGS in reaching out to those areas.**

Many of the centres visited, both EGS and AS, were located in the remote, normally inaccessible, tribal areas. More than 98% of EGS centres in Shahdol and around 29% in Guna have been opened in tribal areas. These are more than twice the proportion of the population in both the districts. The significantly larger representation of tribal children in these centres also speak of the sensitivity of these initiatives to their needs.

2.2 Participation of Marginalised Groups : The Issue of Social Access

Field visits suggested that the EGS and AS have succeeded in reaching out to the most marginalised groups among the disadvantaged groups. In Shahdol, apart from covering the remote and inaccessible areas, the centres have provided opportunities to the children belonging to the primitive tribal groups like Baiga and Kol. Gond, Panika and Bharia are other main tribal communities of the district.

Guna provides a much more complex social situation. Unlike Shahdol, where a relatively clear delineation between tribal and non-tribal population can be seen in most places. Guna has mixed population groups except for some pockets that are exclusively tribals. Parts of the districts housed small kingdoms in the past and many of the present day feudal practices are reminiscent of those days. The Thakurs (Rajputs) are the dominant caste and have strong presence in the power structure-social, economic and political. In such situation, the issue of social access assumes much greater significance. Even when a primary school is available nearby, it is not always easy for the children to go and participate in such schools

as the social marginalisation is reflected in schools also finding expression in several ways. Apart from the biased behaviour of the teacher and peer group, expressed in subtle ways, the lower caste/class children also face difficulty in learning due to lack of support at home. As most of these children are first generation learners, they find it difficult to cope and the situation is accentuated by lack of understanding from the teachers' side leading ultimately to detention, failure and drop-out (or push-out). Further demand for education also deteriorates under such circumstances.

Sanperon Ka Dera or Snakecharmers Abode, Ashoknagar, Guna

Snakecharming and begging have been their traditional profession passed on from one generation to the other since centuries. They live in a separated habitation and refrain from sending their children to the primary school located in nearby Raghuvanshi (upper caste Thakurs/Rajputs) dominated village. The opening of the AS centre in 1996 came as a ray of hope and all the children in the age-group are enrolled. The teacher comes from the same neighbouring village and belongs to the middle (OBC) caste. The female teacher could not be appointed so far because an educated tribal woman is not available in the area and the place is reserved for that.

Out of 63 enrolled children, around 55-60 were present at the time of the visit. It is always difficult to ascertain the actual attendance by head count because of invariable presence of underage unenrolled children. The children were sitting in rows and the teacher was teaching with the help of a poem. He was also using the reference points like the cow (गैया मेरी) to explain the information about the animal. The children were responding but were not very forthcoming. Local language was being used by the teacher. Though most of the children remembered the poems and stories by heart, only few could identify the numbers and letters without difficulty.

This school functions under a neem tree surrounded by huts. The teacher and the community had put a temporary shade in the adjoining supposedly government land which was brought down by one of the landlords claiming this piece of the land to be his. The tension between the tribal community of snakecharmers and the upper caste Thakur was apparent in the discussions with the communities.

Though this was not one of the most vibrant AS centres one came across during the visits, this has provided access to one of the most marginalised groups and therefore, has a significant role in acting as a change agent. A highly motivated, may not be highly competent, teacher is trying his best and the children have now stopped moving with their parents in search of livelihood. Not a single girl is literate in the habitation but the aspirations are well expressed as put by one of the male members to this researcher - "if educated, these girls can also do something meaningful with their lives, even if they do not become as competent as you are."

It was amply evident from the field visits that EGS and AS have provided a solution to this problem faced by such marginalised groups. The names of some of these habitations themselves convey this to some extent-Harijan Chak, Adivasi Chak, Pardi Chak, Sanperon Ka Dera (Snakecharmers' Abode), Banjara Pura, Harijan Colony, etc. In all the above mentioned habitations, the children belonged exclusively to the same community which created a kind of togetherness among them. The children and the parents seemed determined to use the opportunity for their maximum benefit. Some of the young parents expressed clearly that their children in these centres would not face the difficult situations they themselves faced in the formal primary schools leading to the non-completion of their studies.

Pardi Chak, Bamori, Guna

The name of Pardi tribe is familiar to those who live in Delhi and surrounding areas of Haryana, UP and Punjab. Many of the crimes, related with murder and robberies in these areas, are attributed to this tribe. Apparently, these people have traditionally been professional robbers. Visiting one of their habitations, Pardi Chak in Bamori block of Guna district, was not easy. After driving through unmotorable roads by jeep and walking carefully through recently sown fields, one came across the barriers of dried thorny stems and ravine to be crossed. The CAC knew from where these could be removed and a way to the basti could be found. However, once there, it was a heartening experience to see the centre the way it was running.

The centre was functioning under a neem tree and around 45 children were sitting in a circular form around teacher. The teacher was moving and addressing all the children by name. He was using a chart to ask the children to name the vehicles shown there. The children named some of those in their own language and were encouraged by the teacher to do so. The children were happy, forthcoming and comfortable. When requested for a short interview, the teacher promptly divided the children into groups and gave them separate set of cards and charts. The group division was clearly on the basis of age and level and reflected that the practice is commonly adopted. One third of the children present were girls. However it was clarified both by the teacher and the community that around 15-20 boys had gone to a neighbouring area to attend somebody's death ceremony. The girls were participating fully in the entire process. Seating arrangements and group formation were mixed in nature and the girls seemed quite comfortable with the situation.

The space around the tree was clean and a rope was tied to wooden poles put around it forming a larger circle with an open end as an entry. The sketches and paintings made by the children were put on this rope and the children were enthusiastically showing the ones made by them.

The community including men and women of all age, living in small huts, were interested in knowing only one thing, whether the school would be allowed to continue by the Government or not. Very satisfied with the teacher who does not belong to the same community and comes from the neighbouring village, no one present there knew to read or write. They also showed their willingness to leave children behind with the elders, when they go away in search of work. Not known for their friendliness, the community were very polite, to this team. The elders of the community had only answer to the question as to why are they sending their children to school- "so that these children do not become what we are."

The teacher in most of these cases belonged to the other caste than the one he/she taught, invariably a higher one. This did not seem to have an adverse impact on the teacher-child relationship at places where the children came from the homogeneous caste group. A lively interaction between them was evidenced in most cases. On the other hand, a negative bias towards the children belonging to poor and low-caste families was felt among some teachers in places where children come from mixed background. At least in two centers (one AS and one EGS) in Guna, the teachers made open statement about the children coming from this section being dull and slow-learners. It may, however, be pointed out that this was not universal and even where these statements were made, a genuine concern was also visible. What is needed, therefore, is an appropriate sensitization and training which can help in overcoming these limitations.

It is also worth mentioning that the centres catering to the homogeneous caste-group children were not perceived to be parochial in nature. This was visible in the aspirations expressed by many of these groups which showed their desire to get out of the vicious circle of poverty and saw education as a means towards this. The discussions did not generally reveal any kind of conflict in the social situation except at few places. This, however, must be qualified with a fact that these interactions were held in a limited time-frame and it may not have been possible for many such feelings to surface. This may also be of interest to know that men generally expressed similar aspirations expressed in terms of education as a means for upward socio-economic mobility for both their sons and daughters whereas women generally related education for girls as a means of being more capable to take decisions and fend for themselves and that for boys as a means of livelihood.

Apart from traditionally disadvantaged groups, there are others who have become marginalised due to some development process. For instance, the areas that have been declared submerged after construction of a dam in Chanderi block of Guna district continue to be inhabited for about 8-9 months in a year. These areas have fertile land and therefore, the inhabitants, though paid a compensation, (which they have largely consumed) migrate only during the rainy season to some other neighbouring areas. Three EGS centres have been opened in these areas. Since the families generally settle down in groups during the rainy season also, there is a possibility that the teacher would continue to go there and teach.

2.3 Enrolment Across Social Groups : A Comparative Picture

The analyses of the tables 2.1 to 2.13 showing enrolment distribution across the Primary Schools, EGS centres and AS centres among the general, SC and ST children in Shahdol (total and block-wise) unequivocally reveal the relatively larger representation of ST children in almost all the blocks in both EGS and AS centres. The representation of SC children is even larger in the EGS centres in the district as a whole as

well as in all the blocks except Anuppur, Kotma and Kerkeli. In case of AS centres, however, SC students have marginally lower representation as compared to the total share of the AS centres. The blocks present a mixed trend in this regard as half of these show a larger representation for SC students in AS whereas the other half show a smaller representation. The percentage share of general students, SC students and ST students in total enrolment of primary schools is 40.56%, 8.82% and 50.62% respectively. These figures are 21.85%, 17.97% and 60.18% for EGS centres and 25.07%, 9.03% and 65.90% for AS centres in the same order.

Guna presents a similar picture in case of providing significantly larger representation to ST children through EGS and AS centres (Tables 2.14 to 2.23). Guna is not a predominantly tribal district but it has tribal concentration in certain pockets of several blocks. An intriguing fact revealed by those tables is that both the EGS and AS centres provide relatively smaller representation to SC students as compared to the primary schools. This is generally true for all the individual blocks also with some minor exceptions. One of the explanations can be the mixed habitation pattern of SC community with the general community unlike the tribals, and therefore, having an access to the primary formal schools. This fact would, however, need further investigation especially with regard to the attendance of SC students in the formal primary schools. This is important because the field visits suggested large participation of SC children in both AS and EGS centres. It is possible that a fair percentage of enrolled SC children in formal primary schools have never actually attended the schools.

In Guna, the percentage share of enrolment of general, SC and ST students is 67.11%, 23.35% and 9.54% respectively. This share is 61.55%, 12.19% and 26.26% in EGS centres and 58.62%, 15.46% and 25.92% for general, SC and ST students respectively in AS centres.

Ensuring full participation of girls in primary schooling has been a major concern in the country, more so in the relatively backward regions. **A perusal of tables 2.1 and 2.14 reveal that the relative representation of girls is higher in EGS and AS centres as compared to formal primary schools in Shahdol.** Girls account for almost half of the total enrolment in EGS and AS centres, of which the majority comes from ST groups. In Guna, the enrolment percentage of girls is significantly higher in AS centres (62.84%) but the same is not true of EGS centres, where this (38.44%) is even lower than the enrolment of girls in formal primary schools (39.94%). However, the relative representation of ST girls is higher in both EGS and AS centres in this district also. Except for EGS centres in Shahdol, these two interventions do not seem to be playing a relatively major role in enhancing the enrolment of SC girls, especially in comparison of primary schools. However, this fact also needs further investigation.

2.4 Universal Access and Enrolment : Expediting the Process

In the context of discussing access related issues, it is relevant to assess the role of these two interventions in expediting the spread of primary schooling facilities.

It can be seen from table 2.24 that these two interventions cover around 25% and 33% of total schools/centres in Shahdol and Guna respectively. In terms of enrolment the coverage by these is less at around 13% in Shahdol and 15% in Guna (Table 2.1 and 2.14). **In the light of the outreach of EGS and AS centres to the marginalised groups (remote inhabitation, physical barrier, social and cultural barriers, etc.), if it is assumed that it was necessary to have these many schools to access these children, the formal primary school could not have expanded to this extent in a short period of two years.** Historical trends coupled with recent trends in primary school expenditure pattern suggest that a district does not receive more than 20-30 schools in a year. Even externally aided projects do not succeed in providing the kind of phenomenal increase in number of schools made possible by the AS and EGS centres, especially the latter. This could have taken another two to three decades to reach this target for formal schools. It is also relevant to assess whether it would have been at all possible for formal system to provide schools to these areas without altering the present norm. It has been discussed earlier that the norm of distance and population becomes internally inconsistent when applied to actual habitation patterns of rural areas, especially in case of the tribal communities.

It can, thus, be concluded safely that EGS and AS centres have largely expedited the process of spreading primary schooling facilities drastically and succeeded in reaching out to the most marginalised groups of the society. In the absence of these interventions, these sections would have either remained unreached or it would have taken decades to provide primary schooling facilities. Field visits clearly reflected that the majority of the enrolment in EGS and AS centres are additional and have not substituted the primary schooling enrolment. However, there remains a possibility of a small percentage not being additional especially in those districts where adequate measures are not being taken to verify the demand for EGS centres more stringently.

TABLE 1 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : ANUPPUR

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	3964	27.14	96.19	51	13.97	1.24	106	17.12	2.57	4121	26.44	100
	GIRLS	3398	23.27	94.02	54	14.79	1.49	162	26.17	4.48	3614	23.18	100
	TOTAL	7362	50.41	95.18	105	28.77	1.36	268	43.30	3.46	7735	49.62	100
SC													
	BOYS	1270	8.70	94.78	11	3.01	0.82	59	9.53	4.40	1340	8.60	100
	GIRLS	956	6.55	94.84	17	4.66	1.69	35	5.65	3.47	1008	6.47	100
	TOTAL	2226	15.24	94.80	28	7.67	1.19	94	15.19	4.00	2348	15.06	100
ST													
	BOYS	2526	17.30	91.06	123	33.70	4.43	125	20.19	4.51	2774	17.80	100
	GIRLS	2490	17.05	91.18	109	29.86	3.99	132	21.32	4.83	2731	17.52	100
	TOTAL	5016	34.35	91.12	232	63.56	4.21	257	41.52	4.67	5505	35.32	100
TOTAL													
	BOYS	7760	53.14	94.23	185	50.68	2.25	290	46.85	3.52	8235	52.83	100
	GIRLS	6844	46.86	93.08	180	49.32	2.45	329	53.15	4.47	7353	47.17	100
	TOTAL	14604	100.00	93.69	365	100.00	2.34	619	100.00	3.97	15588	100.00	100

Source : District Project Office

TABLE 2.2 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : BUDHAR

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	percentage across groups	Total %
GENERAL													
	BOYS	5326	23.37	97.85	71	8.54	1.3	46	8.57	0.85	5443	22.54	100
	GIRLS	5247	23.02	97.67	83	10.10	1.54	43	8.01	0.8	5373	22.25	100
	TOTAL	10573	46.4	97.75	154	18.73	1.42	89	16.57	0.82	10816	44.79	100
SC													
	BOYS	915	4.02	92.61	36	4.38	3.64	37	6.89	3.74	988	4.09	100
	GIRLS	820	3.6	92.13	38	4.52	4.27	32	5.96	3.6	890	3.69	100
	TOTAL	1735	7.61	92.39	74	9.1	3.94	69	12.85	3.67	1878	7.78	100
ST													
	BOYS	5502	24.14	92.05	288	35.14	4.82	187	34.82	3.13	5977	24.75	100
	GIRLS	4979	21.85	90.91	306	37.23	5.59	192	35.75	3.51	5477	22.68	100
	TOTAL												
TOTAL		11743	51.53	94.64	395	48.15	3.18	270	50.28	2.18	12408	51.38	100
	BOYS	11046	48.47	94.09	427	51.35	3.64	267	49.72	2.27	11740	48.62	100
	GIRLS	22789	100	94.37	822	100	3.4	537	100	2.22	24148	100	100
	TOTAL												

Source : District Project Office

TABLE 2.3 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : GAHPARA

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	percentage across groups	Total %
GENERAL													
	BOYS	2066	14.18	92.23	132	8.74	5.89	42	6.83	188	2240	13.42	100
	GIRLS	2138	14.67	90.44	176	11.65	7.45	50	8.13	2.12	2364	14.16	100
	TOTAL	4204	28.85	91.31	308	20.38	6.69	92	14.96	2.00	4604	27.58	100
SC													
	BOYS	635	4.36	81.51	96	6.35	12.32	48	7.80	6.16	779	4.67	100
	GIRLS	530	3.64	82.43	102	6.75	15.86	11	1.79	1.71	643	3.85	100
	TOTAL	1165	8.00	81.93	198	13.10	13.92	59	9.59	4.15	1422	8.52	100
ST													
	BOYS	4716	32.37	87.40	481	31.83	8.91	199	32.36	3.69	5396	32.32	100
	GIRLS	4485	30.78	85.04	524	34.68	9.94	265	43.09	5.02	5274	31.59	100
	TOTAL	9201	63.15	86.23	1005	66.51	9.42	464	75.45	4.35	10670	63.91	100
TOTAL													
	BOYS	7417	50.91	88.14	709	46.92	8.43	289	46.99	3.43	8415	50.40	100
	GIRLS	7153	49.09	86.38	802	53.08	9.68	326	53.01	3.94	8281	49.60	100
	TOTAL	14570	100.00	87.27	1511	100.00	9.05	615	100.00	3.68	16696	100.00	100

Source : District Project Office

TABLE 2.4 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : SHAHDOL
BLOCK : JAISINGHNAGAR**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	percentage across groups	Total %
GENERAL													
	BOYS	4620	21.10	83.02	819	15.48	14.72	126	18.69	2.26	5565	19.98	100
	GIRLS	4023	18.37	79.26	932	17.62	18.36	121	17.95	2.38	5076	18.22	100
	TOTAL	8643	39.47	81.22	1751	33.11	16.46	247	36.65	2.32	10641	38.20	100
SC													
	BOYS	1084	4.95	79.36	244	4.61	17.86	38	5.64	2.78	1366	4.90	100
	GIRLS	907	4.14	65.06	457	8.64	32.78	30	4.45	2.15	1394	5.00	100
	TOTAL	1991	9.09	72.14	701	13.25	25.40	68	10.09	2.46	2760.00	9.91	100
ST													
	BOYS	6050	27.63	79.33	1412	26.70	18.52	164	24.33	2.15	7626	27.37	100
	GIRLS	5212	23.80	76.29	1425	26.94	20.86	195	28.93	2.85	6832	24.52	100
	TOTAL	11262	51.43	77.89	2837	53.64	19.62	359	53.26	2.48	14458	51.90	100
TOTAL													
	BOYS	11754	53.68	80.74	2475	46.80	17.00	328	48.66	2.25	14557	52.25	100
	GIRLS	10142	46.32	76.24	2814	53.20	21.15	346	51.34	2.60	13302	47.75	100
	TOTAL	21896	100.00	78.60	5289	100.00	18.98	674	100.00	2.42	27859	100.00	100

Source : District Project Office

TABLE 2.5 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : JAITAHRI

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5326	23.37	97.85	71	8.54	1.30	46	8.57	0.85	5443	22.54	100
	GIRLS	5247	23.02	97.67	83	10.10	1.54	43	8.01	0.8	5373	22.25	100
	TOTAL	10573	46.40	97.75	154	18.73	1.42	89	16.57	0.82	10816	44.79	100
SC													
	BOYS	915	4.02	92.61	36	4.38	3.64	37	6.89	3.74	988	4.09	100
	GIRLS	820	3.60	92.13	38	4.52	4.27	32	5.96	3.60	890	3.69	100
	TOTAL	1735	7.61	92.39	74	9.10	3.94	69	12.85	3.67	1878	7.78	100
ST													
	BOYS	5502	24.14	92.05	288	35.14	4.82	187	34.82	3.13	5977	24.75	100
	GIRLS	4979	21.85	90.91	306	37.23	5.69	192	35.75	3.51	5477	22.68	100
	TOTAL	10485	45.99	91.51	594	72.26	5.19	379	70.58	3.31	11454	47.43	100
TOTAL													
	BOYS	11743	51.53	94.64	395	48.15	3.18	270	50.28	2.18	12408	51.38	100
	GIRLS	11046	48.47	94.09	427	51.35	3.64	267	49.72	2.27	11740	48.62	100
	TOTAL	22789	100.00	94.37	822	100.00	3.40	537	100.00	2.22	24148	100.00	100

Source : District Project Office

TABLE 2.6 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : SHAHDOL
BLOCK : KERKELI**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5160	20.48	95.86	91	9.07	1.69	132	18.72	2.45	5383	20.01	100
	GIRLS	4405	17.48	94.87	107	10.67	2.30	131	18.58	2.82	4643	17.26	100
	TOTAL	9565	37.96	95.40	198	19.74	1.97	263	37.30	2.62	10026	37.26	100
SC													
	BOYS	746	2.96	81.53	23	2.29	2.51	146	20.71	15.96	915	3.40	100
	GIRLS	656	2.60	87.70	29	2.89	3.88	63	8.94	8.42	748	2.78	100
	TOTAL	1402	5.56	84.31	52	5.18	3.13	209	29.65	12.57	1663	6.18	100
ST													
	BOYS	8015	31.81	93.66	420	41.87	4.91	123	17.45	1.44	8558	31.81	100
	GIRLS	6215	24.67	93.35	333	33.20	5.00	110	15.60	1.65	6658	24.75	100
	TOTAL	14230	56.47	93.52	753	75.07	4.95	233	33.05	1.53	15216	56.55	100
TOTAL													
	BOYS	13921	55.25	93.71	534	53.24	3.59	401	56.88	2.70	14856	55.22	100
	GIRLS	11276	44.75	93.58	469	46.76	3.89	304	43.12	2.25	12049	44.78	100
	TOTAL	25197	100.00	93.65	1003	100.0	3.73	705	100.00	2.62	26905	100.00	100

Source : District Project Office

TABLE 2.7 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : KOTMA

	Primary Schools		EGS Centres				AS Centres			Total			Total %
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	
GENERAL													
	BOYS	1583	24.04	94.56	29	16.29	1.73	62	11.92	3.7	1674	22.99	100
	GIRLS	1478	22.44	96.48	23	12.92	1.50	31	5.96	2.02	1532	21.04	100
	TOTAL	3061	46.48	95.48	52	29.21	1.62	93	17.88	2.9	3206	44.02	100
SC													
	BOYS	528	8.02	91.19	4	2.25	0.69	47	9.04	8.12	579	7.95	100
	GIRLS	446	6.77	91.39	3	1.69	0.61	39	7.50	7.99	488	6.70	100
	TOTAL	974	4.79	91.28	7	3.93	0.66	86	16.54	8.06	1067	14.65	100
ST													
	BOYS	1325	20.12	85.04	60	33.71	3.85	173	33.27	11.1	1558	21.39	100
	GIRLS	1225	18.60	84.37	59	33.15	4.06	168	32.31	11.57	1452	19.94	100
	TOTAL	2550	38.72	84.72	119	66.85	3.95	341	65.58	11.33	3010	41.33	100
TOTAL													
	BOYS	3436	52.18	90.16	93	52.25	2.44	282	54.23	7.40	3811	52.33	100
	GIRLS	3149	47.82	90.70	85	47.75	2.45	238	45.77	6.85	3472	47.67	100
	TOTAL	6585	100.00	90.42	178	100.00	2.44	520	100.00	7.14	7283	100.00	100

Source : District Project Office

TABLE 2.8 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : MANPUR

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	7284	25.22	96.50	186	9.65	2.46	78	18.44	1.03	7548	24.17	100
	GIRLS	6251	21.64	95.68	199	10.33	3.05	83	19.62	1.27	6533	20.92	100
	TOTAL	13535	46.86	96.12	385	19.98	2.73	161	38.06	1.14	14081	45.09	100
SC													
	BOYS	1684	5.83	90.59	167	8.67	8.98	8	1.89	0.43	1859	5.95	100
	GIRLS	1610	5.57	89.54	179	9.29	9.96	9	2.13	0.5	1798	5.76	100
	TOTAL	3294	11.41	90.07	346	17.96	9.46	17	4.02	0.46	3657	11.71	100
ST													
	BOYS	6698	23.19	90.53	642	33.32	8.68	59	13.95	0.80	7399	23.69	100
	GIRLS	5355	18.54	87.86	554	28.75	9.09	186	43.97	3.05	6095	19.52	100
	TOTAL	12053	41.73	89.32	1196	62.07	8.86	245	57.92	1.82	13494	43.21	100
TOTAL													
	BOYS	15666	54.24	93.22	995	51.63	5.92	145	34.28	0.86	16806	53.81	100
	GIRLS	13216	45.76	91.61	932	48.37	6.46	278	65.72	1.93	14426	46.19	100
	TOTAL	28882	100.00	92.48	1927	100.00	6.17	423	100.00	1.35	31232	100.00	100

Source : District Project Office

TABLE 2.9 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : PALI

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	764	9.37	80.68	120	8.78	12.67	63	13.13	6.65	947	9.47	100
	GIRLS	784	9.62	86.25	83	6.07	9.13	42	8.75	4.75	909	9.09	100
	TOTAL	1548	18.99	83.41	203	14.85	10.94	105	21.88	5.66	1856	18.55	100
SC													
	BOYS	211	2.59	26.05	579	42.36	71.48	20	4.17	2.47	810	8.10	100
	GIRLS	265	3.25	39.55	384	28.09	57.31	21	4.38	3.13	670	6.70	100
	TOTAL	476	5.84	32.16	963	70.45	65.07	41	8.54	2.77	1480	14.8	100
ST													
	BOYS	3246	39.81	91.95	116	8.49	3.29	168	35	4.76	3530	35.30	100
	GIRLS	2883	35.36	91.99	85	6.22	2.71	166	34.58	5.3	3134	31.34	100
	TOTAL	6129	75.17	91.97	201	14.70	3.02	334	69.58	5.01	6664	66.64	100
TOTAL													
	BOYS	4221	51.77	79.84	815	59.62	15.42	251	52.29	4.75	5287	52.87	100
	GIRLS	3932	48.23	83.43	552	40.38	11.71	229	47.71	4.86	4713	47.13	100
	TOTAL	8153	100.00	81.53	1367	100.00	13.67	480	100.00	4.8	10000	100.00	100

Source : District Project Office

TABLE 2.10 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : SHAHDOL
BLOCK : PUSHPARAJGARH**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5874	17.23	90.87	359	7.58	5.55	231	9.09	3.57	6464	15.63	100
	GIRLS	5616	16.47	90.67	403	8.51	6.51	175	6.89	2.83	6194	14.97	100
	TOTAL	11490	33.70	90.77	762	16.09	6.02	406	15.98	3.21	12658	30.60	100
SC													
	BOYS	564	1.65	77.37	124	2.62	17.01	41	1.61	5.62	729	1.76	100
	GIRLS	561	1.65	78.35	115	2.43	16.06	40	1.57	5.59	716	1.73	100
	TOTAL	1125	3.30	77.85	239	5.05	16.54	81	3.19	5.61	1445	3.49	100
ST													
	BOYS	10987	32.23	78.81	1882	39.50	13.50	1072	42.19	7.69	13941	33.70	100
	GIRLS	10488	30.77	78.72	1854	39.14	13.91	982	38.65	7.37	13324	32.21	100
	TOTAL	21475	63.00	78.76	3736	78.87	13.70	2054	80.83	7.53	27265	65.91	100
TOTAL													
	BOYS	17425	51.11	82.45	2365	49.93	11.19	1344	52.89	6.36	21134	51.09	100
	GIRLS	16665	48.89	82.36	2372	50.07	11.72	1197	47.11	5.92	20234	48.91	100
	TOTAL	34090	100.00	82.41	4737	100.00	11.45	2541	100.00	6.14	41368	100.00	100

Source : District Project Office

TABLE 2.11 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : SHAHDOL
BLOCK : SOHAGPUR**

		Primary Schools			EGS Centres			Enrolment	AS Centres		Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total		Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5606	22.01	96.09	155	6.21	2.66	73	7.40	1.25	5834	20.15	100
	GIRLS	5092	19.99	94.28	215	8.62	3.98	94	9.52	1.74	5401	18.65	100
	TOTAL	10698	41.99	95.22	370	14.83	3.29	167	16.92	1.49	11235	38.80	100
SC													
	BOYS	1445	5.67	74.91	467	18.72	24.21	17	1.72	0.88	1929	6.66	100
	GIRLS	1092	4.29	71.84	416	16.67	27.37	12	1.22	0.79	1520	5.25	100
	TOTAL	2537	9.96	73.56	883	35.39	25.60	29	2.94	0.84	3449	11.91	100
ST													
	BOYS	6833	26.82	85.94	701	28.10	8.82	417	42.25	5.24	7951	27.46	100
	GIRLS	5407	21.22	85.53	541	21.68	8.56	374	37.89	5.92	6322	21.83	100
	TOTAL	12240	48.05	85.76	1242	49.78	8.70	791	80.14	5.54	14273	49.29	100
TOTAL													
	BOYS	13884	54.50	88.35	1323	53.03	8.42	507	51.37	3.23	15714	54.27	100
	GIRLS	11591	45.50	87.53	1172	46.97	8.85	480	48.63	3.62	13243	45.73	100
	TOTAL	25475	100.00	87.98	2495	100.00	8.62	987	100.00	3.41	28957	100.00	100

Source : District Project Office

TABLE 2.12 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL

BLOCK : VYOHARI

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5677	25.28	93.54	279	12.82	4.60	113	18.59	1.86	6069	24.04	100
	GIRLS	4941	22	92.42	286	13.14	5.35	119	19.57	2.23	5346	21.18	100
	TOTAL	10618	47.28	93.02	565	25.95	4.95	232	38.16	2.03	11415	45.22	100
SC													
	BOYS	1264	5.63	87.9	150	6.89	10.43	24	3.95	1.67	1438	5.7	100
	GIRLS	1173	5.22	88.13	132	6.06	9.92	26	4.28	1.95	1331	5.27	100
	TOTAL	2437	10.85	88.01	282	12.95	10.18	50	8.22	1.81	2769	10.97	100
ST													
	BOYS	5377	23.94	86.35	695	31.92	11.16	155	25.49	2.49	6227	24.67	100
	GIRLS	4025	17.92	83.32	635	29.17	13.14	171	28.13	3.54	4831	19.14	100
	TOTAL	9402	41.87	85.02	1330	61.09	12.03	326	53.62	2.95	11058	43.81	100
TOTAL													
	BOYS	12318	54.85	89.69	1124	51.63	8.18	292	48.03	2.13	13734	54.41	100
	GIRLS	10139	45.15	88.1	1053	48.37	9.15	316	51.97	2.75	11508	45.59	100
	TOTAL	22457	100	88.97	2177	100	8.62	608	100	2.41	25242	100	100

Source : District Project Office

TABLE 173 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : SHAHDOL
CONSOLIDATED

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	52366	21.24	93.22	2646	10.23	4.71	1162	12.56	2.07	56174	19.94	100
	GIRLS	47643	19.32	91.97	3004	11.62	5.80	1158	12.51	2.24	51805	18.39	100
	TOTAL	100009	40.56	92.52	5650	21.85	5.23	2320	25.07	2.15	107979	38.33	100
SC													
	BOYS	11630	4.72	80.31	2353	9.10	16.25	498	5.38	3.44	14481	5.14	100
	GIRLS	10130	4.11	79.38	2294	8.87	17.98	338	3.65	2.65	12762	4.53	100
	TOTAL	21760	8.82	79.87	4647	17.97	17.06	836	9.03	3.07	27243	9.67	100
ST													
	BOYS	66969	27.16	85.92	7968	30.81	10.22	3010	32.53	3.86	77947	27.67	100
	GIRLS	57854	23.46	84.41	7597	29.38	11.08	3088	33.37	4.51	68539	24.33	100
	TOTAL	124823	50.62	85.21	15565	60.18	10.63	6098	65.9	4.16	146486	52.00	100
TOTAL													
	BOYS	130965	53.11	88.13	12967	50.14	8.73	4670	50.46	3.14	148602	52.75	100
	GIRLS	115627	46.89	86.37	12895	49.86	9.69	4584	49.54	3.44	133106	47.25	100
	TOTAL	246592	100.00	87.53	25862	100.00	9.18	9254	100.00	3.28	281708	100.00	100

Source : District Project Office

TABLE 2.14 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : ARON**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5512	41.89	79.77	800	44.59	11.58	598	42.02	8.65	6910	42.20	100
	GIRLS	3752	28.51	80.55	484	26.98	10.39	422	29.66	9.06	4658	28.45	100
	TOTAL	9264	70.41	80.08	1284	71.57	11.10	1020	71.68	8.82	11568	70.64	100
SC													
	BOYS	2004	15.23	90.56	85	4.74	3.84	124	8.71	5.60	2213	13.51	100
	GIRLS	1251	9.51	92.39	54	3.01	3.99	49	3.44	3.62	1354	8.27	100
	TOTAL	3255	24.74	91.25	139	7.75	3.90	173	12.16	4.85	3567	21.78	100
ST													
	BOYS	397	3.02	50.77	249	13.88	31.84	136	9.56	17.39	782	4.78	100
	GIRLS	242	1.84	52.84	122	6.80	26.64	94	6.61	20.52	458	2.8	100
	TOTAL	639	4.86	51.53	371	20.68	29.92	230	16.16	18.55	1240	7.57	100
TOTAL													
	BOYS	7913	60.14	79.89	1134	63.21	11.45	858	60.3	8.66	9905	60.49	100
	GIRLS	5245	39.86	81.07	660	36.79	10.2	565	39.7	8.73	6470	39.51	100
	TOTAL	13158	100.00	80.35	1794	100.00	10.96	1423	100.00	8.69	16375	100.00	100

Source : District Project Office

TABLE 2.13 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : ASHOK NAGAR**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	12219	41.92	90.04	841	35.68	6.20	511	31.52	3.77	13571	40.97	100
	GIRLS	3860	13.24	77.92	607	25.75	12.25	487	30.04	9.83	4954	14.96	100
	TOTAL	16079	55.17	86.80	1448	61.43	7.82	998	61.57	5.39	18525	55.92	100
SC													
	BOYS	4114	14.11	87.98	301	12.77	6.44	261	16.1	5.58	4676	14.12	100
	GIRLS	8211	28.17	95.33	213	9.04	2.47	189	11.66	2.19	8613	26.00	100
	TOTAL	12325	42.29	92.75	514	21.81	3.87	450	27.76	3.39	13289	40.12	100
ST													
	BOYS	387	1.33	53.97	227	9.63	31.66	103	6.35	14.37	717	2.16	100
	GIRLS	356	1.22	59.93	168	7.13	28.28	70	4.32	11.78	594	1.79	100
	TOTAL	743	2.55	56.67	395	16.76	30.13	173	10.67	13.20	1311	3.96	100
TOTAL													
	BOYS	16720	57.36	88.17	1369	58.08	7.22	875	53.98	4.61	18964	57.25	100
	GIRLS	12427	42.64	87.76	988	41.92	6.98	746	46.02	5.27	14161	42.75	100
	TOTAL	29147	100.00	87.99	2357	100.00	7.12	1621	100.00	4.89	33125	100.00	100

Source : District Project Office

TABLE 2.16 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : BAMORI**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	5535	42.48	79.63	1307	35.43	18.80	109	15.44	1.57	6951	39.89	100
	GIRLS	3365	25.83	79.46	802	21.74	18.94	68	9.63	1.61	4235	24.31	100
	TOTAL	8900	68.31	79.56	2109	57.17	18.85	177	25.07	1.58	11186	64.20	100
SC													
	BOYS	1035	7.94	82.73	184	4.99	14.71	32	4.53	2.56	1251	7.18	100
	GIRLS	533	4.09	77.58	134	3.63	19.51	20	2.83	2.91	687	3.94	100
	TOTAL	1568	12.03	80.91	318	8.62	16.41	52	7.37	2.68	1938	11.12	100
ST													
	BOYS	1715	13.16	60.88	797	21.60	28.29	305	43.20	10.83	2817	16.17	100
	GIRLS	846	6.49	57.05	465	12.61	31.36	172	24.36	11.60	1483	8.51	100
	TOTAL	2561	19.66	59.56	1262	34.21	29.35	477	67.56	11.09	4300	24.68	100
TOTAL													
	BOYS	8285	63.59	75.19	2288	62.02	20.76	446	63.17	4.05	11019	63.24	100
	GIRLS	4744	36.41	74.07	1401	37.98	21.87	260	36.83	4.06	6405	36.76	100
	TOTAL	13029	100.00	74.78	3689	100.00	21.17	706	100.00	4.05	17424	100.00	100

Source : District Project Office

TABLE 2 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : CHANCHODA**

		Primary Schools			EGS Centres			As Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	11111	44.89	86.92	723	40.50	5.66		45.80	7.42	12783	44.68	100
	GIRLS	6423	25.95	85.78	440	24.65	5.88		30.16	8.35	7488	26.18	100
	TOTAL	17534	70.84	86.50	1163	65.15	5.74		75.97	7.76	20271	70.86	100
SC													
	BOYS	2405	9.72	90.38	122	6.83	4.58		6.47	5.04	2661	9.30	100
	GIRLS	1511	6.11	91.63	74	4.15	4.49		3.09	3.88	1649	5.76	100
	TOTAL	3916	15.82	90.86	196	10.98	4.55		9.56	4.59	4310	15.07	100
ST													
	BOYS	2178	8.80	82.53	270	15.13	10.23		9.22	7.24	2639	9.23	100
	GIRLS	1122	4.53	80.89	156	8.74	11.25		5.26	7.86	1387	4.85	100
	TOTAL	3300	13.33	81.97	426	23.87	10.58		14.48	7.45	4026	14.07	100
TOTAL													
	BOYS	15694	63.41	86.79	1115	62.46	6.17		61.49	7.05	18083	63.21	100
	GIRLS	9056	36.59	86.05	670	37.54	6.37		38.51	7.58	10524	36.79	100
	TOTAL	24750	100.00	86.52	1785	100.00	6.24		100.00	7.24	28607	100.00	100

Source : District Project Office

TABLE 2.18 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : CHANDERI**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	8607	42.40	88.96	863	46.13	8.92	205	25.00	2.12	9675	42.08	100
	GIRLS	5931	29.22	91.33	414	22.13	6.38	149	18.17	2.29	6494	28.25	100
	TOTAL	14538	71.62	89.91	1277	68.25	7.90	354	43.17	2.19	16169	70.33	100
SC													
	BOYS	2199	10.83	88.49	261	13.95	10.50	25	3.05	1	2485	10.81	100
	GIRLS	1388	6.84	91.50	113	6.04	7.45	16	1.95	1	1517	6.60	100
	TOTAL	3587	17.67	89.63	374	19.99	9.35	41	5.00	1.02	4002	17.41	100
ST													
	BOYS	1358	6.69	78.36	149	7.96	8.60	226	27.56	13	1733	7.54	100
	GIRLS	817	4.02	75.16	71	3.79	6.53	199	24.27	18.2	1087	4.73	100
	TOTAL	2175	10.71	77.13	220	11.76	7.80	425	51.83	15	2820	12.27	100
TOTAL													
	BOYS	12164	59.92	87.55	1273	68.04	9.16	456	55.61	3.2	13893	60.43	100
	GIRLS	8136	40.08	89.43	598	31.96	6.57	364	44.39	4.21	9098	39.57	100
	TOTAL	20300	100.00	88.30	1871	100.00	8.14	820	100.00	3	22991	100.00	100

Source : District Project Office

TABLE 9 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : GUNA
BLOCK : GUNA

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	10215	34.84	88.82	1070	34.89	9.30	216	17.72	1.88	11501	34.23	100
	GIRLS	8454	28.84	90.82	631	20.57	6.78	224	18.38	2.41	9309	27.70	100
	TOTAL	18669	63.68	89.71	1701	55.46	8.17	440	36.10	2.11	20810	61.93	100
SC													
	BOYS	3828	13.06	93.03	186	6.06	4.52	101	8.29	2.45	4115	12.25	100
	GIRLS	3166	10.80	94.65	102	3.33	3.05	77	6.32	2.3	3345	9.95	100
	TOTAL	6994	23.86	93.75	288	9.39	3.86	178	14.60	2.39	7460	22.20	100
ST													
	BOYS	2357	8.04	69.41	666	21.72	19.61	373	30.60	10.98	3396	10.11	100
	GIRLS	1298	4.43	66.98	412	13.43	21.26	228	18.70	11.76	1938	5.77	100
	TOTAL	3655	12.47	68.52	1078	35.15	20.21	601	49.30	11.27	5334	15.87	100
TOTAL													
	BOYS	16400	55.94	86.26	1922	62.67	10.11	690	56.60	3.63	19012	56.58	100
	GIRLS	12918	44.06	88.53	1145	37.33	7.85	529	43.40	3.63	14592	43.42	100
	TOTAL	29318	100.00	87.25	3067	100.00	9.13	1219	100.00	3.63	33604	100.00	100
Source : District Project Office													

TABLE 2.20 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : ISHAGARH**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	7864	40.94	91.93	413	34.42	4.83	277	30.04	3.24	8554	40.11	100
	GIRLS	5113	26.62	90.24	291	24.25	5.14	262	28.42	4.62	5666	26.56	100
	TOTAL	12977	67.56	91.26	704	58.67	4.95	539	58.46	3.79	14220	66.67	100
SC													
	BOYS	2648	13.79	92.72	119	9.92	4.17	89	9.65	3.12	2856	13.39	100
	GIRLS	1975	10.28	92.38	82	6.83	3.84	81	8.79	3.79	2138	10.02	100
	TOTAL	4623	24.07	92.57	201	16.75	4.02	170	18.44	3.40	4994	23.41	100
ST													
	BOYS	1047	5.45	77.67	179	14.92	13.28	122	13.23	9.05	1348	6.32	100
	GIRLS	560	2.92	73.01	116	9.67	15.12	91	9.87	11.86	767	3.60	100
	TOTAL	1607	8.37	75.98	295	24.58	13.95	213	23.10	10.07	2115	9.92	100
TOTAL													
	BOYS	11559	60.18	90.60	711	59.25	5.57	488	52.93	3.83	12758	59.82	100
	GIRLS	7648	39.82	89.23	489	40.75	5.71	434	47.07	5.06	8571	40.18	100
	TOTAL	19207	100.00	90.05	1200	100.00	5.63	922	100.00	4.32	21329	100.00	100

Source : District Project Office

TABLE 2.21 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

DISTRICT : GUNA
BLOCK : MUGAWALI

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	8742	40.72	90.87	414	37.64	4.30	464	31.50	4.82	9620	40.01	100
	GIRLS	6621	30.84	91.31	287	26.09	3.96	343	23.29	4.73	7251	30.16	100
	TOTAL	15363	71.56	91.06	701	63.73	4.16	807	54.79	4.78	16871	70.18	100
SC													
	BOYS	2804	13.06	92.12	57	5.18	1.87	183	12.42	6.01	3044	12.66	100
	GIRLS	1843	8.58	90.25	31	2.82	1.52	168	11.41	8.23	2042	8.49	100
	TOTAL	4647	21.65	91.37	88	8.00	1.73	351	23.83	6.90	5086	21.16	100
ST													
	BOYS	905	4.22	71.77	182	16.55	14.43	174	11.81	13.80	1261	5.25	100
	GIRLS	553	2.58	67.19	129	11.73	15.67	141	9.57	17.13	823	3.42	100
	TOTAL	1458	6.79	69.96	311	28.27	14.92	315	21.38	15.12	2084	8.67	100
TOTAL													
	BOYS	12451	58.00	89.41	653	59.36	4.69	821	55.74	5.90	13925	57.92	100
	GIRLS	9017	42.00	89.14	447	40.64	4.42	652	44.26	6.45	10116	42.08	100
	TOTAL	21468	100.00	89.30	1100	100.00	4.58	1473	100.00	6.13	24041	100.00	100

Source : District Project Office

TABLE 2.22 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
BLOCK : RAGHOGARH**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	9763	45.50	82.83	1489	36.82	12.63	535	34.19	4.54	11787	43.55	100
	GIRLS	5644	26.30	79.25	992	24.53	13.93	486	31.05	6.82	7122	26.31	100
	TOTAL	15407	71.80	81.48	2481	61.35	13.12	1021	65.24	5.40	18909	69.86	100
SC													
	BOYS	2641	12.31	88.24	246	6.08	8.22	106	6.77	3.54	2993	11.06	100
	GIRLS	1240	5.78	80.89	185	4.57	12.07	108	6.90	7.05	1533	5.66	100
	TOTAL	3881	18.09	85.75	431	10.66	9.52	214	13.67	4.73	4526	16.72	100
ST													
	BOYS	1619	7.55	64.30	691	17.09	27.44	208	13.29	8.26	2518	9.30	100
	GIRLS	550	2.56	49.42	441	10.91	39.62	122	7.80	10.96	1113	4.11	100
	TOTAL	2169	10.11	59.74	1132	27.99	31.18	330	21.09	9.09	3631	13.42	100
TOTAL													
	BOYS	14023	65.35	81.07	2426	59.99	14.02	849	54.25	4.91	17298	63.91	100
	GIRLS	7434	34.65	76.11	1618	40.01	16.56	716	45.75	7.33	9768	36.09	100
	TOTAL	21457	100.00	79.28	4044	100.00	14.94	1565	100.00	5.78	27066	100.00	100

Source : District Project Office

TABLE 2.23 : ENROLMENTS DISTRIBUTION IN DIFFERENT SCHOOLS / CENTRES

**DISTRICT : GUNA
CONSOLIDATED**

		Primary Schools			EGS Centres			AS Centres			Total		
		Enrolment	Percentage within PS	Percentage in Total	Enrolment	Percentage within EGS	Percentage in Total	Enrolment	Percentage within AS	Percentage in Total	Enrolment	Percentage across groups	Total %
GENERAL													
	BOYS	79568	41.48	87.10	7920	37.88	8.67	3864	32.69	4.23	91352	40.68	100
	GIRLS	49163	25.53	85.98	4948	23.67	8.65	3066	25.94	5.36	57177	25.46	100
	TOTAL	128731	67.11	86.67	12868	61.55	8.66	6930	58.62	4.67	148529	66.14	100
SC													
	BOYS	23678	12.34	90.05	1561	7.47	5.94	1055	8.92	4.01	26294	11.71	100
	GIRLS	21118	11.01	92.31	988	4.73	4.32	772	6.53	3.37	22878	10.19	100
	TOTAL	44796	23.35	91.10	2549	12.19	5.18	1827	15.46	3.72	49172	21.90	100
ST													
	BOYS	11963	6.24	69.51	3410	16.31	19.81	1838	15.55	10.68	17211	7.66	100
	GIRLS	6344	3.31	65.74	2080	9.95	21.55	1226	10.37	12.70	9650	4.30	100
	TOTAL	18307	9.54	68.75	5490	26.26	20.44	3064	25.92	11.41	26861	11.96	100
TOTAL													
	BOYS	115209	60.06	85.43	12891	61.66	9.56	6757	57.16	5.01	134857	60.05	100
	GIRLS	76625	39.94	85.42	8016	38.34	8.94	5064	42.84	5.65	89705	39.95	100
	TOTAL	191834	100.00	85.43	20907	100.00	9.31	11821	100.00	5.26	224562	100.00	100

Source : District Project Office

Table 2.24 : Number of PS, EGS and AS Centres

1997-98	Shahdol	Guna
No. of Primary Schools	2760 (74.71)	1620 (67.01)
No. of EGS Centres	664 (17.98)	467 (19.33)
No. of AS Centres	270 (7.31)	330 (13.65)
Total	3694 (100)	2417 (100)

Source : District Project Offices

III : ACADEMIC PROCESSES AND QUALITY ISSUES

Any innovative effort to provide improved access in the primary schooling needs to be reviewed for the quality of teaching-learning in order to be considered as an alternative to the formal primary schooling system. This becomes more important because the academic qualification of the teacher under these innovations are generally lower than their counterpart in primary schools and unlike the latter they have not undergone any pre-service training. However, all the teachers in both EGS and AS centres were given one round of training before starting the school followed by more rounds later. At the time of the visit, most of the teachers had received training for the following number of days.

Table 3.1 : Training received by the Teachers*

	EGS	AS
1st round (induction)	12 days	21 days
2nd round	10/12 days	17 days
Total	22/24 days	38 days

* The EGS Gurujis were given an additional training of 4 days on pupil-evaluation. The AS teachers were undergoing third round of teachers training for 12 days at the time of the visit.

The AS and EGS centres follow different curriculum earlier. The teaching-learning materials based on the respective curriculum are also different and same is the case for *teacher training*. The EGS follows the formal schooling pattern whereas the AS follows the alternative approach of non-graded curriculum with an emphasis on flexible pace of learning and division of groups on that basis. The monitoring and academic support system is also separate for the two systems. While EGS comes under the CRCs and follows the formal school route of monthly meeting and school visits by CACs, the AS has separate cadre of supervisors and monthly meetings are held at BRC level. One supervisor is supposed to be there for every ten centres and regular school visits is their duty. They were given additional 7 days training at the time of induction.

3.1 Multi-level/multi-grade Situations

The teaching-learning process, as observed during the field visits suggested both inter-district and intra-district variations in terms of its approach and effectiveness both in case of EGS and AS centres. **The AS teachers in Shadhol reflected better understanding of the level approach (as against the grade approach) and were practising this with greater ease as compared to their counterparts in Guna. Though inter-district variation was visible in the quality of transaction processes in both the districts, the range was larger in case of Guna.**

Students were divided on the basis of levels and within levels the sub-groups were divided on the basis of learning lessons the children had completed in most of the AS centres in Shahdol. The use of cards and chart papers for group-learning was also common. The practice of having the same child in different level and sub-level for different subject was generally not seen in either of the district. The effective use of group learning was much less visible in AS centres of Guna. In most cases, the children were sitting in rows and were being addressed by the teacher in Guna.

Some of the AS teachers are finding it difficult to explain the level approach to the parents and community. The parents want to know the grade in which their child is studying. Though some teachers could explain the concept and did not consider it a major problem, others expressed their discomfort with the situation and preferred an acceptable nomenclature. This, however, did not mean that they were not comfortable with the approach for the classroom. In both the districts, lower qualification (below 10th) of AS teachers was cited as an handicap by the DIET faculty members especially now when third level books need to be transacted.

Alternative School, Akara Tola, Gohparu, Shahdol

The AS centre is running here in the inner verandah of a local person who resides in the same kutchra house. At the time of the centre visit, 41 out of 47 enrolled children were present. The children were clearly divided into five groups on the basis of the books and lessons completed in the language. Only one teacher (the women) was present as the other had gone to the DIET for training. She was teaching the lowest level, most of those being the new admissions, with the help of cards. She was interacting in the local dialect and the children seemed quite confident and comfortable with her. The children belonging to the highest level were engaged in self-learning with help of the textbooks.

The three levels in between were engaged in three different group activities with the help of the charts and cards. The interaction with the children reflected that the division of children in different levels was very appropriate. The interaction with the teacher showed her clear understanding of the level approach. She did mention that these groupings change for Maths as few children are much better in Maths as compared to their level of language and vice-versa.

The toys made of clay, leaves and certain other aids prepared by the teachers were lying on the floor. Their condition as well as children's familiarity with those established that these were being used in the classroom. The walls had numbers written in ascending, descending and mixed orders and also the Hindi words and letters.

The community expressed their full satisfaction over the performance of the teachers and children. One of the villager proudly declared that the children coming to this school are much smarter and more intelligent than those going to the formal primary school.

A common feature in many of the schools was presence of young unenrolled children. Some of the teachers had formed separate group and introduced certain pre-school activities for them. Most of the teachers, however, had just allowed them to sit and observe whatever was happening.

The teachers were generally handling multi-grade/multi-level situations with the help of group formation and monitor system. Few good practices of handling large classes were witnessed in EGS centres of both the districts. EGS centres have generally not been facing multi-grade situation and only now with new entrants in grade 1, the Gurujis are required to handle two classes together. The number of students in grade 1 was invariably low as most of the age group children had already been admitted at the time of opening of these centres. The Gurujis are not finding it difficult right now but many instances of effective multi-grade/multi-level activity based teaching were not seen other than the few mentioned above.

