

RAJIV GANDHI SHIKSHA MISSION

TWO YEARS

1994-96



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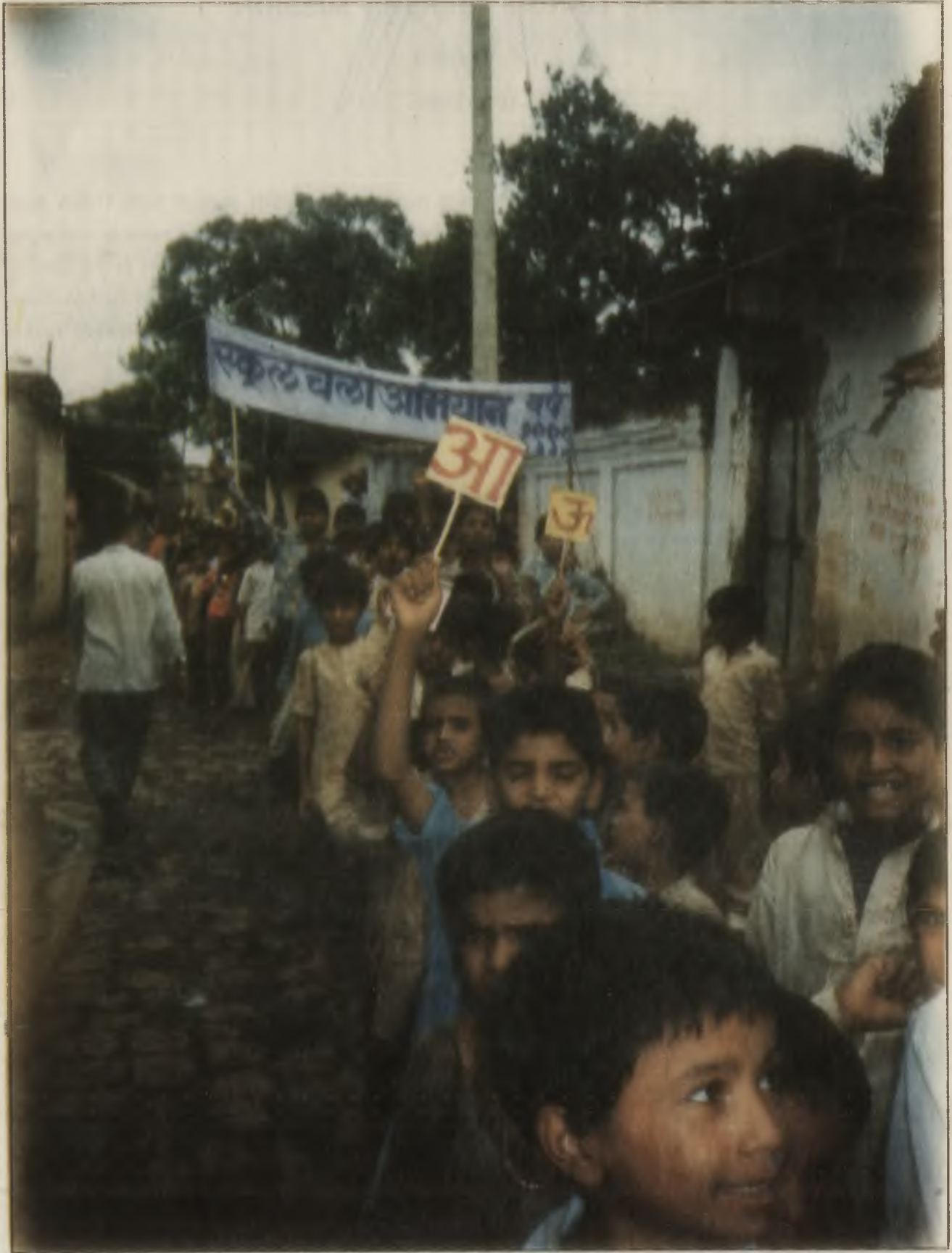
The Rajiv Gandhi Shiksha Mission completes two years on 20th August 1996. These have been years of challenges and innovative initiatives. The effort has been to evolve suitable strategies for expanding the outreach of and improving the quality of basic education for children at the primary stages of schooling and for adult non-literates. The vehicle for this has been defined by two major educational programmes ; Total Literacy Campaign. (T.L.C) for imparting functional literacy to the adult non-literates in the age group of 15 to 35; and the District primary Education Programme (DPEP) for children in the age group of 6-14.

