STATE COMPONENT PLAN

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

RAJASTHAN

जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

RAJASTHAN COUNCIL OF PRIMARY EDUCATION (RCPE)

C-41, DEV NAGAR, TONK ROAD, JAIPUR-302018 (RAJ.)

PH.: 0141-512021, 517242 **FAX.: 0141-512121**

NIEPA DC
D09865

LIBRARY & DOCUMENTATION UNIT
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No..... D-9865
Date ..... 19-6-98.

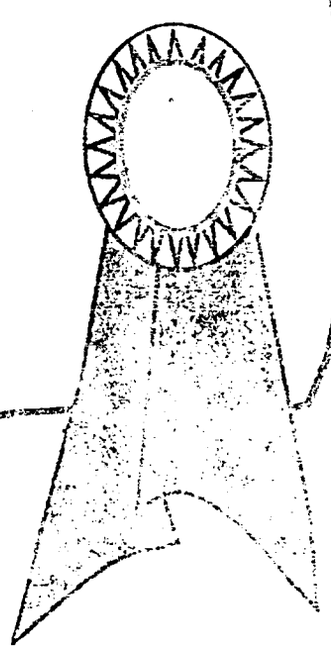
LIST OF ABBREVIATIONS

AC	AWARENESS CAMPAIGN
AICTE	ALL INDIA COUNCIL OF TECHNICAL EDUCATION
AS	ALTERNATE SCHOOL
AWP&B	ANNUAL WORK PLAN & BUDGET
AWW	ANGANWARI WORKER
BAS	BASELINE ASSESSMENT STUDIES
BDO	BLOCK DEVELOPMENT OFFICER
BEC	BLOCK EDUCATION COMMITEE
BLS	BASE LINE SURVEY
BNS	BHAWAN NIRMAN SAMITTEE
BRC	BLOCK RESOURCE CENTRE
CABE	CENTRAL ADVISORY BOARD OF EDUCATION
CEC	CLUSTER EDUCATION COMMITTEE
CEO	CHIEF EXECUTIVE OFFICER
CRC	CLUSTER RESOURCE CENTRE
CRCC	CLUSTER RESOURCE CENTRE COORDINATOR
CSS	CENTRALLY SPONSORED SCHEME
DEO	DISTRICT EDUCATION OFFICER
DIET	DISTRICT INSTITUTED OF EDUCATIONAL TECHNOLOGY
DPC	DISTRICT PROGRAMME COORDINATOR
DRDA	DISTRICT RURAL DEVELOPMENT AGENCY
ECCE	EARLY CHILDHOOD CARE & EDUCATION
ECE	EARLY CHILD EDUCATION
EdSIL	EDUCATIONAL CONSULTANTS INDIA LIMITED
EFC	EXPENDITURE FINANCE COMMITTEE

EMIS	EDUCATIONAL MANAGEMENT INFORMATION SYSTEM
GAR	GROSS ACCESS RATIO
GER	GROSS ENROLLMENT RATIO
GOI	GOVERNMENT OF INDIA
GOR	GOVERNMENT OF RAJASTHAN
HRD	HUMAN RESOURCE DEVELOPMENT
IAY	INDIRA AWAS YOJANA
ICDS	INTEGRETED CHILD DEVELOPMENT SCHEME
IDA	INTERNATIONAL DEVELOPMENT AGENCY
JRY	JAWAHAR ROJAGAR YOJANA
LBSNAA	LAL BAHADUR SHASTRI NATIONAL ACADEMY OF ADMINISTRATION
LJP	LOK JUMBISH PROJECT
MBVK	MAHILA BAL VIKAS KENDRA
MIS	MANAGEMENT OF INFORMATION SYSTEM
MLL	MINIMUM LEVEL OF LEARNING
MTA	MOTHER TEACHER ASSOCIATION
NCERT	NATIONAL COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING
NER	NET ENROLLMENT RATIO
NFE	NON FORMAL EDUCATION
NGO	NON GOVERNMENTAL ORGANISATION
NIEPA	NATIONAL INSTITUTE OF EDUCATIONAL RESEARCH AND TRAINING
NLM	NATIONAL LITERACY MISSION
NPE	NATIONAL POLICY OF EDUCATION
NRRC	NATIONAL RESEARCH AND RESOURCE CENTRE
NV	NAVODAYA VIDYALAYA
NYK	NEHRU YUVA KENDRA
OBB	OPERATION OF BLACK BOARD
PFE	PRIMARY FORMAL EDUCATION
PFS	PRIMARY FORMAL SCHOOL

IHC	PUBLIC HEALTH CENTRE
MIS	PLANNING MANAGEMENT INFORMATION SYSTEM
NFE	PRIMARY NON-FORMAL EDUCATION
NFE	PRIMARY NON-FORMAL EDUCATION
O	PROGRAMME OFFICER
OA	PROGRAMME OF ACTION
Is	PANCHAYATI RAJ INSTITUTIONS
S	PRIMARY SCHOOL
T	PARA TEACHER
CPE	RAJASTHAN COUNCIL OF PRIMARY EDUCATION
R	RETENTION RATE
AS	SOCIAL ASSESSMENT SURVEY
C/ST	SCHEDULED CASTE/SCHEDULED TRIBE
ES	SIXTH EDUCATIONAL SURVEY
IDA	SWEDISH INTERNATIONAL DEVELOPMENT AGENCY
ERT	STATE INSTITUTE OF EDUCATIONAL RESEARCH AND TRAINING
KB	SHIKSHA KARMI BOARD
PO	STATE PROJECT OFFICE
SS	SHIKSHA SAWYAM SEVI SCHOOL
GT	TRAINED GRADUATE TEACHER
LC	TOTAL LITERACY CAMPAIGN
LM	TEACHING LEARNING MATERIAL
EE	UNIVERSALISATION OF ELEMENTARY EDUCATION
NICEF	UNITED NATION INTERNATIONAL CHILDREN'S EDUCATIONAL FUND
PE	UNIVERSALISATION OF PRIMARY EDUCATION
EC	VILLAGE EDUCATION COMMITTEE
B	WORLD BANK
P	ZILA PARISHAD

FOREWARD



FOREWORD

The overwhelming response that Rajasthan Council of Primary Education received from people throughout the ten DPEP districts and from others, even before the programme is formally put to action, has made us all the more determined and committed to the task ahead. Not that the people who joined in laying the foundation of DPEP Rajasthan are unaware of the growing expections and the challenges in Primary Education. They are the people who on the basis of their long and varied experiences have throughly acquainted themselves with the real issues in education and the real potentialities of the school. They have a kind of perception about what is going to happen during the coming years in the field of education. The DPEP plan formulation exercise has made the perception clearer and more targetted. The plans prepared by the district core teams form the essential base for this State Component Plan.

What are the real targets of District Primary Education Programme? What is the agenda that the Rajasthan Council of Primary Education has fixed for itself ? Now that the State Component Plan is formulated the Strategies are conceived, the battlelines are clearly drawn, the more vital part the implementation will commences in right earnest. The State component plan tries to visualise what exactly we

are going to do for giving a better shape to the Primary Education profile in the State.

Rajasthan Council of Primary Education, as stipulated in its Memorandum of Association,, is established to function as a social mission for bringing about a fundamental change in the Primary Education System, and through it, in the overall socio-cultural situation. The societal transformation through education is no more just a distant ideal. Education is now widely being accepted as a powerful and effective medium of socio-economic change. The deprived groups have found in education a vital source of confidence building and substantial support to the gradual strengthening of their economic status. DPEP Rajasthan intends to wean away these people from their passive acceptance of whatever facility is given to them from the above and from their indifference to the actual implementation of the public schemes. DPEP activities would involve the local people at every step and more than that they will be capacitated and empowered to make their active involvement an effective instrument of change in their lives and in the lives of their children.

The best thing that might happen in improving the present state of Primary Education through DPEP intervention is the capacity building of teachers and educational institutions. Not that the DPEP is to bring about

a radical ahange in the pedagogical set up or in the amount of teaching lerning matterial. It is just making the existing and the additional resources accessible to more and more children, having a more efficient coordination between various agencies involved, bringing about an attitudinal change among teachers and supervisory staff, strengthening all resource support institutions improving the teachers' profile by making him more motivated and responsive to children's learning requirements and that I belive would bring about a world of change in the present scenario. Similarly, DPEP attempts to make the curriculum and the teaching learning material more child friendly, class room processes more activity based intresing and joyful.

I must make here a special mention of the girl child in Rajasthan. In spite of all the concerted efforts made in the past the girl child still appears to be deprived of school accessibility. Almost half of their total population are not enrolled in the school and about 56% of the girls who are enrolled drop out before completing their study upto class V. The first generation learners who constitute more about 70% of the child population in 6-11age group have to struggle with similar fate.

DPEP interrventions are therefore primarily focussed on the deprived sections of children and the geographical areas not yet adequately covered by educational facilities.

The State Component Plan also bears a testimony to our sincere efforts for convergence with several governmental and not non-governmental agencies interested in Primary Education and working for the cause of the upliftment of the large deprived segments of our population.

I sincerely acknowledge the hard work and important contribution of all the district core team members, programme personnel and supporting personnel in producing this document. My special thanks are due to Sh. Priyadarshi Thakur, Secretary, Primary and Secondary Education of Rajasthan, who was always with us to guide us in all the major activities related to the plan formulation. Sh. Subhash Garg Special Secretary, Education has always been a source of encouragement to us in the preparation of the plan right from the inception of RCPE. Dr. B. Shekhar Director, Secondary Education Sh. D. R. Jodhawat, Director Primary Education and Dr. Sharad Purohit Director, SIERT devoted long hours out of their busy schedule enabling us to have a clear perception of Primary Education related issues.

The DPEP Bureau and TSG have always been very sympathetic to us and extended immense support at every step enabling us to accomplish the task of plan formulation. I wish to expres my thankfulness to Sh. R.S. Pandey Joint Secretary, MHRD and Mr. Dheer Jhingran, Dy. Secretary for taking personal interest in the progress of DPEP Rajasthan.

I must express my sincere gratitude to the Hon'ble Minister for Primary & Secondary Education, Rajasthan Sh. Gulab Chand Kataria for encouraging us to accomplish the task in a decent and efficient manner.

(B. N. Sharma)
Director
DPEP, JAIPUR

DATE: 16TH MAY, 1998

CONTENTS

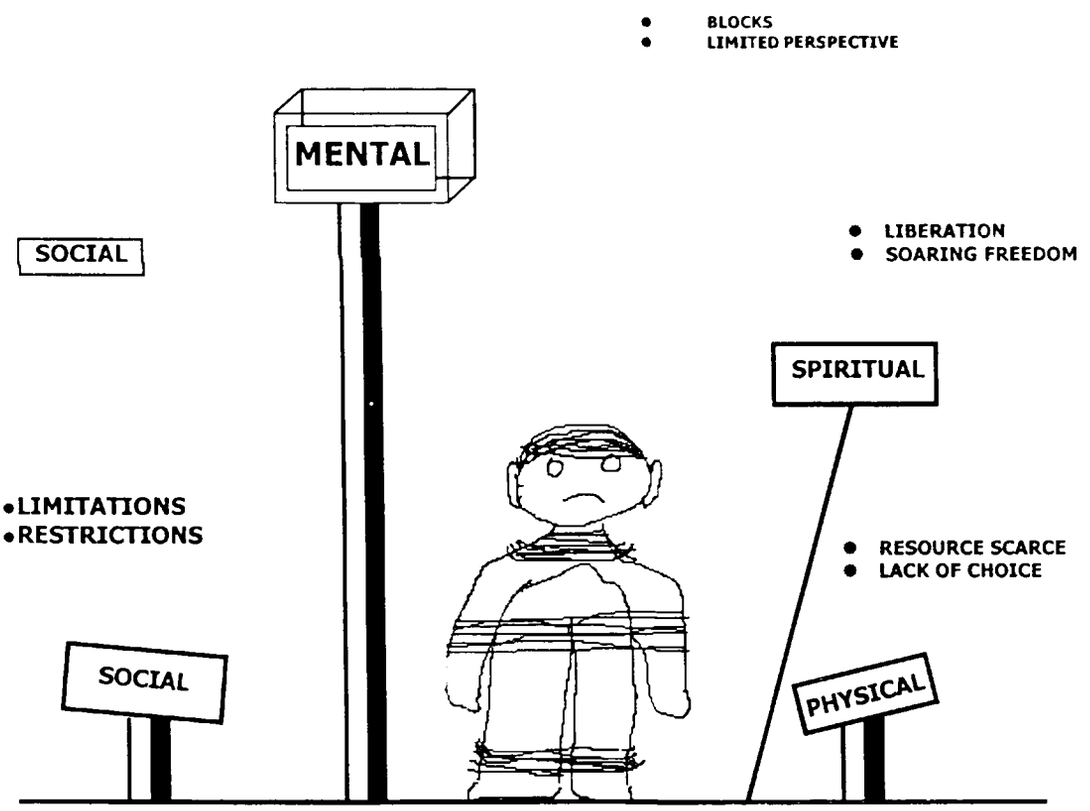
ABBREVIATIONS

FOREWORD Page No.

1. Introduction 01
2. Rajasthan : a general view 33
3. Educational Profile of the State 41
4. Planning Process of State Component Plan 71
5. Convergence of Efforts 76
6. State Investment proposals. 87
   - *i. Primary Formal Education* *89*
   - *ii. Training* *119*
   - *iii. Alternative Schooling* *151*
   - *iv. Gender Perspective of Education* *172*
   - *v. Early Childhood and Education* *189*
   - *vi. Community Mobilisation* *201*
   - *vii. Civil Works* *219*
   - *viii. Management Information System* *247*
   - *ix. Monitoring, Evaluation and Research* *255*
   - *x. Management and capacity building of state institutions* *264*
7. Education and Media 266
8. Project Costing 270
   - *I. Consolidated Costs*
   - *II. Detailed costs/Five year budgeting*
9. Benefit and Risk 271

INTRODUCTION

POVERTY IS .....
A LACK OF FREEDOM TO GROW



"ARISE, AWAKE
AND STOP NOT
TILL THE GOAL IS
REACHED..."

-SWAMI VIVEKANANDA

"EVERY VILLAGE SHOULD MANAGE THE EDUCATION OF ITS OWN CHILDREN... BIG and expensive **buildings are not necessary for educational institutions."**

- Mahatma Gandhi

INTRODUCTION

If you plan for one year, plant rice
If you plan for ten years, plant trees
If you plan for a hundred years, educate your children

"the State shall endeavour to provide, within a period of ten years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of fourteen years ...."

- Article 45 of the Indian Constitution

EDUCATION is perhaps the oldest subject in the world. Ever since man has set his feet on this planet, he has been educating himself to understand this world and face its problems physically, intellectually, emotionally and morally. It is another matter that his education has not come to any logical conclusions in spite of the passage of billions of years. It appears that the process of human education has absolutely no terminus.

"Education follows the laws of every human undertaking, growing old and gathering dead-wood. To remain a living organism, capable of satisfying with intelligence and vigour the requirements of individuals and developing societies, it must avoid complacency and routine. It must constantly question its objectives, its content and its methods."

So far education has been pre-dominantly the privilege of the male child, the urban inhabitant and the well-to-do. Gender bias, elitism and cost of education have kept half of the humanity outside the school.

Education is a lifelong process for the students, the teacher and the educational administrator. In a modern society, one has to be learning from the cradle to the grave. One must reorient oneself continuously or lose his grip on life and its stark realities.

PRESENT EDUCATIONAL SCENARIO IN RAJASTHAN

⇨ The educational system in Rajasthan has registered a remarkable growth over the past decade, though the prevailing situation in the state can hardly be regarded as satisfactory. Despite recording a significant increase in the number of educational institutions (45%), teachers (65%) and students (70%) during the past ten years and an upward trend in enrolment and retention figures, Rajasthan continues to remain one of the most educationally backward states of the country.

⇨ **Literacy rate of Rajasthan** (which is the second lowest in the country) at 38.55% is substantially less than the national literacy rate of 52.21%. The state also has the lowest female literacy rate with two districts, viz. Jalore and Barmer, having female literacy rates between 8 to 10%.

⇨ **Total Literacy Campaigns** (TLC) have been launched in all the districts.Experience from the field suggests that as a result of environment building, there is an increase in the enrolment of children in primary schools in the TLC districts.

⇨ **Access** - Only 75% of rural habitations have primary schools within a radius of one kilometer and only 65% of rural habitations have upper primary schools within the prescribed walking distance of 3 kms.

⇨ **Enrollment** - Gross enrolment ratio of boys in 6-11 years of age was reported to be 119% and 62% for girls. It has been reported that more than 55% of the enrolled children drop out by the end of the second year.

⇨ **Gender and Regional Disparities** -

Even these modest achievements are marked by stark regional and gender disparities. While the difference between male and female literacy rate is over 34%, the rural/urban disparity is also striking: the male literacy rate for rural areas is 47.51% while for urban areas, it is 80.89%; the corresponding figures for females is 11.54% and 52.49% respectively. According to the 1991 Census, 17 out of 32

districts have literacy rates below the state average, reflecting wide inter-district variations.

- **Infrastructure** - The state has at present 33,801 primary school and 12692 upper primary schools. In addition, 16800 Non-formal Education (NFE) Centres are operational in the state. 27 District Institutes for Education and Training (DIETs) are functioning in the state with the State Institute for Educational Research and Training (SIERT) as the apex body to impart training to teachers.

- **Schemes** - A number of schemes have been launched to improve the educational scene in the state by increasing emphasis on enrolment and retention through community participation. Notable among these are Operation Blackboard, Border Area Development (Education programme), Environmental Education, Tribal Area Development Programme (TADP), Modified Area Development Programme (MADP).

- **Two ambitious innovations** - "Shiksha Karmi Project" and "Lok Jumbish" have started making noteworthy contributions in improving the educational scenario in the state.

- **Shiksha Karmi Project (SKP)** was started in 1987-88 with the objective of providing primary education to children living in remote, hilly and inaccessible areas. In select areas, the project aims to revitalize and expand primary education through resolving problems of teacher absenteeism, poor enrolment and high drop out, especially of girls, with community support, i.e. active Village Education Committees. Para teacher - a local youth (male/female) is identified by the community, trained and given charge of the primary school of the village. This para teacher is known as *Shiksha Karmi* and is supported by a *Sahyogi,* who is located at the block headquarters. At the district level, Shiksha Karmi Board, an autonomous body, runs the project. Currently, this project is operational in 58 Panchayat Samities of the state, running 2145 day schools, 3398 Prehar Shalas.

  In the project area, there is a marked improvement in school attendance (85%) and achievement of minimum levels of learning among children studying in Shiksha Karmi schools.

⇨ **Lok Jumbish** aims to provide elementary education through mass mobilization and participation of people. It strives for the completion of elementary education by 6-14 year old girls and boys and to bring qualitative improvement in schools and in the social environment. It also endeavors for a reduction in construction cost of school building through utilization of local materials and technologies. Currently operational in 75 Panchayat Samities, Lok Jumbish plans to cover 13 districts of the State by the turn of the century.

⇨ **Saraswati Yojana** - An innovative scheme, "Saraswati Yojana", has been recently launched to enable girls living in far flung villages to access education. Under this scheme, educated women in rural communities are to be trained and entrusted with the responsibility of educating 10-15 girls of their hamlets/villages in their own houses or at a place decided by the community. This will encourage more girls to avail education oppoutunities through informal neighbourhood set-ups. At present, 1220 S.Y. centres are functional.

⇨ **Early Childhood Care and Education (ECCE) activities** - Integrated Child Development Scheme is the largest ECCE programme in the state. More than half of the needy child population has been covered under various ECCE activities, but there is an urgent need to extend its outreach and upgrade its quality.

⇨ **Constraints** : High growth rate of population, a deep-rooted feudal culture prohibiting free participation of women, difficult terrain, harsh climate, scattered population especially in desert areas, neglect of the girl child, inadequate educational infrastructure, particularly the acute lack of women teachers, and meagre monetary resources are some of the major hurdles in the universalization of elementary education in the state.

SPECIAL EFFORTS IN LAST 4 YEARS

The state of affairs stated above has been a matter of serious concern for the State Govt. as well as the people at large, and the seriousness of this concern has been increasing with the passing years. In the early 90s a new sense of urgency and determination in this regard

became evident in the highest echelons of political and administrative structure of the State Govt. This reflected itself in substantial enhancement of outlays available for the Education Sector in the State Budget, more than 60% of which go into Elementary Education (EE). (The State Govt. spends nearly 22% of its entire Budget on Education, of which approximately 61% flows to EE). In 1994-95, the State Govt. formally dedicated its Annual Budget to Education, doubling the previous years Plan outlay for Education of Rs. 136 Crores to Rs. 272 crores approximately. This trend continued in the years 1995-96 and 1996-97 with Plan outlays of Rs. 311 crores and Rs. 375 crores respectively. In the first year of the 9th Plan, i.e. the current financial year, the Plan outlay for education is Rs. 216.85 crores which might appear to be lower than the previous years Plan outlay to the uninformed, but it has to be seen with the transfer of Plan liabilities worth Rs. 229.89 crores to Non-Plan.

From 1992-93 to 1996-97 the share of EE on actual expenditure basis is as under:

(Rs. in Crores)

Year	Total Plan Expenditure on Education	Total Plan Expenditure on EE	Total Non-Plan Expenditure on EE
1992-93	126.03	42.28	482.58
1993-94	157.17	61.66	563.85
1994-95	241.68	117.73	641.90
1995-96	317.96	201.12	744.29
1996-97	371.98	201.12	835.14

As a result of the special emphasis on education, particularly the part relating to Universalisation of EE (UEE) the 8th Plan targets in respect of opening of Primary Schools (PS) and upgradation of PS to Upper Primary School (UPS) level were over achieved. As against the target of 3418 PSs. 5830 PSs were actually opened and 2649 upgradations to UPS were done against the target of 1420. Today there is one PS in each revenue village with a population of 150 in tribal and desert areas of the State, and 250 population in other areas. There are no single teacher schools. There is at least one UPS in every Gram Panchayat area.

In order to improve the retention in schools through the input of child-centred and activity-based teaching-learning the State Govt. and the UNICEF are collaborating to implement a scheme called Guru Mitra Yojana (GMY).

From the experience gained from special EE Projects covering about 15% of the villages in the State, the educational managers have come to the conclusion that the following need to be pursued in a systematic manner in a project format for UEE to be achieved in the forseeable future:

(a) Intensive efforts to involve the local community, particularly women in EE affairs on the basis of a genuine perception of EE as a basic need.

(b) A fully-functional and active Village Education Committee (VEC) doing SM/MP for every elementary school.

(c) Larger investment on intensive training of teachers for SM/MP and child-centred teaching-learning, and additional post of teachers for the enhanced number of children in schools.

(d) Larger investment on improvement of physical infrastructure, equipment-base in elementary schools and provision of teaching-learning material to needy children.

(e) Intensive training of teachers for evolving and practicing MLL based teaching material and textbooks.

(f) Larger investment on creation of necessary supervisory management structures to support and implement all the above points.

In terms of investment on genuine requirements of EE sector State has a fairly commendable remark. It is one of the first States to implement the free textbooks scheme (for girls upto Class-VIII and boys of the Class V) which the Central Govt. is now asking other States to emulate.

Rajasthan is also one of the first States to have exposed approximately 35000 of its elementary school teachers (one in each village with a PS/UPS) to short-term training in the technique of SM/MP realising that this is an essential input in teachers training for moving at a faster pace towards UEE. These training courses were organised recently, as part of the Praveshotsava (enrolment Festival) organised during 1-14 July, 1997.

Rajasthan is one of the first States to have formally announced the implementation of Compulsory Education Act in the State. In the first Phase 2 districts, Jhunjhunu and Rajsamand will be covered by the legal provisions of the CPE Act, 1964 which had till now been lying unutilised on the statute books. This also reflects the determination to move at a faster pace towards UEE which has emerged of late.

The State Institute of Educational Research & Training (SIERT) located at Udaipur is regarded as a premier Institute of its type in the country. A comprehensive presentation on the training capabilities of the SIERT would be made during discussions with PIM. There are 27 District Institutes of Education & Training (DIETs) in the State which exclusively train elementary school teachers. In addition to these there are 6 Colleges of Teacher Education (CTE) and 4 Institutes of Advanced Studies in Education (IASE) which have been strengthened through the Centrally Sponsored Scheme of Teacher Education. These DIETs, CTEs and IASEs specialise both in pre-service and in-service training. For training of teachers in special projects like SK and LJ, there are about 7 NGOs which function as resource centres for training of teachers and master trainers. There also 18 Pre-service training institutes for primary teachers and 30 B.Ed. colleges which could, as and when needed, be strengthened and empowered to take on larger numbers and diverse training schedules.

The State Govt. has already sanctioned a project for setting up a Computerised Management Information System (CMIS) connecting one point in each district with the Directorate of Primary & Secondary Education at Bikaner and the State Education Deptt. in Jaipur. System analysis has been already initiated and the CMIS can be suitably

strengthened and upgraded as per requirement of higher investment levels in special projects for primary education like when approved.

The facts stated above in this chapter, it is hoped, would establish beyond doubt that achieving UEE in the shortest possible time is amongst the highest priority of the State Govt. today and externally aided projects like DPEP would undoubtedly be of great assistance in accelerating the pace in this regard. It may be mentioned that in anticipation of externally aided projects for EE operating simultaneously in all districts of the State, sufficient provisions for meeting the necessary State Share has been already made in the 9th Five Year Plan of the State. It is proposed to expand such coverage in 13 districts under LJ and in the remaining 19 districts through the instrumentality of DPEP, with SKP assisting in the remote and difficult villages/pockets all over the State.

Yes, the climate is promising. Many achievements have been made during the past decade or so. And commitements frequently reiterated.

But where are we at the moment?

EDUCATIONAL PROFILE OF DPEP PHASE I DISTRICTS

District	Female Literacy Rate % (1991)	GER		Dropout Rate%		Out of school children (in thousands)		Out of school children as % of total school age Population	
		B	G	B	G	B	G	B	G
1. Alwar	22.54	108.16	79.32	54.3	68.47	39	74	19.89	41.34
2. Bhilwara	16.50	104.72	61.02	60.66	65.06	29	66	22.83	54.09
3. Jhalawar	16.18	107.149	75.47	54.31	70.75	17	34	20.23	44.73
4. Jhunjhunu	25.54	71.53	73.38	48.54	44.07	44	39	32.1	31.45
5. Kota	37.56	99.15	92.45	45.31	43.68	22	30	21.35	31.91
6. Nagaur	13.3	108.5	74.70	50.59	65.42	34	76	18.27	44.70
7. Sikar	19.88	103.0	95.19	58.49	53.75	39	41	23.63	27.89
8. Sirohi	16.99	116	69.56	63.56	73.78	07	22	14	47.82
9. Ganganagar	26.39	94.07	84.61	53.18	53.73	41	44	30.37	37.60
10. Tonk	15.24	106.25	60.81	60.80	64.70	17	40	21.25	54.05
TOTAL						289	466		

THE DPEP STORY :

An Overview

* Main vehicle for implementing UPE

  Centre : Facilitator

  State : Prime Mover

Basic Concept

* Programme - not a project
* Building an enabling environment to induce systemic changes in attitudes, processes, structures...
* Decentralised planning and implementation
* Capacity building of local community for effective school management

Specificity

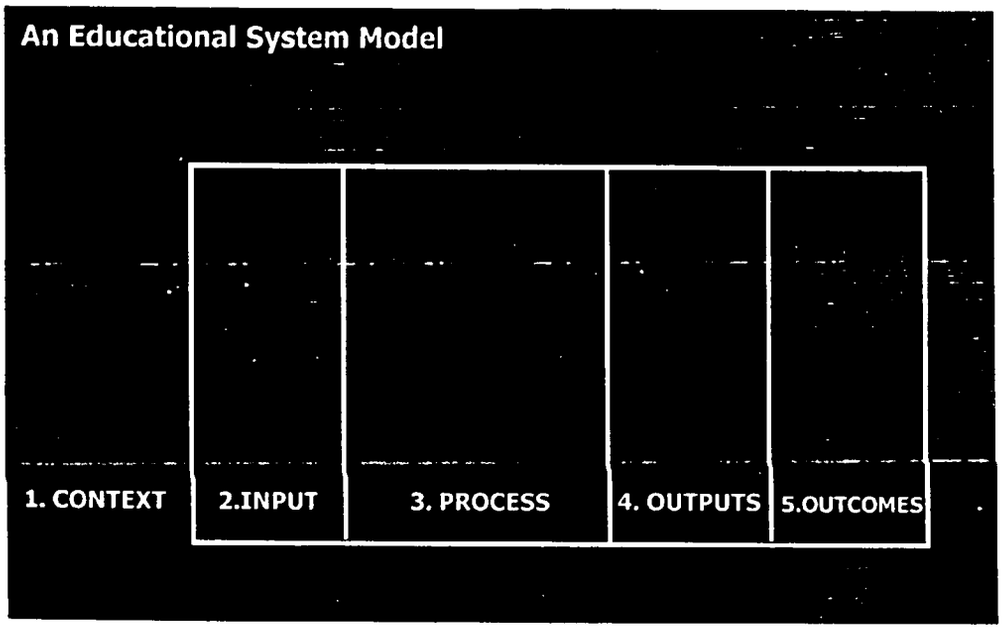
* Targetting disadvantaged groups
  - Girl child
  - SC
  - ST
  - Minorities
  - Working Children

* Local solutions to local problems (contextuality)

Two directives

* Clarity of Objectives
* Flexibility of means

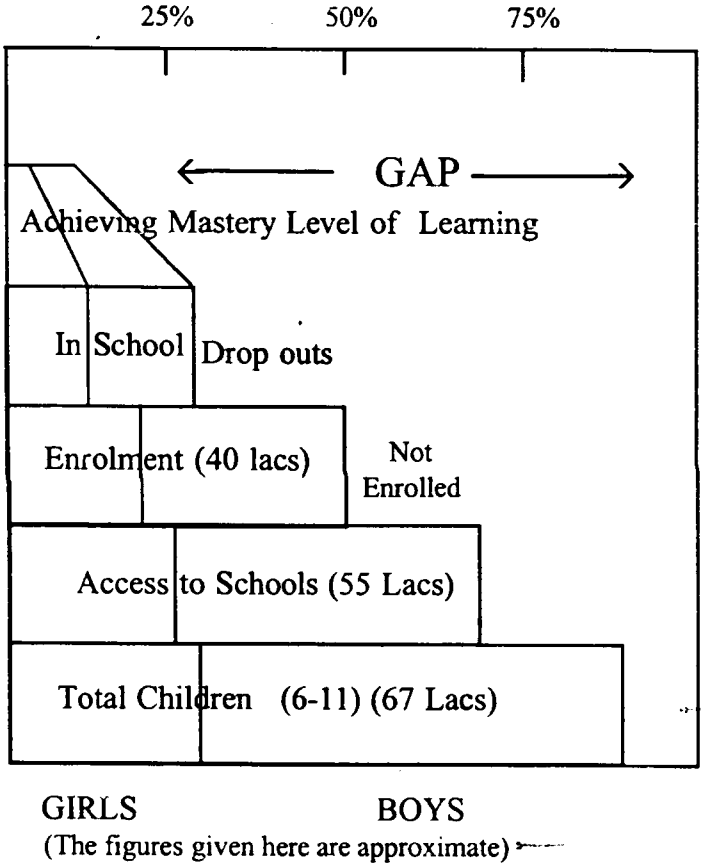
AN EDUCATIONAL INTERVENTION HAS TO BE CONTEXTUAL
(Contextuality is the cornerstone of DPEP)



There are numerous problem with education in Rajasthan. These have to do with...

- ☐ Diversity
- ☐ Scale
- ☐ Access
- ☐ Lack of community ownership
- ☐ Teacher related issues
- ☐ Poor infrastructure

- ❒ Achievement Levels
- ❒ Disparities at State Level
- ❒ Quality of learning



Why emphasis on female literacy and education of girl child ?

- Female literacy in Rajasthan abysmally poor.
- Regional and caste differences make it even worse.
- Drop-out rate at primary and upper primary level is much higher for girls.
- Fifty out of Eighty one DPEP Phase I Blocks have less than fifteen

percent female literacy as per 1991 Census.

- Higher Female literacy is positively related to many social benefits like - small family size.
- Children of educated mothers are less prone to undernourishment..
- The likelihood that a child will be immunized also increases with mother's schooling.
- Mothers' education has a dramatic effect on infent's survival.
- Fertility rates fall as women receive more education.
- Women's use of birth control rises with educational level.

Schools fail at fairness where the girl child is concerned...

Teachers Interaction	With Boys more likely to...	With Girls more likely to....
Subjects of discussion	....discuss facts & ideas	....discuss dress and appearence
Type of Activities	....encourage physical activities	....encourage passive activities & skill
Wait Time	....wait silently until responds to question	....Not to wait for responses
Body language	..... make eye contact	....Not make eye contact
Speaking Time	.....permit to speek longer and more often	.....permits short responses and less frequent responses

PLANNING FOR INSTITUTIONAL CAPACITY-BUILDING OF SELECTED KEY COMMUNITY INSTITUTIONS FOR EFFECTIVE SCHOOL MANAGEMENT IN DPEP :

COMMUNITY

Not a homogeneous group, it should be seen as a heterogeneity consisting of diverse interest and power base.

EFFECTIVE SCHOOL MANAGEMENT

Not mere enrolment, it involves the total functioning of the school.

PARTICIPATION

* It is a matter of process and degrees.
* There should be no romantic idealisation.
* Participation is not delegation of responsibilities or offloading of work.
* It should not be seen as mere material/financial contributions.
* It should be seen as the "Sense of involvement" or "Emotional Bond" between the local community and the school.
* It is a process of eliciting initiatives from local community.
* Participation is effective only when authority and responsibilities for decision making at basic level go hand-in-hand.
* Creation of mere structures for participation can not ensure functional participation.
* An effort should be made to create a shared forum for all educational issues of the village rather than a "Reductionist approach" to components
* Experiments with evolving a community based curriculum for "village school" should be attempted.
* To shake off the apathy and cynicisn of the people, the entry point should be chosen sensitively. This could give messages in a positive direction right from the begining.
* There should be no false promises, instead, limited claims be made but positive delivery should be ensured.

* The approach towards training should be extremely sensitive, the trainer and facilitator should be seen as a "role model" by the participants.

* Local strengths diverse skills of the community members should be identified and fully utilised for school upgradation.

* An effort should be made that the teacher is not very different from the community economically, socially and culturally. If the teacher is distanced in this sense, it would be very difficult for the community to get a "sense of belongingness" which is pivotal for the entire "community participation" paradigm.

* **Simpler ways to involve parents and local community in school:**

- Celebrating birthday of the child in school (the child can be told in advance to bring his/her parents in the school, it can be celebrated in a simple way in general assembly, other children would greet the child, teacher may highlight the strong points of the child in front of the parents).

- Sharing the grief (teacher and a small group of older students may visit the family in distress and express their sympathy)

- Instead of parent-teacher association (PTAs), we may think of having parent-teacher-student associations (PTSAs).

- Use of community resources in day-to-day teaching i.e. retired teachers, educated parents, old students, TLC volunteers, social workers, artisans, etc.

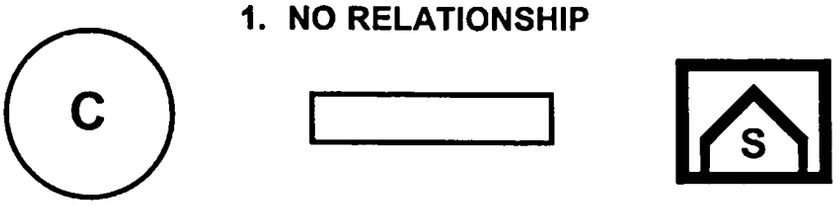
- Monthly activities in school for pregnant mothers, adolescent girls, young parents and adult neo-literate; with full involvement of ANM, AWW, TLC and NFE workers.

- Prevention and identification of disabilities in children through community action.

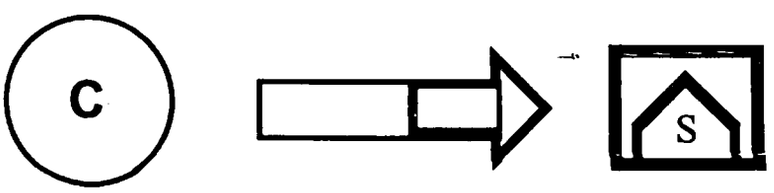
Problem	Possible Solutions
☞ School attendance prevents children from caring for siblings	Permit siblings to attend class Set up day-care centers near school or at work
☞ School attendance prevents children from attending to household tasks:	Schedule school for morning or afternoon only
☞ Preparation of food, planting and carvesting, etc.	Schedule school year around growing seasons
☞ Curriculum requires that students : enter at a particular age, attend school virtually every day, continue without interaption, complete an entire year or fail	Develop non-graded, unit-based curricula allow children to enter, progress at own pace
☞ Children pass the prescribed age of entry.	Develop second-chance programs Provide ways for children to join formal schools later
☞ Failure is easy	Automatic promotion Elimination of exams in early grades

THE COMMUNITY-SCHOOL RELATIONSHIP

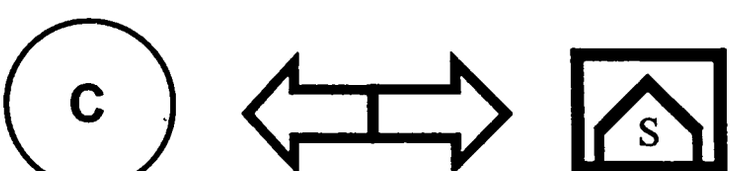
1. NO RELATIONSHIP

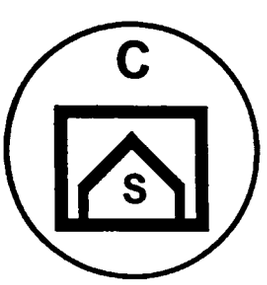


2. COMMUNITY PARTICIPATION IN SCHOOL



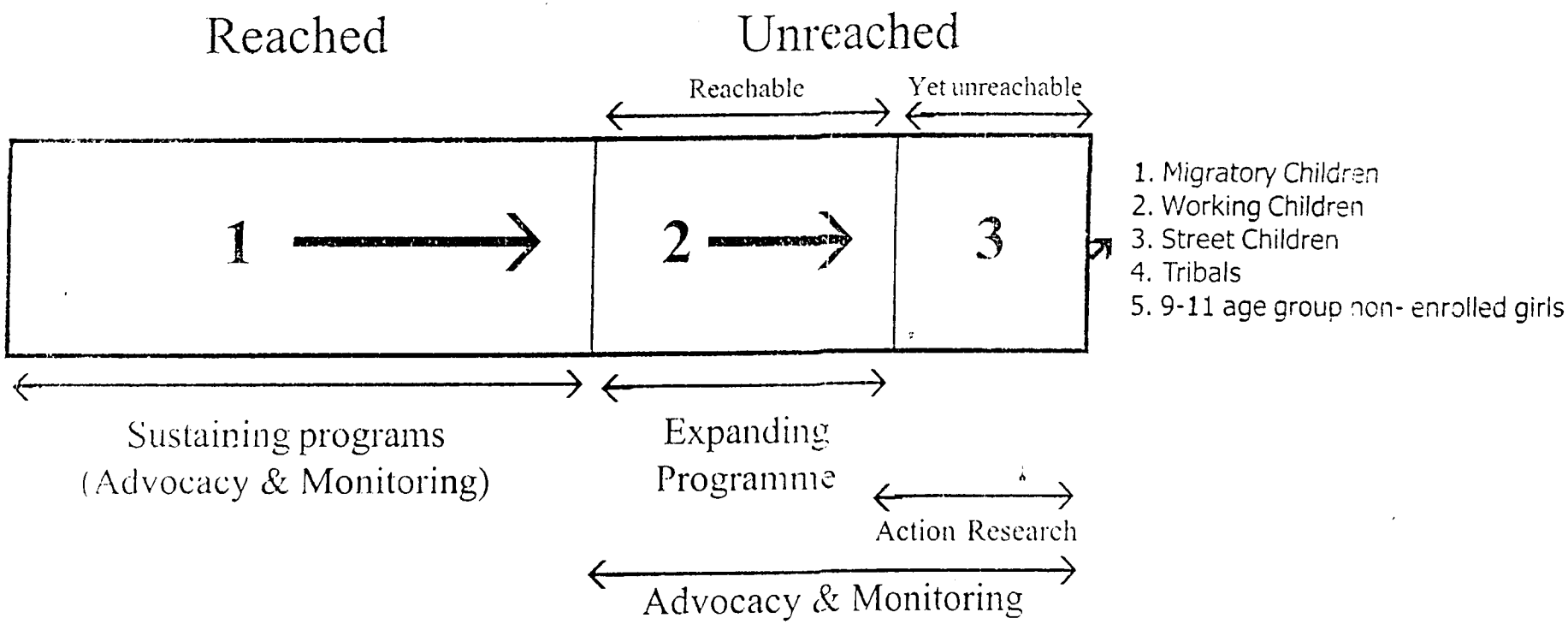
3. COMMUNITY PARTICIPATION IN SCHOOL AND SCHOOL PARTICIPATION IN THE COMMUNITY





4. THE SCHOOL SHOULD BE PART OF THE COMMUNITY

Reaching the unreached



We need to focus on 4 Qs of QUALITY.....