EGS centre, ward no. 1, Jaitahri, Shahdol

The centre functioning in one of the inner verandah in a local villager's house presented a good example of handling a large class. 56 children were present (out of 68 enrolled) with around half of them being girls. The teacher was revising some of the things taught in the last class, this being the beginning of the new session. There was hardly any new student as almost all the eligible age-group children were admitted last year at the time of opening of the centre.

The teacher was using role play as well as cards in an obvious and successful attempt to involve all children. He was moving among the children all the time and addressing each child by name. A remarkable expression on most of the children's face was that of curiosity and inquisitiveness. The teacher was successful in holding their attention and the children were asking questions frequently and were also replying to teachers queries. The teacher was aware of the identity of those students who required additional help and was skillfully giving them more attention in an activity which was meant for all the children.

2.2 Activity Based Teaching

The transaction process followed by most of the teachers in EGS and AS centres can be easily called activity based and child centred. This can be explained with the help of few examples. Children were frequently asked open ended questions where they could apply their minds (mental activity). For instance, in one of centres the teacher showed a picture of mango and asked the children to identify the fruit. Once children did that, they were asked to identify the colour to which the answers were both yellow and green. This was followed by a question where does one get mango from. When children said tree, they were asked to tell the names of the trees they have seen and the prompt came the answers in the form of Tendu, Mahua, Harre, etc., all commonly available trees in that area. Such activities were commonly observed in many centres and the teachers were effectively using these for language, maths and EVS teaching.

IISCL, EGS centre, Chanderi, Guna

This centre presents a lively sight of about 80 children learning in a very enabling classroom full of colour, pictures and numerous other materials. A huge egg shaped temporary shade built over kutchha walls is the classroom. The area around this room has been cleaned and a boundary made of coloured stones makes the school campus. Younger unenrolled children were sitting around and moving their fingers on the shapes and letter painted on these stones when we arrived at this centre.

The variety of teaching aids and their use revealed the creativity of the teacher. He had assembled a number of things from the local small shop and was using those innovatively. Bindi bags were used as pocket boards and cardboards were painted with numbers, words, names of days & months, various mathematical signs, letters, etc. These cardboards were hanging from the roof and children could easily use those. Cut-outs of Lion, Lotus etc. were made out of the cartons carrying products of these brands. In order to satisfy the demand for English education from the parents, the teacher had taken certain initiatives like writing the numbers in English on one side of the cardboard and in Hindi on the other side.

The children were divided into levels within the grade I and II. There were three levels in class II. Peer learning was used imaginatively and it helped the teacher to manage such large number effectively. The students were discussing among themselves to solve the problems and complete the tasks given by the teacher. The teacher encouraged and also directed these discussions. Before coming back to this group he spent time with one other group. Here he used 'Mahua' seeds to teach counting. The upper level children in grade I could fluently read and write Hindi, and could do complex additions and subtractions. The teacher felt that use of aids and examples from their own lives like the concept of borrowing to teach subtraction, has helped those children learn faster. Since this school is situated near a dam and the children had witnessed the dam being constructed, those situations were also being used to make them understand certain basic principles of science. Local language was used extensively with younger children. The teacher also knew each child by name.

The Sarpanch and other community members were very proudly narrating one incident when the families from neighbouring area went to BEO and requested that their children be admitted in this particular school. The Sarpanch also told that the community there has generally been disinterested in any development work and seldom come forward to contribute in any manner. But in case of this centre, after running it for almost a year, when the teacher requested them to help construct the shade, people volunteered in large numbers. Not only they offered wood and other materials, they together cleaned the space and built the hall. People kept emphasising that all this was possible because the teacher is one among themselves and is really concerned about the well-being and development of the place.

Physical activities were also commonly seen in some of the centres. If a poem was being taught, it was followed by a role play and related discussion. For example, 'dhanmak dhammak ata haathi' was followed by a role play and a number of questions were on elephant which were not always the routine ones. The children were also taken outside the classroom and the games like 'Bol Bhai Kitne' (tell me how much), 'Aur Karen Kya' (what else do we do), etc. were being used creatively by teachers. **It was noticeable that the teachers were conscious of the learning contents within these games and were not using these just for the sake of having physical activities.**

It is noteworthy that participation of girls in these activities, mental or physical, was very high and very natural. Irrespective of a separate or mixed sitting arrangement, the girls were participating in all the activities and did not show any inhibition in most places. The group learning focused in AS facilitated this more easily but even in EGS centres, where seating arrangements were generally separate, girl's attendance as well as involvement was quite high.

Alternative School, Mohar Tola, Jaisinghnagar, Shahdol

By the time, we reached this place after a difficult drive through muddy, kutcha roads, the centre had closed down. However, in no time around 40 children gathered along with their male teacher (the lady teacher had gone to the DIET for training) and started displaying each and everything in their school. The centre was functioning in two very small rooms in a local villager's kutcha house. The name of each and every child in the school was written on the walls and everyone wanted to show her/his name. The walls were also full of paintings made by the children and the teachers. The children enthusiastically showed a variety of teaching aids and also the ways they use those. Most of these aids were prepared by the teachers with the help of children. Most of the children could easily read Hindi and identify numbers. The teacher started a game having physical activity outside the centre in the open space and all the children were participating showing familiarly with the game. The women of the village were sitting and watching the children play. When asked they clearly said that whatever happens they would not let these two teachers leave this school. Watching their children play like this is a normal routine for them. One of the mothers identified her daughter among the children and pointed out to her saying "she is my daughter, she keeps reading, writing, playing all the time; I am happy that she is not engaged in household chores; I am happy that she is enjoying herself".

The effective/imaginative use of space was another remarkable practice seen at many places in these centres. Except few, the teachers were generally trying their best to use the minimal space in such a manner that participatory practices and child to child inter-

actions were feasible. The courtyard available to centres in Shahdol, as these were housed in somebody's house, provided a safe open place for physical activities. Imaginative use of space in centres functioning under a tree was witnessed at few places, effectively contributing to the learning of children.

3.3 Use of Teaching Aids and other TLM

The use of cards, charts, pictures, pocket board, colours, etc. were also common in both EGS and AS centres. This was much more common in Shahdol than in Guna. Apart from other reasons for this, one reason could be the fact that most of these centres are functioning in open spaces under the tree in Guna whereas temporary shelters have been provided by the community in most of these cases in Shahdol. In few cases, the Panchayat has built a separate building for the centre out of its own fund. Such cases are, however, few and far between. The shelter provided by the community is generally in the shape of a kutchra room and adjacent verandah in somebody's house.

The walls of these rooms were painted with pictures, words, numbers, letters, names of the birds, animals, etc. These were used frequently in the transaction process and helped teachers in arranging groups. Though few teachers were extra-ordinarily creative in use of aids and materials in Guna district, the average teacher's involvement in creating and using aids effectively was more visible in Shahdol. The students involvement in making toys out of clay and other local materials was also seen frequently. **It is worth mentioning that there was hardly any case of aids being kept only for ornamental/demonstrative purposes in either AS or EGS centre. There was either no aid or if the aid was there, it was being used.**

The textbooks and other supplementary materials for both kinds of centres include a number of exercises to be done by learners. These were not being used generally in Shahdol except for few centres whereas their use was relatively more common in Guna. **In general, the use of textbooks was less in all those centres where there was more focus on use of aids.**

3.4 Teacher-Child Relationship

Teacher and children share a close relationship in both AS and EGS centres. In almost all the cases, barring a few, the teacher know each single child by name and used the same during classroom interactions. The teachers were generally aware of the home situation of every child. The children were comfortable with the teacher and could easily relate with her/him. The confidence and involvement shown by the children at many centres were remarkable. The positive teacher-child relationship can be certainly seen both as a cause and effect of the activity based teaching that was being practised quite effectively at many places.

EGS Centre, Dongri Tola, Pushprajgarh, Shahdol

When we reached this centre, functioning from a kutchra room with an adjoining courtyard in a local villager's house, the children were enacting a role play based on a poem. The teacher was noting down some of the words that figured in the poem. Then the teacher asked the students to identify the words and the letters in those words. The children were next asked to name other words starting with those letters. The children responded in the form of a number of words used commonly by the children and also those learnt in the classroom.

The walls in the room had Hindi alphabets, numbers, black board, pocket board and a number of photographs. The children, when interacted individually, could do simple sums of addition and subtraction and also read simple Hindi. 25 out of 28 enrolled children were present.

The teacher and the children had prepared a song and a dance on the local dance form 'Karma'. All the children were tribals and these dance forms are very much part of their daily lives. When the teacher and children started singing and dancing, they were joined by the villagers with drums and other instruments. The wordings of the song were like this -

"Education Guarantee Scheme has now arrived

we will also go now to receive education

we also want to move ahead

nobody can stop us from receiving education".

The local language was used by the teachers in the classrooms, especially with the new entrants. It could be local dialects with traces of Baghelkhandi or Chhattisgarhi in Shahdol and Bundelkhandi in Guna. Even local variations in the dialects were being taken care of as the teacher being a local person spoke the same language. There were also definite efforts to link these to the learning of Hindi and children were not only comfortable because of the familiarity, they also appeared to learn Hindi fast.

3.5 Pupil Evaluation

AS emphasises continuous concurrent evaluation on a daily basis. The teachers are required to write their observations about every child at the end of the day. A perusal of the registers suggested that this act was becoming more of a routine in many cases and perhaps a weekly entry would be more meaningful. The EGS Gurujis were also trained in methods of sensitive pupil evaluation and an evaluation based on tests (oral, written as well as based on observation) was conducted in majority of the centres. The evaluation was designed carefully by the SCERT and the children were put in 5 different grades (instead of marks) on that basis. The outcomes of those evaluation are quite encouraging in Guna (Table 3.1) and those were yet to be analysed in Shahdol.

An important distinction between these centres and the PS can be seen in terms of pupil evaluation. While the evaluation system encouraged in these centres commensurate with the child-centred pedagogy, the PSs continue to use old examination system in most cases. It is possible that this becomes a deterrent for teachers in PSs in adopting the new pedagogy readily in the classrooms.

Table 3.1 : Details of Pupil-Evaluation in EGS Centre (Guna)

Sl No.	Block	Total EGS centre	No. of centres where evaluation took place	Total Enrolment	No. of children round by Evaluating	Evaluation Gradings (No. of children in different grades)					Total
						Excellent	A	B	C	D	
1.	Guna	74	60	3329	2730	431	640	917	214	528	2730
2.	Bamori	68	58	3019	2516	218	925	672	314	387	2516
3.	Aaron	32	30	1332	1252	150	402	414	210	76	1252
4.	Raghogarh	72	70	3236	3130	612	820	670	741	287	3130
5.	Isagarh	35	32	1648	1490	224	674	312	216	264	1490
6.	Chanderi	29	21	2407	1794	316	562	416	201	299	1794
7.	Mungauli	25	25	1301	1204	227	429	213	180	150	1204
8.	Chachoda	68	62	2932	2560	442	314	540	610	654	2560
9.	Ashoknagar	65	52	3120	2284	386	434	362	618	484	2284
Total		468	410	22324	18960	3806	5000	4521	3304	3129	18960

Source : District Project Office

3.6 Academic Monitoring

One of the critical factors to have contributed to the effective teaching-learning processes was certainly the regular and supportive academic monitoring. Wherever the CAC was sincere, regular and showed better understanding of modern pedagogical practices, the Gurujis in EGS centres were more enthusiastic and motivated about their responsibilities, and adopted effective practices in the classrooms. The sincerity involvement and approach of BRC coordinators also have a role as effective BRC monitoring and support leads to an effective team building at CRC level and provides a direct support system upto the level of centres. This was evident in both the districts and Chanderi in Guna and Jaisinghnagar in Shahdol can be cited as examples. It may be pointed out that CACs generally find the EGS Gurujis more responsive to their suggestions as compared to the regular primary school teachers. This leads to greater involvement and more intensive inputs by CACs in EGS centres helping the Gurujis perform better as teachers.

Effective monitoring at centre level can be identified as a critical factor in AS also. Shahdol had AS supervisors in place as per the scheme design whereas many of the supervisors were not in position in Guna. For instance, there was no supervisor posted in Guna block and there was only one for 30 centres in Ashoknagar block. This meant either noon-site

support and monitoring or the CAC covering these centres also. This at times proved counter-productive as the CACs are not oriented to AS curriculum as such and their suggestions confused the teachers.

3.7 Children's Competency Levels

The most noteworthy feature in terms of academic processes is the fact that the children are learning fast in these centres. In most of the cases, the children who had finished grade I in EGS centres could read simple words in Hindi and identify numbers upto 100.⁴ There was, however, a variation across schools. Some children could also easily read the sentences and make simple additions/subtractions. In few cases the children could identify numbers only after following the counting upto that number. Similarly, some children could read their own textbooks but could not read anything else.

The level of competencies, mainly the understanding and comprehension capacities, appeared to be quite high in many of AS centres, especially in Shahdol. This was also true for some selected centres in Guna. The children who had reached the third level could easily read and write Hindi and do sums of addition, subtraction, multiplication and division. The general perception in Shahdol was also there that the level of learning is high in AS centres. This was not so obvious in Guna where the competency levels were very high in certain AS as well as EGS centres and these were dismally low in certain other centres. It may be mentioned that the older children generally learnt faster but that was not the only reason for better performance of children in any of these centres. A combination of factors can certainly be traced to explain better and faster learning in some centres as compared to the others.

A definite relationship seemed to be there between an enabling teacher-child relationship, activity-based transaction process, supportive and regular monitoring and high level of children's learning. These factors seemed to reinforce each other and contributed in improving the centres functioning further.

Effective transaction processes, good competency levels and confident, forthcoming children also speak positively about teacher training.⁵ Few biased statements coming from teachers in both AS and EGS centres, mainly in Guna, regarding the I.Q. levels of children coming from lower caste/class (mentioned in the Access Section) can also be tackled in the teacher training and such efforts need to be initiated. It is important as these interventions are mainly targeted towards the schooling of marginalised groups.

4 Individual children were randomly identified and interacted with. Though their own textbooks were used, they were asked to read Hindi in maths book and identify numbers either from the language book (given in some exercise) or from chart, etc. on the wall. They were also given simple sums of addition/subtraction either on slate or blackboard.

5 Only one teacher training programme for AS was observed and the inferences have been presented in the Box 9.

Training of AS Teachers, Guna

Two simultaneous sessions of the ongoing training programme was briefly attended and observed. In one of the sessions, the teachers were making their group presentations on the ways of teaching the concepts of addition and subtraction. It was obvious from the presentations that many of the teachers were not clear about the concept of place value. The trainer did not make any attempt to discuss or review the presentations and even the obvious difficulties the teachers were showing were not addressed at all. When asked, the teachers said that they are hardly receiving anything new in this training.

In the other session, the group presentations were being made on the ways of teaching EVS. The presentations were being followed by detailed review and analyses. One person from the group was acting as teacher and the rest as students. The teacher was asking riddles with answers like mango, flag, etc. She called one of the students on the blackboard and asked to write the answer. Prior to that she showed them a chart where riddles were written as the left hand side and the answers were drawn on the right hand. The analyses that followed emphasised three things (i) children were not addressed by name, (ii) there was no discussion on the subjects like mango, flags, etc. and hence the whole exercise did not serve much purpose, and (iii) the use of TLM and black board was appropriate. Certain crucial points were missing in the discussions. For instance, nobody pointed out that the answer to the riddles had appeared just opposite in the chart which meant no sense of discovery for the child defeating the very purpose of using riddle as a means for teaching.

Many of the activities observed in the classrooms suggested frequent use of teachers guide 'Kopal'. What is intriguing is that the same teacher training (as EGS Gurujis) and support materials/system do not seem to have worked for primary formal schools with few exceptions here and there. **If the academic processes and competency levels witnessed during school visits is any indicator, both AS and EGS centres can be undoubtedly declared superior to those (with few notable exceptions in Shahdol⁶) schools as far as quality aspects are concerned.** At the same time, it needs to be highlighted that there were many cases of ineffective teaching learning processes and children's learning level for both AS and EGS centres in both the districts. In other words, the quality was not uniform across the board but still the general observations and results were much better than those experienced in the formal schools.

6 Two of the primary schools visited provided good examples of effective and creative use of aids and high competency levels of children. One experience has been documented in the Box 10.

Primary School, Sitapur, Jaitahri, Shahdol

This school was one of the rare primary schools where some of the novel experiments are going on. The teachers with support of students have developed various innovative aids that are being used for transaction processes. The aids include innovative use of local materials like cereals, leaves, seeds etc. All these aids are used by the children in the self learning exercises and the teacher effectively links these to the lessons and competencies. Several aids have been prepared on pre-reading/pre-writing skills for under-age (mostly unenrolled) children.

What is most interesting is the fact that the children have been given responsibilities for upkeep and maintenance of these aids. The teachers were finding it difficult to keep these aids safely in the beginning as the children used to destroy those. Then they experimented with this idea of entrusting the responsibility to the children themselves and they have been quite successful in implementing this. The children also share responsibilities for keeping the school building and campus clean. Different tasks are assigned to different child or group of children. The responsibilities are rotated among children so that everybody gets a chance.

It may be mentioned that the school has a low teacher-student ratio (1 : 33 with two teachers and 66 students) and three classrooms. These factors facilitate such practices of group and self learning easily.

Primary School, Hirawal, Chanderi, Guna

This primary school situated between two habitations has an enrolment of 156 and only one teacher is posted. Around 70 children were present at the time of the visit. Though a school building is there, the class was being held under a neem tree where all the children were sitting in rows and the teacher was sitting on a chair with a stick. The teacher was taking attendance at the point of time we reached. There was no durry or tat-patti for children to sit. When enquired about the durry he has bought with Rs. 2000 infrastructure grant, he said that he does not use it for fear of spoiling. He also expressed the difficulty in keeping these materials safely in school as this is located in an isolated place. There was an incident of fire in the past which destroyed all the teaching aids he had prepared. Therefore, he said, he has taken most of these things home. None of the randomly identified children, mostly enrolled in class IV or V could identify two digit numbers or read simple Hindi words.

Some of the primary schools visited, especially in Guna, presented a dismal picture as students studying in grade 2 or 3 could not even identify the simple words or numbers

upto 100. This was certainly not uniform for all the schools but the general experience also did not provide a better picture. **The teachers seemed rigid in their approach and, though not expressed in words, did not really try practising most of which they received in the training programmes.** Formal school teachers still seem to be suffering from the fear of inspector (ADIE) and were very reluctant to use any of the materials provided for fear of lose, wear and tear and probability of being declared responsible for such acts. A low motivation level was also seen with, of course, notable exceptions, especially in view of opening of EGS centres. **The effective functioning of Gurujis, relatively lower qualified and lowly paid teachers, seemed to have shaken them badly.**

3.8 Other Factors Responsible for Better Functioning of EGS and AS centres

Low Teacher-Pupil Ratio (TPC) are often cited as a reason for more vibrant classrooms in AS and EGS centres. The AS centres have a low TPR at about 1 : 20 whereas the primary schools have a relatively high TPR at around 1 : 32 in Shahdol and 1 : 47 in Guna. The TPR at EGS centres, however, are comparable at about 1 : 39 in Shahdol and 1 : 35 in Guna. Hence, it becomes difficult to identify this as a critical factor. Moreover, the average TPR fails to indicate the actual situation because of the skewed distribution of teachers as well as the students. There is also a divergence between the reported TPR on enrolment basis and the actual TPR being experienced in the classrooms. An example can be cited from Guna where only 8 children and 2 teachers were present at the time of the visit. The total enrolment in that particular school was 46 and the teachers strength was 3. In many other schools situated in Guna block, the situation was only marginally different. On the other hand, few schools visited in remote rural areas had much higher actual TPR. The situation was largely similar in Shahdol. A large variation in TPR was witnessed in EGS centres also as this generally tends to be low in remote tribal areas. The variation was relatively much less in case of AS centres.

One of the most critical factors explaining the better performance of AS and EGS centres is the contractual nature of the jobs and 'newness' of the intervention. The enthusiasm level is quite high in EGS because of several factors - an opportunity to have a job within their own habitation / village, high aspirations for upward mobility in the government sector, sense of importance by being attached to a high profile programme like Rajiv Gandhi Mission and also a sense of pride in doing a job that has a social purpose. There is a visible effort to prove themselves in order to achieve something higher, either in terms of higher honorarium or higher status or both. They have Shikshakarmis example before them where para teachers (Shikshakarmis) had joined the regular schools with the same honoraria (Rs. 500 p.m.) which was raised to Rs. 1000 p.m. first and then to a scaled salary (about half of the regular teachers' salary). The AS teachers had also joined at Rs. 500 p.m. which has now been raised to Rs. 1000/- p.m. The EGS being based on community demand, community support also has a role in building up this enthusiasm leading the teacher to try her/his best.

The fact that the entire thing, especially the new pedagogical practices, is a new concept and the practices are not yet routine for the teacher, also seemed to be contributing to her/his performance at present. The EGS is only a year old and AS two to three years old. In some of the AS centres, some signs of the job becoming routinised could be seen. The general level of involvement, however, remains high even in AS centres. Both AS and EGS teachers were given some additional points to be added for their experiences in the recent recruitment of Shikshakarmis. This has given a boost to their hopes and aspirations. It becomes important to look for innovative ways to sustain the involvement in order to maintain or even improve the quality of teaching and learning. The possibilities would be discussed later in the section on institutional issues.

IV : COMMUNITY INVOLVEMENT

The EGS and AS were both conceived of as community-based initiative with well-defined power and responsibilities for the community in their functioning. The concept of community includes the elected village level institutions like Panchayat and people at large. The aim has not only been to achieve a decentralised management system but also to help develop a more cohesive system of primary schooling where the community and teacher together have a sense of ownership towards the school.

4.1. Community Involvement : General Inferences

The very concept of EGS is based on the demand from community which itself has generated unprecedented level of involvement by the community and the panchayat in the primary schooling. This was evident during the field visits in both the districts. The panchayat plays a central role not only in consolidating the demand but also in the functioning of the school. Frequent visits by Sarpanch and other Panchayat members to these centres was found common for EGS centres. These centres are generally perceived as major achievements and the Sarpanches have stake in their functioning as they become accountable for its continuation and performance to the larger community. The AS, though not based on the community demand in such manner, does envisage an active involvement of Panchayat as well as others in their functioning.

One of the important expectations from the community has been in terms of space provision for these centres. The community has really come forward in fulfilling this role and besides somebody providing one room or verandah (dalan) for the purpose, there were also instances of people building temporary roof or even a room out of their own efforts coming in the form of materials and labour. Such instances were more common in Shahdol as compared to those in Guna. RGPSM has taken the initiative to provide Rs. 50,000 for construction of a room for EGS centres on a priority basis subject to availability of land. The communities are coming forward in large number to ensure land availability. Apart from providing the land, the Panchayats are adding some funds from their sources to have a bigger or better building and people are providing materials as well as labour for the propose. It is relevant to mention here that the building design (a hexagonal room surrounded by verandah on all sides) suggested by the DPO, Shahdol for this purpose suits the pedagogical needs as well as mingles well with the community's living style.

The general level of community participation and interest in these centres appeared to be quite high both in EGS and AS centres except few places in Guna. There appeared to be some coordination between the teacher belonging to the upper caste in a mixed population centre and the low level of participation by the community. Even when the teacher belonged to the upper caste but teaching in a relatively homogeneous caste group, the level of community participation appeared to be high. What is meant by community participation is the regular visits by parents, provision for certain necessary items by the community, a keen

interest in teacher's presence and children's learning, etc. Visibly high attendance in these centres as compared to that in formal schools also reflected active community interest.

It was interesting to note the way some of the marginalised communities relate to these centres as a means of giving shape to their aspirations regarding their children.⁷ The women could also articulate themselves well as to what are their expectations from these centres, especially for their daughters. Both men and women expressed quite often a sense of pride in seeing their daughters getting educated. **The overwhelming presence and active participation of girls in both CGS and AS centres raises the issue of the role played by incentives in getting the children from disadvantaged sections, especially the girls, to schools. The primary schooling system has adopted these means for quite some time without the kind of success these two interventions seem to have achieved. This perhaps shows that taking the school to the doorstep of families is more crucial for girls' participation than providing incentives to them to come to a distant school. The teacher being local also creates a sense of confidence among the parents. The almost compulsory presence of a women teacher in AS centres was generally perceived to be playing an important role in enhancing girls, participation and retention.**

4.2. Community-Teacher Relationship

One of the important powers delegated to the community is the choice of teachers for the centres. In case of EGS, the demand has to include the names of probable Gurujis with their qualification and residence proofs. The CEO Janpad (block) is bound to approve the first name unless there are genuine and valid reasons for not doing so. In no circumstances, the CEO is allowed to appoint a person other than that proposed by the community. A woman candidate is preferred but there is no reservation on any basis (sex or caste) in case of the first teacher. In AS, however, one teacher has to be necessarily woman and the normal reservation rules for caste groups also apply to this. The VEC or SMC⁸ sends four names out of which one fulfilling all criteria and requirements as approved by the RGPSM.

A strong sense of ownership is generated with this power to choose the teacher from among themselves. The teacher in most cases belonged to the same village. The maximum distance, a teacher was covering, was 2 to 3 kms. It was also evident that only when the educated person was not available within the habitation/village, a person from neighbouring village was selected. This fact of teacher herself/himself belonging to the local community has changed the character of teacher-community relationship. The typical outreach role, where the teacher is expected to build a rapport with the community, take a different shape as the teacher, in many cases, already has a rapport. She herself is a part of the community with whom she is supposed to interact and build a relationship. The rest of the community also sees her as one of their own having much more confidence as compared to that

⁷ This has been discussed at some length in the section on Access Issues.

⁸ The villages where there is no VEC, School Management Committees (SMC) are formed to be headed by either Sarpanch or other panchayat member residing in the village with representation of parents and others (women/SC/ST/OBC) to manage the AS centres.

shown in an outsider. This also means greater sense of accountability among the teachers as she/he is readily accessible to them.

The teachers generally accepted their community outreach role as natural and considered it as a part of the duty to ensure children's participation as well as satisfy the parents queries. The supervisors in case of AS and the CACs in case of EGS centres helped the teachers in fulfilling these roles by providing technical inputs and also by organising the meetings themselves whenever they visit the centres. The CAC and Supervisors are perceived to be State representatives and their active role helps in ensuring positive community participation.

Teacher absenteeism, a serious ailment in the formal primary school system, naturally takes a back seat in these interventions. Local residence, a sense of belonging and accountability created due to powers with the Panchayat/VEC/SMC do not allow the teacher to remain absent for long periods. The Panchayat/VEC/SMC is the leave sanctioning authority and the teacher cannot escape this system because of the social proximity. Apart from the in-built powers of the local bodies, the expectations from the community themselves put a pressure on the teacher to be regular. Unlike what was seen in primary schools, there was not a single case of anybody raising the question of irregular teacher attendance as an issue. **The very design of both these interventions, based on local teachers and community involvement, does not allow the ill of teacher absenteeism to erupt or grow.**

The issue of teacher appointment by Sarpanch in EGS was raised by many as this was perceived to be leading to corrupt practices and use of EGS for creating an employment opportunity for their own kith and kin. How such practices can be minimised or stopped has been discussed in earlier section on Access. It may also be mentioned that few cases were encountered where the relatives of the Sarpanch were actually the most suitable persons because of their qualification and were functioning quite effectively as teachers. **As such, what is needed is a strict verification of the demand and a stringent monitoring thereafter to stop the corrupt and inappropriate practices.**

Another issue that emerged was the removal of Guruji or AS teacher. With the instance of a case or two, it was pointed out that if the teacher fails to keep the Sarpanch/VEC/SMS happy, there is a chance that she/he is removed despite being a good teacher. The acceptable solution seemed to be that any removal must be vetted by Gram Sabha as ultimately the parents should be able to take a stand in favour of an effective teacher. The issue of ensuring greater accountability of Panchayat towards the community was discussed repeatedly at many places. Though this accountability is in-built in any elected mechanism, the issue assumes in the wake of greater devolution of power, financial and otherwise, to the local bodies. The section on institutional issues discusses this problem of maintaining transparency in greater detail.

4.3. Community Involvement : Centre Management Issues

The other responsibilities of these bodies, Panchayat and VEC/SMC include decisions on

school timings, weekly and yearly holidays within the specifications for hours and number of days for EGS and AS centres respectively. The centres are supposed to function for four hours per day for at least 250 days in a year. **Quite interestingly, in most cases, the community was keen to match the timings and calendar to that of the formal primary school as this gave a sense of 'formality' to these interventions. This was perceived as a sign of providing comparable or equivalent schooling through these means and not a second rate education.** However, the flexibility to decide timing and calendar facilitated in case certain special needs arise and was used to fulfil those requirements. For instance, many of the centres were functioning at Guna in the morning hours of 8 a.m. / 9 a.m. to 12 o'clock / 1 p.m. during July, though the formal schools had gone back to the day hours because it was still too hot to hold classes in the open during the day time.

RGPSM provides the annual teacher grant of Rs. 500 p.m., teacher and a school grant of Rs. 2000 p.m. to each AS centre as in the case with formal schools. This year the facility has been extended to the EGS centres also. While the VEC/SMC route is being followed for AS (as in formal schools), the school improvement grant is being transferred to the Sarpanches' account and the teacher grant is distributed through the CRC. The Gurujis' honoraria and other contingencies are also transferred to the Panchayat and Sarpanches who are responsible for procurement of necessary items as well as disbursement of honoraria to the Gurujis.

A delay in receipt of honoraria was a general complaint coming from the Gurujis in both the districts. Various reasons seemed to be responsible for this. The delay in transfer of money from the Janpad Panchayat to Gram Panchayat was one of the most commonly found reasons. Even when the money was transferred, many of the Sarpanches could not open a separate account for EGS because of two reasons. One, the banks ask for a minimum deposit for separate accounts and two, many of them are illiterate and lowly educated. Sarpanches did not know how to handle the situation. Some of the Gurujis also said that the Sarpanches are asking for a certain percentage as their share. While this allegation needs to be checked and a transparent mechanism ensured, there is definitely a need for training of Panchayat members on accounts related issues. It is crucial to address this issue quickly as this is affecting the Gurujis' enthusiasm adversely. This may also lead to a larger gap in teacher-community relationship which may be difficult to fill later.

The level of involvement of VECs/SMCs varied and the meetings were not being held regularly in many cases. Such instances were again witnessed more frequently in Guna as compared to that in Shahdol. Wherever the community themselves were more cohesive, the SMC/VECs were more active. **Another significant inference drawn from the study is that a 'good' teacher acted as a catalyst in making these bodies, and the community in general, more active. An effective team of a well performing teacher and supportive CAC and BRCC goes a long way in reinforcing community demand and helping them articulate their aspirations. Wherever, such relationships had developed, one could see a perfect coordination and relationship of mutual trust between the teacher and community which added to the effectiveness of schools.**

V : SCHOOL AND COST EFFECTIVENESS

A discussion on cost effectiveness essentially requires an assessment of school-effectiveness first. An assessment of school effectiveness may seem superfluous after such detailed discussions on the issues of access, quality and community involvement. School effectiveness is actually determined by the combination of all these factors. This discussion on school effectiveness, therefore, can be seen as based on analyses and summing up of the previous three sections.

5.1. School Effectiveness

It is not always easy to define effectiveness in the context of schools. Drawing from the dictionary meanings of effective as ‘producing a desired result’, ‘making a striking impression’ and ‘actual, not merely theoretical’, the school-effectiveness is being treated as the schools that are actually producing desired results and making striking impressions. *The* next question comes up regarding what is desired. In this context, this can be defined as below:

- (a) Providing access to the unreached groups-physical as well as social.
- (b) Ensuring participation of all children.
- (c) Helping children learn competencies of language, maths and EVS.
- (d) Helping children develop their capacity to think critically and apply themselves confidently to different situations.
- (e) Satisfying the community’s expectations from schooling.
- (f) Developing a cohesive teacher-community relationship leading to the ownership of school.

The assessment of AS and EGS centres against these criteria can be easily seen in the last three sections. Both AS and EGS centres are reaching out to the marginalised sections of the society - tribal communities living in scattered, remote habitations; primitive tribal communities that have so far not received schooling; socially marginalised SC groups who find it difficult to compete with the dominant caste group children in the formal schools and girls in general.

One of the striking features of these centres, though not universally true, is participation of girls not only in terms of attendance but also in all the activities happening in and outside the classroom. What is remarkable is this participation comes naturally as an outcome of the entire design of the centre and the child-friendly teaching-learning processes that are widely followed in these centres. Everybody’s participation was true not only for girls but for all the children present—irrespective of age, caste or other differences. The same was, however, not experienced in all the centres and typical gender as well as caste related biases could be seen at some places, as has been mentioned earlier. But this figured—more as exception than as rule.

It has been elaborated at length that in general, the children in these centres came across as much more confident and forthcoming as compared to their counterparts in the formal primary schools. Their learning levels were also definitely higher than that what one found in the comparable grades and age-group in the average formal primary schools. The use of space/teaching aids/child friendly practices in an average AS or EGS centre was much more innovative and creative than that in an average primary school. The community invariably thought very positively of these centres. Even in case of AS, where the level system created some confusion among the parents, they never questioned the quality of learning in their children and expressed satisfaction on that front.

Provision of only local teachers in these centres has meant minimal teacher absenteeism as compared to the formal system where this is frequent and common. The entire concept of AS and EGS based on decentralised community management can be seen as leading towards making of a cohesive set-up to support and nurture the primary education sector.

Though there are several caveats to all these conclusions, it can safely be inferred without any doubt, that these centres are generally more effective as compared to the average primary formal school. It is difficult to compare the two AS and EGS between themselves - and reach any definite conclusion regarding their effectiveness. There were regional variations and while the EGS centres come across as more effective at some places, the AS centres appeared to be more effective at others. The same situation persists even if one takes the criteria of access, quality and community involvement separately and it cannot be said conclusively that AS functioned better on quality or any other parameters or vice-versa. These two interventions, hence, can be treated more or less as equal in terms of school effectiveness.

5.2. Cost Effectiveness : Micro Versus Macro Perspectives

The concept of cost-effectiveness is based on the issue of maximising the benefits for a given cost or minimising the costs for given set of returns or benefits. **When applied to a decision making process for determining choice of a particular model, both the costs and effectiveness need to be denied in much broader sense including social costs and benefits accruing to a particular intervention.** Cost effectiveness does not refer to the low cost or least cost option without assessing the effectiveness.

The concept of cost is much broader than the concept of financial flow and includes not only non-monetary inputs but also the value of the alternatives or other opportunities which are forgone. It is, however, not easy to assess the opportunity cost for a number of inputs in any case and certainly so for these interventions. There are, however, many easily identifiable inputs that come from the community in the form of non-monetary contributions whose monetary values can be determined relatively easily. Those may not be directly borne by the state exchequer but have a role in making the place effective. These inputs include the provision of space, labour, materials and time provided for school supervision, meet-

ings, etc., from the community and the professional time provided by the teacher for less than prevalent price.

From the economy's perspective, the cost of AS or EGS should include all these items and an analysis of cost-effectiveness should consider the values. However, what is important here is not the application of a particular technique but understanding of the implications for achieving the broader goals. From the community's perspective, if they are ready to provide all these inputs in order to have an EGS or AS centre, it means they consider the return coming from such schooling as higher than the value for these provisions. Similarly, if the teachers are ready to provide their professional time for the honoraria they are paid, the returns in terms of pride, satisfaction, training, experience and responsibilities are certainly treated as the compensation for the loss in monetary receipts. Though sophisticated estimations are not made in these cases, the decisions are always based on a traditional sense of judgement where such calculations are implicit in the choice expressed.

From the state's perspective, what becomes critical is the financial flow from the exchequer and an awareness of the contributions made by different sections and their implications. For instance, though the financial burden to the exchequer ultimately becomes one of the most critical factor for any choice by the Government, it is absolutely necessary to know the contributions being made by the community and teachers also their aspirations so as to build or develop mechanisms to fulfil those. Similarly, from the government's point of view, the choice may not be determined only by comparing individual initiatives for their cost-effectiveness, but also by a combination of other factors and the existing situation in the sub sector.

This can be illustrated further by providing a simple comparison of costs of the financial inflows by the state government in three different systems of AS, EGS and PS. Because of almost essential provision of building, the investment costs are always higher in PS as compared to that in AS and EGS. Even if these are not taken into account, the recurrent costs in PS because of the teachers salary being high, are definitely much higher than those in AS and EGS. The expenditure on training and materials is higher in AS as compared to EGS as also the current level of honoraria. In other words, the recurrent expenditure by the state government is lowest in EGS, followed by the AS and the highest in PS. By applying the simple argument of EGS and AS being more effective than PS, it can perhaps be deduced that the EGS is most cost effective. This, however, would be too simplistic. The centre's unit expenditure and effectiveness can not be the only criterion for any judgement or choice.

The effectiveness of EGS or AS centres is related to so many other factors in the sub-sector. AS, for instance, despite being relatively cost intensive than EGS (because of higher honoraria, lower TPR, more intensive training and provision for more materials), goes beyond providing schooling facilities to certain children. AS with its curriculum focusing on flex-

ible pace of learning and locally relevant inputs provides a constant reference point for the mainstream curriculum. The presence of AS in small, yet sufficiently scaled, numbers has already influenced the formal school/EGS training as the basic principle remains valid for all children and the DIET trainers are either common or do interact among themselves. This has perhaps happened unconsciously but can take shape of a well-thought decision where the existing number of AS centres could continue side by side where certain desired experimentations can provide input for betterment of mainstream education, especially in the areas of pedagogy and academic processes. **This means the social benefits of having AS are larger than what can be seen by assessing only school effectiveness.**

Similarly, the sustenance of the current level of effectiveness of EGS centres need a number of institutional and other interventions. The intervention is too new and makes a striking impression right now but the State will have to respond to the aspirations and expectations that have emerged in the wake of the scheme's operationalisation. In absence of these measures, there is a possibility of this scheme also becoming a routine one (the details of these desired reforms would be discussed in the next section). EGS and AS have covered now most of unreached population. Any decision to have only EGS in future is feasible because the number has to be small. However, the scheme's initial success has raised a number of issues that need to be addressed before any long-run decision-making exercise.

Any assessment of a newer intervention like AS or EGS pre-supposes the existence of PS. The level at which the schemes intervene is a post-PS level in some sense and needs to be treated accordingly. For instance, only after PS could access the majority of children and failed to reach the marginalised groups, the innovative interventions could take shape. The comparison, therefore, has to keep this in background. There is, however, no doubt that there is a need for serious thoughts on effectiveness of these schools while the same training and materials have led the EGS Gurujis to create an enabling environment in the classroom, this has not happened in the formal primary schools. One reason is, of course, that the EGS teachers have not faced the complex situation and have so far taught only grade I and II. But there is much more to it in terms of low motivation level of regular teachers and other service responsibilities. There is, thus, definitely a need for certain measures to address these issues if a situation of co-existence for these schools and centres has to be there. Mechanisms can be built in such a manner that the presence of one, say EGS, helps the other, say PS, to perform better.

The rationale for above discussions in this section is to show that the macro decisions have to be based on different considerations than those for micro decisions. **The concept of cost effectiveness has to be applied accordingly otherwise there is a danger of making the decision making process too simplistic which may prove counter productive in the long run.**

VI : INSTITUTIONAL ISSUES

Institutional issues and structural inter-relationships play a vital role in successful implementation of any large-scale intervention. These assume more importance if the interventions happen to question the existing practices and disturbs the equilibrium. The AS and EGS have both played this role in the primary education sector of Madhya Pradesh in more than one ways. The present section discusses the role being played by the institutions like CRC, BRC, DIET at one hand and the Panchayat, bureaucracy and the Project (RGPSM) Management on the other, primarily in the context of EGS. The section then discusses the possibilities and direction of institutional reforms from wider perspective of the primary education sector. The issues relating to AS are being discussed separately from those of EGS because the latter happens to be a much larger initiative and follows the same curriculum as the formal system's.

6.1. Cluster Resource Centres (CRCs)

CRCs, a creation of RGPSM, played a crucial role in effectiveness of EGS centres by providing on-site support and monitoring in the shape of school visits and an opportunity to share, reflect and learn by means of monthly meetings. CRCs generally appeared to be a thinking institution in Shahdol district whereas the average CRC did not reveal the similar effectiveness in Guna. There are, however, some CRCs that could be labelled as vibrant structures in both the districts.

In some of the blocks, CRC meetings were being held in different school each time. This facilitated everybody's involvement and also meant few more teaching aids for that school. The topics for discussions at CRC meetings range from multigrade teaching to updation of village education register and from preparation of teaching aids to utilisation of school infrastructure fund. All the CRCs bring magazines that are circulated among the cluster teachers and all other CRCs. These are usually published quarterly and include materials like poems, stories, puzzles, games, details of enrolment, teacher-related information, local dialect equivalent vocabulary, etc. A clear attempt to make this useful for *teaches* can be seen in these magazines by having materials that can be used with children. However, there is a lot of scope for improvement. Some of these meetings are followed up by larger meetings known as 'Shiksha Panchayat' where interactions are held among teachers, education administrators, elected Panchayat members and the community. These meetings show the seriousness on the part of administration regarding the primary education and also the apparent effort to involve all stakeholders for the purpose.

Cluster Resource Centre, Girari, Pushprajgarh, Shahdol

The agenda for the monthly meeting held earlier was written on the Blackboard, which was as below :

1. Ideal lesson demonstration (Maths, class V)
2. Discussion on physical environment of the school campus
3. Multigrade teaching
4. Preparing Masks for Role-play
5. Discussion on developments in girls education drive
6. Discussions on never enrolled and dropped out children
7. Discussion on updation of village education register
8. Discussion on the forthcoming Shiksha Panchayat scheduled to be held at all CRCs.
9. EGS centres - discussion on use of contingency fund.

Shiksha Panchayat, Bholgarh Primary School, Jaitahri, Shahdol

Shiksha Panchayats are being organised at certain intervals on a particular day at CRC level in all the districts. This is used as a forum for dialogue between the community, the teachers, Panchayat members and educational administrators. Shiksha Panchayat at this particular place was considered more critical as the district collector and the CEO, Zila Panchayat also attended the meeting. It was an interesting experience to witness the kind of dialogue and debate that took place during this meeting.

The meeting started with usual speech and demand list kind of things but slowly the tenor changed to that of meaningful dialogue. The teachers were discussing the problems they face - ranging from the payments of the salary and engagement in other (non-teaching) duties to the need for flexibility in use of infrastructure fund and teachers grant. The issue of closing down some of the EGS centres was also raised by both the teachers and sarpanches. The project functionaries as well as the district administrators responded to these issues to the satisfaction of all. Those dialogues were meaningful and frank.

This forum was also used for mobilising community's support for enhancing enrolment and retention. RGPSM also felicitated one teacher for his extraordinary handling of multigrade teaching and one retired ADIE for his exceptional contributions in keeping the teachers' motivation high.

One of the teachers belonging to the school which houses CRC functions as CRC incharge. Another teacher belonging to any of the cluster schools has been selected as Cluster Academic Coordinator (CAC) and serves as full-time person for the CRC having been replaced by a Shikshakarmi in his school. One CRC covers around 8 to 18 PS and now all the EGS centres opened in the geographical jurisdiction have also fallen in their lap. The number of the EGS centres being covered by one CRC varies between 1 to 10 and implies substantial additional load for some of the CACs, especially in terms of school visits.

As pointed out earlier, the CACs are generally getting more response from EGS Gurujis as compared to PS teachers, probably because the latter do not feel accountable towards the CACs. There is a general feeling amongst the CACs that PS teachers do not attach much importance to their suggestions as they do not have any administrative power. Though a lowering in the rate and instances of teacher absenteeism is generally reported, the CACs feel that this could have further gone down if the block level Government functionaries had paid greater heed to their reports and taken action accordingly. The separation of academic support and administrative control, in their view, does not help as the teachers do not care much for the academic support. The teachers, on the other hand, find it difficult to accept suggestions from one of their equals who, at times, happens to be their junior.

There are certain other administrative problems faced at CRC level. The Principal of the CRC school is not always the CRC incharge and this leads to a conflict of interests as the principal does not own the CRC activities to be his/her own. This conflict was minimal at those places where principal and CRC incharge happened to be the same person. Though currently there does not seem to be any apparent conflict between primary school and EGS teachers, a subtle conflict could be sensed at some places.

Despite the conflict, constraints and limitations, the CRCs have succeeded in providing a forum to teachers - both PS and EGS - where they could meet, share, discuss and reflect. It has definitely led to certain positive results in schools, even if these have been somewhat limited as compared to those in EGS centres. There has been an improvement in teachers as well as students attendance, teacher-community relationship and use of teaching aids as compared to the situation that existed during pre-CRC days. CRC alone, of course, is not responsible and a combination of RGPSM interventions have contributed to this, but CRC is certainly one of the critical links. In view of the above, it is apparent that CRCs need to be continued and strengthened, However, the nature of the strengthening must be determined by the following factors :

- EGS and PS have to survive together and work towards the same goal of providing quality primary schooling,
- the differences in the nature and functioning of the EGS and PS systems.
- past experiences including the limitations and constraints faced.

- probable future constraints, limitations and the expected role thereafter.
- feasibility of implementing any reforms and the supportive factors required for such implementation.

The possible changes in nature and role of this structure would be discussed at a later stage when other structures at other levels have also been analysed.

6.2. Block Resource Centre and BEO’s Office

BRC have played important role in providing a mechanism for effective monitoring - academic and otherwise. However, these have not yet developed as very vibrant institutions in either of the district with few exceptions where an efficient BRC coordinator has made the difference. BRCs have largely been either a venue for the training of teachers or the administrative unit of the project management at the block level. One of the reasons for this has been lack of provisions for long-term technical personnel. There is only one coordinator currently who has a number of responsibilities. Wherever, the BRCC is more involved and efficient, the CACs are more motivated and effective and that is also reflected in more effective EGS and AS centres.

The Block Education Officer (BEO) is the administrative head of the department at the Janpad level (Block). He/she shares a joint account with the BRCC for RGPSM activities. BRC is also a RGPSM created structure. Wherever there is good coordination between BEO and BRCC, the functioning of the entire system has improved. For instance, if BEOs take the CAC’s reports against any teacher seriously (especially in cases of absenteeism), the teachers start giving more importance to these structures of BRC/CRC and their personnel.

There were more instances of better coordination between BRCC and BEO in Shahdol as compared to those in Guna. This resulted in better management of the sector as a whole and especially the EGS centres. The money for EGS centres is channelised through Janpad Panchayat and the BEO happens to be the secretary of Janpad Shiksha Samiti (Block Education Committee). The CEO of the Janpad Panchayat is primarily responsible for the transfer of this money to Gram Panchayat. Except for few cases in Shahdol, there were long delays in effecting this transfer in all the blocks. Same was the case for transfer of money for school improvement grant of Rs. 2000.00 for EGS centres. The transfer of Rs. 500 (teacher Grant) through CRCs was relatively timely and smoother.

Each block has 1 to 3 ADIES working under BEO. They are the regular supervisors of the schools but the number of schools under their jurisdiction is so large that regular supervisions become quite difficult. The nature of these supervisory practices remains “inspectotarial” and there have not been many efforts on the RGPSM’s side to change that by way of training or any other means. In fact, there has been a general lack of the same

emphasis to build block level institutions as is visible in case of CRCs.

The discussions at the block level revealed an openness towards any systemic or institutional reform provided these address the existing issues appropriately and effectively. The importance of continuing with the structures like BRCs and CRCs was realised and the need for strengthening those further was accepted. The probable ways of such reforms were discussed and the recommendations made in the following section have taken note of these deliberations.

6.3. District Institute of Education and Training (DIET)

DIETs were the already existing institutions and have helped the RGPSM in implementing the academic aspects, especially the training of teachers, CACs, AS supervisors, BRCCs etc. Even though not fully staffed, the DIETs in these two districts have adequate personnel and have received a number of inputs from the RGPSM in the form of training, etc. However, most of the DIET faculties have no first hand experiences of primary school teaching, as is the case in almost all parts of the country. The DIET faculties also seemed disturbed about the implementation of the EGS scheme as they saw this as a low-cost, low-quality alternative to formal systems. However, they did reveal some openness towards possible institutional reforms after detailed discussions.

6.4. Gram Panchayat

In the context of decentralised management and transfer of power to the community, Panchayat system in general and Gram Panchayat in particular emerge as the critical structures in the district. Though clear powers and responsibilities have been delegated to Gram Panchayat in context of EGS, there are several systemic issues that need to be addressed. Two of such issues have been mentioned earlier. **One is that of having a greater accountability towards Gram Sabha and the other is the opportunity to share experiences and enhance professional understanding of several account related areas.**

One of the ways to build greater accountability of the Gram Panchayat towards the gram sabha is to make the community more aware about the schemes and their rights and roles in such schemes. This may not be easy but can be attained through sensitization of local teacher and then using her/him as the change agent. The traces of these change could already be seen even without any designed effort or intervention.

The Panchayat members, unlike the teachers, do not have any forum where they could meet, share, discuss, reflect and learn from each other. The lack of such opportunity means lack of any healthy competition, chances of growth and also more dependence on teachers or other educated members for many of the activities. **There is clearly a need for professional training as well as creating a forum where sarpanches and other Panchayat members could also have a CRC kind of opportunity. Any devolution of power with-**

out the supportive capacity enhancement initiatives prove counter-productive in the long run.

6.5. Project Management

Though EGS is not a RGPSM initiative, the project management does have a vital role in the implementation. CRCs and BRCs are directly controlled by the District Project Office (DPO) and so are various managerial practices directly impacting the programme like EGS. An efficient and thinking project management means appropriate flow of information - vertical and horizontal, decentralisation of decision making and effective monitoring. Shahdol provided an example where highly motivated and effective leadership at the DPO have meant good coordination with the bureaucracy on one hand and Panchayats on the other. This has positively affected the functioning of the average EGS centre in the district.

6.6. Alternative Schools

The AS centres are managed entirely by the RGPSM at upper levels and hence the management plays a vital role. Unlike EGS, AS is not a state government initiative and hence both bureaucracy and the Panchayat system have a relatively limited role. DIET provides the academic support in terms of recurrent training to the teachers and supervisors. CRCs do not play any role by design and BRCs have a role in monitoring and academic support. It becomes important to decide on the future of AS in view of the eventuality of the project (DPEP) coming to an end after 2001. Any systemic reform, hence, would have to take care of that also.