DISTRICT PRIMARY EDUCATION PROGRAMME (D.P.E.P)

- The DPEP is a centrally assisted programme aiming at universalising Primary education by
 - increasing enrolment at primary stages of schooling by providing access
 - increasing retention in schools by improving the quality of education and supportive services
 - raising the levels of learner achievements to mastery levels
- The project was sanctioned in Dec. '94 for a period of 7 years
- The total project cost is 498.74 Crore shared between the Centre and the State on a 85:15 ratio. The project covers 19 Districts of Madhya Pradesh :
 1. Betul
 2. Haisen
 3. Rajgarh
 4. Sehore
 5. Bilaspur
 6. Raigarh
 7. Surguja
 8. Guna
 9. Dhar
 10. Rajnandgaon
 11. Rewa
 12. Satna
 13. Shadol
 14. Sidhi
 15. Chhatarpur
 16. Panna
 17. Tikamagarh
 18. Mandasaur
 19. Ratiam

TOTAL LITERACY CAMPAIGN

- Total literacy Campaign aims at
 - Achieving self reliance in literacy and numeracy
 - Empowerment through
 - access to information
 - Strengthening capabilities of analysis & decision making
 - Acquiring skills to improve their economic status and general well being.
 - Imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms etc.
 - Becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation and participation in the process of development.



SCHOOL CHALO ABHIYAN

Coverage

DPEP		TLC	
<i>Districts</i>	: 19	<i>Districts</i>	: 45
<i>Blocks</i>	: 198	<i>Blocks</i>	: 443
<i>Clusters</i>	: 2962	<i>Total Sanctioned Projects :-</i>	
<i>Villages</i>	: 35007	<i>TLC</i>	: 46
<i>Panchayats</i>	: 14192	<i>PLC</i>	: 10
<i>Schools</i>	: 33178	<i>Total Target Physical 1.17 Crores</i>	
<i>Population 6-11</i>	: 49 Lakhs	<i>Total Project Cost :-</i>	
		<i>TLC</i>	: 9191.35 Lakhs
		<i>PLC</i>	: 759.55 Lakhs

2. ACHIEVEMENTS

At the end of two years what has been achieved is a deeper insight into critical constraints and a recognition of new opportunities for universalising basic education. It is the emergence of this vision which gives significance to the tangible benefits gaining over time.

2.1 INITIATING PARTICIPATORY PROCESSES :

Attempting to understand educational programmes in terms of the processes that create them this has been very *raison d'etre* of the Shiksha Mission and its pervasive concern. The Mission framework crystallised through an attempt to foster and institutionalise as far as possible some of these essential processes. Foremost, among these has been participation of the key stakeholder in the programme, the community. **Community participation has been sought to be elicited through a two-fold strategy - decentralised operation and mobilisation initiatives.**

2.1.1. DECENTRALISATION :

The entire Shiksha Mission Programme mode has been a conscious thrust towards comprehensive decentralisation. This has been through the development of new participatory structures like village education committees and the involvement of democratic institutions like the panchayats. So far 27938 Village Education

Committees (VEC) have been constituted. These bodies have been empowered through devolution of power and funds to participate meaningfully in the planning and implementation of the mission activities. Thus, the DPEP project has evolved through participatory micro planning, involving Village Education Committees and panchayat samities assessing their local educational needs and priorities, aggregating at the district level into a district perspective plan. Similarly the Literacy Campaigns are designed through autonomously registered district level Zila Saksharta Samiti which brings together government and non-government energies in a flexible form. Decisions regarding the location of schools and school-buildings, recruitment of teachers, supervision of the schools, procurement for schools, identification of school contingency needs and supplying them- all these basic functions of school management are exercised by local participatory committees wherein the panchayat, the VEC mediate community participation. Construction of teacher training centres, and school-buildings, and repair-work has been through local participatory Nirman Samities.

Tapping a large scale participatory structural network - formal and informal - for addressing their basic educational needs and collaborating in their fulfilment has been both a major challenge and a breakthrough for the mission.

2.1.2 MOBILISING INITIATIVES

Decentralisation has facilitated community mobilisation both because decentralised structures have a wide based local representation and because of a strong grass root presence, they reach out to the larger community with facility. Inevitably, these decentralised structures have energised the mission's mobilisation initiatives.