* Improvement in Teacher Quality
* Improvement in Learning Enviornment Quality
* Improvement in School-Community relations Quality
* Improvement in Child Quality

Major Quality Issues are ..

Community - School Quality	Learning Environment Quality
* Relevance of School Curriculum * Panchayat/Nagarpalika/VEC/ MTA participation & community monitoring of school effectiveness * Perceived value of education * Status of women	* School's "academic climate" and management (teachers, parents, headteachers) * Opportunity to learn (time on task, materials) * Infrastructural support : supply of teachers, classrooms, resources, materials * Improved learning environment (water sanitation, buildings, playground)
Teacher Quality	**Child Quality**
* Teacher Knowledge * Pedagogic Skills * Classroom practices * Teacher motivation	* Health & Nutritional Status * Burden of work * Caring and nurturing practices at home/early childhood development

FOCUSSING 'ACTIVE LEARNING CAPACITY' OF THE CHILD

There has to be a major directional shift towards enhancing the ***active learning capacity*** of the child. ALC involves a perception of learning achievement in broadest sense, not just factual recall but socially relevant competencies and skills such as higher order thinking skills used in inquiry, creativity and problem solving. The concept of learning capacity also involves the child in "learning to learn" equipping the individual for lifelong learning leading to community empowerment.

WHAT IS ACTIVE LEARNING CAPACITY OF THE CHILD?

Active Learning Capacity → Child's Propensity and Ability to → Interact with and Take optimal advantage of → the Resources offered by any → Formal / Non-formal Learning Environment

VARIABLE AFFECTING ALC

(Characteristics Children bring to the Classroom) | (Classroom characteristics)

Primary Variables → Affect the physical well being of the learner
- Health Nutrition Status
- Hunger level
- Psycho-Social Support

Secondary Variables → Affects the child's relationship with others
- ECE
- Learning Receptivity
- Aptitude

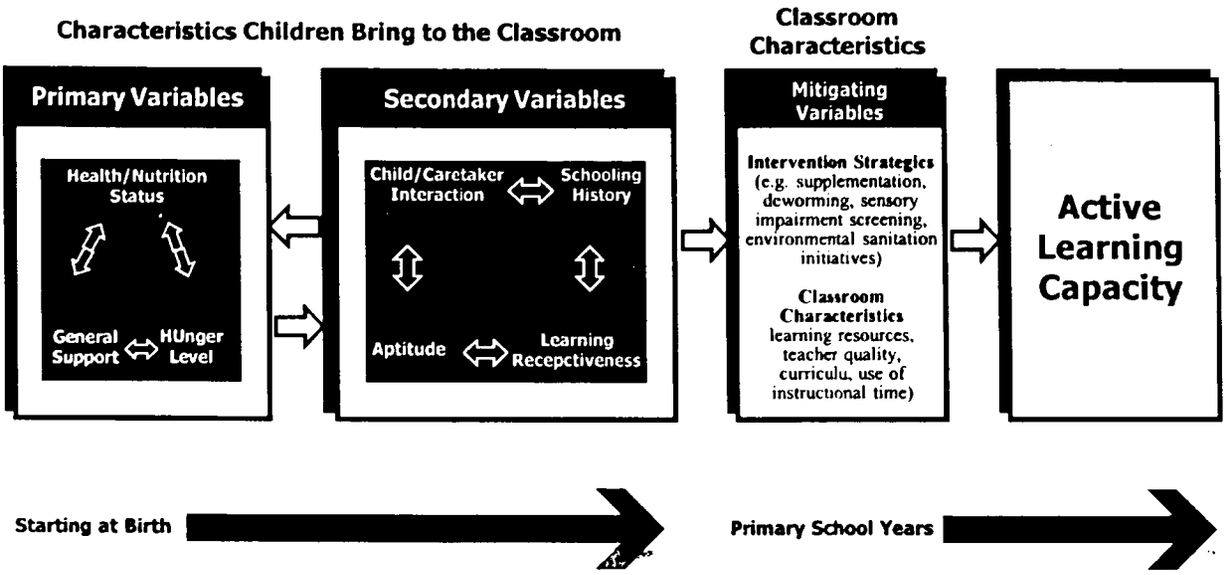
Mitigating Variables → Classroom interactions and processes
- Quality of Instruction
- Teacher Quality
- Availability of learning material
- Direct Services to school

SHIFT FROM "EDUCABILITY" OR "TEACHABILITY"
(WHERE A CHILD PASSIVELY RECEIVES INFORMATION FROM THE TEACHER)

TO

ACTIVE LEARNING CAPACITY
(WHERE CHILDREN ARE ACTIVELY ENGAGED IN EXPLORING STIMULI, PROCESSING INFORMATION AND EXERCISING THEIR CREATIVITY)

Focussing on ALC would be the central theme of the curriculum development, text book development, training and convergence strategies of DPEP in Rajasthan.



Interventions that improve Child Quality and School Quality are :-

CHILD QUALITY

1. Health and nutritional status

2. Emotional Intelligence

ALC depends on emotional intelligence. There are five main domains of emotional intelligence:

1. Knowing one's emotions
2. Managing emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling emotions

IQ and Emotion Intelligence are not opposing competencies.

ALC here depends on several social and emotional measures:

1. Being self-assured and interested

2. Knowing what kind of behaviour is expected and how to rein in the impulse to misbehave.

3. Being able to wait, to follow corrections and to turn to teachers for help.

4. Expressing need by getting along with other children.

"How to learn" depends on seven key ingredients of EI:

1. Confidence
2. Curiosity
3. Intentionality
4. Self-control
5. Relatedness
6. Capacity to communicate
7. Cooperativeness

Interventions in EI in childhood:

The emotional lesssons of childhood can have a profound impact on temperament, either amplifying or muting and innate predisposition. As behaviour geneticists observe, genes alone do not determine behaviour; our environment has immense overall effect. Our emotional capacities are not a given; with the right learning they can be improved. There are more alarming deficiencies than lagging scores in maths and reading, i.e. emotional literacy. Children of today are doing more poorly in these specific ways:

1. Withdrawal or social problems.
2. Anxious and depressed
3. Attention or thinking problems
4. Delinquent or aggressive

These problems, taken as a group, are barometer of a sea change.

Kids can be taught that:

1. You always have choices about how you respond to emotions
2. How to manage emotions, realizing what is behind a feeling and learning ways to handle anxieties, anger and sadness.
3. Learning to be a good listener and question-asker.

4. Distinguishing between what someone says or does and your own reactions and judgements.

5. Being assertive rather than angry or passive.

6. Learning the arts of cooperation, conflict resolution and negotiating compromise.

BEGINNING IN 'EMOTIONAL INTELLIGENCE' IN DPEP

* This may call for a change in the strategies of teacher training.
* Special meetings with parents to tell them about what their children are learning.
* Thus, weaving the school, the parents and the community more tightly.
* Focussing on reshaping schools in building a "campus culture" that makes it a "caring community", a place where students feel respected, cared about and bonded to classmates, teachers and the school itself.
* Selected action research projects with the help of state level institutions.

PROPOSED STRATEGIES & INTERVENTIONS IN DPEP

In the above backgound, in brief, the main strategies in various components of the proposed DPEP interventions are:

PRIMARY FORMAL EDUCATION

1. Opening of new schools as per GOR norms, where it is not available.(1997 population base)

2. Two teachers in each new primary school as per existing GOR norms out of which one is a regular grade III teacher (to be appointed by the established GOR procedures) and the other

is a 'para teacher' to be identified and appointed by the VEC. The VEC will be competent to remove him/her also.

3. Non-recurring grant of Rs. 10,000/- to each new primary school.

4. MLL based text books.

5. Development of Guide Books for teachers and Work Books for children.

6. TLM grant to VEC and teachers.

ALTERNATIVE SCHOOLING

1. In keeping with the 'additionality of resources' principle of DPEP, it is proposed that whatever is presently being spent on NFE by the Department of Literacy & Continuing Education (GOR) in the phase I districts, would be made available to the RCPE to enable it to run a revitalised 'alternative schooling' setup. RCPE would bear the additional cost, if any, in running of the A.S. centres.

2. Basically, two types of situations have been visualised,

   (i) where school age-group children are available for formal teaching but GOR norms do not permit opening of new primary school. In this situation, it is proposed that a full-day (6 hourly) A.S. centre will be started;

   (ii) where school age children are not-available for a regular 6 hours teaching (in case of working children and child labour), a four hour A.S. centre has been proposed.

3. The text books to be used in A.S. would be the same as being used in formal primary schools.

4. As the 6 hour A.S. centre is akin to 'Divas Vidhyalaya' (Aangan Pathshala) being run by Shiksha Karmi Project, the management of such centres (in remote and difficult areas only) is proposed to be transfered to the Shiksha Karmi Board.

5. Both the A.S. workers (6 hourly and 4 hourly) would be identified and appointment by the Local community.

6. T.L.M. grant to AS workers on the pattern of PEE.

7. Pedagogic support and supervision by cluster level.

8. Incentives based on performance.

TEXT BOOK DEVELOPMENT

1. Building on the experiences of LJP, SKP, Sandhan, SIERT & other Hindi speaking DPEP states.

2. GOR committee to have a time-bound review of the various ongoing text books and recommend one set of text book to be operational in the entire state.

3. DPEP to develop work books for children and teacher guide books.

ECE

1. Emphysing ECE as an integral part of the UPE strategy.

2. Ensuring complete convergence with the efforts being done by the Directorate of Women & Child, e.g.:

- Synchronisation of timings of AWC and primary school.

- Additional training support to all AWWs to take up ECE activities.

- Supplementing the honorarium of the AWW (additional Rs. 200/- per month to be borne by DPEP for taking up ECE activities additionally).

- New EC centres being proposed for the same sites where

World Bank assisted ICDS III would be operational in the coming two years.

- ECE kits to be developed by harnessing the skills of DWCRA workers.

3. Joint trainings (of ECE and School teachers) and supervision by the cluster level.

4. Development of a 'learning complex' in the village (ECE centre to be situated in the premises of primary school).

TRAINING

1. Creation of a small training cell in SPO.

2. Converging the resources and institutional capabilities of SIERT and DIETs.

3. A three tier model of training :

State Level	Training of Key Resource persons
District Level	Training of Block Resource Persons
BRC Level	Training of Teachers, AS workers, ECE workers, community mobilisers.

4. Developing BRC in each block (except where DIET is situated) as a training institute catering to the training needs of primary school teachers, AS workers, ECE workers and elected public representatives.

5. Converging the SOPT and other ongoing trainings being conducted by DIETs.

6. Training Durations (days) :

Category	First Year	Subsquent Years
Teacher	9	6
AS Worker	40	15
ECE worker	6	6
VEC	2	2
BNS	1	1

COMMUNITY MOBILIZATION

1. Recognising it as an integral part of the UPE strategy.

2. Ensuring convergence (operational and financial) by the joint efforts of community mobilization teams (CMTs) and intersectoral facilitating teams (IFTs)

3. The source of the initial data base is the findings given by the 'Praveshotsav' organised in July, 1997.

4. After the project becomes operational, it is intended that detailed micro-planning and school mapping efforts would be undertaken with the help of the local community.

5. It is desired that a follow up of the micro-planning exercise should be done every year.

6. Assigning specific role to the community in identification, appointment and removal of A.S. and ECE worker

7. A means of socio-economic transformation.

CIVIL WORKS

1. Construction of BRC in every block (except where DIET is situated), preferably in the premises of a UPS at the block HQ.

2. Construction of CRC, for an area covering 10-15 schools (radius 8 kms.), necessarily in the campus of a UPS.

3. Community Participation in civil works (material or in kind) to be promoted at all levels, but not mandatory.

4. Unit costs of various activities under civil works are :-

	(Rs. in lacs)
BRC	7.40
CRC	1.75
New Primary School	
(3 room + 1 staff room and varendah)	3.75
(2 room + 1 staff room and varendah)	2.50
(1 room + 1 staff room and varendah)	1.25

Repairs-	
Major	0.50
Minor	0.25
Thatch-	
ECE and A.S. Centres	0.10
Drinking Water facility-	
Hand Pump	0.45
PHED connection	0.15
Urinal facility-	0.05

CAPACITY BUILDING

1. SIERT

Provisions have been made as per the felt need. (strengthening of computer facilities, training facilities, hostel furniture, vehicle on rent etc.)

2. DIETs

Again, provisions based on felt needs (vehicle on rent, computer operator on contract. Civil works, furniture etc.) No formal taking over.

3. BRC

A new centre to be established at block level with residential training facilities. Vehicle on rent for support and supervision activities in the block (for 7 days in a month).

4. CRC

A new level of pedagogic support and supervision to be created for every 10-15 schools.

5 VEC

A community body to take care of all the educational aspects of the village.

GENDER PERSPECTIVE & SPECIAL PROVISIONS FOR GIRL CHILD

1. Gender perspective across the DPEP interventions.
2. 100% preference to females in selection of AS and ECE workers
3. Ensuring full participation of women at VEC, CRC, BRC and District level
4. Special incentives to SC/ST girls coming to primary formal schools and A.S. centres in blocks with less than 15% female literacy.
5. Special 'Condensed course' and 'bridge course' for drop-out girls.

THE TRANSFORMATION AIMED AT:

From		*To*
TEACHER A paid government servent	⇨	A 'Guru' of the past who was the torch bearer of knowledge and wisdom
LEARNING Rote Learning	⇨	Child centred, activity based, joyful learning
SCHOOL A dejected place	⇨	A place for fun, joy, societal interaction and learning in the real sense.
CHILDREN Shy, hesitant and semi literate	⇨	Cheerful, inquisitive and with high learning levels.
CLASSROOMS Bare Walls, dilapidated	⇨	Colourful and attractive
COMMUNITY ATTITUDES Passive acceptance of poorly implemented govt. schemes	⇨	Conscious, aware and sharing the burden of UPE with the State

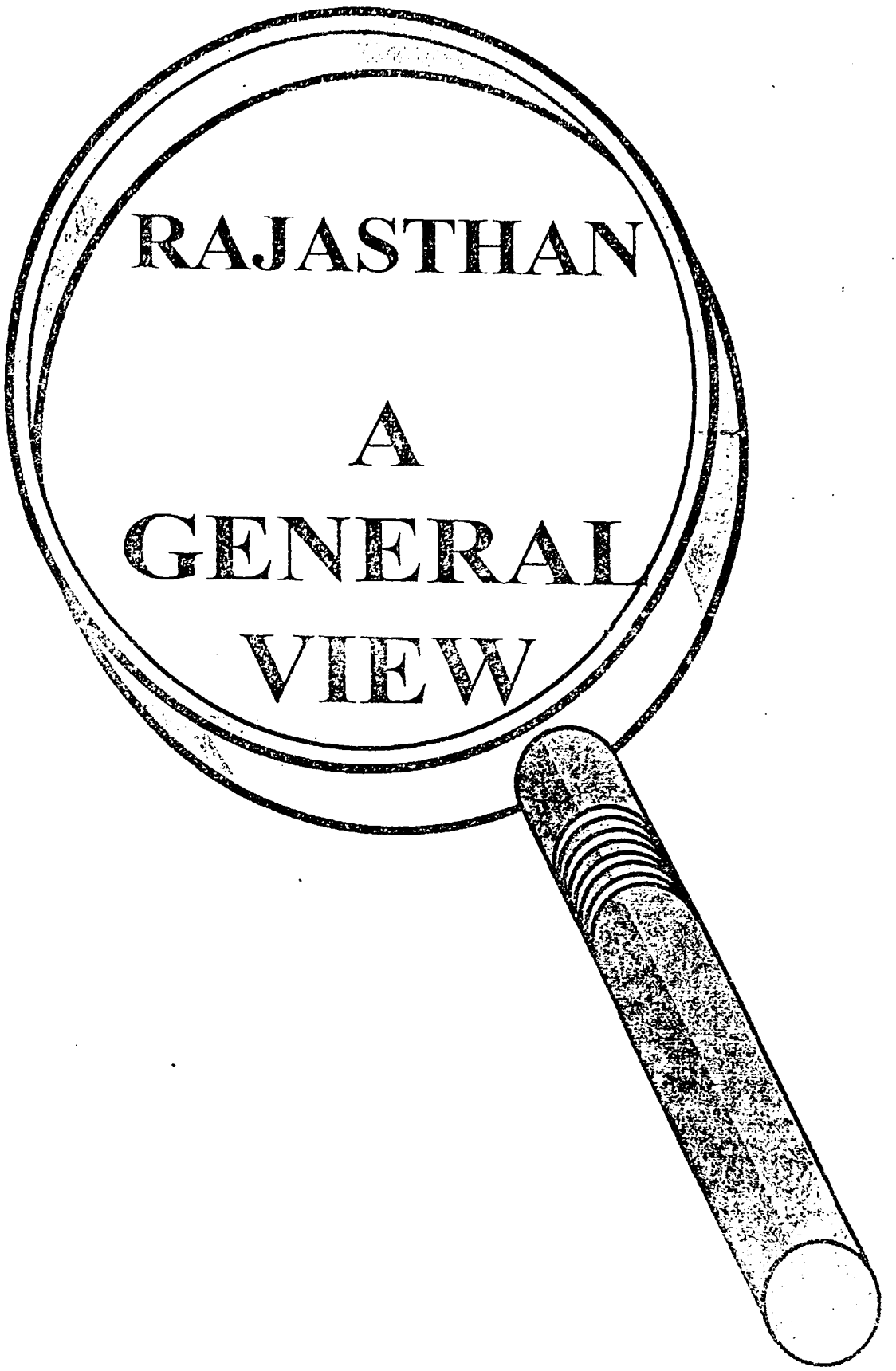
MATRIX

LINK BETWEEN ACTIVITIES/SUB-ACTIVITIES ENVISAGED TO CRITICAL COMPONENTS OF DPEP

No.	Title of Activity/Sub Activity	Critical components of DPEP							
		Universal Enrolment	Universal Retention	Qualitative Improvement learning	Institutional Capacity Devp.	Joyful Learning	Community Participation	Teacher Empowerment	Gender perspective
1.	Opening of new Schools	✓				✓	✓		✓
2.	Opening of AS Centres	✓	✓	✓		✓	✓		✓
3.	Interactive and continuous training			✓		✓		✓	
4.	Capacity building activities	✓	✓	✓	✓		✓	✓	✓
5.	School repairs		✓				✓		✓
6.	Additional rooms	✓	✓			✓	✓		✓
7.	Drinking Water		✓				✓		✓
8.	Urinals		✓				✓		✓
9.	School Management & Micro-planning	✓	✓		✓	✓		✓	✓
10.	TLM Grants to School, teacher/ AS workers		✓	✓		✓	✓	✓	
11.	EMIS				✓				
12.	Pedagogic support & supervision at CRCs		✓	✓	✓		✓		✓
13.	Strengthening ECE part of ICDS.	✓	✓			✓			✓
14.	Opening of new ECE centres	✓	✓			✓			✓
15.	TLM to SC/ST Girls	✓	✓				✓		✓
16.	Bridge Course & condensed courses for drop-out children.		✓	✓		✓			✓

RAJASTHAN

A GENERAL VIEW



Rajasthan : A General View

* Geographical personality of Rajasthan
* Spatial features, drainage and climate
* Vital statistics for Rajasthan
* Intergration of Rajasthan
* Administrative division
* 10 Districts of DPEP phase -I
* Statistics for DPEP districts

2. *RAJASTHAN : A GENERAL VIEW*

Rajasthan - a synonym of sacrifice, 'Jouhar' and Valour and an admixture of old and new, has invincible forts of Chittorgarh and Ranthambhor, the diversified heights in the Arvalli horizons and depths in the Chambal ravines. The unending ripples on the sand dunes of Thar desert, the alluvial plains of Ghaggar, Mahi, Ghamhir, Banganga and Luni basins all add colour, glamour and fervour to the vistas of the State. The State geography has contributed much in building up the material history, archaeology, culture, society and all round development of its people and land. Not only this, but it has also been the focus in safeguarding the people against the invasions from the north west. Positive checks have been registered in the past in the transmission of aridity towards east and drainage hydrology in India alongwith Locust Swarms vividity in turbans, cherished folk dances and folk lores, epical records and unmatched terracotta samples that mint the geographical environment of past and present.

2.1 Geographical Personality of Rajasthan

The State of Rajasthan in the Indian Union can well be compared to a dynamic natural laboratory or a systematic documented cultural museum.

The physical features of the State attribute to the physical net-work of the country and the continent as well. The diagonally stretched, Aravalli ranges contribute to sky-line not only of the state but of the country in general. It is the main dividing line (water bisection) between the Bay of Bangal and Arbian Sea drainage systems. The extension of Aravalli's from South-West to North-East allows the monsoon winds to pass through unobstructed glens of Rajasthan parallel to Himalayas, allowing condensation and rain to occur in this region.

The Aravalli chain is also the guiding line for the eastern odd plateau land of Malwa, Bundelkhand, Baghelkhand, Uppermal, and Vindhyan plateau. The eastern rolling plateau in vindhya's is essentially the product of Aravalli mountains and relates to the history of earth. The Aravalli too exerts its antidotal effects against the various Himalayan orogenies and acts effectively in shaping and re-shaping the physical and geomorphological contours of Rajasthan in particular and Indian in general since Pre- cambrian era. It also governs the drainage system of Indian subcontinent. The parallel flow of Chambal, Luni and Panchnad is essentially the outcome of Aravalli's extension that also controls the direction, dip and alignment of both river Yamuna and Banas.

The Aravalli happened to be the eastern extrimily of mesozoic extension of sea contributing unlimited Gypsum, fuller's earth, and saline reserves in the western region of Rajasthan. Nevertheless the Aravallis serve as the main source of most of the rivers viz. Luni, Banas, Berach, Gambhir, Gambhiri, Sabi, Sota, Mahi, Morel, Bandi, Manshi, Sabarmati and Banganga in the State. Their valleys remind us of the cradle of the people of Rajasthan throughout the history. Both agrarian and indistrial societies have been natured and nurtured along with their drainage pathways. The mythological Sarswati and Dhrasadvati are also fed by these mountains and is claimed that Pandavas remained here during exile.

To add, these mountain chains have also given an impetus to the vegetative cover of the region, various types of plants of economic interests- viz., medicinal herbs, fruits, furniture woods, and other forest products grow on the slopes and foot hills of Aravallis. The vegetation as such has played a dynamic role in balancing the population, air, water, land, health and riches endowing prosperity to the people of the area.

Aravallis can well be said to be the 'treasure land' of essential precious, multi- dimensional and utilitarian minerals. Several minerals viz. zinc, copper, mica, marble, granite, etc. have been unearthed. There is a great scope of these minerals in the development of Rajasthan.

The district of Sri-Ganganagar, Bharatpur,Alwar, Dungarpur and Banswara along with their plains have also been ascertained as an admixure of palaeolithic, mesolithic, neolithic and the recent civilsations. The human activities in the aforesaid plains are congregated with those of Indo-gangethic and Gujrat plains. The agricultural advancement, the commercial activities, and industrial development are the main achievements of the region. The religious and spiritual aspects in this materialstic society have also not been left aside. Kalibanga and Pilibanga's archaeological remains date back to 4000 B.C. Giriraj & Govardhan are the sacred masters of Lord Krishna's activities. CIMCO Wagon factory at Bharatpur. Copper complex at Khetri, and Lead and Zinc Smelters at Debari (Udaipur) are among the national temples of the present day.

The Great Indian desert in the past, served as pathway for the invaders, pilgrims, and plunderers and imperialists from central Asia when means of transport were rare. Notwithstanding under the adverse environmental conditions the communications of people with their luggage were in progress. Consequently the erst -while feudal princely states of Rajputana and the present day states rarely

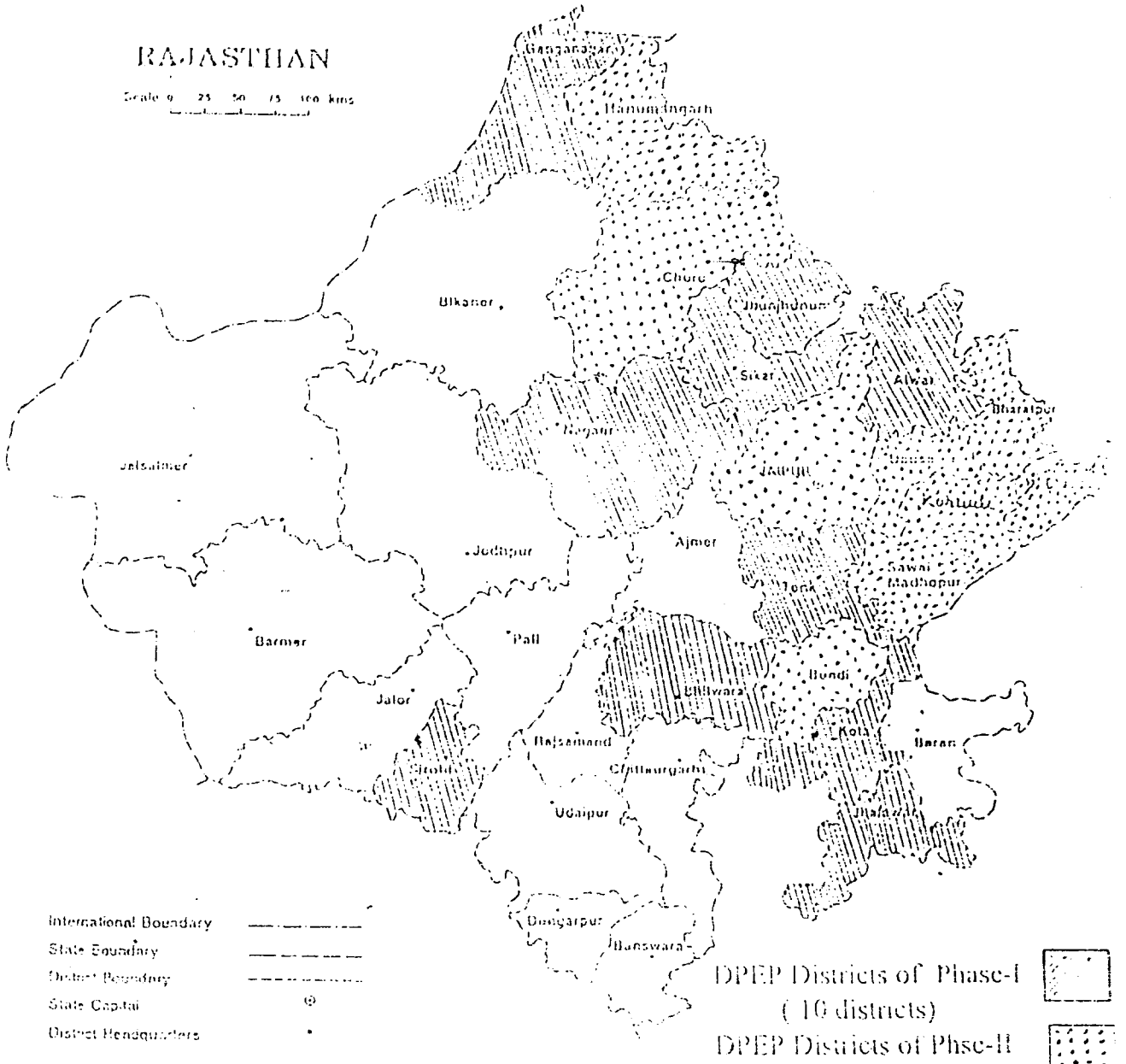
subjugated in the past. Under all adeversities, the ecological balance has always been maintained through out the entire Great Indian Desert. The desert conditions of 'Thar' do not orginate and operate in isolation but have their bearings on the whole sub-tropical arid belt of the world. Synchronized with extreme temperatures, hot sand, sand dunes, sand bars, sand busins, salinity and salline depressions, fossil-dunes and carboniferous fossils, along with sandy birds, animals, grasses and Zerophytic plants are all the contradistinctive peciliarities of the desert conducive to the essentials of a balanced eco- system of the Indian Sun- continent. The desert summer conditions of low barometric pressure belt that exists along the borders of Jodhpur and Bikaner districts regulate the onset and departure of monsoon. Hence the Indian desert is of immense value and is a ' pivot of Indian economy'.

Climatically too, the State of Rajasthan has an amalgamation of Arid, Semi- arid vertical midst estending from Sri-Ganganagar to Dungarpur and sub-humid east of Kota, Jhalawar and Banswara district respectively. These climatic divisions prevail in the complete Indian climatic system. The set of these three different climates are responsible for varied crops, crop-combinations, cropping patterns, soil types, flora and fauna of this subregion, which culturally amounts to our ecological habitat and niche, customs and costumes, food- habits and livlihood.

Concludingly, the spatial features and climatic conditions are the fundamental units that delimit our social, cultural and physical activities. Millets are the main crops of arid zone whereas rice and maize are the chief edibles in sub-humid region. Camel is the beast of burden of desert while bullocks are deployed- in sub- humid areas of the State. Livestock-sheep and goat rearing is common in arid west that cater the milk,mutton and wool demand of the people in India. 'GANGA RISHALA' a Camel unit of Bikaner has been serving the cause of national defence is an outcome of the arid region. The national bird' peacock' and the state bird great Indian Bustard "GODAWAN" are the symbolic ideals of the State. All these potential contra distinctions, cumulatively influence the national, the continental and the global biotic and abiotic activities, to a very large extent. Last but not the least, in its industrial progress, agricultural attainments, scientific advancement and socio- cultural persuits, Rajasthan has persuits emerged out as a geographical pantograph amongst the various states of the Indian Union.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-9865
Date 19-6-98

DISTRICTS COVERED UNDER DPEP



Note : The boundaries of the newly constituted three districts viz, Dausa, Hanumangarh and Karauli are tentative

VITAL STATISTICS OF RAJASTHAN

S.No.	Item	Year	Unit	Rajasthan
1.	Area	1991	Square Kilometres	3,42,239
2.	(A) Total Population	1991	Number	44005990
	(B) Density of Population	1991	Per Sq. Km.	129(persons
3.	Cities and towns	1991	Per Sq. Km.	222
4.	Sex Ratio	1991	Per 1000	910
	Birth rate	1995	Per 1000	2.39
	Death rate	1995	Per 1000	7.54
5.	Villages	1991	Number	39810
6.	(A) Total cropped land	1990-91	Lac Hectares	193.8
	(B) Net Area Sown	1990-91	Lac Hectares	163.77
7.	Groos Area Irrigated	1994-95	Lac Hectares	58.15
8.	Area under :			
	(i) Foodgrains (including Pulses)	1994-95	Lac Hectares	129.26
	(ii) Oil Seeds	1994-95	Lac Hectares	34.92
	(iii) Cotton	1994-95	Lac Hectares	04.86
	(iv) Sugarcane	1994-95	Lac Hectares	0.22
9.	Production :			
	(i) Foodgrains (including Pulses)	1994-95	Lac Tonnes	117.10
	(ii) Oil Seeds	1994-95	Lac Tonnes	28.34
	(iii) Cotton	1994-95	ooo Bales	149
	(iv) Sugarcane	1994-95	Lac Tonnes	9.87
10.	Livestock	1992	Lakh No.	484.46
11.	Co-operative Societies (Credit & non Credit)	1994-95	Number	20184
12.	Sale value of minerals (Major mineral only)	1994-95	Lakh Rupees	32968.61
13.	Registered factories	1994-95	Number	8442
14.	Literacy	1991	Percentage	38.55
15.	Per capita income	1991	Rupees only	4191

2.2 INTEGRATION OF RAJASTHAN

The present State of Rajasthan is, infact, a combination of some 22 princely States, big & smaller and the centrally administerd area of Ajmer. The integration of erst-while princely states and the British administerd area of Ajmer into the present State of Rajasthan is a story of continuous development and growth in response to the five feelings of people of this region. The integration was achieved in following stages :

(a) **The United States of Rajasthan** -- Inaugurated on 25th March, 1948 the United States of Rajasthan was originally formed by the smaller earstwhile States in the Southern-East namely Banswara (including Kushalgarh), Bundi, Dungarpur, Jhalawar, Kishangarh, Kota, Pratap Garh, Shahpura and Tonk.

(c) **Second Rajasthan Union** -- Soonafter creation of united States of Rajasthan the ruler of 'Mewar' also expressed willingness to join the Rajasthan Union. As 'Mewar' was a very big native state, the Maharana of Mewar was declared as Rajpramukh. The then Prime Minister Pandit Jawahar lal Nehru inaugurated this second Rajasthan Union on 18th April 1948.

(c) **Greater Rajasthan Union** -- Second Rajasthan Union comprised only Southern & South-Eastern parts of the present State . Negotiations were still going on to convince the 3 major States of Rajputana viz. Jaipur, Jodhpur, Bikaner, also Jaislmer to join the United States of Rajasthan. Ultimately on 13th March 1949 a greater Rajasthan came in existence with merger of the aforesaid states.

(d) **Integration of Matsya Union** -- By March 1948 almost all States of Rajputana had been integrated into Rajasthan. The Matsya Union formed of 4 smaller States of South-East Rajasthan (Alwar, Bharatpur, Karauli, Dholpur) was the only exception.On 15th May 1949 the Matsya Union too got integrated into Rajasthan.

(e) **Addition of Ajmer** -- On November 1, 1959 Ajmer the centrally adminstered part of "C" State Abu, a part of Bombay State and Sunnel Tapa of the Mandsor district of formal Madhay Bharat were also integrated with Rajasthan following the recommendations of the States re-organisation Commission. The sub division of SIRONJ was taken away from *Rajasthan* and included in the State of Madhy Pradesh.

This is how the present State of Rajasthan assumed its administrative shape and the cultural unit.

2.3 Administrative Divisions

Administratively the State is divided into 6 divisions and 32 districts. *Rajasthan* was the first State to start Panchayati Raj. The dream of democratic decentralization was materialized with the inauguration of the Panchayati Raj by the then Prime Minister Pandit Jawahar lal Nehru on 2nd Oct. 1959 at Nagaur. Presently, the Panchãyati Raj is a well Knit system organised into 32 Zila Parishãds, 237 Panchyat Samitis and 9185 Gram Panchayats.

Rajasthan has 3.42crore hectares geographical area, out of which 50% area is culturable. The Agricultural production of the state mainly depends upon south-east monsoon rain. The rainfall behaviour generally remains abnormal, being irregular, scanty, untimely, unevenly distributed with prolonged drought periods and occasional local floods (Jaipur 1981, Jodhpur 1990). The average rainfall for the State is 58.64 cms. consequently, the water resources of the state are very much limited and meagre comprising only 1% of the national gross water resources. The extremes of temperature, pressure, winds, rainfall, cloudiness etc. have caused the land of Rajasthan through mechanical rock weathering, chemical disintegration, erosion and mass wasting. This whole process of weathering and disintegration coupled with sun-shine and isolation demanded for the need of irrigation in the State. The irrigation facilities available are neither equally distributed in the state nor fully dependable. It is due to uneven distribution of rains coupled with dependability of irrigation infrastructure.

In a nut-shell the geographical conditions have not only determined the economical, social, and cultural scenario of the state but have also adversely effected the literacy. Rajasthan is considered one of the educationally backward states having literacy percentage 38.6 only. The female literacy is only 20% . In other words 4 out of every 5 women are illiterate in this State. Thus efforts like Universlization of Primary/Elementary Education are the first necessity for development of *Rajasthan*.

VITAL STATISTIC OF DPEP DISTRICTS PHASE-I

S.No.	Name of district	Area (sq. kms)	Population percentage	Literacy			Sex ratio	No. of villages
				G	M	F		
1	**Alwar**	8380	320287	43.09	60.98	22.54	880	1946
2	**Bhilwara**	10455	311144	31.65	45.95	16.50	945	1565
3	**Sriganganagar**	20634	552112	41.82	55.29	26.39	877	4438
4	**Jhalawar**	6219	150963	32.94	48.22	16.18	918	1448
5	**Kota**	12436	739835	47.88	64.03	29.50	887	1881
6	**Nagaur**	17718	342636	31.80	49.35	13.29	942	1374
7	**Sikar**	7732	387521	42.29	64.13	19.88	946	931
8	**Sirohi**	5136	127582	31.94	46.24	16.99	949	446
9	**Toak**	7194	190420	33.67	50.64	15.24	923	1019
10	**Jhunjhunu**	5928	325044	47.60	68.32	25.54	931	824

EDUCATIONAL PROFILE OF THE STATE

3. *EDUCATIONAL PROFILE OF THE STATE (PRIMARY EDUCATION)*

Rajasthan happens to be one of the most backward states of India as far as education in concerned. Today, Rajasthan's literacy rate at 38.8 percent is the second lowest in the country and 13.3 percentage points below the national average of 52.1 percent. The female literacy rate of 20.8 percent is the lowest in the country and 18.6 percentage points below the national average female literacy rate of 39.4 percent.

Primary Education in Rajasthan is characterized by low participation high drop out rates and unsatisfactory scholastic achievements. The gross enrollment ratio in the State in 1991, was stated to be 65.6 percent (6-11 years age group), which is lower than the national average of 75.9 percent. The percentage of enrollment of girls at the upper primary stage (11-14 age group) is 17.29, which is alarmingly low. The overall picture is that not more than 15 percent girls and 25 percent boys complete 8 years of education before they reach 14 years of age.

Rural girls in Rajasthan usually do not go beyond primary school, and that too if it is located close to their homes. Even where a girl lives close to a middle school, she is not sent there after reaching puberty and soon after, she is sent to her husband's home, thus ending any possibility of further learning. Another major deterrent, for girl children to attend schools is the lack of women teachers, since parents prefer to send their daughters to all girls schools.

Female literacy in Rajasthan presents a dismal picture and therefore poses a major challenge. Despite the fact that rural women do possess remarkable skills and exhibit wise management of resources and that their survival strategies against all hardships imposed by adverse geographical conditions and recurrent droughts, are remarkable. The fact remains that, in the present situation their inability to have access to the written word is a major handicap.