6.7. Institutional Reforms

The experiences of AS and EGS so far have proved the possibility of having schemes and programmes that are based on innovative ideas. Having established that by way of achieving initial success, these experiences are also indicating towards a number of systemic changes that are required to broaden the decentralised base for both academic and managerial practices in the primary education sector. These changes are significant not only for sustaining the initial gains of innovative programmes like AS and EGS but also to consolidate those experiences for reforming the entire primary education sector. This study has shown that any forthcoming exercise on institutional reforms should consider or facilitate the following :

- (1. The primary school/centre functions as a composite unit and the academic and managerial issues at that level are intermingled. In other words, the teaching-learning process cannot be separated from the school management as well as some of the social issues. The teacher performs the all vital role by being aware of all these requirements on the one hand and by developing the capacity to see these as the natural elements of a whole on the other. The beauty of these centres, especially the

EGS, has been this that they have proved this fact without making the issue complex.

2. The community at large need to be involved with the local management and running of schools/centres. One of the most effective ways is to slowly transfer the initiatives in their hands.
3. The professional capacities of the Gram Panchayats need to be improved and a forum be created for experience sharing in the area of primary education.
4. EGS and PS teachers are going to co-exist and the institutional mechanisms should be such that both find opportunities for professional development and motivational levels are kept high.
5. Effective linkages are built at block level between BRCs and the administration so that there is no conflict of interests having adverse impact on the sub-sector.
6. The good managerial practices of the RGPSM are built into the reforms so that those do not come to an end with the completion of DPEP.
7. DIETs are developed as support institutions for primary education as a whole recognising the decentralised nature of the new initiatives.

The next section puts forward the concrete recommendations based on these factors.

VII : CONCLUSIONS AND RECOMMENDATIONS

The study safely concludes that both EGS and AS centres are functioning effectively in general and have contributed positively in providing access to the disadvantaged and marginalised groups. The quality aspects, as reflected in terms of transaction process and children's learning levels, are satisfactory. These initiatives have also given a new meaning to decentralisation and community involvement by rising above the tokenism and transferring the initiatives in their hands. In view of these findings, it is strongly recommended to continue with both the systems along with formal primary schools. However, the continuation of AS must be seen from a different perspective than that for continuing with EGS.

AS has been an experiment in alternative pedagogy with flexible pace of learning and a non-graded approach. The basic principle that each child should be allowed to learn at her/his own pace remains valid for all children but it is quite difficult to practice it at a very large scale. This approach demands a high level of understanding from the teacher about each child and the whole approach becomes quite complex to be handled appropriately at a large scale. However, the scale at which this is functioning now is small from macro perspective yet sufficiently large for reaching generalised conclusions. **Hence, it is recommended to continue and strengthen the AS system as a scaled experimentation for practising modern pedagogy and the experiences be used to strengthen the mainstream system consisting of both formal PS and EGS centres.** Any expansion of AS system should be limited to only those areas where this alone is seen as the most suitable means of providing access.

In order to serve the above purpose it is important to further strengthen the AS centres and maintain the quality of inputs. Currently there seems to be a dilution in providing the academic support at some places reflecting poorly in the functioning of the centres. These need to be corrected immediately which implies an improved quality of training, delivery and immediate positioning of trained supervisors as per design. **A mechanism for suitably transferring the experiences to the mainstream system also needs to be built.**

DIET faculty members with support of AS supervisors can be developed as a team for the purpose. A deliberate attempt to separate the AS teachers from the rest needs to be continued so that the alternative pedagogy could be practiced smoothly but supervisors could be trained in such a manner that the experiences could be transferred suitably and appropriately. This does not mean that individual supervisors should start sharing the experiences frequently. What is implied is some sort of action research documentation which can later be interpreted and altered to be included in the academic inputs to the mainstream sector.

The EGS, on the other hand, needs to be seen as an alternative within the formal system imparting the same curriculum through a differently managed scheme. In this

context, it is important to have mechanisms that provide equal opportunities to both set of teachers for professional development in an harmonious manner. The EGS Gurujis are expecting a raise in honorarium and hope to be regularised in the long run. Regularisation of EGS centres as government schools is certainly not a solution as it would kill the very essence of EGS. This needs to be conveyed in unambiguous terms to the EGS Gurujis and the Panchayats. This, however, needs to be supported by various other facts and measures so that the Gurujis can sustain their interest and involvement. Since unequal remuneration for equal work is being questioned by many of the Gurujis in context of formal school teachers, they could be conveyed about the difference in nature of their jobs in terms of (a) local posting and no transfer, (b) freedom to pursue any other profession after those four hours, (c) no other responsibilities of a government servant in terms of election, census, etc. and (d) service to their own community.

Wherever CRC meetings are being held at different schools, these could be held at EGS centres also. At the level of CRC, the PS teachers and EGS Gurujis can be seen as equals. CRCs can be developed in such a manner that CAC changes after one or two years (whichever time-period is considered more feasible) and the next person is identified on the basis of requisite qualities (enthusiasm, communication skills, professional understanding etc.) CAC can be selected either from PS or EGS teachers. After finishing the term the person would go back to his/her school/centre. This would ensure two things, (i) all the PS and EGS teachers have equal opportunity to become a CAC, and (ii) the schools and EGS centres keep receiving back the good teacher who becomes more experienced after working as CAC.

There is however, one problem in implementing this suggestion as EGS centres generally have only one teacher. It is not difficult to solve this problem as one or two reserve teachers can be kept at cluster level or some other such mechanisms could be thought. Another problem may arise in terms of opposition from the PS teachers. They may not like to be treated as equals to EGS teachers who are generally low qualified and receive less remuneration. A conscious effort to break this attitude by means of training (focusing on attitudinal and motivational aspects) may help in this regard.

In order to provide further opportunities to EGS and PS teachers and also to build their morale/motivation, certain other measures could also be developed. One such measure could be a fixed period (four to eight weeks) attachment for these teachers to the DIET as a visiting faculty. The teachers with their practical experiences could provide a feedback to DIET faculties and in turn learn from their academic experience. Similarly, there could be a one-two week school attachment programme for DIET faculties so that they too have first hand experiences of teaching in a primary school. Similar mechanisms can be developed at BRC level also. These opportunities could be made available to AS teachers also.

In this context, it must be recommended strongly to widen the concept of pedagogy to include the aspects of teacher-child relationship and teacher-community relationship. A child does not learn in isolation and to achieve active participation of all children, it is critical to consider all these aspects along with the scholastic and academic aspects. The functioning of the EGS and AS schools have successfully demonstrated this fact and must be recognised by

those dealing with pedagogical aspects including DIETs, SCERT and NGOs.

Another important issue raised by these schemes is that of decentralisation and transfer of powers to Panchayat. Without repeating the inferences and interpolations noted earlier, it is being recommended here to enhance the Panchayats' capacities by means of training and creating a forum for mutual sharing and learning. A cluster can be an ideal level for creating this forum where the sarpanches and others could meet the same way as teachers. There could be a larger structure encompassing both CRC and the cluster Panchayat members. There could be separate meetings of Panches/Sarpanches and teachers followed by a joint meeting where common issues could be discussed. Many a times it is said that the Panchayats are interested in other development works and primary education is not a priority. Such forum would also help in putting education as one of the primary agendas for Panchayats.

A related issue is that of accountability of PS teachers towards Panchayat, CAC, regular education administration or some other structure. Though not directly linked with this study, this has implications if EGS is to survive side by side and seen as another form of formal education. Linked is the issue of academic and administrative monitoring by separate set of personnel being controlled by separate offices. Though it may be desirable to combine the roles of academic and administrative monitoring, it needs to be done carefully. If CAC is given the power of administrative monitoring, it may affect the nature of academic monitoring adversely.

The cluster level structure combining teachers and Panches/Sarpanches may provide a solution to this issue also. The feedback coming from CACs regarding a teacher can be discussed and in agreement with the sarpanch/panches, any corrective action, if required, may be recommended to the BEO. It can be vice versa where Sarpanch's feedback is validated by CAC. That would mean that the teacher becomes accountable to this body where peer group and elected representatives of the community have the primary say. In such situation, ADIES will not have much role to play. This would also mean a collective body would be responsible instead of individual personnel.

This brings the issue of block level institutions and their role. If the cluster level structure is given more power, this would automatically imply less power at the block level administration. This would in term mean less bureaucratisation and higher accountability towards elected bodies. This seems desirable but needs to be implemented only after studying the wider implications. The study did not go into details of existing administrative system for education at the state level and below, and hence conclusive inferences cannot be made. Effective mechanism to redress service related matters of the teachers is also needed.

Block Resource Centres need to be given further attention in terms of their capacity building. They need more technical resources who can then be imparted appropriate orientation and training so as to provide guidance to cluster and block level bodies and also to serve as effective monitoring structure. If BRCs assume the role successfully, block can become the unit for educational planning and related activities and the district can play a limited

role. This would also require some changes in the current status of BRC vis-a-vis the block level educational administration.

Two more points need to be mentioned in the context of EGS. Despite having cases of ingenuine centres coming up, it does not seem desirable to change the carefully drafted scheme. One of the most remarkable quality of the scheme is its simplicity and clarity which need to be maintained. What is needed is a stringent verification prior to opening (CRC/ Cluster level any structure could be used for the purpose) coupled with a close monitoring after opening of the centre.

Another issue that was discussed quite often was the community contributing some funds to add to the Guruji's honorarium. In this context, the delegation of power to collect these funds in the form of a cess or tax was also discussed. Any revenue generating effort, especially though tax at Panchayat level has to recognise the inherent differences in the existing nature and extent of resource bases in different Panchayats. The Panchayats can perhaps be classified on the basis of the sources like quality of land and other such indicators and then accordingly the rates be fixed. Education cess is relatively easier to implement but any such measure needs proper preparation and study before being introduced on a large scale. At the present stage of scenario, especially in the primary education sector, it may not be adviceable to go for such measure, However, the feasibility of introducing such measures could be studied after consolidating and institutionalising certain reforms that are currently required. A hurried initiative at this stage may prove counter-productive.

One of the important and positive fall-outs of these initiatives could be in terms of increased demand for upper-primary education. As discussed earlier, the two schemes, especially the EGS, have expedited the process of UPE by many years and almost the entire (>80%) enrolment are considered additional. Though all these new enrolments will not turn into demand for upper-primary, a substantial increase would be certainly witnessed after a gap of three to four years. It would be sensible on the part of the Government to plan for that eventuality right now lest the situation backfire.

Finally, it can be concluded that the two schemes of EGS and AS, if nurtured properly, can play a vital role in changing the face of primary education sector radically in the context of Madhya Pradesh. If successful, these will have wider ramifications not only for other sub-sectors of education but also for other sectors critical for development like health, water, sanitation, agriculture, etc.

ABBREVIATIONS

ADIE	: Assistant District Inspector of Education
AS	: Alternative Schooling
BEO	: Block Education Officer
BRC	: Block Resource Centre
BRCC	: Block Resource Centre Co-ordinator
CAC	: Cluster Academic Coordinator
CEO	: Chief Executive Officer
CRC	: Cluster Resource Centre
CRCC	: Cluster Resource Centre Co-ordinator
DIET	: District Institute of Education and Training
DPEP	: District Primary Education Programme
DPO	: District Project Office
Ed.CIL	: Educational Consultant India Limited
EGS	: Education Guarantee Scheme
EMIS	: Education Management Information System
IPMS	: Integrated Project Management System
LSA	: Lok Sampark Abhiyan
MIS	: Management Information System
NFE	: Non-Formal Education
NGO	: Non-Governmental Organisation
OBC	: Other Backward Class
PS	: Primary School
RGPSM	: Rajiv Gandhi Prathmik Shiksha Mission
SC	: Scheduled Caste
SCERT	: State Council of Educational Research & Training
SMC	: School Management Committee
SPO	: State Project Office
SRG	: State Resource Group
ST	: Scheduled Tribes
TLM	: Teaching Learning Materials
TPR	: Teacher-Pupil Ratio
VEC	: Village Education Committee

EVALUATION OF COMMUNITY BASED PRIMARY SCHOOLING INITIATIVES IN M.P.: EDUCATION GUARANTEE SCHEME AND ALTERNATIVE SCHOOLS

Ranjana Srivastava

Backdrop

Madhya Pradesh is identified as one of the most backward states by almost all indicators of educational development. In recent years, the Government of Madhya Pradesh has acknowledged this challenge and initiated a series of steps to universalize primary education. The District Primary Education Programme (DPEP), initially introduced in 19 districts in 1994 and implemented through the Rajiv Gandhi Prathmik Shiksha Mission (RGPSM), is now expanded to cover 34 districts of the State. The State Government has experimented with a number of educational innovations through the project for improving the quality of education and universalizing primary education for all children in the age group 5-14 years. Two such community based schemes: Alternative Schooling and Education Guarantee Scheme are recent innovations for providing quality primary education to children residing in backward and inaccessible rural areas, who could not be provided with regular primary schools as per the prevailing norms of the State. This author, at the request of the State Government, undertook an evaluation of the two schemes in Bilaspur and Dhar districts from 19 July to 8 August 1998. This paper seeks to present the findings of the evaluation of the various components of the EGS and the AS schemes and initiate discussion on their potential in realizing the objectives of universal primary education through community support and decentralized management structures. The design of the paper is as follows: The paper is divided into three sections. Section 1 begins with an introductory note on the AS and the EGS and goes on to outline the objectives, sample and methodology of the evaluative study. Section 2 provides a discussion on the findings of the evaluation of various components, their strengths and areas of concern. Section 3 assesses the overall potential of the schemes in providing quality primary education to all and identifies critical issues and future challenges that need to be addressed for further strengthening of the two initiatives.

I : Concern for out of school children:

The Education Guarantee Scheme (EGS) and the Alternative Schooling (AS) scheme incorporate the concern for universal primary education through channels alternative to formal primary schooling. While the AS scheme was initiated in the year 1995-96 and has completed two years of implementation, the EGS scheme is one year old which has been in operation since 1st January, 1997. A brief note about the schemes is necessary before ini-

tiating a discussion on the findings of the evaluation and the inherent potential of the two schemes.

The Alternative Schooling (AS) scheme emerged as an attempt to resolve the limitations that beset the formal system and the then prevailing non-formal system of education in the State. The Non Formal Education (NFE) scheme of the Government of India had proved to be a failure in realizing the objectives of Universalizing Elementary Education.

The formal system of education, with its built-in rigidities and norms, was unable to provide access to the school age children of the underprivileged sections of the society residing in remote and inaccessible areas and who were out of school for a variety of reasons. The scheme sought to bring within the fold of education those children who were denied the opportunity of learning for reasons of residence in remote habitations, migratory nature of their communities, working for wages or engaged in household chores. The AS scheme was perceived not just as a non-formal option to the formal system but as an effort to create an effective school, flexibly shaped, so as to respond sensitively to learner needs moving beyond the structurally dichotomized categories of formal and non-formal. This educational initiative was seen to be characterized by (a) flexibility both in organizational and operational modalities along with some common norms and (b) decentralization both in terms of management and pedagogy on the one hand and freedom of learning pace and integrated continuous evaluation on the other.

The Education Guarantee Scheme, introduced by the Government of Madhya Pradesh on January 1, 1997, was an effort of the State Government towards universalizing access to schooling facility within the shortest possible time, with an area specific strategy premised on decentralized management. The scheme was perceived as a community centred and rights based initiative to make universal primary education an achievable goal. Under the scheme, the local communities, particularly in backward rural areas without educational facilities, have gained a right to demand a school and the government is obliged to guarantee the provision of minimal essential inputs for quality primary education within a time bound period. The local communities have a right to demand a school if no schooling facility, formal or non-formal, exists within a walking distance of one km and a minimum of 40 children, never enrolled or drop outs, are available within the habitation / basti / muhalla in non tribal areas. The norm of minimum children is relaxed to 25 for *tribal habitations called majras, tolas or phalias*. The government is expected to guarantee the critical minimal inputs for transacting quality primary education within a time frame of 90 days of registration of demand from the community. The critical minimal inputs are defined as the teacher, teacher's salary and training, teaching learning material, operational contingencies and academic supervision. The community-based initiative is seen in terms of its potential of collaboration and leadership at the village and panchayat level. The responsibility of the State is redefined as government at State, Janpad and local levels. The Gram Panchayat and

the local community are expected to play a key role in creating demand, identifying a teacher, providing space, making basic provisions including teacher's salary and managing the school. The EGS schools follow the regular, formal school curriculum but have the flexibility of the AS schools in responding to learner needs and providing for self paced learning and continuous evaluation.

Evaluation Objectives and Methodology :

The evaluation sought to assess the extent to which the EGS and the AS schemes were making progress towards their perceived objectives and examine major achievements till date. It sought to assess the extent to which strategic instruments had contributed to achieving the ultimate objective of quality and quantity in universalizing primary education in two of the 34 DPEP districts of Madhya Pradesh viz. Bilaspur and Dhar. Broadly, the following sub-objectives were formulated to assess the quantitative and qualitative aspects of the schemes in universalizing primary education in the two districts.

- Assess the extent to which the schemes had benefited the special focus groups besides examining the accompanying measures of policy support by state, district and local government.
- Assess the impact of EGS and AS initiatives in facilitating achievement of access and retention objectives of universal primary education in Bilaspur and Dhar districts of Madhya Pradesh.
- Assess the quality and effectiveness of academic processes under the two schemes with special focus on teaching learning materials, teacher training, class room processes and learner response in comparison with NFE scheme and formal primary schools.
- Assess the efficacy of decentralized planning and management systems at local, sub district and district levels in imparting their identified roles and tasks and establishing organic linkages with teachers and the local communities.
- Identify problems faced by project functionaries, teachers and communities in programme implementation, if any, and offer suggestions for further strengthening of the two schemes.
- Assess the overall potential of the schemes in providing quality primary education to all and identify critical issues and future challenges that need to be addressed for further strengthening of the two initiatives and their effective delivery and management.

Sample :

Four blocks each in Bilaspur and Dhar districts were selected for in-depth evaluation of the schemes in the prevailing social, cultural, educational and geographic context of the

two districts. The eight blocks were carefully selected to give representation to the unique characteristic features of each district. These related to their geographic features (plain area, hilly terrain, forest area); distance from district headquarters (far and near); social and cultural characteristics (high and low concentration of the Scheduled Caste and Scheduled Tribe populations); and educational characteristics (high and low gross access and gross enrolment ratios). Further details are provided under the section 'Social, Cultural and Educational Context of the Districts.' In Bilaspur, the sample consisted of two tribal blocks- Pendra and Marwahi- and two non-tribal blocks- Kota and Mungeli. Dhar has only one non-tribal block (Badnavar); thus three tribal blocks -Dhar, Nalcha and Tirla- and one non-tribal block -Badnavar- were selected for the sample. The schools were selected based on their accessibility during the monsoon season in consultation with district and block offices.

A sample of 29 schools (20 in Bilaspur and 9 in Dhar) was selected for evaluation. In Bilaspur, 10 EGS and 10 AS schools were selected, whereas 6 EGS and 3 AS schools were selected to form the sample in Dhar. All the EGS schools and the AS schools in Bilaspur were functional. Of the six EGS schools visited in Dhar, three schools were functional, and three non-functional. One school was closed for one-month summer vacation; another school had opened in the morning and closed after two hours of instruction and the third had not opened at its regular time. Two AS schools in Dhar could not be visited due to inaccessibility of proper roads during the monsoon season. Of the 13 EGS schools found functional, 11 were in tribal, and two in non-tribal, areas. Of the 11 AS schools visited, nine were located in tribal areas and two in non-tribal areas.

In addition to the EGS and the AS schools, visits were made to three formal primary schools (2 in Bilaspur and 1 in Dhar), one District Institute of Education and Training (in Pendra, Bilaspur), two Cluster Resource Centres (one in Marwahi, Bilaspur and the other in Nalcha, Dhar) and all the Block Resource Centres of sample blocks in Bilaspur.

Evaluation Techniques and Criteria

The evaluation was preceded by preparatory work relating to finalization of programme components, preparation of tools and formulation of evaluation criteria. Field visits were undertaken to visit schools, observe class room transactional processes and interview teachers, community members, supervisors, Cluster Resource Centre and Block Resource Centre Coordinators, Academic Coordinators, and other functionaries at district, block and local levels. Detailed discussions were held with Gram Pradhans, Panchayat members. Village Education Committee members, parents, teacher groups, cluster heads, District Institute of Education and Training faculty. Block Resource Centre Coordinators, Block Education Officers, Chief Executive Officers, and other block and district functionaries.

To achieve the identified objectives, evaluation criteria were formulated for the various com-

ponents of the two schemes. Evaluation was based on meetings and discussions with various concerned groups. Schedules were prepared for facilitating discussion with identified groups and collection of primary data.

In Bilaspur, detailed discussions were held with teachers, Block Education Officers, Block Resource Centre Coordinators, Block Resource Centre Academic Coordinators, Cluster Coordinators, Cluster Academic Coordinators, the District Institute of Education and Training faculty and District Resource Group members in addition to the Collector, Bilaspur, Chief Executive Officers (District and Janpad), the Sub Divisional Magistrate, members and president of Janpad Shiksha Samiti, and Village Education Committee members. In Dhar, meeting was limited to district and block officials, Cluster Resource Centre Coordinators, Cluster Academic Coordinators, Block Resource Centre Coordinators, Block Education officers, teachers and supervisors.

The impact and the potential of the schemes are assessed through an application of both traditional and non-traditional techniques as well as an analysis of primary and secondary data/information bases and indicators. Emphasis was laid more on understanding of processes rather than merely on quantitative indicators of physical progress. This assessment required a much broader range of evaluation techniques than traditional quantitative monitoring. Use was made of qualitative methods such as observational techniques particularly class room observation, participant observation particularly teachers, and structured and unstructured interviews with key informants.

The impact and the potential of the schemes towards achievement of access and retention objectives were based on both quantitative indicators of physical progress and qualitative assessment of community processes. Quantitative indicators of physical progress included the enrolment and participation rates particularly of the special target groups; attendance rates, retention rates and gross access ratios. Enrolment and retention indicators were largely assessed within the limited context of the respective *bastis, paras, majras or tolas* and, wherever possible, extended to cover the sample blocks and the districts, depending upon the ready availability of the required data. Primary data was collected from teachers, local communities and other key informants of the system. School and Village schedules were prepared for this purpose. Secondary sources were the data collected by Block, District and State Project Offices of DPEP; school records, and village education registers. Participatory approaches included local level meetings with village community members, parents, teacher groups, and officials at block and district levels.

The assessment of qualitative aspects included the classroom transactional processes, impact of training in actual class room situation, availability and use of teaching learning materials, and learner response; and social and gender student biases if any. Teacher schedules were prepared to get views of Gurujis and the AS teachers. Simple class tests based on covered competencies were used to determine the comprehension levels of children in

language and mathematics. Simple trials were conducted of readability and comprehension of basic concepts with students rather than detailed pre drawn comprehensive achievement tests. Data sources were both primary and secondary. Secondary sources included daily diaries of the AS teachers. Child Competency Registers, Supervisor's reports and Monitoring reports of various functionaries.

The planning and management aspects included monitoring, feedback, and supervisory mechanisms for both quantitative and qualitative aspects of the two schemes; effectiveness in imparting the expected roles by various functionaries at local, sub-district and district levels; and coordination and linkages at various levels and with local communities. Schedules were prepared to facilitate discussions with Village Education Committees and the local communities, BRC Coordinators, CRC Coordinators and district functionaries.

Social, Cultural and Educational Context of Districts

Both Bilaspur and Dhar are educationally backward districts with low literacy and educational levels. While Dhar is primarily a tribal district, Bilaspur has pockets of tribal concentration.

Bilaspur is situated in the South Eastern part of MP and is geographically the fourth largest district spread over 25 blocks in 10 divisions. The reorganization of district boundaries is underway. About 40% of the total area is under forests. The northern part of Bilaspur is covered with dense forest, which also constitutes the tribal belt within the district. There are eight Tribal development blocks, and twenty urban growth centres. The forest and tribal area tribes are: *Gond*, *Kanwar*, *Bhinjwar*, *Sawara*, *Dhanwar*, and primitive tribes such as *Baiga* and *Pahari Korwa*. The languages spoken are *Chattisgarhi*, *Gondi*, *Khudak*, and *Baigani*. Although the district ranks third in the State in terms of its population size, the density of population is low with 199 persons on an average residing per sq. kilometer. There are 5,841 habitations scattered over 3,616 villages separated from urban centres and inhabited rural areas by long distances and virtually no means of communication for the local population. These habitations or Basahats are found deep into the forest/ hilly/ tribal areas away from the main roads with no sign of humanity visible for miles together.

About 18.2% of the population is constituted of the Scheduled Castes. While the tribal population constitutes only 23.5% of the total population, there are pockets of tribal concentration where there is predominance of primitive tribes. These are largely spread in the northern part of the district. Bilaspur is comparatively well placed in terms of overall literacy status as compared to the rest of the districts of the State. The literacy rate is 36.54% and the female literacy rate 27.26%. However, the literacy rate of the Scheduled Castes is 22.26% and that of the Scheduled Tribes only 13.7%. The tribal areas/ pockets pose a challenge to the district in terms of provision of quality primary education to its remote and accessless

areas. Administratively, there are 1,799 Gram Panchayats for 3,616 villages at the lowest rung of the Panchayati Raj Institution system and 25 Janpad Panchayats (Block level).

Of the 25 blocks in Bilaspur, four blocks (Kota, Mungeli, Marwahi and Pendra) were selected to constitute the sample for the evaluation. Of these, Marwahi and Pendra are tribal blocks whereas Kota and Mungeli are non-tribal. Mungeli and Kota are located largely in the plain areas, closer to the district headquarters, at a distance of 50 kilometers and 30 kilometers respectively. Kota has certain pockets of forest areas with concentration of some very primitive tribes. Mungeli is largely a Scheduled Castes dominated block. Marwahi and Pendra are forest areas with domination of tribal population located at a distance of about 180 to 200 kilometers from the district headquarters. Educationally, Kota and Mungeli are well provided in terms of access to primary schooling (high GAR at around 90%). In the tribal blocks, Pendra has a relatively high GAR of 83% whereas Marwahi is a low access block with GAR around 58%.

Dhar on the other hand is a tribal district, much smaller in geographical spread and population. Administratively, it is divided into 13 blocks and 4 sub divisions. Only one of the 13 blocks is a non-tribal block. Tribal population constitutes about 53% of the total population. The Scheduled Castes constitute only about 7% of the total population. The overall literacy rate is 27.48% and the female literacy rate is 16.47%. There are 3,017 habitations spread over 1,487 villages in the district. At present, 124 habitations are identified as those without access to primary schooling.

Dhar has only one non-tribal block. The sample in Dhar constituted of Dhar, Nalcha, Tirla- all tribal blocks- and Badnavar, the only non-tribal block of the district. Badnavar is one of the larger blocks with one of the highest numbers of the AS schools. Access to schooling facilities in all the blocks is high and is in the range of 94 to 98%. However, Nalcha and Tirla blocks have low enrolment rates of 56.4 and 62.8 respectively. Dhar and Badnavar have slightly better enrolment rates at 77 and 83% respectively. All the sample blocks are located at a close distance of up to 45-50 kilometres from the district headquarters.

II. Findings of Evaluation :

The main objective of the evaluation was to assess the extent to which the AS and the EGS schemes were making progress towards their perceived objectives and examine major achievements till date. This section provides a brief analysis of the key components of the two schemes within the prevailing social, economic and cultural context of the two districts. The geographical spread and the social, economic and cultural context of the villages seem to be important factors in evaluating the impact of the schemes on their overall quantitative and qualitative objectives considering the remoteness and isolation of villages and sparsely populated habitations from urban locations. The major achievements are as-

sessed in terms of provision of basic facilities, enrolment patterns especially of the perceived target groups, participation and attendance rates; community demand and perception of benefits, pedagogic interventions and management of delivery systems.

Access and Retention issues:

Provision of schooling facilities

The State and the districts have succeeded in providing the critical minimum inputs that contribute to universal primary schooling. A first step in increasing access to primary education is to address the supply of schools, classrooms and teachers. This has been largely achieved in the two districts. So far, 790 EGS schools and 184 Alternative Schools are functional in Bilaspur district. The number of functional EGS schools in Dhar district is 834 and that of Alternative Schools is 180 as per information available till May, 1998. All the AS schools are provided with two teachers, preferably one male and one female irrespective of the enrolment size whereas the EGS schools are largely single teacher schools and the provision of a second teacher is conditional upon the enrolment size. The proportion of two teacher schools is small at 2.6% for Dhar and is slightly higher in Bilaspur at about 10% largely concentrated in one block of the district (Pondi Uperoda). The local communities have responded in a big way by identifying local teachers and providing learning spaces for their children. The two schemes are currently benefitting more than 37,000 children in Bilaspur district and more than 28,000 children in Dhar district. Both Bilaspur and Dhar districts have succeeded in providing access to school age children residing in remote and scattered habitations within the shortest possible time of one to three years.

A positive aspect of the schemes is that the provision of educational facilities was preceded by a comprehensive analysis of prevailing social, economic and educational conditions in the two districts. Schools in accessless habitations have been started based on thorough assessment of resource gaps and identification of specific locational as well as educational needs and practices through Lok Sampark Abhiyan, a village based survey of crucial parameters of education, children, educational status, literacy status of adults, availability of educational and other critical non educational resources. It was also an instrument of social mobilization that facilitated in making the communities more aware about the social benefits of education.

As per information revealed by the LSA Survey conducted in 1996, there were 1,446 villages in Bilaspur and 285 in Dhar that were without any schooling facilities. There were 169 villages in Bilaspur and 124 in Dhar with population size less than 200 that did not qualify for a regular formal school as per norms of the State. The scheme of Alternative Schools was introduced to cover school-going children of habitations with population less than 200. Provision of an AS school was conditional on the availability of 15 or more chil-

dren of school going age in a habitation and arrangement of learning spaces by the local communities. The EGS schools were to be provided wherever community raised a demand for schooling with the availability of a minimum number of children (25 or more for tribal areas and 40 or more for non tribal areas) within a habitation and where no educational facility, formal or non-formal, existed within a walking distance of one kilometer. Opening of schools was preceded by verification of demand as per process envisioned under the scheme.

Provision of schooling facilities has largely been in accordance with the population and distance norms of the State. Schools are provided within easy reach of school going age children. This is an important achievement given the topography of the region and the unique habitation pattern of the tribal communities. Most tribal communities are located in isolated pockets called Basahats, Majras, Tolas or Paras, at a distance of 3-10 kilometers (in Bilaspur) and even more (up to 16 to 18 kilometers in Dhar) from an approach road with practically no means of communication. Access to these habitats is through the fields or the hilly terrain in the tribal and forest areas of the two districts.

An important point that emerges from the evaluation is that the districts are heading towards universal access in remote and scattered habitations in sample blocks. The Gross Access Ratio defined as the proportion of habitations having schooling facility within 1 km. to the total number of habitations in Blocks or Districts which was 70% for Bilaspur and 91% for Dhar in 1996-97 is expected to reach 100% with the provision of additional facilities by the end of 1998-99. About 50 AS and 9 EGS schools in Bilaspur, and 120 EGS schools in Dhar are being opened during the current year to achieve universal access in provision of schooling facilities. The sample blocks have reached a saturation point as far as the provision of formal schooling facilities is concerned.

Enrolment :

While schools have been provided within easy reach of the school age children, it is important to determine the extent to which children are utilizing them.

The enrolment size in EGS schools differs as per availability of children and is encouraging considering the remoteness of locations and the small population size of the habitations usually ranging between 150-250. Enrolment in individual sample schools in non-tribal areas has gone up to 62 during the course of one year and is expected to increase up to 80 or more children in some schools during the next couple of years. Enrolment in classes I and II in tribal area schools varies from 36 to 62. About 50% of the schools in tribal areas have enrolment of more than 50 children each and qualify for a second teacher as per norms of the scheme.

Enrolment size in most AS schools is generally higher than that in the EGS schools, even

though the AS schools are located in very remote areas with scattered habitations. Total enrolment varies from 22 to 110 in sample schools. More than 50% of the sample schools have enrolment of more than 50 children per school and 70% of schools have enrolment of more than 40 children. Non-tribal areas in Bilaspur generally support a higher enrolment size in Alternative Schools.

Between 90 to 100% of all school age children within the respective habitations are enrolled in these schools. The un-enrolled children, wherever they exist particularly in the hilly and forest areas, usually belong to the higher school age group (11-14 years) with almost equal distribution of boys and girls.

The age range of children is more or less similar across the EGS and the AS schools in the two districts. Most children (about 70%) fall within the age range 5-11 years spread over two grades in the EGS schools and over three to four grades in the AS schools. About 30% of children are in the age range of 11-14 years which is generally considered as overage for education by parents and community members. The evidence of overaged children is a positive sign in these schools. There is clear indication that enrolment drives have created an upsurge in parental demand and children's curiosity and that schools are responding by accepting children outside the designated age group for primary school.

Who Gains From Education?

One of the objectives of the evaluation was to assess the extent to which the schemes had benefited the special focus groups. This was assessed through a study of the social, economic and cultural background of children and their parents. Questions were formulated in advance to assess the parental background and the representation of girls, Scheduled Castes, Scheduled Tribes and Other Backward Groups in school enrolments.

The findings of the evaluation are revealing. Evidently, the weaker and the deprived sections have gained from the two schemes. A large number of children who were hitherto denied primary education for want of a schooling facility within a secure walking distance have now availed of this opportunity to learn and are cheerfully attending schools. The enrolment pattern revealed that more than 98% of the children enrolled in the EGS and the AS schools of the two districts belong to the Scheduled Castes, the Scheduled Tribes and the Other Backward Communities. In the EGS schools, more than one half of all enrolled children (55.1 %) belong to the tribal population group, 28.4% are the Scheduled Castes, and 15% belong to the Other Backward Castes. In the AS schools on the other hand, 45% of all enrolled children belong to the Other Backward Castes, 39% to the Scheduled Tribes and 14% to the Scheduled Castes. Children belonging to the general group of population account for a mere 1.5% of the total enrolment in the EGS schools and 1.2% in the AS schools.

Evidence from sample blocks and district data bases reveals an overwhelming majority of the marginalised groups in total enrolments in the EGS and the AS schools. In sample blocks of Bilaspur, the Scheduled Caste and the Scheduled Tribe children together range between 83 to 87% of the total enrolment in Mungeli, Marwahi and Pendra EGS schools. In Kota about three-fourths of the enrolled children are from the Scheduled Castes and the Scheduled Tribe communities. Even though the breakup of the enrolment figures between general and the Other Backward Caste group for sample blocks and district as a whole is not available, a large majority, about three-fourths of those enrolled, is from the Scheduled Caste and the Scheduled Tribe communities belonging to the most remote corners of the district. In Dhar district, the Scheduled Caste and the Scheduled Tribe group together constitute about 97% of the total enrolment in the EGS schools. In all blocks of the district except Dhar block, the Scheduled Caste and the Scheduled Tribe communities together account for 92-100% of the enrolment in the EGS schools. Among the sample blocks, 100% of the children enrolled in Nalcha Block are from the Scheduled Tribe and the Scheduled Caste communities (94% and 6% respectively); similarly, 99% of children in Tirla block and 94% in Badnavar block are from the Scheduled Caste and the Scheduled Tribe communities. In Dhar block, the Scheduled Caste and the Scheduled Tribe communities together account for three-fourths of the total enrolment in the EGS schools. In the AS schools, 98.2% of all children in Bilaspur and 90% in Dhar belong to the Scheduled Caste, the Scheduled Tribe and the Other Backward Caste communities.

The community-wise break-up of the underprivileged children enrolled in the EGS and the AS sample schools in the two districts varies according to the dominant population groups in the regions. In Bilaspur, the EGS schools enrol about 55% of children belonging to the Scheduled Tribes, 33% to the Scheduled Castes, 11% belong to the Other Backward Castes and only 0.64% belong to the general population group children. The picture for the district as a whole is similar where 54% of all children enrolled in the EGS schools belong to the Scheduled Tribes and about 18% belong to the Scheduled Castes. On the other hand in Dhar, while majority of those enrolled are from the Scheduled Tribes (54%), the proportion of the Other Backward Caste children is much higher (29.5%) than that for the Scheduled Caste children (11.5%). The general population group children constitute 4.9% of the total enrolments in the EGS sample schools in Dhar. The overall position in Dhar district, however, varies. About 93% of those enrolled belong to the Scheduled Tribe group and 4% to the Scheduled Caste group. The Other Backward Caste and the general group population together constitute only 3% of the total enrolment. In the AS schools too, the picture that emerges for Bilaspur district is similar: the Scheduled Tribes constitute about 45% of the total enrolment where as the Scheduled Caste children account for 17% of the total enrolment. The breakup for the general and the Other Backward Caste group is not available. In the tribal blocks, the Scheduled Tribe representation is as high as 81%; the non Scheduled Tribe block -Mungeli- has 97% Scheduled Caste and Other Backward Caste children

(47% Scheduled Castes and 50% Other Backward Castes); and the representation of the general group which is the highest in Kota is as low as 2.6%.

It is encouraging to note that girls are well represented in overall enrolments in the EGS and the AS schools in Bilaspur. Although the gender breakup in overall enrolments in sample schools varies slightly, girls are better represented than boys in the AS schools (52% girls as against 48% boys) where as in the case of the EGS schools, the proportion of girls enrolled is more or less in proportion to their representation in the population (49% girls as against 51% boys). More girls than boys in the Scheduled Caste and the Scheduled Tribe groups (59% and 52% respectively) are attending the AS schools; and boys and girls are equally represented in the Other Backward Castes group. Higher representation of girls in the EGS enrolment is also reflected among the Scheduled Castes and the Scheduled Tribes at 59.8% and 52% respectively. The picture is similar in sample blocks and the district as a whole in Bilaspur. In the case of Dhar district, although girls, in general, are under-represented than boys in overall enrolments (ranging from 40-49% in the AS and 41-46% in the EGS schools) in various blocks; higher representation of girls than boys is reflected among the Scheduled Caste and the Scheduled Tribe groups in the sample EGS schools (57% and 51% respectively). The underrepresentation of girls in Dhar, however, is a cause for concern.

The learner group is constituted mainly of the never enrolled children; only stray cases of dropouts of the formal schools are found to be enrolled. About 98% of those enrolled in the EGS and the AS schools in Bilaspur are those who had never enrolled in any school and only 1-2% are the dropouts of the formal system. In Dhar, however, about one-sixth of the enrolled children in the EGS schools constitute the dropouts of the formal system. The children enrolled in the AS school visited in Dhar had never enrolled in any school. The availability of primary schools at long distances sometimes of more than 3 kilometers was stated by the community members as the primary reason in the two districts for keeping children away from schools. Closure of schools for reasons of teacher absenteeism and lack of proper education in regular primary schools occurred as prominent reasons for the incidence of drop out from formal schools. Tribal area schools have generally catered to the never enrolled children whereas the non-tribal areas and pockets witness dropouts of the formal system also as their beneficiaries.

As for the parental social, educational and economic background, the schemes, by and large, cover the children of illiterate and semiliterate parents (educated upto 2-3 grades of primary education) generally engaged as agricultural labourers or casual workers with no stable means of income. The incidence of semiliterate parents is low, that too in only non-tribal areas; the tribal areas have predominance of illiterate parents. The Total Literacy Campaigns covered very few villages visited. The literacy drives too did not make a visible impact in the literacy status of communities in general. The dominant adivasi communities

benefiting from the schemes are the *Baigas, Gond, Kanvar, Bhinjawar, Bhanjyalu* and *Bhainas*, some of whom constitute the most primitive and backward tribes; whereas the dominant backward communities benefiting are *harijans, raidas, kevats, dhobis, gandharvas, bharias* and *yadavs*.

Both the schemes, undoubtedly, have succeeded in attracting the perceived target groups: the non-school goers and the dropouts residing in remote and inaccessible school less habitations, working children, and children of migratory population. A small percentage of children with severe disabilities (blind, deaf and mute) is also seen to be benefiting from the schemes. The percentage of regular 'working children' is low (less than 10%) and is prominent generally in the AS schools of Dhar. Generally, the regular working children of the village fall in the higher school age group (11-14). The majority of children normally assist in household chores or assist parents either in the fields or in cattle grazing.

Attendance and Retention

By and large, attendance and retention rates in the AS and the EGS schools are high in both the districts. Average attendance of children in the EGS schools in Bilaspur varies from 75% to 96% in all schools except for 10% of schools where it concentrates around 66%. It is significant that even in deep forest areas, the average attendance is between 75 to 85%. In remote areas of Dhar, average attendance varies between 76-94% for various schools. Almost all schools show average attendance of more than 70%; and more than 50% of schools witness average attendance of more than 80%.

Average attendance of children in 80% of the AS schools varies between 75% to 97% for various schools. A greater stability in daily attendance is reflected in the AS schools in comparison with the EGS schools in Bilaspur. However, there are instances of low attendance varying between 50 to 59% in 20% of the schools distributed equally in Bilaspur and Dhar in the extreme backward and primitive locations.

The incidence of non-attendance, which is largely infrequent, occur mainly on account of illness of children. There have been incidences of cholera, conjunctivitis and general ill health in the various villages of the two districts. There is, however, incidence of temporary withdrawal of children from the system due to seasonal migration of parents resulting in regular non-attendance usually lasting for a period of three to four months. These children often rejoin schools on their return to their respective habitations. Such cases of temporary withdrawal of children from schools is witnessed to be around 7%, which is more in the sense of 'repeaters' of the system than permanent dropouts.

It is encouraging to know that students, with the exception of a few extreme cases, are attending schools and there are only rare instances, if any, of regular non-attendance or dropout for reasons of lack of interest on the part of children or their parents in continuing

with their education. The incidence of dropout in the EGS schools to the extent of 2% has been on account of children either leaving villages with their parents or for reasons of joining residential schools. Only in 0.5% of cases, drop out has been on account of chronic illness. The incidence of drop out in the AS schools which is apparently high at 7% is for similar reasons except in about less than 1% of cases. About 4% of children in Bilaspur joined an EGS school opened nearby to avoid crossing a *nullah* to reach the AS school; about 2% left the village of their residence and in one extreme case, less than 1% of the children dropped out because of other reasons at home.

Children are generally interested in attending schools. The growing interest of the children and the parents in school activities can be gauged from the fact that a small percentage of schools (20%) remained open during the vacations and attendance on even special festival days has not suffered greatly. Although attendance on the day of visit was slightly lower in some schools on account of special festivals of *Nagpanchami and Shravan Somvar* it ranged between 66% to 92% in various schools. Attendance was more than 76% in about 62% of schools and more than 80% in more than one-third of the schools.

Even though retention of children in these schools is high, there cannot be any room for complacency. Attendance and retention remain issues of concern to be addressed in remote forest areas in Bilaspur and in tribal areas of Dhar. Attendance rates in Dhar, and forest areas of Bilaspur, are lower than Enrolment Rates. More of school than home factors may be important determinants in ensuring regular attendance in these areas. There needs to be greater check on the non-attendants to maintain regularity of school goers and facilitate in achievement of universal attendance and retention targets. Regular check on schools and regularity of attendance by teachers and learners both is of particular concern in most areas of Dhar.

Economic and Social Outcome of Primary Education.

The evaluation sought to assess the attitude of villagers towards education and what motivated them to send their children to schools. It attempted to assess whether the community demand was in fact a constraint in universalizing primary education in the two districts as is generally held among scholars and bureaucrats alike. The findings of the evaluation explode the myth that parents are generally unwilling to send their children to school. It is quite evident from the enrolment figures that the supply and not parental demand has been a major constraint in providing primary education to school age children. The demand for education did exist among the parents but failed to find expression due to the prevailing inequities in villages and the social and cultural differences between the local community leaders and the deprived sections in general. It was only when the State took upon themselves the role of an animator, did the need find an expression as demand. Thus while the first phase of the EGS schools can be said to be set up as a result of both de-

mand and supply factors, the second phase of schools in the districts have opened as a result of community demand expressed through their proposals. The AS schools have opened largely through the support of local communities interested in the education of their children in spite of their poor economic and literacy status. While the economic and social value of education was well understood among the communities even prior to opening of these schools as a result of enrolment drives and community mobilization efforts; the increased understanding of the value of education among the parents is a product of this experiment when the children have begun to read and write and the joy of learning is writ large on the faces of the learning children.

Pedagogic Reforms and School Effectiveness

Improving quality of key inputs

Alternative Schooling and Education Guarantee School schemes are innovative programs with strong focus on quality and seem to emerge as culturally situated models of school effectiveness. The pedagogic reform initiated in 1994 for the formal sector have provided a strong base for developing alternative strategies and diverse teaching learning methodologies in primary schooling reflecting a marked change in the primary education delivery system and its efficacy. The efficacy of the two systems needs to be viewed against the basic quality parameters on which they are based as well as their visible impact in terms of learning outcomes. The quality parameters which form base for the new initiatives relate to curricular revisions, development of suitable curricular material, pedagogical reforms focusing on child centred approaches and methodologies and strengthening of academic support institutions for effective monitoring, supervision and resource support. These are analyzed briefly in the following sections.

Curriculum and Curricular Material

The EGS follows the same curriculum and improved teaching learning materials as in formal primary schools. It does not compromise on any of the quality parameters. The *Guruji*s undergo the same training as the formal school teachers. Monitoring, evaluation and academic support system instituted for the EGS schools is the same as that developed for formal schools. The revision of the primary education curriculum based on Minimum Levels of Learning, development of suitable teaching learning material for transacting the new curriculum, emphasis on participatory and interactive approach in teacher training and strengthening of resource institutions at state, district, block and cluster levels for providing continuous academic support and supervision have undoubtedly provided a strong base for introducing diverse teaching learning methodologies in primary schooling and making primary education an enjoyable experience for children.

The AS curriculum which protects equivalency in minimum learning attainments, permits many options and allows discretion to its pupils there by making some degree of freedom a reality in classrooms. While the overall curricular emphasis is on attainment of achievement levels common to the core curriculum for the formal primary stage, the AS curriculum provides for flexibility to incorporate additional inputs. The teacher under this alternative strategy has the freedom to choose the content relevant to learners' needs and the learners have the freedom to learn at their own pace. There is no predefined timeframe imposed on the learner for reaching the desired levels of attainment. Nor is there any attempt to compress the five-year primary education curriculum into two years as was the case in the non-formal primary schools. The system provides for freedom of learning pace through a non-graded course with no compromises on the quality parameters and protects equivalency in terms of minimum levels of learning, duration of time for learning and training and resource support. The AS system provides for lateral entry into the formal system. Children can re-enter the formal channel through passing of examinations for the relevant grades.

While the EGS schools continue to be part of the formal system, they have gained from the experience of alternative schools. They witness a flexible approach in curriculum transaction by varying teaching methodology, content, vocabulary and school timings that tend to do away with the rigidities of the formal system. In terms of curriculum transaction, thus, the two schemes seem to respond to the realities of the habitation pattern and culture of tribal communities. By building flexibility of timing and vacation and adapting teaching learning methodology and vocabulary to suit learners' needs and requirements, they have become better suited to respond to local conditions.

The use of an alternative interactive package developed at the District Institutes of Education and Training with the help of *Digantar* and the State Resource Persons is another positive feature of the AS scheme. Curricular materials which consist of serially designed textbooks, story books and other reading writing material encourage self learning among children. Illustrations and exercises arouse interest and curiosity of children and provide many opportunities for creativity. Subject related introductory activities developed for children not only motivate children to learn but also develop cognitive and motor skills and make learning an enjoyable experience. Teachers' handbooks elaborate activities to facilitate teachers in smoother transaction of the curriculum through interactive processes. The curriculum, textbooks and teaching learning material are special focus group sensitive and reflect the concern for both cognitive and non-cognitive learning outcomes.

Teaching – Learning methodologies, Teacher Preparation and Class room Processes

Both schemes have well designed systems for provision of training and other academic resource support. The EGS schools follow the training designs and materials developed for

formal primary schools. Teachers' training is aimed at equipping *Gurujis* to transact the teaching learning material effectively. The methodology aims at stimulating group interactions and replacing the conventional lecture mode with effective use of creative resource material. Training and academic guidance to teachers is provided through the DIETs, district advisory groups, block and cluster academic coordinators and master trainers. Similarly, strengthening the academic aspect of the AS schools is ensured through complete training of instructors and supervisors at the DIETs. The system provides for monthly recurring academic review and remedial training at the BRC levels; fortnightly school visits of supervisors and regular monitoring of learner achievement by teachers and supervisors. The new pedagogic approaches and teaching materials for grades 1-4 have helped to transform the learning and teaching environment in the two districts. Teachers' handbook provided to the EGS and the AS teachers for their use and ready reference has proved to be useful to them.

Both districts have framed their training strategies for the EGS and the AS teachers and supervisors in accordance with their respective envisaged patterns. To address the needs of heterogeneous group of learners, both districts provide for intensive training of teachers, supervisors and cluster academic coordinators which is both content and approach based. The AS instructors and supervisors are provided 21 day induction training either at the DIET or at the Block level as per their convenience which is followed by a 12-15 days training each successive year. The EGS *Gurujis* undergo induction training that lasts ten to twelve days at the DIETs or the BRCs followed by recurrent training of equal duration each successive year. Since teachers under both schemes are expected to teach all primary school grades (I-V) or their equivalents, the training also emphasizes on handling multi-grade situations and child-friendly practices. Gender aware practices are integrated with teacher training, training methods and learning materials. Teachers are being trained to teach all grades or their equivalents through a phased out plan of action at the DIET and the BRC level. Trainings are held at the beginning of each new session and are linked to the new MLL based teaching learning material produced for respective grades.

Districts have also made different arrangements for trainings as per their convenience with clearly defined responsibilities at various levels (district, block and cluster). The various structures are fully operational and are successfully providing the academic support and guidance to teachers and supervisors. In Bilaspur, the DIET, Pendra provides the 10 day induction training to all the EGS *Gurujis* where as the master trainers and academic coordinators at the BRC level provide refresher training each successive year. The AS teachers and supervisors in the district receive annual trainings at the DIET located at Pendra. Dhar's arrangements for the EGS trainings are slightly different. The district provides the EGS *Gurujis* trainings at the block level (BRC) with support from the DIET located at Tirla. The AS teachers and supervisors are trained both at the DIET, Tirla as well as at the BRCs

as per the convenience of the various blocks. Sharing meetings are held both at the BRCs and the CRCs.

Both the districts have systematically trained their EGS *Gurujis*, the AS teachers and supervisors as per the training plans, modules and requirements of the respective schemes. The EGS teachers in the two districts have received at least two to three trainings during the past one and a half years. The induction training of 10 days was followed by subsequent refresher trainings of 12 days duration each. Majority of teachers (61%) in the sample schools of the two districts received 3 trainings; about one third of teachers had undergone at least two trainings whereas about 7% of teachers (Bilaspur) had even received 4 trainings. In addition, some *Gurujis* in Bilaspur were also provided training on filling up of pupil evaluation proforma. Most AS teachers (72%) had undergone at least three trainings. Teachers in Bilaspur were getting the 4th training at Pendra DIET on new teaching learning materials for handling the fourth *Shrinkhla* (equivalent of grade 4). About 18% teachers had already been trained for grade 1-4 equivalents (4 trainings completed); and 9% had completed trainings for grade 1-2 equivalents who were in the process of getting training for the 3rd *Shrinkhla*. All the AS teachers have attended induction training of 21 days duration followed by refresher trainings of 12-17 days as per the needs of various blocks.