Mobilisation initiatives have included large scale awareness generation campaigns revolving around activities that directly address community perceptions and aspirations to deliver programme goals. Thus, a **School Chalo Abhiyan** motivating the parents to send their children to school was launched in 1995, July resulting in additional enrolments of about 20 lakhs children. This has been followed up by the **Lok Sampark Abhiyan** aiming at reinforcing last year's **Enrolment Drive** with village based collective effort at sustained retention of children to complete primary stages of schooling. Under the **Lok Sampark Abhiyan**, a door to door family-wise survey has been undertaken mapping local educational facilities target populace for both primary schools and literacy classes and creating village education plans that are submitted to the district agencies for appropriate action. The **Lok Sampark Abhiyan** thus is a process whereby the local institutions and the community take stock of its educational needs and resources and respond to

them by mobilising all learners to classes, monitoring their continued participation in learning and as far as possible providing local resource support to facilitate such participation. The community thus is involved in creating its goals and in fulfilling them. This is institutionalised in the creation for each village of school-maps, and village education registers which translate the **Shiksha Mission's** objectives in to community aspirations and project strategies into self-motivated collective effort



SCHOOL MAP

The **Mobilisation Campaigns** have been piloted through literacy activists, teachers and the panchayat representatives shouldering an interventioalstic role in mobilising the community.

Mobilisation efforts are yielding results. The village community has come forth in a big way to support its people to learn.



COMMUNITY MOBILISATION

OUR LEARNERS, OUR LAND, OUR SCHOOL

Sarjubai, the Sarpanch of Village Khajuria of Rajgarh district was an illiterate. Her first task was to enrol herself into the literacy classes. Today she is a neoliterate and sensitive to the educational needs of the community.

Land was donated to construct a 12 room primary and middle school with community participation. Each family decided to contribute 2 hours of labour everyday. Khajuria is committed to make a model school and become an educational centre even for the villages around it.

2.2 IN THE CONTEXT OF THESE PARTICIPATORY PROCESSES, MAJOR PROJECT ACHIEVEMENTS MERIT RECAPITULATION.

2.2.1 PROJECT EXPANSION (DPEP) :

Five new districts have been approved of by Government of India for inclusion in DPEP : Shivpuri, Bhind, Morena, Seoni, Mandla. This project expansion is a valuable achievement of the mission.

This thus brings 24 districts of the state under **DPEP**; i.e., more than 50% of the state now is eligible for additional resource support for **UPE**.

Project preparation work in Bastar and Jhabua in the form of **Social Assessment Studies** have been initiated in collaboration with the Director Institutional Finance using state govt resources with a view to mobilising additional resources for them.

2.2.2 IMPROVING ACCESS

Providing basic schooling facilities to improve access and retention of children has been the primary task addressed by the **Mission**. For this, major interventions and their current status is summarised below:

- **New Primary Schools** have been opened in accessless habitations giving due weightage to disadvantaged groups, **1027** new primary schools were opened in 95-96 against a target of **1027**.
- **1015** New Primary School are in process of being opened **1439** teachers were recruited in 95-96. **6220** teachers are being recruited by Panchayats.
- For children of very remote habitations or those belonging to migrant communities or occupied in domestic or wage earning work, and so unable to participate in formal schooling, special schooling facilities designated as **Alternative Schools** have been opened. These schools have flexibility of time and space using and innovative learning continuum pedagogy adapted to learner pace. **403** Alternative Schools were opened in 95-96 **2680** new AS are in the process of being operationalised. **Special Alternative Schooling** projects, eliciting **Non Government Organisation** initiatives have been started experimentally for migrant communities and children in urban slums.



ALTERNATIVE SCHOOLING

ALTERNATIVE RESOURCES - POSSIBLE WITH COMMUNITY PARTICIPATION

Halanjur is a tribal hamlet in Manpur block of Rajnandgoan District. An Alternative School was opened in the hamlet a year ago. There was no suitable accomodation for the children. The local community adopted an innovative way for providing accomodation. They took a week off from their day to day chores, collected wood and other raw material to build a 15' X 10' structure for the school. A neighbouring village 'Mekha' followed the same path.