SCENARIO OF PRIMARY EDUCATION

* General education Scenario
* Districtwise literacy rate
* Organisational structure of education : State
* Organisational structure of education : District
* Educational institutions : Schools
* Enrolment
* Districtwise number of students
* The teachers
* District number of teachers
* Female literacy
* Education for scheduled castes
* Education for scheduled tribes
* Education for handicapped
* Educational facilities for minority groups
* Aiming of Micro-Planning
* Educational schemes
* Free distribution of textbooks
* Shiksha Karmi Project
* Lok Jumbish

STATE WISE LITERACY RATE IN INDIA
1991

S.No.	State/ Union Territories	Literacy Rate			Raking on National Level		
		Male	Female	Total	Male	Female	Total
01.	Andra Pradesh	55.13	32.72	44.09	6	7	6
02.	Arunachal Pradesh	51.45	29.69	41.59	1	6	4
03.	Assam	61.87	43.03	52.89	9	10	10
04.	Bihar	52.49	22.89	38.48	2	2	1
05.	Goa	83.64	67.09	75.51	27	27	27
06.	Gujrat	73.13	48.64	61.29	19	16	18
07.	Hariyana	69.10	40.47	55.85	16	9	11
08.	Himachal Pradesh	75.36	52.13	63.86	21	20	21
09.	Karnataka	67.26	44.34	56.04	13	11	12
10.	Kerala	93.62	86.17	89.81	31	31	31
11.	Madhya Pradesh	58.42	28.85	44.20	8	5	7
12.	Maharastra	76.56	52.32	64.87	22	21	22
13.	Manipur	71.63	47.60	59.89	18	15	16
14.	Meghalaya	53.12	44.85	49.10	3	12	9
15.	Mijoram	85.61	78.60	82.27	29	30	30
16.	Nagaland	67.62	54.75	61.65	14	22	19
17.	Orrisa	63.09	34.68	49.09	10	8	8
18.	Punjab	65.66	50.41	58.51	11	18	15
19.	**Rajasthan**	**54.99**	**20.44**	**38.55**	**5**	**1**	**2**
20.	Sikkim	65.74	46.69	56.94	12	14	13
21.	Tamilnadu	73.75	51.33	62.66	20	19	20
22.	Tripura	70.58	49.65	60.44	17	17	17
23.	Uttar Pradesh	55.73	25.31	41.60	7	3	5
24.	West Bengal	67.81	46.56	57.70	15	13	14
25.	Andman Nikobar	78.99	65.46	73.02	23	24	24
26.	Chandigarh	82.04	72.34	77.81	25	28	28
27.	Dadar Nagar Haveli	53.56	26.98	40.71	4	4	3
28.	Delhi	82.01	66.99	75.29	24	26	26
29.	Daman & Deev	82.66	59.40	71.20	26	23	23
30.	Lakhya Deep	90.18	72.89	81.78	30	29	29
31.	Pandichery	83.68	65.63	74.74	28	25	25
	INDIA	**64.13**	**39.29**	**52.21**	-	-	-

(In thousands)

EDUCATIONAL STATISTICS OF RAJASTHAN

1996-97

DISTRICT WISE LITERACY RATE IN 1991

S.No.	District	Rural Area			Urban Area			Total		
		T	M	F	T	M	F	T	M	F
1.	Bikaner	24.07	37.59	8.84	67.01	78.70	53.47	41.73	54.63	27.03
2.	Churu	26.89	43.60	9.31	53.89	69.83	36.88	34.78	51.30	17.33
3.	Ganganagar	35.75	50.07	19.50	64.18	74.17	52.36	41.82	55.29	26.39
4.	Hanumangarh	(Included in Ganganagar District)								
5.	Jhanjhunu	44.65	66.23	22.04	58.79	76.01	39.36	47.60	68.32	25.54
6.	Sikar	39.03	61.80	15.42	55.40	72.70	36.82	42.49	64.13	19.88
7.	Ajmer	35.10	54.97	13.96	76.49	87.56	64.07	52.34	68.75	34.50
8.	Alwar	38.02	56.76	16.73	72.73	84.86	57.89	43.09	60.98	22.54
9.	Bharatpur	37.84	58.43	12.48	63.37	77.07	47.25	42.96	62.11	19.60
10.	Dholpur	31.01	47.13	9.89	54.31	66.64	39.36	35.09	50.45	15.25
11.	Jaipur	35.05	55.52	12.32	67.69	79.23	54.36	50.38	66.67	31.84
12.	Dausa	33.96	54.15	10.90	60.85	78.07	41.01	36.87	56.75	14.15
13.	Banner	18.79	31.83	4.20	59.84	76.96	39.40	22.98	36.56	7.68
14.	Jaisalmer	23.10	37.92	4.71	66.49	80.89	47.21	30.05	44.99	11.28
15.	Jalore	21.36	36.20	5.85	53.86	72.32	32.79	23.76	38.97	7.75
16.	Jodhpur	26.00	43.82	6.49	66.33	78.44	51.93	40.69	56.74	22.58
17.	Pali	30.13	48.63	11.47	56.91	74.27	37.68	35.96	54.42	16.97
18.	Nagaur	28.14	45.76	9.75	51.05	67.64	32.54	31.80	49.35	13.29
19.	Sirohi	23.05	36.57	9.23	67.33	82.78	49.72	31.94	46.24	16.99
20.	Bundi	26.02	40.65	9.39	63.87	78.84	47.09	32.75	47.40	16.13
21.	Jhalawar	26.32	41.89	9.29	67.70	81.19	52.67	32.94	48.22	16.18
22.	Kota	38.30	57.74	16.39	71.42	82.84	58.14	55.24	70.66	37.56
23.	Sawaimadhopur	31.31	49.82	9.37	60.41	76.32	41.96	35.86	53.94	14.52
24.	Karauli	(Included in Sawaimadhopur District)								
25.	Tonk	28.29	45.68	9.48	55.78	70.90	39.15	33.67	50.64	15.24
26.	Banswara	21.46	33.70	8.87	77.45	87.09	66.85	26.00	38.16	13.42
27.	Bhilwara	24.31	38.36	9.61	61.89	76.13	45.90	31.65	45.95	16.50
28.	Chittorgarh	27.80	44.37	10.55	68.88	82.28	53.81	34.28	50.55	17.15
29.	Doongarpur	27.01	42.26	11.92	73.91	85.50	60.90	30.55	45.71	15.40
30.	Udaipur	24.71	38.97	10.08	76.01	86.16	64.44	34.90	48.73	20.41
31.	Baran	31.93	49.95	12.25	62.09	77.27	44.75	36.57	53.76	17.22
32.	Rajsamand	28.20	46.00	10.87	67.96	83.19	51.42	33.09	50.66	15.54
	RAJASTHAN	30.37	47.64	11.59	65.33	78.50	50.24	38.55	54.99	20.44

It is not that seriousness of the situation was not realised, or efforts were not made. It is, infact, result of such efforts that the state has registered some impressive achievements in the field of education as a whole since 1995. The total number of boys schools has risen from 4,679 to 47034 and of girls schools from 464 to 4392. Similarly, enrollment rates have gone up from 3.43 and 0.66 lakh respectively for boys and girls to 54.79 and 22.49 lakhs. The number of teachers has increased from 20,110 to 2,66,502. Literacy levels have risen from 14.4 percent for males and 3.00 percent for females in 1951 to 55.1 percent and 20.8 percent respectively.

Difference between rural and urban areas are striking. The male literacy rate for urban areas is 78.50 percent while in rural areas it is 47.64 percent. The corresponding figures for female are 50.24 percent and 11.59 percent. There are wide variations in literacy rates among rural areas: for example, there are over 800 villages in all the districts without even a single literate male. Out of the 37,889 inhabited villages in Rajasthan, 5,458 (14 percent) have no literate female.

The major causes for Rajasthan's educational backwardness may be summrised as follows :

- Social conservation and rigidity.
- Difficult geo-climatic conditions.
- Neglect of education in pre-independence era.
- Insufficient educational infrastructure.
- Unsatisfactory quality of education
- Non-involvement of village community in education
- Centralised and unresponsive management structures.
- Lack of educational oppourtunities for women and disadvantaged sections of society

Organisational Structure

Primary and Secondary Education in Rajasthan is organised into the following 5 Directorate's and 4 Autonomos bodies.

1. Directorates

i. Director of Seconday Education
ii. Director of Elementary Education
iii. Director of Literacy and Continuing Education
iv. Director of Sanskrit Education
v. Director of Bhasha Vibhag

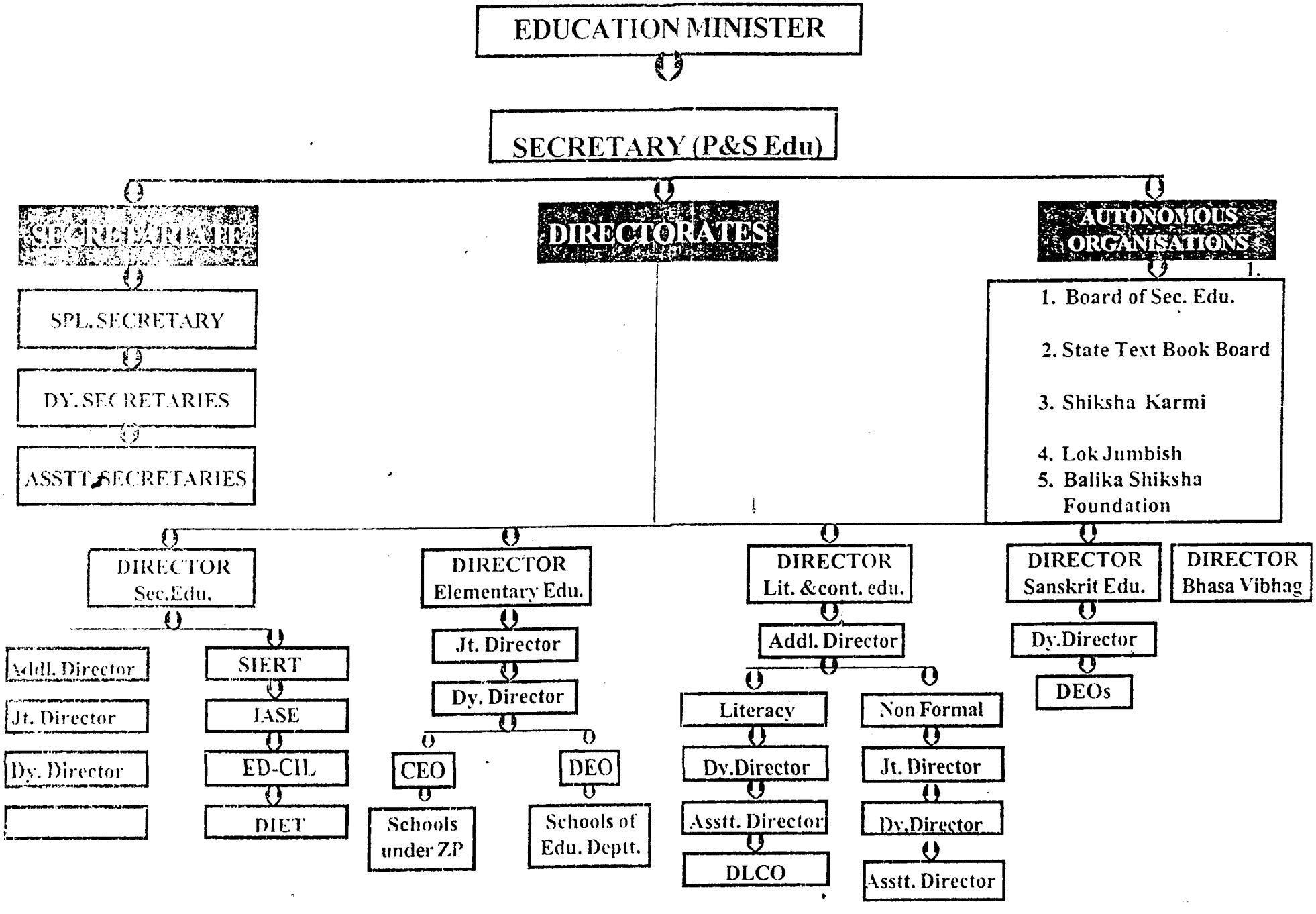
2. Autonomos bodies

i. Board of Secondary Education
ii Rajasthan State Textbook Board
iii Shiksha Karmi Project
iv Lok Jumbish
v Balika Shiksha Foundation

In Secretariate, the Secretary, Primary and Secondary Education is assisted by special Secretary, Dy. Secretaries and Assistant Secretaries. Earlier, they used to be only on Directorate for Elementary & Secondary Education. In 1997 a separate Directorate was organised for Elementary Education. Both the Directorates are stationed at Bikaner. For Educational Administration the State is divided into 6 ranges viz, Jaipur, Jodhpur, Udaipur, Kota, Ajmer and Churu (for Bikaner).Each range is looked after by Dy. Director. In districts, there are DEOs for every 150 Secondary and Senior Secondary schools (both girls and boys). The DEO is assisted by Additional DEO. For every 300 Primary and Upper Primary schools, there is one DEO(Ele.) who is assisted by Additional DEO, Sr. Dy. DEOs and SDIs.

In Rajasthan, all the primary schools in rural areas have been transfered to Panchayati Raj Institutions. Thus, they are in control and supervision of Zila Parishad adn Panchayat Samitis. In each Zial Parishad there is one Sr. Dy. DEO. In the filed the Primary Schools are supervised by BDOs and SDIs. It is worth mentioning that the primary schools of town (urban areas) are in the control of Education Department.

ORGANISATIONAL STRUCTURE OF EDUCATION DEPARTMENT, RAJASTHAN

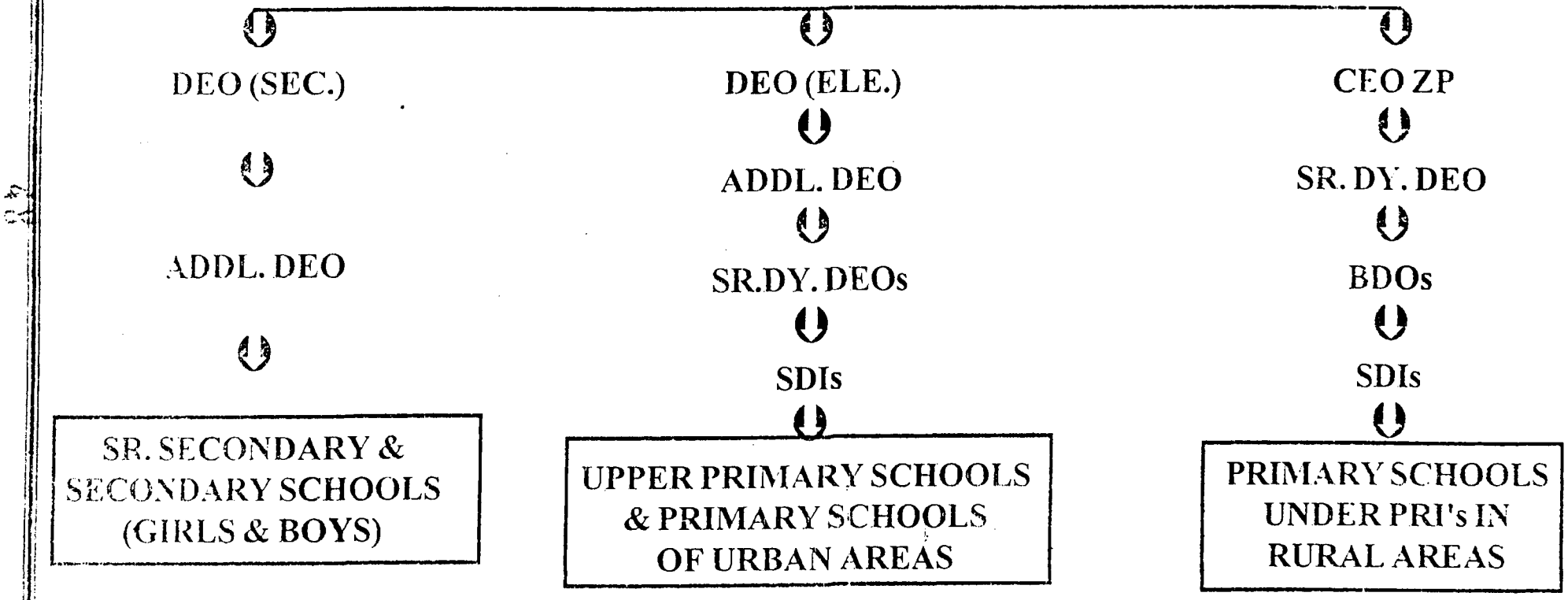


ORGANISATIONAL STRUCTURE

OF EDUCATION

IN

DISTRICTS



Directorate of Literacy and Continuing Education is divided into two main wings viz, literacy programme and Non-Formal Education. Though the Director and Additional Director supervise both the wings but in the filed they have different organisational structures. There are separate Dy. Director, Assistant Director and District Literacy Compaign Officers (DLCOs). The Non-Formal Education is supervised by Dy. Directors at the range level and Assistant Directors in the Districts.

The organisational structure for Sanskrit Department does not exist in each district. The DEOs and Dy. Directors have been stationed only in the districts/ranges where Sanskrit Schools/Colleges are running. Director Bhasha Vibhag is a stationed at capital.

The Secondary Board of Education is responsible for conducting examinations of Secondary and Sr. Secondary classes. It is stationed at Ajmer. Printing and distribution of the core textbooks of school level is the responsibility of Rajasthan Textbook Board (RSTB) located at Jaipur. LJ and Shiksha Karmi project, the two important innovative efforts in the field of Primary Education are conducted with their headquarters at Jaipur. Details of these interventions have been given in the further paragraphs.

Educational Research and Training is the responsibility of State Institute of Educational Research and Training (SIERT) Udaipur. In the districts DIETS have been established to regulate the in-service training of teachers. Punculity and regular attendance on the part of teachers, effective supervision and inspection by the sub-division and district levels officers and coordination in between the various branches of the education system are the basic defecencies at the grass-root level which have adversely effected the quality of education at primary level.

3.2 The Schools

As mentioned in the table (1996-97) there are 33,801 primary schools, 12,692 Upper Primary Schools, 3,501 Secondary Schools, 1404 Sr. Secondary Schools and 27 Navodya Vidalayas in the State. Thus, there are more than 50,000 schools of various levels. In other words the number of schools have gone up by 10 times as compared to 1951.

EDUCATIONAL STATISTICS OF RAJASTHAN

1996-97

NUMBER OF EDUCATIONAL INSTITUTIONS

S.No.	*Description*	*Govt.*	*Non Govt.*	*Total*
01.	PRE-PRIMARY SCHOOLS			
	BOYS	12	2	14
	GIRLS	6	8	14
	TOTAL	**18**	**10**	**28**
02.	PRIMARY SCHOOLS			
	BOYS	28877	2675	31552
	GIRLS	1909	340	2249
	TOTAL	**30786**	**3015**	**33801**
03.	UPPER PRIMARY SCHOOLS			
	BOYS	9222	2087	11309
	GIRLS	1088	295	1383
	TOTAL	**10310**	**2382**	**12692**
04.	SECONDARY SCHOOLS			
	BOYS	2552	507	3059
	GIRLS	371	71	442
	TOTAL	**2923**	**578**	**3501**
05.	SR.SECONDARY SCHOOLS			
	BOYS	839	261	1100
	GIRLS	215	89	304
	TOTAL	**1054**	**350**	**1404**
06.	TEACHERS' TRAINING INSTITUTIONS			
	I.A.S.E.	2	2	4
	C.T.E.	-	6	6
	EDUCATIONAL COLLEGE	-	32	32
	DIET	27	-	27
	SCHOOLS	8	10	18
07.	NAVODAYA VIDHYALAY	27	-	27

EDUCATIONAL STATISTICS OF RAJASTHAN

1996-97

DISTRICT WISE NUMBER OF SCHOOLS

S.No.	District	Pre Primary	Primary	Upper Primary	Secondary	Senior Secondary	Total
01.	Bikaner	-	833	315	116	39	1303
02.	Churu	-	953	420	105	48	1526
03.	**Ganganagar**	**-**	**1363**	**522**	**103**	**45**	**2033**
04.	**Jhunjhunu**	**1**	**1052**	**570**	**170**	**84**	**1827**
05.	**Sikar**	**-**	**1182**	**459**	**170**	**47**	**1858**
06.	Ajmer	11	1236	436	154	86	1923
07.	**Alwar**	**-**	**1835**	**820**	**184**	**70**	**2909**
08.	Bharatpur	1	1235	514	144	47	1941
09.	Dholpur	-	612	200	48	17	877
10.	Jaipur	1	2289	988	326	160	3764
11.	Dausa	-	784	358	80	31	1253
12.	Barmer	-	1608	408	80	23	2119
13.	Jaisalmer	-	446	132	26	9	613
14.	Jalore	-	701	272	57	22	1052
15.	Jodhpur	8	1356	554	151	67	2136
16.	Pali	-	1004	399	116	44	1563
17.	**Nagaur**	**2**	**1378**	**510**	**156**	**48**	**2094**
18.	**Sirohi**	**-**	**407**	**156**	**58**	**18**	**639**
19.	Bundi	-	719	235	59	22	1035
20.	**Jhalawar**	**-**	**993**	**239**	**49**	**25**	**1306**
21.	**Kota**	**1**	**780**	**324**	**128**	**59**	**1292**
22.	Sawaimadhopur	-	1375	569	152	43	2139
23.	Karauli	(Included in Sawaimadhopur District)					
24.	**Tonk**	**-**	**785**	**312**	**71**	**32**	**1200**
25.	Banswara	-	1137	391	73	35	1636
26.	**Bhilwara**	**1**	**1334**	**499**	**138**	**52**	**2024**
27.	Chittorgarh	-	1414	439	99	47	1999
28.	Doongarpur	-	882	290	65	25	1262
29.	Udaipur	2	1928	554	183	70	2737
30.	Baran	-	765	240	63	19	1087
31.	Rajsamand	-	746	271	73	29	1119
32.	Hanumangarh	-	669	346	104	41	1160
	TOTAL	**28**	**33801**	**12692**	**3501**	**1404**	**51426**

EDUCATIONAL STATISTICS OF RAJASTHAN
1996-97

ENROLMENT

(In Lacs)

01.	**AGE GROUP : 6-11 YEARS**	
	BOYS	42.85
	GIRLS	23.71
	TOTAL	**66.56**
02.	**AGE GROUP : 11-14 YEARS**	
	BOYS	15.16
	GIRLS	5.75
	TOTAL	**20.91**
03.	**AGE GROUP : 14-17 YEARS**	
	BOYS	9.138
	GIRLS	2.688
	TOTAL	**11.826**

EDUCATIONAL STATISTICS OF RAJASTHAN

1996-97

DISTRICT WISE NUMBER OF STUDENTS

(In thousands)

S.No.	District	Pre-Primary to V			Class VI to VIII			Class IX to XII		
		Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	*Boys*	*Girls*	*Total*
01.	Bikaner	109	61	164	29.8	16.0	45.8	23.8	10.1	33.9
02.	Churu	159	89	248	51.4	24.9	76.3	29.0	7.6	36.6
03.	Ganganagar	109	72	181	50.6	21.7	72.3	26.0	11.2	37.2
04.	Jhunjhunu	181	112	293	64.6	23.7	87.3	48.0	18.3	66.3
05.	Sikar	204	113	317	70.8	19.4	90.2	46.4	9.8	56.2
06.	Ajmer	185	118	303	66.4	33.3	99.7	39.2	17.4	56.6
07.	Alwar	233	138	371	100.8	40.3	141.1	63.2	15.3	78.5
08.	Bharatpur	167	88	255	64.7	20.7	85.4	45.7	9.6	55.3
09.	Dholpur	85	37	122	22.3	6.4	28.7	16.3	2.9	19.1
10.	Jaipur	312	189	501	164.5	74.6	239.1	100.8	37.9	138.7
11.	Dausa	133	75	208	53.5	20.9	74.4	34.6	4.3	38.9
12.	Barmer	126	45	171	34.7	5.9	40.6	18.5	3.2	21.7
13.	Jaisalmer	41	16	57	8.6	3.5	12.1	5.8	1.2	7.0
14.	Jalore	102	32	134	25.9	14.7	40.6	10.7	1.5	12.2
15.	Jodhpur	208	154	362	79.6	35.9	115.5	37.2	15.0	52.2
16.	Pali	161	80	241	49.2	12.7	62.9	26.3	5.0	31.3
17.	Nagaur	203	94	297	62.2	15.9	78.1	37.8	5.9	43.7
18.	Sirohi	80	37	117	17.1	7.3	24.4	11.0	3.0	14.0
19.	Bundi	67	41	108	23.3	8.7	32.0	13.8	3.4	17.2
20.	Jhalawar	92	46	138	28.1	8.9	37.0	15.2	3.3	18.5
21.	Kota	137	102	239	49.0	21.7	70.7	33.8	14.9	48.7
22.	Sawaimadhopur	183	87	270	82.4	22.7	105.1	44.4	7.2	51.6
23.	Karauli	(Included in Sawaimadhopur District)								
24.	Tonk	99	58	157	38.4	12.0	50.4	21.4	4.8	26.2
25.	Banswara	121	68	189	25.3	8.2	33.5	17.3	6.0	23.3
26.	Bhilwara	134	51	185	42.7	15.3	58.0	26.3	8.7	35.0
27.	Chittorgarh	130	73	203	7.6	14.0	51.6	24.2	8.1	32.3
28.	Doongarpur	99	54	153	23.9	9.6	33.5	14.7	5.2	19.9
29.	Udaipur	171	108	279	55.9	22.8	78.7	31.9	13.6	45.5
30.	Rajsamand	84	40	124	30.6	12.8	43.4	12.3	3.8	16.1
31.	Baran	83	45	128	25.4	13.1	38.5	14.3	3.1	17.4
32.	Hanumangarh	85	48	133	36.7	17.4	54.1	24.0	7.5	31.5
	Total	4285	2371	6656	1516.0	575.0	2091.0	913.8	268.8	1182.6.

In-spite of increase in number the ratio in between the various types of schools is less as compared to the ratio envisaged in the New Education Policy, as mentioned under :

	Ratio of Schools	Ratio of NEP	Ratio of Rajasthan
1.	Primary/Upper primary	2 :1	2.66 : 1
2.	Upper Primary : Sec.	2.5 :1	3.62 :1
3.	Sec. : Sr. Secondary	2.5 :1	2.49 :1

It may be noted from the table for districtwise number of schools that Alwar, Jaipur, Udaipur, Bhilwara, Sawaimadhopur, Jodhpur and Sri Ganga Nagar have more schools as compared to the districts such as Sirohi, Dholpur, Jaislmer, etc.

3.3 The Teachers

In all types of schools - primary, upper primary, secondary and sr, secondary- the ratio between male and female teachers is approximately 3 : 1. In primary schools the number of female teachers is 27,282 as against 67,772 male teachers. At upper primary level the numbers for female and male teachers are 22,982 and 68,681 respectively. Although, the State Government is trying to increase the entry of female teachers through reservations in teachers - training colleges and recruitment but because of the distance factor and non availability of qualified teachers in the backward districts there is still wide gap in the total numbers of male and female teachers. It is evident from the table showing teachers working in various types of schools.

EDUCATIONAL STATISTICS OF RAJASTHAN
1996-97

NUMBER OF TEACHERS

S.No.	*Description*	*Govt.*	*Non Govt.*	*Total*
01.	PRE-PRIMARY SCHOOLS			
	MALE	15	28	43
	FEMALE	139	72	211
	TOTAL	**154**	**100**	**254**
02.	PRIMARY SCHOOLS			
	MALE	57492	10270	67762
	FEMALE	20256	7026	27282
	TOTAL	**77748**	**17296**	**95044**
03.	UPPER PRIMARY SCHOOLS			
	MALE	54248	14413	68661
	FEMALE	13682	9300	22982
	TOTAL	**67930**	**23713**	**91643**
04.	SECONDARY SCHOOLS			
	MALE	27380	4033	31413
	FEMALE	6623	3931	10554
	TOTAL	**34003**	**7964**	**41967**
05.	SR. SECONDARY SCHOOLS			
	MALE	21684	4653	26337
	FEMALE	6357	4900	11257
	TOTAL	28041	9553	37594

EDUCATIONAL STATISTICS OF RAJASTHAN

1996-97

DISTRICT WISE NUMBER OF TEACHERS

(In thousands)

S.No.	District	Pre-Primary			Primary			Upper Primary			Secondary			Sr. Secondary			Grand Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
01.	Bikaner	-	-	-	1452	1093	2545	1638	1132	2770	843	735	1578	801	551	1352	4734	3511	8245
02.	Churu	-	-	-	2121	609	2730	2281	444	2725	1072	163	1235	916	244	1160	6390	1460	7850
03.	Ganganagar	-	-	-	2140	1166	3306	2188	1325	3513	811	397	1208	700	502	1202	5839	3390	9229
04.	Jhunjhunu	1	1	2	2076	854	2930	3068	771	3839	1615	284	1899	1300	357	1657	8060	2267	10327
05.	Sikar	-	-	-	2771	672	3443	3003	367	3370	1600	239	1839	1065	139	1204	8439	1417	9856
06.	Ajmer	11	4	15	2634	2359	4993	2452	1743	4195	1201	731	1932	1557	1062	2619	7855	5899	13754
07.	Alwar	-	-	-	4089	1353	5442	4488	1272	5760	1615	499	2114	1560	402	1962	11752	3526	15278
08.	Bharatpur	1	26	27	2890	535	3425	3340	702	4042	1538	211	1749	1054	312	1366	8823	1786	10609
09.	Dholpur	-	-	-	1442	198	1640	1148	141	1289	496	91	587	404	71	475	3490	501	3991
10.	Jaipur	-	24	24	4745	3171	7916	5121	3595	8716	2546	1708	4254	2745	2395	5140	15157	10893	26050
11.	Dausa	-	-	-	1935	297	2232	2336	217	2553	974	174	1148	658	76	734	5903	764	6667
12.	Bagrer	-	-	-	2163	504	2667	2024	219	2243	628	114	742	441	103	544	5256	940	6196
13.	Jaisalmer	-	-	-	593	188	781	629	99	728	260	32	292	137	37	174	1619	356	1975
14.	Jalore	-	-	-	1319	287	1606	1338	200	1538	526	37	563	348	48	396	3531	572	4103
15.	Jodhpur	28	83	111	3264	2558	5822	1655	1510	3165	1299	696	1995	1209	796	2065	7815	5643	13458
16.	Pali	-		-	2529	580	3109	2729	537	3266	1058	172	1230	900	187	1087	7216	1476	8692
17.	Nagaur	-	-	-	2945	634	3579	2925	449	3374	1595	234	1829	930	160	1090	8395	1477	9872
18.	Sirohi	1	26	27	868	318	1186	963	179	1142	572	126	698	370	117	487	2774	766	3540
19.	Bundi	-	-	-	1591	519	2110	1299	519	1818	499	193	692	435	108	543	3824	1339	5163
20.	Jhalawar	-	-	-	2104	647	2751	1417	343	1760	421	104	525	415	123	538	4357	1217	5574
21.	Kota	1	24	25	2036	935	2971	1833	1002	2835	1025	782	1807	964	992	1956	5859	3738	9597
22.	Sawaimadhopur	-	-	-	3384	513	3897	3261	576	3837	1406	171	1577	961	217	1178	9012	1477	10489
23.	Karauli	(Included in Sawaimadhopur District)																	
24.	Tonk	-	-	-	1608	539	2147	1881	404	2285	663	166	829	600	128	728	4752	1237	5989
25.	Banswara	-	-	-	1609	772	2381	1900	527	2427	682	236	918	644	221	865	4835	1756	6591
26.	Bhilwara	-	3	3	2145	1161	3306	2537	1074	3611	1267	357	1624	988	348	1336	6937	2943	9880
27.	Chittorgarh	-	-	-	1947	941	2888	2237	751	2988	931	243	1174	877	254	1131	6992	2189	8181
28.	Doongarpur	-	-	-	1842	614	2456	1818	363	2181	604	114	718	495	65	560	4759	1156	5915
29.	Udaipur	-	20	20	2746	1927	4673	2501	1256	3757	1481	975	2456	1319	817	2136	8047	4995	13042
30.	Barar	-	-	-	1838	414	2252	1324	288	1612	570	164	734	346	75	421	4078	941	5019
31.	Rajsamand	-	-	-	1244	446	1690	1479	418	1897	693	142	835	512	140	652	5928	1146	5074
32.	Hanumangarh	-	-	-	1692	478	2170	1848	559	2407	922	264	1186	626	210	836	5088	1511	6599
	TOTAL	43	211	254	67762	27282	95044	68661	22982	91643	31413	10554	41967	26337	11257	37594	194216	72286	266502

3.4 Female Literacy

The literacy profile of women in Rajasthan continues to be very poor. The female literacy rate for the state as a whole is 20.8 percent. However, this figure makes the wide region and caste based variations that exist among different groups of women literacy rate very from 7.7 percent (Jalore) to 37.7 percent (Ajmer) for females. Out of the 37889 inhabited villages in Rajasthan, 5458 (14 percent) have no literate females and 39 percent of Jaisimer's villages have no literate females. More than 46 percent of all villages have less than 10 percent female literacy and only 6 percent have female literacy levels higher than 30 percent. In Chohtan Block (Barmer district) the female literacy rate is as low as 2.2 percent.

A very discouraging feature is the widening gap in literacy. The 1991 census shows that the female literacy rate is 34.2 percentage points less than the male literacy rate of 55.1 percent. This is higher than the gender gap of 30.7 percentage points in the 1981 census, when the female literacy rate stood at 13.99 percent as against a rate of 44.76 for males. The gender gap is also wide in terms of educational structure . Out of a total of 31,511 primary schools, only 1650 are girls schools. This gap has been steadily increasing since 1951 when 10.42 percent of all schools were girls schools ; in 1990 this figure fell to 4.64 percent.

3.4.1 Efforts for female literacy

With a view to boost up female literacy special efforts have been made during the last 4-5 years under the following schemes, specially designed for the purpose :

i. Intensive Girls' enrolment campaign.
ii. Attendance Scholarships to girl students
iii. Dattak Palak Yozana (financial assistance to targeted 11,000 girls from economically weaker sections)
iv Upgradation of merit scheme for girls
v. Free distribution of books and uniforms
vi Non-formal education centres for reducing the drop-out rate among girls
vii Interventions for women's education and empowerment through innovative schemes like Shiksha Karmi and Lok Jumbish.
viii. Vocational and Technical Education for women .

3.5 Education of Scheduled Castes

Rajasthan ranks eighteenth in the country with the concentration of its 76.08 lakhs scheduled caste population in 1991, constituting 17.29 percent of the total population of the state and 5.50 percent of the total scheduled caste population of the country. In rural areas of the state the percentage of scheduled castes to the total population was 17.98 . In urban areas this proportion constituted 14.95 percent.

The literacy rate of scheduled castes in the state, as per 1991 census, was 26.29 percent for all persons, 42.38 percent formales , and 8.31 percent for females as compared to the literacy rate of general population which constituted 38.55 percent for all persons, 54.93 percent for males and 20.44 percent for females.

Enrolment of scheduled caste children, as in the case of other educationally backward states, is far behind that of the children belonging to general category. The similar situation persists in case of enrolment ratio.

Enrolment of Scheduled Caste Children (1993)

In lakhs

Education Stage	Enrolment		
	Boys	Girls	Total
Primary	6.05	2.04	8.09
	(16.49)	(11.83)	(14.82)
Upper Primary	2.10	0.45	2.55
	(15.67)	(9.70)	(14.13)
Secondary	0.84	0.09	0.93
	(18.79)	(8.82)	(16.93)
Hr. Secondary	0.44	0.04	0.48
	(11.37)	(4.44)	(10.06)

Note : Figures in parentheses denote percentage of enrolement of scheduled

caste children to total enrolment in the state.

Gross enrolment ratio of scheduled caste students both at primary and upper primary stages are considerably lower as compared to the gross enrolment rations of all students in the state.

Gross Enrolment Ration (1993-94)

Education stage	SC children			All children		
	Boys	Girls	Total	Boys	Girls	Total
Primary classes (I-V)	112.9	40.2	77.6	119.5	60.9	91.0
Upper Primary classes(VI-VIII)	69.2	16.2	43.8	76.8	28.9	53.9

3.6 Education of Scheduled Tribes

The population of scheduled tribes according to 1991 census was 54.75 lakhs, constituting 12.44 percent to the total population of the state and 8.08 percent to the total tribe population of the country. In the Indian Union, the state ranked fourteenth, in terms of its scheduled tribe population in 1991.

The literacy rate of scheduled tribes comprises 19.44 percent for all persons, 33.29 percent for males and 4,42 percent for females in 1991 comparatively much lower than that of state overall literacy rate of 38.55 percent for all persons, 54.99 percent for ales and 20.44 percent for females. Similarly, scheduled tribes are most educationally backward in the state as the percentage of enrolement of ST student to total enrolment in the state at primary stage was only 10.40 percent and that of upper primary stages, 9.7 percent in 1993-94. The corresponding figures in case of ST girls was only

6.1 percent at primary and 6.9 percent at upper primary stage.

At the upper primary stage the comparative picture of enrolment ratios of ST students shows a further decline, where it constitutes only 42.85 percent in respect of all children, 67.19 percent for boys and 16.36 percent for girls. The main reasons for lower participation of scheduled tribe students are poverty, lack of courage, inaccessibility to education, non availability of educational facilities, and lack of implementation of development programmes for STs. The percentage of scheduled tribe teachers in respect of total teachers in the state was 4.9 in primary, 3.5 in upper primary, 2.7 in secondary and only 1.3 in higher secondary schools. The corresponding figures in case of female scheduled tribe teachers were only 1.35, 0.65, 0.52 and 0.14, respectively, in primary, upper primary, secondary and higher secondary schools in the state. This poor participation of scheduled tribes students as well as teachers, requires more efforts on the part of the state government for the development of educational programmes for scheduled tribes in the state.

3.7 Special Schemes for SC/ST

Special development programme have been launched by the government in collboration with the Social Welfare Department, Education Department and Scheduled Castes Corporation for providing educational facilities to SC/ST. Some of the main schemes are:

Modified Area Development Approach (MADA)

This scheme has been functioning since 1978-79. Under this scheme, 44 MADA clusters have been entablished covering 3589 villages of 13 districts of Rajasthan.

Tribal Enrichment Programme for SC/ST

This programme has been launched in three districts of the state with the financial assistance of the central government. Under this scheme 40 SC and 40 ST students are admitted to class IX on the basis of merit every year. They are provided with free lodging, boarding and freeship etc. upto class XII.

Rural Talent Scholerships Scheme

The students upto eighth standard of rural areas are eligible for this scholarship. The students selected through a competitive test organised by the SIERT Udaipur get Rs. 30/- per month in secondary, and Rs. 60/- per month in higher secondary classes as scholarship.

Navodya Vidyalayas

Navodya Vidyalayas offer the best type of education for rural talented children including SC/ST students, who are selected through a written test. The selected students are eligible for free accomodation, free meals and education . These schools are financed by the central government.

Pre-matric Scholarship Scheme for SC/ST students

Two types of prematric scholarships, namely ordinary and special are given to the SC/ST students.

3.8 Education of Handicapped

A centrally sponsored scheme for handicapped children was started in the upper primary schools of the six districts of Rajasthan in the year 1988. These districts are (i) Ajmer; (ii) Kota;(iii) Jaipur ;(iv) Jodhpur;(v) Udaipur ;(6) Bikaner .

Students with specific disabilities are imparted education along with normal students in these schools. Specially trained teachers who use necessary teaching aids suitable to the disabilities are employed for teaching handicapped students. The academic help and guidance to teachers is provided by special teachers and officers of training institutes. About 90 students in each school are covered under this scheme. In the year 1988-89, this scheme was extended to 10 more upper primary schools in 10 districts of the state including Chittorgarh, Banswara, Dungerpur, Bhilwara, Pali, Barmer , Dholpur, Alwar, Tonk and Bundi, and later on , to 16 government upper primary schools and six secondary schools where 910 partially dumb and deaf physically-deformed and mentally retarted children were provided education.

Upto 1991, twenty two upper primary/secondary schools were functioning purely for handicapped students in the state. Special provisions are made for medical check-up of these students. Conveyance facilities are also provided to the needy students.

3.9 Educational Facilities for Minority Groups

To promote the language of minority groups, academies such as Rajasthan Urdu Academy and the Rajasthan Sindhi Academy have been established. The main functions of these institutions include publication of literature, honouring men of letters for functioning of these minority institutions, separate administrative posts have been created in the Education Department . Special training schools for the training of teachers are being run by the state government. One such school is functioning at Ajmer, where teachers are being trained to teach Urdu, Sindhi and Punjabi.

3.10 Aiming at Micro- Planning and better Teacher performance

Despite the various efforts and achievements, the pace of educational expansion has been relativelly slow. At the same time, the impact of this expansion has been diluted by population increases and wastage within the educational system. Keeping this view the following strategies have been proposed in the Plan of Action 1992 within the broad strategy of district planning :

- adoption of altenative channels of schooling ;
- micro-planning through the involvement of teachers and the community ;
- making parents aware about their responsibility for ensuring the completion of elementary education by their children ;

- establishing linkages between programmes of literacy and UEE in TLC districts;
- improving school facilities;
- introducing MLL at the primary and upper primary stage;
- revising the process and content of elementary evaluations ;
- introducing continuous and comprehensive evaluations ;
- modifying teachers's programmes appropriately ; and
- Launching a mission to achieve the goals indicated in the revised NPE.

Rajasthan has also adopted the district approach to planning the basic principal of which is that the community is the best judge and resource for Education For All (EFA). The NPE 1986 advocated the establishment of a democratically constituted District Board of Education (DBE) and the opening of District Institutes of Education and Training (DIET) respectively for education management and pre-service and in-service training. At present there are 30 operational DIETS in the State. The DPEP is infact a further step towards the goal of universalisation of Primary Education through grass-root planning and decentralised management of education.

3.11 Educational Schemes

Other than the formal system of education, there are many special schemes which have been implmented in the State during the last five years as additional efforts towards universalisation of elementry education and strengthening the existing structure. Since the formulation of the NPE there has been a tremendous increase in the centrally sponsored schemes also ; these includes :

a. Operational Black Board
b. Teacher Education
c. Vocational Education
d. Border Area Development (Educational) Programme
e. CLASS Project for Computer Education
f. Improvement of Science Education
g. Environmental Education
h. Education Technology
i. Integrated Education for Physically handicapped and disabled children.
j. Upgradation of Merit of SC and ST children
k. Non-Formal Education
l. Adult Literacy

Out of the schemes being implemented currently, the following innovative programmes are worth mentioning in detail. Detailed mention of Shisha Karmi Project and Lok Jumbish is specially required as the DPEP has to take strength from their experiences.

3.11.1 FREE DISTRIBUTION OF TEXTBOOKS

Rajasthan is one of the few states in the country where texts books are provided free of cost for all the children (Boys & girls) of I to V standard and girls of VI to VIII standard studying in government schools. Started from 1994 this scheme has proved very effective as far as increase in enrolment and retention and decrease in drop-out rate is concerned. Number of effective teaching-days have also increased. The notable feature of the scheme is that books are made available to the students right on the day of admission. Thus every year about 55-58 lakh children studying in 47,000 primary and upper primary schools are benifitted.

FREE DISTRIBUTION OF TEXTBOOKS

Number of Children benefitted

(In Lacs.)

CLASS	CATEGORY	1994-95	1995-96	1996-97	1997-98
1	Boys & Girls	13.03	18.16	20.12	20.34
2	Boys & Girls	09.29	12.57	12.43	12.51
3	Boys & Girls	07.14	08.83	08.55	08.23
4	Boys & Girls	06.14	07.19	06.96	06.49
5	Boys & Girls	05.42	06.19	06.19	05.78
	Total	41.02	52.94	54.25	53.35
6	Girls Only	01.46	01.49	01.72	01.70
7	Girls Only	01.12	01.31	01.41	01.42
8	Girls Only	00.96	01.07	01.12	01.19
	Others		00.50		
	Total	03.54	04.34	04.25	04.31
GRAND TOTAL		44.56	57.31	58.50	57.66

Number of books Distributed/Amount of books

YEAR	1994-95	1995-96	1996-97	1997-98
Total No. of books for free Distribution.	132.16	171.15	171.01	171.00
Amount of the books for free Distribution (Rs. in lacs)	976.00	1345.00	1514.00	1450.00

3.11.2 Shiksha Karmi Project (SKP)

Primary education in rural areas of Rajasthan suffer from three major problems. They are :

i. Absense of teacher i.e. teacher absentism
ii Low enrolment
iii High drop-out rate

In the remote areas of Rajasthan where the villages are isolated and far flung from each other because of the harsh geographical features of the land, the primary schools that were set up, soon found themselves non-functional. Trained teachers, both men and women from outside refused to come to these schools. The circumstances not only had an adverse effect on enrolment but also added to the number of school drop-outs.