Preference: About 38% of *Gurujis* in the two districts showed their preference for training at the DIETs as they felt the DIET faculty was more experienced and was able to provide on the spot guidance on diverse issues. About 62% of the EGS teachers, however, found trainings at both district and block level equally useful. In Dhar, there was clear preference for the DIET faculty. The AS trainings at the DIET in Bilaspur is found extremely useful by all teachers and supervisors. The AS teachers in Dhar reflected their preference for training at the DIET as compared to trainings organized at the BRC level. However, as the discussions revealed, all teachers of the two districts seem to have gained tremendously from trainings organized at the DIETs and the BRCs and feel confident of handling diverse situations in classrooms. For most teachers these trainings have constituted the very first exposure to primary education teaching practices.

The AS teachers showed fairly good understanding of concepts, methodologies, approaches and activities exposed to in various training programmes. Teachers were aware of the basic objectives of the lessons taught by them. Use of teaching materials, motivational and introductory activities, activities and techniques for text based lessons and their demonstration, play way techniques, *samuh* making/ ability grouping and teaching in multi grade situations were some of the aspects which teachers found new and interesting.

All teachers in the EGS schools were broadly aware of multi-grade teaching concepts and practices. Play way methods, exposure to new techniques, use of teaching learning materi-

als, motivational songs and activities and methodologies for handling diverse groups of learners and instructional materials that permit students to work without direct supervision interested and motivated the EGS teachers.

Observations on Classroom Environment and Interaction Pattern

Alternative Schools

Teachers in most AS schools employed diverse organizational strategies and teaching techniques grounded in clearly articulated goals. Children were grouped in *samuhs* of different abilities. The new entrants into the system were given more time and personal attention whereas those in higher *shrinkhlas* or subject specific groups were given tasks matching to their interests and abilities. In many situations, children were found to be engaged in completing exercises of their interest either in language or in arithmetic in the newly acquired textbooks; some children had chosen to read on their own from the textbooks. In others, children took turns in leading the class in reading aloud from books or reciting poems or reading from picture charts for word and *matra* recognition. Children in the AS schools were better placed in terms of access to books and other teaching learning material which facilitated teachers in introducing a variety of teaching and learning methods. Children engaged in self study had no hesitation in approaching their teachers whenever needed. In exceptional cases, lack of space and overcrowding of classrooms inhibited smooth working among some groups of children who could easily be distracted by teachers and students of other groups. However, even in crowded small settings, performance of students was found remarkable.

Most children in these classes were performing work-related tasks and talk in their groups. Discipline was not a problem; most children concentrated on their tasks and in many cases were undisturbed by the presence of visitors. Student interaction was limited to work related activities which reflected their keen desire to work and learn. Children in these classes seemed more settled and accustomed to their teachers handling various groups and could carry on with their work with minimum of supervision if it so required. Teachers seemed well trained to handle children of different abilities and multi-grade situations. Children could work at their pace without feeling the burden generally synonymous with school. A positive point was that a culture of learning through various methods was emerging in a child friendly environment.

Teachers' interaction with children was open, friendly and encouraging. Teacher attitude towards children was sympathetic and cooperative, class environment was generally found to be comfortable, cheerful, and buzzing with activity. Teacher talk was directed more towards individuals on work related activities. A system of continuous supervision of children's activities, praise and instant feedback seemed to have become a part of the learning environment in many cases.

EGS Schools:

Teachers in the EGS schools had succeeded in stimulating interest of the children towards learning various activities and skills. Children were enthusiastic, keen to learn and eager to participate in classroom activities. Classrooms were lively with students' collective responses and recitations of poems.

Learning at this stage (grade I and II) was largely teacher directed. Teachers applied a mixture of skills, child friendly practices and interactive approaches to sharpen cognitive and non-cognitive abilities of children. The whole class teaching skills were followed by individual attention and recapitulation through constant questioning and relating to daily environment of children thereby enriching the content and encouraging learning of many skills by children. While teachers varied in their use of approaches, a common pattern seemed to emerge that focused on learning by listening, repetition and recognition, thoughtful questioning, use of things and materials (pebbles, sticks, others) for understanding mathematical concepts, and encouraging individual directed activities in classrooms. Use of child sensitive practices seemed to replace the lecture method commonly followed in most formal schools. Teachers in some schools introduced a number of innovative activities. These included enactment of stories to develop children's imagination and verbal ability (Dhar), use of pocket boards, re-arrangement of cards and pictures by children for word and letter recognition and uttering of half sentences by teacher to enable completion by students (Bilaspur).

Learning tasks given to children largely included revision tasks in the absence of textbooks for the new grade at the beginning of the session; most schools were in the process of receiving new textbooks. In schools where pocket boards were available, children could handle pocket cards well and lead exercises in word, letter recognition and reading simple sentences. Children in some schools worked on *matras* and formation of words. In others, they received practice in reading from the board simple sentences relating to their daily lives or reciting poems. Some children worked on their own amidst common lessons. The use of writing exercises was limited. Individually directed activities though encouraged in classes were limited to providing opportunities to children to lead the class in reading from the board, charts and cards. New entrants to the system (grade I) in many schools studied along with the older group (grade II) and were given practice in picture and word recognition, colour recognition, alphabet recognition, reading from number charts or textbooks depending on the type of teaching and learning material available in schools. Student-student interaction was almost nil, many younger children quietly awaited teachers' attention in cases of mixed teaching. In some cases, children took out their slates to engage themselves in writing numbers or drawing pictures.

The habit of forming ability grouping or class grouping of children had not developed in

the EGS schools. While most teachers were aware of the concepts and methodologies of multi grade teaching, the problems of inadequate space or non-availability of teaching and learning material restricted them from employing diverse strategies and individually directed activities. A positive point, however, was that even though the EGS teachers were relatively less experienced as compared to the AS teachers in handling students, some teachers showed remarkable skills in handling children of various abilities and motivating them to learn.

Most teachers seemed to be aware of the objectives of their lessons.

Teachers generally spoke fluently, had good verbal ability and seemed to enjoy their lessons. Teacher talk in classroom was geared to work related directions, questioning, explaining and relating to local environment and daily lives of children. Teacher interaction was directed towards the whole class along with involving individual children in various activities. A positive point with appointment of local teachers was that they could easily relate to the cultural pattern of the children and adapt vocabulary to suit their requirements and needs.

The learning environment was open, friendly and encouraged student-teacher interaction; children felt free to ask questions, demand attention and tasks without any fear. Boys and girls both were given equal opportunities for participation in and leading class room activities. No gender or social biases were evident among teachers. Girls were enthusiastic and keen to learn.

Children in general were well-behaved and disciplined and seemed interested in working on task. In many cases, they demanded instant feedback and recognition for their efforts. Teachers' attitude was patient, sympathetic and encouraging. Teachers generally witnessed a climate of support and encouragement which seemed essential to well-motivated learning.

Considering the fact that the EGS schools are run by teachers who have little prior experience of teaching, they have shown remarkable skills in creating an environment conducive to good and effective learning. However, they continue to face the challenge of maximizing learning time in classrooms, introduce a variety of tasks to engage all children productively and direct individual activities to match tasks to individual abilities. While teachers have acquired a fairly satisfactory understanding of concepts and methodologies, their skills in classroom management require further strengthening to make optimal utilization of available learning time. There is no doubt that their experimentation with many new activities has remained constrained due to nonavailability of basic material including textbooks for each child. Special emphasis would now need to be laid on completion of workbook exercises, ensuring provision of reading-writing material (including pencils) for completion of exercises, constant monitoring of children's work and upkeep of their progress records.

Assessment of what children have learnt & Children's Response

All competencies in learning could not be assessed. The purpose of this exercise was to get a quick assessment of what children had learnt by giving them simple tests of reading, writing (words and numbers), multiplication and addition problems according to the course content and competencies covered by children in various grades. Teacher records on children competencies and progress were also consulted in addition to discussion with teachers on children's attainment levels and completed competencies.

Children of the EGS schools had received instruction for at least one year and were recently promoted to grade II. New admissions for grade I were on at the time of evaluation. The AS schools on the other hand had provided instruction up to a maximum of one and a half to three and a half years in different sample schools of the two districts.

Alternative Schools:

Children in the AS schools were learning more and faster compared to other schools. While there was no attempt to condense the course work for these children, many children had acquired the desired competencies and completed text cum workbooks in less than the stipulated time of one year generally associated with formal schools. Most children in schools established in June/ December 1995 with three to three and a half years of study had begun the fourth *shrinkhla* after acquiring the desired competency level of grade III equivalent. Children receiving about two and a half years of instruction were completing the third *shrinkhla* and were ready for promotion to the fourth *shrinkhla*. About 70% of children receiving instruction for one and a half years had qualified for the third *shrinkhla* and the remaining 25% were ready to be promoted to the third *shrinkhla* during the coming month. Promotion to the next *shrinkhla* was subject to satisfactory completion of designated text cum workbooks and attainment of minimum competencies for level of study of each child at his/her pace which was being meticulously followed in most schools.

New entrants to *Shrinkhla* two had acquired competency in word recognition, letter recognition, understanding *matras* and reading and writing three letter words on their own as well as writing short sentences. In arithmetic, by and large, children could count and write numbers up to 100 without consulting books, attempt two digit addition and count with the help of sticks, stones and other material.

Shrinkhla three students could read text based lessons with understanding and write poems and stories from books. Children in different schools could multiply two digit numbers using tables up to 11. The children were evidently learning more than their counterparts in formal schools visited where children of grade 4 could not attempt multiplication beyond the table of seven.

Shrinkhla 4 children were able to read 4 digit numbers, attempt additions, subtraction exercises in textbooks and generally comprehended the concept of big and small numbers. In language, children were able to read and write with understanding, write leave applications or attempt small creative exercises such as “If I were the village mukhia”.

New entrants to the system (Shrinkhla 1) in most schools, who had completed about one month of instruction, could recognize words and pictures with the help of charts and cards. Schools were at varying degrees in terms of their learning capabilities; in some schools children could count collectively, even individually, up to 60 or 100. Writing of numbers was not encouraged at this stage in most schools. Emphasis on the new learners was on introductory activities such as learning poems, recognition of colours, pictures, numbers, learning about their immediate environment and answering basic questions relating to their village, family, school etc.

EGS Schools

Children in various EGS schools were at different levels of competency after receiving one to one and a half years of instruction. Most schools in the two districts had completed exercises of word and letter recognition, use of *matras* and formation of words, and recognition of simple sentences from poems (*Dham Dama Dham*), or other text based material. Most children could read with the help of charts, picture and number cards; many children could read and form simple sentences from word/pocket cards. About 50% children could write simple sentences on dictation. Most could write by seeing from the board or textbooks though children needed more practice to attain proficiency. Children in most schools could recite and read poems and stories from *Bharati -1* and *Dham Dhama Dham*.

In arithmetic, most children could count and write numbers up to 60, or even 100 on their own in exceptional cases; recite tables up to 5 in majority of schools; and up to 7 or 8, or even up to 12 in some cases. In a few schools, however, children could recite tables up to 3 only. Most children could solve one digit addition and subtraction; counting and understanding of numbers was reached with the help of pebbles and other material in classroom or by drawing lines and circles on the board or on their slates. Two digit addition was attempted in some schools.

There was no doubt that children could read, write and understand even though mastery in competency was not acquired. Mistakes in writing related to the use of *matras*. About 40 to 50% children in various schools were strong on competencies. Many still lagged behind. One reason for their slow pace was the non-availability of textbooks for all children. All children in the EGS schools had not finished their text books for grade I nor were the exercises completed in workbooks. Most of the work done was on slates which did not help teachers in keeping record of pupil advancement.

The new entrants to the system with one month of exposure had learnt two to three poems, and begun exercises in word and number recognition. Some children were able to count up to 10. In schools with about six months of instruction, children had begun *varnamala* (letter) recognition. About 50% of children could read text from books fluently while 31% could not read at all. About 62% could copy words and simple sentences from textbooks.

There were differences in performance of children within each district. Schools in Dhar, which were closer to district headquarters with slightly better educational level of parents and teachers seemed to perform well in spite of the limitations of availability of the required teaching learning material. In Bilaspur, while there was difference in performance of various schools which could be attributed largely to class and school related factors, there was no doubt the children even in the remotest areas were learning.

Overall: AS and EGS Schools

There is evidence of effective change in classroom practices and outcome as compared to formal schools. Child-centred and interactive materials and practices are in use. Placing of material according to student ability is evident in the AS schools. Children in the AS and the EGS schools are found to be more responsive, and in comparison learning more, as compared to their counterparts in the formal system. Even if children have not mastered competencies in many schools, children are participating in class room activities which has shown extremely good results. The EGS and the AS schools seem to outperform regular schools in creating better learning environment for children and developing basic competencies. Children are interested in school activities and are keen to learn and perform. The AS and the EGS schools are free from the limitations and rigidities of the formal system and are better geared towards responding to local needs and environment.

The introduction of interactive practices and processes in classrooms has contributed to positive differences in student learning. Interactive practices at classroom level that seem to affect student learning in the AS and the EGS schools relate mainly to the capacity and the skill of the teachers in classroom organization and management. The ability grouping and seating pattern of children, individualized student teacher interaction pattern, variety of learning tasks matching the ability of children, encouragement to incremental tasks, availability and use of critical learning materials and a range of teacher attributes and pedagogical practices are some of the factors which have been found to be positively affecting student learning. These aspects would need to be continually emphasized and strengthened to optimize time on task and maximize student benefit. Timely provision of the required teaching-learning material as well as the necessary guidance and supervision and academic monitoring are other critical factors that would need considerable strengthening in improving classroom interaction and student learning.

Learner Evaluation, Academic Supervision and Monitoring:

Both schemes have well defined systems of academic monitoring and learner evaluation. Regular monitoring and supervision is intended to get feedback on classroom processes and provide constant inputs and support wherever required. Teachers are involved in continuous evaluation of learners. In addition, Cluster Academic Coordinators in the EGS schools and Supervisors in the AS schools undertake regular monitoring and supervision and provide on going academic support to Gurujis and the AS teachers respectively.

The monitoring and supervision support system followed for the EGS schools is the same as that followed for formal primary schools. The Cluster Academic Coordinators and master trainers are designated the task of visiting schools, collecting information on basic issues affecting teacher performance and the teaching learning process and providing academic guidance to EGS teachers. The collected information is shared and discussed in cluster meetings and sent up to the Block; from there on to the DIET and the SCERT.

Monitoring and supervision of the AS schools is ensured through Supervisors especially appointed for the purpose. One supervisor is appointed for every ten schools and is responsible for ensuring academic standards and quality in classroom processes. The supervisors are expected to make fortnightly visits to each school and share observations and collected information in monthly meetings at the Block Resource Centres. The DIETs and the SCERT provide the necessary training and resource support to supervisors for their effective discharge of roles and duties.

Learner evaluation is built into the academic processes of the two schemes which is both formative and summative. The schemes require the AS and the EGS schools to record competency wise learner progress in Child Competency Registers. In addition, the AS teachers are expected to maintain daily diaries to be able to provide child specific guidance.

Learner evaluation system in the AS schools in Bilaspur and Dhar districts is fairly well developed and stabilized. Child competency records that reflect daily progress of each child are meticulously maintained and utilized for providing child specific guidance. Record of each child's activities and tasks is recorded in Daily diaries of teachers which helps them plan incremental tasks according to each child's need and pace of learning. Children are 'promoted' to the next *shrinkhla* only after satisfactory completion of designated activities, textbook based exercises in language, arithmetic and environmental studies and attainment of desired competencies for various levels. The availability of self paced and sequenced material along with pupil evaluation system followed at the AS schools has succeeded in creating understanding among teachers about each child's capability and potential.

The AS schools are being regularly supervised by their supervisors. The visits of the supervisors varying between one to two in a month have made a qualitative difference to the

functioning of schools. The academic guidance provided to teachers has helped in strengthening the academic processes. Visit records and supervision notes are meticulously maintained.

The quarterly evaluation of pupils emphasized in the formal primary schools and the EGS schools is at preliminary stages of development and is yet to fully materialize in the formal system. Teachers in the formal primary schools and the EGS schools have expressed difficulty in recording pupils' performance in the formats prepared for the purpose. The induction and recurrent trainings to the EGS teachers over the past year have succeeded in providing the necessary background and understanding of expected competencies. Although the two districts have initiated block level trainings on pupil evaluation, the component requires further strengthening through discussions and guidance at Cluster Resource Centres which are closer to the scene of action for functioning schools.

The districts have made appreciable effort in developing monitoring formats which facilitate in compiling information on various competencies attained by children at the level of the district in order to assess its progress and identify competencies requiring attention and further support. The more innovative blocks (e.g. Pendra and Gaumal) in Bilaspur have prepared monitoring formats in addition to the one developed by the DIET at Pendra to facilitate Cluster Academic Coordinators in performing their expected roles. A system of regular monitoring of the EGS schools by the Cluster Academic Coordinators and the Block Resource Centre Coordinators has started taking shape; their visits during the past year being few during the preparatory phase. The EGS teachers have started attending monthly meetings at the Cluster Resource Centres. The cluster meetings are held regularly on fixed dates of every month and provide guidance to teachers on teaching methods, activities, evaluation, preparation of monthly plans, use of teaching learning material and other administrative issues. Ensuring the quality of academic support through cluster and block level institutions through sustained efforts would go a long way in strengthening the system and in enabling its teachers to maximize student benefit.

As the programme is developing and taking shape, new challenges have emerged for further strengthening of the academic review and support mechanisms at the local level. The Cluster Resource Centre would need to become focal points of all educational activities, formal and non-formal. The roles of Cluster Heads and Cluster Academic Coordinators may need to be expanded to include activities for further strengthening of the AS schools.

Academic monitoring and supervision would need further strengthening. Academic monitoring by Cluster Academic Coordinators which at present is limited to collection of data about system performance and ensuring compliance with existing rules and practices, would need to go beyond their regulatory function to provide more effective guidance to the EGS teachers. Regular time schedules for school visits require to be worked out in advance to

ensure monthly visits to schools. The size of a cluster in many cases which extends up to 22 schools (formal primary schools and the EGS schools) cuts upon the time for making monthly visits of Cluster Academic Coordinators a reality considering the other work demands made upon them. The Cluster Resource Centres and the Block Resource Centres would need to give further thought on *what needs to be supervised and observed in classroom practices besides the physical aspects of the school and basic provisions*. Sufficient time needs to be given for discussion on components and processes which lend quality to teaching learning processes and class room interaction and needs to be observed during supervision. This would require sufficient time for classroom supervision; comments and notings of Coordinators related to teaching learning processes would need to be shared with teachers and be sufficiently detailed and analytical to enable them for further action and compliance. These can form the base for further discussion in cluster meetings on common issues requiring remedial action. Supervisors and cluster coordinators would need to work *with the teachers* to improve their teaching practices maintain expected patterns and educational standards.

Physical and Academic Environment of Schools

The assessment of physical and academic environment of functioning schools was undertaken with a view to determine the impact of physical facilities on students and teachers and identify problems if any for improving the delivery systems. The EGS and the AS schemes provide for basic critical inputs such as the teaching learning materials and other basic provisions to schools in a timely manner. The provision of learning spaces and accommodation for running the schools is generally the responsibility of the local communities as per requirements of the schemes.

The local community and *Panchayats* have come forth in a big way in providing learning spaces for children. In some cases, one room buildings existing with *panchayats* for various activities are being utilized; in others, residences of teachers or community members are being utilized as schools. In limited number of cases, *panchayats* have created separate structures out of their existing funds. Most EGS and AS schools in the two districts function from single room spaces; two room spaces are few. In certain cases, additional verandah spaces are also utilized. However, about one-fifth of sample schools, both AS and EGS, are functioning from open verandah spaces provided by the community. While most EGS schools have adequate provision for ventilation and lighting, about one-fourth of the AS schools are poorly provided for in terms of lighting and ventilation. Most schools generally maintain a neat and tidy look; schools with separate structures are better maintained in terms of cleanliness and display of teaching learning materials wherever provided.

While community enthusiasm is appreciable, physical space per child in many cases has become a limiting factor in introducing a range of learning activities. Community expecta-

tions of the government have also arisen concerning proper buildings primarily because of lack of permanent space for schools. Lately, the government has provided for a limited number of community constructions of the EGS schools per district. For example in Bilaspur, 40 of the 67 EGS schools have been sanctioned buildings by the government. Most constructions are underway in the two districts. About 20% of the sample schools have already started functioning in new one room buildings provided by the State. But even here, the one room provisions are generally adequate for schools with enrolment size up to 40. A larger enrolment size in many schools has already started showing evidence of overcrowding of students vis a vis the physical space available. The AS schools have no provision for separate structures. Deficiency of a permanent classroom can be a de-motivating factor for both the teacher and the community. With the growing success of Alternative Schools and the visible problem of space in many locations, meeting community expectations would be a challenge for the State.

The AS schools seem to be better provided in terms of teaching learning materials and other provisions for use by children and teachers. Most schools are provided with roller blackboards, pocket boards, picture cards, number cards, charts and floor mats for children. Innovative teachers have also created their teaching learning aids. Available material is generally displayed and utilized by the AS schools except in cases where classes are organized in open verandahs. However, there have been cases of delayed and partial supplies. There have been instances where material provided to teachers has been withdrawn by Block authorities (Bilaspur). Non availability of teaching learning materials in some places has acted as a de-motivating force among teachers and has limited the introduction of a variety of learning activities most necessary for multi-grade situations.

The situation of the EGS schools in availability of basic materials is mixed. While most EGS schools have been provided with some basic materials like roller blackboard, slate for children, chalk, slate pencil, registers and paper, the provision of other teaching learning material for introducing innovative activity is often lacking. Most schools in the two districts have completed one year of instructional work with the partial availability of textbooks and slates for children. The teaching-learning material including blackboards in some schools has been received only during the new academic session. More enthusiastic blocks such as Pendra in Bilaspur have made provisions for pocket boards and word/*matra* cards usually provided to alternative schools. There are instances in Dhar where although student material such as slates and books have been supplied partially, basic provisions such as blackboards have not been made available for teachers till date.

The provision of text books and teacher guides has been another area of concern. The availability of textbooks and slates for children is often less than the required numbers. There are cases where schools have functioned without text books. There were at least 50% cases in sample schools where text books had been provided but teacher guides were made available only this academic year.

Most provisions of textbooks for schools in Bilaspur were made during the months June to August last year. But some schools including those opened during July '97 did not receive any supply of text books. The matter is of concern since text books had been printed and were distributed to most schools in limited numbers; some schools opened during July/ December '97 had not received books till the day of the visit. All schools visited in Dhar had functioned for almost a year without either the text books or the teachers' guides which is a definite violation of the norm of the EGS scheme and affects the process of class room teaching and learning.

School contingencies: School and teacher contingency fund of Rs. 500 in the AS schools is being regularly utilized on preparation of teaching learning material. The EGS schools are expected to receive contingency funds from the current academic session for which necessary orientations would be provided at the cluster level.

Teacher Attributes and Perceived Status

All EGS schools at present are single teacher schools. As per norms of the scheme, provision of a second teacher is consequent upon student enrolment exceeding 50. The minimum educational qualifications for a *Guruji* is successful completion of Higher Secondary. However, the qualification is relaxed to High school pass if a local person with higher secondary qualification is not available. The minimum qualification of an AS teacher is 8th grade pass and that for the AS supervisor is Higher Secondary.

Teachers' age in district sample schools ranges between 22-29 years in the EGS schools and between 20 to 33 years in the AS schools. Young and enthusiastic teachers are eager to make a career in teaching. Although the minimum educational qualifications required for an AS teacher is 8th grade pass, only 9% of the teachers were found to be 8th pass; 55% of the teachers had qualifications between 10th to 12th grade pass and 36% had university degree (27% BA and 9% MA). Most teachers with school pass qualification were also studying privately to upgrade their qualification.

Sample findings in the EGS schools revealed that about 70% of teachers were either Higher Secondary or 12th grade pass. The remaining 30% were either graduates or were in the process of completing their 2nd or the third year of BA. Most teachers had no prior experience of teaching; only 15% of teachers in the EGS schools and 9% of teachers in the AS schools had some prior experience of teaching in private or non-formal schools.

The teachers take pride in having taken up the profession and enjoy good reputation in their own communities of which they are a part. The local teacher is part of the total community with both its positive and negative attributes. But positive achievements more than

compensates for the deficiencies of the formal and other systems operating through outside teachers who can neither adapt themselves to the local conditions nor can develop the empathy and dedication needed for the educational development of the deprived and marginalized classes. The teachers here are able to interact in children's local dialect and transact the content which otherwise is in Hindi. The children here have demonstrated that they are capable of learning better than those enrolled in formal schools even with limited provisions of facilities and teaching learning material. The teacher mostly belongs to the same class or sometimes to a different class but is able to establish the needed rapport and eliminate the feeling of fear generally associated with a traditional teacher in formal schools. Young children whose vocabulary and thought processes are in developmental stage in these schools are more keen to learn, ask questions on their own, provide answers on their own sometimes; are enthusiastic to answer, write, draw, take up differentiated activity; even forcibly attract the attention of teachers in some places. The student-teacher interaction pattern in the schools is much better than in other formal primary schools. A local teacher is found to have better chances of interactions with parents and children even during vacation periods.

However, while the norms of appointing local teachers have been largely adhered to in the two districts, there are stray cases of norm violation. For instance, cases have been witnessed in Dhar where a teacher residing at a distance of 16 kilometers not belonging to the same *Panchayat* is appointed to teach in a neighbouring village.

Teacher Attributes and Distance: The teacher factor is also important in influencing attendance and retention rates of children. Availability of local teachers residing within the habitation or the village has proved to be advantageous in not only maintaining regularity in schools and reducing the chances of closure of schools on account of teacher absenteeism but also in improving attendance and retention of children which make a positive impact on their learning capabilities. It has also enabled the local communities to keep check on teacher regularity. Most teachers (about 70% in the EGS schools and 80% in the AS schools) are found to be residing either within the habitation or the village in which the habitation falls. About 20-30% teachers reside in neighbouring villages under the jurisdiction of the same *panchayat* as per norms of the schemes. The walking/ cycling distance to school varies from nil to 3 kilometers for the EGS *Guruji*s whereas distances for about 35% of the AS teachers residing outside the habitation are larger ranging between 3 to 6 kilometers. For most teachers the maximum distance involved is up to one kilometer.

While cases of teacher absenteeism cannot be denied, such instances are rare. Attendance and performance of students has suffered wherever such cases are evidenced. In case of Bilaspur, however, steps have been initiated to deal with the situation. About 20% of the teachers in the AS schools during the first year were replaced on account of representation by the local community members. Barring one exception (EGS school in Dhar), all EGS

and AS schools in the two districts have been found to observe regular timings in opening of schools. This problem is of greater concern in the district of Dhar where regular checks by various levels of administrative authorities may be required both in collection of information regarding timings of schools and in ensuring regularity in maintaining timings for opening and closure of schools.

Teacher stability has always been an important factor in enhancing learner capabilities. Teachers' continuity in most EGS and AS schools has helped in building good rapport and dialogue between the teacher and the learners. Children in these schools seem to be more open with their teachers and do not hesitate to ask questions as compared to their counterparts in formal primary schools where the 'fear of the teacher' still persists. A friendly atmosphere conducive to learning exists. The advantages of a local teacher who speaks and understands the local dialects and empathizes with learner needs and circumstances have contributed to a teacher-student relationship that is conducive to good learning.

Flexibility in Timings

The timings of the schools are decided by the community according to the convenience of the parents and children. Schools are expected to provide a minimum of 4 hours of instruction. Schools generally function for a period of 4-6 hours depending as per convenience of the district and the local communities. On an average, an EGS school in Bilaspur functions for five and a half to six hours (50% each) with breaks for lunch and play; the timings being 10 am to 4 pm, 10.30 am to 4 pm. or 10.30 am to 4.30 pm. In Dhar, schools generally run during 7.30 am to 11.30 am providing a minimum of 4 hours of instruction. The schools in Bilaspur are better geared to providing adequate time for work and play by providing four to five hours of actual instruction. A half hour break in Dhar actually results in less than the minimum time given for actual instruction.

The holiday pattern in many villages is adjusted to local requirements keeping in view the needs of parents to withdraw children from schools during the harvest season. The AS schools are sometimes run in double shifts (Dhar) to cater to the needs of working children without compromising the minimum duration or expected educational standards.

Planning and Management : Decentralized Structures, Functions and Processes

The evaluation assessed the efficacy of the management structures and mechanisms for the EGS and the AS schemes. A decentralized management system requires as its prerequisite the creation of necessary structures at decentralized levels, definition of their roles and functions, devolution of power and authority to the created structures and broadening the range of participants to include various beneficiaries and stake-holders in the system. The various components and operational modalities of the two schemes were analyzed in

depth through discussions with various official and non official members, the findings of which are presented below.

Operational Modalities and Management Structures

There is no doubt that a definite change is visible in the authority structure in the implementation of the two schemes. The process of decision-making has been decentralized by redefining the role of government to include local governments, which is a necessary precondition in expecting communities to play a major role in their sustainability. The management structures at the State, district and sub district levels are well defined. Procedures for community participation are institutionalized. The *Panchayati Raj Institutions* established at the district, block and village level through the 73rd and 74th amendments to the Constitution and the State, District and Block Coordination Committees have been utilized for planning and management of the two schemes. There is a clear definition of roles and responsibilities at various levels. The local governments have been delegated financial powers and autonomy and made responsible for providing the day to day requirements of local schools. The range of stakeholders has been broadened to include project planners, implementers at multi levels, and local leaders in addition to the direct beneficiaries and community at large. A genuine effort is made towards revitalizing district and sub-district management structures. The very premise of the schemes rests on the principles of decentralized management.

Alternative Schools

A participatory decentralized process is evident at all stages of planning and implementation of the AS scheme. Different governmental departments, educational organizations and community structures have come together to work and provide quality education in a short period of two to three years in the remote and isolated areas of the districts. The Alternative Schools in the two districts have been set up under the DPEP on the basis of surveys conducted with the active support of the district and block authorities including the office of the Collector, the Sub Divisional Magistrate and the Block Education Officer. The *Panchayats* at various levels have clear division of roles in appointment of staff and school maintenance. The AS teachers have been recruited through the *Gram Panchayat* and Supervisors through the Block *Panchayat* in accordance with the roles worked out under the scheme. The responsibility for the AS procurement is vested with the Block Procurement Committee. The District Institutes of Education and Training and the Block Resource Centres are successfully providing regular trainings to supervisors and teachers. Review meetings are being regularly held at the Block Resource Centres and the District Institutes of Education and Training. Monthly plans are being discussed at the Block Resource Centres. The local management, supervision and community support to the AS scheme

is being provided through the Village Education Committees. The Committee members and the local communities often visit and monitor the functioning of the AS centres.

EGS Schools

The process of setting up of the EGS schools has differed as compared to other schemes of the State and the districts. As the guarantee of a school by the government is demand based, the *Panchayati Raj* structures have been utilized to create community demand and to respond to it. Being the DPEP districts, the EGS schools in Bilaspur and Dhar have been set up by the respective District Administrations under a State run scheme with support from the project. The various administrative structures envisaged for the scheme have lent enthusiastic support in making the schools functional. The early campaigns managed through the coordinated efforts of the district and block administration including the offices of the Collector and the Sub Divisional Magistrate, the Chief Executive Officer and members of the *Zila* and *Janpad Panchayats* and the Block Education Officer resulted in tremendous response from the community. The demands raised by communities through the *Sarpanches* followed the process of scrutiny and verification of criteria as laid out in the scheme. Household and village surveys were undertaken by enthusiastic block level teams headed by the Chief Executive Officer, *Janpad Panchayat* in Bilaspur for verification of enrolment and distance criteria as well as the qualifications of proposed *Gurujis* for opening of new schools. Some *Gurujis* in Dhar were also involved in undertaking household surveys for the verification of the proposed children. A few demands in some blocks, however, did not qualify for an EGS school as per norms of the scheme.

The roles and responsibilities of the government departments (Education, Tribal Welfare, and Rural Development and Panchayati Raj), Shiksha Samitis and *Panchayat* bodies at various levels are well defined. Inter Departmental Coordination Committees are formed. The *Zila* and *Janpad Shiksha Samities* meet regularly to review progress and consider new demands. Inter sectoral links are established and the staff is actively participating in decision making. The local level planning and management is entrusted with the *Gram Panchayat*. The *Gram Panchayats* are successfully performing their functions of demand registration at the *Janpad Panchayat*, arrangement of school spaces, supervising construction of school buildings wherever necessary, and appointment of local teachers. The *Gram Panchayats* have also been entrusted with the responsibility for purchase and provision of teaching learning material in schools in most blocks of the two districts. In some blocks of Bilaspur, the responsibility, which vested with the block structures at the initial phase of the scheme, has been shifted to the *Gram Panchayats* from the current academic session. The *Gram Panchayats* are also responsible for keeping the *Janpad Panchayat* informed of the progress of the EGS schools. The academic support to schools and teachers is provided by the respective District Institutes of Education and Training, the Block Re-

source Centres and the Cluster Resource Centres of the two districts who are actively involved in review and monitoring of the scheme and training of teachers and coordinators. The necessary linkage at various levels with policy makers and administrators is built into the very philosophy of the scheme. Programme sustainability is built into the project. The existing governmental machinery is working along with the special units of the DPEP project. Strengthening of the linkages, however, would require constant support of the State and the district authorities.

Benefits

With the preliminary evidence in sight, decentralization of planning and management structures and processes does appear to improve internal efficiency of the educational system in terms of enrolment, promotion and attendance rates. The advantages of appointing a local teacher are evident as compared to the situation in formal primary schools or the non-formal school. Community seems to take pride in the local teacher. The incidence of teacher absenteeism has been rare. The teacher not only is more regular in running the schools but also is able to adjust the timings as per local requirements without compromising on the standards of quality. This is in sharp contrast to the situation prevailing in the formal primary schools or the non-formal schools where the appointing authority of teachers is distant from the scene of action resulting in weak supervision, teacher absenteeism and virtual closure of the schools. A recent case in sight is the delay in the appointment of the *Shiksha Karmis* in formal primary schools that has resulted in virtual closure of primary schools during the past four to six months.

Availability of teachers residing within the habitation or the village has proved to be advantageous in not only maintaining regularity in schools and reducing the incidence of school closure on account of teacher absenteeism but also in improving attendance and retention of children which makes a positive impact on their learning capabilities. Besides, the teachers in the EGS and the AS schools have an advantage of understanding the local tribal dialect and adapt the local conditions that facilitates better communication with learners, reduces incidence of student absenteeism that cuts upon the time on task, and improves the quality of the teaching-learning process. The teachers have demonstrated that teaching in remote schools can be interesting, and students can progress in isolated environments with minimal critical facilities and provisions.

Overall Observations:

The necessary management structures as perceived under the schemes have been operationalized and schools have been made functional. The sub-district structures are operative in terms of executing their facilitative roles of provision of services. The management process and structures of the two schemes have demonstrated active involvement of

the stakeholders at multi levels. The staff seems to fully identify with the schemes and is likely to continue providing the necessary cooperation for its sustainability. However, it cannot be denied that schemes are still at a nascent stage of development and require considerable strengthening in existing structures and processes for maximizing benefits and sustaining them in the long run. The EGS and the AS schemes are barely one and three years old respectively and the local communities are in the process of understanding and expanding their roles and functions. Although a large number of stakeholders are involved at different levels, they need to be involved more consciously in planning, review, monitoring, and evaluating the schemes and their impact on the local situation. Community mobilization, redefinition of roles and tasks of local institutions in school management, strengthening of the links of the local leadership with the masses on the one hand and with *Janpad* and *Zila Panchayats* on the other and their continued involvement in local planning, preparation of village plans, implementation, monitoring, review and supervision of their schools are some of the aspects that need planned effort and sustained support of the district and State authorities.

III. Summing Up: Issues, Problems and Future Challenges:

There is no doubt that Bilaspur and Dhar districts are heading towards attainment of their perceived objectives of universal access, retention and quality in primary education. Systemic reforms and the community-based initiatives have begun to make their impact at the level of the school, classroom, village and the community. The strongest indication of success in access of the schemes has been the increasing enrolment of the target groups in far, remote and accessless areas where means of communication are conspicuous by their very absence and tribal communities eke out marginalized existence in isolated environments. The increased provision of primary schooling in un-served habitations, appointment of local teachers, community participation in school management and reforms geared towards improved academic environment of children in class rooms have succeeded in increasing participation rates, narrowing gender and tribal gaps and arousing the interest and enthusiasm of children to learn and participate in class room activities. Those denied the opportunity of primary schooling due to long distances, poor social and economic status combined with illiteracy of their parents are now provided with some of the best opportunities that a system can provide for quality primary education.

While the schemes are still in their nascent stage of development, preliminary signs of success are evident in creating the necessary conditions and structures. The schemes have succeeded in bringing together the various factors conducive to good learning. Schools even in the remotest areas are functioning— children are enrolled and attending schools, participation is high, teachers are regular, well trained and motivated, structures and institutions for providing academic and resource support are established and functional, teach-

ing and learning activity is on and children are enthusiastic and keen to learn. There is evidence of effective change in class room processes and practices. Child – centred and interactive materials and practices are in use. The learning environment is open, friendly and conducive to learner-teacher interaction. Preliminary signs of increased student learning are in evidence. Effective change in class room practices has laid the foundation for increased learning outcomes in the future. The schemes have demonstrated the possibility of developing local persons with even elementary education qualifications into performing teachers. The teachers have demonstrated that teaching in remote schools can be interesting and students can progress in isolated environments given the will and the support of the government and the local community.

There is a definite change reflected in the authority and power structure that facilitates decentralized management. With the preliminary evidence in sight, a beginning has been made in creating the necessary conditions and structures for encouraging local level planning and management. Procedures for community participation are institutionalized, the range of stakeholders is broadened and local governments have been delegated financial powers and autonomy.

As the schemes are developing and taking shape, new challenges have emerged for strengthening of their various processes and components. This section assesses their overall potential and identifies critical issues and challenges that need to be addressed for further strengthening of the two initiatives and their effective delivery and management.

Overall Potential :

As is evident from the foregoing sections, the Alternative Schooling Scheme and the Education Guarantee Scheme have tremendous possibilities and their full potential is yet to be explored. The potential of the schemes lies not only in the achievement of perceived goals and objectives but also in maximizing social benefit through extending outreach and exploring newer areas and dimensions. The schemes have begun to make significant impact on primary education quality, learning processes and outcomes and undoubtedly require considerable strengthening in critical processes and components. But the tremendous potential of the schemes lies in extending their outreach and developing into systems that provide a real choice to children and their parents to demand the type of education most suited to their specific needs and requirements. The identified challenges and critical areas need to be viewed in this perspective.

A. Strengthening School – Community Linkage

One of the necessary conditions for sustainability of the schemes is the active involvement of direct beneficiaries in planning and managing development activities. While stakeholders

are participating at multi levels, there are numerous constraints to meaningful community participation. Rural areas are still characterized by inegalitarian patterns of ownership of land and other assets. Their social structure is divisive and isolates them from the mainstream local leadership. Very often the *Sarpanch* belongs to a neighbouring village and rarely visits the *mohalla*, *basti* or *para* of the Scheduled Castes, the Scheduled Tribes and the Other Backward Castes. The *gram sabhas* are rarely attended by the groups living a marginalized existence. While the communities are interested and give priority to education of their children, the local power structure continues to isolate them in terms of direct participation in decision making for schools. Rarely do these groups have any say in the village matters. The village social structure continues to reflect the distancing of the leadership with the masses is likely to affect school improvement unless conscious efforts are made to involve the masses in matters of social importance. The linkage between the community and the local leadership needs strengthening on a priority basis. The Village Education Committees need to become vibrant structures and establish effective linkages with the *Gram Panchayats*. Establishing effective linkages of the local leadership with the community on the one hand and educational institutions and structures on the other would need continuous support of the State, district and block authorities.

The roles of the Village Education Committees and the *Gram Panchayats* have been more regulatory in nature and limited to supervision of community construction or provision of teaching and learning material besides their involvement in initial opening of the schools. A redefinition of their roles and tasks would be required to broaden the range of activities to be initiated at the local level. The role of the *Gram Panchayats* and the Village Education Committees would thus need to be redefined to include new and emerging roles of planning, implementation, monitoring and supervision. The *Gram Panchayats* would need to play a more central role in order to trigger off institutional reform and strengthen the organic link between school and the community. Programme sustainability will require much more active involvement of the local communities than at present in terms of their redefined roles of planning, implementation operations and overall school management.

Giving more central role to the *Gram Panchayats* is liable to create tensions among the various levels of administration particularly those affected most by de-concentration of power and authority. This would necessitate a redefinition of power, authority, roles and tasks of the inter linked structures particularly the *Janpad* and *Zila Panchayats* and the resource institutions (District Institutes of Education and Training, the Block Resource Centres and the Cluster Resource Centres) vis-a-vis the local *Gram Panchayats* and the Village Education Committees. Decentralization requires that the State and the district structures not only continue to carry out monitoring and supervision of local units but also provide for their continuous training and orientation in order to correct the problems of inequity and lack of skills and motivation. Creating opportunities and channels for effective communi-

cation and exchange of information, experience and views geared towards problem solving would go a long way in motivating leaders, and in ensuring effective participation in school improvement and overall management. The block and cluster level structures would need to play a more active role in building school community relations by upgrading the skills and capabilities of local leaders in planning, management, review, monitoring and supervision of school activities. Monthly meetings at the Block Resource Centres facilitated by *Janpad Shiksha Samiti* members and resource persons can provide a forum for keeping the authorities informed of the village and school activities and provisions; reviewing progress in village plans, identifying issues, problems and solutions, and organizing trainings in areas of micro planning and management strengthening their capabilities in the identified areas of importance at the local level. The Cluster Resource Centres also would need to expand their roles to include capacity development of local leaders in village planning and management of all educational institutions and activities and in strengthening the school community relationship.

To sum up, intensification of efforts is needed in the area of local planning and management focussing towards village improvement and school improvement plans and their implementation. An increased priority needs to be given to research, training, monitoring, evaluation and development of more comprehensive impact assessment mechanisms at various levels of administration and resource support. The District Institutes of Education and Training need to work more closely with the Block Resource Centres. Action researches need to be undertaken by cluster coordinators, teachers and local institutions to facilitate mobilization of community resources and inputs and improvement of overall planning and management of local educational systems. Further strengthening is needed in establishing closer links between the school and the community and the area of community management to ensure the benefits of the scheme on a continued basis. Community mobilization and redefinition of their roles and tasks in school management, strengthening of the links of the local leadership with the masses on the one hand and with *Janpad* and *Zila Panchayats* on the other and their continued involvement in local planning, preparation of village plans, implementation, monitoring, review and supervision of their schools are thus some of the aspects that need planned effort and sustained support of the district and State authorities.

B. Strengthening Class Room Management and Educational Quality

Critical key inputs and processes need constant emphasis and reinforcement. Interactive processes that seem to affect student learning in the AS and the EGS schools relate mainly to the capacity and the skill of the teachers in classroom organization and management. The ability grouping and seating pattern of children, individualized student – teacher interaction pattern, variety of learning tasks matching the ability of children, encouragement to incremental tasks, availability and use of critical learning materials and a range of teacher

attributes and pedagogical practices are some of the factors which have been found to be positively affecting student learning. These aspects need to be continually emphasized and strengthened to optimize time on task and maximize student benefit. Timely provision of the required teaching-learning material as well as the necessary guidance, supervision and academic monitoring are other critical factors that need considerable strengthening in improving classroom interaction and student learning.

Pedagogical Practices and Class Room Management

Certain practices and processes observed to be contributing positively to students' learning need encouragement in training and motivating teachers for improved classroom management.

The *ability grouping and samuh based seating pattern* of students in AS schools has encouraged the use of diverse activities and methodologies conducive to teaching and learning and needs to be encouraged in EGS schools. Student grouping according to abilities not only helps in introducing diverse activities but facilitates teachers in making maximum utilization of time on task and matching tasks to individual and group abilities.

Student work in some schools (AS schools) was observed to be greatly facilitated with the availability of text books and other teaching-learning material. Children in these schools were found to be working on different lessons and exercises in the textbooks. *Provision of instructional material* also facilitated teacher's task who could work with one group while other groups learnt on their own. Availability of textbooks and other instructional material seemed to greatly facilitate in extending the time on task with children of heterogeneous groups and abilities. On the contrary, their absence or partial supplies to schools have restricted introduction of diverse activities and maximizing time on task. Critical learning materials thus need to be continually ensured to facilitate introduction of diverse teaching learning activities.

Children were observed to be engaged in *work related activities* which included work assigned by the teacher, self study, recitation, showing work or even awaiting teacher attention. Children were eager to learn and participate in classroom activities, eager to answer, lead, come to the board, get constant feedback and recognition. Children's interest, curiosity and enthusiasm need to be tapped for introducing a variety of activities and learning tasks. Student participation in work related activities is conducive to good learning and needs encouragement.

Learning tasks performed by children need to be varied. Teachers' skills need to be sharpened in introducing wide variety of learning tasks to match individual abilities and inter-

ests. Interactive processes in the class room need to encourage children for incremental tasks, introduction of new ideas, skills and enrichment tasks.

To sum up, special emphasis needs to be on class room management skills required to make most efficient use of material resources and time. The EGS teachers by and large need to sharpen their skills in handling children of various abilities and class room organization for optimal utilization of time on task and maximizing student benefit. Although time available for teaching and learning in the EGS and the AS schools seems adequate, actual time spent on teaching and learning can be optimized by better classroom management. Effective teaching requires organization of available time to maximize student involvement in learning task. The efficiency of time use is important. An efficient teacher can introduce variety in teaching methods and pace student learning and presentation of material. The teachers' understanding of various aspects of dealing with classroom multi-grade situation needs further reinforcement.

The EGS teachers need to organize their teaching and increasing student activity for optimizing time on task. Orientations at cluster level should focus on introduction of a variety of learning tasks to match individual abilities and interests; teachers' ability to encourage children for incremental task, use of differentiated talk for introduction of new ideas, procedures and skills, enrichment tasks by applying familiar skills to new problems. Use of differentiated talk in classroom not only promote different kinds of learning but also helps teachers in managing their own as well as students' tasks and improving one to one interaction. Teachers' whole class teaching skills thus need to be as refined and effective as possible.

Learner Evaluation

Academic standards and teacher orientation regarding pupil development and evaluation need continuous emphasis. Some teachers expressed their need for more guidance on the subject content. Academic standards would improve considerably with guidance on need based issues and problems.

Children with Severe Disabilities

Additional activities and material to address the needs of children suffering from severe visual, hearing and speech impairment require additional attention. While children suffering from severe disabilities in isolated habitations may be few, improving communication skills of teachers with children suffering from hearing and speech impairment would remain a challenge for district authorities.

Academic Monitoring and Supervision

As the programme is developing and taking shape, new challenges have emerged for the further strengthening of the academic review and support mechanisms at the local level. Decentralized structures existing closer to the scene of action need to be fully utilized for increasing teacher interaction and participation in decision making and in improving overall performance. The Cluster Resource Centre would need to become a focal point of all educational activities, formal and non-formal. The roles of Cluster Heads and Cluster Academic Coordinators may require redefinition to include activities for further strengthening of Alternative Schools.

Academic monitoring and supervision would need further strengthening. The roles of Academic Coordinators and Supervisors would need to go beyond their regulatory functions of data collection and ensuring compliance to existing rules and norms to provide more effective guidance to the EGS teachers. This would require a rethinking on the existing monitoring formats and their utilization for effective guidance.

Regular time schedules for school visits require to be worked out in advance to ensure monthly visits to schools. The size of a cluster in many cases which extends up to 22 schools (formal primary and EGS) cuts upon the time for making monthly visits of Cluster Academic Coordinators a reality considering the other work demands made upon them.

The Cluster Resource Centres and the Block Resource Centres would need to give further thought on *what needs to be supervised and observed in classroom practices besides the physical aspects of the school and basic provisions*. Sufficient time needs to be given for discussion on components and processes which lend quality to teaching learning processes and class room interaction and needs to be observed during supervision. This would require sufficient time for classroom supervision; comments and notings of Coordinators related to teaching – learning processes would need to be shared with teachers and be sufficiently detailed and analytical to enable them for further action and compliance. These can form the base for further discussion in cluster meetings on common issues requiring remedial action. The supervisors and cluster coordinators would need to *work with the teachers* to improve their teaching practices maintain expected patterns and educational standards. Quality supervision and quality time spent with teachers will go a long way in improving classroom management and educational quality.

C. Strengthening Programme Delivery and Management

While local governments have been made responsible for provision of learning materials and other grants including teachers' salary, it is important that the State and district structures continue to carry out monitoring and supervision of local units to ensure regularity

and quality in supply of these critical inputs and materials. While timely provision of instructional material, textbooks, contingencies and other resources to schools is crucial to the success of the schemes, timely payment of teachers' salary is important for sustaining the interest and motivation of teachers. Any delays in the supply and distribution of critical inputs would seriously affect the quality of the programmes. Since the local *Panchayats* are in the process of understanding their new roles and responsibilities, it is important to ensure that power and authority are properly exercised. How to make the system more transparent so that it functions to every stakeholder's advantage is another challenge. Awareness of the community, teachers and parents regarding the provisions of the scheme are extremely crucial in building transparency.

The capacities of block and cluster core teams would need further strengthening if institutions closer to the scene of action are to be utilized for providing resource and training support to the local institutions and the community leaders in local level planning and management. Greater emphasis will be required on the strengthening of the Cluster Resource Centres which are expected to play a nodal role at the local level. Strengthening the capacities of resource institutions - District Institutes of Education and Training, the Block Resource Centres and the Cluster Resource Centres to take on research, training, monitoring, evaluation and development of impact assessment mechanisms would require additional focus. The effectiveness of community participation procedures would require continuous monitoring throughout the phase of implementation.

The schemes at present are at a critical stage of development. It would be important to ensure that their implementation is not adversely affected by policy decisions at any level. A case in point is the recent decision of the State to encourage appointment of the EGS *Gurujis* and the AS teachers as *Shiksha Karmis* in formal primary schools. The *Gurujis* and the AS teachers have the advantage of good recurrent training and are in a much better position to be selected and appointed in formal schools. The recent selections and appointments are likely to affect a considerable number of the EGS schools in both districts. While the intention of the State to retain them in the system is appreciable, the unintended consequence of their virtual closure cannot be overlooked. These schools are likely to meet the fate of the formal primary schools which remained closed for the past three to four months for want of appointment and regularization of the *Shiksha Karmis*. Teacher stability has always been an important factor in enhancing learner capabilities. Teachers' continuity in most EGS and AS schools have helped in building good rapport and dialogue between the teacher and the learners. The EGS schools are largely single teacher schools and any disturbance to the present arrangement is likely to seriously damage its current attainments. Moreover, the policy seems to convey contradictory messages within the system. The AS and the EGS schools will need to come out of the syndrome of "inferior or second best systems" particularly when their performance and standards prove to the contrary. This also

raises the more complex issue of equivalency in the pay structure of the EGS and the AS teachers with those of formal schools which will remain a challenge for the State given the current performance as well as the potential of the schemes yet to be explored and exploited to maximize social benefit in a cost effective manner.