To facilitate continuous participation of children specially girls who have to tend to siblings as well as to prepare younger children for primary schooling, interventions for **Early Childhood Education** designated as **Shishu Shiksha Kendra** have been introduced for children in the 3 - 6 age group. **1798 Shishu Shiksha Kendra** have been opened so far and **2826** are in the process of being opened.



SSK

Special Attention Towards Girls And Tribal Children.

As a special facility **14 Ashram Schools** have been started in **9 tribal blocks**. This is a collaborative effort of the **Tribal Welfare Department** and the **Rajiv Gandhi Prathmik Shiksha Mission**. These Ashram Shalas have become operational.

Education of the girl child receives special emphasis. In **DPEP**, village-wise gender based profiles are being prepared which throw into clear relief the educational status of the girls for facilitating continuous monitoring of their participation in schools. Under the **Mission** major intervention for girls education have been :-

- Supportive services through **SSK** to liberate the girls from the responsibility of siblings.
- Women's mobilisation through **Mahila Samakya** both right to education & Collective action to support it.

All schools have been equipped with basic amenities. To enable schools to meet their contingent needs, an amount of Rs. 3000 per school is being released annually into the **VEC** account as **School Contingency Fund**.

Attention has been given on priority to providing **School Buildings, Additional Rooms** and undertaking **Repair Work** in existing school buildings. Construction of school buildings has been taken up and **855** school buildings have been completed. **1431** new school buildings have been sanctioned for 96-97. Repair work in all the **680** sanctioned schools has been started. Constructions of **1079** Additional rooms has started against the present target of **1079**.



SCHOOL BUILDING

198 Block Resource Centres (B.R.C.) are also being constructed to provide proper infrastructure to teacher training at the block level. Construction of 198 BRCs has started and **159** have been completed. The remaining will be completed shortly.



BLOCK RESOURCE CENTRE BUILDING

The construction work is being done through the **Nirman Samitis** of the Panchayats with technical supervision of the **RES**.

2.2.3. QUALITATIVE IMPROVEMENT OF EDUCATION FOR INCREASING RETENTION AND RAISING ACHIEVEMENT LEVELS

The basic strategy adopted for qualitative improvement in primary education is Curricular Reform. This includes

- Developing a new competency-based curriculum
- Developing new teaching learning material
- Empowerment of teachers through appropriate training

All these academic interventions aim at making learning a joyful process, motivating children to stay in schools and so minimize dropouts. They also aim at imparting education of satisfactory levels so that children acquire sustainable competencies and skills.

These interventions constitute the core of this educational project stepping up retention and learner achievement levels.

So far, curriculum has been revised and has been based on the **National Minimum Levels** of learning adapted to the state.

CIVIL WORKS THROUGH COMMUNITY PARTICIPATION

In the remote rural area of Sitamau block of Mandsaur district, is a small village named 'Kayampur'. The outskirts of the village is inhabited primarily by the disadvantaged community.

The Sarpanch of this village, Smt. Shanta Kunwar Mandloi, got a school building built in a record time of 45 days for Rs. 1.85 lakh only. They also arranged for a water tank and installed a 1.5 HP electric motor for pumping water from a distance of 1200 metres.

New teaching learning materials have been developed introducing a **Child Friendly Pedagogy**. This has been done for grade 1 in 16 districts.



JOY OF LEARNING

The material will be further enriched and improved on the basis of the academic feedback and extended to all schools, grade 1 in 97-98. Of these 16 districts, 6 are non-DPEP, indicating the state government's commitment to extend the benefits of DPEP to the entire state with its own resources.

A complete set of the teaching Learning package has been distributed to all Primary Schools of these districts comprising of :

- Activity Kits
- Text-books
- Teacher's Guide
- Work books
- Supplementary reading material for teachers and learners

Teaching Learning Material for classes 2 and 3 is being trialled on a selective basis in 96-97.

This process of phased introduction of improved teaching learning material based on careful field trials and academic assessment for each successive grade till class 5, each year will be continued to create the fundamental base for qualitative reform.

A system of intensive and annually **Recurring Training** for each teacher has been rigorously established. Thus 7 day's training on basic pedagogic issues was given to **50,000 teachers** in 95-96 and material based, competency based 10 day training in 96-97 has been imparted to **26,000** formal school teachers.

Besides formal schools, **740** teachers and **34** academic supervisors of Alternative school were trained. **5360** teachers and **268** supervisor are in the process of being trained. **1393** teachers of **Shishu Shiksha Kendra** have been trained so far. **2826** are in the process of being trained.