To overcome these problems the Shiksha Karmi Programme was launched as an innovative intervention. Started in the year 1987 with financial assistance of SIDA, the origin of SKP can be traced to the succesful experiment carried out by a voluntary agency Social Work Research Centre (SWRC), Tilonia in Ajmer district. The crucial innovation in Silora block was the substitution of the primary school teacher by an educational worker usually a local person of the village. On the same pattern SKP was started as Pilot Project by the Government of Rajasthan July, 1987. As per procedure, proposals are received from the controlling authority of the schools. In Rajasthan, the primary schools in rural areas are run under the administrative control of the Panchayat Samitis. Thus, the Block Development Officer submits a proposal referring to the problematic schools. Such schools are then transferred to SKP. Under the SKP books, copies and other teaching learning materials are provided to children free of cost.

Difference between the SKP and the formal system is well-marked in terms of procedures, practices and rules, as reflected hereunder :

Relaxation in Qualifications for Teachers

For the Shiksha Karmis (as the teachers are called in SKP) the minimum qualification is Standard VIII for the men in the case of women it is Standard V.

Training : A Continuous Process

After identification, the designated Shiksha Karmi has to undergo a training. Trainings of SKs has a fourfold objectives :

- Upgrading their initial qualifications.
- Continually improving and promoting teaching ability.
- Reinforcing the solidarity among SKs so as to enable them to play the role of a social activist.
- Providing environment and support to them.

SKP : A partnership Model

SKP is a good example of co-ordinated efforts of governmental and non-governmental agencies. While man and material are the responsibility of the government, training is looked after by Sandhan (an NGO) and evaluation and monitoring by the Institute of Development Studies, Jaipur.

Continuous Monitoring and Evaluation

Unlike the schools of Panchayat Samitis or educational department, the schools running under SKP are subject to constant monitoring and evaluation. This has helped a lot in overcoming the deficiencies.

Prehar Pathshala

A non-formal education component in the SKP is the functioning of Prehar Pathshalas. These aim at providing education of quality comparable to the formal system to all out-of-school children, particularly those who have dropped out of school, working children, girls who can not attend day schools and those children who live in remote and inaccessible areas of the desert and hilly blocks. In these Pathshalas curriculum upto V standard is completed within two years. They generally run in the evening hours at a place convenient to the children.

Mahila Prashikhan Kendras (Women Training Centres)

The main objective of the MPK is to identify and train women to become teachers in the Shiksha Karmi schools. Though it is still easier to find educated men in the villages it is extremely difficult to identify literate women in remote villages. To improve girls enrolment and facilitate extension of education in remote villages, seven centres have been started where identified women stay for a minimum period of 6 months to 2 years and attain the level of Standard V. After completion of this course, these women, identified for teaching in SKP schools have to undergo a 37 days teachers training organised by Sandhan. This course is residential.

Angan Pathshala (School in Courtyard)

Under this scheme, a woman teacher has been identified for teaching, who can start classes in her own house. Such Pathshalas have been started in the farflung areas where the number of eligible children is comparatively less.

Mahila Sahayogi

On experimental basis in seven Block Mahila Sahayogis have been attached with the prehar pathshalas. Mahila Sahayogi is generally an aged lady of the same village employed to escort the girls who come to attend the prehar pathshalas and also looks after smaller children accompanying older girls in the day schools.

The Shiksha Karmi Programme has shown great promise in the last 6-7 years. The holistic approach of the programme has, perhaps for the first time in Rajasthan, brought together people from different backgrounds and disciplines in a co-operative effort to use education for intervention. The project is jointly funded by SIDA and the government of Rajasthan. One notable feature of the project is that the village-schools which have been adopted by SKP have been successful in attracting more than 90 percent eligible children in their respective villages at some place.

3.11.3 Lok Jumbish

Lok Jumbish Project aims at achieving the target of "Education For All" (EFA) in Rajasthan by 2000 A.D. through people's mobilization and their active participation. Universalisation of primary Education, as per the objectives of Lok Jumbish can be understood in the following three terms :

1. Universal access for all children upto the age of 14 through the school system as far as possible. and through alternate and complementary non-fromal education programmes wherever necessary : (Plea for enrolment)

2. Universal participation of all children till they complete primary education ;(efforts for retention)

3. Universal achievement of a level which should correspond as closely as possible to the nationally accepted minimum levels of learning (Concern for quality)

With such objectives, the project was launched in June 1992. It is jointly funded by SIDA, Governement of India and the State Government (Rajasthan) in the ration 3:2:1. The project presupposes that the creation of people's movement will generate a stimulus for human development which , in turn, will contribute to a basic socio- economic changes. The main strategies adopted by the Lok Jumbish are as follows :

a. People's Participation : Through compaigning awareness has been created in the villages. The village community has been motivated to the extent that they have started participating in the micro-level planning for primary education in their area. School-mapping and bench-mark surveys have been conducted with the help of community. With such efforts priorities have emerged,

b. Decentralisation : Committees involving community, voluntary organisations, public representatives, local functionaries of education and devlopment departments and other sections and individulas of the society, interested in education have been constituted at the Block and Village level. The Village Education Committee (VEC) is supposed to have key role in the micro-planing for education. In fact, the decisions or plans finalised at VEC level have to be dovetailed in the Block level plans.

c. Training for Teachers : With a view to involve teachers, change their attitude towards educational reforms and to improve their teaching skills, inservice training for primary school teachers has been considered as one of the important inputs for the sucess of project. It is something untraditional restoration of teachers' status and creation of their professional pride.

d. Improvement of Quality of Primary Education : Improvement of quality of primary education is the prime concern of Lok Jumbish ; efforts are being made through aiming at achievement of minimum levels of learning, improvement in teacher -performance, modification in curriculum and contents and preparation ofsuitable reading material. A State Resource Committee has been constituted to take care of all these aspects. In the light of Prof Dave Committee Report, Minimum Learning Levels (MLL) have been finalised and accordigly textbooks been prepared.

e. Evaluation : Evaulation is a continuing and in-built acitivity in the instructional process and management. In the schools adopted by Lok Jumbish, a system of quarterly, half yearly and annualy evaluation of the students has been introduced.Such evaluation aims at measuring the competencies gained by the child withing the given period.

f. Women's Development : Participation of women has been seen as an integral part of LJ acitivities. Most of the blocks covered under Lok Jumbish have taken up systematic programmes for women's development. Women's groups have been formed and establishement of field centres has been seen as a support mechanism for women's development.

PLANNING PROCESS OF STATE COMPONENT PLAN

4. *PLANNING PROCESS OF STATE COMPONENT PLAN*

Peoples' participation is the parameter to judege a plan formulated with the process of decentralised planning. To what extent a plan will prove to be problem specific, meaningfull and sustainable in the long run, this largly depends upon the amount of information (statistics) gathered from different sources, consultations held with the stake holders and vadidation of assumptions through primary surveys. Thus a state component plan which, infact, visualizes a mechanism whereby the district investment proposals and the state level interventions are interwoven through a common thread running between them, also has to evolve a planning process. It is only then the strategies, interventions and investment proposals envisaged for various areas such as institutional capacity building, awareness campaigns, special awareness to address gender equity and issues of children, improved teaching-learning materials including MLL based text-cum- exercise books, effecitve monitoring system, meaningfull teacher-training programmes and evaluation and research are realistic. Needless to mention, this has a direct bearing on the acheivement of the objectives, goal's and specific targets of the plan.

In the background of educational scenario of Rajasthan which puts the state in the category of most educationally backward States of India, the District Primary Education Programme (DPEP) has been thought of as an instrument to Universalisation of Primary Education (UPE).

The DPEP support replicable,sustainable and cost effective programme development and implementation in order to :

* reduce differences in enrolment, drop-out and learning achievements between gender and social groups to less than five percent.

* reduce overall primary dropout rates for all students to less than 10 percent

* raise average achievement levels by at least 25 percent over measured baseline levels by ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 percent achievement levels in other competencies by all primary school children.

* provide access for all children to primary schooling or its equivalent non-formal education.

It also seeks to strenghthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

In Rajasthan, the DPEP is a "new borne baby". Thus the foundation process and the process of planning have come up simultaneously as is reflected from the under :

* Project Identification Mission visited on 11-13 August, 1997 and 13-15 October, 1997 to explore the possibilities of launching DPEP IV in Rajasthan.

* The PIM (Project Identification Mission)and the GOR agreed to start DPEP interventions in 19 selected districts of the State (the rest 13 districts are being covered by LJP). Out of which DPEP phase-I would be opeational in 10 districts ivz, Sikar, Jhunjhunu, Alwar, Kota, Sri-Ganganagar, Tonk, Jhalawar, Bhilwara, Nagaur and Sirohi.

* A registered society called " Rajasthan Council of Primary Education " (RCPE) has been registered under the Societies Registration Act on 3rd Nov. 1997 to carry out the activities of the programme.

* The officials of the State Education Department, selected for district core teams were sent to LBS, NAA, Mussoorie in two batches (15-22 Nov. 1997 and 15-22 Dec. 1997) for more focussed orientation on district planning.

* As per the Aide- memorie issued by the World Bank, it has been envisaged that 4 pre- project studies be conducted prior to the actual implementation of the programme. After several rounds of discussions with MHRD, GOI and other partners, the studies were assigned to the agencies mentioned under.

S.No.	Name of the study	Agency Identified
1	SOCIAL ASSESSMENT STUDY	Institute of Development Studies (IDS), Jaipur.
2	BASELINE ASSESSMENT STUDY	SIERT,Udaipur
3	STATE FINANCE STUDY	Centre for Applied Research and Study (CARS), Jaipur
4	STUDY OF INSTRUCTIONAL MATERIALS READABILITY	Initially it was proposed to hire a consultant Mr. U. Prabhakar Rao Retd. from NCERT, New Delhi. Later on the status position regarding in regard to preparation, printing and distribution of books by RSTB was submitted to GOI/ World bank

* The first state level workshop for the orientation of State and District level officials related to DPEP was organised on 9-10th Jan. 1998in Jaipur. It was participated by the members of district core teams, officers from the department of Education, Panchayati Raj and Women & Child Development Government of Rajasthan, experts from Ed-Cil Delhi, Consultants from Institute of Development Studies,Jaipur, many NGOs, representatives from Govt. of India and District Project Co-ordinator form Kerla.The main focus of the work-shop was on district level planning in Primary Education and seeking community support for UPE. Various stages of Planning process were discussed at length.

* On 02.02.1998 a one day orientation programme was organised for senior officers of the Education, Panchayati Raj and Women and Child development departments for conceptulisation of the programme and process of district planning so that they can guide and facilitate the district teams wherever needed. With a view to provide guidance to district teams and ensuring timely completion of plan formulation work senior officers of the Education and Panchayati Raj were nominated as officers-in-charge for different districts.

* The officers -in-charge for various programmes at SLO discussed outlines of the draft State Component plan with the Education Secretary, Government of Rajasthan on 19.02.1998 in a meeting specially held for the purpose. For convergence with various ongoing Educational schems/programmes such clarifications were utmost necessary.

* On 6-7 March,1988 a visioning Workshop was organised for improvement of initial drafts for various chapters of the State Component Plan.Participated by eminent National level subject experts such as Shri Vijay Shanker Vyas (Ex. Director IIM Ahmedabad and IDS Jaipur), DR Udai pareek (H.R.D. expert), Shri Daya Ram (Ed-Cil, Delhi) Sh. S. Banerjee (Plan Costing expert), Shree Dheer Jhingran, Dy. (Secretary GOI and Former State Director of Assam DPEP), Shri Rohit Dhankar (Digantar) and Shri. Yogendra Singh (Bodh) the workshop discussed strategies and decided state intetventions for each programme. Sessions were devoted to costing and budgeting also.

* On 19.3.98 the Institute of Development Studies (IDS) Jaipur organised a meeting of NGOs who had been assigned responsibility of Social Assessment of DPEP Districts. Education Secretary, GOR and Programme Officer of DPEP also participated. The social reasons affecting Primary Education in the rural areas were analysed at length alongwith suitable remedial stragtegies.

* The State Planning team specially constituted for DPEP met on 26th March,1998. It is a body having educational experts, NGOs working in the field , persons from innovative programmes like Lok Jumbish and Shiksha Karmi and representatives from the concerned government departments. Main thrust of the discussions was on the strategies and interventions to be finalised for the State Component Plan.

* To have detailed discussions on gender perspective of the primary/ elementary education a three day seminar was organised at state level office of the RCPE from 30th March to Ist April 1998. Subject experts from various organisations viz Ms. Deepa Das and Sh. Daya Ram from Ed-Cil,Delhi, Dr. Santosh Kumar from H.C.M., RIPA, Jaipur, Ms Shobhita Rajan (IDS Jaipur), Ms. Kum Kum Shrivastav (Vihan Jaipur), Ms Vimla Jain (WDRDA, Ajmer), Ms. Komal and Ms. Madhumita Pal (BGVS) activily participated in the seminar. After having discussed various aspects of the issue and keeping in view the fact that 6-11 age group is formative stage it was decided that for DPEP the focus should be on girl child education, minimisation of gender prejudices and inculcation of healthy thoughts reagrding sex and not merely women empowerment.

* The State Component Plan is, in fact, supplementation of the efforts-- Strategies, Interventions and activities, being proposed in the District Plans under DPEP. Thus the base for strategies in all areas have to come from the districts. This could be possible in two ways.

  - The programme officers of State Level Office (SLO) go to districts to have on the spot feedback.

  - The District Core Teams laden with information gathered through PRA and consultations come to SLO with sufficient information.

With a view to have maximum participation it was decided to go both ways. Thus all the programme officers visited districts (one P.O. for two districts) in the 2nd week of March and 3rd week of April 1998. The district teams were called to SLO on 13th and 14th April 1998. Cost -Norms for various activities were indicated to them so that uniformity may be maintained. The teams were again called from 20.04.98 to 24.04.98 with their first drafts of plans. This was the opportunity when the process of dovetailing of district plans with that of State and Vice Versa was completed. The process was facilitated by Dr. Ram Chandran and Dr. A.K. Khan of LBS, NAA Mussoorie also.

On 4th May all the district teams appeared with their final drafts. All the costing tables were put in the Computer System to have final shape. Mr. Khan from LBB, NAA Mussoorie facilitated the finalisation of Costing tables. After having the district plans completed, strategies/interventions for the State level Component Plan were given a present shape.

This is how the State Component Plan for DPEP Phase-I of Rajasthan came in to present shape.

CONVERGENCE OF EFFORTS

CONVERGENCE OF EFFORTS

CONCEPT

Convergence is an approach to social change that enables an organised community to give effective attention to the specific factors of their backwardness and to proceed collectively to fulfil their rights, prominently including rights of women and the child. It is not a programme but a ***strategy*** to carry out any social intervention. It is a strategic process to assist people in assisting themselves.

Convergent action at community level seeks to reverse the conventional process of social development, by letting the people (organised, aware and active) play the lead role, in partnership with retrained Govt. functionaries and community level workers. There is a legitimate concern that, excepting some cases where dedicated social activities and voluntary agencies have worked steadily for years, there exists no so much "community spirit", as exploitation by whoever has powered, and therefore conflict. The basic solvent for old problems of this nature is the opportunity for the poor to organise themselves, with the women's group in the fore front, their positive influence on the general assembly of the Gram Sabha and the peaceful, patient pursuit of democratic procedures, consistent with the rule of law.

Substantial financial resources are presently available for tackling poverty in on its multiple dimensions (for education, health, employment, drinking water, sanitation and allied social concerns). There would be much larger inflow of funds in future. This calls for urgent convergence strategies designed to bring together these elements at community level, as well as promote transparency, accountability and effectiveness in the way local and other resources are actually used.

Convergence is easier said than done. At times convergence of efforts is seen at the implementation level but there is an urgent need to devise convergence strategies at levels of policy planning.

Processes and Structures

* By emphasizing social communication for team-building and community initiative; enpowerment of the community would be attempted by constituting a "Community Mobilization Team".

The composition of the team can be:-

- Two representatives from the Gram Sabha (atleast one female).
- Two Ward Members of the Gram Panchayat (atleast one female),
- A representative of youth organisation;
- Social worker/activitist.

The functions of the CMT may include:-

- Mobilization of community
- Advocacy on local social development issues
- Consensus on, and articulation of key issues
- Awareness building among people on priority issues.
- Liaising with the intersectoral facilitating team of the Village.

The CMT has been envisaged as a "catalytic agent of change".

* Intersectoral Facilitating Team (IFT)

This is a team of local level functionaries from various department who work in a narrow compartmental perspective without much co-ordination. The convergance strategy envisages the formation of trained facilitating teams of different line workers to establish, linkages among themselves, promote co-ordination, productivity and improved outreach of social services.

Composition of IFT:

- School teacher
- AWW/ECE worker
- Multi-purpose health worker
- Nominee of local NGOs
- Forest, soil conservation worker

Functions of IFT

- Liaising with CMT/Gram Panchayat
- Facilitating Plan of Action jointly with CMT/Gram Panchayat
- Efficient and timely inputs
- Demand articulation for education, health, sanitation, etc.
- Informing and motivating the community
- Involving the community in Planning and Implementation

- Social communication

The IFT will facilitate "informed decision making" by the Gram Panchayats.

In our community mobilization strategies for UPE, a concious effort would be made to build on the interventions of CMTs and IFTs.

CAN WE ADVOCATE THE EDUCATIONAL IMPACTS MODEL (EIM) IN ALL THE STATES?

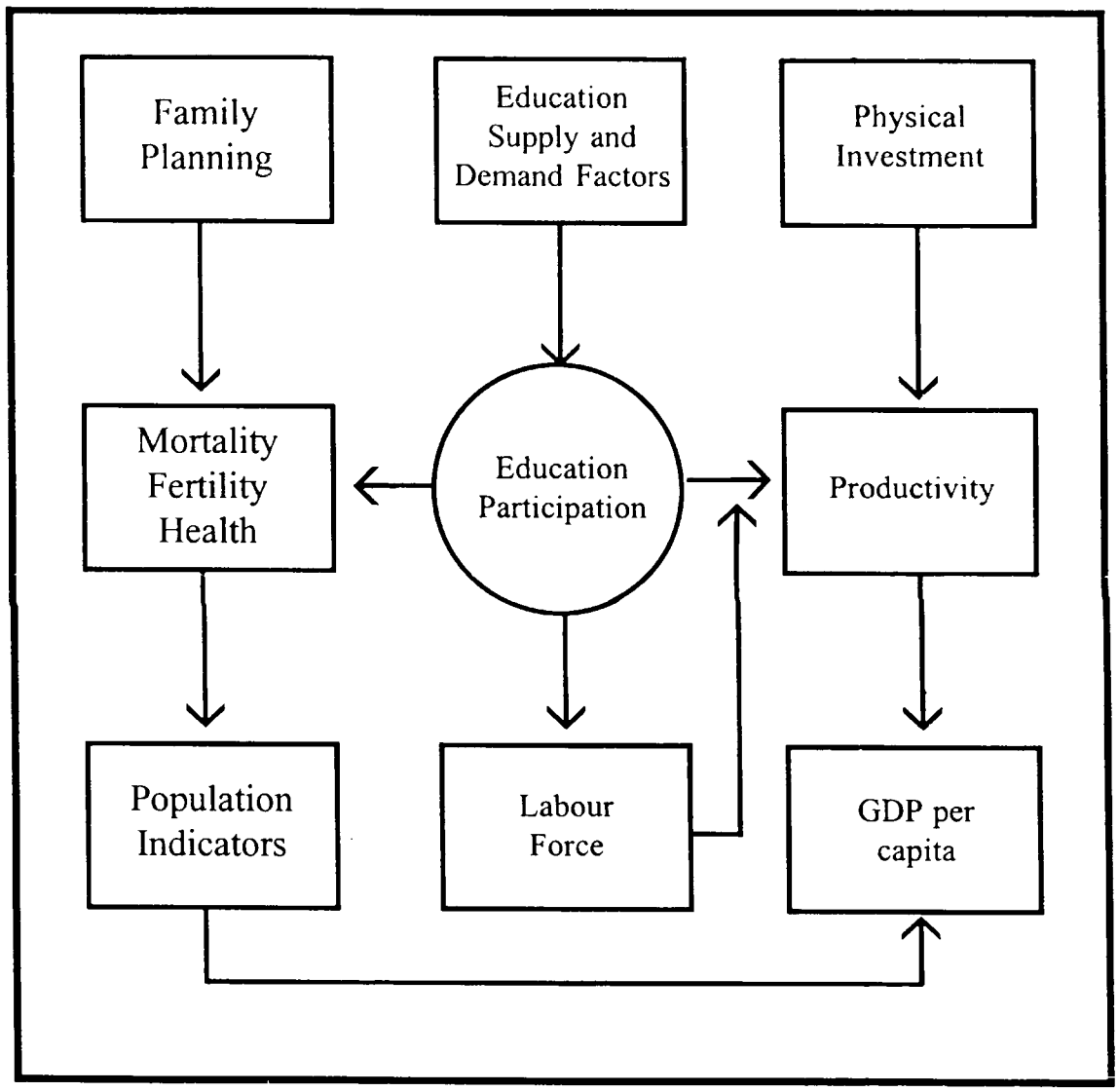
EIM is a policy dialogue to increase the effectiveness of educational administrators in budget negotiations. More money for education will increase the latitude needed to address equity issues. Education Administrators often lack the capacity to present the arguments that are buttressed by economic logic or data. Although, research shows that education is the most profitable form of social investment available, in a room full of lions, education too often is a lamb. Eim helps people understand, how spending on education can encourage development.

It is a general model based on empirical data from 80 countries that show:

- enrollment in education grow principally as a result of increased supply;
- rates of completion increase with increased spending per student;
- education of women delays marriage age and contributes to increase female participation in the labour force;
- participation rate have an indirect but positive effect on growth of GNP per capita.

However, management and policy reforms should precede increased allocations.

FLOW DIAGRAM OF EIM



In this chapter, ***convergence both operational and financial*** have been discussed. At the State level, we have had discussions with various partners in the UPE efforts and tried to work out various convergence strategies in detail.

CONVERGENCE ISSUES WITH DIFFERENT AGENCIES

A. DEPARTMENT OF EDUCATION

1. Full utlisation of the existing teaching and supervision structure.
2. Creation of Structures and trying out such activities by DPEP which can be assimilated by the department when the programme phases out.
3. Strengthening the institutional capacity of various State level organisations of the department to enable them to shoulder future responsibilities.
4. Most of the project staff on deputation from the department of education so that at the end of the project, the same functionaries can enrich the department.
5. The district and State level officials of the department are involved in the overall planning, implementation, monitoring and review of the strategies of DPEP.

B. SIERT and DIETs

1. Full utilization of the experties and capacities of these institutions.
2. No formal taking overs of DIETs, instead a detailed plan to strengthen the SIERT and DIETs as per the felt needs.
3. Full convergence of all the ongoing training programmes run by DIETs and SIERT tailored to the DPEP needs.
4. Strengthening the training and supervision capabilities of these institutions by giving them more opportunities of interactions with institutions of National and International repute.

C. UNICEF

* DPEP to continue to strengthen key aspects of "Guru Mitra" initiatives.
* A two days teachers' orientation - cum - training package, to focus on Health & Nutrition inclusive of ECE & Hygiene education. The activity would be undertaken in 50 out of the 81 blocks under DPEP who have less than 15 percent female literacy as per 1991 census. The cost of this training is estimated to around Rs. 60.00 lacs which would be borne by UNICEF.

* Related to the above, UNICEF could also help us in developing a learning package, which would encourage teachers to develop activities/ games for the children on the same themes.

* For Sanitation Packages for schools, UNICEF will consider providing Rs. 2500/- with matching grant of Rs. 2500/- per unit, coming from DPEP for construction of sanitary training, with priority for girls schools. 500 such sanitary facilities may be supported by UNICEF. This could be as ten demo units for each of the 50 blocks. (with less than 15% female literacy)

* Teachers' orientation may be supported to the tune of Rs. 2 lacs in conjunction with a learning package for pupils, based on child-to-child principles upto a maximum of Rs. 5.00 lacs.

* UNICEF would also like to invest some resource on good quality documentation in order to be able to establish, workable models.

* For Child Rights through Advocacy, UNICEF is proposing a TOT on CRC for DIET personnel for two days for each of the 10 districts.

* Drawing on the PIED experience, a one-day input in TOT on early detection of impairment, parent counselling, referral and integration techniques.

D. LJP

1. No reinventing of the wheel. DPEP would like to build on all the experiences and experties gained by LJ in the following sectors:
   - Community mobilization;
   - Curriculum development;

- Development, adaptation and implementation of MLLs;
- Teacher training (motivational and skill development);
- EMIS;
- Insights into activities relating civil works;
- Conceptulisation, selection, training and monitoring of "Sahaj Shiksha Kendras";
- Building partnerships with other institutions at National and International level working in the same field;

2. Building partnerships in planning, implementing, monitoring and reviewing various DPEP strategies.

3. Free and frequent exchange of ideas and innovations.
4. Sharing in research activities.

E. SHIKSHA KARMI PROJECT

1. Partnerships in conceptulisation and development of the A.S. strategies.
2. Drawing from the successful interventions of Shiksha Karmi like :
   - Identification of local youth as para teacher;
   - Involvement of local community in the selection of para teacher;
   - Rigorous in-service training of para teacher involving various multi-grade and integrated teaching methodologies;
   - Development of teaching-learning aid from locally available low cost material as a contineous process;
   - Continuous evaluation of learners;
   - Involvement of local community in the day to day school management and utilisation of community resources;
   - Continuous upgradation of the skills of the para teacher by regular in-service training;
   - Continuous pedagogic support; etc.

3. Maintaining parity as far as honorarium, induction and training of para teacher is concerned.

4. Transferring the management of 6 hourly A.S. centres (day schools) to Shiksha Karmi Board ,(As the 6 hours A.S. centre of DPEP is almost similar to a day-school run by Shiksha Karmi Board)

5. Contineous sharing of innovations and field experiences.

6. Partnerships in planning, implementation and monitoring of various strategies

F. ONGOING AREA DEVELOPMENT SCHEMES IN THE DISTRICTS

Funds & experties available in ongoing developmental schemes in the district would be fully utilised in DPEP. Some of the examples are given here:

- School development funds available in JRY, EAS, RELIEF, MPLAD, TSP, MADA, MEWAT etc. An average of the availability per year during the preceding 4-5 years has been assumed to be 'would be available' during the DPEP intervention period also.
- Duplication would be avoided at all cost.

G. Department of Women and Child Development

- Partnerships in planning, implementation and monitoring of ECE and women development activities;
- Strengthening the ECE capabilities of the working AWWs by imparting supplementary training;
- Syncronising the timings of A ngan Wadi centres and the primary schools;
- Joint trainings, supervision and support of primary school teachers and Angan Wadi Workers;
- Common supervisory level at Cluster for pre-primary education, primalry education and A.S. activities;
- Provision of ECE kits to all existing Angan Wadi centres;
- Development of ECE kits by drawing strengths from DWCRA vocational experties;

- Contineous and free exchange of innovations and researches.
- As far as possible, the ECE centre will be located in the premises of the primary school so that a ***"Learning Complex"*** can be developed and the ***transition of the child fron home to ECE centre and finally to the primary school*** becomes smooth.
- Monthly outing day of ECE children and class I and II students may be organised jointly.
- Certain common celebrations by the VEC (Republic Day, Independence Day, Children's Day, Bal Melas, Heath Day, Literacy Day etc.) involving the children of ECE centre, primary school and the A.S. Centres would be extremely beneficial in establishing smooth functional relationship among the three wings.
- The prime concern of the training stretagy shoud be ***to visualize the teacher (including ECE worker and AS. para teacher) as a facilitator of the learning process ratler than the sole source of knowledge for the student.***

H. TRIBAL SUB PLAN (TSP)AREAS

- No duplication of efforts, instead, trying to fill the gaps
- "Ashram Shalas" run by TSP to be strengthened;
- Supply of free teaching-learning material to tribal girls vith less than 15% female literacy (1991 Census);
- Joint supervision and support;

I. DPIP (District Poverty Initiative Project)

* The project aims at:

- Sustainable income generating micro-enterprise activities for the rural poor;
- Provision of small scale infrastructure and social services to fill development gaps, aim that benefiting the rural poor and the deprivedl.
- Capacity building of the identified poor and the develqpmental institutions of the area.
- Building social cohesion among the identified communities..

* Out of the ten phase I districts of DPEP, DPIP would be implemented in two districts i.e. Tonk and Jhalawar. Initial planning for the DPIP in these two districts have been done. We in DPEP, propose to have

"eperational and financial convergence" specially in the areas of capacity building & training and empowering community facilitators in the two districts.

J. Directorate of Literacy and Continuiing Education

The State Govt. had undertaken TL compaigns in all the districts of the State and seven districts are currently in the post literacy phase. There are several areas where DPEP can build on the strengths of total literacy compaigns in the districts and areas of functional convergence can be:-

* The mass community mobilization done by TLC can prove to be very conducive for launching DPEP and can avoid teething troubles.
* The capacity building in the field of creation of environment for TLC (Kala Jathas, Street plays, Cycle Rallies, Mahila Sammelans, Seminars, Mashaal Yatras, brain storming sessions, slogan writing by students and villages, songs, film shows, puppet shows, dance-dramas, nukkad nataks, Prabhat Ferries, Exhibitions, Poster competetions, Audio-Visual aids etc.) has created a very positive atmosphere in the community that DPEP interventions are likely to be welcomed as a much needed supplement. The chances of the ***community being a concious aware and active partner to share the burden of UPE rather than being passive recipient of government deliveries*** are more bright

* The IEC materials prepared during the campaign can be utilised and furtler modified in DPEP.
* Sharing of innovations in various strategies of community mobilization.

K Integrated Education for Disabled (I.E.D.)

An effort would be made to build on the experiences of IED and suplment the interventions through DPEP activities.

L. HEALTH

* Schools contain the single largest captive audience. Vital health maseges can be converted into small activities for the school children and

be made a part of the class room processes.

* Joint trainings of Health, ECE and primary education workers after carefully designing the module, can be extremely useful.

* Health education topics should be integrated across the curriculum.Small booklets entitled 'Health into Maths', 'Health into Science' and 'Health into Language' can be developed in co-operation with SIERT and UNICEF.

M. PHED

Under the provisions of the 10th Finance Commission, an attempt was made to provide Hand Pumps to primary schools. Besides, the ongoing world bank project in this sector give priority to digging of Hand Pumps in primary schools, It is envisaged to have full co-ordination between the two projects at the district level after joint planning.

STATE

INVESTMENT

PROPOSALS

6. STATE INVESTMENT PROPOSALS

The *District Primary Education Programme (DPEP)* is based on district specific plans, with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district plan is prepared within the major strategy framework and is tailored to the specific educational needs and potentials of the district. However, there are certain areas for which common strategies are formulated and interventions are effected on uniform pattern. Such functions are assigned to the State level. Plan for these areas is formulated as State Component Plan. In the State Component Plan for the 10 DPEP districts of the first phase strategies interventions and investment proposals are outlined for the following areas .

* Strategies to address access, retention, and enrolment to primary education issues in the context of objective socio-economic realities of the State.

* Strategies to develop improved teaching-learning material including MLL based textbooks/workbooks.

* Strategies to address the educational needs of the children of 3-6 age groups and 9-14 age groups through selected expansion of Early Childhood Education and Alternative School Mdalities.

* Strategies for targeted interventions to address to female literacy through focussed efforts for gender awareness and girl child education.

* Strategies to develop state, district and sub-district institutional capacity for effective planning, implementation and monitoring of all programmes.

* Special awareness campaigns to address to gender, equity and issues of children with mild to moderate learning disabilities.

* Strategies to develop effective PMIS, FMIS and EMIS at various level for the monitoring of the programme.

* Strategies to ploughback findings of the research and evaluation endeavours in the system so as to use the feedback for improved planning, implementation and fine tunning of the programmes at all levels.

* Strategies related to awareness campaigns for achievements of the objectives of DPEP through integrating culture, communication and concept of continuing education .

* Strategies related to building and strengthening of state institutional capacity to (a) appraise and supervise the implementation of district level programmes (b) provide techincal support for programme management, instructional material development, improved teaching, improved planning, management, research and evaluation.

* Strategies to ensure the supporting role of state investment proposals to the district investment proposals and to ensure that technical assistance is provided to the districts to carry out tasks undertaken by them.An effective monitoring machanisms need to be established so as to ensure the achivement of tasks by the district/state.

* Strategies and interventions to facilitate community participation in planning and implementation of the district investment plans

* Strategies to create a well developed system of teacher training aiming at conceptual clearity, skill development, growth of personal qualities and equip him/her for child centred joyful teaching learning.

* Strategies to develop distance education programme as additionality in efforts for H.R.D.

PRIMARY

FORMAL

EDUCATION

6.1 PRIMARY FORMAL EDUCATION

A qualitative primary education for all the children in the age group of 6 to 11 years still continues to be the biggest challenge for the education system of Rajasthan. Inspite of the remarkable expansion of the elementary education system in the last few decades, a very large number of State's children continue to be out of school. The growing needs of primary education have not been met by all the efforts made so far and there continues to be fairly large gaps in achievement levels. Of all children enrolled in primary schools, a very high percentage drop-out even before reaching class V. Among those remaining in school, a very large percentage do not attain the academic achievement levels which is expected of them at various stages. Many of schools continue to lack appropriate facilities that could attract children in schools. Hence the District Primary Education Programme aiming at Universalisation of Primary Education.

6.1.1 STATUS POSITION OF FORMAL PRIMARY EDUCATION

As illustrated in the educational profile of the state, the primary education in Rajasthan is organised in two main streams. All the primary schools of rural areas have been transfered to Panchayati Raj Institutions. Management supervision and control of these schools is the responsibility of Panchayat Samiti and Zila Parishads. For this, officers from the education department have been posted in Zila Parishads and Panchayat Samitis. At district level there is one Sr. Dy. District Education Officer attached with Z.P. Each Panchayat Samiti has 2-3 S.D.I.s to assist B.D.O. in supervision & control of schools. They are, infact, Education extension officers. Out of 34,000 government run primary schools about 28,000 schools are under the control of PRIs. Remaining ones situated in municipal towns are under the control of education department. As all upper primary and secondary/sr. secondary schools whether located in rural ares are controlled by education department, the primary sections of such schools are under department.

PRIMARY FORMAL EDUCATION AT A GLANCE

* Formal Primary Education in Rajasthan : An outline
  i) Pre- Service Training
  ii) Recruitment
  iii) Induction Training

* Adoption of MLL curriculum and books : Committee to review

* DPEP to prepare & distribute workbooks

* Field Trialling of Workbooks

* Teacher-Guide for every PST,ASPT

* Preparation of supplementary reading material

* Educational incentive to the girls belonging to SC/ST Community in the blocks having female literacy less than 15%

* Learners evaluation

* Role of DIETS, BRC & CRC in evaluation process.

For supervision of 300 Primary (in towns) and upper primary schools there is one DEO (Ele.) assisted by Addl. DEO, Sr. Dy. DEO and SDIs. Recently a separate Directorate has been established for elementry education.

Pre- Service Training

In Rajasthan for recruitment of teachers, training in education is a pre-requisite. There are two types of training courses :

(i) BSTC - Basic School Teaching Certificate
(ii) B.Ed - Bachlor of Education

BSTC :

Conducted in District Institute of Educational Training (DIET) it is a two years course. For admission the Director of Education issues an advertisement in the state level news papers. Applications are submitted to the concerned DIET. after security of applications admissions are cleared on merit basis. Each DIET has been allotted 60 seats. With a view to provide more opportunities to the girls BSTC training schools have been established on every range HQs. (Jaipur, Ajmer, Jodhpur, Kota, Udaipur and Churu). In addition to these there are some private BSTC schools. About 2700-2800 boys/girls obtain this certificate every year.

B.Ed :

This one year course for Bachlor's degree is conducted by some 50 Teachers-Training Colleges, both governmental and Private, affilicated different Universities of the state. To regulate the admissions in these Colleges an entrance test is organised by one of the Universities, as per directions of the state government. EAch College has been alloted 50 seats. Thus about 2500 Candidates get Degree in Educatioin (Teaching).

Recruitment :

For third grade teachers recruitment applications are submitted to District Education Officer (Ele.) . After scruitiny of applications a day is fixed for interview and verifications of transcripts. To minimise the chances of one district the same day is fixed for all districts. For selection, apart from percentage of marks obtained in qualifying examinations, due weightage is given to rural area and home district.

Teachers for the schools of Panchayat Samithis are recruited by Zilla Parsshad through an open competetion. Here also weightage is given for home district.

Second grade teachers are recruited by the Dy. Director Education within the range . Out of the total vacancies for IInd grade teachers 50% posts are filled up by promotion from the IIIrd grade teachers. The reamaining posts are given to those who stand in merrit.

Induction Training :

Approximately 40-50 percent trained teachers (Both- B-Ed & BSTC) are absorved for employment. For the newly recruited teachers there is provision of induction training of 10 days duration organised in concerned DIETS. For old teachers an in-service training of 21 days is organised. The DIET Principal asks the DEOs for proposal. In spite of provisions for in-service training there is very discouraging response from the teachers. From DEO also there is no persuance. With the result the in-service training of the teachers is almost negligible looking into huge number of the teachers of IIIrd and IInd grade in the state.

The interventions which have to be designed and implemented at the state level in the filed of Primary Formal Education would include mainly :

(I) Development & Production of Teaching-Learning material (TLM)
(II) Broad strategies for learner's evaluation.
(III) Comprehensive planning for training and development of training modules

6.1.2 Development and Production of TLM

Importance of TLM

TLM has a key role in the Education system specially at primary level. Textbook based on core-curriculum is the most important TLM. Besides, the workbooks, supplementary reading material and the Teacher - Guides are also required for an effective system of Primary Education where teaching is by and large multigrade. A good TLM helps creating a joyful and activity based teaching/ learning . Thus in order to achieve the goal of universalisation of Primary Education in DPEP development of a good quality TLM becomes very important. Needless to mention, it creates in environment for a quality education.

Existing situations

(a) Main Stream schools of PFE

All the Main Stream schools of Primary Formal Education are following core-curriculum developed by the State Institute of Educational Resource & Training Udaipur based on New Education policy. This curriculum was introduced by the State Govtvernment in the year 1990-91. As per system,the manuscripts are prepared by SIERT through the inhouse and outside experts. The curriculum has been so developed that 70% content is National specific following the pattern developed by National Council of Education Research & Training. The reamaining 30% is local specific. The manuscripts so prepared are reviewed in SIERT. Final manuscripts are sent to State Govt. for approval.Another copy of the manuscript is sent to Rajasthan State Textbook Board Jaipur which is responsible for printing and designing of these textbooks. After manuscript is approved by the State Government the RSTB go ahead with printing of the books. As on date there is no effective system of trialling of these books. Of course every year books are got reviewed by RSTB and feed back from the teachers is collected by the SIERT.Thus review and updation is a constent process. As these books are in use for the last 5-4 years the trialling process have not any relevance.

(b) Schools of LJP Blocks

In Lok Jumbish Project the MLL strategy has been adopted for core-curriculum .Accordingly the textbooks have been prepared. The textbooks were trialled in selected blocks before approval and commissioning by the State Govt. for the main stream schools. So far MLL based books for mathematics have been introduced in class I & 2 of the mainstream schools.

Revision/Development of curriculum for DPEP

The need to lay down minimum levels of learning (MLL)emerge from the basics concerned with the irrespective of cast,creed,location or sexs; all children must be given access to education of a comparable standard. The MLL strategy for improving quality of Elementry Education is an attempt to combine quality with equity. It lays down learning outcomes in the form of competence or levels of learning for each Stage of Primary Education. The strategy also precribes the consideration of measure that will be ensuring the achievement of these levels by children both in the formal schools as well as NFE centres. In a nut-shell the focus of MLL strategy is on the development of competency based teaching & learnings. It is in this back ground that most of the DPEP states have followed MLL curriculum. However, varying observations have been made at different forums regarding suitability and meaningfulness of the MLL based curriculum. In this background it is proposed that a detailed analysis is done in regard to core-curriculum in specially organised workshops. The job of curriculum development will be assigned to a core-team at SLO.

Constitution of Core-team for curriculum & TLM

For all functions relating to PFE the core team will play a key role. It would be a sort of "Thick Tank" for all areas such as development of curriculum, textbooks, Teaching-learning material and training.It would be a resource group at SPO for planning and implementation of all activities concerning Primary Formal Education.Thus its consitutions is being proposed keeping in view the size and constant availability of the team members. The core team will be constituated on the strength of experience and expertise of the individuals and organisations :

1. SIERT = 2 Members
2. Teachers = Primary/Upper primary schools =2 members
3. Sandhan = 1 member
4. NGOs 1 member
5. L.J.P. 1 member
6. S.K.P. = 1 member
7. Subject expert (Gender) = 1 member
8. DPEP = 5 members (Programme officers)

The core team will have comparative study of curriculums of MLL strategy, curriculum developed by **SIERT** and the curriculums being followed in other **DPEP Hindi speaking States**. The recommendation of the core team will be placed before an academic commitee.