Summing Up

The AS system has succeeded in reaching out to the disadvantaged population groups in dispersed locations where conventional schools are not viable. The EGS schools have provided a safety net to the school dropouts and the non-entrants who could not attend conventional schools for a variety of social and economic reasons. In this sense, the schemes have succeeded in taking education to the most isolated and remote corners of the two districts. The EGS scheme operates within the formal system and can be expected to play an important role in supporting the elementary education cycle as it grows and expands every year. The instructional material can further be enriched and supplemented with audio-visual material and other self paced and sequenced material developed for the alternative schools.

The AS scheme on the other hand provides a pedagogically sound alternative to conventional schooling particularly in its ability to reach the disadvantaged segments. The self paced and sequenced learning material developed for children allow children to choose the content relevant to their needs and have the freedom to learn at their own pace without a pre-defined time frame imposed upon them. Because of their pedagogical soundness, the AS scheme may significantly influence the instructional processes in the conventional system. The self-paced learning material allows for the possibility of extending its reach to the users of the formal system on the one hand and the neo-literates desirous of upgrading their literacy skills and attaining proficiency in primary education on the other. The system in this sense can provide a choice of learning materials to children and their parents to supplement and complement the material developed for the formal system. Its further expansion to the elementary stage, introducing a range of courses for primary school leavers and combining elementary cycle with functionality is another area to be explored.

The formal or the alternative education system at present depends entirely on self study print material at the primary stage. Exploring newer technologies and media to extend outreach is yet another possibility. With its distinct child-centred pedagogy, the AS can successfully grow alongside the formal system until it broadens the range of courses and provides a real choice for parents to demand the type of education they desire for their children. This would require continued support and leadership from the State to realize the full benefits of the two schemes.

Summary of Critical Issues and Future Challenges

Strengthening school community Linkage

- Intensification of efforts is needed in the area of local planning and management focussing towards village improvement and school improvement plans and their implementation.
- Stakeholders at various levels need to be involved more consciously in planning, review, monitoring, and evaluating the schemes and their impact on the local situation.
- The linkage between the community and the local leadership needs strengthening on a priority basis. Village Education Committees must become vibrant structures and establish effective linkages with the *Gram Panchayats*. Establishing effective linkages of the local leadership with the community on the one hand and educational institutions and structures on the other would need continuous support of the State, district and block authorities.
- A redefinition of the roles and tasks of Village Education Committees and *Gram Panchayats* would be required to broaden the range of activities to be initiated at the local level. The role of *Gram Panchayats* and Village Education Committees would need to be redefined to include new and emerging roles of planning, implementation, monitoring and supervision. *Gram Panchayats* would need to play a more central role in order to trigger off institutional reform and strengthen the organic link between school and the community.
- Power, authority, roles and tasks of the interlinked structures particularly the *Janpad* and *Zila Panchayats* and resource institutions (DIET, BRCs and CRCs) need to be redefined vis-a-vis the local *Gram Panchayats* and the Village Education Committees.
- The block and cluster level structures would need to play a more active role in building school community relations by upgrading the skills and capabilities of local leaders in planning, management, review, monitoring and supervision of school activities.
- Monthly meetings at the Block Resource Centres facilitated by *Janpad Shiksha Samiti* members and resource persons can provide a forum for keeping the authorities informed of the village and school activities and provisions; reviewing progress in village plans, identifying issues, problems and solutions, and organizing trainings in areas of micro planning and management strengthening their capabilities in the identified areas of importance at the local level.
- Cluster Resource Centres also would need to expand their roles to include capacity development of local leaders in village planning and management of all educational institutions and activities and in strengthening the school community relationship.

- An increased priority needs to be given to research, training, monitoring, evaluation and development of more comprehensive impact assessment mechanisms at various levels of administration and resource support.
- DIETs need to work more closely with Block Resource Centres.
- Action researches need to be encouraged at the level of cluster coordinators, teachers and local institutions to facilitate mobilization of community resources and inputs and improvement of overall planning and management of local educational systems.

Strengthening Classroom Management and Academic Processes

- The ability grouping and *samuh* based seating pattern in AS schools has encouraged the use of diverse activities and methodologies conducive to teaching and learning and need to be encouraged in EGS schools.
- Critical learning materials need to be continually ensured to facilitate introduction of diverse teaching learning activities. Student work can be greatly facilitated with the availability of text books and other teaching-learning material. Provision of instructional material also facilitates teachers' task in organizing group activities and by extending the time on task especially in schools with children of heterogeneous groups and abilities.
- Student participation in work related activities is conducive to good learning and needs encouragement.
- Learning tasks performed by children needs to be varied. Teachers' skills need to be strengthened to introduce wide variety of learning tasks to match individual abilities and interests. Interactive processes in the class room need to strengthen activities to encourage children's incremental tasks.

Teacher Attributes and Pedagogical Practices

- Teachers by and large need to sharpen their skills in handling children of various abilities and class room organization for optimal utilization of time on task and maximizing student benefit.
- Special emphasis needs to be on class room management skills required to make most efficient use of material resources and time.
- Actual time spent on teaching and learning can be optimized by better classroom management. Effective teaching requires organization of available time to maximise student involvement in learning task.
- EGS teachers need to organize their teaching and increasing student activity for optimizing time on task.

- Orientations at cluster level should focus on introduction of a variety of learning tasks to match individual abilities and interests; teachers' ability to encourage children for incremental task, use of differentiated talk for introduction of new ideas, procedures and skills, enrichment tasks by applying familiar skills to new problems.
- Teachers' whole class teaching skills thus need to be as refined and effective as possible.

Evaluation

- Academic standards and teacher orientation regarding pupil development and evaluation need continuous emphasis.

Disabled Children

- Additional activities and material to address the needs of children suffering from severe visual, hearing and speech impairment require additional attention.

Strengthening Supervision and Academic Monitoring

- As the programme is developing and taking shape, new challenges have emerged for the further strengthening of the academic review and support mechanisms at the local level.
- Decentralized structures existing closer to the scene of action need to be fully utilized for increasing teacher interaction and participation in decision making and in improving overall performance.
- Cluster Centre would need to become a focal point of all educational activities, formal and non-formal.
- The roles of Cluster Heads and Cluster Academic Coordinators may require redefinition to include activities for further strengthening of Alternative Schools.
- Academic monitoring and supervision would need further strengthening. Academic monitoring by CACs which at present is limited to collection of data about system performance and ensuring compliance with existing rules and practices, would need to go beyond their regulatory function to provide more effective guidance to EGS teachers.

Regular time schedules for school visits require to be worked out in advance to ensure monthly visits to schools.

- The size of a cluster in many cases which extends up to 24 schools (formal primary and EGS) cuts upon the time for making monthly visits of CACs a reality considering

the other work demands made upon them. A review of cluster size may be necessary in view of the need for meaningful interaction at the CRC level.

- CRC and BRCs would need to give further thought on *what needs to be supervised and observed in classroom practices besides the physical aspects of the school and basic provisions*. Sufficient time needs to be given for discussion on components and processes which lend quality to teaching learning processes and class room interaction and needs to be observed during supervision.
- Comments and notings of Coordinators related to teaching– learning processes would need to be shared with teachers. Supervision notings would need to be sufficiently detailed and analytical indicating points for further action and compliance.

Strengthening Programme Delivery and Management

- It is important that the State and district structures continue to carry out monitoring and supervision of local units to ensure regularity and quality in supply of these critical inputs and materials.
- Since the local *Panchayats* are in the process of understanding their new roles and responsibilities, it is important to ensure that power and authority are properly exercised.
- How to make the system more transparent so that it functions to every stakeholder's advantage is another challenge.
- Awareness of the community, teachers and parents regarding the provisions of the scheme are extremely crucial in building transparency.
- The capacities of block and cluster core teams would need further strengthening if institutions closer to the scene of action are to be utilized for providing resource and training support to the local institutions and the community leaders in local level planning and management.
- Greater emphasis will be required on the strengthening of the Cluster Resource Centres which are expected to play a nodal role at the local level.
- Strengthening the capacities of resource institutions -District Institutes of Education and Training, the Block Resource Centres and the Cluster Resource Centres –to take on research, training, monitoring, evaluation and development of impact assessment mechanisms would require additional focus.
- The effectiveness of community participation procedures would require continuous monitoring throughout the phase of implementation.

DISTRICT PRIMARY EDUCATION PROGRAMME

ELEVENTH JOINT REVIEW MISSION

MADHYA PRADESH STATE REPORT

(2nd - 8th April 2000)

1. INTRODUCTION

1.1 A team consisting of Ranjana Srivastava (GOI), Udo Bude (EC), Ravi Sharat (DFID) and Kalpana Seethepalli (WB) visited Madhya Pradesh from the 3rd April to 8th April, 2000 as part of the 11th Joint Review Mission. The purpose of the Mission was to review (i) efforts and interventions in progress towards DPEP objectives in respect of increased access and retention, teaching learning processes as well as community participation and ownership in primary education; (ii) institutional development and reforms to strengthen the planning and management of primary education; (iii) sustainability of DPEP activities and processes beyond the project period and (iv) assessment of programme implementation and financial progress in Madhya Pradesh.

1.2 The Mission spent three days meeting with officials and visiting schools, BRCs and CRCs in Betul and Vidisha districts of Madhya Pradesh. Detailed discussions were also held with the Rajiv Gandhi Shiksha Mission (RGSM) and other state level institutions. On Saturday, 8th April, 2000, the Missions shared its observations and suggestions and a draft of this report with the state officials at a meeting chaired by Ms. Amita Sharma, Education Secretary cum Commissioner of Public Instruction and Mission Director, RGSM. The Mission records its deep appreciation for the courtesy and co-operation extended to it during its visit by everyone it met, especially Ms. Amita Sharma, Education Secretary and Mission Director, Mr. Sanjay Jaju, State Project Director and other officials at the RGSM as well as District Project Offices (DPOs), teachers, children and community members of the districts visited.

2. PROGRESS TOWARDS DPEP OBJECTIVES

Access and Retention

2.1 Madhya Pradesh has succeeded in universalising primary schooling with community support. As a follow up of gaps identified in provision of schooling facilities through their Lok Sampark Abhiyah (LSA) and Mahila Shiksha Abhiyans (MSA), districts and clusters initiated local specific strategies to address the issue of nonenrolment and dropout, particularly in the very remote tribal and isolated pockets. The analysis of reasons for non-enrolment and dropouts at district and cluster

levels has resulted in formulation of need based local strategies for girls, scheduled tribes, working children and those belonging to the families of seasonal migrants even though the provision of EGS and Alternative schools (now merged in a single category of Education Guarantee Scheme (EGS) schools) has emerged as the main strategy to address the needs of the deprived children.

- 2-2 One of the characteristics of these schools is that timings have been adjusted to suit the convenience of working children in identified pockets. In some districts have successfully eliminated the incidence of dropout and repetition for children of seasonal migrants by providing for their stay with local residents. This has also helped such children in appearing for grade V examination. In pockets where such arrangements are difficult to provide, districts have planned for mobile schools to be opened during the next session. Proximity of schools to the habitations, mobilisation of women core groups and pr-otsahan samities, have resulted in improving enrolment and retention of girls. In Betul district, efforts were also made towards integrating simple income generating activities for girls of grades IV & V as part of Socially Useful Productive Work (SUPW) for encouraging retention. Three rounds of MSA have helped in focusing attention on out of school and drop-out girls. Modernisation of the curriculum of Madrasahs in two districts has succeeded in bringing girls and boys of minority muslim groups to primary classes and in encouraging them to appear for completion of grade V. The development of “activity centres” in all districts through community support has resulted in improving retention and fulfilling the cultural and recreational needs alongside the educational needs of participating children. Interaction with all district teams, teachers and community members of districts visited reflected high community enthusiasm, ownership and involvement in working towards ensuring access and retention to deprived children.
- 2.3 Efforts initiated through LSA to assess the enrolment and retention status have resulted in development of Village Education Registers (VERs). Subsequent rounds of the MSA along with the information generated through the state’s Integrated Project Monitoring System (IPMS) have enhanced community understanding of the causes of non-enrolment and dropout and has led to local community action. The Mission commends the efforts of the state and districts in information generation and sharing, its analysis, interpretation and use at various levels, including the clusters, for identifying local specific needs and strategies. Grading of clusters, blocks and districts in respect of important parameters has demonstrated the use of data as a powerful tool for planning and management to teachers and community members. This has also helped teachers and members of the community in initiating conversations and setting agendas for taking up issues with community leaders in the hierarchical structures typical of the backward and rural environments of Madhya Pradesh.

- 2.4 Capacities for internal monitoring and analysis of information are being developed through continuous interactions at cluster, district and state levels through regular monthly meetings. Discussion on information such generated has succeeded in monitoring of both academic and non academic components at various levels, such as timely provision of educational facilities in schools including the regular provision of school contingencies, textbooks, other supplementary teaching materials and monitoring teacher attendance. This has also acted as a control mechanism on local bodies. The scheme of Convergent Community Action in select districts implemented through convergence with other departments is also attempt in involving the entire community in formulation and implementation of village programmes.
- 2.5 This is an evident focus on attendance monitoring which, beginning with EGS schools, has been extended to all formal school as well. The various efforts and interventions towards special focus groups along with regular monitoring has led to increased enrolment, attendance and retention rates. As a result, the dropout rates have been significantly reduced and range between 1-2% for most districts with the exception of 4 tribal districts by external agency would be useful for the purpose of replication. The proportion of un-enrolled is also low at 5%. Information revealed by cluster co-ordinators and village communities in the districts visited also indicated similar trends in regular primary schools. The IPMS captures attendance monitoring of EGS school at present and will include all formal schools in addition from July 2000. The results of many research in the form of laghu shodhs have also helped in facilitating understanding of local issues and enabling meaningful decisions at local level.
- 2.6 Next Steps : The mission commands the effort of the state and the districts in making primary education facilities accessible to all and for improving the data base management and sharing systems. The mission notes the reforms initiated towards information analysis sharing and monitoring at all levels have lend to a system that is well geared towards addressing local specific needs. In this connection the mission suggests the RGPSM assessing the impact of increased access and retention and its implications for universalisation elementary education initiating preparatory actions towards mainstreaming primary education graduates specially those of the EGS as schools.

(Integrated Education for the Disabled

- 2.7 In pursuit of the DPEP objective of making quality primary education accessible to children with disabilities. Districts have initiated dialogue with selected NGOs to raise community awareness. provide parental counselling and develop their capacity of early detection of the disability as well as determine impairment intensity so as to develop and adapt training material and pedagogy to suit individual needs.

- 2.8 The state has cleared proposals of five NGOs to work in 10 districts to prepare contextual teacher training programmes on IED. One block has been selected in each of the 19 phase I districts for the implementation of IED. Training for 25 selected teachers and master trainers in each block is planned to be held in July. DIET faculty will also be involved in this exercise.
- 2.9 Children with disabilities have been identified with the help of surveys conducted by panchayats and the Department of Social Welfare. This information is being validated in some districts with information on clusters with school-going disabled children. The state has established a cell for handicapped children at all RCs to create and maintain a database of all handicapped children attending the school and monitor their progress throughout their schooling tenure. The Block Academic Group (BAG) will consist of one DIET faculty member and the Block Academic Co-ordinator and would be informally assisted by the related professionals in the field.
- 2.10 Interaction with district teams particularly Betul and Bilaspur revealed several efforts underway to collaborate with other NGOs and the Red Cross Society for the provision of aids and appliances and specialised clinical facilities for prevention and cure of disabilities in children. Special initiatives have been taken by Tikamgarh district for bringing handicapped children in the mainstream. Aids and appliances are being provided by several districts under the 'Chunauti scheme. Apart from this, "Nirashrit pension" is being given to the handicapped children regularly attending schools.
- 2.11 The Mission supports the decision of the state to develop a comprehensive strategy based on an assessment of the usefulness and impact of the existing IEDC scheme.

Community Participation

- 2.12 There is ample evidence that districts are making sustained efforts to bring schools closer to the local communities to achieve the goal of UEE. The Village Education Committees and School Management Committees (SMCs) have made successful efforts particularly in increasing enrolment and monitoring the attendance of pupils and teachers. These community based organisations are also providing material and social support to schools.
- 2.13 The existing awareness and limited capacity of these organisations is being addressed through the processes initiated under the Lok Sampark Abhiyan, Shiksha Panchayats, Mahila Shiksha Abhiyan, monthly meetings, activity centres and sharing of IPMS data. The empowerment processes such as payment or certification of salaries by these bodies introduced by the state as part of the decentralisation process has further empowered them. The Mission is of the view that continuation of

such processes with particular focus on school development and management skills would further facilitate effective participation.

- 2.14 The Mission notes that presently participation is more visible among a few members of the two committees. Wider participation within these bodies as well as that of the community remains an area of concern. The Mission is of the view that the recent order on institutional reform that seeks to reconstitute the VECs calls for further capacity development to enable them to function effectively in the overall areas of school development and management.

Improved Pedagogy and Teacher Development

- 2.15 The new pedagogy advocated by DPEP in the state is best represented in the Alternative Schools now merged into EGS schools. This pedagogical approach helps teachers to handle multigrade situations more effectively. Children's learning takes place in a non-graded system that allows for individual pace of achievement.

2.16 Pedagogical Renewal

The pedagogical vision of the state has evolved through a process of continued learning and experimentation. In an effort to improve the quality of teaching, RGSM followed a multiple academic package approach in partnership with the state government and non state government agencies. Five such innovative teaching-learning packages introduced in EGS schools (a) the Seekhna-Sikhana child centred, competency based package implemented in regular primary schools through SCERT and (c) the child centred package developed by Eklavya, a non government agency in select primary schools. Teachers in various types of schools have been working with these materials for about three to four years now.

- 2.17 As a step towards determining future directions, a major comprehensive evaluation study of these packages beginning this month has been undertaken by the Indian Institute of Management, Ahmedabad. This review is expected to provide not only policy direction for the future in the field of curriculum development but also some insights into the effectiveness of innovative implementation strategies so that the best features of each package are analysed, retained and assimilated in the mainstream. The study also includes assessment of learners' achievements. About 70 schools from three districts have been selected through the technique of stratified random sampling. The Mission is informed that the results of this important evaluation will be presented and shared with other states at a national workshop in September 2000 and views this exercise as providing crucial inputs to the state in finalising its curricular reforms.

Child Centred Learning

- 2.18 There is evidence of child-centred activity based learning in M.P. Schools. A rich variety of innovations have been developed locally and at all levels in the state to attract children to enrol in schools and attend them regularly. This is done in participatory manner using the expertise available in the clusters. Blocks and districts, supplemented by materials for usage in the school from the state and those contributed by local communities. Decentralisation of school improvement to the village community and teachers has led to a variety of activities such as developing learning corners in classrooms. activity centres in the school yards introducing paced learning for individual learners. and establishing model schools. etc. In sarguja district for example, 900 of all elementary schools have developed learning corners in the classroom. Materials from the local environment are collected and arranged by children according to subjected (Hindi, Mathematics and Environmental Sciences). In addition. one corner is devoted to recreation activities. Children are encouraged to carry out activities in addition to textbook related ones. Libraries are developed by teacher and local communities and books and supplementary materials are displayed on walls for wider access to and use by children. Sarguja. among other districts. has effectively encouraged child activity in the classroom.
- 2.19 Districts have also developed interesting learning materials to cater to the needs of tribal children. In Jhabua district, for instance. supplementary teaching/learning materials have been developed and introduced for Bhil tribal children. In Betul. a story book with illustration by children has been produced in local dialect for Gondi children. Similar materials in the local dialects have been developed for teachers in Betul. Shahdol. Dhar and Raigarh to facilitate their communication with tribal children under the Bridge Language Inventory (BLI) initiative. These materials also reflect the cultural and tribal background of the learners, and teachers have been trained to use them in transacting the curriculum.
- 2.20 During district visit, the Mission had the opportunity to meet with a number of teachers and cluster academic co-ordinators. Lesson observations and discussions with them revealed that there exists a readiness in the teaching force to try out new ideas in order to improve the quality of classroom instruction. At the same time teachers seem to be aware of their own limited teaching skills to implement all elements of an ambitious pedagogical concept under the prevailing school conditions and reported their lack of competencies to stimulate children's thinking through proper questioning techniques or guided activities. The intensity of the problem, however, differs in the various types of schools and a number of training programmes are trying to address issues relating to activity-based learning in applying the new teaching-learning materials provided within the context of DPEP. In the AS/EGS schools which are

following the new pedagogical practices, there is evidence that teachers have begun to internalise some aspects of the new pedagogy and are utilising textbooks with other innovative teaching-learning materials. In order to exchange ideas on TLMs and disseminate interesting examples, the state could encourage inter-district learning. “Melas” at district and/or sub-district level could help to create a market for innovative ideas.

Assessment of Student Learning

- 2.21 Within the framework of baseline studies, at different levels, information on learners’ achievements have been collected. A system of continuous comprehensive assessment of students’ learning by competencies is followed in all schools. Under the operation “Quality Watch”, simplified competency based evaluation formats for school-based monitoring are now applied to all schools. The system of daily assessment of children’s work, monthly tests, and quarterly review and maintenance of individual child records of different competencies is expected to provide information on student learning levels and introduce remedial measures wherever necessary.
- 2.22 The Mission observed a direct link between the type of teaching- learning material in use and adoption of assessment practices used by teachers in different schools. In contrast to the practice in formal schools, EGS schools use teaching/learning materials that contain assessment techniques and procedures at different stages of the materials the learner is studying. Experiences with the action research programme have revealed that application of simple assessment techniques combined with~ the use of individual child records and diaries meticulously maintained by teachers, and participation in reflective sessions in clusters, has facilitated teachers in tracking children’s performance and addressing their specific educational needs. Children in these schools seem to learn faster and better. In many instances, children have completed the required competencies for a grade in much shorter time spans than is normally the case in regular primary schools.
- 2.23 However, some teachers have reported difficulties in applying remedial actions on the diagnosed problems to help underachieving learners. In this connection, work has started at state and district levels on production of self instructional materials. Continued assessment is also being tried out on a sample basis in some districts. More guidance from academic support groups on the design and analysis of assessment research could be helpful to further ensure quality standards and improve validity and reliability of data. Only when teachers start thinking about their learners’ progress and accordingly organise learning opportunities in their daily classroom interaction, can the new- pedagogical practices be implemented.
- 2.24 While adoption and understanding of comprehensive evaluation by teachers in EGS

and new primary schools established within DPEP seems to be relatively better, the regular primary schools are slow to change. Guidance by academic support groups to teachers, as well as their continuous monitoring, on the use of child ~zse records for identifying problem areas and applz-ina corrective measures through use of activity based self paced learning materials could ~ facilitate enhancing student learning levels and quality standards in formal schools.

Teacher Development and Academic Support Programmes

- 2.2S There have been several attempts to involve practising teachers to proactively and systematically reflect on their own teaching practices and share their observations with colleagues at cluster level. In one such attempt, the Mission met with 120 teachers from 4 districts representing all three different kind of elementary schools. The teachers were participating in an action research programme w-ithin the framework of the “Quality Watch” initiative introduced since the past five months. Through such training programmes, the teachers are trained to identify problems in classroom interaction by keeping weekly diaries that contain their lesson plans and reports on instructional problems. They are also trained to reaularly assess their learners’ achievements on a monthly basis. Such eaercises are eexpected to last for one academic year and findings are expected by the end of 2000.
- 2.26 Workshops of state and district academic groups have been held at the SPO to identify and consolidate hard spots in learning school subjects and develop self instructional material. These materials allow for fleability in organising modules according to varying teacher needs. Several audio and video programmes in the areas of Maths, Language and EVS supplement the self instructional reading materials that have been developed for EGS gurujis to enable better classroom transaction.
- 2.27 Assistance of district academic resource groups is being taken for designing strategies and materials for teacher development. This reflects a further step towards decentralisation. Several districts at all levels have joined hands to discuss and develop their own design and materials for in-service training - otten with involvement of DIE’rstaff members. These training courses are based on an assessment of teachers’ content knowledge and teaching skills designed and can-ied out by tlze DIETs. For example, a baseline study was conducted by the DIET, Vidisha, in December 1999 based on a sample from EGS- and formal government elementary schools. The problem areas idealtified. i.e., the “hard spots”. were taken up in a training course For CACs in January 2000 and wi.ll be further followed-up by training courses for teachers in June this year.
- 2.28 The mission also observed that especially at the cluster level, where teacher development is closest to problems identified in classroom instruction, opportunities are

provided in some districts for teachers from formal government and EGS-schools to participate jointly in class observation visits and learn from one another. As a result of the variety and frequency of training provided, teachers have been able to articulate the most pressing problems they face in school in terms of both content and methodology. This is a useful exercise contributing to teachers' development.

- 2.29 The Mission commends the efforts of the state to enlarge the academic support system at the district and sub-district levels. The school based academic monitoring cum peer learning system initiated since December '99 seeks to improve the quality of monitoring school support. Under this innovative scheme, various academic groups have undertaken joint visits to schools, observed teaching-learning processes and practices, and assessed students' learning achievements. The provision within the scheme for peer review and teaching demonstrations has led to identification of hard spots of learning and opportunities for discussions and self reflection among the teachers directly with various academic groups. The academic monitoring has thus moved from a vertical and hierarchical nature to a more participatory, sharing system located in the school cluster environment. This effort tends to phase out the existing cascade model and get closer to the concept of school based teacher development.
- 2.30 The self critical approach followed by the state has given rise to some positive directions for the future. Attempts are on by the state to further refine the training strategy for EGS gurujis and other teachers based on academic feedback of previous years. A clear indication that has now emerged is that all teachers do not need the same training package in view of their differing needs. To further consolidate the benefits of present teaching practices and materials, the state plans to develop, during the next month, a core of training material with the flexibility for districts to develop and supplement the core with their own specific materials.

Distance Education

- 2.31 The distance education interventions of the state form part of the comprehensive teacher development strategy that has evolved through a process of continuous learning and evaluation.
- 2.32 M.P. is utilising the most advanced technology for teacher development and capacity building through its well thought-out strategies and evolved vision. This is best demonstrated by the example of a satellite teleconferencing exercise organised in January 2000 for gurujis and jan-shikshaks involving over 6000 persons in all the 45 DIETs. This exercise has enabled teachers to raise, discuss and clarify school related and subject specific problems directly with the state and district academic groups

and receive instant guidance. A natural outcome of this exercise has been the production of demonstration videos and need-specific self learning materials for teachers. In view of the evident benefits, similar teleconferencing sessions have been planned to be organised once every month by the districts. More of such conferences for different target groups would foster decentralised cluster and school-based developments and circumvent the transmission losses between subsequent tiers of the “cascade” model of training.

- 2.33 The state has plans to bring the benefits of information technology to the elementary education sector through its project “Headstart” in collaboration with Bhoj university. The project seeks to give a headstart to children in terms of computer enabled education and encourage computer based tutorials (CBTs) in different subjects for children and teachers. Training of teachers is planned during the current year in basic computing skills and the use of CBTs to be able to access information of interest to children from around the world.
- 2.34 Recognising that the state has a pedagogical vision and has initiated several innovations translating this vision into practice that integrates the various elements of curricular reform (TLM, Teaching/ Learning and Student Assessment Practices, Teacher Development based on special needs of teachers and academic support programme) the following important tasks emerge as most important for next steps to be ensured by the state :
- Ensuring that the state finalise its policy towards text books development to reflect the benefits of the processes created and initiate preparatory actions regarding the same.
 - Providing policy direction for improvement of quality under elementary education for smooth integration of primary school graduates into the elementary education sector.

3. INSTITUTIONAL DEVELOPMENT

Institutional Reform

- 3.1 Institutional reform within the school education sector as initiated by the GOMP in 1999 is geared towards strengthening educational management and quality of academic processes. Important initiatives include co-ordinating existing academic and administrative structures, convergence of resources with NGOs and governmental departments, decentralised teacher development practices and training modules as well as efforts geared towards increasing space for direct community action at various levels. These decentralised powers and quality of academic processes are designed

respectively to empower the village community and cluster level personnel in an effort to improve school management.

- 3.2 The Mission notes that significant progress has been made towards convergence and co-ordination of structures, resources and decentralisation of education management despite some opposition and concerns raised by different stakeholders. The new institutional arrangement provides for working with the panchayats at the lower level and Shiksha Mission named Rajiv Gandhi Shiksha Mission (RGSM) at the apex. This arrangement further institutionalises the five-tier structure: (i) RGSM at the state level; (ii) Zila Shiksha Mission at the district level; (iii) Janpad Shiksha Mission at the Block level; (iv) Jan Shiksha Mission at the Cluster level and (v) the VEC at the village level thus bringing the BRC and CRC structures established under the DPEP into the state wide Mission fold.
- 3.3 Under this new structure, the institutions implementing adult literacy, non-formal education (proposed to be abolished and taken up under EGS) and functions of the Directorate of Public Instruction up to middle school level and all centrally sponsored schemes such as OBB and joint LTN schemes are integrated and brought under the Mission's umbrella. The GOI has been requested to release money of all central schemes to the Mission.
- 3.4 In restructuring the entire sector of primary education on the principles of decentralisation and community participation, all powers of school management have been delegated to the panchayat structure at district and sub-district levels. The State Education Mission has also been able to get government sanction for institutional reform to consolidate and sustain the initiatives that have been developed in the state during the past four to five years and for meeting the continuing challenge of primary education and total literacy. The state government's approval to do away with the existing parallel structures is indicative of a move towards synergistic strategy for primary education and literacy and to a smoother transformation to post-project sustainability.
- 3.5 In this context, at the state level, integration of all separate offices into cohesive units of the RGSM is being undertaken to ensure better co-ordination and convergence of resources. For example, staff of SCERT responsible for upto middle school level activities have been transferred to the RGSM. A State Elementary Education Mission (SEEM) has been set up to implement all programmes to universalise elementary education as a move towards integrating multiple structures at all levels for holistic planning and convergence of resources for elementary education.
- 3.6 At the district and block level, elected presidents of the district panchayat and janpad panchayat head the Mission respectively. The Executive Committee of the Mission

at the district level is headed by the Chief Executive Officer who is responsible for literacy, education up to middle level and the academic activities of DIET up to middle school level. Two lecturers of the DIET have been transferred to the DPO to manage the programme and academic related activities. Plans are underway to co-locate the DEO, DPO and Adult Education offices where feasible.

- 3.7 At the Block level, the BEO's office is being restructured as the janpad shiksha kendra which is responsible for all academic and administrative support activities up to middle school level and also provide support to the cluster level jan shiksha kendra. The jan shiksha kendra (CRCs) will be relocated in the senior-most middle schools of the cluster with the head teacher of the school taking charge as the head of the kendra with certain delegated powers. All these structures are undergoing change management process and expected to evolve clarity of roles and responsibilities over a period of time.
- 3.8 It is planned that these structures, particularly at the block level and cluster level would provide capacity building and teacher development initiatives and carry forward the existing activities under the DPEP. The RGSM is currently working on a draft proposal for academic and policy reform.

Organisational Response and Changes in SCERT and DIETs

- 3.9 SCERT : SCERT has adopted six primary schools in Bhopal since the beginning of the last academic year in order to provide child-centred, activity-based joyful teaching /learning environment to primary school children. Strategies originating from the new pedagogy including the teaching/learning materials produced by SCERT are applied to the six laboratory schools. The purpose of this effort is to provide attention to the children with less than 50% achievement levels in primary school subjects for which teachers have been trained through a two-day module based on pre-testing of children. The Mission recognises that working in laboratory or model schools can provide useful insights to the acceptability or otherwise of the developed teaching-learning materials and methods in practical teaching. This should give SCERT the opportunity to test its materials and strategies. However, both the new pedagogical work as well as its evaluation methodology would need careful preparation and monitoring to prevent testing approaches in an "artificial" school environment from distracting the experiments and producing inaccurate results.
- 3.10 In light of the institutional reform that is underway, a greater role is envisaged for the SCERT than at present in the fields of curriculum review and development of teaching/learning materials for grades VI to VIII. In this context, the Mission suggests that SCERT's role, performance and efficiency in all of the 11 cells (professional

areas of work) be analysed and assessed following which a time bound work plan could be formulated for strengthening its capacity to meet the challenges and requirements of the elementary education sector.

- 3.11 DIETs. DIETs are trying to get closer to the reality of classroom instruction in different kinds of elementary schools to fulfil their role as the principal support agency at the district level for both DPEP interventions and the state education delivery system. Lecturers from DIETs serve as advisors in academic advisory groups at all levels, mainly at block and cluster level. For example, in Vidisha district, lecturers from the DIETs have been seconded to the DPOs for assisting in the implementation process. Each DIET has now been instructed by SCERT to adopt at least one elementary school in the neighbourhood as a laboratory for studying the new pedagogy. There is a general readiness among DIET faculty to accept more professional responsibility for implementing the new pedagogy without intervention from state level institutions.
- 3.12 Interaction with the Principal and faculty of DIET, Betul too revealed a great deal of interest among the staff to experiment with new pedagogy and initiate research and evaluation activities. As nodal institutes at the district level, DIETs would need to redefine their role in view of the changing pedagogy and challenges arising out of the proposed structural and institutional reforms of the state. DIETs are also expected to develop academic plans for the district. As part of their institutional reforms, the state has emphasised the need to develop capacities of DIET faculty in identified areas and has proposed the formulation of a comprehensive plan for their professional development.
- 3.13 Pre-service training as a substantial part of teachers' professional development remains a matter of concern. The Mission notes that while in many DIETs the newly developed modules and materials under the DPEP-scheme have been informally incorporated into the in-service training courses, the greater part of the curricula for preservice training remains unaffected. This would become an important area of focus for the state in the context of its curricular reform and pedagogic renewal strategy.
- 3.14 An essential part of institutional reform is strengthening and decentralising institutional academic resource support through DIET, BRC and CRC enabling teachers to play a critical role. The DIETs which function as the sub- department of SCERT at the district level are constrained in their functioning and require much more autonomy than at present to play their crucial role as academic resource centres at the district level. Keeping in view the high level of professionalism expected of DIET staff, the state may want to review their recruitment policy.

4. SUSTAINABILITY

- 4.1 The GOMP's commitment to the UEE is evident from the reforms introduced in the form of institutional restructuring, Education Guarantee Scheme, shiksha karmis and expansion of DPEP initiatives such as BRCs and CRCs to the entire state. The quality inputs introduced by DPEP, particularly the pedagogical renewal and teacher training programmes are also viewed by the RGSM as instrumental for quality reforms in the state. RGSM has developed a sustainability plan based on a study to expand the institutional reforms and quality initiatives throughout the state, which is currently under consideration by the GOMP. It is estimated that the state needs to enhance the financial allocations by 8-10 percent to initiate and sustain these activities across the state which require finances of about Rs. 150 crores per year. Further, the GOMP has listed institutional reforms as one of the priority activities of the state government.
- 4.2 The sustainability of programme structures and components is built-into the process of institutional reform that is underway. The reform seeks to integrate multiple structures at all levels for holistic planning and convergence of resources thus creating the necessary conditions for smooth transformation into the post-project phase.
- 4.3 **Teacher Vacancies:** There are presently three cadres of teachers in MP: (i) the Assistant Teachers who work in the regular government schools iuzder a regular government package; (ii) shiksha karmis, who are on a consolidated salary of Rs.2300 per month and (iii) gurujis of EGS who draw a monthly salary of Rs.1000 per month. While the Assistant Teachers are recruited by the Education Department, the shiksha karmis and the EGS gurujis are hired by the panchayats and the community. In the next five years, an estimated 100,000 Assistant Teachers are expected to retire. The EGS gurujis and the Shil~sha karmis will replace these Assistant Teachers.
- 4.4 As a result of the policy decision taken by GOMP of not recruiting Assistant Teachers, thereby declaring it a dying cadre, and filling the resulting vacancies with gurujis and shiksha karmis, there seem to be no teacher vacancies against sanctioned posts. Around 6500 shiksha karmis have been recruited to fill the posts of those teachers deployed to CRCs and BRCs.

Autonomy in decision making

- 4.5 There is a considerable evidence of administrative, academic and financial decentralisation and empowerment to the district and sub-district levels. At the district level, the District Project Co-ordinator (DPC) is responsible for co-ordinating all project activities in all districts for which he/she has considerable administrative and financial autonomy. In addition, the DPC facilitates the dissemination of innovative best

practices across blocks, clusters and schools. Administrative powers such as teacher recruitment, transfers and teacher training have been devolved from the district level to the BRCs. BRCs also have considerable financial autonomy to conduct teacher training programmes.

- 4.6 At the CRC level, significant devolution of drawing and disbursement powers are underway, thereby relieving the BEO of these responsibilities and releasing time to be spent on quality related issues. One of the significant advantages of this arrangement is that the administration of finances and personnel, such as releasing teachers' salaries and sanctioning leave respectively, are now closer to the teachers and panchayats.
- 4.7 At the village level, the community has been empowered to recruit gurus in the EGS schools, monitor teacher attendance and pay their salaries. In addition, they are involved in all village based construction activity. As a consequence of the resultant community ownership, there have been significant contributions to project initiatives in terms of finances, labour and land.
- 4.8 There is evidence of convergence between panchayat institutions and educational initiatives, as well as with other development programmes at all levels and in a variety of activities. These activities include those pertaining to school management, monitoring and initiatives of the mahila core group. For example, the Rural Development Department has sanctioned Rs. 37 crores to the Mission for putting up school buildings. In another instance, DPEP is using self help groups and the padma badma samitis for parental mobilisation. While this is a DPEP activity, it is being financed by the literacy project funds. In addition, after the 10th JRM, RGSM has also conceptualised and is in the process of implementing a plan for modernisation of school libraries in collaboration with the Raja Ram Mohan Roy Library Foundation in Calcutta. The objective of this proposal is to have highly modernised libraries for children and teachers in the classroom. The initiative operates along the lines of a matching mechanism with Raja Ram Mohan Roy Library Foundation contributing Rs. 10 crores for every Rs. 10 crores put in by RGSM. These funds are used by RGSM to purchase books ordered by it from the Library Foundation. As a result of the many efforts towards convergence, there are preliminary indications of what could in the future lead to holistic and sustainable service delivery and increasingly efficient use of public resources. Defining a strategy to ensure career development of shiksha karmis and gurus in view of the state decision of making EGS as the main strategy for universalising elementary education would be critical for carrying forward the initiated reforms.
- 4.9 Next Steps : The mission views the following actions as most critical for carrying forward the initiated reforms :

5. PROGRAMME IMPLEMENTATION AND FUNDS UTILISATION

Physical Progress

- 5.1 As mentioned in the 10th JRM report, all civil works under DPEP I have been completed. 13,298 school buildings (new primary schools, schools for buildingless schools, alternative schools, additional classrooms) have been constructed. In addition, 198 BRCs, 3137 CRCs and 9366 EGS schools have also been constructed. About 81% of civil construction under DPEP II has been completed. These include 8124 schools buildings, 130 BRCs, 3159 CRCs and 8342 EGS schools. There is considerable evidence of the community's involvement in the execution and progress of all construction activity.
- 5.2 The project over both phases has supported more than 52,000 teachers. These include about 21,000 shiksha karyaris, 23,000 guruji's in EGS schools and 8,500 AS instructors in alternative schools. The project also supports about 5,000 teachers in the shishu shiksha kendras established. In addition, 35081 VECs in DPEP I and 24408 in DPDP II were functioning till the last elections held in December 1999. The new VECs are to be reconstituted and could be expected to function effectively under the new institutional structure after being trained as visualised by the state.

Regular counterpart funding

- 5.3 Against an approved AWPB budget of Rs. 103.50 crores in the fiscal year 1999-2000, GOMP has released its 15% share of Rs. 15.52 crores.

Flow of funds

- 5.4 The flow of funds in DPEP II from the Government of India seems to have been uneven and is a cause for concern. Against the approved annual budget of Rs. 103.50 crores in the last fiscal year, GOI's has released only Rs. 22.0 crores of its share of Rs. 87.9 crores, a difference of Rs. 6~.9 crores.
- 5.5 The existing project mechanism requires sufficient advance to be made available to project implementing authorities. The issue of fund flow in the DPEP II districts in part seems to stem from inadequate working capital available with the state project office.
- 5.6 This pattern of financial flows has an adverse impact on overall programme implementation. This is particularly significant in activities like civil works and teacher training that are "seasonal" in nature, i.e., they are predominantly undertaken in the winter and summer months respectively. Since these are also activities that require large magnitudes of finances during their progress, paucity of funds pushes

them back by a whole year, thus delaying progress of other related project activities as well.

Analysis of Budgets and Expenditures

- 5.7 DPEP I. The expenditure of Rs. 396 crores to date stands at 96.6% of the Rs. 409.7 crores released and 87.7% of the total AWPB amount approved. Cumulative expenditure as a proportion of the total EFC budget provision till the end of the project is 0
- 5.8 DPEP II. The project has spent Rs. 190 crores to date which is about 88% of the Rs. 214.83 crores released but only 60.3% of the approved cumulative AWPB budget. This difference between the proportions of cumulative expenditure to funds released and funds budgeted indicates the insufficient flow of funds in DPEP II districts. The proportion of total expenditure to the EFC approved budget till project completion is 41 % compared to 33% reported by the 10th JRM.
- 5.9 The DPEP design stipulates that of all the project funds available, not more than 24% be spent on civil works and no more than 6% be spent on activities related to project management so that at least 70% is spent on improving quality of teaching and learning. The rationale for these ceilings to find place in the project design stems from the concern that civil works and management costs contribute to quality enhancement in a very limited manner, due of which expenditures on these budget heads must be curtailed. Another oft-expressed concern is that a significant proportion of the 70% of project funds reserved to improve quality is spent on teachers' salaries, which also has limited impact on quality.
- 5.10 An analysis of the spending patterns of both DPEP I and II in MP in the context of the interventions underway in both projects reveals that expenditures classified under the budget head of civil works have in fact contributed to improving quality of primary education. Innovative child friendly school designs have been used that favourably impact academic transactions in the classroom. Further, the relatively new pedagogical practices that can now be observed in alternative schools/EGS centres seem to be contributing increasingly to the quality of learning. As a result, salaries paid to instructors and gurus working in these schools can be considered to be a "quality enhancing" expenditure. The mission concedes that this analysis is based on observations of a small sample of classrooms and that robust inferences can only be made on the basis of rigorous evaluations and studies. Nevertheless, other DPEP states can benefit from the remarkable manner in which MP has demonstrated that a majority of initiatives undertaken by the project, including a "hardware" expenditure such as civil works, can also significantly contribute to improving the quality of primary education.

Funds Utilisation Plan

- 5.11 DPEP I which is scheduled to close on March 31, 2002 is expected to generate savings of approximately Rs. 130 crores. RGSM has formulated a fund utilisation plan to absorb these savings in project activities. Of Rs. 130 crores, Rs. 70 crores is expected to be spent on improving the quality of teaching learning processes. This includes efforts to improve teaching and learning through information technology, teacher training on activity based learning and developing school libraries. An additional amount of Rs. 32 crores has been budgeted for construction of school buildings and training of the VNS (Village Nirman Sarniti) members. Rs. 16 crores has been allocated for strengthening the process of institutional reform. Activities such as training of academic personnel at the state, district, block and village level, training of VECs and development of educational material have been planned under this initiative. Small amounts have also been earmarked for enhancing equity, communication support as well as research and evaluation. The fund utilisation plan has been sent to the Bureau.

Audit Reports

- 5.12 The audit report for the fiscal year 1998-99 made a few observations on issues such as non-reconciliation of bank accounts in some districts and inter-project transfer of funds between DPEP I and II. The RGSM has responded to the issues raised. In addition, the RGSM has taken steps to improve the quality of maintenance of accounts with the introduction of the internal audit system, training of accountants and regular monitoring.

6. NEXT STEPS

In view of the emerging challenges, the following next steps are suggested:

- Consolidating, strengthening and disseminating innovative best practices under quality watch.
- Providing policy direction under the “second generation” reforms to holistically address teacher development by consolidating pre-service and in-service teacher training in the context of the emerging curriculum and pedagogy. The second generation reforms could also initiate thinking towards a possible policy of reform of the elementary education sector in view of the growing access and quality imperatives to smoothen the transition from primary to elementary stage.
- Creating the necessary conditions for carrying forward the institutional reforms for a smooth transformation to post-project sustainability, particularly with respect to

integrating structures and strengthening capacities at various levels.

- Building the capacity of the VECs to take a proactive role in school management and quality improvement through participatory and reflective processes in the light of the emerging institutional reforms devolving decision-making powers to the village level.
- Conducting an internal review- of SCERT's performance and strengths in order to redefine its role and task for developing and sustaining the new pedagogy.

I : District and Block Data : Educational Indicators**Table 1 GAR and GER in Dhar Sample Blocks**

Block	GAR	GER
Badnavar	98.8	83.00
Dhar	98.00	77.10
Nalcha	94.75	62.80
Tirla	96.12	56.40
District	95.75	65.60

Source : District IPMS

Table 2 : GAR and GER in Bilaspur Sample Blocks

Block	GAR	GER
Kota	93.13	76.08
Marwahi	57.50	77.09
Mungeli	90.30	72.69
Pendra	83.33	74.96

Source : AWP&B 1997-98

** Refers to LSA survey 1996

Table 3 Blockwise Enrolment of Girls, SC and ST Children in AS Schools of Dhar

Block	Total Schools	Total Enrolment	% Girls	% SC Children	% ST Children
Badnavar	20	657	41	3	86
Bagh	20	481	40	0	100
Dahi	10	320	43	37	36
Dhar	5	- N.A.	-	-	-
Dharmapuri	10	320	46	7	91
Gandhwani	20	354	44	5	91
Kukshi	10	345	39	0	99
Manawar	10	418	49	5	78
Nalcha	25	885	42	27	50
Nisarpur	10	295	49	22	54
Sardarpur	20	785	44	5	89
Tirla	10	431	44	0	99
Umarban	10	431	44	0	99
Total	180	5722	43	10	80

Source : District IPMS

Table 4 Blockwise Enrolment of Girls, SC and ST Children in EGS Schools of Dhar (%)

Block	Schools	Enrolment	% SC	% ST	% Boys	% Girls
Badnavar	25	862	11	83	57	43
Bagh	87	3028	1	99	59	41
Dahi	41	1401	3	96	57	43
Dhar	8	291	21	54	55	45
Dharpuri	29	1102	4	88	55	45
Gandhwani	122	4313	4	95	59	41
Kukshi	53	1863	3	94	56	44
Manawar	41	1453	6	90	56	44
Nalcha	20	705	6	94	59	41
Nisarpur	17	519	12	83	54	46
Sardarpur	56	2105	5	88	57	43
Tirla	45	1596	2	97	58	42
Umarban	93	3273	2	94	57	43
Total	637*	22511	4	93	57	43

Source : District IPMS. * As per data available for May, 1998, EGS schools have increased to 834.

Table 5 Enrolment of Girls, SC and ST Children in EGS Schools of Bilaspur (%)

Block	Schools	Enrolment	% SC	% ST	% Boys	% Girls
Akaltara	4	208	20	27	52	48
Balouda	16	817	39	33	49	51
Bilha	15	617	27	36	50	50
Dabhara	13	637	24	29	50	50
Gourela	27	1002	2	79	52	48
Jaijaipur	25	1168	31	29	49	51
Kartala	13	434	1	76	48	52
Katghora	20	743	14	36	49	51
Korba	38	1121	6	77	52	48
Kota	31	898	9	65	54	46
Lormi	27	1265	24	32	56	44
Malkharoda	10	456	44	4	46	54
Marwahi	38	1006	7	80	52	48
Masturi	23	1128	37	25	50	50
Mungeli	16	749	71	12	49	51
Nawagarh	21	1184	30	20	45	55
Pali	37	1394	12	66	57	43
Pamgarh	17	685	26	14	56	44
Pandriya	79	2995	20	62	57	43
Patharia	11	493	15	41	42	58
Pendra	21	707	8	76	52	48
Pondiuperoda	85	3196	0	100	59	41
Sakti	7	225	4	59	48	52
Takhatpur	16	631	7	37	49	51
District Total	610*	23759	18	54	53	47

Source : District IPMS. * As per latest information (June, 1998), no. of schools has increased to 790. Information for 712 schools shows enrolment of 26,652 children.

Table 6 Enrolment of Girls, SC and ST Children in AS Schools of Bilaspur (%)

Block	Schools	Enrolment	% SC	% ST	% Girls
Akaltara	10	558	23	9	52
Bilha	10	358	21	38	45
Dabhara	10	314	33	30	56
Gourela	5	196	1	89	46
Kartala	10	349	15	36	50
Katghora	10	292	23	45	48
Korba	19	486	1	77	52
Kota	10	383	17	57	54
Lormi	10	383	27	44	46
Marwahi	10	308	17	73	43
Masturi	10	500	9	19	59
Mungeli	10	603	47	1	55
Pali	10	318	2	83	45
Pamgarh	10	466	23	48	50
Pandariya	10	443	17	25	55
Patharia	10	312	25	20	55
Pendra	10	570	2	77	50
Pondiuperoda	10	570	2	77	50
District Total	184	7409	17	45	51

Source : District IPMS. Feb/Mar. 1998

Table 7 Percentage Enrolment of Special Focus Group Children in AS schools : Bilaspur Sample Blocks

Blocks	%SC	%ST	%Gen.	% OBC	% Boys	% Girls
Mungeli	47.64	0.68	0.84	50.84	47.80	52.20
Kota	17.97	57.03	2.60	22.40	45.31	54.69
Pendra	21.28	65.53	0.00	13.19	41.70	58.30
Marwahi	16.19	73.97	0.32	9.52	57.46	42.54
Gauralla	0.95	81.52	9.48	8.06	48.34	51.66
Total 5 Blocks	26.14	45.02	2.07	26.77	48.34	51.76

- Estimated from IPMS date (May/June 1998) for 5 blocks.

Table 8 Percentage Enrolment by Gender in Special Focus Group Children : Bilaspur AS school in Sample Blocks

Blocks	SCB	SCG	STB	STG	GEB	GEG	OBCB	OBCG
Mungeli	51.42	48.58	50.00	50.00	40.00	60.00	44.52	55.48
Kota	40.58	59.42	44.29	55.71	60.00	40.00	50.00	50.00
Pendra	40.00	60.00	42.86	57.14	0.00	0.00	38.71	61.29
Marwahi	72.55	27.45	54.94	45.06	100.0	0.00	50.00	50.00
*Gauralla	0.00	100.00	55.23	44.77	0.00	100.00	41.18	58.82
Total 5 Blocks	50.66	49.34	49.62	50.38	25.00	75.00	45.38	54.62

SCB : SC Boys; SCG : SC Girls; STB : ST Boys; STG : ST Girls; GEB : General Group Boys; GEG : General Group Girls; OBCB : OBC Boys; OBCG : OBC Girls.