For effective academic follow up and for monitoring classroom transactions decentralised academic institutions have been set up below the DIET:-

- **BRC** at the block level 198 BRCs have been established.
- **Cluster Resource Centre (CRC)** at the sub-block level comprising about 8-10 schools. **2962** CRC are functional

Academically one of the most important achievement of DPEP is the mobilisation of teachers. Teachers have been actively involved in designing all academic inputs and the thrust of academic decentralisation and the character of training programmes has been such as to stimulate the creative energies of the teachers.



ACTIVITY BASED TEACHING

This is manifested in **the emergence of a large resource pool of teachers as academic guides**. About **200** teachers have been developed as resource persons at the state level. **1386** teachers have been trained as **Master Trainers** at the block level. **2962** teachers have been identified as **Peripatetic** academic guides at the cluster level to visit schools on a continuous basis and provide academic support to the teachers in class room transactions.

Thus a **complete academic link** has been established downwards and upwards between the school and state level academic needs and resources. This is a major step in the direction of monitoring the improvement in learner achievement levels responding to the goal of **Universal Achievement** under National Education Policy.



TEACHER TRAINING

2.3 TOTAL LITERACY CAMPAIGN:

The **Total Literacy Campaign** in the state covers all the 45 districts. Out of **459** blocks **443** blocks have been covered under the Campaign. A total of **56** literacy campaign - projects have been sanctioned till date targetting **1.17 crore** non-literates.

The achievement so far is as below :

21.82 lakhs persons have been made literate out which 8.35 lakhs are males & 13.47 lakhs are females, 4.33 lakhs are Schedule Cast and 5.37 lakhs are Schedule tribe.

70.73 lakhs person are enrolled in literacy classes

About 7 lakhs volunteers have been mobilized in different activities of **Total Literacy Campaign.**



VOLUNTARY TEACHERS OF TLC

PRAYAG BAI - A COURAGEOUS LITERACY VOLUNTEER

Prayag Bai lives in Khajuria village in Begamganj block of Raisen district. A backward class woman, she has been a victim of child - marriage. Prayag gave birth to a child at a very early age and life became miserable.

Prayag Bai's husband was an alcoholic. She did not lose heart and decided to start life on her own. She came back to stay with her mother and started teaching the illiterate women of the village. Soon, she earned the reputation of a good V. T. which helped her in getting appointed to the post of Anganwadi worker.

Today she is successfully conducting the literacy classes along with Anganwadi, inspiring others like her to face realities of life.

LITERACY CAMPAIGN IN M.P.



- TLC PROJECTS
- PLC PROJECTS
- UNCOVERED AREA

LINKAGES

S. No.	Activity	Work Done	Districts
1.	Health	Immunisation, Leprosy Eradication, Iodine deficiency eradication, Pulse-polio campaign, eradication of Disability, Family Planning	Durg, Chattarpur, Raigarh, Bilaspur
2.	Agriculture	Cash Crop, Cultivation, Animal Husbandry, Fisheries, Watershed Management	Durg, Raipur, Bilaspur
3.	Women & Child Development	Women's empowerment & Implementation of Gramya, DWCRA	Raisen, Mandsaur, Bilaspur, Vidisha, Dewas, Raipur
4.	Employment generation for neo-literates	- Brick industry - Agarbatti industry - Match box industry - Leather	Durg, Dewas, Indore
5.	De-addiction	- Deaddiction campaign run by literacy activists	Ratlam, Raigarh, Jhabua & Sagar
6.	Launching of Primary Education Programme for Neo-literates	Establishment of open school	Bilaspur, Ratlam, Durg, Raigarh, Narsinghpur
7.	Payment of minimum wages	- Literacy Campaign compelled mine owners to pay minimum wages to the neo-literate workers	Satna

A major strategy to broadbase and strengthen the campaign has been through a conscious effort to synergise programmes that impact on the quality of life, such as **Health Sanitation programmes, Watershed, Agriculture, Child Development, Rural development.** Programme synergy is particularly evident in post literacy districts. In the post literacy districts the Zila Saksharata Samitis are organising neo-literates in ways that support their self development initiatives like women's co-operatives for fisheries and cottage industries as in Durg and collectives for water management as in Bilaspur.