Constitution of Academic Committee

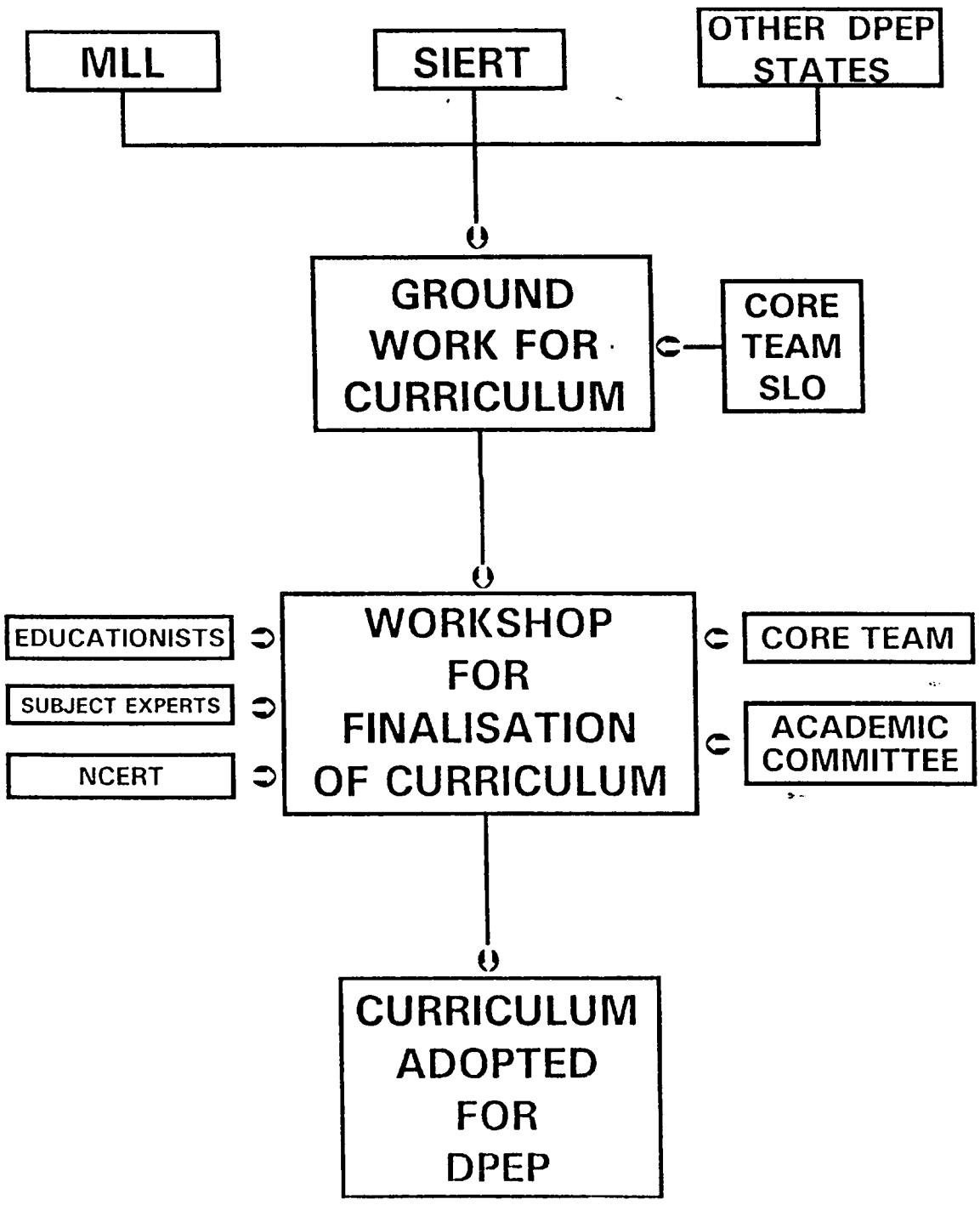
1.	NCERT	= 1 Member
2.	TSG	= 1 "
3.	Education Department	= 1 "
4.	SIERT	= 1 "
5.	NGOs	= 2 "
6.	RSTB	= 1 "
7.	Teachers	= 2 "
8.	Educationist	= 1 "
9.	Community	= 2 "
10.	IASE	= 1 "
11.	Sandhan	= 1 "
12.	LJP	= 1 "
13.	Shiksha Karmi Project	= 1 "
14..	DPEP States, Bihar & M.P.	= 2 "
	Total	= 18 Members

Finalisation of curriculum

The core team at SLO while doing ground work for identification/revision/ development of curriculum will keep in view, the following important aspects :-

- Assumptions on how children learn (Child's cognitive development process)
- Teaching methods (Activity based, information based, competency based)
- Identifications of areas (Topics,Skills , gradation)
- Suggestions about activities
- Assumptions regarding multigrade situations

FINALISATION OF CURRICULUM



MOHAMCSD PMS

- Assumptions regarding the load of school bag
- Prelimenary assessment of the existing levels of the learning achievements.
- Modifications suiting to local environment.
- Assumptions for the competency based TLM's, other then teaxtbooks, to make the educational process joyful.

The core curriculum would be finalised through participatory process in a series of workshops attended by members of core team, academic committee and subject experts. In these workshops teachers from project districts will also participate so that grass root level inputs are used effectively. The final stage cousultations will be held with the technical supports group of MHRD New Delhi.

The core curriculum, so developed/revised will be adopted for DPEP districts with the approval of Education department and the State Govt. of Rajasthan.

For conceptual clarity the process of finalisation/development of curriculum has been illustrated also.

6.1.3 Development of TLMs

For an activity based and joyful learning it is proposed to prepare the following TLMs :-

I Core text book
II Workbooks
III Supplementary reading materials
IV Teachers guide
V Other teaching- learning materials.

(I) Core Text books

Core text books will reflect the curriculum which will be finalised by the Core-team/Academic commiittee in a participatory manner with the consant of the State government. There may be three situations:

(a) Standards/subject in which MLL based or some other existing curriculum has been adopted in full and for which books are available having full contents of the curriculum.

(b) Standards/subjects where curriculum has been modified and accordingly books also are needed to be ammended.
(c) Standards/subject for which new books have to be prepared.

The books which are available, modified or prepared altogether new will be judged from the following angles :

(I) The content of the book provides scope for achieving various competencies of the respective standard and subject.

(II) It is suitable from the view point of development level and interest of child.

(III) Environment relevance is well reflected in the content.

(IV) The content will also be examined in terms of quantum of information, sequence and suitability of concepts.

(V) Language and sentence formation are very around. It is very important aspects in regard to a textbook for primary standard.

(VI) It has to be examined whether the book is actually addressed to the child . The writing style should be child friendly motivating their participation through activities, exercises or workouts.

(VII) The book should facilitate the learners evaluations through questions and unit tests.

(VIII) The visuals/illustrations are an effective language for communication. Thus it has to be seen whether the illustrations are suitable from the view point of size, colour, printing quality, clarity and placement.

(IX) It will also have to be seen whether the children accept the book; there is contstant interaction of the child with the book.

TEXT BOOKS AND GENDER ISSUES :

A good textbook is essentially an exercise in goal preception and goal communication. These goals social, constitutional, ethical and human-should be clearly reflected/stated and defined as elaborately as possible. Thus while preparing manuscripts or reviewing the existing textbooks, the issues related to these goals,especially to gender equality, should always be kept in view. It needs to be realised that the school textbooks can play a vital role towards creation of an environment conducive to the cause of gender equality in the Indian society.

MLL based books developed by L.J.P.

Subject	Class	Field Testing	Commissioning by GOR
Language			
Apni bhasha (Hindi)	I	4 Yrs.	Not
Apni bhasha (Hindi)	II	4 Yrs.	Not
Apni bhasha (Hindi)	III	3 Yrs.	Not
Apni bhasha (Hindi)	IV	2 Yrs.	Not
Apni bhasha (Hindi)	V	1Year	Not
Mathematics			
Ganit part	I	4 Yrs.	Commissioned
Ganit part	II	4 Yrs.	Commissioned
Ganit part	III	3 Yrs.	Not
Ganit part	IV	2 Yrs.	Not
Ganit part	V	1 Year	Not
Environmental studies			
Khoji Pothi	III	3 Yrs.	Not
Khoji Pothi	IV	2 Yrs.	Not
Khoji Pothi	V	1 Year	Not

BOOKS BASED ON SIERT CURRICULUM

Subject	Class	
Language		
Hindi	I	All books commissioned by GOR for use in the primary schools of the State.
Hindi	II	
Hindi	III	
Hindi	IV	
Hindi	V	
Mathematics	*	
Ganit	III	
Ganit	IV	
Ganit	V	
Environment studies		
Paryavaran Adhyan	III	
Paryavaran Adhyan	IV	
Paryavaran Adhyan	IV	
Paryavaran Adhyan	V	
Paryavaran Adhyan	V	

* For class I and II mathematics prepared by L.J.P. has been commissioned by the State Government.

6.1.4 A Pragmatic approach to Curriculum/Textbooks

Regarding Curriculum and Core textbooks Rajasthan has a distinct scenario. LJP has developed MLL based books for Ist to 5th standard in all the subjects. They are being used in LJP blocks only. In other government schools, all over state, the books which have been developed by SIERT and printed by RSTB are in use. If MLL based LJP books are adopted for DPEP districts there will be two types of curriculum & books for the same standard. It may create confusion and practical problmes because of the fact that DPEP will cover all schools in 19 districts. Because of limited number this problem was not faced in case of LJP. Besides, there are, as mentioned earlier, varying observations regarding suitability of MLL based curriculum. If these books are adopted, modifactions will be necssary. Only then these can be used for DPEP. But this may create many practical problems. On the contrary if new books are developed it may take very long time. Besides, it will lead to a situation in which LJP, SKP and DPEP have their own curriculum and set of books. The areas/schools which remain uncovered will follow the existing SIERT curriculum and books. This is not at all a desirable situation.

Keeping in view the distinct situation of Rajasthan in regard to use of textbooks and experiences gained by Lok Jumbish and Shiksha Karmi, it is proposed that the State Government should constitute a committee to finalise a uniform curriculum and book pattern. Constituted under the chairmanship of some Sr. Officer from GOR, this committee would include members from SIERT, LJP, DPEP, Shiksha Karmi, Sandhan,Director literacy and continuing education, representative of the Director, Elementary Education, some NGOs and educationists. While examining the books already developed by SIERT & LJ, the books developed by other agencies/NGOs like *Eklavya (Bhopal)* and other DPEP Hindi speaking States too would be taken into consideration. This committee having asistance of subject experts would submit suggestions for curriculum, books and workbooks within a duration of 3-4 months. The committee will also ensure that some contents are developed in the textbooks which can help developing sense of citizationship in the child. The child should atleast develop sense at this formative stage as how to "live in the society" without creating problems for others. Subject/standardwise teacher guides will also be prepared by the committee.

In a nut-shell it has been thought of having a uniform curriculum and book scheme for the whole State irrespective of areas covered under various projects/schemes like D.P.E.P.,L.J.P.,S.K.P.,etc. Once the curriculum and manuscripts are finalised the printing of books would be done by RSTB and given to students of I to V standard free of cost under the distribution of free textbooks scheme of GOR. In case some new books are developed the cost of trialling for those books would be borne by DPEP. Likewise the cost of workbooks distributed to children and teachers' guides given to the teachers of primary schools and A.S. would be borne by DPEP.

As at this stage it is not certain whether DPEP would adopt the existing books developed by LJ or SIERT, or would be required to prepare new books, in part or full, the strategies for all possible situations are being outlined.

6.1.5 Workbooks

Regarding workbooks there are three main issues:-

(a) To identify the subjects/topics in which workbooks have to be provided.

(b) It is to be decided whether the workbooks will be attached with the book or be kept separate.There may be an inbuilt system of work exercises after each chapter of the book.

(c) Separate workbooks have to be prepared for each subject or, a classwise volume containing Workbooks for all subjects.

These issues will be discussed in the workshop to be participated by core team members, members of Academic committee, subject experts and persons from organisations such as LJP and Shiksha Karmi Project who have gained valuable experience in the field.

Preparation of Workbooks

(A) Identification of Writers/Reviewers

The job of preparation of workbooks will be assigned to Resource persons. These will be subject experts having experience of book writing in their respective areas. There may be 3 or 4 persons for one workbook. The SIERT,RSTB and DIETS will also be represented as instiutional members in these groups. The curriculum core team will function as the Co-ordinator in between the various resource groups. Some NGOs and VEC members will also be involved in writing/ reviewing of books.

(B) Orientation of Writers/Reviewers

The subject experts and the representative of the institutions which have been identified for preparing books/workbooks will be imparted a training in an orientation programme so that the requirement in regard to content, language, illustrations and sequencing of the books may be uniform in all books being developed for DPEP districts. In these orientation programmes the artists will also be invited with a view to have proper co-ordination in between the Author and Artist. Only then it will be possible to have illustrations suiting to the requirement of the content and scope of the book/workbook.

(C) Workshops for development of textbooks/workbooks

Standard and subjectwise workshops would be organised at SLO and also on regional basis for preparation of manuscripts. These workshops will be in series, duration of one workshop may be 4 to 7 days as per requirement. Some NGOs, VEC members, primary teachers, subject experts will also be there as special invitees. These workshops will be steered through curriculum core team which will form a "Kernel" for textbook/workbook development . The outcome of these workshops will be the first draft, Such draft may be updated/improved by the curriculum core-team.

(D) Vetting of drafts at State level

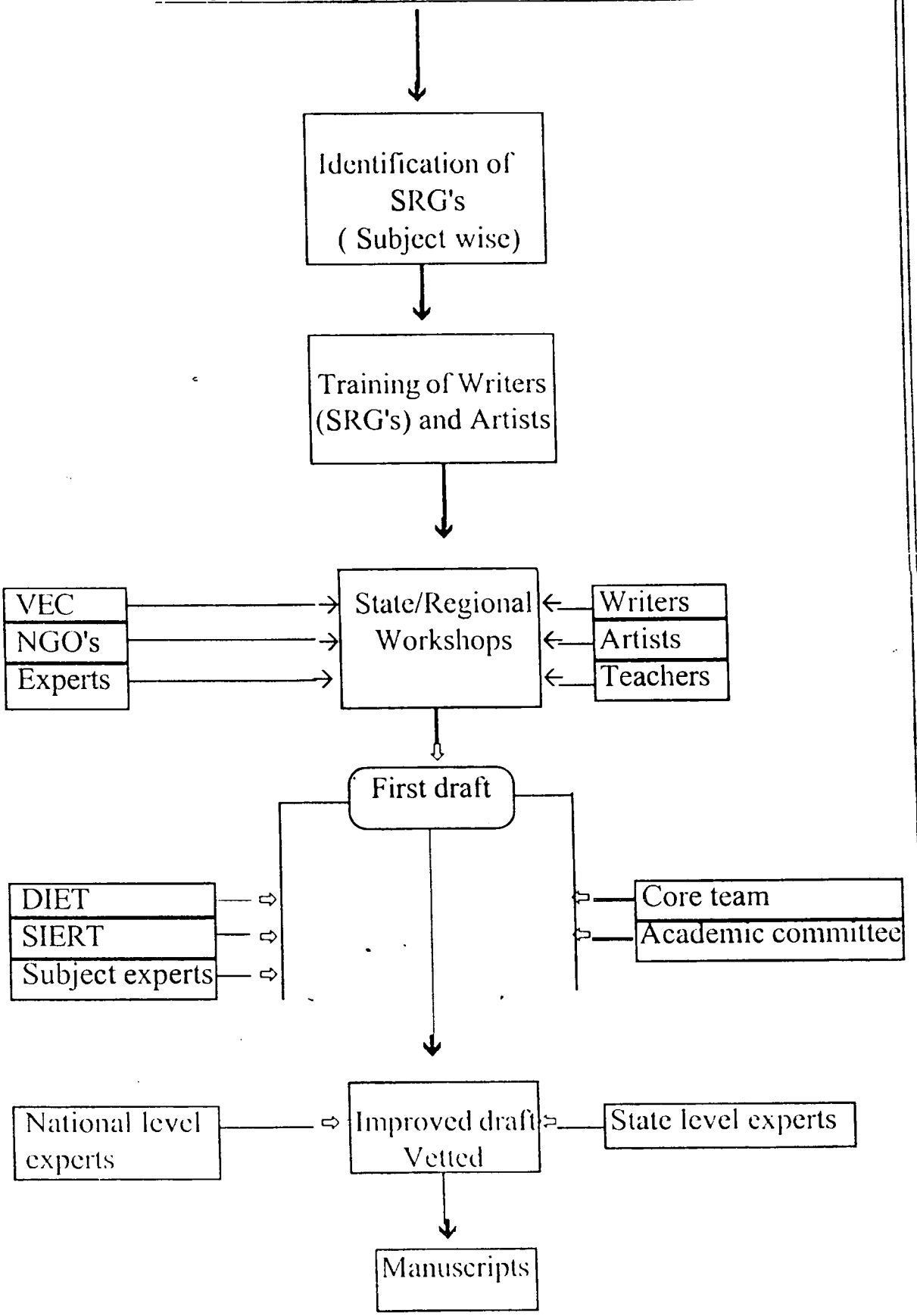
The manuscript prepared in the workshop will be updated and improved by the members of Academic committee and subject experts. Drafts may be sent to all concerned persons well in advance so that they may have a thorugh study and may come in the meetings fully prepared to contribute maximum possible. Observations/ comments of these experts may be discussed at length before arriving at the stage of final draft.

(E) Finalisations of Drafts

The vetted drafts will be shared by a joint group of experts from SIERT, RSTB, Education department, TSG & SLO. The RSTB will be essentially involved at the stage of improving of drafts as well so that designs, illustrations and colours used in the pictures be determined as per the requirement of printing technology.

The process of preparation of manuscripts has been clarified through an illustration.

PREPARATION OF MANUSCRIPTS



6.1.6 Field testing /Trialling of the books/workbooks

(I) The manuscripts of the core textbooks/workbooks will be handed over to Rajasthan State Textbook Board for printing. As these books/workbooks would be required for trialling purpose, the numbers will be limited.

(II) Trailling of books/workbooks would be done in selected schools; five schools may be selected in each district. The selection would be on random basis in such a way that different regional entities are reflected therein.

(III) The books/workbooks will be distributed among students of the schools so selected at the beginning of academic year. After a minimum period of 6 months from the date of distribution, a short term evaluation of the textbooks/work-books will be undertaken with a view to have feed back from the teachers, pupils and parents in the following manner :

(a) Teachers will be asked to fill up a self- administered questionnaire prepared for evaluation of the content, information, sequence, language etc.

(b) Semi- structured interview schedules will be prepared for having feed back from the pupils.

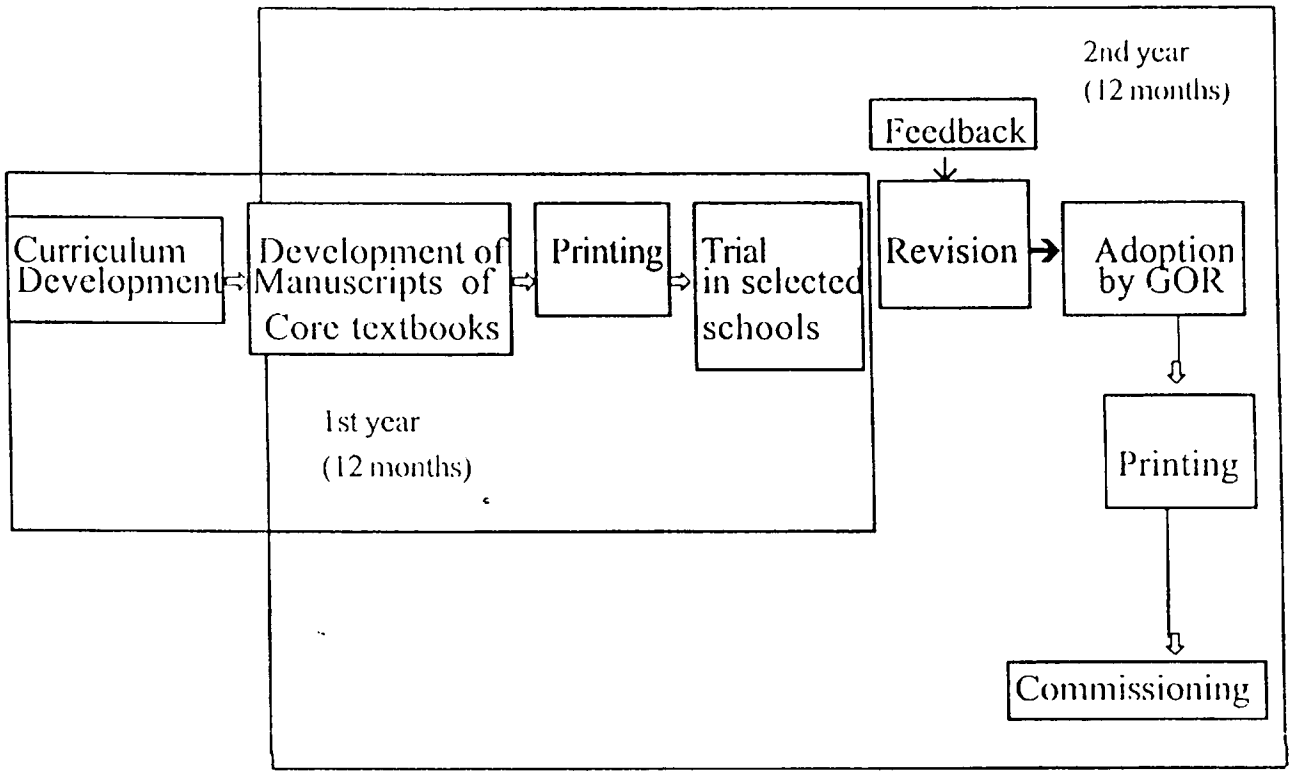
(C) Feed back from parents in regard to suitability of books/workbooks from the view point of home work will be gathered through interviews.

(IV) The feed back obtained from all the 50 schools will be consolidated and analysed by the core team for curriculum and textbook development at SLO.

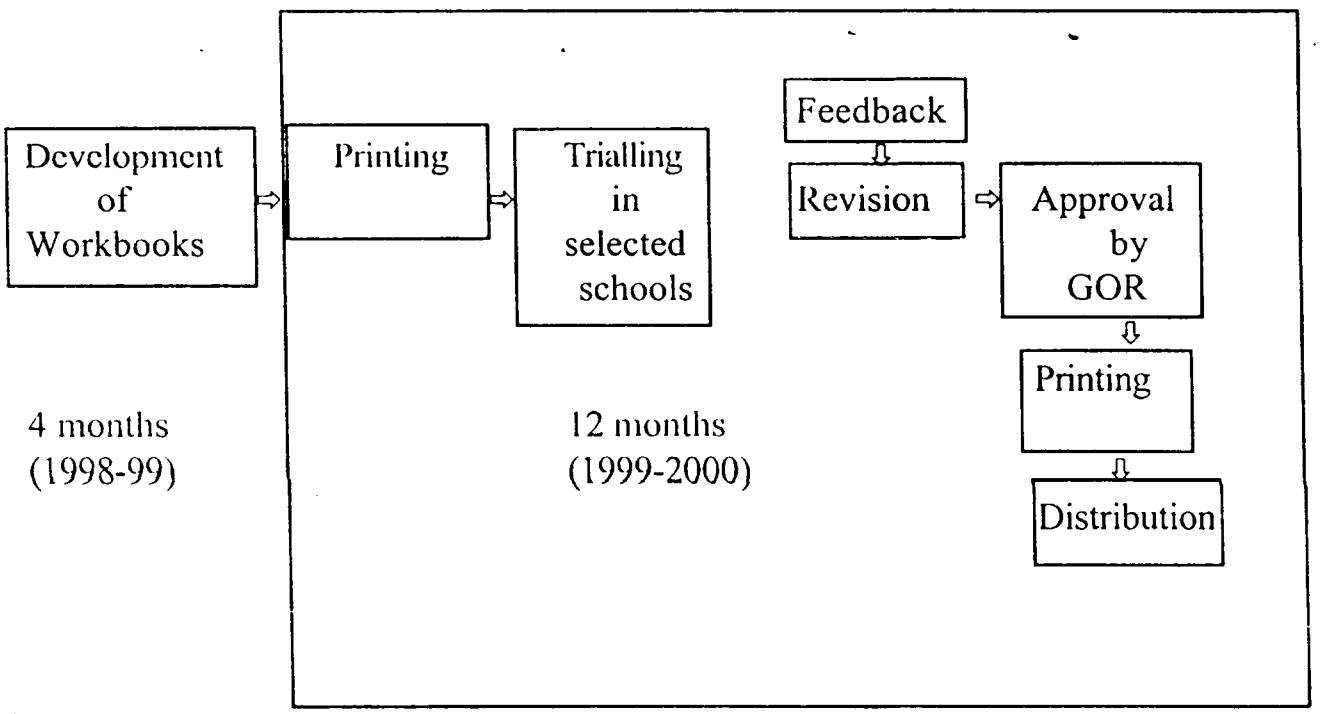
(V) Apart from the aforesaid short term evaluation in the schools, feed back will also be obtained from subject experts on content, illustrations,design,writing style , child centeredness and joyful learning aspects of the textbook/work-books.

(VI) In the light of feed back obtained from various sources/processes, the books/ workbooks will be revised.

DEVELOPMENT OF CORE TEXTBOOKS



DEVELOPMENT OF WORKBOOKS



6.1.7 Commissioning of books Workbooks by Government of Rajasthan

(VII) These books or better to say printed manuscripts will be submitted to Government of Rajasthan for approval as the State Government is appropriate authority to prescribe textbooks for school level. If there are some observations/comments from the State Government the manuscripts will again be placed for revision/updation before the core team and academic committee at SLO. After having necessary modifications the books/ workbooks will again be submitted to Government of Rajasthan for approval. After approval the textbooks/workbooks will be printed by the Rajasthan State Textbook Board in adequate numbers for being distributed in the primary schools.

(VIII) Once the curriculum is finalised and the core textbooks/workbooks are commissioned, the function of further review of curriculum and revision/ updation of books/workbooks will stand transfered to the State Institute of Educational Research and Training Udaipur which is formally responsible for this aspect of primary education in the State of Rajasthan. From the view point of sustainability of the DPEP efforts also such transfer is desirable.

Various steps for preparation and field trialling of books/workbooks have been illustrated with a view to clarity the time frame.

6.1.8 Constant review and updation of the textbooks/workbooks

The system of the constant review and updation of the textbooks/workbooks will be outlined so that the managers of textbooks production agency may take care in future. In this regard it is purposed that :

(i) Periodical updation and evaluation of the textbooks will be done before the reprinting stage. Periods for updation may be different for each subject/title as per the nature of the subject. Thus books on social sciences, may be required to be updated every year while in case of natural sciences, mathematics or languages, the span may be more.

(ii) Criticism and suggestions on the content and quality of textbooks/workbooks may be invited from teachers,students and parents every year, taken from a random sample of schools, and the data be computerised to apprise future reviewers/authors about the trends of content analysis.

(iii) The reviewer will not only comment and report but will rewrite the text and, if necessary, revise the language and contents. The author(s) and reviewers(s) will have continuous joint meetings as often as required

(iv) While reviewing a textbook/workbook due weightage will be given to (a) Aesthetics (b) Technology (c) Longevity (d) Newer materials (e) Price structure (f) Uniformity of style (g) Future needs of future children.

(v) A system of constant evaluation of the new titles by an independent external agency will be developed. While conducting such evaluation the clientele group of the users (Teachers, Students, Parents) will be consulted. Suitable techniques will be adopted for preliminary surveys and trialling. It has to be judged as to what extent a particular book has been able to achieve the goal in terms of imparting the information, knowledge and wisdom.

6.1.9 Developments of TLMs other then textbooks/Workbooks

A. Supplementary Reading Material

It is proposed to provide 70-80 pages as supplementary reading material to each child of IIIrd to Vth standard. It will be in form a small book containing colourful illustrations. Main focus of this extra-curricular reading material will be on sparking for inculation of moral values and sense of citizenship. Such proposal is based on the following general observations :

- Core textbooks impart knowledge on subject ; there is not so much concern for total development of the child.

- Age-group 6-14 is formative stage in human life. The thoughts, values and impressions of this age go life long.

Aiming this, and also qualitative achievements and childcentred joyful learning supplementary reading material will be developed through visioning workshop and sharing of experience with the other DPEP States. State level core team for curriculum and TLM will coordinate such workshops. Teachers from primary and upper primary schools may also be requested to prepare supplementary reading material in the ligh of their own experiences of class rooms. Some NGOs who have developed such materials will also be associated. Local level seminars may also be arranged to know the responses of children, teachers and parents.

B. Teacher support material

For an effective teaching, the teachers also require some guidance. This objective will be achieved through introduction of teacher guide. Needless to mention, to make the class teaching most relevant, effective and conducive to the requirement of the children, the teacher guide will be a sort of distance education tool or training through printed material. The type and format of teacher guide will be developed in the workshops participated by members of core team, subject experts from SIERT, DIETS etc. The workshop would :

- Identify the subjects/ chapters in which teacher support material is required.
- Finalise the format of material whether it is to be prepared in combined form or subject wise separately.
- Decide as to how the teacher- support material so prepared will be used at CRC also as training material.

OTHER TLMS

Other teaching- learning materials will be prepared by the primary school teacher as low cost teaching aids from the annual grant of Rs. 500/- per teacher with the help of locally available material. Guidance will be provided to them by BRC ,CRC and also DIETS in the inservice training programmes.

6.1.10 Assignment of responsibilities in regard to development of TLMs

Core textbooks/workbooks

Preparation of manuscripts	=	SLO (SRG) SIERT
Printing of manuscripts	=	RSTB
Field trailling	=	DIETS,BRC,CRC
Revision of manuscripts	=	SLO
Adoption/commissioning	=	The State Government
Printing of books	=	RSTB
Regular revision and updation	=	SIERT

Teacher guides/supplementary reading materials

Preparation of teacher guide	=	SLO(Core team/Academic committee)/ SIERT
Printing of teacher guide	=	RSTB
Distribution and supply	=	DPC/BRC/CRC

6.1.11 Some desirables regarding preparation of Textbooks/Workbooks

At the stage of preparation of manuscripts, absence of a system of rigorous search and identification of subject experts for writing and reviewing the textbooks and other skilled staff, often creates problems. The textbooks/workbooks are often below the standard needed to meet the requirements of curriculum and minimum levels of learning. Keeping all these aspects of manuscript preparation in view the following precautions will be taken.

i) The writing of textbooks/workbooks will be assigned to those, preferably school teachers, who have developed professional expertise in the area. The agencies responsible for textbook production (SLO) will prepare a panel of textbook/ workbook writers and reviwers on the basis of subject expertise, teaching experience and command of language.

ii) Training for textbook/workbook writers and reviewers will be essential. As the issues of content, load,design and format have serious implications on the cost of printing and production, and the lack of professional skills in editing, cartography, design and layout can entail conflicting requirements, training will seek to address these issues.

iii) Manuscripts will be prepared in workshops arranged subject-wise or book-wise. The writers who have undergone training will be invited to participate in such workshops. The artists, catrographers and designers will also be associated at this stage.

iv) The textbook/workbook writers will make conscious efforts to take examples/ illustrations from the surrounding socio- cultural- geographical environment.

v) Each manuscript, so prepared, will be subjected to an effective review by trained reviewers, who in addition to their expertise in the subject and command on the language, are also in know of the objectives of the textbook/workbook, requirements of the clientele group and environment dimensions.

6.1.12 *NORMS OF PFE FOR DISTRICT PLANS*

* Core textbooks will be given free of cost to each child under the free distribution of textbooks scheme of the State government.

* Workbooks will be given to all children of Ist to Vth standard. Preparation of manuscripts,field trialling and printing of the workbooks will be done centrally at SLO. However, the cost of Workbooks distributed to the students in a district would borne by the concerned district. Accordingly expenditure has been booked in the plans of districts.

* Teacher guide will be prepared and printed by SLO. The cost of guides distributed to the teachers will be borne by the concerned district.

* As per guidelines of DPEP each teacher will be given grant of Rs. 500/- per annum for TLM.

* Keeping in view the fact that in Rajasthan, the DPEP intervention is basically a plan of strengthening gender perspective, it was decided to provide exercise books and stationary free of cost, as an educational incentive to the girls belonging to SC/ST community in the blocks having female literacy less than 15%. The classwise cost for these items would be as under :

i	Classes I & II	Rs. 50/-
ii	Classes III	Rs. 65/-
iii	Classes IV & V	Rs. 90/-

* New 871 schools to be opened under DPEP would be provided one teacher in the regular grade and the other as parateacher @ Rs. 1350/- p.m. This is in keeping parity with SKP. In case any revision in honourarium is done by SKP, that would be applicable to DPEP also.

* All the new schools would be provided a lumpsum grant of Rs. 10,000/- for furniture and equipments as per the GOR norms. Likewise for every newly added class room a provision of Rs. 2,500/- would be made.

* Use of the grant of Rs. 500/- per year for TLM to every teacher would be verified by the concerned VECs and counter signed by the concerned CRC Co-ordinator.

* Replenish grant would be Rs. 1000/- per year per school for one third schools (old schools)

* Each VEC will be provided a grant of Rs. 2000/- per year per school for educational and developmental activities of the school. Out of this amount Rs. 500/- will be earmarked for purchase of items relating to school library. Regarding selection of books for school library, decision will be taken by a committee at the state level office.

6.1.13 Learners' evaluation

For an effective implementation of programme aiming at substantial improvement in quality of education and to enable children to achieve essential levels of learning, a comprehensive system of learners' evaluations is a necessity. It should be capable of making an objective assessment of the level of competencies, the learner has developed in the given duration. It has to be designed in such a way that it becomes an activity integrated with class teaching taking care of sessional tests alongwith annual examination.

The existing system of evaluation

In Rajasthan Primary Education in rural areas is the responsibility of Panchayati Raj Institutions. The schools are controlled and supervised by the Panchayat Samities. Teachers are recruited by the Zila Parishads . Annual examinations also are conducted by the Zila Parishad. It is the responsiblity of Zila Parishad to get the papers set for various subjects of 5th standard and distribute them to different Primary Schools through the concerned Panchayat Samities. Examination scheme is formulated for the whole district.Answer books are assessed locally and the results are prepared /declared by the school itself. The question papers are traditional. Some 8-10 questions are given, out of them five are to be answered. Most of the questions are to be attempted with descriptive answers.They are neither objective nor standard. In short,it is in fact an evaluation of cramming capacity and essay writing and not an objective test of the competencies the child has developed in various areas.

With a view to involve and introduce an objective system of evaluation of learners' achievement in schools DPEP proposes to involve DIETS, BRC and CRC also. It is proposed to constitute an academic committee at district level with the following membership.

District academic committee

1.	Principal DIET	_	Coordinator
2.	DEO Elementary	_	Member
3.	Sr. Dy. DEO (Z.P.)	_	Member
4.	DIET faculty (Two)	_	Members
5.	BRC Coordinator (One by rotation)	_	Member
6.	CRC Coordinator((One by rotation)	_	Member
7.	Teachers (Two by rotation)	_	Members

6.1.14 Conduct of Examinations at schools

Although the evaluation system for DPEP districts will be finalised by the State level core team for Curriculum & TLM. However the following basic principles will be kept in view while outlining the procedure for learners' evaluation.

i. Concurrent evaluation would be done by the teacher for overall performace of the child. Weightage be given to the child's participation in the school development activities, discipline, clealiness and behaviour.

ii Formal Tests may be organised atleast twice before half yearly examinations.

iii Marks for monthly tests, half yearly and Annual examination be devided in such a way it may lead to a regular teaching- learning process throughout the year.

iv All tests/examinations should be internal except the annual examination for V standard in which papers will be got set by District Academic Committtee and answer books be assessed not by the concerned teacher but by the teachers of the schools located within the same cluster.

v Question papers will be set on the pattern of baseline studies so as to assess the conpetencies achieved by the children.

The assessment of answer sheet will be planned at CRC in such a way that the teachers of one school evaluate the answer book of another school. Student wise performance will be maintained in the schools. Quarterly and halfyearly assessment would be done by the school on the guidelines given by the district evaluation committee. Some marks may be yearmarked for such intermediary exams. The progress of students will be shared with the pupils/parents/VECs at the school level.

The school -wise performance will also be shared at BRC level in between CRCs and resource persons of BRC so as to assess the training needs of teachers of those school having low achievement percentage. At district level the district academic committee will also have feedback from BRCs/CRCs regarding performance of schools. Accordingly suggestions will be given to DPC for academic support to the institutions having low achievement level.

6.1.15 Institutional Role in Evaluation Process

The school headmasters will be asked to create an opportunity atleast once in a year when competencies achieved by children may be demonstrated before the community. Such an opportunity may be a small function in the begining of academic session. All parents be invited. This will create confidence in the community in regard to functioning of school, performance of teacher and educational achievements of the children.

Functions of the District Academic Committee

(I) Preparation of assessment papers on the pattern of baseline studies. The question papers will be designed in such a way that they will assess the learning levels of children and competencies attained by them in various areas/subjects.

(II) Review/moderation of papers with the help of subject experts

(III) Format designing for the answer sheets , printing of question papers and other stationery

(IV) Distribution of question papers to the BRCs for onward transmission to CRC/ schools

Evaluation : Functions of BRC

(I) Coordination of activities in between district academic committee and CRC in regard to examinations.

(II) Supply of question papers to CRCs/schools within its jurisdiction

(III) Preparations of answer sheets on the design prescribed by the district academic committee

(IV) Maintenance of schoolwise record regarding to 5th standard annual examinations

Evaluation : Functions of CRC

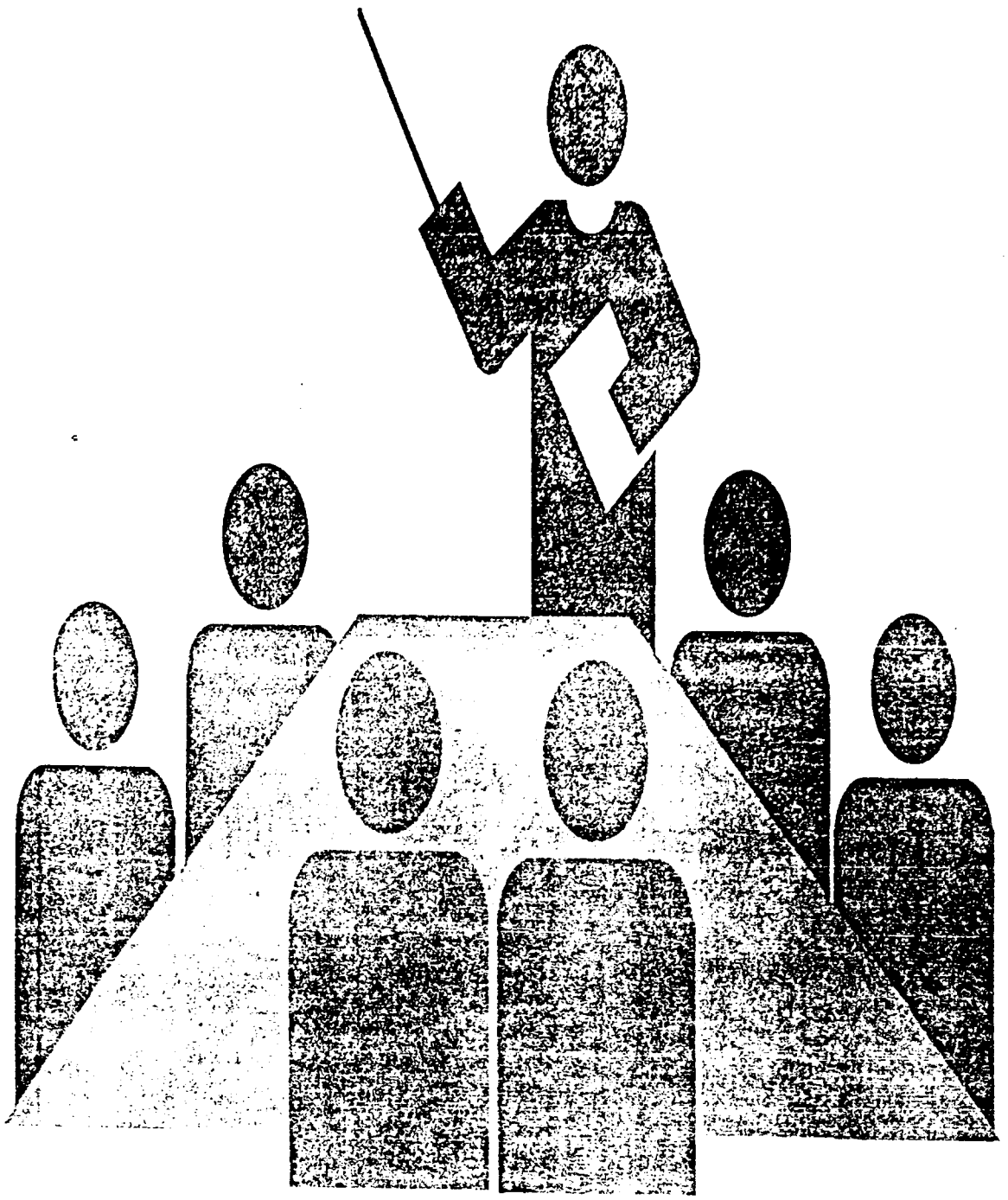
(I) To get the annual examinations conducted for the 5th standard in the schools within its jurisdiction
(II) To supply the question papers and answer sheets to the schools
(III) Maintenance of consolidated record of examinations
(IV) School wise achievement percentage will be collated at CRC for sharing with the teachers in the monthly meetings/training of teachers. Accordingly remedial measures to increase the level will be taken.