- * While Gauralla was not part of the sample, detailed discussions were held with Gauralla Block and cluster teams.

II. Analysis of Sample School data :

Table 9. Bilaspur and Dhar : EGS School Enrolment and Other Parameters.

Enrolment Range	No. of School	Classes	Teachers M/F	Teacher : Pupil ratio	Tribal/NT
26-30	1	I	1, M	1 : 26	T
31-40	6	I&II	6, 4M, 2F	1:36/37/39	All T
41-50	1	I&II	1, M	1 : 50	T
51-60	3	I&II	1, all M	1 : 51/55/58	2T, 1NT
61-62	2	I&II	2, M	1 : 62 each	1 T, 1NT
Total	13				

Table 10 EGS Schools : Bilaspur

Enrolment Range	No. of School	Classes	Teachers M/F	Teacher : Pupil Ratio	Tribal/NT
26-30	1	I	1, M	1 : 26	T
31-40	4	I&II	4, 3M, 1F	1:36/37/39	All T
41-50	0				
51-60	3	I&II	3, all M	1 : 51/55/58	2T, 1NT
61-62	2	I&II	2, M	1 : 62 each	1 T, 1NT
Total	10				

Table 11 EGS Schools : Dhar

Enrolment Range	No. of School	Classes	Teachers M/F	Teacher : Pupil Ratio	Tribal/NT
31-40	2	I&II	2, 1M, 1F	1:36 each	Both T
41-50	1	I&II	1, M	1 : 50	T
Total	3				

Table 12 Enrolment and Other Parameters in AS schools in Bilaspur and Dhar

Enrolment Range	No. of Schools	Classes	Teachers M/F	Teacher : Pupil Ratio	Tribal/NT
21-30	1	III	2 (1M, 1F)	1 : 11	T
31-40	2	III; I-III	4 (2M, 2F)	1:15; 1:17	T
41-50	2	I-III	4 (2M, 2F)	1:23; 1:25	T, T
51-60*	1	I-III	2 (1M, 1F)	1:28	T
61-70	2	I-III; I-IV	4 (2M, 2F)	1:31; 1:33	T, NT
71-80	2	I-III	4 (2M, 2F)	1:36; 1:38	T, T
100-110	1	I-IV	2 (1M, 1F)	1:55	NT
Total	11				

* Refers to Dhar school. All others to Bilaspur schools.

Table 13 Enrolment of Girls, SC, ST, OBC and General Group Children in EGS and AS Schools

District	Enrl.	%Boys	%Girls	%SC	%ST	% Gen.	%OBC	SCG %	STG %	OBCG %	Gen G %
EGS											
Bilaspur	470	50.85	49.15	32.77	55.32	0.64	11.27	59.74	52.31	47.17	0.00
Dhar	122	53.28	46.72	11.48	54.10	4.92	29.51	57.14	51.51	41.67	33.33
Total	592	51.35	48.65	28.38	55.07	1.52	15.03	59.5	52.15	44.94	22.22
AS Schools											
Bilaspur	578	47.25	52.55	15.82	33.67	2.04	48.47	59.14	53.53	49.83	33.33
Dhar	50	52.00	48.00	0.00	100.00	0.00	0.00	0.00	100.0	0.00	0.00
Total	628	47.81	52.19	14.58	38.87	1.88	44.67	59.14	52.42	49.83	33.33

Retention Indicators :

Table 14 Average Annual Attendance and Daily Attendance : EGS and AS Schools

District	Average Attendance	Day Attendance
EGS School		
Bilaspur	83.04	76.51
Dhar	82.74	72.52
Bilaspur & Dhar	82.94	75.59
AS Schools		
Bilaspur	83.57	80.81
Bilaspur & Dhar	80.52	78.00

Table 15 Promotion, Repetition and Dropout in EGS and AS Schools

District	Promotion Rate	Repetition Rate	Dropout Rate
EGS Schools			
Bilaspur	90.83	8.31	0.86
Dhar	90.91	4.13	4.96
Bilaspur & Dhar	90.85	7.23	1.91
AS Schools			
Bilaspur	92.91	2.42	5.67
Bilaspur & Dhar	92.20	2.23	6.57

III. Community Demand for Schools

Table 16 EGS School Proposals Received and Processed : Bilaspur

	Proposals Recd. 97-98	Schools Opened 97-98	Rejected	Reasons	Proposals received 98-99	Passed	In process	Rejected / reason
Mungeli	24	20	4	A&B for all	6	4	1	1, D
Kota	68	63	5	A1 for all	9	4	3	2, A&C

A : Schooling facility existed within one km. A1 : NFE centre

B : No. of children fell short of the required numbers

C: Children were enrolled in other schools

D : Guruji's qualifications were not correct.

Table 17 Number of Proposals Rejected in Selected Blocks of Dhar : 1997 - 98

Block	Proposals Rejected
Badnavar	8
Dhar	2
Nalcha	33
Tirla	6
Dahi	16
Dharmapuri	5
Kukshi	10
Nisarpur	4
Umarban	3

Source : Block Education Officers and Block Resource Centre Co-ordinators

Schedule of Visits : Evaluation of EGS and AS Schools.

Day & Date	Schedule
Monday, the 20th July, 1998 Forenoon Afternoon	Meeting with Secretary to CM & Coordinator Rajiv Gandhi Missions and Mission Director, Rajiv Gandhi Shiksha Mission. Departure for Bilaspur
Tuesday, the 21st July, 1998 Forenoon Afternoon	Arrival at Bilaspur, Meeting with District Project Officer, DPEP, Finalization of Sample Schools and departure for Mungeli Visit to EGS School, Sonepuri and meeting with Community Members.
Wednesday, the 22nd July, 1998 Forenoon Afternoon Evening	Visit to AS School Chalan (Mungeli) and Meeting with Community Members Visit to AS School Suraitha (Mungeli) and Meeting with Community Members. Visit to Block Resource Centre, Mungeli. Meeting with Cluster Resource Coordinators and Cluster Academic Coordinators. Meeting with Janpad Shiksha Samiti Members (CEO, Elected Member Janpad Panchayat, BEO, BRCC, Headmaster and Teacher Representatives)
Thursday, the 23th July, 1998 Forenoon Afternoon Evening	Visit to Kota BRC and AS School, Dabaripara. Meeting with Panchayat/Community Members. Visit to Kalhamar and Koripara EGS Schools and meeting with Community Members. Meeting with BRC Coordinator and Block Education Officer (Kota).
Friday, the 24th July, 1998 Forenoon Afternoon Evening	Visit to EGS School, Naktapara and Meeting with Community Members. Visit to Bandhiapara and Ghanakachar AS Schools (Kota); Meeting with Sarpanch, VEC and Community Members. Visit to BRC Kota, Meeting with SDM/CEO and Shiksha Samiti Members.
Saturday, the 25th July, 1998 Forenoon Afternoon Evening	Visit to Mungeli and Takhatpur; Hafa Primary School. Visit to Pondi Janpad Prathmic Shala, Takhatpur. Visit to Department of Rural Development and Panchayat Raj and Meeting with CEO Bilaspur.

<p>Sunday, the 26th July, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Travel to Pendra</p> <p>Arrival at Pendra</p> <p>Visit to BRC Pendra and discussion with BRC Coordinator.</p> <p>Visit to DIET Pendra and Meeting with DIET Principal and Faculty</p> <p>Meeting with Pendra and Gauralla BRC and CRC Coordinators, Cluster Academic Coordinators.</p>
<p>Monday, the 27th July, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Meeting with BEO, Pendra</p> <p>Visit to Bhartola Gudha EGS School (Pendra) and Meeting with Community Members.</p> <p>Visit to Kotmi Kala EGS School (Pendra) and Meeting with Community Members.</p> <p>Visit to Cluster Resource Centre, Marwahi and Meeting with CRC Coordinators participating in Monthly Meeting.</p> <p>Visit to BRC Pendra, Meeting with BRC/CRC Coordinators/Cluster Academic Coordinators on Academic Monitoring.</p>
<p>Tuesday, the 28th July, 1998</p> <p>Forenoon</p> <p>Afternoon</p>	<p>Visit to Garlaiha Tola EGS School (Marwahi) and Harijan Bastia EGS School, Lohari (Marwahi) and meeting with Community Members</p> <p>Visit to Awas Muhalla EGS School, Tendumudha; and AS school, Patara Tola (Marwahi); and meeting with community Members.</p>
<p>Wednesday, the 29th July, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Visit to AS School, Tipka Pani, Naka (Marwahi) and Meeting with Community Members.</p> <p>Visit to AS School, Matia Danda (Marwahi) and Meeting with Community Members.</p> <p>Visit to DIET Pendra : AS Supervisors Training Programme.</p>
<p>Tuesday, the 30th July, 1998</p> <p>Forenoon</p> <p>Afternoon</p>	<p>Visit to Son Bachavar EGS School, and AS School, Latkoni (Pendra) and Meeting with Community Members.</p> <p>Visit to AS School Majhauri Para (Pendra); Meeting with Community Members and Departure for Bilaspur.</p>
<p>Friday, the 31st July, 1998</p> <p>Forenoon</p>	<p>Meeting with District Collector, Bilaspur</p> <p>Visit to DPO (DPEP) EMIS Unit Bilaspur</p> <p>Departure for Bhopal</p>
<p>Saturday, the 1st August, 1998</p>	<p>Arrival at Bhopal</p> <p>Discussion with Mission Director and SPO staff</p> <p>Finalization of schedule for Dhar.</p>
<p>Sunday, the 2nd August, 1998</p> <p>Forenoon</p> <p>Evening</p>	<p>Departure for Dhar</p> <p>Arrival at Dhar and Meeting with DPO staff, Dhar</p>

<p>Monday, the 3rd August, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Visit to EGS School, Gunavat (Dhar); meeting with Panch/Community members</p> <p>Visit to EGS School, Pinjaraya (Dhar). Meeting with Sarpanch and Community members</p> <p>Visit to Primary School, Pinjaraya (Dhar)</p> <p>Visit to DPO and Department of Tribal Welfare, Dhar, Meeting with Assistant. Commissioner (Education) and BRC Coordinators and BEOs of all Blocks of Dhar.</p> <p>Meeting with Cluster Academic Coordinators, Dhar.</p>
<p>Tuesday, the 4th August, 1998</p> <p>Forenoon/Afternoon</p> <p>Evening</p>	<p>Visit to EGS School, Nagda, Gadulia Basti. Meeting with Community Members</p> <p>Visit to Barapathar EGS School. Meeting with Sarpanch and Community Members.</p> <p>Travel to Badnavar : for visit to AS School. Not accessible, Road blocked by a rivulet.</p> <p>Meeting with DPO staff.</p>
<p>Wednesday, the 5th August, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Departure for Nalcha, Visit to EGS School, Nayapura. Meeting with Community Members. Travel to Gaumal.</p> <p>Visit to AS School, Gaumal. Meeting with Community Members.</p> <p>Visit to Block Resource Centre, Nalcha. Meeting with BRC Coordinator, BEO, Cluster Resource/Academic Coordinators; Teachers Discussion on Academic Supervision and Monitoring.</p>
<p>Thursday, the 6th August, 1998</p> <p>Forenoon</p> <p>Afternoon</p> <p>Evening</p>	<p>Visit to SPO Dhar. Travel to Tirla. AS School not accessible. Travel to Hazratpur.</p> <p>Visit to EGS School, Hazratpur. Meeting with Community Members.</p> <p>Meeting with DPO and staff members (DPEP) Dhar.</p>
<p>Friday, the 7th August, 1998</p> <p>Forenoon</p> <p>Evening</p>	<p>Departure for Bhopal</p> <p>Arrival at Bhopal</p> <p>Meeting with Mission Director (RGSM) and SPO Staff.</p>
<p>Saturday, the 8th August, 1998</p> <p>Forenoon</p> <p>Afternoon</p>	<p>Discussion on Qualitative Improvement; EGS and AS Schools.</p> <p>Wrap-Up with Secretary to CM & Coordinator Rajiv Gandhi Missions and Mission Director, RGSM.</p>
<p>Sunday, the 9th August, 1998.</p>	<p>Departure for Delhi.</p>



5

Discussion

EDUCATION GUARANTEE SCHEME IN MADHYA PRADESH

Innovative Step to Universalise Education

R. Gopalakrishnan and Amita Sharma

1

INTRODUCTION

On January 1, 1997, the government of Madhya Pradesh pioneered a community-centred, rights-based initiative to universalise primary education called '**Education Guarantee Scheme**' (EGS). Under the scheme, the government guarantee the provision of a teacher, her or his salaries, training of teacher, teaching learning material and contingencies to start a school within 90 days wherever there was a demand from a community without a primary schooling facility within 1 km. provided this demand came from at least 25 learners in case of tribal areas and 40 learners in case of non-tribal areas. The community that made the demand could also suggest the name of a suitable local resident to be the teacher and be called 'guruji'. The gram panchayat is empowered to appoint such a guruji after the chief executive officer of the janpad (block) panchayat had verified the bona fides of the demand and the qualifications of the guruji proposed. The training of the guruji would be organised by the district administration which would also credit the amount of annual salaries upfront in the gram panchayat's bank account. The local community or gram panchayat was expected to come up with the provision of space for teaching-learning. While the government ensured the critical basic inputs for transacting primary education (here defined as the teacher and his or her salaries, training, teaching-learning material, contingencies and academic supervision), the community shared the task of universalising primary education by its contribution to creating the demand, identifying the teacher and providing the learning space. The EGS was in short, an effort of the state government to universalise access to schooling facility focusing on the hitherto unreached sections in the quickest possible time and thereby convert the rhetoric on universalisation of primary education into a reality in Madhya Pradesh.

Section II locates the context which provoked the government to innovate an Education Guarantee Scheme. Section III reviews the results of the scheme in its first years of operation. Section IV discusses the perceived strengths of the scheme while Section V discusses some apprehensions raised about the scheme and the road ahead.

EGS : CONTEXT

Inability to universalise primary education is today acknowledged to be independent India's most grievous lapse, a sad story of wasted minds and the unused creative potential of our people. From the national commitment in 1950 to ensure universalisation in the "next ten years" to the latest efforts to make it a fundamental right and estimated to be requiring Rs. 40,000 crore at the national level, this target has been an elusive one and a particularly daunting one for educationally backward states like Madhya Pradesh. In such states the size of the problem stated in simple terms of providing primary schooling facilities and consequent demand for resources was of a scale that it tended to demotivate serious time-bound planning. This in turn dissolved political will to universalise primary education. The rhetoric of compulsory primary education became an escape route to which commitment was sought to be created in principle without matching it with resources. There was an immediate need to explore more radical alternatives unconventional but simple and practical. This meant that time and cost became important. Costs needed to be reviewed by closely analysing critical inputs into primary education so that its universalisation could be effected quickly.

The EGS recognises the urgency of time: that generations of children have wasted away waiting for primary schooling facility. This is sought to be accounted for by fixing a time in the scheme of 90 days to respond to any demand from a community deprived of the facility. If there is any community without a schooling facility within 1 km which is the stipulated norm, the state government guarantees to start an EGS school in 90 days. This crashing of the time-frame forces the implementing agencies to undertake this exercise in a campaign mode. The response to the scheme in the first year of operation in

Table 1 :

Unit Cost Per EGS School, Per Year

Item	Costs (in Rs.)
Honorarium of Guruji @ Rs. 500 per months	6,000
Induction training (12 days)	610
Contingency for the EGs School	850
Books @ Rs. 25 per child for 40 children 25 x 40 =	1,000
Administrative contingency expenditure	40
Total	8,500

Madhya Pradesh indicates the unfulfilled demand for primary education that existed even in remote tribal areas of the state. It reveals the hollowness of much academic writing on low parental motivation as inhibiting primary education as yet more instances of blaming the victims.

The EGS reduces costs of delivering primary education by re-examining the critical basic inputs required for transacting education. The critical inputs identified are a teacher who is a local resident, training of the teacher, teaching-learning material, some amount for contingencies, and academic supervision. The community is expected to come up with provision of space for learning. As may be seen from Table 1, the annual cost of operating an EGS school works out to just Rs 8,500 in Madhya Pradesh and shows the cost-effective nature of the scheme. It does this without compromising any of the basic requirements for quality.

The EGS is premised on decentralised management. Historical experience reveals that centralised models of delivery delayed the spread of primary education even where resources were identified. The emergence of working panchayat raj system consequent on the 73rd Constitution amendment provides opportunities that need to be seized to share the task of universalisation of primary education with the community mediated through panchayat raj institutions. In Madhya Pradesh a 'Lok Sampark Abhiyan' or a door-to-door survey was undertaken jointly by panchayat leadership, teachers and literacy activists in 19,978 panchayats in 1996 for a detailed identification of children not going to school and to follow it up with an enrolment drive. This led to the development of decentralised panchayat level plans of primary education and for the first time created an alternative peoples' information system on primary education. This survey also led to a detailed mapping of the gaps in access to schooling facilities. In addition to coalition building for primary education between panchayats, teachers and literacy volunteers, the survey created leadership roles for panchayats in the management of primary education and provoked policy-makers to quickly respond to the gaps in access. The EGS was created in response to this need with an understanding of the potential of collaboration and leadership at the village and panchayat level. In the EGS community demand was the start up point and the gram panchayat became the key agency to respond to the demand and arranging for space for teaching-learning, appointing teachers and looking after the development of the school. The EGS reinterpreted the definition of the responsibility of the state to provide universal primary education by enlarging the understanding of state to mean not only government at the state level but local government or panchayat and the community.

The quick and massive demand for EGS made clear that the centrally sponsored scheme of non-formal education (NFE) though conceptually oriented to assist in universalising access to schooling facilities had failed to do so. With 34,000 NFE centres, the state still had over 20,000 unserved habitations. It emerged that to a large extent NFE centres had come up in villages where government schools already existed as may be seen from Table 2.

This was particularly so in the tribal districts of the state. Non-formal education scheme had served the purpose so far of theoretically accounting for access where none existed.

Most evaluations have shown NFE as a failure mainly stemming from the fact that this was centrally planned scheme with very little local accountability. The proposal of an NFE centre is made by the deputy director of education – district head of the education department in the district and approved by the state government with the role of the gram panchayat limited to ratifying official proposals. In contrast, the EGS converts accountability from being upward to being outward to the community. Here the gram panchayat and the community play the key roles in creating the demand, locating the teacher, arranging space, paying the teacher and managing the school. Government resource support for salaries, etc. are vested with the gram panchayat. The fact that a large measure of demand came from habitations where NFE centres were sanctioned is a commentary on the dysfunctional nature of the NFE scheme in providing effective schooling.

The Lok Sampark Abhiyan also disclosed the fact that in Madhya Pradesh the tribal areas were the most disadvantaged in terms of poor provision of primary schooling facilities. The habitation pattern of tribal areas where people lived in dispersed habitations variously called 'majra', 'tola', 'phalia', etc, meant that even if a school came up in one hamlet in the village, many children living in the several hamlets of the same village could not access it because they were often as much as 5 km away from the main village. This accounted for the very low status of primary education and literacy in tribal areas and needed to be responded to through an area-specific strategy. The EGS by scaling down the norm from 40 to 25 children to start an EGS school in tribal areas was seeking to respond to this need of tribal habitations out of the reach of the formal schooling system.

Table 2 :
Village with Non-Formal Education Centres and Primary Schools in 34 DPEP Districts

District	Villages with Only NFE	Villages with NFE and Primary Schools	Villages with no Schooling Facility
Betul	5	252	232
Raisen	107	230	219
Rajgarh	35	105	470
Schore	26	176	109
Bilaspur	9	431	731
Raigarh	6	255	943
Surguja	47	1089	143
Guna	152	194	402
Dhar	0	124	93
Rajnandgaon	104	765	412
Rewa	109	324	93
Satna	36	291	481
Shahdol	13	215	82
Sidhi	50	244	700
Chhatarpur	58	130	216
Panna	33	170	401
Tikamgarh	4	82	359
Mandsaur	41	240	390
Ratlam	28	122	135
Bastar	25	503	898
Bhind	26	218	162
Dewas	27	228	86
Damoh	109	323	312
Datia	30	202	48
Jhabua	23	173	279
Khandwa	19	264	185
Khargone	5	208	310
Mandla	11	473	139
Morena	24	247	268
Raipur	47	551	392
Seoni	53	369	428
Shajapur	25	211	56
Shivpuri	119	338	116
Vidisha	183	97	523
Total	1589	9848	11628

SOURCE : LOK SAMPARK ABHIYAN 1996

Table -3
EGS Schools Opened from January 1, 1997
to January 1, 1998 in Madhya Pradesh

District	Percentage of Tribal Population	No. of EGS Schools
Betul	37.5	230
Raisen	14.4	183
Rajgarh	3.3	242
Sehore	10.2	70
Bilaspur	23.0	327
Raigarh	47.7	521
Surguja	55.7	508
Guna	12.0	456
Dhar	53.5	874
Rajnandgaon	25.2	118
Rewa	12.4	108
Satna	13.0	389
Shahdol	46.3	635
Sidhi	30.4	765
Chhatarpur	3.8	137
Panna	14.9	171
Tikamgarh	4.1	184
Mandsaur	4.8	76
Ratlam	23.3	188
Bhind	0.3	148
Morena	5.6	244
Shivpuri	11.3	357
Datia	1.7	51
Mandla	60.3	705
Sconi	37.0	268
Vidisha	4.4	219
Shajapur	2.4	89
Dewas	15.0	126
Khandwa	26.8	200
Damoh	12.4	243
Raipur	18.3	531
Khargone	46.2	1688
Jhabua	85.7	1173
Bastar	67.4	861
Balaghat	21.9	352
Gwalior	2.9	386
Bhopal	3.1	67
Narsinghpur	12.9	163
Hoshangabad	17.4	136
Indore	5.5	114
Chhindwara	34.5	446
Ujjain	2.1	67
Jabalpur	17.9	481
Sagar	8.5	140
Durg	12.4	90
45 District		15568

3

EGS: Experience of One Year

The EGS has now been in operation in Madhya Pradesh over one year since January 1, 1997. The performance of the scheme is evident from *the fact that on an average more than 40 primary schools came up each day of the year in Madhya Pradesh through EGS in 1997*. Table 3 which shows that in the first year of operation, 15,568 EGS schools came up in the state is also indicative of the fact that most of these schools have come up in the tribal districts of the state justifying the assumption that *majras, tolas and phalias* in many tribal villages lacked schooling facilities. The scheme has evoked an overwhelming response as it was seen to be simple to operate, gave effective control to the local community and did not lose out on any of vital attributes of good primary education.

Over six lakh children have already enrolled into these EGS schools. A sample from 31 districts on enrolment on Table 4 shows that girls and children belonging to the scheduled tribes and scheduled castes have much higher shares in enrolment reinforcing the rights of the people and areas that have been hitherto left behind in the task of universalising primary education. As may be seen 68 per cent enrolment has been of children belonging to scheduled tribes and scheduled castes and of all children enrolled, 45 per cent are girls.

4

Strengths of Education Guarantee Scheme

Firstly, the scheme has helped Madhya Pradesh to universalise access to primary education in the quickest possible time. The open-ended nature of the guarantee ensures meeting of future demand and thereby reinforces the right to universal primary education. Madhya Pradesh is now poised to ensure universalisation of access to primary schooling facility within 1 km of a child's residence by July 1998. It may be important to mention here that the externally assisted

Table 4 :
Enrolment Status in EGS Schools : Sample Data of 31 Districts

District	EGS Schools	Total Enrolment	SC Enrolment	ST Enrolment	SC/ST as Percentage of Total Enrolment	Girls Enrolment	Girls as Percentage of Total Enrolment
Betul	184	6091	686	4472	84.7	2916	47.9
Raisen	108	4070	889	1826	66.7	1963	48.2
Rajgarh	197	8441	1763	665	28.8	3636	43.1
Sehore	70	2769	788	945	62.6	1240	44.8
Bilaspur	610	23759	4338	12925	72.7	11243	47.3
Raigarh	166	4992	648	3046	74	2517	50.4
Surguja	466	14827	1145	11477	85.1	6995	47.2
Guna	262	12016	2424	5030	62	4633	38.6
Dhar	648	22970	912	21397	97.1	9770	42.5
Rajnandgaon	115	3919	280	2660	75	1907	48.7
Rewa	131	6330	1552	2087	57.5	3158	49.9
Satna	326	15295	4303	5042	61.1	7301	47.7
Shahdol	807	25586	4436	15523	78	12663	49.5
Sidhi	363	15450	2942	5628	55.5	7292	47.2
Chhatarpur	121	4971	1151	1013	43.5	2184	43.9
Panna	148	6393	2186	1949	64.7	2845	44.5
Tikamgarh	180	6978	1732	980	38.9	3273	46.9
Mandsaur	77	3525	603	399	28.4	1669	47.3
Ratlam	173	6629	919	4941	88.4	2780	41.9
Bhind	41	1816	724	278	55.2	758	41.7
Dewas	80	3475	604	1739	67.4	1471	42.3
Datia	70	3222	662	365	31.9	1306	40.5
Khandwa	193	7823	479	4968	69.6	2607	33.3
Khargone	173	6135	627	5154	94.2	2651	43.2
Raipur	277	3730	442	2153	69.6	1762	47.2
Shajapur	87	2349	747	149	38.1	1078	45.9
Bhopal	23	580	202	151	60.9	226	39
Durg	98	3387	630	956	46.8	1715	50.6
Gwalior	311	13578	4016	3147	52.8	5696	42
Hoshangabad	155	6031	782	3477	70.6	2793	46.3
Indore	119	5419	1761	2319	75.3	2469	45.6
Total	6779	252556	45373	126861	68.2	114517	45.3

district primary education programme (DPEP) which funds universalisation of primary education in 34 out of 45 districts of the state with a financial outlay of over Rs 1,000 crore creates only 11,000 new schools in the state whereas the EGS has already created 15,568 schools in one year. In the DPEP districts of the state also, universalisation of access becomes possible only by complementing DPEP with EGS.

Secondly, the EGS has proved to be a cost-effective strategy to reach primary education without compromising quality. It has been able to take care of quality requirements like training, improved teaching-learning material and academic supervision even at this low level cost of Rs 8,500 per annum.

Table 5 :**Distribution of EGS Schools in Tribal Areas : Sample Data of 31 Districts**

District	Percentage of Tribal Population	EGS Schools	EGS Schools Located in Tribal Areas	Percentage of EGS Schools Located in Tribal Areas
Betul	37.5	184	160	87
Raisen	14.4	108	65	60.2
Rajgarh	3.3	197	0	0
Sehore	10.2	70	37	52.9
Bilaspur	23	610	475	77.9
Raigarh	47.7	166	99	59.6
Surguja	55.7	466	466	100
Guna	12	262	76	29
Dhar	53.5	648	647	99.8
Rajnandgaon	25.2	115	101	87.8
Rewa	12.4	131	39	29.8
Satna	13	326	60	18.4
Shahdol	46.3	807	773	95.8
Sidhi	30.4	363	177	48.8
Chhatarpur	3.8	121	1	0.8
Panna	14.9	148	77	52
Tikamgarh	4.1	180	34	18.9
Mandsaur	4.8	77	0	0
Ratlam	23.3	173	116	67.1
Bhind	0.3	41	3	7.3
Dewas	15	80	31	38.8
Datia	1.7	70	70	100
Khandwa	26.8	193	193	100
Khargone	46.2	173	156	90.2
Raipur	18.3	277	169	61
Shajapur	2.4	87	0	0
Bhopal	3.1	23	20	87
Durg	12.4	98	65	66.3
Gwalior	2.9	311	123	39.5
Hoshangabad	17.4	155	3	1.9
Indore	5.5	119	43	36.1
Total	19	6779	4279	63.1

Thirdly, EGS has helped recreate a desirable organic link between the teacher and the community. The EGS guruji being selected by the local community and appointed by the gram panchayat, strengthens local accountability that can contribute to improving primary education dramatically. This link opens up several possibilities for realising the community outreach role of the guruji.

Fourthly, EGS has by effectively responding to the specific habitation pattern in the tribal areas of the state created parity for tribal areas in terms of access and thereby contributed to equity in the spread of primary education. Table 5 which compiles sample data of location of EGS schools in 31 districts indicates that over 63 percent of EGS schools in these districts have come up in tribal areas.

Fifthly, the EGS holds a real potential of becoming the first building block towards a genuine alternative community centred learning by forging a partnership between state government, panchayats and communities for both primary education as well as for larger community-based initiatives for education for all. In the days to come as panchayat raj gains in strength, this together with the district-based initiative of the DPEP ought to be able to leverage the management of the entire primary education sector towards panchayat management at district and below-district levels in MP. When that hiving off of the primary education sector for panchayat level management comes about, the EGS is correctly poised to be its local building block.

Sixthly, through such a lateral initiative, the EGS has served to underscore that

universalising primary education is less a matter of finding money and more a matter of forging alliances of the right kind. There is a lesson in this that external financial resources like those of DPEP in themselves may not be the solution to meeting this basic need as they tend to be cost-intensive and such one-time injection of funds may not ensure sustainability.

5

The Road Ahead

The EGS has by now attracted widespread notice among academicians and policy planners. While there is a general endorsement of the EGS as a valid intervention to universalise primary education quickly, certain apprehensions are raised about its future. The two major apprehensions that are generally raised by some academics about the scheme are first, whether such an intervention will reduce the will of the state to extend 'formal' primary schooling to areas covered by EGS, and second, whether this will result in the creation of a two-track system, one set of formal schools and another set of community-managed EGS schools. Yet another view is that the government of India is anyway planning for compulsory primary education. The perspective that informs these apprehensions is that of the government as the sole provider of primary education which is what an intervention like the EGS interrogates.

On the apprehension whether the EGS schools will become a lasting substitute for formal schools in deprived areas and indirectly reduce the state resolve to expand the formal system into these areas, the issue becomes one of privileging the formal system of a bureaucratically managed primary education as inherently superior. It is time to crack open the box of 'formal' primary education as defined and delivered by government-managed educational bureaucracies to identify its key constituents. The key constituents are centralised management, state-level teacher cadre, limited or no accountability to communities or panchayats, substantial investment in building construction, standardised educational management in terms of teaching-learning material, training and academic supervision. It may even be argued that these formal schools are 'superior' only as local appendages of a large bureaucratic system and not in terms of their software of educational transaction or community processes. The EGS schools by identifying and incorporating the critical basic inputs of good primary schooling in terms of teaching-learning material, training and academic supervision build in superior-community oriented attributes like community selection of teacher, local residence of teacher, gram panchayat management, potential for outreach, etc. Most evaluations of primary education have shown that it is the lack of accountability of the teacher to the community that has been the major cause for poor performance and so the EGS may result in strengthening the primary education sector as a whole by bringing in greater community control while retaining other desirable attributes of a formal school.

The EGS schools have already ensured quality parameters like training (on par with the formal schools), cluster-level academic support and supervision, and supply of inputs like free improved teaching-learning material and mid-day meals. The only attribute which may

be seen to disadvantage the EGS school today is that it functions out of a space/building provided by the local community to conduct teaching-learning. Conceding that the nature of that space also, along with several other attributes, has a role in ensuring quality, the EGS schools may need to be enabled to improve the learning spaces. It is interesting here that when communities started EGS schools, they have been able to find local buildings to house many of these schools as may be seen from Table 6.

The challenge in Madhya Pradesh today is to enable the EGS school to gain those desirable attributes of a formal primary school in a way that does not negate the spirit of community-centredness which is its starting point. This would basically mean that in the future, creation of those attributes will have to be done in a shared manner between government, panchayat and the community. This would also mean that the nature of that resource support by government will have to be sensitively managed - it should go as enabling grants to panchayats and not as direct government interventions. Currently, the government of Madhya Pradesh is engaged in locating funds to be given as seed funds for improving teaching-learning spaces and has been able to identify an array of sources from which these can be made available. To list a few of them, apart from funds of the

Table 6 :
Learning space Provided by Community for EGS Schools :
Sample Data of 26 Districts

District	EGS Schools	EGS Schools Located in Tribal Areas	Buildings Provided by Community	Government Buildings Arranged by Community	Open Space
Betul	184	160	155	11	8
Raisen	108	65	61	14	18
Rajgarh	197	0	112	13	68
Sehore	70	37	45	6	18
Bilaspur	610	475	426	41	90
Raigarh	166	99	138	21	7
Surguja	466	466	136	330	0
Guna	262	76	59	8	154
Dhar	648	647	416	32	179
Rajnandgaon	115	101	81	8	26
Rewa	131	39	63	6	48
Satna	326	60	278	7	41
Shahdol	807	773	344	5	453
Sidhi	363	177	203	31	113
Chhatarpur	121	1	13	7	88
Panna	148	77	12	4	87
Tikamgarh	180	34	84	5	91
Mandsaur	77	0	27	19	31
Ratlam	173	116	58	7	103
Bhind	41	3	6	0	32
Dewas	80	31	35	4	41
Khargone	173	156	100	11	32
Raipur	277	169	160	26	10
Bhopal	23	20	11	2	5
Gwalior	311	123	29	37	224
Indore	119	43	56	7	56
Total	6176	3948	3108	662	2022

education department and the DPEP, there are schemes like the JRY, EAS, special central assistance to tribal areas, State Finance Commission funds for social infrastructure of panchayats, grants from the Tenth Finance Commission for strengthening panchayats, etc, that can contribute to this. The government would find it relatively easy to muster funds by adopting a decentralised mobilisation of funds at the district level and by end 1998 all the EGS schools in the state can be expected to have adequate funds to improve their learning spaces. The objective of the EGS is to mobilise the panchayats to attempt at creating better primary schools than the formal schools that exist today in the system. Here again the addition of a physical attribute of

a new building opens up the possibility to innovate a methodology of action through which the construction of the building takes on the nature of a 'process' and not the delivery of a 'product'. The EGS being a community initiative can imaginatively engineer the construction of the building as a participative activity that reinforces collective action for primary education.

As regards expansion in terms of higher classes, the EGS school could grow into a school that offers education up to Class 5 of the formal school. This will mean incremental addition each year as well as meeting the demand for more teachers and ensuring training, especially multi-grade training. When the school evolves to Class 3, a new guruji, preferably a woman, is proposed to be added on. The scheme also plans to provide for the panchayats to add on to the salary of the guruji from panchayat's own resources. This will bring in a differentiated pay scale which will serve to militate against any future cadre building by gurujis. The EGS schools need not therefore be 'second-best' to the formal system but improvements on the formal system.

The second apprehension is whether the EGS creates a two-track system. Today what we witness in the governmental primary schooling system is in reality a two-track system of a 'sarkari' primary school with no local accountability and a dysfunctional non-formal education centre that exists mostly on paper. The only way to bring the two tracks together is through the learning community by creating a community-centred primary school which the EGS is all about. It destroys the distinction between a supply agency of government and a demand agency of the people, an idea that has hindered the spread and quality of primary education.

There could be a related apprehension of equity raised in some quarters that EGS which is now extending primary education to hitherto unserved areas is doing this at much lower costs and therefore by implication these areas are getting less out of the government. The premise seems to be that putting in the same costs will somehow ensure equity. Equity seems to be seen here in a narrowly financial sense and the fact that governmental interventions with equal resources have given poorer results in many of our backward and tribal areas points to the fact that the idea of equity needs a larger definition that involves community control. The key issue ought to be 'equality of what'. Throwing money at areas does not necessarily improve them. The argument here is not that these areas should get less funds but that they should not be made to wait for schooling for their children for want of funds. Instead an EGS school recognises and guarantees their right and through their enterprise creates their school while retaining the enabling role for the government.

The debates on individual rights vis-a-vis community rights and the one between capital and community do have a bearing on an idea like the EGS when it is to be seen in comparison with a seemingly more radical position like enacting a law on compulsory primary education. Many rights in the Indian context are to be nurtured by the state and are not to be understood as arbitered by a neutral state or as rights of the citizens against encroachments by the state. It is unrealistic to think of illiterate poor parents being prosecuted for

not sending children to school and so what is seemingly radical in theory may be unworkable in practice. The state has the responsibility to generate demand and provide basic facilities which is what the EGS does. The panchayat system is being utilised to create community demand and enabled to respond to demand with financial assistance from the state. The guarantee in the EGS is currently non-justiciable as it is seen to be existing in consensus between state, panchayats and communities. It does not separate the abstract domain of rights from the actual domain of life in civil society. The EGS sees the state as not only government but as inclusive of local bodies and the community all of which come together to ensure that children do not wait endlessly for primary education. Educationists and policy-makers have the freedom to engage in scholastic catharsis while their children go to some of the best schools in India. This freedom is not there for the poor in India and the EGS is most of all about the urgency to respond to their need. Fifty years into our independence and with reportedly two-thirds of the girl children out of school in some of India's more populous states, it is more than time to heed the words of Mahatma Gandhi: 'That does not finish the picture. We have the education of this future state. I say without fear of my figures being challenged successfully, that today India is more illiterate than it was 50 or 100 years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his programme. Every school must have so much paraphernalia, building and so forth. Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfil a programme of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school for both boys and girls" (Mahatma Gandhi at Chatam House, London. October 20, 1931). The Education Guarantee Scheme of Madhya Pradesh is a step in this direction.

References

- Chatterjee, Partha (1988): 'Community in the East', in *Economic and Political Weekly*, February 7, pp 277-82.
- Dreze, Jean and Amartya Sen (1995): *Economic Development and Social Opportunity*. OUP, New Delhi.
- Sharma, Amita and R Gopalakrishnan (1996): *Wanted a New EGS: An Education Guarantee Scheme*, Rajiv Gandhi Missions, occasional papers. December.
- Sharma, Amita and R. Gopalakrishnan (1997): *Bringing the People Back in*. Rajiv Gandhi Missions.

ON EDUCATION GUARANTEE SCHEME IN MADHYA PRADESH

Rahul

GOPALAKRISHNAN and Sharma (G and S) have made tall claims in favour of the Education Guarantee Scheme (EGS) being run by the Government of Madhya Pradesh (GOMP) (EPW, September 26, 1998). They assert that this scheme has gone a long way towards universalising primary education in tribal areas at a very low cost without compromising on quality, while at the same time empowering local communities to demand and get education for their children. The reality, however, is considerably more dismal and so the record needs to be set straight so as to ensure that the poor tribals of Madhya Pradesh (MP) are not short-changed by a typically publicity hungry administration.

Even though G and S have harped continuously that the EGS has not compromised on quality, they have not bothered to define exactly what they mean by quality education. Since they have situated themselves in a practical rather than an idealistic context and have spoken of rights and equality, we can assume that quality education would be that which can give the poor, especially tribals, the expertise to compete and get into elite professions like engineering, medicine, computers, management and the like at the end of their schooling. At the primary level this would mean a sound grounding in language and numeracy skills to start with and comfortable proficiency in scientific reasoning techniques by the time they reach class five.

Unfortunately, this is non-existent throughout the thousands of government schools in the state. The reason is that the teachers at the primary level are not competent or committed enough and are also hopelessly outnumbered by the students. An NGO Eklavya has, for the past decade or so, been trying to innovate both with syllabi and teaching methods at the middle school and primary levels to bring about some improvement. Despite some very good work, they have not succeeded much. The main reason is that most of the teachers, after being trained in the new methods, do not follow them once they go back to teaching the children in school. Good teaching is painstaking work and the average teacher is a government servant who does not like to take pains. In fact what he does is conduct private tuitions instead. The net result is that over the years the quality of teaching in government schools has become abysmal. It is not for nothing that costly private schools, to which a considerable number of parents send their children, including G and S, have mushroomed all over M.P.

The responsibility for education in tribal areas in MP lies with the tribal department. The teaching of tribal children is more difficult because their mother tongue is not a dialect of Hindi and they reside in remote areas. So the teachers are given an increase in the salary as an incentive. Nevertheless, the level of absenteeism among teachers is horrifying. Not surprisingly, the schools in the tribal areas are in an even worse shape than those run

by the education department. The teachers recruited for the EGS are mostly local boys or girls who have been forced to drop out of the malfunctioning formal government school system at the secondary or higher secondary levels because that was as far as they could get by parroting examination guides. To say that such people can provide quality primary education after an induction training of just 12 days at a cost of a paltry Rs 610 and on a monthly salary of a measly Rs 500 is to ask EPW readers to willingly suspend their disbelief.

Contrary to what G and S claim, panchayati raj in Madhya Pradesh has not empowered the local people but has formally extended the arm of the state into the villages. The sarpanch has effectively become the representative of the state, both for implementing the numerous pseudo-developmental schemes of the government and also to suppress any genuine protest against its anti-people policies. Local leaders see the posts of sarpanch, janpad adhyaksha and jiladhyaksha as training grounds for becoming legislators and parliamentarians. This is not the place for a detailed criticism of panchayati raj in MP, and so suffice it to say that the panchayats are in reality not free of the bureaucracy as claimed by G and S. So, like many other schemes being implemented by the panchayats, the EGS too has emanated from the chief minister's secretariat. The sarpanches were told to get going and find suitable boys or girls to take on the onerous responsibility of providing quality education to those deprived of it in remote areas of MP. These selected persons then went round a hamlet collecting the names of those children who would attend the schools and thus sprang up the thousands of schools and lakhs of students of the glorified EGS. A far cry indeed from, the picture of an enlightened government responding to the conscious demand for education from empowered parents of deprived children that G and S paint.

What is happening in these EGS schools, if they are at all running, is that children are learning the Devanagari alphabet and counting up to hundred. Insofar as previously even this was not happening, the EGS is indeed an improvement.. But to infer from this that this is a revolutionary new development that is going to finally solve the vexatious problem of universalising primary education is to grossly exaggerate its potential and underestimate the hurdles that lie ahead. It is one thing to teach children the alphabet and counting at just Rs 8,500 a year per school and quite another to equip them with a solid grounding in language, mathematical and scientific skills for the future. Like the total literacy campaign and the non-formal education scheme, the EGS too has begun to falter after the initial stages. A fact that G and S have not seen fit to disclose in their article.

The EGS in fact is yet another disturbing manifestation of the GOMP's decreasing commitment towards providing true quality education to the people. From 1995-96 onwards all recruitment of school teachers has stopped and instead a Shikshakarmi scheme has been started in which initially teachers were recruited by the block level panchayats at a salary of Rs 600 a month. The recruited people went all the way to the Supreme Court demanding better service conditions. Subsequently, on the direction of the Supreme Court, slightly better salaries have been provided for those recruited recently in the newer version of the

scheme. But there is going to be a vast gulf between them and the existing government teachers who will get paid in accordance with the recommendations of the Fifth Pay Commission. By palming off the responsibility of education up to the secondary level to the panchayat system, the GOMP is killing two birds with one stone. It is saving immensely on the cost of education while at the same time gaining kudos for having decentralised its functioning. The EGS has recently been awarded the prestigious Commonwealth prize.

These are expensive times in which even onions are selling at Rs 50 a kilo. Quality education requires a lot of resources in terms of time, money and genuine innovation. There has been a sad lack of these throughout more than five decades of independent governance in India. Now things have taken a more sinister turn with the government not only washing its hands off providing formal quality education to the poor but declaring that ripoffs like the EGS are harbingers of a new educational dawn for the deprived and down-trodden masses in the approaching millennium.

This was published in *Economic and Political Weekly*, January 9, 1999

MP's EDUCATION GUARANTEE SCHEME

What Does It Claim ?

Amita Sharma

R Gopalakrishnan

RAHUL (EPW, January 9, 1999) challenges what he terms "tall claims" made by us in our discussion of the Education Guarantee of Madhya Pradesh (EPW, September 6, 1998). It would have contributed to a more pointed discussion if he had raised facts to counter the so called "claims" by sharing his experiences of how the EGS is shaping on the ground rather than tilt at hypotheses. He has also chosen to ignore the conceptual analysis in our paper which explained the rationale, and the context which led to the EGS. His observations nevertheless merit discussion because they relate in general to the concern for quality education and because they provide an opportunity to elaborate on some of the issues raised in our paper.

First, let us take the claims, EGS did make the claim that simple solutions engineered through community participation supported by local governments like panchayats and the state government can quickly close the gaps in access to schooling facility. In our opinion this had to precede any other issue and the elite of this country ought not to have even a right to discuss primary education unless it has ensured this as a basic right. Recently Amartya Sen while releasing the PROBE report (Public Report on Basic Education) in Delhi on January 2 drew attention to the "curriculum debates" that occupy our attention even when basic schooling facilities are denied to millions of our children. The "tall claim" made in our paper has really been the ability to universalise access in a time-bound manner through EGS. We quote, "The EGS was in short an effort of the state government to universalise access to schooling facility focusing on the hitherto unreached sections in the quickest possible time".

That access is a problem and a major impediment to steady participation of children in schools needs to be understood clearly both in terms of the scale of the problem and its complexity. The PROBE report exposes the myth that schools are available while the latest annual report (1997-98) of the department of education, government of India, claims that 'accessibility of schooling facilities is no longer a problem'. PROBE notes that "not just physical distance but also social distance creates barriers to schooling since villages are divided into separate hamlets had children may be unwilling to go from one hamlet to another". Well, we in Madhya Pradesh had already acknowledged this as early as 1996 when our house to house survey through the Lok Sampark Abhiyan which was a detailed mapping of gaps in access to schooling facilities revealed the gap and, as we wrote, "the EGS was created in response to this need". There were several areas that remained unserved by the schooling system. In addition as our paper pointed out the problem of access was compli-

cated by the distinct "habitation pattern of tribal areas where people live in dispersed habitations called majra, tola, phalia" which "meant that even if a school came up in one hamlet of the village, several hamlets of the same village could not access it because they were often as much as 5 km away from the main village".

The problem of geographical access is linked with social factors and most often the hamlets on the periphery of the main village tended to be those inhabited by the scheduled caste or scheduled tribe groups. How this fundamental difference made by the EGS in providing first-time access, after 50 years of political democracy, to these deprived children has been overlooked by Rahul beats our understanding. In the 19,860 hamlets where schools have now opened, there was simply no pre-existing facility.

Now let us take the issue of quality. Before even we begin discussing this issue we would like to state a very amusing experience. Our experience has been that ever since the EGS started as an alternative community-centred model, some of the most ardent critics of this have been from the NGO sector who never tired of telling governments on the need to move to community-centred alternatives. Suddenly they see a role abnegation by the state and our simple question is why was the non-provision of schooling facility in the 19,000 villages not seen as role abnegation? When the PROBE report says that 50 per cent of government primary schools do not transact effective education, do we want more of the same or change the methodology to bring in community and panchayat control? Let us take up Rahul on the feasibility of EGS to provide quality education because it provides us an opportunity to discuss a very vital concern.

Rahul complains that "they have not bothered to define exactly what they mean by quality education". Our paper succinctly states "quality parameters like training (on par with the formal schools), cluster level academic support and supervision and supply of inputs like free teaching-learning material and mid-day meals" as essential inputs in EGS schools. The paper also acknowledges that an important quality "attribute which may be seen to disadvantage the EGS school today is that it functions out of a space provided by the community to conduct teaching-learning. Conceding that the nature of space also, along with several other attributes, has a role in ensuring quality the EGS schools may need to be enabled to improve the learning spaces". The paper further anticipates the need for "meeting the demand for more teachers and ensuring training, specially multigrade training". Teacher training is not just inductional but recurring annually for an average of 12-15 days. EGS also recognises that quality schooling is facilitated by involving the local community. Therefore our paper argues that desirable attributes of a formal primary school should be acquired by EGS "in a way that does not negate its community-centredness".

Summarised, the paper's discussion on quality identifies quality inputs in a holistic manner because the school is an integrated functioning of many factors and the EGS seeks to build quality on all these parameters : academic and managerial. The tragedy about quality debates has been that these have so far largely been confined to debates on scholastic issues. *We see quality on two specific prongs: academic and managerial.* If manage-

ment issues are not addressed quality of education will not improve. As the paper points out "most evaluations of the primary education have shown that it is a lack of accountability of the teacher to the local community that has been the major cause of poor performance and so the EGS may result in strengthening the primary education sector as a whole by bringing in greater community control". EGS aimed at a paradigm shift from the primary school as a local appendage of the large bureaucratic system to community managed schools by "forging a partnership between state government, panchayats and communities".

To reiterate, we need a more comprehensive view of quality than those Rahul identifies. Rahul's understanding of quality is gleaned from phrases like "expertise to compete and get into elite profession... at the end of schooling", that teachers need to be "competent" and "committed", "trained in new methods of teaching", etc, all of which account only for scholastic inputs. He seems to have completely missed the fact that academic transactions are not in isolation of a whole system ranging from simple basics of books in hand to the complex relationship between motivation and accountability. The EGS seeks to address this complexity. Complex problems however do not need to have complex and vexatious solutions and the simplicity of strategies does not necessarily reflect a simplistic analysis of complex problems.

EGS's comprehensive quality parameters indicate to anyone familiar with government schooling systems that the main emphasis is to integrate critical factors that affect quality. Part of the complexity of the quality issue is that often only scholastic issues are laboured with no attention to the other factors mostly relating to management that affect quality. Recent writings on school quality fortunately have started to look at a larger range of factors as affecting school effectiveness.

Since EGS provides a teacher to a group of 40 children (25 in tribal areas), its teacher-pupil ratio works out to an average of 1:30 for tribal and non-tribal areas. The teacher-pupil ratio (TPR) in EGS is always at manageable level as against the present 1:50 TPR for formal schools, "hopelessly outnumbered by students" as Rahul bemoans. In fact by its very design the EGS maintains this low TPR as stipulated by the Yashpal Committee set up by the government of India to recommend on educational reforms. Academically, EGS builds on the insights that have developed over the past few years both by adopting what is emerging as potentially viable and modifying what seems necessary. Therefore, it uses the curriculum and the new teaching-learning materials of the formal schools which in MP have been recently revised and made competency-based on a field trial basis with the collaboration of NGOs. Therefore there has been no compromise on the content of teaching. Let us examine the process. One, EGS is not a condensed course seeking to crash a full five-year curriculum into part-time education as NFE does or even as TLC seeking to impart education equivalent to the third standard of primary schools in six months' time. Rahul has summarily clubbed these three programmes together which appears to have been the result of his confusion regarding their academic structures. The EGS is not a campaign like TLV nor part-time like NFE. A major weakness of NFE was its unrealistic effort to

impart a full-scale formal curriculum through condensed course duration of two-three years using the same uncondensed materials. The paper makes very clear that the EGS could grow into a school that offers education upto class 5 of the formal school by incremental addition each year. Two, teacher training is on par with the formal system. Each year the guruji undergoes a 12-15 days training course.