Some Zila Saksharta Samities have prepared local **Literacy Primers** such as in Bilaspur, Betul, Bhopal, In Baster the Zila Saksharta Samiti has prepared **local tribal dialect based primer** and supplementary teaching learning material. Primers in Urdu are also prepared.

Wherever the campaign has gained momentum, It has had a positive impact on women's capabilities to articulate and organise for their rights.



EMPOWERMENT OF WOMEN

Through the on going participative micro planning initiative referred compositely as **Lok Sampark Abhiyan**, the effort is to :

- effectively decentralise the **Total Literacy Campaign** to the village level in terms of its management and monitoring
- a more central role to the grass root panchayat leadership in implementing local **Total Literacy Campaign**.

- stock-take current status at the Gram Panchayat levels and reorient Total Literacy Campaign operations to cope with village level constraints.
- disaggregate the Total Literacy Campaign target into village specific, panchayat specific targets including individual commitment to their time bound achievement.

LEARNING & WORK TOGETHER

Sandalpur is a small village in Khategoan block of Dewas district. The local labourers of this village were engaged under the Guaranteed Employment Scheme in the work of deepening of a local pond. One day two literacy workers reached the work site and apprised the workers and the contractor of the importance of literacy. They assured the workers that if they agreed, literacy classes could be organised during the lunch break without interrupting the routine work. The workers willingly agreed. Soon the literacy classes were started on the work site. Impressed by the enthusiasm of the workers and the V.Ts., the contractor increased the lunch break by half an hour. The literacy classes conducted under the mango tree on the work site were named as 'Akshar Kendras'. Their 'tagaris' were their slates. In about a month and a half, 20 workers completed the 3rd Primer and 35 did the 2nd Primer. Now the work on the site is over but Akshar Kendras are still running in full swing.



PANCH SARPANCH CONVENTION

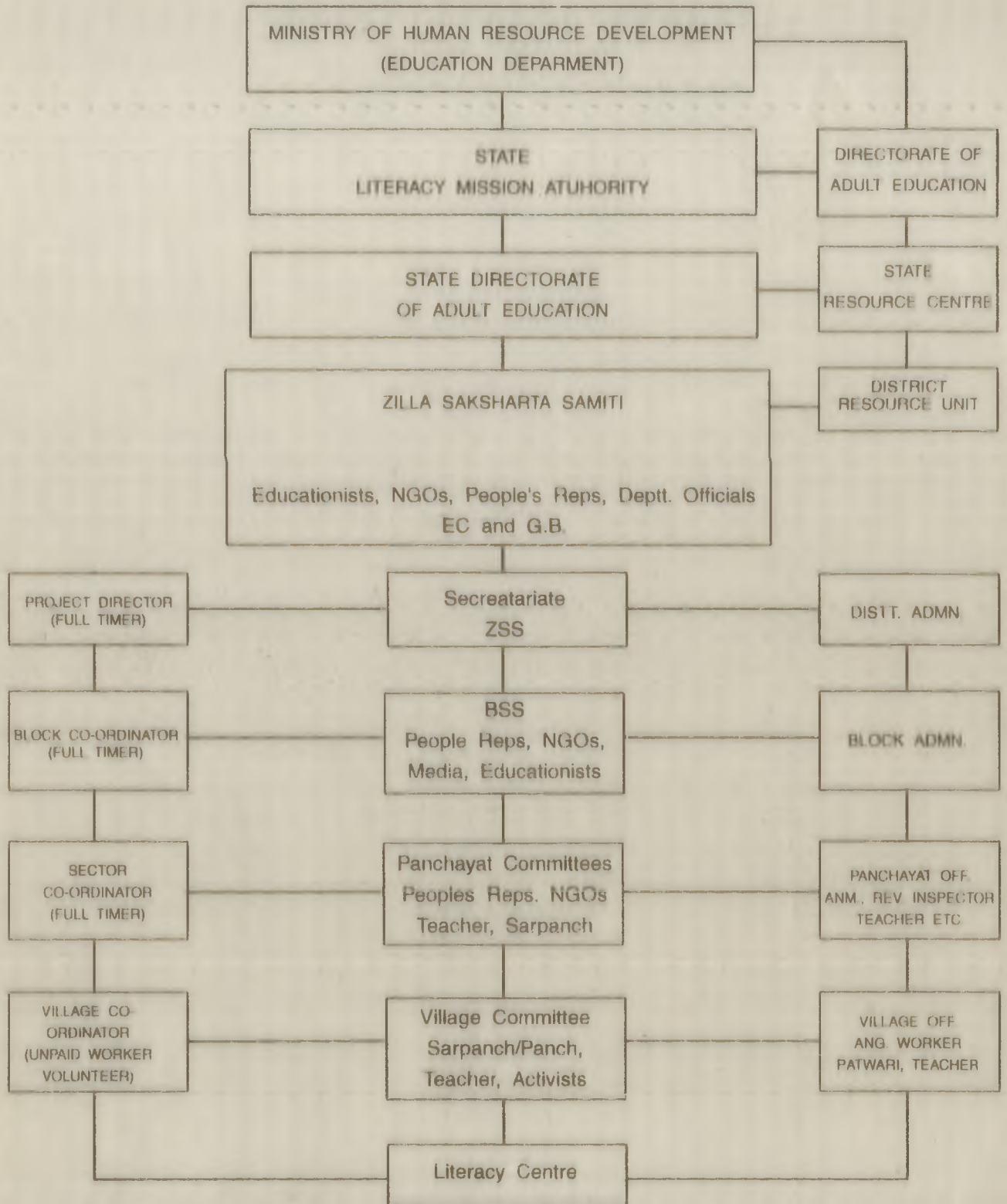
The **Lok Sampark Abhiyan** is helping create a clear literacy data base at the village level recorded in a village education register on which all incremental monitoring will be anchored. The **Village Education Register** is developed by the local community and monitored by it. This lends greater transparency to the programme.