Orientation of teachers

For an effective implementation of new scheme of evaluation, it is desirable that the scheme and strategy is well taken at all levels - from district to primary school. For this purpose the following orientation programmes are proposed to be conducted.

	Orientation programme	Organisation level
1.	Programme for coordinators of District Academic Committee	SLO
2.	Programme for members of district academic committee	DIET
3.	Programme for the block level coordinators and resource person.	DIET
4.	Orientation of primary school teachers	CRC

For continuation of the system and sensitisation of teachers to understand the need and importance of and objective evaluation of the learners, the activities will be inbuilt in the BRCand CRC training module. Such a competency based evaluation of the learners will be extended to the private and aided schools also in course of time so that achievement level may be uniform through out the DPEP district.



TRAINING

6.2 Training

When we think of education, we think first of teachers. It is hard to think of quality education in DPEP taking place without a dedicated, committed and professionally competent cadre of teachers, imperative to steer the programme successfully. The teacher is the most crucial person if learning outcomes of a child going to school has to be improved. How a teacher conducts his class will determine the kind of learning that takes place. Thus training is the most important intervention for improvement of Primary Formal Education.

In this background the approach of the training in DPEP has to be holistic. It will aim at inculcating skills in teachers as well as development of teacher as a person. In the existing situation a teacher hardly gets an opportunity for inservice training. Rather his motivation is adversely affected because of local conditions in Panchayat Samittis. Already his educational level is low. It goes down year after year for want of any refreshing element in his educational persuits. Besides, Teachers' vision is very narrow. She/he is basically a subject teacher, not knowing his role as guide of the children and leader of the community. To address this situation a strategy for a permanent and effective system of teacher- training needs to be ivolved.

Apart from the training of teachers the persons to be engaged in management and supervision of primary schools will also be considered ; suitable training/ orientation programmes will be organised for them also. These may be :

i) Co-ordinators of BRC, CRC
ii) Resource persons of BRC
iii) Faculty of DIETS
iv) Inspecting officers and functionaries of education department
v) Members of VEC
vi) A.S. Para-teachers
vii) ECE/Anganwari workers
viii) Community mobilization groups

TRAINING AT A GLANCE

* Approach & philosophy of Teachers' training
* Focus of teachers training
* Constitution of training Cell at SLO
* Identification of training needs
* Preparation /Printing of training modules
* Training methodology
* Training material- Print, audio, video
* Training apparatus
* Training resources and development
* Duration of training programmes
* Venue of training
* Honorarium to resource persons
* Follow up action/impact assessment of training

Teacher training

6.2.1 Objectives

The whole emphasis of teacher-training will be on teachers' recognition of the centrality of their position in the DPEP. Having this approach in the background the objectives of the teacher-training programme may be outlined as under.

i) To raise achievement level of the learners

ii) To improve teachers' performance in the class room

iii) To motivate them for full participation in the evolution/implementation of active learning- approaches and Child- Centered pedagogy

iv) To increase school effectiveness through changes/modifications in teaching and learning practices

v) To develop teachers' personality so as to make them feel that they are friend, philosopher and guide to the students and well wisher of the community.

6.2.2 Approach and philosophy

In an integrated teacher training programme there may be different sets of persons with different levels .At grassroot level there may be primary school teachers and A.S.para Teachers. At block level master trainers and resource persons of BRCs have to be given orientation. At district level the DIET faculty, members of District Project team and other district level officers who are engaged in affairs of primary education will be imparted training in specific perspective of DPEP. The situation has to be that one who is a trainer/teacher at one level, he/she becomes learner at other level. Thus the message which has to go through these trainings programmes will be that class teaching- learning should not be instructional or directive one way communication but it has to be a joyful activity. The approach and philosophy of the teachers' training is well reflected in the following :

i) Teaching will emerge out as a real activity not by merely lecturing but through a creative teaching - class control and instructions will be replaced by co-operation, sharing and outlook of progress.

ii) The achievement of the MLL/decided competencies will be the aim of TLMs utilized in the class room in a process of teaching.

iii) Process of teaching - learning will be a joyful activity. The teachers/supervisors endeavour to bring out a perspective change in the primary education system with a mission zeal.

iv) The trainees will have faith in the training and their resource persons; this has to go in bottom - up direction. The teachers/A.S. para teachers will take the training sincerely and will have faith in their resource persons.

v) The teachers/trainers will develop a positive outlook, will work in a creative manner and make efforts to improve primary education system through innovations

6.2.3 Focus of training :

Broadly the focus of training would be teacher empowerment in a long - term perspective. The target group would be all teachers of primary schools and those teachers of middle schools who teach primary sections.The strategy would involve focussing on content identification for the training., encompassing emerging issues like MLL, competency based teaching, continuous comprehensive evaluation, use of low cost teaching-aids, teaching of language, maths, EVS, child centered and activity based teaching, multigrade teaching, medium of instruction among minorities/tribals/ethnic groups etc. Focus would also be on sequencing and phasewise coverage. Periodic reflections and interaction between trainers and programme personnel will also be a matter of focus to initiate a process of learning-feedback-learning.

The teacher training will address the following five major areas :

i) Concepts, (including what a joyful activity, child centeredness, teacher-child and child-child relationship, investigating a theme that is relevant and contextual, establishing dialogue and communication etc.)

ii) Skill, i.e. to do or make happen the above as intended, collect, differentiate, short and use materials available in school-surroundings, prepare songs, stories, cards, pictures etc. use such songs, poems, stories, cards etc.

iii) Information (In respect of universalization of Primary Education - DPEP, MLL, the educational scene, need of basic education for development etc.)

iv) Attitude (towards community, class-caste contradictions, gender, disadvantaged sections of society etc.)

v) Personal qualities (Punctuality, performance. participation, professional competence, daily attendance, cleanliness etc.)

6.2.4 Management of training

The whole organisation and management of the training programmes meant for teachers and educational managers/supervisors will be planned and implemented after having considered the following aspects in detail .

i) Constitution of SRG and training Cell
ii) Identification of training needs
iii) Preparation/printing of training modules
iv) Training methodology
v) Training material
vi) Procurement of training apparatus
vii) Availability of training resources
viii) Duration of training
ix) Venue of training programmes
x) Honorarium to the resource persons
xi) Follow up action/impact assessment of training

i) Constitution of SRG training Cell : Planning and implementation of all training activities will be co-ordinated by a SRG for training. Apart from programme officers for DPEP stationed at SPO there may be persons from SIERT, NGOs and training institutions. In terms of size and participation, it has to be constituted in such a way that it can meet frequently. Also its members have to guide the district level managers and trainers. It is proposed to have this resource group with the following membership.

1.	SIERT (Incharge PST)	=	1 member
2.	Sandhan (Incharge training)	=	1 "
3.	NGO	=	1 "
4.	L.J.P.(Incharge training)	=	1 "
5.	S.K.P. (Incharge training)	=	1 "
6.	H.C.M., RIPA (Training experts on Gender)	=	1 "
7.	. Teachers (Primary/ upper primary)	=	2 members
8.	DPEP (Programme officers)	=	5 members

Apparently, as far as institutional representation is concerned, it may look as repetition of the core team constituted for curriculum and TLM of PFE. However, persons would be different depending upon their interest and expertise.

For giving a concrete shape to the training efforts of DPEP a training cell will be constituted at state level. Consisting 4-5 subject experts (Cosultants) this Cell would be responsible for developing training mdules, impart intensive training to key resource persons and have constant review of training programmes and their impacts with the help of State level institutions already working in the field.

ii) Identification of training needs :

For a purposeful training, identification of training needs is very essential otherwise the objectives of the training can not be achieved. The resource group for training in a workshop organised at the state level will prepare initial note on needs of the training for different sections such as teachers, A.S. para teachers, BRC and CRC coordinators and district level functionaries.Simultaneously the process of identification of training needs will be held at the district level and BRC. The findings will be communicated to SLO. Also the resource group members may participate in the workshops held at district level. In sort, for identification of needs teachers, trainers, DIETS, SIERT, subject experts and NGOs' will be involved. Feedback from BRCs and district level be carefully considered at SLO to assess the training needs of teachers and other target groups.

iii) Preparation/printing of training modules :

On the basis of training needs so identified suitable training modules will be prepared. The existing training modules being used at SIERT and DIETS will also be consulted for the purpose. As L.J.P. and Shiksha Karmi have gained valuable experiences in this area, their experiences will be utilized for the purpose. Besides, the training modules developed by other DPEP states (like Ujala by BEP) and NGOs would also be reviewed and used in DPEP training programmes. The suitable training modules can be adopted after having necessary modifications. The modules may be for both - first training and also the successive short duration training. While designing the training module it would be kept in view that there is a natural process of transmission loss down ward. After finalisation the training modules for different programmes will be got printed at state level.

iv) Training methodology :

The training methodology will be participative and experiental with minimum lectures. As the teacher training is built on the experiences of teachers and look upon teachers as resource persons, proper emphasis will be laid on making the training activity based and sensitive towards the needs of children. Training modules will aim at promoting development of an attitude of child centeredness and building of competence in core curriculum and textbooks depending upon the requirement and feasibility. The following methods will be used in the training programmes :

a. Lecturing
b. Role plays
c. Simulations
d. Case studies
e. Group discussions
f. Experience Sharing
g. Audio- Visual aid.

v) Training material :

The resource group for training at SLO with the help of SIERT, DIET, Training experts, NGOs and teachers will prepare training material for different levels. It may be in-print, audio or video form. In addition to what has been prepared at SLO, the DIETS and BRC will also prepare as per their requirement some training materials with the help of locally available material. The training material prepared by SLO will be sent to concerned levels. After having feedback about the training tools necessary modification will be done therein.

vi) Procurement of training apparatus :

It is proposed to provide training apparatus to various levels as under :

a. State level = Video camera, slide projector,O.H.P., flip chart and white board

b. District level = O.H.P., flip chart and white board
Video facility on rent

c. BRC level = O.H.P., flip chart and black board

d. CRC level = Black board and flip chart

Training : Cost norms for Appratus

T.V.	Rs. 18,000.00
VCP	Rs. 8,000.00
ACP	Rs. 3,000.00
Camera	Rs. 7,000.00
OHP	Rs. 10,000.00
FLIP Chart	Rs. 3,000.00
White Board	Rs. 8,000.00
Black Board	Rs. 1,000.00
Planner Board	Rs. 2,000.00

vii) Training resource and staff development

As mentioned in the chart of training interventions for PFE, the resource persons for state level training would be drawn from organisations such as SIERT, Udaipur, H.C.M., RIPA (Jaipur), I.D.S. (Jaipur) and some NGOs of repute. The individuals who have excelled in the respective areas will also be involved in these training programmes .For district level training the DIET faculty, DPEP core team and resource persons drawn from outside will satisfy the needs. At BRC level subject/area wise resource persons will be engaged on contract basis. At CRC level the BRC co-ordinators, CRC co-ordinators and NGOs, if required will address the orientation programmes designed for VEC members etc.

To address the training needs of manpower deployed to implement DPEP it is essential to develop resource persons from within the organisation. In this background exposure visits would be arranged to leading Training Institutes within and outside the Contry, specially the developed Countries.

viii) Duration of training

Though it will be finally decided by the state resource group and training Cell, the tentative duration of training for different level is proposed as under :

a.	Training for DIET faculty	=	06 days
b.	Training for BRC co-ordinators	=	10 days
c.	Training for CRC co-ordinators	=	10 days
d.	Training for resource persons of BRC	=	06 days
e.	Training for primary school teachers	=	06 + 3 days in first year, 6 days in subsequent years
f.	Training the Para- teachers for A.S.	=	30 days in first year, 10 days in subsequent years
g.	Orientation to VEC members	=	02 days

Details of proposed training programme have been given in the training interventions for PFE in the further paragraphs.

ix) Venue of training programmes :

The state level training programmes would be held at Centre for Education Management (CEM), State Institute for Education Research and Training (SIERT) Udaipur, state level office of Rajasthan Council of Primary Education, Jaipur (RCPE) and H.C.M., RIPA, Jaipur. At district level the training programmes would be organised in respective DIETS. At block level where most of the training programmes for teachers are to be held, the BRC building will be the venue. Like wise the cluster resource persons will be the place for orientation of VEC members.

x) Honorarium to the resource persons

Keeping in view the honorarium given by the State Governement for its training programmes conducted at training institutions and the prevelent scales of LJP and SKP the following Scale of honorarium is proposed for the resource persons invited to take sessions in the training programmes of DPEP.

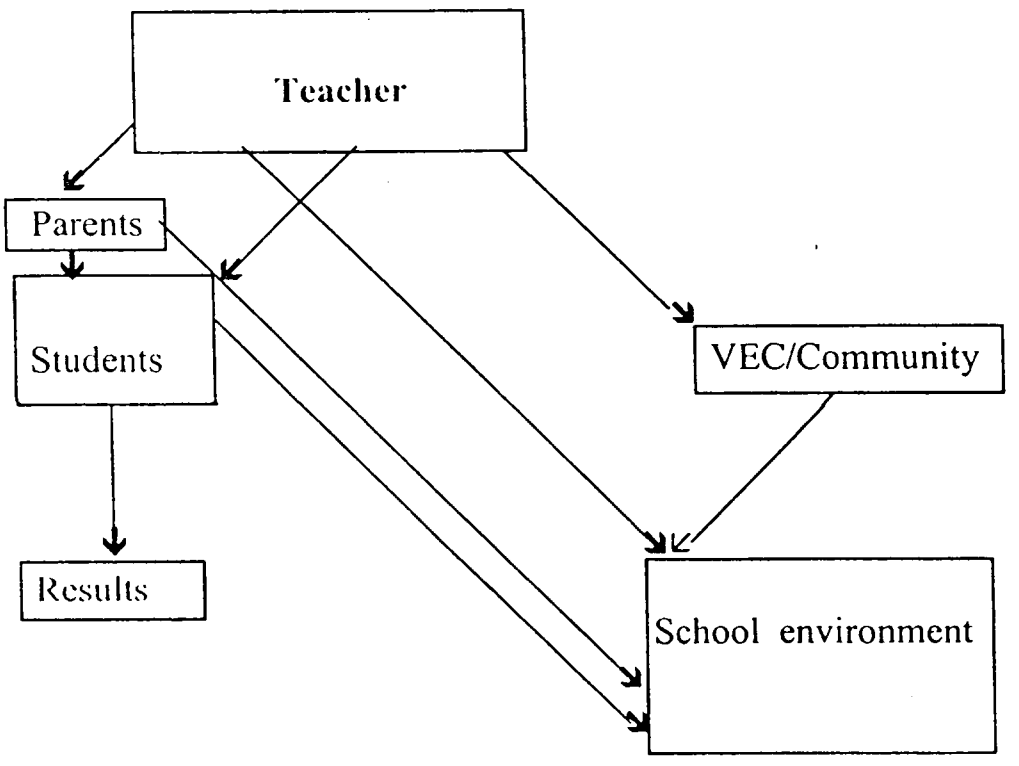
State level programmes-	Rs. 300/- per day for R.P. from outside Rs. 200/- per day for R.P. from Rajasthan
District level programmes	Rs. 150/- per day

xi) Follow up action/impact assessment of training

The threat of routinised training is a very real one . Thus, all steps will be taken to prevent its degeneration. It will be made possible by linking teacher training with a continuous monitoring of class room processes so that the impact of training can be ascertained. The training should be remedial ; it should address itself to specific class room academic problems. Also there may be some distinctive problem in different regions. Some problems come only from the clientele groups of teacher i.e. the student or the community. Thus, a system will be involved to have an impact assessment of training. After four months of the training the impact would be assessed through visionary changes and responses from the student and

the community. Of course the impact on academic empowerment will be judged only after having results of annual examinations. The machanism of impact assessment of training is reflected by the following illustration :

Impact Assessment of Teacher- training



Questionnaiers and interview schedule will specially be prepared for impact assessment. Response of students, parents and Community from the schools/ villages selected on random basis will be gathered through these questionnaiers/ schedules. Analysis of training impact would be the responsibility of DIET. BRC and CRC will be assisting in gathering the responses.

6.2.5 ORGANISATION OF TRAINING PROGRAMMES

Training programmes for various categories of teachers and supervisors will be organised on cascade module, as mentioned under :

SLO : Training Cell
↓
DIET/DISTRICT LEVEL RESOURCE PERSONS
(Key Resource Persons)
↓
BRC RESOURCE PERSONS
(Master Trainers)
↓
TEACHERS
(PST, AS PT, ECE)

- The state resource group on training consisting persons from SLO,SIERT,Training institutes, NGOs, subject experts and professionals from academic institutions having experience in teacher - training will be involved in designing the total training programmes under DPEP. Each member of the state resource group would be capable of imparting quality training in the allotted areas . Short duration orientation of the training programmes would be held at state level office of DPEP, Centre for Education Management, H.C.M. RIPA or SIERT Udaipur. The SRG, training cell as a state core team for training would be responsible for imparting training to DIETS/District level master trainers.

- The district level master trainers would be drawn from DIETS, NGOs, district project office of DPEP,other DLOs and also working and retired Principals of schools as and when required. Training programme for district level master trainers can be organised even at District Head Quarters. Duration would depend upon the scope of training areas.

- The district level training institute (DIET) will be responsible for organising training programmes for BRC co-ordinators, resource persons of BRC, co-ordinators of CRC and district level officers. Duration for the training of BRC and CRC co-ordinators would be 10 days . The resource persons identified to work, as trainers in the training programmes to be organised at BRC will be on contract. They may be working or retired personnel of education department, other departments and NGOs . Besides 10 days initial training the BRC resource persons would be provided refresher training every year at DIETS, SIERT or Centre for Education Management (CEM).

- BRC would be the main training level in the whole DPEP programme having the responsibility of imparting training to primary school teachers. Every primary school teacher would be asked to undergo a training of 06+3 days. For as parateachers the duration of training programme would be 30 days as they do not have any pre-service training. In subsequent years refresher courses will be organised. The training will be residential. In the evening cultural programmes will be organised by the participants.

6.2.6 The training institutions

1. State Institute of Educational Research and Training (SIERT)

Located at Udaipur, State Institute of Educational Research and Training is the appex Institution of the Education Department for educational training and research. There are well developed units for Book writing/reviewing and teacher training, being the regular features of the Institute. The existing books being used in the schools of the states have been prepared by SIERT. The only disadvantage is its location. However, regional training programmes and the assignments relating to curriculum and development of books will be assigned to SIERT.

2. Centre for Educational Management (CEM)

Setting up of a Centre for Educational Management (CEM) is in the process at the level of State Government. The objectives for which this centre is being established are :

i) to serve as a Centre of excellence in educational management ;

ii) to plan, organise and sponsor programmes of training and professional development for persons engaged in management of education ;

iii) to provide technical support for planning and management of education ;

iv) to undertake and sponsor research in educational management with a view to bringing about improvement in efficiency of the system, human resource capability and effectiveness of the educational processes ;

v) to establish networks with appropriate institutions and agencies and to serve as a resource centre for innovations in management of education ;

vi) to evolve machanisms to promote and facilitate people's participation in the process of decentralised management of education ;

vii) to contribute to the development of planning and management capability of non- government organisations and voluntary agencies in order to enable them to play an optimum role in education ;

viii) to endeavour to reorient educational administration so as to make education an instrument for empowerment of women and the less privileged sections of society ;

ix) to refurbish educational management in order that it may integrate with the new management prespectives being devloped under Lok Jumbish and Shiksha Karmi programmes and other innovative projects ;

x) to undertake such other activities as may be necessary and conducive to the realisation of the objectives mentioned above.

It is proposed that instead of establishing a separate SIEMT capacity and experience of CEM may be utilized for DPEP also.For establishing CEM an amount of Rs. 3 crores is earmarked; Rs. 1 crore every year for 3 years from 1991 to 2001. This provision will be in addition to Rs. 2.00 crores from LJP and Rs. 60 lakhs from SKP. The CEM building will be constructed in Shiksha Bhawan Campus. After its completion educational planning and management and all state level training programmes would be assigned to CEM. As it would be located at Jaipur and will work in close liaison with DPEP, the disadvantage of distance in case of SIERT (Located at Udaipur) will be minimized. The CEM will have capacity to organise long duration residential training programmes even for the BRC co-ordinators and CRC Coordinators, if required.

3. DIET

Each DPEP district has District Institute of Educational Training (DIET). The role of DIET under DPEP in regard to training may be outlined as under :

- Training/refresher courses to BRC co-ordinators and CRC co-ordinators
- Orientation/training to the resource persons of BRC
- Orientation/refresher courses to DLOs, master trainers and public representatives, whenever required
- Action research
- Helding monthly meetings of BRC co-ordinators
- Visits to BRC for participating meetings and training programmes

- Planning and implementation of learners evaluation (PFE/A.S./ECE)at the end of session

- Adoption of some schools by DIET faculties for spot guidance

- Providing assistance to BRC/CRC in preparation of annual work plan

Unfortunately most of the DIETS in the state are unable to give outputs to the required level in the areas of planning management, research and training. One of the basic reason is that DIETS do not/can not exercise autonomy to select personnel who have commitment for training and who can inspire participants in a training programme. This has laid to routinisation of training in DIETS. For a programme like DPEP where it is utmost necessary to raise the level of motivation and subject expertise to teachers, the DIETS will have to be strengthened in both ways of men and material. In the district plans such provision has been made. If need be, some of the DIETS may be adopted for the duration of programme.

4. Block resource centre (BRC)

For every CD block (exapt where DIET exists) there would be one Block Resource Centre. It will be the most important level as far as training to primary school teachers and A.S. para teachers is concerned. It will have its own building with proper facilities for residential training. The BRC buildings will be located preferably in the campus of upper primary school at the block hq. so that there may be proper linkage in between training and teaching. In a situation where all the primary school teachers belong to schools run by P.R.I., linkage between the two organisations (BRC and PS) is also necessary. Affairs of BRC would be looked after by a BRC co-ordinator. Support services may be hired locally. BRC co-ordinator will be appointed after proper screening . He/ she may be

from Educational Department and also some other department.Each BRC will have three resource persons. They will be subject experts in language (Hindi), maths./science and environmental studies. Two out of three resource persons will be engaged on contract basis.The resource persons may be working or retired persons of Education Department, other departments and also from NGOs. BRC will perform the following functions :

- Training to primary teachers, A.S. para teachers and incharges of ECCE/A.W.W.
- Recurrent/refresher programmes to primary school teachers
- Hold monthly meetings of CRC Co-ordinators
- Guidance and technical support of CRCs
- Visits to CRC atleast once in a month
- Visits to a primary schools (minimum 3 schools a month)
- Adoption of one school in every cluster to be developed as model school
- Co-ordination with P.R.I. and other organisations located at Block HQs.
- Providing linkage between CRCs and schools on one hand and the DPC and DIET at the other

5. Cluster Resource Centre (CRC)

Success of the whole DPEP programme depends upon the successful function of CRC which will be very important link in management of primary education at grassroot level. One CRC will be established with every 12 to 16 schools. CRC co-ordinator will be a Sr. teacher of the rank of upper primary school head master who would be choosen from the area through a screening process. CRC will be established in one of the primary/upper primary schools having

central location. The room(s) which will be constructed for CRC will be attached to the school building so that after the DPEP intervention is over the room(s) can be used as classroom depending upon the requirement. The CRC co-ordinators will be more then trainer or manager. Through training interventions it will be ensured that this very important link of management works well.

The CRC co-ordinator is expected to discharge the following functions :

1. **Pedagogic Support and Supervision**

Within the cluster the CRC Co-ordination will be the main source for pedagogic support to all three franches of primary education viz Formal Schools, Alternative Schools and Early Child Education Centres. Once in a month he will hold review meetings of teachers and A.S. para-teachers. Though such meetings and regular visits to school/A.S. Centres/ECE Centres the CRC Co-ordinator will make efforts for qualitative improvement of Primary Education . He will adopt on school to develop it as a model school.

2 **Community Mobilization**

The CRC Co-ordinator will act as a link between the community on one hand and the DPEP and the District Administration on the other. He will motivate the VEC for environment building and universal enrolment, have meetings with community/caste leaders for motivating them to get involved in the management of schools and Universalisation of education , assist a developing a mechanism for sharing of local resources, attend VEC meetings and organise orientation programmes at CRC for member of VEC.

3. CRC Co-ordinator will be the most important link at the grass-root level to give feedback for monitoring and evaluation of the programme.

4 The teachers' evaluation as per directions of the District Academic Committee would be managed by him within the cluster.

5 The CRC Co-ordinator will play a vital rile in ensuring proper convergence in between the three streams - The formal, A.S. and ECE.

6 He/She will be in constant touch with the BRC attend monthly meetings therein and keep BRC posted with the grass-root realities in regard to teaching, learning and training.

Training Interventions for PFE (Norms)

Area/ Scope	Clientele group	Venue	Duration
A. STATE LEVEL			
1. Professional training to state level DPEP personnel	SLO finctionaries	SLO, Jaipur	3 days
2. Professional training to district level DPEP personnel	DPO functionaries	RIPA Jaipur	3 days
3. Orientation programme for Core team/ Academic Committee	Members core team/ Academic Committee	RIPA, Jaipur	3 days
4. Orientation programme for textbook/ workbook Writers	Writers/Reviewers/	SIERT, Udaipur	5 days
5 Training on learners' evaluation	Members of District academic Committee	SIERT, Udaipur	3 days
6 Training of key resource persons	Key resource persons from Districts	SIERT, Udaipur	6 days
7 Training on managing DIETS for DPEP	DIET Principals and on faculty	SLO, Jaipur	3 days
8 Orientation of officers of education department	Dy. Directors, DEO's of 10 DPEP districts	RIPA, Jaipur	2 days
9 Orientation of District Collectors & CEOs	Collectors, CEOs	RIPA, Jaipur	1 day
STATE LEVEL WORKSHOPS			
1 Workshop for Curriclulum for development	SRG, Core team members	SLO, Jaipur	3 days
2 Workshop to finalise strategy for LE and preparation of model question papers	Subject experts DIET Principals, DEOs	RIPA, Jaipur	3 days
3 Workshop for development of teacher guide in 3 basic areas	Subject experts Core -team members	SIERT, Udaipur	6 days
4 Workshop for development of context books/workbooks	Textbook Workbook Writers,reviewers, Artists	SIERT,Udaipur	6 days

	Area/ Scope	Clientele group	Venue	Duration
5	Workshop for finalisation of manuscripts of textbooks/workbooks	Core-team academic committee	SLO, Jaipur	6 days
6	Workshop to finalise strategy for LE and preparation of model question	Core-team subject experts	RIPA,Jaipur	3 days
7	Workshop on identification of training needs and preparation of training modules	Training Cell, subject experts, trainers, educationist	SLO Jaipur	5 days
8	Visioning workshops for Need Assessment Distance Education (DEP) Programme	SIERT, DIET, BRC, CRC, NGOs	RIPA,Jaipur	5 days
9	Workshop to develop questionnaires/ interview schedules for DEP	SIERT, DIET, RIPA, BRC	SLO,Jaipur	5 days
10	Data analysis workshop	SIERT, DIET, BRC, CRC	SLO,Jaipur	5 days
11	Planning & strategy workshops for DEP	IGNOU,AIR, Doordarshan, SIERT, Training Cell	SLO, Jaipur	3 days
12	Skill development cum training workshops for Capacity building in three areass of DEP-Print,Audio and Video	DIET, BRC	SIERT,Udaipur	5 days
13	Workshop for development of SIM for DEP	SIERT, DIETS,BRC and CRC	SIERT,Udaipur	5 days
14	Workshop to develop questionnaires for impact assessment of teachers' training	Trg. Cell, SIERT, DIET	RIPA,Jaipur	3 days

Area/Scope	Clientele group	Venue	Duration
B. District level			
1.Gender	DIET,BRC,DPC	DIET	03days
2. Training of BRC Co-ordinators	BRC Coordinators	Distt. HQs.	10 days
3. Training of resource persons engaged with Gender input	Resource persons for BRCs (Master trainers) (In two batches)	"	06 days
4. Orientation on DPEP implementation with Gender input	D.L.O.s,CEO, DEOS, CDPO, CMHO, C.P.O., S.D.O.,B.D.O.	"	02 days
C. Block level			
1. Training of CRC Coordinators with Gender input	CRC Coordinators (One batch of 20,as per requirement)	BRC	10 days Refresher Course 5 days
2. Training of Primary School Teachers	Two batches at a time,one batch of 20 teachers (as per requirement)	BRC	06 days Refesher course 3+3 days
3. Training of Para Teachers for A. S.	Two batch at a time, one batch of 20 Teachers. (as per requirement)	BRC	30 days Refresher course 10 days
4.Training of ECE AWW	Two batches at a time, one batch of 20	BRC	3 days+3 days

Area/Scope	Clientele group	Venue	Duration
5. Asstt. CRC Coordinator	Two batches at a time, one batch of 20	BRC	6 days+3 days
6. P.R.I. functionaries	Two batches at a time, one batch of 20. members of P.S.members of standing committee on Education, Female Sarpanch, Female Panch	BRC	2 days
7. Monthly meeting ; review cum - orientation for CRC Co-ordinators	ALL	BRC	02 day
D. Cluster Level			
1. Orientation to Community	VEC members One batch of 36-3 VECs	CRC	02 day
2. Monthly meeting ; review cum - orientation for P..S.T.	ALL	CRC	01 day
3. Orientation of B.N. S.	Chairmen and Secretaries of B.N.S.	CRC	01 day

Norms for State Level Training Programme

Participants of training programme

Lodging	:	Rs. 100/- per day
Boarding	:	Rs. 100/-per day
T.A.	:	Rs. 500/- per person

Resource persons from out side State

Lodging	:	RTDC (Rs. 500/- per day)
T.A.	:	Rs. 6,000/-
Honorarium	:	from State Rs. 200/- per day out side State Rs. 300/- per day
Documentation	:	National level programmes Rs. 10,000/- other programmes Rs. 5,000/-
Contingency	:	National level programmes Rs. 100/- per person other programmes Rs. 50/- per person
Arrangements of visits of experts from other educational interventions	:	Rs. 2.00 Lakh per year

6.2.7 *DISTANCE EDUCATION PROGRAMME*

Target Groups

The clientele groups of different categories to which intensive training intervention is to be made under DPEP in the 10 districts of first phase would be as under. Approx. no. of each group which will have to be covered in five years would be as mentioned against that category.

1.	Primary School Teachers	37800
2.	A.S. Para teachers	3000
3.	ECE/AWW Instructors	12000
4.	BRC Co-ordinators	80
5.	CRC Co-ordinators	1035
6.	DIET faculty	50
7.	Master Trainers	300
8.	Subjectwise resource persons of BRCs	225
9.	VEC/PTA Members	12000 VECs

Needless to mention that for most of these groups refresher courses will also have to be arranged frequently. Since training requirements are very large and volume will be still greater when remaining 9 Districts are also taken under the umbrella of the DPEP, any single approach would not suffice. Hence, it is desirable to go also for Distance Education Programme (D.E.P.) as additionality in efforts for H.R.D. Formulation/Implementation of the D.E.P. will be designed in consultation with Indira Gandhi National Open University New Delhi, A.I.R., Doordarshan and NCERT.

6.2.8 Goals of Distance Education Programme in D.P.E.P.

1. Strengthening and supplementing the ongoing training programmes by using distance learning inputs and materials leading to the establishement of a suitable system of inservice training.

2. Assisting in reducing transmission loss by suitable distance learning interventions.

3. Improving effectiveness of the teaching learning process

4. Increasing consistency and quality of training programmes

5. Building capacity of institutions at all levels in designing, developing, production, and achieving distance learning inputs and materials

It is proposed to initiate the Distance Education Programme from the second year of the project. By that time DPEP will take its shape at all levels i.e.District, Block, Cluster and Village . Also by then the training programmes will start to commence. Thus, the teachers, BRC and CRC co-ordinators and other concerned persons will be able to identify the gaps or the deficite areas in the existing training programmes where Distance Education Programme interventions are required.

DISTANCE LEARNING INPUTS/MATERIALS OF DEP

Nodel point	Input/materials	Infrastructure
Home	Self instructional material(SIMs) news-letters/periodicals,Radio programmes.	
School	T-L activities	normal facilities available
CRC	Audio programmes, Reading materials, SIMs, group discussion,	ACPs, Audio cassettes and reading materials, library
BRC	Video programmes, additional reading material, group activities or discussions	VCP, T.V. Library, ,seminar facility
DIET	Video programmes, Group activities and discussions	V.C.P., T.V., library facility

6.2.9 PROJECT ACTIVITIES OF DEP

- interaction between DPEP personnel and Distance Education /Teacher Education experts for deciding and developing suitbale strategies;
- development and production of DL inputs and materials(print and non- print including audio and video);
- capacity building on designing, developing, producing and delivering DL inputs and materials.
- orientation of BRC and CRC personnel on developement and delivery of DL inputs;
- Augmenting MIS in relation to data on training of the target groups ;
- Organisation a few training programmes on experiental basis on DL inputs and materials.

6.3.0 Strategies/Activities for Distance Education Programme (D.E.P.)

I Needs Assessments

Basically the Distance Education Programme (D.E.P.) is meant to strengthen and supplement the on going training programmes in the areas such as preparation of training modules, teaching learning process, development of TLMs, organisation of training programmes, community mobilisation, institutional developments, gender approach, decentralised education management etc. As the Distance Education Programme (D.E.P.) is not to be designed for the first year of the DPEP, the duration and budgeting schedule will be only for four years.

Budgeting for Distance Education Programme (D.E.P.) : Need Assessment

(I) The Distance Education Programme (D.E.P.) will be initiated in the second year with identification of needs. Activitywise budget for various needs identified through visioning workshops is proposed as under :

(a) Two 5 days visioning workshops of participants from SIERT/DIETS/Selected BRCs/selected CRCs/trainers/teachers/NGOs. In each workshop about 30 - 40 participants.

Expenses @ Rs. 25,000/- per workshop
25,000 x 2 =50,000/- -- Rs. 50,000/-

(b) One five days questionnaire preparation workshop of about 30 - 40 participants from SIERT/DIET/ CEM/H.C.M. RIPA/selected BRCs/selected CRCs/ trainers etc.

Expenses Rs. 25,000=00 -- Rs. 25,000/-

(c) Printing and distribution of questionnaires in all 10 district. @ 1,000/- questionaire per district + 3,000 extra copies. (Total 13,000 copies) -- Rs. 40,000/-

(d) Data analysis and printing of requirements of Distance Education Programme (D.E.P.) interventions. Participants from SIERT, DIETS, selected BRCs/CRCs/trainers etc. -- Rs. 25,000/-

---

Total **Rs.1,40,000/=**

(II) Planning and strategy meetings : For giving a final shape to to Distance Education Programme (D.E.P.) high level planning and strategy meetings would be held. These meetings will be participated by the officers and subject experts from Indira Gandhi National Open University, All India radio, Doordarshan and programme officers of DPEP. Number of these high level planning and strategy meetings may be one in the second year two in this year followed by a meeting every year **in fourth and fifth year**. No. of participants will be approximately **15** and expenses **Rs. 25,000/-** per meeting. Thus the total budget for four years high level meeting is proposed **Rs. 1.25 Lacs.**

(III) Capacity building activities:

With a view to built capacity among State/District level functionaries and personnel of the Education Department in the 3 distinct areas of print, audio and video it is proposed to organise the following workshops :

Second year of DPEP

(a) Two 5 days skill development cum training workshops in each area (print, audio and video) separately. Participants about 25 and 5 experts in each workshop. Cost of each workshop is approximately 40,000/- including expenses on experts, tryout modules and technical support.

06 x 40,000 = 2,40,000/- -- 2,40,000/-

Third year of DPEP

One 5 days skill development cum training workshop in all the 3 areas separately.

Cost- 03 x 40,000/-=1,20,000/- -- 1,20,000/-

Fourth year of DPEP

One 5 days skill development cum training workshop in all the 3 areas separately.

Cost- 03 x 40,000/- -1,20,000/- -- 1,20,000/-

Total **Rs. 4,80,000/-**

(IV) Development and procurement of materials

(a) **Print**

- 3 workshops of 5 days duration for development and production of self instructional material (SIM) related to teacher training modules. The workshops would be participated by experts from CEM/SIERT/DIETS/BRC/CRC/ Educationist/ teachers/ researchers etc.

Cost -- 3 x 25,000/- =75,000/- -- 75,000/-

- Printing of SIM and additional reading materials for distribution in all the 10 Districts (10,000 copies)

Cost -- 10,000 x 10 -- 1,00000/-

Total --1,75,000/-

(b) **Audio**

- 10 cassettes audio programmes of 15 - 20 minutes duration.
  @ Rs. 5,000/- per programme

  5 Cassettes in third year
  5 Cassettes in fourth year
  5 Cassettes in fifth year
  ---
  15 Cassattes

  Cost -- 15 (Cassattes) x 5,000/- -- 75,000/-

- Duplication cost @ Rs. 30/- per cassatte. per cassette for one thousand.

Cost -- 1,000 x 30 x 15=4,50,00/- -- 4,50,000/-

(c) **Video**

- Video programme of 15 to 30 minutes duration.
  @ Rs. 25,000/- per programme

- 5 Cassettes in the third year
  5 Cassettes in the fourth year
  5 Cassettes in the fifth year
  ---
  15 programmes

Cost -- 15 (cassettes) x 25,000/-=3,75,000/- -- 3,75,000/-

(V) Purchase of Hardware

- Colour T.V. (SPO, DIETS, BRCs)
  11 X 18,000= -- 1,98,000/-

- V.C.P. (SPO, DIETS, BRCs)
  11 X 8,000= -- 88,000/-

- ACP (SPO, DIETS, BRCs CRCs)
  1125 X 3000= -- 33,75,000/-

Total -- 36,61,000/-

(VI) Monitoring and review relating to D.E.P.

@ Rs. 1 Lakh for three years

Cost -- 1 Lakh x 3 = 3 Lac -- 03.00 Lakhs

- Impact studies/Research regarding D.E.P. for 3 Years.
  @ Rs. 1.5 Lakh per year
  1,50,000 x 3 4,50,000/- -- 04.50 Lakhs

Total -- 07.50 Lakhs

Consolidation of cost for various areas

(I)	Need Assessment	=Rs.	1.40 Lakh
(II)	Planning and strategy meetings	=Rs.	1.25 Lakh
(III)	Capacity building	=Rs.	4.80 Lakhs
(IV)	Development and procurement of materials.	= Rs.	10.75 Lakhs
(V)	Purchase of Hardware	=Rs.	36.61 Lakhs
(VI)	Monitoring/Impact studies/Research	=Rs.	7.50 Lakhs
	Total	**=Rs.**	**62.31 Lakhs**

ALTERNATIVE SCHOOLING

6.3 *ALTERNATIVE SCHOOLING PROGRAMME*

In compliance of the Directive contained in article 45 of the Constitution, the National Policy of Education (NPE) 1986 gave priority to Universlisation of Elementary Education (UEE). For achieving UEE in its entirety (Access, retention and achievement), the NPE envisaged free and compulsory education of satisfactory quality for all children upto 14 years of age before the commencement of the 21st centuary.

Unfortunately, a large number of children of the age group 6 to 14 years of our society specially girls, SC/ST/OBC, Minority, working children and poorer sections living in rural areas are out of school and have remained deprived of primary education due to poverty and various physical socio- economic, geographical and psychological reasons.

NPE for the first time acknoweldges that, it may not be possible to provide primary schools in all habitations, and it would also be unrealistic to expect working children and girls who attend to their siblings and are engaged in other domestic works, to attend whole day formal schools. It is, therefore, envisaged that a effective and systematic programme of Alternative Schooling will be launched for these children. For effective monitoring the number of A.S. intervention will be limited to about 3000 in ten district.

6.3.1 *Why Alternative Schooling*

The need of Alternative Schooling approach emerge from the heterogenous structure of our society. Some of the factors which emphasizes the needs of Alternative Schooling System are :-

(i) It is unrealistic to expect wŏrking children and girls who attend to their siblings and are engaged in other domestic works, to go to whole day school.

(ii) Absense of formal schools within the reach (walking distance) of children.

(iii) Limitations of Government to open schools for small habitations because it is not cost effective.

(iv) Rigidity in formal school system regarding time, duration etc. It does not suit working children.

(v) Failure of formal school system in -
(a) imparting quality education .
(b) creating good academic environment in schools.

(vi) Teachers absentism in remote areas . Lack of interest and attitude of teachers towards teaching, also results in ineffectiveness of school and drop-out children.

It is therefore, envisaged that a large effective and systematic programme of Alternative Schooling should be launched.

6.3.2 *Learning from ongoing Programmes*

To develop effective Alternative Schooling Programme under DPEP, it is necessary to learn from the strengths and weaknesses of the ongoing programme in the state, like ;

(i) NFE run by GOR
(ii) Lok Jumbish Parishad (Sahaj Siksha Programme)
(iii) Shiksha Karmi Project (Angan Pathshala and Prahar Pathshala)
(iv) Other independent Alternative Schooling Programmes run by NGOs, like Bodh and Digantar, Jaipur

Under DPEP, it is proposed to develop an effective Alternative Schooling Programme for the different clientele, incorporating different aspects of these ongoing programmes.