The EGS has been captured in the academic school support and supervision system created through the cluster resource centres which are academic resource support centres for a group of 8-10 schools. The important point to note here is that EGS has been involved with this quality reform process which equips EGS not just for delivering only functional literacy but the entire range of competencies identified for the formal stage. The paper claims that in EGS the effort is to identify and assimilate qualitatively desirable attributes of a good school and not that EGS is an instant delivery of quality.

Quality outcomes are not overnight miracles, not even for well-endowed private schools. The EGS is two years and 22 days old as of January 22, 1999. To assess its academic quality presently would be pertinent and desirable, but to make categorical and conclusive judgments right now would be premature and rash even in the opinion of the most fanatic enthusiast for quality education.

Rahul is sceptical of whether all these qualitative initiatives can be delivered through the guruji. He presumes that these local resident gurujis of the EGS schools have inferior qualifications. This is contrary to facts. The educational eligibility of the guruji of the EGS school, the shiksha karmi and the assistant teacher is higher secondary and so there is no lowering of educational qualifications for the EGS guruji. On the contrary, the data show that 88 per cent gurujis are higher secondary, 9 per cent are graduates and 3 per cent post-graduates. There are no gurujis below higher secondary, whereas there are 24 per cent assistant teachers of the formal government system who are below higher secondary and 31 per cent who are higher secondary, i.e., 55 per cent of the highest paid primary school teachers are not more qualified than the gurujis. The second worry is that they are being underpaid. Here, Rahul's own statements contradict his suspicion that performance levels and payment levels have a simple equivalence. He is at pains to point out that "good teaching is a painstaking work and the average teacher is a government servant who does not like to take pains". He also finds that despite "an increase in the salary as an incentive" the "level of absenteeism among teachers is horrifying". So what is the inference? Surely, you want a change. Try local accountability is what we say. Obviously, automatically increasing salaries have not meant an automatic increase in the performance quality of teachers and have only rendered them into 'governments servants' and less as teachers. Herein is a complex issue of what makes the teacher perform and Rahul has really simplified this complex issue into one of higher salaries, even against his own observations on what is happening in the primary schools. Incidentally, it would be revealing to Rahul that the costly private schools whose quality he has faith in pay their teachers much less than the government schools, ranging from an average amount of Rs. 400 to 4,000 pm in Bhopal (in a range equal to a guruji and much less than the assistant teacher).

Besides minimum educational qualifications (in this case on par with other teachers) and academic preparation of the teacher, an important factor relates to how does the teacher regard himself and (this follows from the first question) to who does he think he is accountable. The traditional teacher considers himself a government servant, a point that Rahul laments as detrimental to quality and accountable to no one because there is no system which links his performance with his service benefits. The EGS was an effort to make the teacher accountable to the community which is why the community chooses the teacher so that he does not regard himself as a government servant. It was also an attempt to initiate a system of gradually linking performance with remunerations, by starting the teacher on an honorarium which can be slowly built up as teacher and school performance strengthen. Our paper indicates that the "scheme also plans to provide for the panchayats' to add on to the salary of the guruji from the panchayats' own resources". In the face of the vast non-performance of the system managed by highly paid teachers enjoying complete security and not accountable for what they teach, the EGS argues in favour of teachers on contract, from the local community and accountable to it. The argument is in favour of the community of learners because it sees the teacher as subordinate to community interests and does not place paramount value on teacher salaries seen in isolation from the interest of the community whose education is their responsibility.

The issue of local accountability is critical. The EGS stems from the belief that community involvement in school management and the sense of local ownership of the school by the community is what will make the difference, academic inputs and a teacher with basic educational qualifications being available. Is it not obvious that a scheduled caste guruji teaching his scheduled caste brethren will have the empathy to transact a liberative pedagogy irrespective of whether it is imparted in training? The word community has become a buzzword and so suspect and so perhaps Rahul has chosen to ignore it completely. But in fact the EGS seeks to work on a conscious strategy of de-bureaucratising educational management by giving specific powers to the local people to demand a school and choose their teacher as well as by decentralising powers to the panchayats.

In our country some sections of society that seem very suspicious of panchayati raj seem to be those very sections who had until now argued for de-governmentalisation and community action. Legitimate political structures like panchayats seem to be anathema to some of them, and pardon our saying so, some of these come through in Rahul's diatribe. He writes that the "sarpanches were told to get going and find suitable boys or girls to provide education in deprived areas". Panchayats can become effective and key agents for bridging community and schools - a role they can come up to only by getting a chance to do it. This is certainly a more viable alternative than continuing to perpetuate a centralised and bureaucratic system that so far has only alienated the school from the community. Another instance of baseless statements is "the EGS has begun to falter after the initial stages", Says who? While EGS has constantly sought independent evaluations even in its short history of two years by professionals because it looks upon such feedback as an opportunity for improvement, it would be quite helpless to act on such baseless generalisation.

On the question of costs. Costs need to be viewed in a context of resources that can be made available in a sustainable way, and against a measurement of desired attributes. Desired attributes themselves will range from the base where one begins, which will define the basic - which will be a varying factor, because of initial basic inequalities - to what can be increasingly added on. The EGS emerged in a context of financial constraints and large-scale needs, particularly in backward areas. This was a scenario where the large scale of problems and the limited scale of resources presented two options to the government: defer/stagger action for education, even for providing basic facilities which would have meant another 12-15 years of persistent neglect of the already very deprived areas or to seek innovative and cost-effective options. The government of Madhya Pradesh went in for the latter. The EGS is cost-effective and does not compromise on quality inputs even on a reduced budget by focusing on critical inputs, working through decentralisations, cutting out administrative overheads, and transferring the resources to the children and the school rather than to multiplying an inspectorate bureaucracy and by consciously eliciting a public-private partnership to stimulate local stakes in the school. The issue here is not just how much but on what. The great advantage of EGS is that it integrates costs of different critical inputs into a 'school cost' which reflects its perception of quality as an integrated approach. It does not split up the school into an artificial and undesirable division of teacher salary as school cost and quality costs as add on. In percentage terms, 82 per cent of the more expensive formal school goes into teacher salary, 1 per cent into training and 16 per cent on furniture and equipment and none to the children, whereas in EGS it is 71 per cent on salary, 10 per cent on equipment, 7 per cent on training and 12 per cent on learning materials for children. So the EGS does cost less but improves upon what the present system offers to the child. This is certainly not a claim to the most advantaged conditions of schooling (critical basic inputs have been claimed). It is dependent on a public finance context and needs to be continuously improved through local partnership because that is seen as critical to school effectiveness, a point that our paper had made when we wrote about "gaining desirable attributes of a school in a manner that does not negate its spirit of community centredness". The question is whether it would be better to go on spending on salaries of educational bureaucracy and teachers or to review this and evolve alternatives that orient resources towards inputs and processes that might help create a locally accountable school.

The end, the social sector in our country seems to be for cursing. Everyone is happy bemoaning everything. Well, some of these problems have solutions. If India has to have mass education, we Indians have to devise ways. Social activists are respected by all of us because they have dust on their footwear. However, that is strangely enough converting into an intellectual privilege for shoddy analysis and sweeping generalisations.

• This was published in EPW March 20, 1999

MP'S EGS : WHAT ARE THE ISSUES?

Vinod Vyasulu

I have been following the exchange on the Madhya Pradesh Education Guarantee Scheme (EGS) in the EPW with considerable interest. The exchange between the civil servants responsible for administering the scheme (Gopalakrishnan and Sharma) and an NGO activist concerned with development issues in the state (Rahul) is fascinating. It raises wider issues that merit discussion in the larger academic and development community.

The exchange begins with an article by R. Gopalakrishnan and Ameeta Sharma (EPW, September 6, 1998) (GS1) which basically describes how the EGS GS1 provides the background in which the EGS was conceived and talks of how these ideas were implemented. What is interesting in the formulation is the basic premise that one must not blame the victims for their plight. It is not the absence of demand for education that was the problem, but access to it. It was this the EGS was meant to meet. Clearly, the main objective of this paper was to make the work in MP known to a wider audience.

To this, there is a response by Rahul (EPW, January 9, 1999) which raises many questions - about quality issues in primary education, the role that must be played by the existing primary education system, the responsibility of the state, etc. Rahul is sceptical of the 'claims' made by the EGS. The EGS, he feels, represents an abdication of responsibility by the state, and its support for an inferior solution. Rahul sees a solution in the regular system of education, which he admits has not done well. In a wide - ranging comment, Rahul goes beyond the EGS. His paper seems like a critique of government efforts to derail true development in Madhya Pradesh - but it is not substantiated. This is a pity, because the points he makes, if true, would be of fundamental importance.

Gopalakrishnan and Sharma, in GS2 respond and clarify exactly what it is that the EGS claims (EPW, March 20, 1999). They do not accept the charge that the EGS offers something substandard. In fact they argue that the EGS meets the requirements of primary education better than existing alternatives. They further argue that the EGS is an example of the state taking its responsibilities seriously, not of abdicating its responsibility. They ask why NGOs seem to oppose the EGS. Rahul has not yet responded, but the issues are now in the open.

I would like to join this exchange. My comments are based on field visits to two districts of Madhya Pradesh, Raisen and Betul¹, on the invitation of the project authorities. Two districts do not make a state, especially when it is as large as Madhya Pradesh. But my two weeks in the field in July 1998 have left "dust in my shoes" to use a felicitous phrase from GS2, and it is on this basis that I venture to comment. In these two districts, I had

the opportunity to see the EGS, in all its dimensions, at close hand. And I saw some wonderful work going on. I will make no secret of the fact that I came away impressed with the achievements of the EGS in these two districts. If even half of this has been achieved in other districts, then MP has much to be proud of. Thus, I speak as an admirer of what has been achieved - the admiration having been aroused by achievements in the field, not claims on paper. Of course, this does not mean there is no more to be done. There is. But there is much to be learned from what has been done. It is important to accept that there are achievements and build on them. This is something that Rahul questions. But he puts nothing in place. It is a cry of despair.

It is not for me to defend the MP government scheme. Based on what I saw, I can say with confidence that the EGS has provided a local solution to several problems of primary education that were not addressed by the regular system in the state. It is cost effective. It has the support of the local community. It has not compromised on quality. It has responded to the demand for education, and unleashed the creative energies of a number of actors who were passive earlier. It has provided a base for further work, and that is the challenge facing the MP government today.

In this contribution to the EGS debate, I want to comment on just two points raised by Rahul - of quality and state responsibility.

The first is the question of quality of education. Let us for the moment accept Rahul's indicator - performance in exams like the IIT's, JEE and the like. Rahul does not provide the evidence needed to take this further. His arguments require that he show that students who received a primary education from the regular system do well in these exams. It requires that he show that students who came through the EGS stream have not performed as well in these exams. Even if we stay away from the complex issue of separating out various other factors that could contribute to the result, how does Rahul conclude that the EGS is inadequate? How many from this stream have reached an age where they become eligible for such tests? Why does Rahul set up an indicator that he then ignores to come to the conclusion that there is something wrong with the EGS? I would have expected him to say that we would find an answer several years down the line. But he is convinced without the wait - is this because he has made his decision already, and this was all padding? If so, why should anyone pay attention to this kind of nonsense, for that is what it is? Neither the academic world nor the NGO one can afford such petty games. It is one of the unfortunate faults on the NGO system that it indulges in this kind of sloppy thinking. It is just not acceptable. GS2 have been kind indeed in their response, for not taking up this point.

The second question from Rahul is about the responsibility of the state. To Rahul, the state seems to be a centralised body represented by the central and state governments. He seems to believe that such a body can, and will, meet its various obligations to citizens. Failures, then become individual shortcomings, not systemic flaws. To illustrate, the state education system is capable of providing the solution to the education problems of people in MP : the failure is of bureaucrats like GS, "who do not send their children to EGS schools". Schemes like the EGS then are gimmicks, meant to divert attention from failures of individuals who

run the system. This explains the agony behind Rahul's impassioned comment. But personalised attacks fail to convince. Whether this is an illustration of bias or sloppy thinking I do not know.

How has the state failed in the EGS? To say a lot more needs to be done is one thing. To say that by starting the EGS the state is abdicating its responsibility is quite another. It is the latter that Rahul is saying. He does point out that the existing system of primary education in MP is far from perfect. This GS2 do not dispute. Yet, Rahul pins his hope for the future on an admittedly imperfect system. He gives no reasons for such optimism. To say that the EGS gurus get a petty stipend, not a full salary is neither here nor there.

GS2 say the EGS is part of the solution. That is because it responds to needs that came out of a survey - the Lok Sampark Abhiyan. It provides a solution in which the different stakeholders' roles have been defined. It is within the administrative and financial capability of the panchayat system. These are valid reasons. Rahul sees in it abdication of responsibility. Why? How? These are assertions only, for Rahul does not provide any substantiation.

What I saw in the field was not an abdication of responsibility, but a nuanced and sophisticated response by the state to the question of providing access to schools to children in remote areas. I did not see any compromise in quality - on the contrary. I saw a focus on quality. I saw sarpanchs taking an active interest in the education of children, especially girls, I saw teachers who were enthusiastic about the work they were doing. I saw teachers in the regular school system interacting in a positive way with EGS teachers. I saw efforts to develop teaching materials. I saw communities proud of their new schools. I saw communities that made contributions to see that pukka buildings came up in the village for their school. Education has become a live issue for local communities. What is there in all this that Rahul can object to?

Rather than an abdication of responsibility by the state, I saw a positive change. The state is not just the government of Madhya Pradesh, but much more. Panchayats too are an arm of the state². The panchayat is not a contractor or NGO as Rahul implicitly seems to believe. It is self government, and the EGS has become one of its most important activities.

In the EGS, the school is put under the control of the local arm of the state - a democratically elected panchayat. It is the panchayat that has to ask for a school. It is the panchayat that has to provide space. It is the panchayat that has to select a guruji and it is the panchayat that has been empowered to pay him. The government of MP has devolved funds for this purpose. And because things are done at the local level, the EGS schools turn out to be cheaper than more centralised systems. If the EGS is a success, it is a success of the panchayat system.

The real questions to ask are different. Can the good work started by the Rajiv Gandhi Prathmik Siksha Mission be sustained? Does the state have the resources to meet the demand for middle schools when all the children who have now been brought into the

primary education pass out in five years? There will be a demand for education on a scale that few states in India have seen. There will be pressures on the educational system of a kind that has till now not been witnessed elsewhere. What financial and administrative challenges will this pose, and how will MP respond to them? When one has tasted success, failure will not be an acceptable option. Rahul does not seem to realise that old ways will not work. Why is a puzzle? Are there vested interests here we do not yet recognise? Is there a mindset which both wants centralised state intervention and refuses local democracy? What are the stakes we are playing for?

The debate may have started with the EGS, but the questions it is leading to have to do with the nature of the NGO movement when the state responds in a positive way. NGOs have to realise they are not a substitute for the state at the local level. NGOs will have to work with local leaders thrown up by the panchayat system. NGOs will have to change in consequence. NGOs too will have to become accountable, they will have to work as watch dogs, as resource centres, etc. but they can no longer hope to monopolise rural development. The people's planning experience in Kerala is another example of democratic awakening. For many who have built up an NGO vested interest, this will be difficult to accept.

This kind of success will bring in major changes. In MP, the government seems to be ahead of the NGOs. It is a sobering thought for the development sector. Rahul's cry in the pages of the EPW is that of a dying species.

Notes

1. I chose the districts to be visited, the time of my visits, and the places within the district that I would visit. My plans were not made by the project authorities even though they invited me to visit the field. My impressions have been recorded in "In the Wonderland of Primary Education" a report submitted to the Rajiv Gandhi Prathamik Shiksha Mission, Bhopal in August 1998.
2. In this he is not alone. Others like V. M. Rao have also said so. See my response to this in Panchayats : Local Governments or NGO's?, paper presented in a seminar at the Centre for the Study of Culture and Society, Bangalore. October 1998. unpublished.

This was published in EPW June 12, 1999

6

Press Room



From 'Bimaru' to a world record



Education is a hot topic in developed countries like the US. In India, alas, we are retreating into identity politics, where votes are cast on the basis of a candidate's religion, caste or ethnicity, not his ideas on education.

If indeed education were a key issue, I suspect chief minister Digvijay Singh would romp home in the coming Madhya Pradesh state election. Madhya Pradesh is one of the four *Bimaru* states, defined as those where education and health have been neglected for decades. Digvijay Singh has come up with an innovation, the Education Guarantee Scheme (EGS), that has put him on the world map for education. The scheme is now discussed by think-tanks the world over. Yet in India, it is barely known outside Madhya Pradesh.

EGS empowers citizens to demand education and get it. If any group of 25 learners in a tribal area or 40 learners in a non-tribal area more than one kilometre from any existing school demands a school, the state is obliged to create one within 90 days, in collaboration with the local panchayat.

In its first year of operation, 1997, the scheme created no less than 5,568 new primary schools. That is a staggering number. On average, 10 new schools opened every day of the year. This is worthy of mention in the *Guinness Book of World Records*.

What makes the scheme revolutionary by Indian standards is that it places local communities, not the education ministry, at the centre of the educational process. The panchayats put forward the demand for a school; undertake to find using and undertake to identify a local resident capable of teaching (called the guru). Then the state steps in with teacher training, the guru's salary, and teaching materials.

Thus, the local community is empowered by the state to start and supervise education wherever it has been left by the formal school system.

From the government's viewpoint, a major advantage is the low

cost of the scheme. Each school costs just Rs 8,500 a year, of which Rs 6,000 (or Rs 500 per month) is the guru's salary. The guru is on probation for a limited period during which he or she can be sacked for poor performance. On passing probation, the guru gets tenure.

EGS schools bypass major abuses of the formal government school system. Government teachers are unionised and powerful. They are accountable not to the villagers they serve, but to a distant state capital, and often have political connections. So if they absent themselves from school and do other jobs on the side, nothing serious happens to them.

Being unsackable, the worst punishment they can get is transfer to a remote tribal area. This ensures that the very worst teachers are sent to backward areas that desperately need better education.

EGS aims to check both these abuses. The guru has to be a local resident, and so there is no problem of transfer. And being chosen by the community, he is accountable to

showed a drop-out rate of only 4.29 per cent for boys and 5.53 per cent for girls, a small fraction of the rate claimed by officials.

Which of the two sets of information should we believe? The house-to-house survey, of course. If households tell you their children have never been to school, that is surely better evidence than government records saying they were enrolled, but dropped out.

Why are government records so faulty? Because they are rigged by teachers who have a vested interest in claiming a high enrolment rate. Low enrolment would show teachers in a poor light, affecting their promotion.

It would draw attention to high teacher absenteeism, which is an important reason for parents not sending children to school. By showing a high enrolment rate and a high drop-out rate, teachers shifted the blame for low attendance from themselves to apparently callous parents.

The lesson: Do not trust bureaucrats to record inconvenient facts

SWAMINOMICS SWAMINATHAN S. ANKLESARIA AIYAR

it, and cannot be an absentee with impunity.

The scheme was inspired by Digvijay Singh's decision to truly empower panchayats (rather than just pay lip-service to them, like most chief ministers), and involve them in education. The panchayats along with NGOs organised a house-to-house survey (the Lok Sampark Abhiyan) in 34 districts in 1996, asking households whether they really sent children to school or not.

The survey exploded an old myth that the state had near-universal enrolment in schools. Official data claims a gross enrolment rate of 96 per cent of all children in primary schools with a drop-out rate of 23 per cent for boys and 35 per cent for girls. The implication: The state is making a fair effort, but is being let down by parents who pull their children out of school.

However, the survey disclosed a very different picture. It suggested a much lower enrolment rate, 20 percentage points lower than shown by official data. Moreover, it

about themselves. Please use local communities to gather facts on the performance of government functionaries, teachers and all others.

The survey also highlighted a big gap in education in tribal areas. Tribal areas have scattered populations in tiny hamlets, far from any major habitation, and so the state has simply not provided them schools. The survey showed that almost one-third of tribal habitations were without any schools (and this in a state claiming 96 per cent gross student enrolment!).

In 62 tribal blocks, more than 40 per cent of children were out of school, and in two blocks the figure exceeded 80 per cent.

The acronym EGS is generally associated with the Employment Guarantee Scheme of Maharashtra. Employment is important, but as Nobel Prize winner Amartya Sen will tell you, education is even more so in the long run. EGS in Maharashtra is an important palliative for the poor, but cannot conquer poverty. That can be done only by empowering people through ed-

ucation to raise their productivity and skills, especially in tribal areas.

It is too early to tell how effective EGS schools are. Traditional schools in 12 tribal districts have an enrolment rate of 57.2 per cent for boys and 42.8 per cent for girls. EGS schools have chalked up enrolment rates of 53.4 per cent for boys and 46.7 per cent for girls within six months of coming into existence. That is an excellent start (the girls' enrolment rate is actually higher in EGS schools).

Yet it would be unwise to get carried away and declare EGS an unqualified success. It has many potential problems, which must be tracked carefully.

One is teacher quality. Are locally recruited gurus good enough? Parents will not send their children for long to inadequate schools incapable of raising the income-earning capacity of students.

Second, will village *pradhans* simply appoint their daughters or other relatives as gurus? Will this convert EGS into one more patronage network? Third, is this form of education-on-the-cheap sustainable? Can you really get a worthwhile teacher for just Rs 500 a month? This is below the minimum wage in many states. True, the guru can be considered a part-time employee working only half-a-day (a practice adopted by successful NGOs in Bangladesh). But can a sustainable school system of decent quality be built around single part-time teachers?

Fourth, will the guru really remain accountable to the community once he clears probation and becomes a permanent employee? Would not contract teachers (being experimented with in Rajasthan and Himachal Pradesh) be more accountable? In China, teachers are on a three-year renewable contracts with local governments.

Finally, now that the state is moving away from providing education to financing it, an alternative to panchayat schools could be a school voucher system. If all households with children get vouchers which can be used in a private school of their choice, private schools will spring up and compete for their custom. This competition could ensure better quality and sustainability. In a few areas, EGS should be modified into an experimental voucher system.

Bravo, Digvijay Singh

The Madhya Pradesh government should be congratulated on its new educational initiative which has the potential to truly reform primary education. India's educational spending of almost 4 per cent of GDP is a far higher than that of China or Korea, which have far higher literacy. This shows we need not to increase educational spending but improve its quality. The problem is that teachers are appointed by state governments, are unsackable, have strong unions, and have become a law unto themselves. Many teachers do not attend school at all. Those that do lack motivation or the spur of competition. By contrast, in China local communities appoint teachers on three-year contracts, making them accountable, ensuring they attend school, and opening them to the threat of dismissal if they do not perform. We have always needed to move in this direction in India, and now Madhya Pradesh has done it. Its Education Guarantee Scheme provides that if any community with 25 children in a tribal area or 40 children in other areas demands a teacher, it will get one (or at least a 'shikshakari', a sort of barefoot teacher). The state government will give the money to the gram panchayat and not the teacher directly. This means the teacher will now be accountable to the panchayat and not a distant state capital, and that amounts to a silent revolution. No longer will teachers be able to look down their noses at villagers, or view teaching as a favour they bestow on villages. They will now have to satisfy villagers that they are doing a decent job. The new scheme also means that many hamlets that earlier were too far from any school will now have a teacher or shikshakari of their choice. The shikshakari may not be a qualified teacher in the technical sense, but some teaching is better than none. At a later stage, additional financial support to panchayats may be necessary for teacher training and teaching aids (blackboards, books, geometry sets). Literacy in Madhya Pradesh has long been abysmally low. The new scheme could finally cure what has long been called a BIMARU state.

Pioneering scheme in Madhya Pradesh

THE principles of universal elementary education and equality of educational opportunities enshrined in the Constitution of Independent India, bestowed on the Central and State Governments, the responsibility of providing educational facilities to every citizen irrespective of his/her socio-economic status, caste, colour, creed or sex. This declaration in the perspective of a long colonial rule, was of great significance for the future of the country and had the potential of ushering in a great social change.

Since Independence the elementary education system in the emerging Indian society has witnessed a variety of experiments, organised research efforts, both small and big, innovative projects aiming at universalising access, enrolment and retention in urban and rural areas, to rich as well as disadvantaged sections of population, hilly, desert and tribal belts and also to those living in small and scattered habitations.

It goes to the credit of Indian leaders associated with education, educationists and teachers whose relentless crusade has led to the idea of education being considered a fundamental right of every child. Today this idea is being echoed on every forum through the length and breadth of the country in spite of the fact that the target set by the Constitution has not been fully attained so far. But the national determination to achieve it inspires us to continue and move forward and try new, unusual and bold approaches to achieve the same within the shortest period of time. But this is possible only with the active involvement, cooperation and commitment between the community and the Government.

The revised policy formulations stipulate that every child is to be provided with minimum educational facilities upto the elementary level by the year 2000. This would obviously mean provision of infrastructural facilities in terms of space, building and expertise; supplying minimum essentials for

teaching-learning; ensuring quality of education along with quantitative coverage and developing the desired competencies in each child.

As per the policy in vogue, a formal primary school is to be provided for every 300 population within a distance of 1 km. Habitations having less than 300 population will be served by non-formal education centres.

A Report (1998) of Rajiv Gandhi Prathamik Shiksha Mission in the State of Madhya Pradesh observes that "At present there are many areas in Madhya Pradesh where basic facilities of education are not available. This situation is mainly in backward, rural and scheduled tribe

such a case, the Government gives a written guarantee to provide minimum desired educational facilities to the community. The time limit for implementation has been fixed at 90 days from the receipt of the demand.

The Education Guarantee Scheme is activated based on the criteria that the demand has to come from a rural area only.

The said area should not have any school being run or approved by the Government within 1 km; there should be at least a group of 40 children in the age group of 6-14 years (number will be only 25 for tribal areas) and the local community will have to place a demand in writing through the village

It goes to the credit of Indian leaders associated with education, educationists and teachers whose relentless crusade has led to education being considered a fundamental right of every child. Today this idea is being echoed on every forum through the length and breadth of the country in spite of the fact that the target set by the Constitution has not been fully attained so far.

dominated areas. There are more than 50 per cent school-less areas in tribal districts." It is to remove this shortcoming that the State of Madhya Pradesh introduced the Education Guarantee Scheme (EGS) as an innovative strategy. This strategy has removed a basic impediment to participation in school viz. location of school at an inconvenient distance and has universalised access to primary education.

Under this scheme those areas have been included where no facilities of primary education are available within a distance of 1 km as per the prescribed criteria. The scheme is implemented wherever the concerned community presents a specific demand in writing to the Government for education of its children. In

Panchayat Under the E.G.S. the Government provides facilities like teacher, Teaching-Learning-Materials (TLMs), teacher training, evaluation of students and routine expenditure to run the Centre.

A teacher, for a group of 40 children (25 in case of tribal areas), who is basically a local person having a minimum educational qualification of a pass in the Higher Secondary examination is to be selected and recommended by the community whose name is then approved by the Government.

Preference is however, to be given to women candidates. Wherever more than one teacher is to be appointed, one of them at least has to be a woman. A fixed honorarium is paid to the teachers.

An EGS Centre uses the same TLMs as used in the formal primary schools of the State. Similarly, the Teacher-Training-Materials as used for the training of other teachers, are used for teacher's training under the same scheme as well. While day-to-day expenditure of the Centre is given by the Government, provision of land and building is the responsibility of the local community. Timings and vacations for the Centre are decided by the community as per the convenience of the students. However, it is to be ensured that at least 200 instructional days are available in a year. The implementation process of EGS has been meticulously planned and executed right from the local level to the State level.

The EGS Committee at the State level ensures proper functioning and coordination among different levels supervision for proper implementation and arrangement of the scheme. The Government is continuously implementing the scheme at the district level which is facilitated by a district level EGS committee.

A comprehensive MIS has also been developed to collect information of all the Centres regularly which after review at different levels is presented before the State level EGS Committee.

The popularity of the Education Guarantee Scheme can be gauged from the fact that on 1st January 1997, within a year of its inception, 15,568 EGS centres had been opened. By March 98 this number rose to 16,479. Presently there are 19,289 EGS centres in 45 districts of Madhya Pradesh of which 10,322 are located in tribal areas. Total enrolment in these centres is 7,07,391.

Thus, the Madhya Pradesh Education Guarantee Scheme is a pioneering one which acknowledges the fundamental right of every child to have primary education of a comparable quality. It also sets an example of partnership between the community and the State.

Prof. M. Sen Gupta

Defying the universe



THE greatest compliment to humanity was paid by Blaise Pascal, the French mathematician and philosopher. Pascal said, "Man is but a reed, the most feeble thing in nature; but he is a thinking reed. The entire universe need not arm itself to crush him. A vapour, a drop of water suffices to kill him, because he knows that he dies and the advantage which the universe has over him; the universe knows nothing of this."

The prescription for a distinguished human life, Pascal felt, was to know the advantage that the universe holds over us, and to turn it around to our advantage. There are a number of Indians who are attempting to defy the universe, in this Pascalian manner, and to find a way out of the ignorance and destitution that has defeated us for a thousand years.

Chandrababu Naidu strives to do it in one way through information technology. His road to freedom is to wire the next generation so that the ancient race of Andhras will have conquered the curse of ignorance and poverty within a generation. Digvijay Singh has tried another way. He has endeavoured to empower the local communities in Madhya Pradesh at the grassroots to provide primary education. Whether he wins or loses the recent election, he has struck a blow for humanity. Inspired by insights gained from voluntary organisations, he has encouraged some audacious JAS officers in Madhya Pradesh to implement a daring programme called the Education Guarantee Scheme (EGS).

The scheme starts with the community and not the education bureaucracy. The *gram panchayat* asks for a school, offers a space for a classroom, and identifies a local resident to be a teacher.

The block *panchayat* verifies that the demand is genuine and the teacher is qualified. The district administration then transfers the funds to the *gram panchayat*, provides free books and teaching materials and trains the teacher. This time-bound process takes 90 days and the school is up and running in three months.

The strength of the scheme is that

it is rapid, affordable, accountable, and community centred. It recognises the urgency of time — children cannot be kept waiting forever for what is their birthright. It is economical — it costs Rs 8500 annually per school, plus the cost of mid-day meals. Compare this to the Rs 3000 per child per year that formal government schools cost. The teacher is paid only Rs 500 per month but the village *panchayat* is free to supplement this. The teacher is local and accountable to the village. This gets over today's biggest problem — teacher absenteeism in the formal government schools. Being community centred means that parents want the school, are willing to provide a space for it, and supervise it. The teaching materials are relevant to life in the village, and try to enthuse the learner, unlike the idiotic rote that is thrust down the throats of our young in formal schools.

In the beginning, critics called it mad and impudent. However, they are silenced today for the results are overwhelming. Till August 19, 274 EGS schools had opened, at the rate of 40 schools a month. Over six lakh students are enrolled, of which 45 per cent are girls and 68 per cent are tribals and Harijans. It has cost less than 20 crores, plus the cost of mid-day meals.

Nevertheless, the EGS faces huge problems. Too often *sarpanches* are tempted to appoint their daughters and nieces as teachers. Where the community structure is feudal and rotten, it doesn't work. Where parents or the *gram shiksha samitis* are active in selecting the teacher and monitoring the school, it works. Another problem is the poor training of teachers. The scheme desperately needs to focus on quality rather than quantity.

EGS is also fighting the burden of history — in the past, such alternative schools have usually collapsed after some initial success. The long-term solution, therefore, is to reform the formal government schools.

To this end, the EGS, like a beacon, has pointed the way. It teaches, at least, two things: one, there is a huge demand for education at the grassroots; and two, that the evil of our centralised, bureaucratic school system can only be expelled by making schools accountable to parents and *gram or tola shiksha mandals*.

What works, what doesn't

On the morning of November 28, assembly election results began to trickle into media offices as counting began in Delhi, Madhya Pradesh, Mizoram and Rajasthan. With very little done in the early hours, how would television journalists on 24-hour election duty hold viewers' attention?

Everyone had seen exit poll projections, where constituents saw who they voted for on election day. These showed that the Congress would win in Bharatiya Janata Party-ruled Delhi and Rajasthan, the BJP would win in Congress-ruled Madhya Pradesh and the Mizo National Front plus allies would swamp the Congress in Mizoram. In every state, incumbent governments looked likely to lose. Talking heads began warning their arms and chattering about anti-incumbency voting.

By evening, the Congress was winning Delhi and Rajasthan like anti-incumbency rallies predicted. This wasn't difficult to understand. Both have been ruled long, and disastrously, by BJP governments. People were eager to boot out bombing regimes in both states.

However, the Congress was winning Madhya Pradesh as well, and this confounded anti-incumbency parrots. But they weren't going to give up without a fight. The results, claimed one ferocious hand-waver, confirmed his new theory: in every state but Madhya Pradesh, anti-incumbency voting decided winners. In Madhya Pradesh, anti-Central-government-incumbency decided the issue.

This is facile, contrived and wrong. The real factor behind this, or any other election result, is simpler. Voters hate governments that don't deliver what they want. And, they reward performance. This works for all levels of government — central, state and local. Dig around India's democratic landscape, to find the carcasses of regimes that ignored voters. There are many ways to go wrong. Today, we'll talk about one government that listened, got a lot of things right, and won. This is the regime of Digvijay Singh, chief minister of Madhya Pradesh (MP) for the last five years.

MP is one of India's poorest states. In 1994-95, a person could expect to earn Rs 5,845 per year on average, about 40 per cent that of prosperous Punjab and about a third of what the average Delhiite makes. About 44 per cent of the population is illiterate, far below India's average of 32 per cent. Tribals and minorities constitute a big chunk of voters. People in administration are no less corrupt than anywhere else in India.

Yet Singh's government managed to make a difference. The government

Forget spin doctors' anti-incumbency theories, the 1998 elections were all about effective governance, says Abheek Barman



realised that a lot of state funds were stolen by intermediaries who were supposed to hand them over to beneficiaries. Many well-intentioned projects were therefore starved of resources which led to failure. It also understood that official figures were routinely doctored to hide the lack of development. Worse, government insiders fleeing the exchequer were cooking the numbers to hide their culpability. A lot could be done, if only resources could bypass administrators' itchy fingers and reach beneficiaries directly. After that, villagers would get to use those as they saw fit. Education was a good, and important target.

Government figures showed that a high 86 per cent of kids aged five to 14 got enrolled in primary schools but less than 30 per cent were literate. This suggested that nearly 60 per cent dropped out of school, because parents pulled them out. The implication was that if parents impatient with the education system were pulling children out of schools, what was the poor government to do? To see whether these 'facts' were correct, Singh's team did a survey, called the Luk Sampark Abhyas (LSA), calling on every door in 34 districts in the state. Official numbers were lying.

Many children classified as dropouts had never been to schools in their lives. There were either no schools, or no teachers. Funds had been allocated for

many years to pay for non-existent schools or absconding teachers. State employees who had pocketed this new funding hidged on enrollment numbers which showed how hard they were 'working' — and not on literacy rates, which would have measured whether money had been put to use.

The LSA found that actual enrollment was 73 per cent, far below official numbers. A little less than five per cent of kids, and not 60 per cent as government numbers claimed, actually dropped out. People were eager to learn — if learning could dodge bus and reach them.

Instead of the state government deciding on funding and implementation of district, local area and village education programmes, Singh's government let villages decide where they wanted schools to be. Under its Education Guarantee Scheme, any bunch of 25 children from a tribal area or 40 from a non-tribal area who find that they don't have a school within one kilometre, could ask for one. Within 90 days, the government has to respond with Rs 8,500, delivered to village heads.

This pays a teacher Rs 500 (a little more than average per capita income) for 10 months, trains the fellow, buys books for kids and provides for contingent and administrative expenses. Villagers can choose their own teacher and sack her if they don't like her. This is an improve-

ment on permanently absent teachers on guaranteed pay, appointed by distant state governments.

Till December last year, more than 15,000 EGS schools had started operating; more than 87,000 children (more than three per cent the number enrolled in schools) were going to these centres. Nearly 47 per cent of EGS students are girls, compared to 43 per cent in ordinary schools.

Stuff like Digvijay Singh's efforts at handing power over to local bodies to make things run better, are what long-running political successes are made of. Many people are surprised at the residence of the Left Front government that's ruled West Bengal continuously since 1977. This smack-in-the-eye for anti-incumbency pundits comes from deep-seated and fundamental reforms in how people want to be governed. For the vast majority of voters, the Left government formalised agricultural property rights during Operation Barga.

The Left also let people govern themselves by implementing local self-rule. It has always cracked down on caste- and religion-related bigotry. Compared to most Indian states, Bengal is a haven of law abiding tranquillity. Bengalis offended by the last sentence should look at the law and order situation in Assam, Bihar, Maharashtra or Uttar Pradesh. Or glance through the city pages of a Delhi newspaper, for perspective.

Sure, Bengal's Marxists could do better. So could Singh's MP government. Bengalis grumble about declining industrial growth, urban joblessness and low investment in the state. In MP, you hear about petty officers called gram sahnyaks skimming development funds. These people are employed by the district collectorate to 'help' unskilled village heads with paperwork like encashing cheques. In the process, these guys take a cut.

Yet, in a few years from now, illiterate children of illiterate villagers will handle their own paperwork. They won't need greedy sahnyaks, and will kick them out. If Singh continues to be savvy, he will hand over more financial powers to panchayats. This will reduce peoples' reliance on predatory babus. Digvijay Singh is a rare Indian politician who has an eye on constituents' real wants. The real demands of voters are still a mystery to bigots in India's BJP-led government.

Voters can see through nuclear bombast, sneaky tries at communalisation and arm-waving, to the incompetence below. Parents of EGS kids can educate Central ministers on grass roots reform. Provided the latter can spare a minute from sucking humes in Hindustan.

Promising scheme

If the promise in this year's Budget is kept, the nation will have an additional 1.8 lakh primary schools in the next three years. Inspired by the partial success of the Education Guaranteed Scheme (EGS), launched by the Madhya Pradesh Government last year, the Centre has decided to implement the programme nation-wide. Accordingly, there will be one primary school within a radius of every one kilometre all over the country, especially in rural and tribal areas. The Government will provide academic material and teachers' salaries, while the village community will be motivated to take care of basic infrastructure of the schools. The proposed decentralisation of elementary education with the involvement of local communities and panchayats, inherent in the scheme, is an innovative idea. The existing top-down bureaucratic approach has proved to be a total disaster and has effectively alienated grass root societies from most official programmes.

After Independence, India had promised its children universal elementary education within a decade. Fifty years later, the bitter truth is that it has the largest number of illiterate people in the world — one-third of the latter's 900-million. Almost 50 per cent of enrolled male children drop out by class five, while the drop-out rate for girl children is almost 100 per cent. A recent report of the United Nations Children's Fund for Education (UNICEF) states that 150 million Indian children drop out before class five while 40 million children have no access to elementary education. This is ironical because the National Sample Survey has recorded an increase in the nation-wide literacy rate; obviously, there is no uniform national pattern with the literacy rate of Kerala being as high as 90 per cent and those of Uttar Pradesh and Bihar being much below the 50 per cent mark.

Clearly, half-baked strategies have proved unsuccessful. The complete failure of the much-hyped Operation Blackboard, launched in 1985-86, and the limited success of the National Literacy Mission, should serve as a lesson to policy makers at Shastri Bhawan. While several schools covered under Operation Blackboard lacked even the symbolic blackboard, the Literacy Mission could not really take off except in a few states like Kerala and West Bengal. Often, schools existed only in Government maps while in reality there were neither buildings, nor students or teachers. In fact, most official schemes have only proved the stunning lack of will and sheer bankruptcy of successive regimes in tackling widespread elementary illiteracy. It is crucial therefore that India learns from the successful experiments conducted by its neighbours — both Sri Lanka and China have recorded 90 per cent plus primary schooling for their children. It is only through a strenuous effort to avoid the mistakes of the past and profit from more recent experience at home and abroad, that the EGS can be made an instrument for ushering basic literacy for Indian children.

Los Angeles Times

INTERNET: WWW.LATIMES.COM
PHONE: (213) 475-1000 DAILY 1.35, 76¢ SUNDAY

TUESDAY, DECEMBER 7, 1999
COPYRIGHT 1999 THE TIMES SHIRAZ COMPANY

COLUMN ONE

Ending Centuries of Illiteracy

■ A social revolution is sweeping India in the form of an 'education guarantee' program. Thousands of isolated villages are taking the government up on its offer of a teacher and books for the asking.

By DEXTER HILKINS
BUSINESS WRITER

KHAJOURTOLA, India—The people in this hamlet of rice paddies and mud do not know what year it is, they cannot name the country they live in, and they are demanding an end to their ignorance.

In October, in a document scratched out by one of the village's only literate men and signed with residents' thumbprints, the villagers took up the unprecedented offer of the state's chief minister to provide a teacher and books within 90 days to any village that requested them.

"We are all waiting for our school," said Prem Singh, standing in the darkness with a lantern near his face.

Singh and the villagers of Khajourtola are the latest enrollees in a social revolution that is sweeping the Indian countryside and bringing education to villages whose inhabitants have led lives of almost total isolation. Begun nearly three years ago here in Madhya Pradesh, a sprawling and impoverished state of 80 million people, the "education guarantee" program has created 21,000 schools—a pace of about 20 a day—in the most remote villages.

It's education at its most basic: Children study in mud huts, next to bean fields, under the open sky. The teachers, drawn from the villages, often have received little formal schooling themselves. Many students are the sons and daughters of the social pariahs in India known as the "untouchables." A large number are girls—historically deprived of education in India—going to school for the first time.

"I don't want to be a thumbstamper," said Sunita Kumari, a 9-year-old girl in the remote low-caste village of Ganeshpura, using a term to describe people who cannot write their name. "I want to stay in school as long as I can."

Madhya Pradesh's village schools have spread so fast and created such a stir that two other states have decided to send an identical message to their illiterate villagers: Demand a school and we'll give you one. Rajasthan state has created 11,000 makeshift schools since April; Uttar Pradesh, population 140 million, is just getting started. The World Bank and European Union, encouraged by the effort's success, have agreed to help fund schools in the three states.

The small group of Indian bureaucrats and politicians who dreamed up the program believe that they have found a way to provide basic education to the villages of India, where the population of 350 million constitutes the world's largest pool of illiterate.

Please see INDIA, A6

THE WORLD

INDIA: Isolated Villages Start Down the Road to Literacy

Continued from A1

people. The program's backers believe that the lack of universal education in India has been one of the main obstacles to the country's attempts to modernize. They say the goal is to break long-held traditions of caste and gender, which for centuries have made the schooling of girls and the impoverished among the lowest national priorities.

"Somewhere along the line, India got off the track," said Digvijay Singh, the chief minister of Madhya Pradesh and the driving force behind the village schools. "We decided that if we put a teacher in every village, everything else would take care of itself."

Yet for all the enthusiasm inspired by the experiment, some experts worry that the village schools may be a shoddy replacement for more formal education. Their chief concern is the teachers: village men and women, often with little schooling, who are trained in a mere 20 days. The big test for the schools, the experts say, will come soon, when the first village children enter the equivalent of fourth grade.

"My guess is that the teachers won't be able to do the higher-level classes," said Jacob Alkara, a professor of education at the Tata Institute in Bombay. "They just don't know enough."

When he launched the program in 1997, Chief Minister Singh faced a situation in Madhya Pradesh that was at once catastrophic and common throughout northern India: More than half the state's people over the age of 6 could not read. In some areas, female literacy was unknown. Numerous studies condemned the government-run primary schools, where teachers often failed to show up for class. Worse, there were no schools at all in about a third of the state's 73,000 hamlets. That left nearly 1 million village children for whom schools were out of reach.

Singh, an elected official who wanted quick results, hit on a radical idea: Instead of relying on the state's education bureaucracy, he created a parallel system answerable to him. Instead of waiting for schools to be built, Singh decided that the students could initially get along without them. To fight teacher absenteeism, Singh decided to give preference to people who lived in the villages, even if they didn't have much schooling. To force parents to get involved, they would have to demand the school—and eventually help build it.

"If we waited for the government to build a school in every village, we would wait forever," said K. Copalakrishnan, an aide to Singh and one of the founders of the program. The most novel aspect of the plan is its preference for hiring villagers as teachers, even if they have as few as 10 years of schooling. In ordinary state-run schools, most teachers have a college diploma, but those assigned to small villages quite often continue to live in ditches and regularly fail to show up for classes.

Singh decided that the trade-off was worth it: He would hire less-educated teachers, but teachers



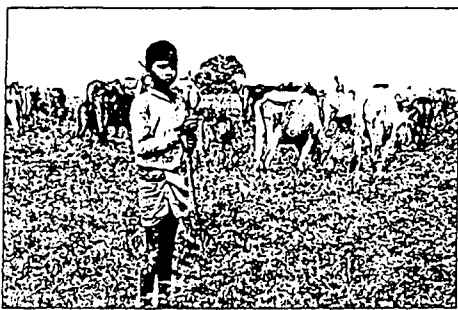
Photos by DEXTER FULKINS / Los Angeles Times



Children in the village of Pratapura study outside, above. Girls have historically been denied schooling in India. Left, the village of Ganeshpura, whose roughly 200 residents are members of the "untouchable" caste. Below, villagers hope education will help children avoid a hard life in the fields.



Los Angeles Times



a mile away from any other school.

The result: In the first year, more than 10,000 villages stepped forward to demand teachers and books.

"We were overwhelmed," said Amila Sharma, another of the program's creators.

A visitor to Ganeshpura, a remote village of approximately 200

children sitting beneath a neem tree reciting the Hindi alphabet, singing songs and doing arithmetic. Many of the parents, on break from harvesting soybeans and corn, lingered nearby to watch.

"Our village has changed so much since we got our school," said Hari Prasad, a white-turbaned old man who doesn't know his age and who has two grand-

children are cleaner. Before they wandered aimlessly around the village. Now they are learning things that will help them get jobs.

The villagers are Dalits, the lowest social class in India's age-old caste system, which assigns nearly permanent status to every person at birth. Until the school arrived in January, Ganeshpura had almost no contact with the outside world: No electricity or water reaches there, and the nearest road is a two-mile walk. Most of the adults have little sense of time and virtually no knowledge of the world outside.

In the mid-1990s, the state government set up a school here, but the villagers said the teacher, who lived outside town, rarely showed up.

"He came once and gave candy to the children," said Bandar Ram, whose grandson attends the school. "But he never came to teach."

During the recent visit, the children of Ganeshpura spent their day in ways similar to Western children in the first years of elementary school. They read simple sentences, drew pictures and recited multiplication tables. Though parents in some villages said they sometimes pulled their children out of school to help them in the fields, the roster in Ganeshpura on this day showed every child present.

"I don't want to be a farmer and work hard in the fields under the sun all my life," said Ram Babu Varma, 13, whose father works the land. "My father told me: 'Go to school. Don't end up like me.'"

Literate Farmer Is Made a Teacher

Since they began the program, the administrators have found that even the most remote villages usually have one person who can read and write and can teach others. The teachers are often men who, as boys, made the trek on foot to schools in other villages.

In Ganeshpura, the village literate was Ram Svarup Manderia, a mid-mannered 22-year-old with a 12th grade education who was working as a farmer when his fellow villagers demanded a school. Manderia's son attends the school, and in private conversations, the parents said Manderia almost always shows up. He earns \$25 a month.

The parents in Ganeshpura, who are nearly all illiterate, say even their children's minimal education has helped at home. The children read government notices and wedding invitations to the parents, and do basic math so merchants can't cheat the families. Bandar Ram says his grandson has put up a calendar at home.

"He shows me the dates," the villager said. "For the first time, I know when the festivals are."

The skills learned at Ganeshpura's school are very basic, and many students said they want to continue through grades four and five. Some experts such as Alkara, the Bombay professor, worry that the teachers won't be ready for them. Copalakrishnan, the aide to

will prove better than ordinary public schools.

Years ago, the Indian government built a school six miles from Ganeshpura in the Jamonia, but most of the children never attended the lessons that program. Literators say they have that many adults in the area are reluctant to let their children—particularly the girls—travel far from their villages. In the case of more complicated terrain, as well, the villagers from the Jamonia land of higher caste who refuse to allow their children to cross their fields.

India has a long history of neglecting primary education, the country spends 3.4% of its gross national product on public education, the world average. In state assembly elections, the East Asia Invested heavily in primary education and is approaching universal literacy.

Recent reforms in Madhya Pradesh's guarantee program, some experts say, are changing. Education has taken hold in the state and the voters appear in state assembly elections. Singh and his Party won a large majority attributed his victory to the literacy of the village schools.

The schools also are eroding long-held beliefs that rural Indian girls have been denied educational opportunities, often leaving home at an early age to be married to men in other villages. Many parents that they have no need for the girls since they will be economic benefit to the village.

In Fakubisa, a remote Madhya Pradesh inhabitant of the Balga tribe, the adult women can't read or write. The one-room school, years ago under the guarantee program, girls' school for boys 23 to 11.

Dev Lal, a father young girls, said the village that it is even more important for girls to be educated. When his daughter married, they will profit a faraway village to family that might not well.

"After marriage, the long to the husband's home, she is their property, she has no rights," Lal said. "The family tries to exploit daughters, their ability will be strengthened."

On the other side of the village of Pratapura school day came to an end. Most of the villages in Madhya Pradesh, Pratapura is by Hinduism, whose contains tens of thousands of gods. Drawing together circle and joining hands, children began a prayer, the goddess of education.

"O Saraswati, give us knowledge," the children pray, those who are able to have many opportunities.

Ending BIMARU

Madhya Pradesh is one of the so-called BIMARU states, where educational and health indicators are way below national ones. Chief minister Digvijay Singh has taken a welcome initiative to get his state out of this classification by involving local communities in programmes to expand education and health. Under his Education Guarantee Scheme, all areas which do not have a school within one kilometre can apply to start their own local school, and the state government will finance a teacher to be chosen by the local panchayat. This is a good way of making the teacher accountable to the local community, and reducing the chances of high teacher absenteeism which has been the plague of education in many states. The scheme also ensures that teachers from urban centres are not sent to remote areas from which they seek transfer, and that local teachers are appointed instead. The new teacher will be on probation for three years, after which he or she will be confirmed if the local community approves of his performance (it would have been better to keep teachers on five-year renewable contracts, as in China, but even Mr Singh's limited reform has been challenged in courts by vested interests).

This is a welcome initiative to empower local bodies to run their own service. Many problems remain in such decentralisation, such as a shortage of skills, quarrels within the bureaucracy, and capture of benefits by the dominant castes. Yet it seems that education and health (which has also been decentralised) are two areas where decentralisation has considerable chances of success. Mr Digvijay Singh claims that to tackle widespread goitre, his government decided not to expand subsidies but instead launch a campaign to educate tribals on the benefits of iodised salt. The result, he claims, is that sales of iodised salt have improved from 46 per cent to 77 per cent of the total. He also claims that public education has helped reduce mortality from diarrhoea from 3-4 per cent of the disease's incidence to 0.4 per cent. If these claims hold up, Madhya Pradesh will cease to be a BIMARU state within a decade.

Schools of the community, for the community

By Shrubha Mukherjee

RAISEN: For the 40-odd Harijan families of Dhond, the community school in the village is a dream come true.