In the last one month **309** block conventions and **19778** panchayat conventions of Total Literacy Campaign workers and panchayat representatives have taken place implementing the task of the **Lok Sampark Abhiyan**. Village level operations are on and will provide the strategic framework for strengthening the Total Literacy Campaign to move towards their targets.

MANAGEMENT AND ACADEMIC SUPPORT STRUCTURES

LEVELS	MANAGEMENT	ACADEMIC SUPPORT
Central Government	Ministry of Human Resource Development	National Council of Educational Research & Training (NCERT)
	DPEP Bureau	
State Level	General Body headed by Chief Minister	State Council of Education Research & Training (SCERT)
	Executive Body headed by Chief Secretary	
	Department of School Education	
	State level Implementation Society Rajiv Gandhi Prathimik Shiksha Mission	
District Level	District Unit RGPSM headed by Zila Panchayat Adhyaksh	District Institute of Education & Training (DIET)
	Collector ex officio District Mission Director, RGPSM	
	Dy. Director Education/Asst. Commissioner (TWD) ex Officio District Project Director	
	District Project Co-ordinator.	
Block Level	Block Unit headed by Janpad Panchayat Adhyaksh	Block Resource Centre
	BEO Ex Officio Block Project Officer	
Panchayat Level	Sarpanch	Cluster Resource Centre
Village Level	Village Education Committee	

MANAGEMENT IMPLEMENTATION & INFORMATION STRUCTURE



GLOSSARY OF ABBREVIATIONS USED

AS	-	Alternative Schooling
BEO	-	Block Educaiton Officer
BNS	-	Block Nirman Samiti
BRC	-	Block Resources Centre
BRCC	-	Block Resource Centre Coordinator
CRC	-	Cluster Resource Centre
CW	-	Civil Works
DIET	-	District Institute of Educaiton & Training
DMD	-	District Mission Director
DPC	-	District Project Co-ordinator
DPD	-	District Project Director
DPEP	-	District Primary Education Programme
DPO	-	District Project Office
LSA	-	Lok Sampark Abhiyan
MLL	-	Minimum Level of Learning
NCERT	-	National Council of Educational Research & Training
PLC	-	Post Literacy Campaign
RES	-	Rural Engineering Service
RIE	-	Regional Institute of Education
RGPSM	-	Rajiv Gandhi Prathmik Shiksha Mission
RGSM	-	Rajiv Gandhi Shiksha
SCERT	-	State Council of Educational Research & Training
SPO	-	State Project Office
SSK	-	Shishu Shiksha Kendra
TLC	-	Total Literacy Campaign
TLM	-	Teaching Learning Material
UPE	-	Universalisation of Primary Education
VEC	-	Village Education Committee
VER	-	Village Education Register
VNS	-	Village Nirman Samiti
ZSS	-	Zila Shaksharta Samiti