6.3.3 *Present Status* :

* In Rajasthan as per estimate, there are about 100.82 lakh children in 6 to 14 age group, out of which 51.74 lakh are boys and 49.08 lakh are girls in the year 1995-96.

* Inspite of many efforts still there are about 40.93 lakh children, out of which 12.21 lakh boys and 28.22 lakh girls are out of school. (Source of data- Directorate, Primary & Secondary Education, Bikaner publication)

* At present about 17,600 NFE centres are sanctioned, out of which 16,100 centres are functional. Twenty NGO's are running about 1300 centres.

* In January 1997, the total enrollment in non-formal centres is about 5.10 lakh children, out of which 2.19 lakh boys and 2.91 lakh are girls.

The NFE Scenario in Rajasthan

S.No.	Description	Boys	Girls	Total
01.	6-14 age group population	51.74 lakh	49.08 lakh	100.82 lakh
02.	Out of school population	12.21 lakh	28.22 lakh	40.93 lakh
03.	Total Enrollment in NFE centres	02.19 lakh	02.91 lakh	05.10 lakh
04.	No. of NFE centres run by			
	(i) Govt.	----	----	16,100(functional) (17,600) (sanctioned)
	(ii) NGO	----	----	1,300

6.3.4 *PROBLEMS AND ISSUES :*

The following are the major areas of concern --

(i) Lack of equivalance with formal school system in facilities and in achievement. The community perceive NFE as a second grade education.

(ii) Mostly the centres are running in night, which lacks effectivity and regularity.

(iii) Negative attitude and low motivation towards NFE among the community.

(iv) Low educational background, capacity and honorarium to NFE instructor.

(v) Lack of effective supervision, incentives and administrative support.

(vi) Lack of convergence with other educational interventions.

(vii) Insufficient training inputs to NFE instructor and supervisors

(viii) Poor facilities at NFE centres and building is also a major cause of concern

(ix) Rigidity of formal school timing, illiteracy of parents, social customs and traditions are other major issues.

6.3.5 ***TARGET :***

In order to achieve 100% GAR, it is necessary to provide educational facilities in all types of habitations and situations ;

(a) For small habitations, situated in remote and inaccessible areas, where population is less than state norms and openning of formal school may not be viable and cost effective .
Strategy : Here Shiksha Saiyum Sevi School run by a local Para teacher(6 hourly) will be opened.

(b) For working children of all types/ Age group 6to 11 years whose own routine does not match with the timings of formal schools.

Strategy-Shiksha Saiyum Sevi School (4 hourly) will be opened by VEC. Exact time will be decided by VEC.

(c) For migrant children Age group 6 to 11years-Families migrate for 3-4 months.

Strategy : (i) Shiksha Saiyum Sevi School (6 hourly) run by parateachers will be opened. This school will be closed at the time of migration.
(ii) Hostel will be provided to migratory children for 3-6 months on the basis of actual need. Provided the local community comes out for sup port

(d) For left out/dropped out children and for working children
Age group 6 to 8 & 9 to 11
Strategy : (i) Back to school pacakage will be given in the form of condensed course for 2 to 3 months for boys and girls separately as per need. (ii) Bridge Course - It is planned to fillup the gap after dropping out by giving 6 months or one year course . Bridge course depending upon the age and need of the children.

6.3.6 *CONCEPT* :

The Alternative Schooling in DPEP Rajasthan is characterized by ;

1. Flexibility : in organisational and operational modules, full freedom to determine time, venue and duration as per learner's convenience.

2. Freedom of learning pace : Learners learn at their pace.

3. Decentralisation : In management structure and financial powers. Handing over powers upto the lowest level i.e. village level to VEC.

4. Relevance of curriculum and instructional methods

5. Equivalance with formal schooling (Same text books and evaluation procedures).

6. Community participation - AS.will run, supervised and monitored by community .

6.3.7 *Planning Process:*

In evolving the plan and strategies following steps were followed :

(i) Wide consultations in staff meetings and suggestions by Director, DPEP, helped in formulating the outline programme of A.S.

(ii) The outline concept and strategies regarding A.S. were presented in a one day meeting with the Education Secretary, GOR and chairman executive committee RCPE.

(iii) A meeting was held on 06.03.98 to finalise the State Component Plan in RCPE offfice at Jaipur. In this meeting the technical support was provided by M.H.R.D., Ed-Cil, Director NFE, GOR and representatives from NGO's, like Digantar,Bodh . Valuable suggestions were given to improve the programme.

(iv) The A.S. Strategies have been discussed with State Planning Team on 26.03.98 in RCPE office Jaipur

Keeping in mind all suggestions, which emerged from various above mentioned meetings and discussions, the A.S. State Component Plan was formulated.

6.3.8 *Opening of Alternative Schools :*

The following four major strategies of Alternative Scools have been proposed in all the DPEP districts for providing equivalent primary education to all the remaining deprived children, working children, left outs & drop-outs, and migratory childrens as per area specific need.

1. Shiksha Saiyum Sevi School (6 hourly)- A full day school of 6 hours where about 20 or more school going children are available.
   These will be opened for remote habitations and migratory population.

2. Shiksha Saiyum Sevi School (4 hourly)- The exact time will be decided by VEC. It will be opened where about 15-20 children's are available.The clintele will be working and non enrolled children.

3. Back to school programme - (i)A condensed course -It will start for boy and girls of 6 to 8 and 9 to 11 age group on 15-20 children as per age, academic level and need. The duration will be 2-3 months.
   (ii) Bridge Course - It will start for drop-out and non-enrolled children . The duration of this course will be six month. The children will be prepared for admission in formal schools .

4. Adoption of Maktab/Madarasa- After consultations with the local community these will be opened in some minority dominant areas.
   The opening of these Alternative Schools will be need based which emerge after school mapping and microplanning exercises in the concerned village or Dhani.All A.S. will be phased in first three years of project period. No new A.S. will be opened in IV & Vth year.

6.3.9 *Academic Support*

A State Resource Group (SRG) has been set up by Director RCPE consisting of ;

1. Dy. Director A.S. from SPO
2. Assistant Director A.S. LJP
9
3. Secretary SKB
4. Yogendera Upadhaya, Bodh (NGO)
5. Rohit Dhankar, Digantar (NGO)
6. Representative from Lok Shiksha Sansthan (NGO)
7. Dy. Director, NFE GOR

Simillarly District Resource Group (DRG) has been constituted by Director RCPE which include ;

1. Principal DIET
2. One NGO working in District
3. Renowned Educationist of district.
4. Representative of SKB
5. Representative of NFE (AD NFE)
6. A.S. programme officer of DPC

These Resource Groups will meet quarterly for providing academic guidance and to discuss all the issue concerning A.S.

6.3.10 *Characteristics of Shiksha Saiyum Sevi School (6 hourly):*

Shiksha Saiyum Sevi School will be full time day school run by Para-teachers in remote and inaccessible areas where opening of formal school may not be viable and cost effective as per State norms. It will provide equivalence in all educational aspects with formal schooling.

Place : A.S. will be opened in a place where VEC proposes. DPEP may construct A.S. building where there are 80 to 100 children and thatched shed where there are 40-50 children. The shed will be constructed in 60% areas of total demand as per following norms- (i) In general area- 50% by DPEP + 50% by convergence from community. (ii) In tribal, Dang & Mewat area- 80% by DPEP + 20% by convergence from community. Convergence may be in the form of labour or cash.

Duration : Shiksha Saiyum Sevi school will run for 6 hour as per rules and regulation of formal school. The time of A.S. will be decided by VEC.

Para- teachers selection:

The Para teachers will be selected as per following norms:

(i) 100% Preferance will be given to females (Within this, priority to SC/ ST/ Minority).

(ii) The VEC to prepare a panel of eligible candidates which will be counter-signed by the CRC facilitator and sent to the Block Selection Committee.

(iii) The Block Selection Committee will be as under:

* District Project Coordinator
* Representation of Collector
* Representation of DWDA
* One Sarpanch nominated by the BEC
* Shiksha Karmi Sahyogi
* State Nominee

(iv) Preference will be given to a resident of the same village .If not available,then resident of the same Panchayat or same Clustrer.

(v) If any disagreement in the proposal by VEC, forwarding by the CRC facilitator and approval by the Block Selection Committee (BSC) will be referred to the executive committee at the district level.

Qualification .

The qualification of male and female para-teachers will be XII pass which may be relaxed in case of female upto VIII pass.If suitable candidates are not available .Appointment and removal will be done by VEC. They will be appointed

for one year and if found suitable a fresh appointment may be done by the VEC.

Curriculum: The education imparted in these schools will be of equivalent nature to the primary education being provide in the formal schools. So the curriculum of formal schools will be adpted as such. The duration will be of five years.

Honorarium : The Para- teachers will be paid an honorarium @ Rs. 1350/- per month in keeping parity with the on going honorarium rates in SKP .This amount will be released to the joint account of the VEC.The montly honorarium will be paid by VEC.

Incentive : To promote retention and quality education, the incentive of Rs. 300/ - per year will be given to parateacher. It will be given on 75% achievement and retention.

Training : The parateachers will be given foundational training of 30 days at BRC. The training will address the issues of A.S. concept, structure, pedagogy, academic transaction with multi group teaching and continous learner evaluation etc. The training modules for Para teachers will be developed in a state level workshop.

The second induction training for Para-teachers will be organised in winter vacation for 10 days. So in first year the training duration will be of 40 days in two phases. In subsequant years a training of 15 days will be organised in vacations every year as a refresher course.

Nature of training : The nature of training will be residential in which participants have to reach by previous day evening.

Time Schedule : The Parateachers will be selected & trained twice a year as per following schedule :

		Ist	IInd
(i) Identification,selection	:	March, April	Oct.,Nov.
(ii) Training	:	May & June,	Nov.,Dec.
training should end latest by		20 th June.	20th Dec.
(iii) Formal appointment by VEC	:	From 1st July	25th Dec.
(iv) Centre starts functioning	:	7th July	2nd Jan.

Exposure visit: The educational visits will be organised to study and compare the work done in other Districts/State. The exposure visits will be organised as per following norms :-

(i) Intra District Visit -- 4 batches for 10 persons every year for 2 days.
(ii) Inter District Visit -- 4 batches for 10 persons every year for 3 days.
(iii) Inter State Visit -- 1 batch for 5 persons every year for 6 days.

Planning and Review meetings : A one day planning and review meeting at CRC will be held every month for ten months in a year. It will evaluate the work done in last month and plan for the next month.

Evaluation :The following process will be adopted for evaluation :

1. ***Continous evaluation*** :

The teacher will adopt the method of continous evaluation during teaching-learning process in class room. Studentwise and classwise record will be maintained in which evaluation chart will be prepared weekly as per comptencies.

2. ***Monthly Monitoring*** :

The cluster incharge will check the achievement level of children filled by Parateacher by talking and asking questions to childrens.

3. ***Linking with District level common examination scheme***

Alternate schools will be linked with departmental comman examination system. For half yearly and Annual examinations the paper will be taken from district common paper scheme. There will be two advantage by linking with district level examination scheme -(i) it will support back to school programme (ii) convergence with Education Department .

4. ***Evalaution by Community*** :

The performance of students achievement will be shown to the community by school. The school will celebrate the "Community day" before half yearly and "School day" before annual examination, in which all parents, VEC members and other community people will be invited. On Community day and School day the children will show their various competencies acquired during the session such as debate, lecture,poetry, oral question answer session, play and cultural activites. By this community will own the A.S. The cognitive and non-cognitive aspects will be evaluated.

5. Class I & II students will be evaluated as per norms and scheme by Parateacher and cluster facilitator.

6. The competent children will be admitted to formal schools on the basis of evaluation.

Supervision :

A strong supervision system is to be developed for A.S. in DPEP which is as follows ;

1. Cluster incharge : He will supervise every A.S. once a month.

2. Block co-ordinator : He will also supervise the A.S., whenever visit the village.(Minimum 3 Visits a month)

3. District programme co-ordinator will supervise atleast 10% A.S. in a month .

4. Programme Officer for A.S. will supervise atleast 30% A.S. in a month .

Management : The management of Alternate schools will be the responsibility of local VEC/WEC.

Procurement : Responsibility of procurement for A.S. will be given to the DPC through District Procurement Committee as per list annexed.The Committee member are :

(i) District Project Coordinator
(ii) Principal DIET or representative
(iii) Programme Officer A.S.
(iv) A.O. of the DPC office
(v) Nominee of the Distt. Collector

Procurement as per list will be done by 30th June.

Migratory Population : A six hourly Ss school will be opened for migratory children. These families migrate during sowing and harvesting season for 2 to 3 months. So for children this period will be treated as vacation . The VEC will supervise and monitor these schools. In some places as per need hostels @ Rs. 500/- per learner will be opened for 3 to 6 months.

6.3.11 ***Shiksha Saiyum Sevi School (4 hourly)*:**

These school will be opened for working children in rural and urban areas. Here children will be grouped in 6 to 8 and 9 to 11 age group. It will also provide equivalence with formal schools. These schools will run for 4 hours by Para-teachers. The exact time will be decided by VEC as per area and children's

needs. The working children's mental set up is higher and the exact teaching hour in formal school is also 4 hour. The rules regarding qualification, selection procedure appointment , mode of payments and removal of para- teachers will be same as per Shiksha Saiyum Sevi School. The supervision, evaluation and monitoring will be on same pattern. Here parateachers will be given honorarium @ 1,000/- per month.

6.3.12 *STRATEGIES FOR URBAN AREA*

There is large population of 6 to 14 age group children in Urban areas who are out of school due to many reasons such as :

(i) earning wages i.e. working children
(ii) social customs and traditions
(iii) carring for siblings at home

The children in above categories may be non enrolled or drop-out from the schools at different stages.

In muncipal areas ward education committees will be constituted.

Strategies :

Since NFE centres of 2-4 hour in night are not viable and sucessful due to many reasons. The follwing strategies are proposed ;

1.*BACK TO SCHOOL PROGRAMME*

Back to school programme has been proposed as major intervention for working children and girls.

Objectives : The basic objectives of this programme under DPEP is to prepare drop-out children of age-group 6 to 8 and 9 to 11 years to join the mainstream.

Interventions:

(i) Condensed course - It will run for 6 to 8 and 9 to 11 years boys and girls (if needed separately). The duration of course will be 2 to 3 month. It may be in summer or at any convenient time. The main aim of this course is to prepare boys and girls for higher classes as per their age and get admitted in school in July. run by parateachers . This strategy will be used for drop-out children whose gap period after droping from school is not much. So children will be prepared for next class as per their standard and age.

(ii) Bridge Course - For drop out and non enrolled boys and girls of age group 9 to 11, specially for girls will be organised for six month. The duration and venue will be decided by negotiation with the community . It is proposed to plan the Bridge course from January to June or any other suitable duration to be conducted in the premises of primary school in day time or any place agreable or suggested by the community.

2 *Adoption of Maktabs as a Alternate School*

Minority girls and boys attend regularly maktabs in morning/evening run by community in a room attached to Mosque or in a separate premises. Here Molvi Sab used to teach Holly Quran and Urdu language. These maktabs mostly runfrom 7AM to 9AM in morning and 5PM to 6 PM in the evening (time may vary as per season).

Strategies:

(i) By survey identify and enlist the maktabs.

(ii) Identify the children of age group 6 to 8 and 9 to 11 in Mohalla or village through school maping and microplanning exercise.

(iii) By consultation with community people adoption of maktabs by designating these as Altenate Schools.

(iv) Train Molvi Sab who is atleast VIII pass in A.S. curriculum and designate as Para-teacher. If Molvi Sab is not qualified than any qualified Minority lady may be selected and trained.

(v) In first year on pilot basis 20 maktabs will be selected in minority concentrated districts and designate them as Alternate School.

(vi) The teaching learning material and other facilities as given in a Alternate School will be given.

3 *Urdu medium A.S. :*

In minority area on community demand urdu can be adopted as medium of instruction in Alternate Schools..

4 *Shiksha Saiyum Sevi school (4 hourly):*

As per norms given before. This will be for working children in muncipal areas. The exact time will be decided by VEC/WEC.

6.3.13 ***Convergence:***

The issue of convergence with on going projects like LJP & SKB, NFE programme of Government of Rajasthan and with NGO working in the field of Alternative Schooling is a major concern during planning process. The effective and functional convergence is to be achieved at State and District level for sucessful implementation of the programme and to avoid duplication of efforts.

To ensure convergence with concern agencies, a state level resource group is to be constituted which includes members from Lok Jumbish Parishad, Secretary Shiksha Karmi Board, three NGOs from Bodh, Digantar and Lok Shikshan Sansthan and representative from government NFE programme. The area in which convergence is to be expected are trainings, adoption of curriculum, textbooks and other teaching learning material. While framing the rules and adoption of the process regarding A.S. the weakness and strengths of these on going programmes will be kept in mind. The experience of NGOs will also be taken into consideration while implementation of A.S. programme. The efforts will be made to keep simillarity in different common areas of Alternative Schooling like payment of honorarium, curriculum, TLM, training costs etc. A decision will be taken regarding functioning of Government run NFE in the DPEP districts. It is proposed to transfer funds to DPEP and give powers to reorganise their functioning.

It is proposed that six hourly SS school (in remote and difficult areas only) will be transfered to Shiksha Karmi Board. The SKB will run and manage these schools for this required funds will be transfered to Secretary SKB. These schools will be supervise jointly by SKB and DPEP.

WITH UNESCO

In Jhalawar and Tonk districts the "Community Learning Centres" will be developed with the help of UNESCO.
Criteria for selection of Districts

Both these districts are educationally backward. The criteria for selection are:

1. Both these districts are SC/ST dominant area.
2. The literacy rate in Jhalawar and Tonk is 32.94, 33.6 respectively. The female literachy percentage is lowest in both the districts which is 15.24 in Tonk and 16.18 in Jhalawar. In Manoharthana block of Jhalawar, female literacy is 3% only.

3. The minority population is about 7% and in Tonk about 11.2%

4 Lack of awareness among community

5 Childlabour area

Sanctions :

UNESCO, sanctioned 2000 dollers which is about 8 lakhs per district for developing ***" Community Learning Centres"***. For various activities to improve the conditions of common people in the districts, Rs. 1akh per year will be given.

6.3.14 SUSTAINABILITY ISSUES :

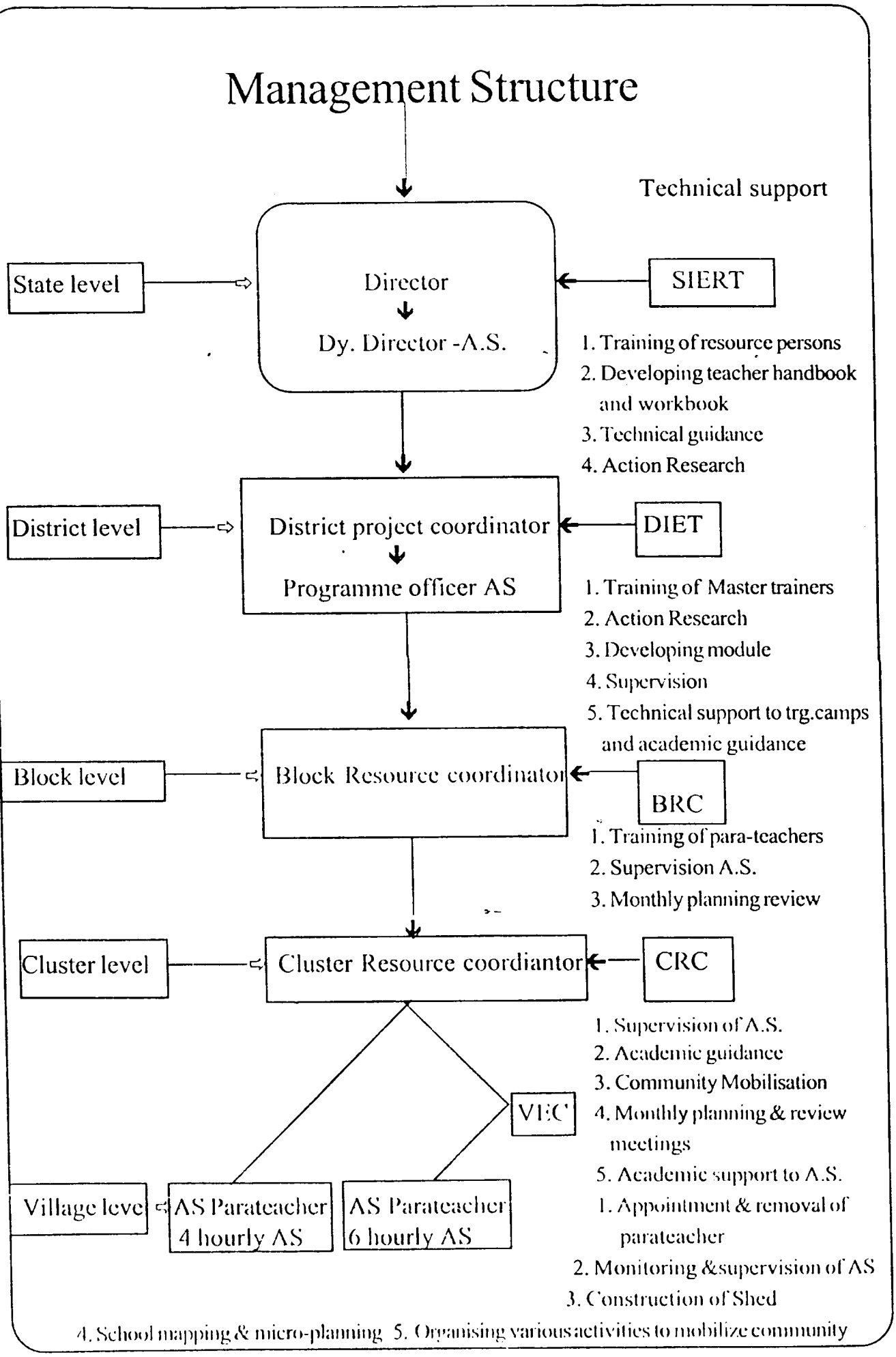
Sustainability is the one of the major issues in the field of Alternate Schooling System. What will happen after project period about Alternative Schooling, para-teachers and sheds ?

1 Alternative Schooling -- It is planned to phased out the Alternative Schools after 5th year as per need. If the area comes undet State norms then these alternate schools may be converted into formal schools by GOR.

2. A.S. sheds are constructed with the help of community in the ratio stated before so these will be continued to be used in A.S..

3 . Para teachers -- All qualified para-teachers who completes successfully 5 years as a para- teacher will be given bonus marks for selection as a regular teacher.

Management Structure



6.3.15 STATE INTERVENTIONS

It is the herculain task to provide primary education to all children of 6 to 11 age group in near future. A systematic, innovative and flexible interventions in Alternative School System is needed. The main focus of these interventions is the most disadvantaged groups in society, especially the girl children .

A well thought out State intervention is needed to run effective Alternative Schooling System in DPEP, Rajasthan. The districts plans and State interventions are interwoven through a common thread running between them. The State interventions in the field of Alternative Schooling also set the tone & tenor of the approach of DPEP. Through State interventions, we proposed to develop and implement in 10 districts of DPEP, a flexible equivalent and cost effective programme to ensure 100% Access to the children of 6-11 age group. The State intervention proposals in corporate :

1. To provide equivalence with the formal education system it is decided to adopt the curriculum of formal education as such. But for drop-out children at different stages and for children who have never joined the school, the State has planned to prepare a separate curriculum known as Condensed/Bridge Course. The syllabus for these courses will be designed in a 6 days state level workshop and it will be reviewed in third year as per field perception.

2 The State will develop teaching learning material (TLM) for Alternative Schools such as teachers hand book, and supplementary reading materials in the form of workbook. The material will be common for PFE and A.S.

3 The State will develop and review the evaluation techniques and examination system for A.S. and decide linkage with district common paper scheme.
Strategy : 3 days workshop will be organised

4. Development/Review of various training modules is the responsibility of State. The State will develop and review the training module for A.S. parateachers of the following durations -

(i)30 days Foundational training module.
(ii) 10 days induction training module .
(iii)15 days refresher course module .

Strategy _ The six days workshops for A.S. parateachers will be organised at State level to develop training module. Three days review workshop will be organised in the third year of implementation on the basis of field reactions.

5. An effective system of MIS will be developed by the State. The various formats for flow of informations from bottom to top and vice versa will be developed in a workshop. State will ensure the use of various informations gathered from the field. Strategy -3 days workshop is proposed. The prepared proformas will be reviewed in 3 days workshop organised in third year on the basis of field reactions.

6. State will develop a comprehensive document describing various aspects of A.S. such as aims, objective, rules and regulations & different formats etc. A 3 days workshop is proposed for this.The document will be reviewed in third year of implementation.

7. For sucessful implementation of the programme a regular monitoring system is necessary. So the evaluation and monitoring proformas will be developed at State level with the help of on going projects and SIERT Udaipur.

Strategies A 3 days workshop will be organised for developing proformas,and a 3 days review workshop in third year of implementation.

8. The State will arrange to print and distribute the following TLM-
(i) Handbook for A.S. Parateachers
(ii) Classwise Supplementary reading material in the form of workbook for children
(iii) Hand book of A.S. rules and regulation.

9. It will be the duty of State to collect and dessimmiate the work done by DPEP districts and other agencies in the field of Alternative Schooling. For this the State will publish a quarterly news letter.

10. The State will initiate and promote the short research projects, action research/studies, on new and innovative A.S. strategy with the help of SIERT Udaipur and DIETS of respective district.

11. The State will develop quality Audio & Video programmes on various aspects of A.S. and distribute to the districts.

12. For sharing of experiences and effective implementation one day Quarterly meetings will be organised by the State with -
(i) District core team which include DPC and A.S. programme officer.
(ii) A combined one day quarterly meeting of State resource group and district resource group will be organised
(iii) A two days half yearly meetings with NGO's working in the field of A.S. will be organised.

13. The State will organise the two days annual conference for convergence and sharing of experiences with all concern agencies working at State level in the field of A.S.

14. A National Conference (two days) will be organised annually for convergence & sharing of experiences. The participants will be from other DPEP States, GOI and NGO's.

15. The State resource group and District resource group will be constituted by Director RCPE. These resource groups will meet quartely to discuss about the various aspects of the A.S. programme.At the same time resource groups also gave input in the areas of conceptualisation, planning, training, material development, management and supervision. These will be helpful in improving the quality of the programme.

16. Involvement and networking with NGO's will be decided by State. NGO's may be helpful in trainings and development of TLM etc. Context specific innovations will be encouraged and supported. Efforts will also be made to facilitate the district interaction with the ongoing innovative A.S. interventions of the NGO's in DPEP districts.

17. State will initiate the school mapping and microplanning activities to find out the actual need of A.S. in remote areas.

18. Responsibility of procurement for A.S. will be given to the District Project Co-ordinator through a committee consitituted by Director, RCPE. The State will prepare the list of items to be procured for the A.S.

19. ***EXPOSURE VISITS*** : State will organise visits to the areas where excellent work has been done in the filed of Alternative Schooling. These visits may be to the other DPEP states where excellent work has been done in the field of A.S..

20. ***MODERNIZATION OF MAKTAB:*** The state will organise one day need assessment meetings with minority community for modernalisation of Maktabs in various districts having sizable minority population.

21. Innovations : To initiate innovations in the field of A.S. a lumpsum Rs. 30 Lakhs is kept.

DETAILS OF STATE LEVEL ACTIVITIES

COMPONENT - ALTERNATIVE SCHOOLING

S.No.	Activity	Technique	Duration	Quality Parameters
1	Development/Review of curriculum of condensed 1 bridge course	Workshop	6 days	Quality Improvement
2	Development/Review of training module for Para teachers I) 30 days Foundational training module II) 10 days. III) 15 days subsequent training module	Workshop	6 days	Capacity building
3	Development and review of the evaluation techniques	Workshop	3 days	Quality Improvement
4	Development/Review of monitoring and MIS proformas	Workshop	3 days	Capacity building
5	Developing/Reviewing rules for Alternative shooling Documentation of Hand book	Workshop	3 days	Publicity
6	Printing - (I) Monitoring and MIS Performa (III) Hand book for rules & regulations	RSTB/OPEN TENDER	3 months	--do--
7	News letter (quaterly) Print	RSTB/OPEN TENDER	Quarterly	Publicity
8	Action Research / studies for improving of AS	DIET/NGO	IInd year to 5th year	Quality Improvement
9	Developing Audio and video cassettes	NGO	Iind Year	Quality Improvement/ Publicity
10	Meetings with (I) State with Distt. Core team (II) State with SRG & DRG (III) State with Other Agencies	 Quarterly Quarterly Half yearly	 1 day 1 day 2 days	Capacity Building
11	Annual conference - for convergence with all concern agencies at state level		2 days	Capacity Building
12	National conference for convergence with other DPEP state GOI and other agencies.		2 days	Capacity Building
13	Study visit - Inter state -		10 days	Capacity Building
14	Innovation	Research	5 Year	Quality Improvement/

GENDER PERSPECTIVE OF EDUCATION

6.4 *Gender Perspective in Education*

Defining Gender

Gender is not a synonym of Sex.

Gender is not another word for women.

Sex refers to biological/physical differences between male and female.

Gender is the socially constituted differences between women and men. These differences reflect each society's interpretation of biological difference.

The male and female of the human species are biologically similar in most ways except reproduction. Gender difference underplays these similarities and overplays the differences, which affect the relations of everyday life.

6.4.1. Status of Women in Rajasthan

In Rajasthan, in common with many other parts of the country, the status of women has largely been determined by patriarchal values which have accorded an inferior position to women and has denied them equal access and control over crucial resources. This has been reinforced by the past thousand odd years of history, which have shaped and enhanced feudal norms still prevalent in contemporary society. These include aspects like – female infanticide, seclusion (purdah), sati, low educational opportunities for women and low value placed on the girl child which have contributed to the marginalization of women in Rajasthan.

Situated in the north west of India, the State of Rajasthan lies in the arid and semi arid regions that form the major part of the Thar desert. The state was formed in 1956 by integrating the erstwhile princely states of Rajputana and the centrally administered territory of Ajmer Merwara. The total population of the state, according to the 1991 census, is 43,880,640 persons [22,935,895 males, 20,944,745 females]. The state comprises 30 revenue districts, 237 community

development blocks and 37,890 inhabited villages. The state is characterized by extreme social and economic backwardness, poor literacy rates particularly among women, high infant mortality, and unfavourable sex ratio, low per capita income and inadequate network of roads and under-developed communication systems.

The peculiar geographic character of the desert state makes it doubly difficult to deliver basic services such as education, health, water and roads to all people. An even greater barrier to education is the low status accorded to women, starting from birth and continuing through different phases of their lives leading to a vicious circle of poverty, deprivation and death.

By all commonly accepted indicators of the status of women, Rajasthan ranks lowest in the country.

Sex Ratio: Rajasthan reported a sex ratio of 913 females per 1000 males in 1991 as compared to 919 females to 1000 males in 1981, recording a decrease of 6 females for every 1000 males. During the census of 1991, the sex ratio is higher than the state average [913] in the districts of Dungarpur, Banswara, Udaipur, Pali, Sikar, Sirohi, Chittorgarh, Nagaur, Bhilwara, Jalor, Churu, Tonk, Ajmer and Jhalawar [Table 1]. The other districts have recorded lower sex-ratio than the state average with Dholpur district as the lowest having a sex-ratio 796 females per thousand. It is to be observed that the tribal district of Dungarpur which was the only district in 1971-1981 to have a sex-ratio favouring females, has lost its status in 1991 and the sex ratio even in this district has not turned out to be favouring males.

It is also to be noted that while the sex-ratio in 3 districts namely Dholpur, Jalore and Kota has remained unchanged during the decade 1981-91, five districts namely – Ganganagar, Ajmer, Pali, Bhilwara and Bundi have reported an increase in the female ratio ranging from 2 females for every 1000 males in Ajmer district to 11 in Pali district. In the remaining 19 districts this ratio has fallen over the last decade. The variation of decrease being one female for 1000 males in Jaisalmer and Chittorgarh districts too as high as 48 in Dungarpur.

Discrimination against women begins at and, sometimes, before, the birth of the child, and reflects traditionally low status of women in orthodox and patriarchal society of Rajasthan Incidents of female infanticide, more recently of female foeticide reflect this attitude in its mostextreme and violent form. More prevalent are the lack of education and the custom of earlymarriage of girls leading to high risk births and a high IMR.

RAJASTHAN

Table 1: Sex Ratio and Density of Population, 1981, 1991

District	Sex Ratio [Females per 1000 males]		Density [Persons per Sq. Km.]	
	1981	1991	1981	1991
RAJASTHAN	919	913	100	128
Ganganagar	874	878	98	127
Bikaner	891	887	31	44
Churu	954	940	70	91
Jhunjhunu	956	949	204	264
Alwar	892	889	209	273
Bhartpur	848	835	256	325
Dholpur	796	796	193	247
Sawai Madhopur	867	857	146	186
Jaipur	894	982	244	335
Sikar	963	952	178	238
Ajmer	922	924	170	203
Tonk	928	925	109	135
Jaisalmer	811	810	6	9
Jodhpur	909	904	73	93
Nagaur	958	949	92	121
Pali	946	957	103	120
Barmer	904	891	39	50
Jalour	942	942	85	107
Sirohi	963	950	106	127
Bhilwara	942	946	125	152
Udaipur	977	966	136	167
Chittorgarh	951	950	114	137
Dungarpur	1045	997	181	232
Banswara	984	969	176	229
Bundi	887	891	110	138
Kota	888	888	123	163
Jhalawara	926	918	126	154

6.4.2 Infant and Child Mortality

In the first two years of the last decade, the IMR curve for the country was higher than that of Rajasthan. Since 1983, however, the states IMR have remained persistently higher than the national figure although following a downward curve from 1984. Provisional SRS figures for 1989 reveal that Rajasthan IMR is the fourth highest amongst the states. Some of the key variables associated with IMR are the socio-economic status and the community, the age of marriage, occupational status and educational levels of the mother and access to safe drinking water.

The difference in the mortality rate between the girl and boy child continues to grow, clearly indicating a syndrome of neglect that operates throughout her life from childhood, through adolescence into womanhood. The impact of the social bias in Rajasthan against the girl child reflects itself in the increasing female mortality rate in the 10-14 and 15-19 age groups. Neglected, undernourished over worked and married long before she is a woman, she faces a high risk of early pregnancy at the end of which both she and the child might not survive, thus completing the vicious circle that began with her own birth.

6.4.3. Access to Health and Nutrition

Although, no representative data is available on the nutritional status of the population in Rajasthan, sample studies indicate that women and girls are generally at the bottom, when daily food is distributed in poor households. In addition, because of the low value attached to a girls life right from birth, health care, even when it is available does not reach a large proportion of the female population in the state. A disease often goes unreported when the patient is a woman. It is not surprising to find that women in Rajasthan suffer from health problems rooted in their subjective experiences as women, many of which are largely neglected in the official efforts as they require much more than clinical solutions. The fact that a young girls becomes part of the health cover, mostly as a pregnant woman is a vindication of the traditional attitude towards women - that women are useful only in their reproductive capacity and only in relation to the men as wives and mothers.

6.4.4. Education

Despite various efforts for educational development of Rajasthan the state continues to be one of the most educationally backward areas in India, particularly with regard to women's education. Cultural norms have reinstated that education is not necessary for women. According to the 1991 census Rajasthan ranks second lowest in overall literacy with a literacy rate of 38.8% with only Bihar having a lower literacy rate.

Female literacy in Rajasthan is lowest in the country. The districtwise literacy rates indicate that Jalore district has the lowest in Barmer district at 4.20% Jalore and Barmer are the only single digit female literacy district in the country and so are in lowest female literacy percentage districts in the country.

The gap between the male and female literacy rate in Rajasthan has risen by 4 percentage points between 1981 and 1991. The situation with respect to SC and ST is 4.42%. Of every 100, out-of school-children in the 6-14 age group as many as 70 are girls.

It is not that the severity of the problem has not been looked into or efforts been not made. Rajasthan has registered impressive achievements in the field of education as a whole since 1951. The total number of boys' school has risen from 4679 to 45191, and of girls' schools from 564 to 3326. Similarly, enrolment rates have gone up from 3.43 and 0.66 lakh respectively for boys and girls to 54.79 and 22.49 lakh respectively. The number of teachers has increased from 20,110 to 2,07,113 a 10-fold increase. As a result of these and other massive efforts, the male and female literacy rates, which were merely 14.44% and 3.0% respectively in 1951, have now increased to 55.07% and 20.84% respectively.

However despite these huge strides having been taken, many major challenges still confront educational planners and administrators. The most daunting of these is the literacy profile for women.

Female literacy in still the lowest in India. The 1991 census data also point to the widening gender gap in literacy in Rajasthan. The female literacy rate is now 20.84%, against that of 55.07% for males, with a gap of 34.23 percentage points. This is higher than the gender gap of 30.77 percentage points in the 1981 census, when the female literacy rate stood at 13.99 against a rate of 44.76% for males. Moreover, the number of female illiterates at nearly 17.5 million is more than male illiterates by 4.7 million even though the female population is less than the male population by 1.9 million.

The gender gap in education infrastructure is also wide, with only 1650 girls' schools out of a total of 31511 primary schools that this gap has also widened over the years is borne out by the fact than in 1951 10.42% of all schools were girls' schools, whereas in 1990, girls' schools constituted only 4.64% of total schools. Comparative enrolment rates for boys and girls also show wide disparities.

In addition to rural-urban disparities in female literacy there are also regional and caste-based variations. Moreover, 15 districts are still without girls' degree colleges. In addition, enrolment rates for SC boys and girls vary widely, at 101.28% and 34.95% respectively for classes I to V and 56.27% and 7.72% respectively for classes VI to VIII. This compares unfavourable with the all India figures of 122.68 and 80.60 respectively, and 61.40 and 33.28 respectively.

The above data suggest that strides made in the overall education situation in Rajasthan have not been able to carry its women along, leading to a comparative neglect of women's education. This situation has led to a recognition of the need for accelerated gender-specific efforts and special interventions in the field of education.

Primary Education in Rajasthan is characterized by low participation, high drop out rates and unsatisfactory scholastic achievements. The gross enrollment ratio in the State in 1991, was stated to be 65.6 percent [6-11 years age group], which is lower than the national average of 75.9 percent. The percentage of enrolment of girls at the upper primary stage [11-14 age group] is 1729, which is alarmingly low. The overall picture is that no more than 15 percent girls and 25

percent boys complete 8 years of education before they reach 14 years of age. Approximately 6200 revenue villages and about 20,000 small habitations, do not have primary school facilities.

Rural girls in Rajasthan usually do not go beyond primary school, and that too if it is located close to their homes. Even where a girl lives close to a middle school, she is not sent there after reaching puberty and soon after, she is sent to her husbands' home, thus ending any possibility of further learning. Another major deterrent, for girl children to attend schools is the lack of women teachers, since parents prefer to send their daughters to all girls schools.

Female literacy in Rajasthan presents a dismal picture and therefore poses a major challenge. Despite the fact that rural women do possess remarkable skills and exhibit wise management of resources and that their survival strategies against all hardships imposed by adverse geographical conditions and recurrent droughts, are remarkable. The fact remains that, in the present situation their inability to have access to the written word is a major handicap.

6.4.5. Women's Work

The gender division of labour within household and community is reflected in the nature of women's work in Rajasthan. Women in Rajasthan have always had a difficult time providing for the survival needs of the family due to the desert conditions prevalent here. The Arravalis divide Rajasthan into two almost equal parts. The north-western part consists of the Thar desert and south-eastern part consists of semi-arid and mountainous region. It is in this difficult terrain that women forage for fuel, fodder and water needs of the family. The fetching of water is the duty of the woman of the house who generally carries it in a pitcher on her head. In the desert areas women walk upto six-eight kilometres every day to bring water. Women collect water mainly for cooking and drinking and use little water as possible for other household uses because of the scarcity of water.

Fuel requirements for the family again make a demand on the rural women. It is a common sight in the village to have groups of young girls and women setting out of collect wood twigs and cow-dung. Most rural women walk 7-10 km on days they set out to collect wood. Along with collection of fuel, women are also mainly responsible for animal husbandry in Rajasthan. Washing, cleaning and providing water to the cattle is their task.

At one time, common property resources not only provided fuel and fodder, food, timber, water but also employment to the poor in Rajasthan.. Village pastures, community forests, wastelands and threshing grounds ponds and tanks, all served to make womens' work that much easier by being more accessible. However through the years, with increasing privatization of these resources, there are less and less areas available for community use. This has meant that women and girls must go further away from home in search of essentials such as water, fuel and fodder. They must spend more time on each activity, taking away from them the time for leisure activities like singing dancing, embroidery, Mandna which had earlier served as an alleviation of their hardships.

6.4.6. Employment

The total work participation rates between 1981 and 91 increased from 36.61% to 38.54%. Whereas the male participation rate has gone down marginally from 50.90% in 81 to 49.07 in 91, there is a substantial increase in womens' participation rates which rose from 21.06% to 27.01 during the same period in Rajasthan. This trend is more conspicuous in rural areas which recorded about 8% increase in female participation rates against less than 2% in urban areas.

However, majority of the female workers seem to come from the marginal worker category rather than from the main workers both in rural as well as at the overall level. Whereas in the urban areas the picture seems to be the reverse.