Ten kilometres from the nearest primary school at Aali, education for these people was a remote possibility until an education guarantee scheme (EGS) of the state government brought the school literally at their doorstep.

In a novel symbiotic relationship between the state and citizens, the state government has undertaken to provide a school within a kilometre for the communities demanding them.

Only the community should be willing to provide the space. Also, there should be a minimum of 25 students in tribal areas and 40 in non-tribal regions.

"It was difficult for us to believe we could have a school in our midst and just for the asking," says Shibu Marandi, a farm labourer in Dhond.

In the two years of its operation over 12,000 such schools have come up in the state, which is now depending on non-formal education to achieve the goal of universal primary education.

About six lakh children, who are enrolled in these schools, no longer have to trudge miles to reach schools as classes are now held in their neighbourhood.

While the community provides

for the space for the school — sometimes a thatched hut or a courtyard behind the cowshed or grazing field — government arranges for the teacher, his training and salary and teaching-learning materials which work out to a paltry annual expenditure of Rs 8,500 per school, says R Gopalakrishnan, chief secretary to the chief minister.

The community could also suggest the name of a suitable teacher, who can be a local resident with plus two qualification while the gram panchayat is empowered to appoint him after the chief executive officer of the block panchayat verifies the bonafides of the demand and qualifications of the teacher.

The system has been devised in such a way so that the community can exercise maximum control without compromising on quality, says Amita Sharma, who heads the Rajiv Gandhi Shiksha Mission, under which the project has been started.

While the curriculum of the schools is similar to those in formal schools, the teachers are given 12 days' intensive training by the district institute of education and training.

The schools follow a distinctive non-formal education pattern, they do not have any class or grade as such and children learn at their own pace, says Chandan Singh Tomar, a teacher at one such school in Jhabua district.

"A student might excel in literature, but he might lag behind in mathematics. That is why the schools maintain a child-wise record instead of a class-wise one," says Mr Sharma.

"The students should complete 10 books in each subject — mathematics, literature (Hindi) and *pariyavaran* or nature study. And as soon as they are through with these books they are deemed to have passed class five and are admitted to formal schools," says Gyan Singh teaching in an EGS school in Hemavardi village in Indore.

The traditional stick-wielding *guruji* is conspicuous by its absence and his place is taken by a young teacher, who looks more like their playmate.

"I do not want to scare the children with thick books and complicated syllabus," says Mr Tomar, who teaches in a school in Kakadara village in Jhabua, where more than 50 per cent of the students are drop-outs from formal schools.

"I teach alphabets by using cards and use marbles for numbers. I relate numericals to local myths and folklores so that the students retain the knowledge," says Mr Tomar.

Lalla, a Bhil student in Dilwari village in Rajgarh and a drop-out from a formal school says, "It is so easy to learn the alphabets and numbers. God knows why I took so much time in my previous

school to learn these things. Maybe because now I love to learn."

Even as the scheme has met with success in several pockets there are other areas where serious problems like migrant labour, extreme poverty and problem of dropouts poses a stiff challenge.

Only 20 students out of 50 attend classes regularly in a school in Vijaygarh village in Rajgarh district as the rest had to take cattle for grazing, fetch water from wells or look after their fields while their parents are away in the fields, said a social worker in the area.

Moreover, from February to July the villagers, except the old and the infants, move out to different places to work as labourers in stone quarries, fields or construction projects.

"Who is going to attend school during these six months?" she asks. "Unless an alternative source of income is provided to these people, the scheme could not be cent per cent successful," she notes.

"Quality education requires long-term investment in teachers. How much commitment can be expected from a teacher with a monthly honorarium of Rs 500?" asks an educationist associated with a Bhopal-based NGO *Ekalavya*.

It is also necessary to motivate the parents and the children, she adds. PTI

FM took a leaf out of Cong, Left book

Rural development programmes of Madhya Pradesh & West Bengal lauded

R. A. Badarlnath
New Delhi, February 28

FINANCE MINISTER Yashwant Sinha attributes his Budget proposals on empowering the village panchayats to the inspiration drawn by him from the rural development programmes of Congress and Left parties' governments in Madhya Pradesh and West Bengal respectively and the former BJP regime in Rajasthan.

In an interview to *The Hindustan Times*, the Finance Minister said, "Whatever be the political complexities, I have no hesitation in acknowledging the success achieved by the three state governments in setting up schools in rural areas and attaining a lot of success. I have definitely taken inputs from the schemes in these states to formulate my own Budget proposals for rural and agriculture areas."

A day after presenting the Budget, Mr Yashwant Sinha exud-

ed confidence though the Opposition has assailed the budget.

Asked about the political message of the Budget, he said, "This is not an election exercise. We want to empower the gram panchayats by using fiscal instruments either as an incentive or disincentive."

His plan includes setting up 1.8 lakh elementary schools through an education guarantee scheme and 1.4 crore houses in the next three years with the involvement of the gram sabhas.

Mr Yashwant Sinha said, "It is a question of conviction. Strengthening the democratic institutions has been an article of faith for the BJP and its allies. Even after the 73rd and 74th amendment to the Constitution, the power of holding elections at the village level largely rests with the states..."

Detailed interview on page 18

Confusion over tax-free status to income generated from UIT, mutual funds

R. Krishnan
New Delhi, February 28

THE TAX-FREE status accorded to all income from UIT and other Mutual Funds has created so much confusion that the Unit Trust of India itself has sought clarification from the Finance Ministry about it. UIT has even postponed the launch tomorrow of its new series of Monthly Income Plan.

Finance Minister Yashwant Sinha in his Budget speech yesterday said that all income from UIT and MF's will be exempt from tax in the hands of the investor. However, in an interview to *The Hindustan Times* today he said the tax exemption facility will be available to only those schemes of UIT and MF's which have 50 per cent or more of their investment portfolio in equities. Thus pre-dominantly debt-oriented schemes will not get tax benefit.

Responding to a question on

what would happen to those investors who have invested in schemes like the Monthly Income Plan where UIT guarantees assured return for five years, the Finance Minister said, "The Budget speech is clear. The tax-free benefit would be available only to equity oriented schemes and not debt schemes. Bad luck if anyone has invested in monthly income plan and expects tax benefit being accorded to schemes like US-64."

However, the Finance Bill 1999 and the memorandum explaining the Finance Bill have given a diametrically opposite interpretation.

The Finance Bill 1999 has dropped relevant sections of the Income Tax Act in order to give tax-free status to all income received by the investors from UIT and MF's irrespective of whether they were equity oriented or debt oriented.

Detailed report on page 18

U.P.'s education guarantee scheme

LUCKNOW, MAY 6. The Uttar Pradesh Government will start an 'education guarantee' scheme from July 1 under which 10,000 'acharyas' would be appointed through gram panchayats.

A decision to this effect was taken on Wednesday at a Cabinet meeting under the chairmanship of the Chief Minister, Mr. Kalyan Singh. Besides, 20,000 'para teachers' would be appointed to compensate for the shortage of teachers in primary schools.

The Chief Secretary, Mr. Yogen-
dra Narain, briefing newsmen
after the meeting, said the

scheme was being implemented on the lines of an existing scheme in Madhya Pradesh. The scheme was part of an exercise of decentralisation of powers to panchayat level. He said the 'acharyas' to be appointed would be the local persons. They would be given Rs. 600 honorarium per month. This would incur a burden of about Rs. 950 crore on the state exchequer, he pointed out.

The State Government would arrange for the money from the World Bank-sponsored education projects and also from other resources, Dr. Narain added. — UNI

The SUNDAY Statesman

With which is incorporated

THE ENGLISHMAN — Founded 1821

Printed from Delhi, Calcutta and Siliguri

DELHI 10 JANUARY 1999 Vol. CXXXII(5)

SCHOOL MASTER Of Sen and sensibility

THERE has been an element of politely concealed boredom in general reactions to Amartya Sen's post-Nobel speeches and statements. Primary education and primary health are all very fine, we seem to be saying, but where's the clever soundbite that makes media's day. Surely, the Master of Trinity could have looked beyond the school master. Doubtless he could. But Sen isn't what he is because he tacks his sails to the shifting winds in the marketplace of discourse, unlike many fellow economists of less intellectual capability. His decades-long insistence — readers of this newspaper will recall Sen's contributions for *The Statesman* in the 50s and 60s which we republished after the Nobel award — on the primacy of primary education is born out of a rigorously worked out view of development. In fact, the ball is in the other court. Or rather courts. Economists of both the Left and the Right, who have had some unflattering things to say about Sen, need to answer why the clever things they said for and against state and market seldom took note of a basic fact — that if India's basic educational parameters are worse than sub-Saharan Africa's, development will remain constrained for ever.

Needless to say it has not been these economists who have spotted a potential for change in the dismal stasis of primary education. Sen has noted and praised an initiative by the Madhya Pradesh government to transfer the responsibility of running village schools to the villagers themselves. The Education Guarantee Scheme has since then become something of a media talking point, which is a good thing because if politicians in other states think there's good publicity in such efforts, they might be tempted to follow Madhya Pradesh's example. The potential of the EGS is its simplicity. Groups of 25 villages obtain sanction for setting up a school. The state government pitches in with some money but the school is run by a representative local body who select the teachers and pay them. EGS has been in operation for two years. So, it's a little early to call it a success. But the fact that several schools have been set up under the scheme and the state government has maintained its hands-off policy indicates that at least the rubric of an alternative system may have been found. One where government spends money but de-bureaucratises education delivery, shifting the onus of quotidian management from *haha* to beneficiaries. In fact, the same general model can be applied in other areas of rural infrastructure. This is more than just decentralisation and better termed quasi-privatisation. Sen is the kind of economist who will see the potential in such private/government interface, because he puts value on people.

This, too, has not always been recognised by the more dogmatic economists on either side of the ideological fence. An interesting observation on this propensity to view political economic issues through extremes was made in an article in a recent issue of the *Economic and Political Weekly*. The author observes, rightly, that Sen has been the butt of criticism by those who think of problematics in opposites. And it is when these opposites clash that some of the most fruitless discussions in social sciences emerge. Sen has a story, also quoted in the *EPW* article, to describe these exchanges: two brothers with intense mutual dislike — one is a bishop, the other, a general — meet at a railway station. The general scornfully asks the bishop, Assistant Station Master, when is the train due. The bishop replies to the general, I'm not sure madam but is it safe to travel by train now?

You will never find Sen in that railway platform.

Eyeless in a new era

Get those 1.10 million children into the classroom or quit

JUST as Amartya Sen gets the Nobel for Economics, for work that has consistently highlighted the pivotal role of education as an engine for human progress, comes news that the country of his birth has 1.10 million children who should rightly be in school but are not. In fact, as UNICEF's 1999 *State of the World's Children* report points out, the country looks set to celebrate the new millennium by having the largest pool of functional illiterates in the world. But these are the little ironies that characterise human development in this part of the world. There are other ironies too. While China, with a larger population, is on the threshold of achieving universal literacy, this country has barely brought basic education to half its people. And even while the country struggles to provide basic education, some vested interest or the other subverts the process by introducing extraneous issues. The pointless controversy over the singing of the *Saraswati Vandana* in UP schools was a classic instance of how politicised education has become in India and how divisive and deleterious such interventions are in the greater cause of promoting education for all.

A revolution in education is what is needed, true. But who will create one? Thus far, the political guardians of this country have abysmally failed to bring it about for all their rhetoric and constitutional obligations. The Vajpayee government has not even made known its interest in presenting before Parliament the 83rd amendment bill that seeks to make education a fundamental

right. Lack of funds and the high opportunity costs of making education compulsory, are the ostensible reasons for not budging on the issue. How can this country afford to spend an additional Rs 7,200 crore a year on achieving this, the bureaucrats argue, without bothering to calculate the enormous social and economic benefits that generation upon generation of Indians will reap from a fully literate population in the years ahead.

But the times they are a-changing and governments are advised to keep up or be left out. One of the reasons why Madhya Pradesh Chief Minister Digvijay Singh could beat the anti-incumbency factor in the recent assembly election was the serious attempts his government made in bringing education to more people in his state. Through the Madhya Pradesh Education Guarantee Scheme, started in January 1997, primary school facilities were provided within one kilometer of some 19,289 habitations. Under the scheme, the state government also promised to set up a functioning school within 90 days if a local community, which had thus far been deprived of primary education, demanded it. Once more people realise that they are being cheated of their fundamental rights by being denied primary education just because the politicians they have voted to power had other priorities and agendas, their wrath will prove to be a decisive factor in elections. Perhaps that is what the *netas* need. They must be made to pay the price for the missing school, just as they have been made to pay the price for the missing onion in the recent elections.

■ Begging your pardon, Mr Nobel Laureate

Right to education

MANI SHANKAR AIYAR

MADHYA PRADESH Chief Minister, Digvijay Singh hit the nail on the head when he said on the occasion of the release of his state's Human Development Report by Nobel Laureate Amartya Sen that universal elementary education would be the true *anna* to Saraswati. The best thing that happened for India as a result of the 1990s is the unprecedented attention and lifelong campaign for primary education for all is finally getting

many — such as the authors of the 1993 BE report — have long been toiling in a vineyard with no one buying the grapes. Now there is some good news in the 1990s. Individual states, with a very diverse geographical ground, seem to have each found a way out of India, in the immediate future, of being the largest nation of illiterates in the world. The example of Kerala is, of course, well known. The efforts of the Nair Service Society, the movement led by Sri Thevar among the Ezhavas, and the efforts of the Dewan, Sir C.P. Ramaswami Aiyar, had, even before Independence, shown there was nothing intrinsically impossible about educating all sections of society. Then came the breakthrough in Goa, followed by the astonishing achievement in Tamil Nadu. Now, the BE tells us that in the unlikely state of Himachal Pradesh illiteracy levels have been transformed from over 85 per cent in 1951 to under 10 per cent now. Eradication of illiteracy is, thus, not a problem for the country as a whole; it is a problem only for some states, including, alas, some of the most populous states.

Unfortunately, the implications of this datum are not being adequately understood. In consequence, there is grave danger of the crusade being misdirected

into irrelevant, even counter-productive channels. At the PROBE release, a brilliant young journalist said, to general approbation, that the reasons for India's failure on the education front could be summed up in five words: "Political apathy and governmental neglect." From this he drew the inevitable conclusion that if politicians and governments could be compelled to do what they are otherwise negligent of doing, then and then alone would we achieve universalisation in primary education. To this end, he, in concert

with Sen, urged that the Constitution be amended to make basic education a fundamental right. This, I am afraid, is a *postum*.

Two states from Tamil Nadu to Himachal Pradesh have transformed the education scene. It is because education there has not been mired in political apathy or crushed by governmental neglect. Whether it was MGR in Tamil Nadu or Virbhadra Singh in Himachal, politics and politicians played a crucial role, often for divergent and sometimes for disreputable reasons, in stoking the education revolution. That it proved possible to effect revolutionary change in Goa and sustain it in Kerala owes something at least to effective and successful governmental intervention. To blame it all on politicians or inadequacies in the Constitution is to miss the point and make the wrong prescription. What we need to examine are the systemic changes in governance wrought in the successful states so as to work out

the right formulae for the unsuccessful and less successful states.

To this end, the example of Madhya Pradesh is perhaps the most enlightening. Under Digvijay Singh's Education Guarantee Scheme, the average number of schools opened has increased from under 1,500 a year till 1995 to over 10,000 a year now. This has been done by co-opting the local community through the panchayats, converting the state education department from a stumbling block to a facilitator, and determining that some schooling

Digvijay Singh has taken a key Bimaru state out of the educational rut by co-opting the local community through the panchayats

is better than no schooling. A key Bimaru state is, thus, being taken out of the educational rut which characterises the outliers. Indeed, what the Madhya Pradesh experience has established is the close correlation between poor governance in general and non-achievement in education in particular. There is, thus, a clear correlation between massive illiteracy and the total absence of panchayati raj in Bihar, the leaching of representative local

government in Uttar Pradesh, and what the Governor's Address calls "toothless" panchayati raj in Rajasthan, contrasted with the astonishing speed at which Madhya Pradesh, through effective panchayati raj, is racing towards universal elementary education. It is not by amending the Constitution but by implementing its provisions on panchayat raj that the Bimaru states will secure education for all.

Indeed, a little-known fact brought to light by Sen himself in a lecture some years ago illustrates the point. He said

that whereas India produced six times as many graduates as China, it had only a sixth as many children at primary school. The Constitution gives the primary responsibility for higher education to the Centre and entrusts primary education almost entirely to the states. Had the Centre been given a larger responsibility for the social sectors, perhaps the inter-state distortions which have plagued school education might have been mitigated. If the states have performed so unevenly, the root cause has been the failure to evolve an effective third tier of governance at the grassroots and the inadequate involvement of parent-teacher associations. Now, information technology has vastly increased the scope for quality distance education which can carry the best teaching into the remotest school.

Our sights should be set on moving beyond universalisation of a dreadful elementary education system towards more and better education. This requires an understanding of the distinction between rights and entitlements — to use a Sen expression. The fundamental rights in the Constitution relate to the individual's inalienable civil liberties. Primary education is an entitlement. As is food, employment, shelter, health care, and environmental protection. These call for class action, not the individual agitation of personal rights in the courts of law. True, the Directive Principles of State Policy have not, in practice, adequately directed state policy. So, there may be a case for evolving a concept of justiciable fundamental entitlements. But the answer does not lie in transferring class entitlements to the domain of individual rights. That will only clog the courts further, and abort political action on cases that will remain *sub judice* for years, as has happened with panchayat elections in Bihar.

M.P. wins award in primary education

By Our Special Correspondent

NEW DELHI, Sept 14

Madhya Pradesh, with a literacy rate of 28 per cent in women and 44 per cent in general, has won this year's Gold Award under the 'International Innovations Awards Programme' of the Biennial Conference of the Commonwealth Association of Public Administration and Management (CAPAM) at Kuala Lumpur. It shares the honours with Canada's innovative programme called 'Ontario Delivers'.

Madhya Pradesh's Education Guarantee Scheme (EGS), involving universalising primary education in the State, was chosen to be awarded from among 121 submissions from 24 countries.

The scheme was introduced by the State on January 1, 1997. On August 20, 1998, the State declared that it had reached primary schooling facility (upto class fifth) to all habitations in the State. Till August 1, 19, 279 EGSs came up at the rate of 40 schools per day per year and by August 20, the scheme had mobilised one million children additionally in schools, since commencement, thus enhancing access to primary education and filling a large gap in schooling.

The Silver award was won by South Africa's 'New Pension Delivery System' and Australia's 'Victoria's Civic Compliance System'. The Bronze went to Bangladesh for its 'Village Pay Phones-Grameen Telecom' theme and to Canada's 'School Net programme'.

Announcing this here today, the Chief Minister of Madhya Pradesh, Mr. Digvijay Singh, said the EGC under the Rajiv Gandhi Shiksha Mission of the State Government was chosen the Best Innovation at the 'International Innovations Award' of the Commonwealth. The scheme is a move to break out of the backward 'BIMARU' States (Bihar, M.P., Rajasthan, Uttar

Pradesh) mould and to provide primary education to every child. The local community and panchayats were involved in the programme.

He said the effect on the literacy levels following the scheme, would become evident in another two or three years and should be assessed by the Central Government.

Giving details of the award and the scheme, the organisers, Ms. Anita Sharma (the Mission Director) and Mr. R. Gopalakrishnan (Mission Coordinator) said the submissions were based on the criterion of innovation, effectiveness, relevance, significance, replication and appropriateness to context. The Award Citation recognises the EGC as being "truly innovative and worthy of recognition that accompanies achievements such as in the public sector" and "exemplifying the theme of the Awards Programme of Service to Public".

The EGS is an innovative strategy for providing primary education to all the children in a quick time-bound manner. The scheme stipulates that if a community does not have a schooling facility within one kilometer and if the community demanded a school for its children, then the State would provide a school within 90 days of the demand. There must be at least 40 children in the age-group of 6-14 years among the demanding community.

In case of a tribal area, there must be at least 25 children, as tribal areas are sparsely inhabited. The demand must be accompanied with the names of the list of children to be educated. Along with the demand for a school, the community must also propose the name of the teacher, who should be a local resident and should have passed at least grade tenth.

The demand is presented by the community to the village panchayat which examines and presents it to the block panchayat. If the demand is found valid, then the block panchayat issues a guarantee to the community to pro-

vide a school in 90 days time. The community provides the space for learning and also decides the school timing and vacations as per the collective convenience of the learners. With the Government and the community sharing the task of primary schooling, the annual cost of running one EGS school came to only Rs 8,500. The per child investment is only Rs 200.

Ms. Sharma said time was critical to overcome a huge historical backlog of poor infrastructure. Guarantee of time - a school in 90 days of community demand - is integral to EGS. It ensures that pace is maintained and no backlog re-emerges.

Mr. Gopalakrishnan said the strength of the programme lay in the fact that people were not seen as a problem, but as a solution.

Yashwant Sinha take leaf out of Cong book

By Anita Katyal

NEW DELHI: Some key chapters of finance minister Yashwant Sinha's budget papers appear to have been borrowed from the Congress party's policies. The major instances are the enhanced role for gram panchayats in development works and the introduction of a national-level education guarantee scheme.

Former Prime Minister Rajiv Gandhi had campaigned vigorously to strengthen panchayat institutions and make gram panchayats and urban local bodies effective instruments of planning and administration. And it was during Rajiv Gandhi's regime that the move to provide a constitutionally-guaranteed scheme of local government was initiated.

The BJP-led government's budget proposals dwell at length on precisely this aspect as Mr Sinha has chosen to provide gram panchayats a vital role in the implementation of various self-employment programmes for the rural poor. In fact, Mr Sinha even proposes to declare 1999-2000 as the "Year of the Gram Sabha" as part of the government's resolve to set the process of decentralised

democracy in motion.

Similarly, Mr Sinha also appears to have taken a leaf out of Madhya Pradesh chief minister Digvijay Singh's model of education guarantee scheme (ECS) by announcing its replication at the national level. Aimed at providing an elementary school in every habitation which does not have one within a radius of one km, the Centre's education guarantee scheme is to be implemented with the active involvement of local communities and gram panchayats as is the case in the Congress-ruled state of Madhya Pradesh. The new education scheme is part of the government's newly-announced National Human Development Initiative (NHDI) which seeks to empower the vulnerable sections through access to five basic requirements — food, healthcare, education, employment and shelter.

In fact, Mr Sinha's second budget speech dwelt at length on providing succour to the rural poor whether it is in the area of education, healthcare or employment. The figures, however, tell another story. For instance, the finance minister made a special mention of various self-employment schemes in operation

for the rural poor.

Yet, the overall budget employment and provision have actually been having come down 7,283.11 crore in 1997-98 to 6,902 crore in the 1999-2000 proposals. While the Jawahar Rozgar Yojana remained static at Rs 2,000 crore, the funds for the wage employment programme, Employment Assurance Scheme, has come down from Rs 1,990 crore to Rs 1,700 crore.

In the case of education, the budget has been hiked by about 10 per cent, from Rs 7,046 crore in 1997-98 to 7,936 crore but some serious questions are being asked about achieving universal elementary education. The allocation for the National Education Policy implementation scheme, introduced by the Narasimha Rao government, to improve enrolment and reduce dropouts in the classroom, has been cut down from Rs 1,400 crore in 1997-98 to Rs 1,031 crore.

Despite its commitment to universal elementary education, the government also seems to have diluted its plans to make education a fundamental right which, according to latest estimates, will cost the government Rs 1,36,000 crore.

Budget promises big leap for primary education

1.8 lakh schools in next three years under the Education Guarantee scheme

Pioneer News Service

New Delhi

THE DECISION to implement Education Guarantee Scheme (EGS) at the national level is a big leap forward in the educational sector. As promised in the Budget, 1.8 lakh schools will become operational in the next three years. This means there will be an elementary school at every habitation within a radius of one km.

The scheme, which was implemented for the first time in Madhya Pradesh, has shown remarkable results. It opened opportunities for people in remote regions.

The implementation of this scheme is quite cost effective and breaks tough 50-year-old Government guidelines that had made it mandatory for a sizeable student population and no school within a radius

of three to five km for a new school to be sanctioned.

This guideline had deprived many tribal and backward students living in remote isolation of education opportunities. Under the new scheme, while the Centre will finance study material and teacher training, the community will share the cost of school infrastructure. The fact that the teachers are to be local residents makes the scheme more result oriented. The Government will have no pretext to delay the sanctioning of schools as infrastructure will not be a burden.

The Budget states "the resources available under the existing Centrally sponsored education schemes will be mobilised to support this important initiative." However, it would have been better if the Government had specifically made some allocations for the scheme.

For the past several years, successive Governments have emphasised the Universalisation of Elementary Education. Despite the court declaring UEE as a fundamental right, the bill on the issue is still pending.

The total budgetary allocation for the ministry of Human Resources Development for the 1999-2000 is Rs 7936.74 crores. It is approximately Rs 859.92 crores more as compared to the last budget.

However, what is appalling is that the Government has not made any remarkable concessions for primary education. The budget allotted for elementary education, including plan and non plan schemes, is Rs 3034.95 crores, about Rs 254 crores more compared to the earlier budget. Allocation for secondary and University education is Rs 1136.69 crore,

which is Rs 213 crores more.

Operation Black Board promises sanction of 30,000 posts of third teachers in primary schools and 17,000 posts of additional teachers in upper primary schools. Under non-formal sector, the Centre has assured the states sharing of funds in the ratio of 30:60 (co-ed schools) and 15:85 for only girls schools for children between six to 14 years. The National Programme for Nutritional Support is another sector which has been prominently highlighted in the Budget.

But nutrition schemes for primary schools have been a failure due to lack of co-ordination between the HRD department and the Food Corporation of India. Although funds are sanctioned, they are not utilised properly. The Government has taken no measures to streamline the

overlapping of functions within the

In the Health Sector, the Government has assured to strengthen primary centres and provide all assistance to local institutes like the AIIMS. It will pursue existing schemes on family care and rural development. The allocation for Health and Family Welfare is Rs 1769.54 crores including provision plan, as compared to Rs 1670 crores last year. Under the sector, Government has clarified that Central Government will provide to such gram panchayats that come in with their own contribution to set up primary health care facilities in the respective areas. Thus will match assistance from the concerned Government.

7

Milestones



आज हमारे प्रदेश की हर बसाहट के एक किडोमीटर की दूरी पर प्राथमिक शिक्षा सुविधा पहुंचाने का काम पूरा हुआ।

अब हमारा दायित्व है हर बच्चे को शाळा में पढ़ने के लिए प्रेरित करना क्योंकि शिक्षा हर बच्चे का अधिकार है।

20 अगस्त 1998

राजीव गांधी प्राथमिक शिक्षा मिशन

मध्य प्रदेश शासन



MADHYA PRADESH DECLARES
UNIVERSAL ACCESS TO PRIMARY SCHOOLING
20 AUGUST 1998



C · A · P · A · M

**COMMONWEALTH ASSOCIATION
FOR PUBLIC ADMINISTRATION
AND MANAGEMENT**

**INTERNATIONAL INNOVATIONS
AWARDS PROGRAMME**

**"SERVICE TO THE PUBLIC"
1998**

AWARD WINNER

"GUARANTEE SCHEME"

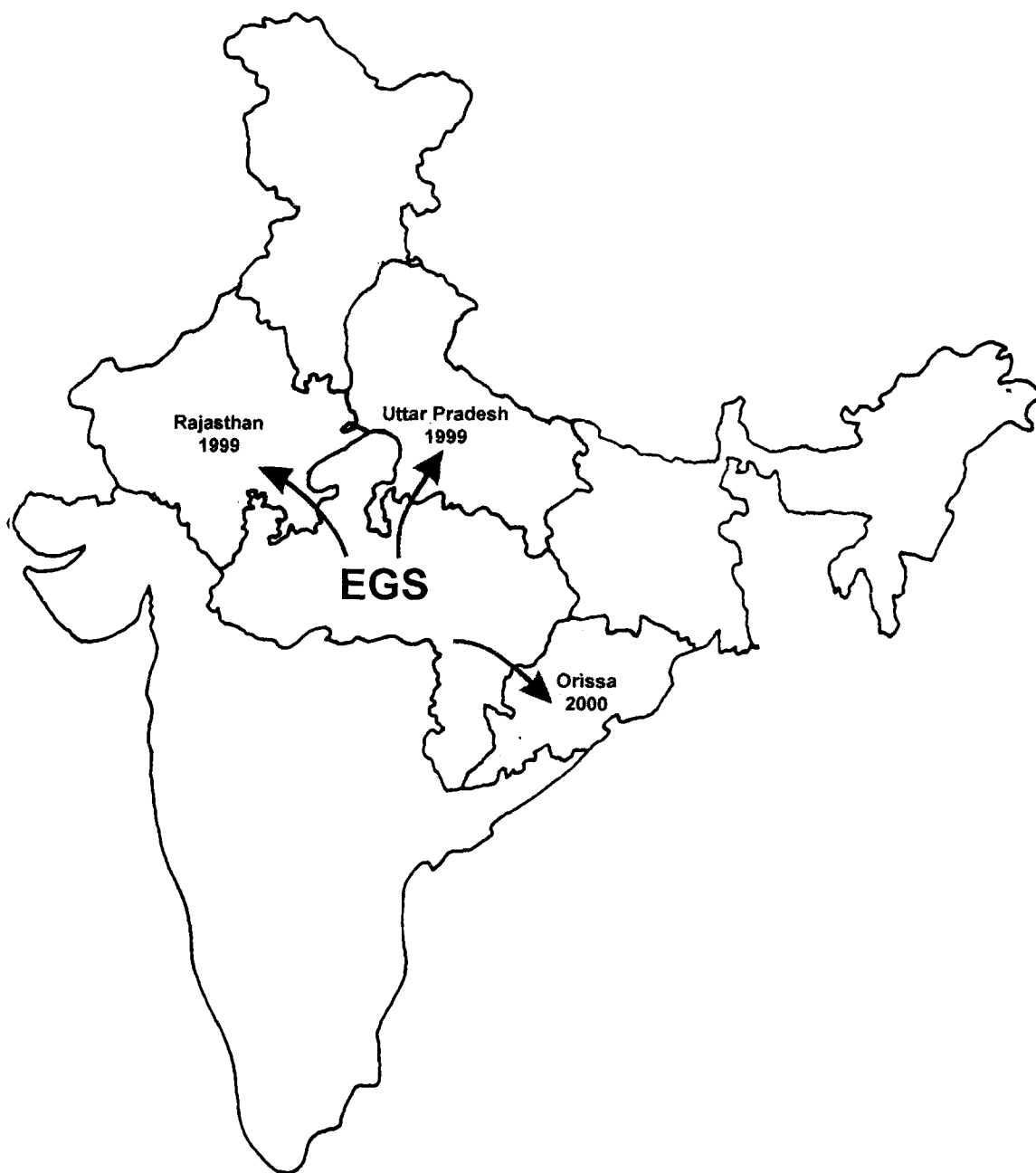
SHIKSHA MISSION

MADHVA PRADESH, INDIA

Sponsored By

KPMG • BINARJANG

EDUCATION GUARANTEE SCHEME
EXPANDS TO OTHER STATES



EDUCATION GUARANTEE SCHEME BECOMES NATIONAL SCHEME

NATIONAL MAIL, BHOPAL

11 AUG 2000

State's Education Guarantee Scheme adopted at national level

Mail News Service

BHOPAL: The Education Guarantee Scheme pioneered by the Government of Madhya Pradesh has been adopted at the national level with the Union Cabinet's clearance to the scheme yesterday. Madhya Pradesh Government has pioneered the Education Guarantee Scheme on January 1, 1997 to reach a primary schooling facility to every habitation on a partnership mode between government and the local communities. Under this scheme, 26 thousand EGS schools have come up in Madhya Pradesh and there is now a primary school in every habitation. The Government of India has now adopted this as a national scheme from which states can avail assistance.

This is only one of the examples of the pioneering initiatives of the government of Madhya Pradesh being adopted by the Union Government and other State

Governments. Without waiting for the Government of India adopting it as a national scheme, the states of Uttar Pradesh, Rajasthan and Orissa already put the Education Guarantee Scheme into implementation. The Government of India is also proposing to set up a Mission for Elementary Education (Education upto middle school). The Government of Madhya Pradesh had already converted primary education into a Mission mode in 1994 and in 1999 extended this as a Mission on Elementary Education. The Government of India is expected to announce its Mission on Elementary Education shortly.

The Watershed Management Mission started by the Government of Madhya Pradesh has been adopted by the Government of Andhra Pradesh in April 2000 by starting a Water Corporation Mission. Some other states are also planning to set up Mission for watershed

management based on the MP model which has been recommended to all states by the Government of India. The initiative of MP Government in publishing a sub-national Human Development Report is also being emulated by other states. Madhya Pradesh produced its first Human Development Report in 1995 and the second report in 1998. The Government of Karnataka published a Human Development Report in 1999 and the Government of Rajasthan is likely to publish a report shortly. Eleven other states are currently preparing the Human Development Reports. The Government of India has also recently announced that a Human Development Report for the country would be prepared at the national level. These have been some of the pioneering initiatives of the Digvijay government, which have been replicated by other State Governments.

BUSINESS STANDARD, DELHI

12 AUG 2000

MADHYA PRADESH

Centre to adopt M.P. education scheme

BHOPAL: A scheme of the Madhya Pradesh Government to reach primary schools in every settlement with community participation is to be adopted at national level.

The Union Cabinet cleared a proposal for nation-wide implementation the Education Guarantee Scheme (EGS), under which 26,000 schools have come up in Madhya Pradesh since its inception in January, 1997.

Uttar Pradesh, Rajasthan and Orissa have already implemented EGS. Officials here said the centre was planning to set up a Mission for elementary education (up to middle school).

In Madhya Pradesh, primary education was converted into mission mode in 1994 and in 1999 extended it as a mission on elementary education.

The watershed-management mission started by the State has been adopted in Andhra Pradesh in April with a water conservation mission. Some other States are also planning to follow suit.

The initiative of the State in publishing the first sub-national human development report is al-

so being emulated by other States.

Madhya Pradesh published its human development report in 1995 and the second report in 1998. Karnataka released a human development report in 1999 and Rajasthan is likely to publish its own report shortly. Eleven more States are preparing their reports.

The Centre had announced recently that it would bring out a national human development report.

THE HINDU DELHI

12 AUG 2000

M.P. education scheme to be adopted nationwide

BHOPAL, AUG. 11. A successful scheme of the Madhya Pradesh Government to reach primary schools in every settlement with community participation is to be adopted nationally.

The Union Cabinet on Wednesday cleared for nationwide implementation the education guarantee scheme (EGS), under which 26,000 schools have come up in Madhya Pradesh since its inception in January, 1997.

Uttar Pradesh, Rajasthan and Orissa have already implemented EGS. Officials here said the Centre

was planning to set up a mission for elementary education (up to middle school). In Madhya Pradesh, primary education was converted into mission mode in 1994 and in 1999 extended it as a mission on elementary education.

The watershed management mission started by the State has been adopted by Andhra Pradesh in April 2000 with a water conservation mission. Some other states are also planning to follow suit.

The initiative of the State in publishing the first sub-national human development report is al-

so being emulated by other States.

Madhya Pradesh published its human development report in 1995 and the second report in 1998. Karnataka released a human development report in 1999 and Rajasthan is likely to publish its own report shortly. Eleven more States are preparing their reports.

The Centre had announced recently that it would bring out a national human development report. — UNI

NATIONAL MAIL, BHOPAL

18 JUN 2000

Other states adopt MP's Education Guarantee Scheme

BHOPAL: The concept of a Mission-mode to address basic development tasks introduced by Chief Minister, Digvijay Singh is getting adopted by many states. After the Government of Andhra Pradesh announcing four Missions last month including a Mission on Water Conservation, the Government of Orissa has recently announced replication of Madhya Pradesh's Education Guarantee Scheme.

The governments of UP and Rajasthan had adopted the Education Guarantee Scheme an

year ago and the Government of West Bengal introduced a variant of the scheme six months before.

The Government of Orissa has now announced the creation of an Education Guarantee Scheme as a way of reaching education to the tribal regions of the state.

The CM had set up the Rajiv Gandhi Missions in MP in 1994 focussing on areas like basic education watershed management and community health. The Rajiv Gandhi Shiksha Mis-

sion had introduced the Education Guarantee Scheme in 1997 and reached a school to every habitation. At present, 12 lakh children are enrolled in these schools of whom over 70 per cent belong to Scheduled Tribes and Scheduled Castes and over 45 per cent of children are girls. Though, the Government of India through the budget speech of the Union Finance Minister in 1999 advocated replication of Education Guarantee Scheme across the country, this is yet to happen. (MINS)

FREE PRESS, INDORE

19 JUN 2000

CM's mission-mode becomes modus-operendi for states

Free Press News Service

BHOPAL: The concept of a mission-mode to address basic development tasks introduced by Chief Minister Digvijay Singh is getting adopted by many states.

After the Government of Andhra Pradesh announcing four missions last month including a mission on water conservation, the Government of Orissa has recently announced replication of Madhya Pradesh Edu-

cation Guarantee Scheme.

The Governments of Uttar Pradesh and Rajasthan had adopted the Education Guarantee Scheme an year ago and the Government of West Bengal introduced a variant of the scheme six months before. The Government of Orissa has now announced the creation of an Education Guarantee Scheme as a way of reaching education to the tribal regions of the state.

The Chief Minister had set up

the Rajiv Gandhi Missions in Madhya Pradesh in 1994 focussing on areas like basic education, watershed management and community health.

The Rajiv Gandhi Shiksha Mission had introduced the Education Guarantee Scheme in 1997 and reached a school to every habitation. At present, 12 lakh children are enrolled in these schools of whom over 70 percent belong to Scheduled Tribes and Scheduled Castes and over 45 per cent of children are girls.

Though, the Government of India through the budget speech of the Union Finance Minister in 1999 advocated replication of Education Guarantee Scheme across the country, this is yet to happen. But, individual state governments like Rajasthan and Uttar Pradesh and now Orissa have gone ahead and adopted the Madhya Pradesh model.

M. P. CHRONICLE, BHOPAL

19 JUN 2000

States adopting MP model

BHOPAL: The concept of a mission-mode to address basic development tasks introduced by Chief Minister Digvijay Singh is getting adopted by many states. After the Government of Andhra Pradesh announcing four missions last month including a mission on water conservation, the Government of Orissa has recently announced replication of Madhya Pradesh's Education Guarantee Scheme.

The governments of Uttar Pradesh and Rajasthan had adopted the Education Guarantee Scheme a year ago and the Government of West Bengal introduced a variant of the scheme six months before. The Government of Orissa has now announced the creation of an Education Guarantee Scheme as a way of reaching education to the tribal regions of the state. The Chief Minister had set up the Rajiv Gandhi Missions in Madhya Pradesh in 1994 focussing on areas like basic education, watershed management and community health.

The Rajiv Gandhi Saiksha Mission had introduced the Education Guarantee Scheme in 1997 and reached a school to every habitation. At present 12 lakh children are enrolled in these schools of whom over 70 percent belong to scheduled tribes and scheduled castes and over 45 percent of children are girls.

8

From Local to Global



EGS moves from Local to Global

www.fundaschool.org

An Education Guarantee Scheme Initiative
Rajiv Gandhi Shiksha Mission, Government of Madhya Pradesh

Fundaschool or Fund-A-School is about a Global Partnership for Universal Primary Education in the new Millennium. In 1994, the Government of Madhya Pradesh converted selected programmes into Rajiv Gandhi Missions and among them, one of the most important has been the Rajiv Gandhi Shiksha Mission for basic education. The Shiksha Mission in 1997 introduced an Education Guarantee Scheme to universalise primary education in the quickest possible time through partnership with local communities. Madhya Pradesh was able to reach a primary schooling facility to every habitation by 1998 through the Education Guarantee Scheme. A million children are now enrolled in over 26,000 such schools.

Now to reinforce community-to-community partnership through the use of the internet, a website called **www.fundaschool.org** has been set up. Through this, any individual or organisation can pick up an EGS school and support it for a year on payment of Rs 16,000 or US \$400. The global community can now partner an EGS school and enable it. It is an effort to use the internet to strengthen opportunity-structures for those who most deserve it.

In this new age where time and space are shrinking, borders disappearing and the world driven by a knowledge-economy, each one of us has a duty to contribute to knowledge-sharing that ends the divide between the knows and the know-nots. Humankind today has more opportunities than ever before to do this enabled by technological tools like the internet and forge a global alliance to support local initiatives. Let us get together to end the division between the connected and the isolated.

Let us connect.

Digvijay Singh
Chief Minister
Madhya Pradesh

Reach out to an Education Guarantee Scheme School of the Government of Madhya Pradesh, India

- What is fundaschool? □ What is EGS? □ What has EGS done? □ What others say
- FAQ □ Partnering fundaschool □ Contact us

With Fundaschool you can fund the future!

Support a community EGS school for One Year. Send in INR 16,000 or US\$400 and take charge of the future of a community school. Use the internet to reach out to a community in Central India and hold hands with them to help run their school. Your contribution is to be sent to the Mission Director Rajiv Gandhi Shiksha Mission of the state government which supports these communities to run their schools. The Mission will forward your contributions to the school you choose on the net. The Mission will in return send you the photograph of the children and their quarterly academic performance report. You will watch the school and the children grow to claim the future.

Global partnership for Education in the new Millennium

What is Fundaschool?

Fundaschool is all about our belief in the commitment of the global community to come together for a partnership for basic education. The Government of Madhya Pradesh through its Education Guarantee Scheme has facilitated the creation of a Primary School facility in every habitation of Madhya Pradesh, the largest state in India. These are schools run by the community, supported by the State Government through its Mission for Basic Education.

These schools need to be strengthened. That is what Fundaschool is about. Through Fundaschool you can reach out to a community that is running its school. Your financial contribution will help the school to consolidate.

Internet has created a global community. Fundaschool seeks to use the Net to bridge the gap between the connected and the isolated, between the knows and the know-nots. Let us use it to open a window to provide opportunities for the less privileged to equalise. With a contribution to Fundaschool, you become a partner in building the future of the children of a village in Madhya Pradesh in India.

You will help these children claim the new century.

What is the Education Guarantee Scheme?

Government of Madhya Pradesh made a radical break and promoted the Education Guarantee Scheme in 1997 to reach primary school facility to every child in the State.

It is an effort at community-centered and rights-based education to provide primary education to all children in a quick and time-bound manner.

Under EGS, the Government gives a guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometer within a period of 90 days of receiving a demand for such a facility by the local community.

It operates on a decentralised basis through collaboration of the state government, local body/panchayat and the community.

The EGS created a three way partnership to ensure the right to primary education:

Community

- Raises demand
- Identifies local resident to be guruji/teacher
- Provides startup space for school

Local Government (Panchayat)

- Appoints teacher
- Oversees school functioning

The State Government

- Supports the school through grant for teacher's salary
- Arrange training of teacher
- Provides teaching-learning material 0 Academic supervision
- Provides all inputs for quality
- EGS gives children a school on demand.

What has EGS done?

Created a primary schooling facility in every habitation of the State through a partnering of state government, local government (panchayat) and the community between 1997-1998.

- ❑ Reached out to the unreached in the quickest possible time.
- ❑ Demand-based, time-bound strategy to universalise access demonstrated.
- ❑ Now in Madhya Pradesh “any community without a primary schooling facility within 1 km. and with 25 children can demand schooling facility and the Government guarantees to provide it within 90 days”.
- ❑ A new paradigm of community-centered primary education in a rights-based framework has been operationalised.
- ❑ The fact that 40 primary schools opened every day of 1997 showed the demand that existed.
- ❑ Madhya Pradesh reached a facility to every habitation by August 1998.
- ❑ Eliminated historical backlog in 18 months at one-third cost. 0 Not just physical access provided. But access for social equity.
- ❑ Target group consists mainly of scheduled tribes (indigenous people) and girl children.
- ❑ EGS has become a national model for community based primary education in India.
- ❑ It won the first Commonwealth International Innovation Award for Public Service of CAPAM in 1998.

What others say

“I am happy to learn that the Madhya Pradesh’s Shiksha Guarantee Yojana has won the Commonwealth Gold Award. I congratulate you and all others who were involved in this Scheme”

- Shri Atal Behari Vajpayee, Prime Minister of India

read more...

“Self-help is a sureshot recipe for success, as these award winners prove”

- India Today January 4, 1999

read more...

“M-P education scheme shares ‘Gold Award’.”

- The Hindustan Times, Delhi September 16 1998

read more...

“Defying the Universe.”

- Gurcharan Das in The Times of India, Delhi

read more...

“MP wins Award in Primary Education.”

- The Hindu, September 15 1998

read more...

“From ‘Bimaru’ to a world record”

- Swaminomics, Times of India, October 25 1998

read more...

“What works, what doesn’t”

- Abheek Barman in Economic Times, Delhi

read more...

“Ending Centuries of Illiteracy”

- Dexter Filkins in Los Angeles Times, December 7, 1999

read more...

FAQ : Frequently Asked Questions

How does a school come up on demand ?

How does the guarantee operate ?

Does EGS school ensure quality learning ?

Has the EGS been evaluated ?

I want to know more about EGS.

How to choose a school to fund ?

How does a school come up on demand?

The start-up point in EGS is the demand of the local community for a primary school for its children and willingness to support such a school by arranging for space for teaching-learning, identifying a local qualified resident as teacher and looking after the development of the school. The demand has to be from a rural area where no primary schooling facilities exist within a radius of one kilometer of the habitation. Schooling facility includes government and private primary schools. It includes both formal primary schools and non-formal educational centres as well as any other alternative schools for primary education. The number of children to be enrolled in the 6-14 age group are atleast 40. In tribal areas, the number should be atleast 25.

The local community in a village without a schooling facility can present its demand for an educational facility. The EGS school has to start within 90 days of the demand. This time-bound action is a critical indicator of the seriousness of government guarantee.

How does the guarantee operate?

The gram panchayat with its recommendation will forward the demand to the Chief Executive Officer (CEO), Janpad Panchayat within three days of its receipt. This recommendation will be endorsed on the letter and the date of receipt of the letter will be mentioned. The Secretary Gram Panchayat will keep a copy of the letter in the office record.

The demand of the community forwarded by the Sarpanch to the Janpad Panchayat will be entertained immediately by the CEO, Janpad panchayat. For this purpose, a receipt register will be maintained by the CEO. The CEO will issue the receipt of the letter on the same day. This receipt will also act as a statement of guarantee issued on behalf of the state government, undertaking to take appropriate action on the demand received within 90 days.

If the demand is valid as per the EGS norms, then an EGS school has to be established within 90 days of the receipt of the demand at the Janpad Panchayat.

Does EGS school ensure quality learning?

Yes, the EGS has been a remarkable intervention for immediate access but what about quality. This is an apprehension that is often raised mainly by educationists. The EGS school in fact provides better quality of primary education. It is able to do so because the teacher is a local resident accountable to the community. The accountability of the teacher is outward to the community of parents and not upward to bureaucratic echelons.

The qualification of the teacher of EGS school and the formal primary school is on par. There is a curricular equivalence between the formal school and EGS school. The EGS school has a non-graded alternative pedagogy sensitive to differential learning pace.

The school has been set up by the community.

The local ownership breaks school-community borders.

The per capita investment in learning inputs is more than the formal school.

The EGS system which is premised in decentralised management builds efficiency. The EGS school breaks the formal nonformal dichotomy and is the building block of community-based schooling and a learning society.

Has the EGS been evaluated?

The EGS has been evaluated by academics. Copies of these studies are available with Ms. Amita Sharma, Director, Rajiv Gandhi Prathmik Shiksha Mission, Government of Madhya Pradesh and can be requested through e-mail mdrgpsmC½~bom6.vsnl.net.in The EGS has also won the First International Innovation Gold Medal of the Commonwealth Association for Public Administration and Management 1998. It was selected from among 124 submissions across commonwealth countries.

The EGS was also adopted by the Government of India as a national model in 1999.

I want to know more about EGS.

You can get to know more about EGS from the following published documents

Wanted, A New EGS

- Amita Sharma & R. Gopalakrishnan

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

Bringing the People Back In : From Lok Sampark Abhiyan to Education Guaranteem Scheme in Madhya Pradesh

- Amita Sharma & R. Gopalakrishnan

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

Madhya Pradesh Education Guarantee Scheme (Revised Version: June 1999)

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

In the Wonderland of Primary Education

- Vinod Vyasulu

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

Education Guarantee Scheme and Alternative Schooling :

Community-based initiatives in Primary Education Madhya Pradesh

- Jyotsna Jha

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

Evaluation of Community-based Primary Schooling Initiatives in

Madhya Pradesh: Education Guarantee Scheme and Alternative Schools

- Ranjana Srivastava

(Source: Rajiv Gandhi Mission, Government of Madhya Pradesh)

Education Guarantee Scheme in Madhya Pradesh

- R. Gopalakrishnan & Amita Sharma

Economic and Political Weekly, September 26, 1998

MP's EGS: What Does it Claim?

- R. Gopalakrishnan & Amita Sharma

Economic and Political Weekly, March 20, 1999

MP's EGS: What are the Issues

- Vinod Vyasulu

Economic and Political Weekly, June 12, 1999

Partnering Fundaschool

What can you do for EGS? You can support the children of an EGS school for one year by paying 400 US dollars if you are settled outside India or Rs.16000 if you are in India. This money is to be sent by you to the Mission Director, Rajiv Gandhi Prathmik Shiksha Mission, FUNDASCHOOL, B/3-4 Wing, Office Complex, Gautam Nagar, Bhopal 462023, India. For those who are making their remittances from outside India, Rajiv Gandhi Shiksha Mission has obtained the necessary permission under the Foreign Contribution Regulation Act.

This money will be sent by the Mission Director to the School Management Committee of community representatives. In return the Mission Director will post the photographs of the school, faces of students and their individual performance evaluation in a class on a quarterly basis. If you send it before April of a particular year, you can support school for the academic session from June April of the ensuing year. We will send you a receipt for the amount recieved, immediately by post as well as by E-mail.

Connecting the isolated

The world is now a knowledge-economy. We need to create opportunities for knowledge sharing. To end the divide between the knows and the know-nots, between the connected and the isolated, let us use the internet. You can do it by supporting an EGS school in Madhya Pradesh in India for a year.

How to choose a school to fund?

To choose a School, Click the district



Donations to Fundaschool have been cleared under Foreign Contribution Regulation Act and Section 80-G, Income Tax Act.

Form for adopting any EGS school in Madhya Pradesh

Full Name

Organisation/Company (if applicable)

Contact address

City

Country

E-mail

Number of schools you would adopt

Please tell us your expectations from the schools, you are adopting

Mode of payment D.D. Cheque T.T.

D.D./Cheque No.

Telegraphic transfer to

Bank A/c no. 01100050391, Branch doce 1308, State Bank of India,
T.T. Nagar, Bhopal, India.

Money Value Indian Ruppee US Doollar

NUEPA DC



D14309