The proportion of women working as agricultural labourers and cultivators has increased over the decade as against the decline in the household industry as well as other activity. This holds good for both rural and urban areas.

On the whole, data indicates that "women's" participation rates are increasing and there is a shift towards agriculture activities. It also shows that most of the rural women are seasonal workers rather than regular workers as it comes out from their being largely marginal workers. This is mainly due to the seasonal nature of agricultural activities in rural areas and increased participation over the period in cultivation and agricultural labour activities might have aggravated this problem of seasonal unemployment. And, the situation in urban areas is the reverse.

In the cities, women work as construction labour, as domestic labour, in factories, in handicraft centers and home based contract work. Women are mostly employed as cheap labour and are paid much lower wages for the same job that would bring better remuneration to a man.

GER / NER of Girls and Boys in 10 DPEP District of Rajasthan

DISTRICT	GER			NER		
	B	G	T	B	G	T
ALWAR	100.7	80.3	91.2	80.6	64.2	72.9
BHILWARA	103	61.55	83.17	80	48.01	64.87
JHUNJHUNU	98.18	93.64	95.91	67.72	65.48	66.60
KOTA	103.77	94.10	80.94	73.32	77.36	83.06
NAGOUR	102.32	66.86	85.12	78.27	51.15	65.12
SIKAR	99.92	89.24	94.73	74.94	66.00	71.04
SIROHI	110	64	88.14	64.6	35.38	61.7
SRIGANGA-NAGAR	101.6	94.2	98.2	76.22	70.68	73.65
JHALAWAR	104.2	71.73	88.66	81.28	55.94	62.16
TONK	95.75	55.89	76.62	80.56	44.53	60.06

As in reflected from the table there is a wide gap in between the enrollment ratios for boys and girls . Specifically in Bhilwara , Sirohi , Jhalawar and Tonk the situations is worst it is worth mentioning that while in the first three distt. There is a sizable trible population , in Tonk it is dominance of Muslim population .In this background plans of this distt. Have to focus on the girl child education. Otherwise also Gender equality is visualized as an integral part of the overall DPEP Programme design. Focussed planning for the girl child is considered as crucial for removal of disparities between gender and social groups through increased enrolment and retention of girls in Primary School.

Keeping this all in view there is argent necessity to address all the problem/issues affecting access, enrollment and retention of girl child of the age group 6-11. Area wise issues and strategy / Interventions are outline at a glance in the following pages:

6.4.7.. ADDRESING THE GENDER ISSUE AT A GLANCE:

A. Access:

Issues

- School less habitations
- Habitation not having facilities conductive for girls

Strategy

- Teachers / Para teachers should be preferably females
- New buildings easily approachable for girls
- A S in the locality of focussed group
- Provision of escort / animator for the girls of focussed group

B. Enrolment

Issues: : Low girls enrollment , retention and gender gap

-Problem of child labour

-Lack of awareness

-Lack of community involvement in school activities

Strategies:

- 30% members of women in VEC
- Women groups (Mahila Mandals)
- Awareness Campaigns by youth forum (Nehru Yuva Kendra)
- Meetings with Caste /Community/ Religious leaders
- Meena Campaigns in collaboration with UNICEF
- Special activities organised in focus group localities by VEC/Youth forum
- Distributions of Self-Instructional Material
- Orientation programmes for PRI members
- Involvement of girl child activist

- Skill based education will be provided to adolescent girl

- Involvement of NGO's for environment creation

- Special programmes for identification of drop out girls go back to school campaigns

- Check list of do's and don't for teachers , A.S. workers ECE workers etc. to ensure gender equality at there work place
- Gender sensitization of all concernds (At block and Distt. Level)

- Special coaching facilities for SC/ST girls who are weak in studies

- Addressing needs of adolescent girls specially in SC/ST minority areas

- Orientation of members old Madarsa Association in the selected areas

- Health /IEC orientation of VEC members

- Involvement of Girls Volunteer

- Organisation of Bal melas of school and cluster level help of NGOs

- Advocacy/awareness creation – material development on girls

- Development of special interaction module for the orientation of VEC members and elected PRIs towards gender

- Provision of toilets (Urinals) for girls

- Increasing community participation in school management

- Micro planning for girl education

- Syncronization of ICDS and ECE- 2 hours more for AWW – additional payment of Rs. 200/- p.m. given, strenghthning ICDS
- One ECE kit for each AWC and ECE

- Common curriculum development for ECE at the state level with the help of UNICEF and DWCD etc.

- Special micro planing for ECE in selected cluster of low female literacy block

C QUALITY:

Issue:

- Qualitative achievement are low

- Review of curriculum and books in gender persepective

- ***Strategy:***

- Additional teachers, as far as possible, should be female
- Rendering the curriculum more relevant to Girl's daily lives and aspiration
- Focus on the participation of girl child in the teaching learning process
- Unstructured learning focussing on gender
- Provision of stationary (Books from the Govt.) to the focus group of the disadvantaged SC/ST girl child in the distt./block having literacy less 15%
- Intensive gender input in the training module for teachers
- TLM, Workbooks, Supplementary reading material focussing on gender sensitization
- Research at BRC and DIET level to enrich gender perspective in the education
- Social recognition of girls securing highest marks in the school at V standard
- Making the girl child monitor of the class
- Girl child to lead the prayer
- Encouragement to volunteer the community service for teaching/village art/story telling, field visits in the activity
- Provision of weighing machines, height chart, eye test chart ,Mirror etc. In the pre primary school.

D *CAPACITY BUILDING:*

Issue:

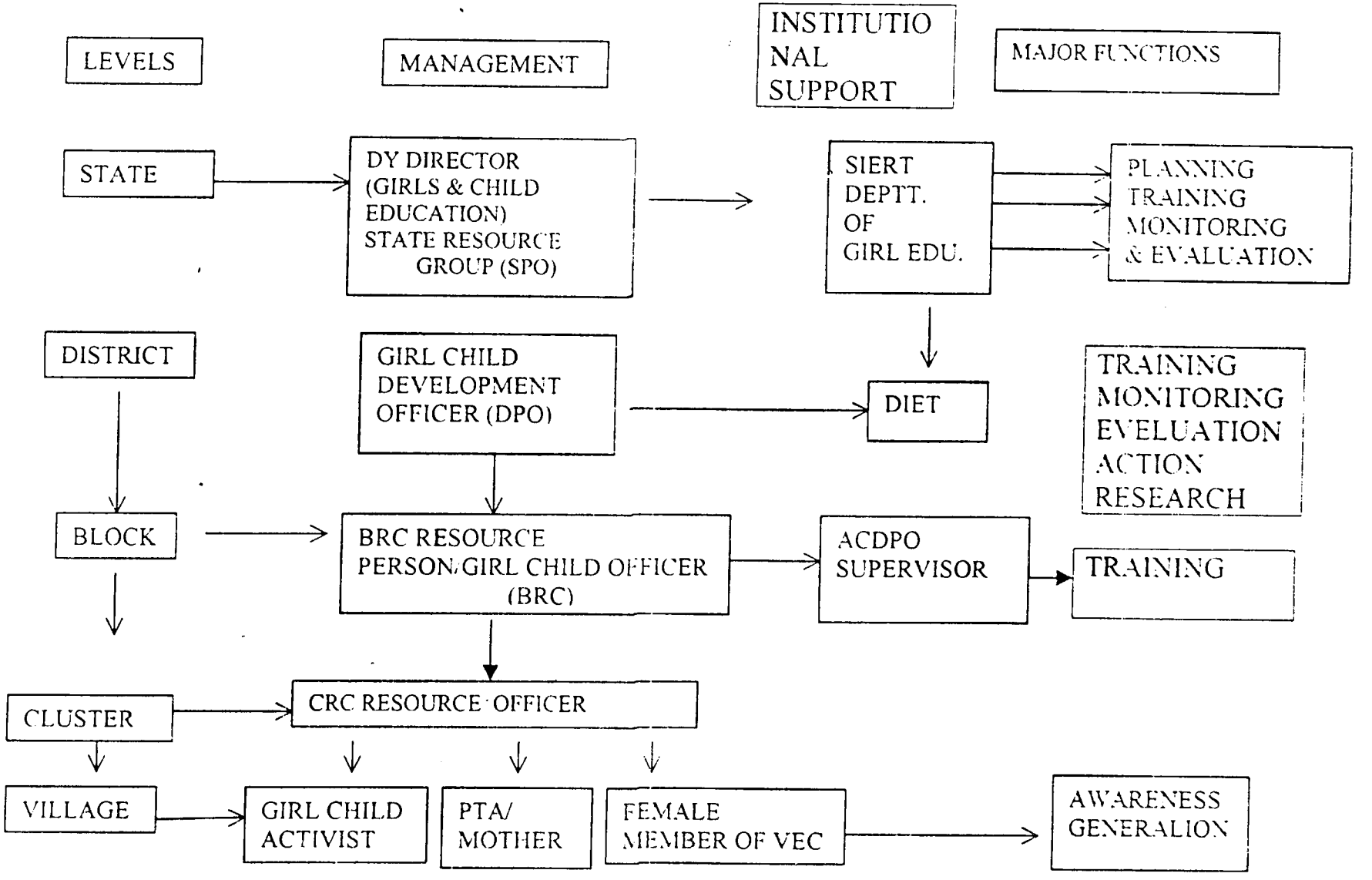
- Minimum participation of women in organisation & management of affairs of education

Strategy:

- Involvement of women members of VEC in deciding sites for A. S. centers and requirement of A.S. para teacher
- Supervision of Civil Construction by female VEC members/women groups.

- Mother association's involvement in running of schools and ECE centers.

GENDER PERSPECTIVE IN DPEP: FUNCTIONAL RELATIONSHIP



STATE LEVEL ACTIVITIES
WORKSHOS / TRANNING FOR GENDER AWARENESS

Sr.No.	Area/Subject	Duration	Venue
1	Gender Sensitisation of SLO functionaries	3 days	SLO
2	Gender Sensitisation of District Level Functionaries (Programme Officers & DPC)	3 days	SLO
3	Workshop for Review of Textbooks in Gender Perspective	6 days	RIPA
4	Workshop fo Preparation of Trainning Module on Gender	6 days	RIPA
5	Action Research by some NGO of repute	-	-
6	Coordination meeting with State level functionaries of DWCD, social welfair etc.	1 day	SLO
7	National Workshop on Gender Perspective in Primary Education	3 days	RIPA
8	Study visit for interventions in Genders	6 days	Other States

EARLY CHILDHOOD AND EDUCATION

6.5 *Early Childhood Education centers:*

Early childhood eduaction is not a new concept and in the form of pre-primary education it has always led the educationists to explore the hidden potentialities and other dimensions related to child's presentation during the most crucial and formative years of growth. The state Govt. in pursuance of the national policy of education has shown its willingness to share the responsibility of mother and child care. Some voluntary agencies in assistance with the social welfare department have been running balwadis and day care centers for children below the age of 6 years. The department of Women and Child Development under the ICDS programme has started a number of ECCE centers have reached. The grass root level and are at present functioning in villages having a population above 800.

The Department of Education has been running a few pre-primary schools with a special status given to them .These schools 08 in all are located at divisional headquarters and a few other cities.

The role of Anganbari centers ,Balwadis day care centres and pre-primary schools in the overall development of a child can not be over emphasised. Their impact on enrollment and retention is equally important. Early childhood care and education is a very helpful intervention in attaining the goals of Universalisation of primary education. In the context of UPE and quality education the impact of early childhood care and pre primary school is reflected in the following wings:

1. They bring about the desired school preparedness in the children before they formally join a school.

2. The drop out rate is effectively checked at primary level if the children have successfully gone through the pre-primary education process.

3. The quality element at primary level gets a strong support . If the child's induction to formal education is preceded by early childhood education .

4. Early childhood definitely improved girls enrollment and retention the girls who are held back at home or withdrawn from school to look after there younger brothers and sisters are freed from this responsibility when the younger once start going to ECE centers or pre-primary schools.

In Rajasthan where an enrollment of girls in 6-11 age group and there retention specially in 9-11 age group is extremly low the operationalisation of early childhood education center is expected to play a very significant role. Despite the multi ponged concerted efforts in this direction only 55% to 60% of the girls in 6-11 age group are enrolled in primary school and about 40% of them drop out before the complete 5 years of schooling. Hence if early childhood education center attested to existing and all the new schools start functioning if will have a two fold impact on strengthening the enrolement position. On the one hand the younger boys and girls below 6 years of age will get familiar and friendly to school environment and will expectedly large no. difficulty in a smooth transition to class I from the ECE centers on the other hand the mothers will feel more at ease in sending the elder brothers and sisters to school and will let them stay there for the entire school years.

In Rajasthan already a number of programmes of early childhood care and education are being implemented under ICDS. Over 191 universalisation ICDS III 1999 to 2001 projected, covering 124 development blocks and 11 urban areas are operationed in Rajasthan.33 additional blocks are going to be included in this school during the next 2 years .

At present the following schemes are being operationalised for ECCE programmes :

1. Integrated child development scheme.

2. Assistance to voluntary organisation for conducting early childhood care and education ceters .

3. Balwadis and day care centers runs by voluntary agencies with Govt. assistance.

4. Pre primary schools runs by coeducation department and other Govt. and Non Govt. agencies .

5. Maternal and child health services through primary health center and sub centers and other agencies to help children in the age group of 0-6 years, and pre school for non formal education for children in the age group 3 to 6 years .

There is a next work of Balwadi / Day care centers / Creches runs by NGO's with financial assistance from state social welfare advisory board . These centers covers children upto the age of 6 years. One center normaly consist of a unit size of 25 children. At present 100 nutrition centers are in operation benefiting a targeted no. of 4615 children daily. Nearly 200 NGO's are runing creches / day care center benefiting over 12000 children.

Some pre primary schools are also being run by the privately managed schools various NGO's are runing approximately 160 child education centers all over the state. But the children in the age group 3-6 attendig these pre primary schools do not make a significant number . Because of the excessively large amounts changed by the schools they are not within the reach if common people.

6.5.1 *THE OBJECTIVES OF THE ICDS MANAGED ECCE CENTERS ARE :*

* To improve the level of health and nutrition among the children of 0-6 years.
* To lay the foundation of sound physical,mental and social development of the children.
* To reduce the child mortality rate and mal-nutrition.
* To check the tendency of drop out.
* To develop the knowledge and ability of heath and nutrition among the mothers so that they could pay more attention towards the general health and nutritional needs of the children.

6.5.2 *PROBLEMS AND ISSUES OF ECCE:*

1.The objectives of the ICDS managed ECCE centers/Anganbaris are very practical aniningd relevant to strengthning primary education . In practice these ceters are mainly engaged in the supplying nutrition to children and conducting pre-primary educational activities are not followed in a regular and systematic way. The children do not stay at Anganbari centers for the stipulated duration of time . The teaching learning material placed at the disposal of the centers are not adequately used. The Anganbari workers need regularly spaced refresher training so that they might get well equipped to make the activities at the center joyful for the children.

DPEP on the other hand realizes that the early childhood activities if fully exploited can have a creative and formative impact on children leading to subsequent quality improvement at primary school level.

2.ECCE centers are available only at selected places in rural and urban areas. An even distribution and broad based availability of these centers are needed . As of now there is a scarcity of this facility across the project area.

3.The community has not fully accepted the norms of these centers. A kind of negative attitude and low motivation regarding ECCE prevail in the parents.

4.The prevailness of unscientic child care prevents the effectively of the center.

5.The Anganbari workers need better education background supported and re enforged by an efficient support system of regular in service training.

6.Though ECE aim at supporting the main stream of primary education there is a seviour lack of convergence.

7.The ECCE also suffer from the lack of resource support like pre primary play material kit.

6.5.3 PROCESS OF EVOLVING STRATEGIES:

DPEP in Rajasthan therefore intends to strengthen the early childhood education though a regular progamme for emporvent of Anganbari workers.

All Anganbari workers presently working with the ICDS progamme will be Brought under the capacity building progamme of DPEP . An in service training of 6 days duration will be provided to them at the block resource center teaching learning material specially designed for early childhood will be provided to them.

While involving strategies wide consultations were held with concerning persons and administrators presently engaged in to ICDS progamme, AWTCS,SIERT

representatives and NGO's for obtaining in debth information and joint plan of action.

Taking into account all the suggestions amerged at the above mentioned constitutions it is planned, to build a support base at the state level office . This support group will collect all possible relevent technical and management related information from various sources and send them to district level for their use.

6.5.4 MAJOR INTERVENTIONS:

1. Covergence with state and district level officios of women and child development department (ICDS officials).

2. Placing Anganbari workers for a minimum of 6 days induction training followed by 6 days refresher training in subsequent years in convergence with the women and child development department.

3. Development of instructional material for use of trainners and trainees.

4. Providing Materials for children picture book, picture card , poster, play material and toys.

5. Support to the ICDS managed Anganwadis and the newly developed Mahila Bal Vikas kendra with the pre school kit material costing Rs. 500/- annualy. The kit would be preferably developed by using the expertise of DWCRA groups.

6. The Anganwari workers will work with the children at the center for two more hours. For this additional work and insentive of Rs. 200/- p.m.will be paid to them.

7. Thus the ECE progamme implemented by the department of women and child development, the ECE progamme being launched by the DPEP and the crach and day care scheme supported by under ICDS will jointly work to achieve the objectives of strengthning pre primary education and UPE. Joint planing and mapping exercises will be done by DPEP and ICDS for opening new ECE centers and reinforcing the old once.

8. Similarly the timing of the ECE centers will be Jointly determined according to the local feasibility. Possible coordination will be mentained in the time shedule of Anganwari centers ,and the DPEP sponsored ECE centers.

9. Joint community mobilisation efforts will be made by the deptt. of women and child development and DPEP.

10 Some books have been identified by the ICDS for new Anganwari for the year 1999-2000 and 2000-2001. New school being opened through DPEP intervention in these blocks will be given a ECE center for 1 year (1998-99) and 2 years (1998-2000) respectively

Each of these ECE centers attached to a primary school will be named as Mahila Bal Vikas Kendra . It will be provided with a thatched room cost as 10000/-per unit .

11. The ECE woker---PRERAK working at the Mahila Bal Vikas Kendra attached to the primary school will be paid an honorarium of Rs. 400/- p.m..The Prerak would be recruited as per procedure laid down for para teachers.

The villages where there is no ICDS centers an ECE centers namely Mahila Bal Vikas Kendra are proposed but these centers will presently confined to the blocks identified the department of women and child development for opening of ECCE centers under ICDS III in the year 1999-2000 and 2000-2001.

6.5.5. Certain criteria were used to open a new ECE centers such as

Low female literacy areas at Block will be identified in the first level.

- Habitations with low enrolment ratio of girls and high dropout rate will be selected in those blocks identified (1) where S.T. Population is 25% and the population was scattered in desert and hilly area where population was 300 .
- Where no ECE facility is available in habitation.

Community mobilization, involvement and active participation have been visualized by all districts as a major input in the overall implementation of the programme. This is to be realized through employing locally available workers and constitution of mother associations. These associations will play a key role in the managing and monitoring of the ECE centers/workers and related activities through.

- Identification of location.
- Identification of Instructors and selection.
- Giving monthly salaries to both from DPEP fund.
- reviewing and monitoring ECE centers.

The state plans to open a total number of 7110 ECE centers in project period in the expansion District .

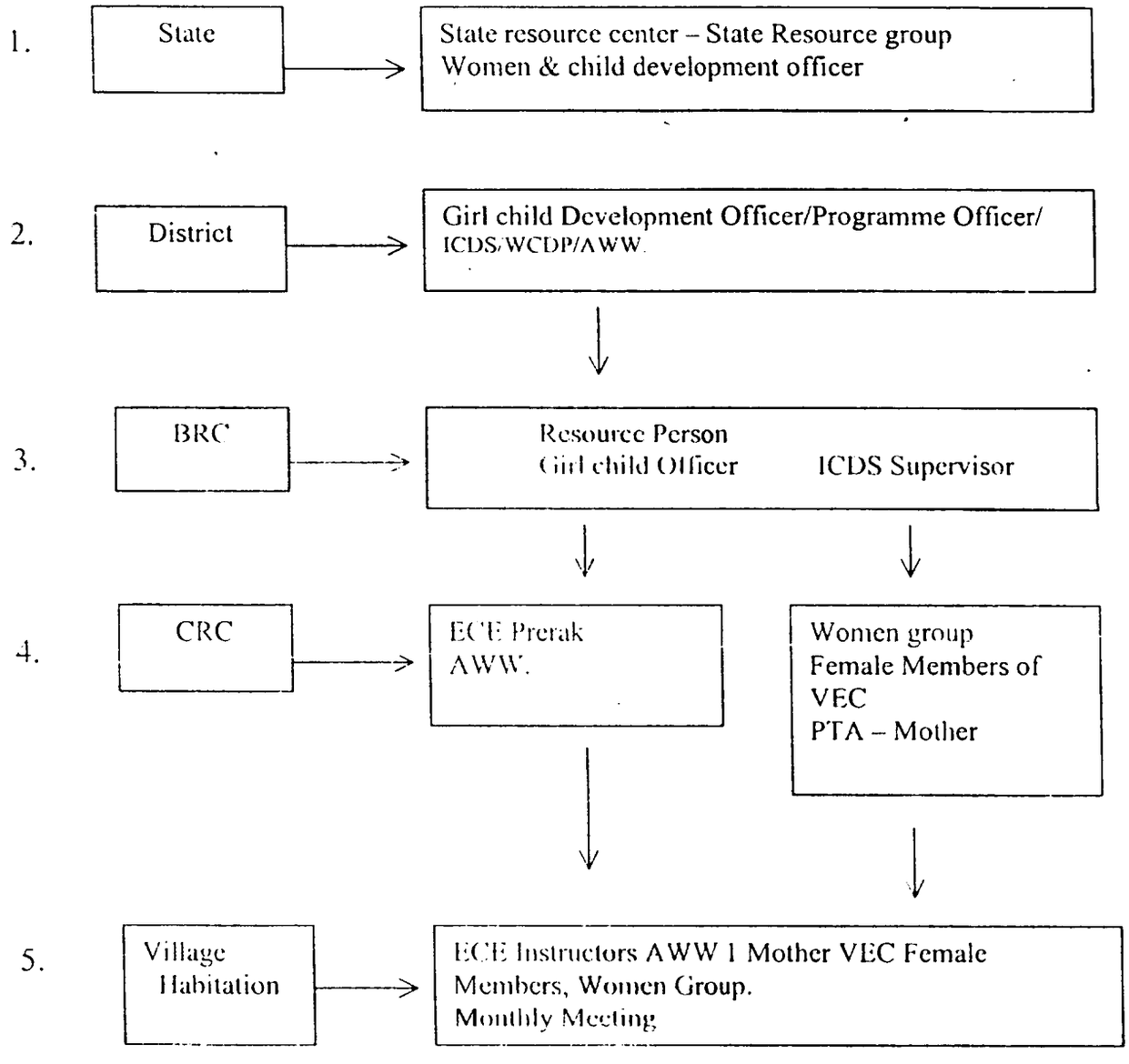
6.5.6 Training

Training forms a major part of the entire programme, determining to a large extent the success of the same. A number of inputs/activities are to be undertaken for different functionaries at all levels in the state/district. This necessarily calls for a certain level of readiness in terms of strategy, content and methodology to be used.

Training strategy

Levels

Institutions/Persons



The over all training strategy is a three tier cascade model with the State consciously attempting to reduce "Dilution" effects by involving district level resource persons within the State resource group. A variety of functionaries are to be involved at all the levels and therefore the training component should cater to the training needs of all functionaries presented in Flow Chart. This becomes an important issue particularly if ECE is to merge with ICDS in the future. It calls for a careful examination by the State of the ICDS functionary's roles, functions and tasks, as this has definite implications not only for training but monitoring and supervision at all levels. The state may consider completing this exercise before the development of the Training Programme.

In detail training project cost estimate has been separately put under major head Training in the State Component.

For effective implementation of ECE activities, induction training needs to be followed up by onsite academic support particularly as the worker will be a local person not highly qualified as her AWW counterpart. The state has planed that the Primary School Teachers would perform this specific role.

However the state should consider the feasibility of using their services as

- The Primary School and ECE timings coincide.
- Most of schools are either two or three teachers schools.

Therefore the Primary School Teacher being able to spare time for providing guidance and support within ECE centers to the worker becomes a debatable issues.

As a follow up of induction training, refresher courses have been planned for all BRC, CRC, village level functionaries. However, all such courses need to be preceded by a well planned assessment study for different level/functionaries. It was agreed that the state would conduct these studies through the DIET faculty, the research and evaluation fund provided for in the budget.

6.5.7 Monitoring and Evaluation

The objective of school readiness can be successfully realized only if monitoring and evaluation are addressed on a priority basis. These two aspects need to be concretized into a proper action plan. The quality of training and its ultimate transaction within ECE centers requires that both the DPEP and ICDS functionaries jointly develop the following.

- A systematic, feasible, and practicable plan for monitoring, supervision and evaluation.

- A practical feed back mechanism within and cross all levels of operation.

- Monitoring indicators that are appropriate for each level of functioning.

- Simple monitoring performs for various aspects i.e. training, quality of ECCE programme, linkages etc.

- Assessment procedures for classroom processes and programme of children learning.

Before lunching other new ECE centers in the second year of the Project. It is agreed that the State would consider whether the convergence workshop in the first year should be spread over three or four meeting focusing on the above aspects. To strengthen this further, an evaluation study needs to be carefully planned out of the funds allocated to each D.I.E.T. for research and evaluation from the first year itself. This would provide a valuable input into refresher training programmes scheduled in the second year of the programme and thereafter.

Active women of community and mother of PTA have been visualized as "Managers" and "Monitors" of ECE center/activities. To facilitate this work easy to monitor indicators of a usable nature need to be developed for classroom processes and progress of Pre-schoolers, followed by specific training for the same.

6.5.8 Convergence with ICDS

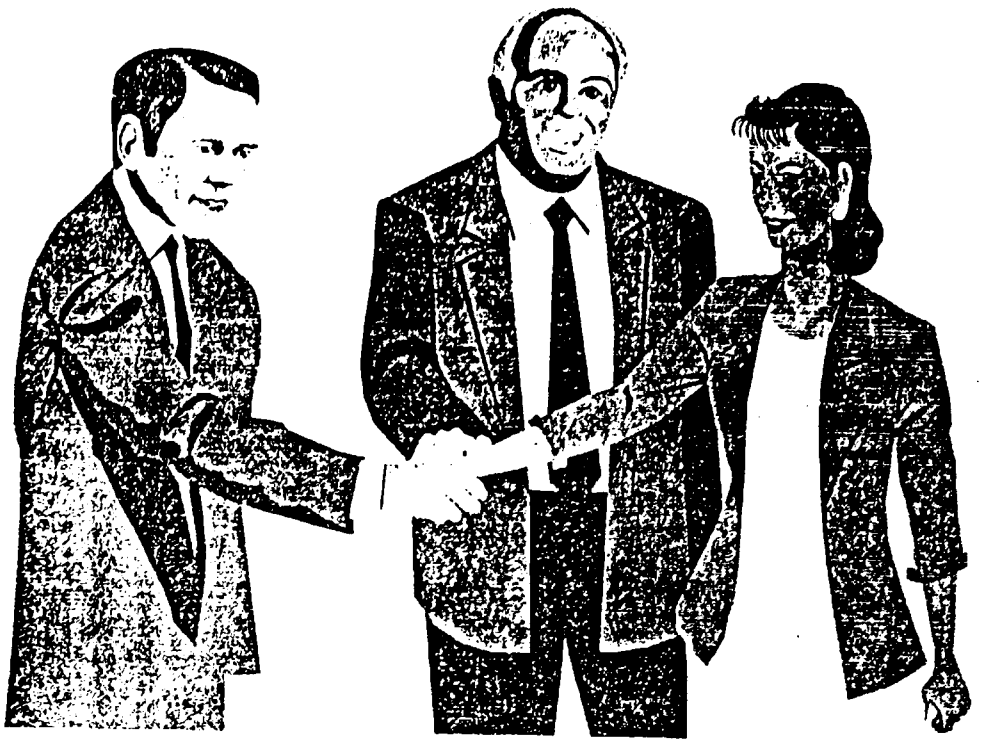
The issue of convergence becomes very significant as ECE is being run where as ICDS is primarily under the Department of Woman and child Development. If the convergence mode is to be adopted then joint collaboration between the DPEP and ICDS across all levels of functioning is crucial for planning a holistic convergence strategy, from the very beginning. The process of the merger needs to be detailed out and provided for at the initial planning stage itself. This will only serve to lead to better ownership of the ECE by the ICDS and will also reduce administrative problems at the time of merger.

To facilitate effective collaboration and co-ordination the state needs to consider the constitution of some mechanisms in terms of committees that could provide a regular forum for planning monitoring and review of the plan. The convergence workshops planned for every year should be spread over 2-3 meeting could be used as an avenue for planning and kind of an action plan/activities.

Clear cut roles functions and tasks need to be delineated for both DPEP and ICDS functionaries especially in relation to training, Training Material, ECE kit, Monitoring and supervision, based on a need assessment survey of the ECE component of ICDS in a collaborative mode with ICDS Departments.

STATE LEVEL ACTIVITIES
WORKSHOS / TRANNING FOR ECE (EARLY CHILD EDUCATION)

Sr.No.	Area/Subject	Duration	Venue
1	Workshop for delopment and review of curriculum. ECE & ICDS	6 days	SIERT
2	Workshop for preparation of tainning modules of ECE & ICDS	6 days	SIERT
3	Workshop for Orientation and review of ICDS kit / ECE	6 days	SLO
4	Coordination meeting with State level functionaries of DWCD & Others	2 days	SLO
5	National level workshop for development of ECE (Pre Primary Education)	3 days	OTS
6	Action Research	-	-
7	Study Visit	7 days	-
8	Documentation	-	-
9	Printing of Picture books/ review for ECE and ICDS	3 days	SLO



COMMUNITY MOBILISATION

6.6 COMMUNITY MOBILISATION

Rajasthan Council of Primary Education views community participation as an important goal in itself not just a process.

Local community would be an equal partner of DPEP – playing an active role in promoting enrolment, retention, achievement and school effectiveness.

With community's presence in all the major sectors of educational endearours the school and the teacher will certainly be imbited with a new viqour and confidence. They will no longer remain alienated or isolated.

Empowering the community is therefore a major corner stone of the entire DPEP office.

DPEP state component plan intends to elicit active and real involvement of the community in general and that of the deprived groups and women in particular. The purpose of empowering the community is to avail its wholesome participation in the development process, in strengthening primary education.

DPEP firmly believes that the community will eventually own the programme, it will become the leading partner in managing the school and making it a self sustained organ. Sharing of experiences with stakeholders community members and understanding of ground realities through their perception is often more effective than finding solutions elswhere. Community's involvement facilitates local solutions of local problems which are more real.

What is participation

Community participation is a dynamic concept and should not therefore, be confirmed to somekind of established and accepted defination. Furthermore, the genuine participation must be clearly distinguished from the 'manipulative' or the controlled participation.

1. **Participation as involvement** sharing experiences community becoming an equal partner and regrious groups and individuals as stakeholders.
2. **Participations as contribution**: voluntary contribution to commonly agreed upon project.
3. **Participation as Organisation**: Institutions and structures like village Education Committee, PTAs. MTAs, women groups, youth groups etc, are internally conceived and gradually take shape as a result of the process of participation.
4. **Participation as a method of empowerment** :As a commonly accepted process of development it enables the community groups – specially the deprived sections to gain control over the life-situations, resources, information, objectives and the strategies.

DPEP Rajasthan would design the process and structures of community participation with all the above mentioned modes adopted in a balanced form.

After the process of community participation has firmly established itself and takes root at the grass-root level its quality, character and intensity will emerge by itself. DPEP will initiate the preliminary exercise in the following three directions.

1. Multi-level involvement of people : Maximum possible active involvement of the people at all levels, such as :
   - Plan formation
   - Developing programmes
   - Implementation
   - Monitoring, continuous evaluations and feed back.
2. Empowerment of deprived and marginalised groups will mean focusing on:
   - Sharing complete information base
   - Active role in decision making
   - Having a stake in the institutions
   - Developing critical awareness
   - Building individual and collective capacity to transform their present life situation.
3. Organisations

   Organising people structures and institutions ensuring optimum level of decentralisation so that development plans are desiged at the bottom and implemented at the desired levels.

   In short the organisational process of community participation must be designed in such a way that it enables the people to act collectively in decision making, to negotiating on equal terms and in questioning the unfair and unjust things.

Who will participate

- Children
- Parents
- Elected PRI's
- Women groups
- Youth groups
- Social women/activist
- NGOs
- Retd. Govt. functionaries
- Artisans
- Ethnic and cultural groups
- Teachers associations
- Ex-students
- All stakeholders

It has been constantly observed that inspite of more and more decentralised approach in every sector of public life, large number of people continue to be excluded from the benefits of development, specially the poorer and the weaker segments of society.

Hence the following categories will be encouraged to participate:

- The poor and the marginalised
- Women

- Scheduled castes and scheduled tribes
- Minorities
- Rural people
- The disabled

The common obstacles to community participations specially in the context of Rajasthan DPEP district must be throughly identified.

1. Socio-cultural
2. Pshychology of alienation, and indifference.
3. Politicial administrative
4. Flows in project mechanism
5. Vulnerability of achievements as they are not always properly assimiated replicated and sustained.

Factors promoting community participation

1. Mechanisms of participatory approach are incorporated in the plan itself.
2. Centrality of people
3. Area specific methods and modes
4. Use of locally available resources
5. Knowldege of local language, culture and environment.
6. Headway to women and marginalised segments of society
7. Patience, perseverance and politeness.

The state component plan intends to create the following structures based on the above mentioned principles of community participation.

1. Village Education Committee
2. Ward Education Committee
3. Block Education Committee
4. District Education Committee
5. State level Education Committee and the Governing body.

CRC

CRC facilitation

Sector supervisor of ICDS Education Execution officer.

BACKGROUND, PRESENT POSITION AND RATIONALE OF COMMUNITY PARTICIPATION

The local community used to a have an all-embracing contribution in making primary education functional when education system was not so neatly institutionalized in Rajasthan. The village elders were free to decide how and even what their young ones would be taught. Premises of the local school or Madarasa were built by the joint efforts of the local people and also maintained by them. The village teacher was employed on local basis, the terms and conditions of his working were settled by the village elders or the parents. We have enough evidences to show that the local teacher commanded some degree of respect and was properly remunerated to maintain himself and his family. The remuneration given to the teacher was not invariably in the form of money – it could be

in kind or by way of giving him a small piece of land often attached to the school. The teacher could formulate his own curricula or could adopt the one framed by his illustrious predecessors.

With the advent of school as institution coming into a systematic existence, an all pervasive change gradually took hold of primary education. The change added some positive dimensions to primary education but at the same time put it in the hands of some remote authority and the local people got somewhat alienated from the education of their own children. In the far flung areas of Rajasthan the local schools whether privately run or govt. managed got alienated from the local community.

Though primary education in the rural areas of the entire State has been entrusted to the care of the Panchayat Raj Department the local community, public representatives or the Gram Panchayats appear to have very little to contribute in the decision making as far as the total working of primary school is concerned. The reason behind this lack of participation is not so much of their keeping pre-occupied with other developmental programmes as their being nor properly oriented in educational planning and its execution. Whatever little information they gather about the total education scenario and the quality aspects of the primary education is from unsubstantiated general sources and not through a systematic training process.

Education has a very vague connotation and relevance for a big part of our rural urban population. The 'mystic' ingredients and methods of education make them suspicious about its real effects on the life of their children. They may feel themselves culturally very sound, socially secure and economically self/dependent in their own way, the alien education system does not promise to add much to their unenviable living standards. In their social milieu education does not seem to fill up any serious gap or vacuum.

The constituents of our primary education therefore needs continuous self-evaluation with a view to make it more acceptable, comprehendible meaningful and precisely purposeful for the large number of first generation learners.

Our community mobilization technique therefore need to adopt more imaginative and effective communication skills to reach those who are standing by and looking at school with a lot of suspicion and misunder.

It is widely agreed that if institutions related to primary education are to have a lasting impact on the functional aspect of its qualitative and quantitative growth they must get their sustenance from the local community. Unless the working and the character of the school is based on the local context and unless local community is actively involved in the major decision making process the school will remain rootless and in a neglected state of affairs.

LESSONS LEARNT FROM THE RECENT EXPERIENCES

Praveshotsavs

An important breakthrough has been made possible through the innovative experiments undertaken during last two years' enrolment campaigns conducted at grassroot levels by the deptts. of Primary Education and Rural Development. Through school mapping, and micro planning exercises at nearly each of the thirty three thousand villages the actual information about enrolment figures, about not enrolled children in 6-11 age- group, number of drop outs and about the retention rate etc. were gathered, catchment areas of each of the primary schools was clearly demarcated and strategies aimed at universalisation of primary education were evolved. Successful accomplishment of this large scale exercise was made possible mainly because of equally large size community involvement at every step.

Shiksha Karmi Board

We have before us the success stories of Shiksha Karmi Board-managed schools and Prahar Pathshalas. Right from the identification of villages/areas where Shiksha Karmi schools are earnestly needed to make primary education functional to selection of locally available young men and women to act as Shiksha Karimis, their training and operationalisation of academic and co-curricular activities everything is planned and implemented in close co-operation of the village education committee and the gram sabha. Activities related to school supervision academic support system and procurement of teaching learning material are also finalized in consultations with the local community and public representatives.

Lok Jumbish Parishad

The initial action for environment building and survey is preceded by various community mobilisation related activities which include making individual or group contact programmes. The block steering group as well as the mobilising agency jointly work for creation of environment to enthuse the local people. At all the levels of Lok Jumbish management community mobilisation is an essential part of the series of activities. For instance, during all the stages in the process of school mapping and micro planning the local community is necessarily involved, the core teak of 8-9 persons comprising of men and women in equal number, known for their commitment to devlopment of the village.

Community mobilisation in Lok Jumbish primarily aims at putting trust in people and in return weaning them away from their passivity and their indifference to school development to children's enrollment and to the relevance and quality of education. For community mobilisation purpose Lok Jumbish activities employs various strategies and modes including traditional forms of communication group meetings, gram sabha, electronic media as well as folk songs and dances.

Hence the pattern of people's participation being adopted by Rajasthan Council of Primary Education is aimed at societal transformation which will largely depend on the extent of community mobilization and sharing of experiences with the stakeholders, the community in general and with specialists and teachers.

The DPEP efforts

Since the prevailing situations in the total educational scenario in the rural and urban Rajasthan are more or less identical and because there is a marked similarity in the goals of DPEP, Education Department, Rural Development Department, Lok Jumbish Parishad and Shiksha Karmi Board, we can broadly draw upon the experiences gained in the past through various educational programmes with regards to community mobilization. DPEP, Rajasthan can also improve upon the strategies adopted by others keeping in view the resources earmarked for different activities and the goals envisaged by us.

DPEP will base its community mobilization programme on the firm belief that the parents if properly informed take a genuine interest in any honest attempt at strengthening the primary education infrastructure for their children and the community at large may come to realize what it has at stake in a project of this magnitude. We also believe that the success of our endeavour will largely depend on the extent the community owns the programmes launched by DPEP. In fact it is the community who will determine what they exactly need and how best their educational aspirations can be met. A strong collective feeling of affiliation to the programme and linkage between the community on one hand and the objectives and strategies on the other is essential if we aim at universalization of primary education and its qualitative upgradation through social transformation. Collective feeling of affiliation to these endeavours necessarily implies an environment in which every segment of the community shares the same objectives. First essential condition for ensuring this sort of linkage therefore is to take people in confidence, to tell them in clear terms all about the goals, the objectives and the processes of this programme. Secondly, broad-based groups, individuals and institutions representing all sections of the community are assimilated at different levels right from the grassroot so that they can put a joint effort to achieve the DPEP goals.

PROBLEMS AND ISSUES : Relevance of Primary Education

1. Attempts at universalization of primary education made in the past could achieve only partial success because they were mostly supply-oriented, not genuinely demand-oriented. The community always remained a passive recipient or 'taker' of whatever delivered to them by way of educational infrastructure – a highly formalized school system, an alien pedagogy, the building, the teacher, the curriculum or the range of unfamiliar teaching learning material. The planning process in the educational sector was almost a one way affair, no perceptible mechanism was evolved to involve the community in the execution, or management of the programme to make it sustainable. The people were left to feel that they had little at stake and that somebody or some system beyond their

perview actually owned the programme and it was none of their business to interfere with the state of affairs.

2. Some privileged sections of community remained as usual the chief beneficiaries of educational programmes, while the traditionally deprived groups could not learn to take initiative. In Rajasthan an extra ordinarily large numbers of girls residing in far flung areas, the tribals, the scheduled caste, the seasonal farm labourers, the floating population of cattle breeders and grazers and the extremely poor section of people have remained deprived of the primary education. They could not either send their children to school or did not find the schooling relevant enough to make them stay there for long.

3. Gender bias:- The female segment of the community which not only make half of our population but has the greater potentiality of effecting the quantum and character of primary education has always been left out of the planning-implementation review process.

Considering the present status and the limited role given to women in community affairs, the female literacy percentage remaining as low as 20% is not very surprising. Despite various efforts being made in the field of girls education their real enrolment in primary school is only 50%. The drop out rate among girls of 8-11 age group is alarming in almost all rural areas of the state. Depsite the on-going multifarious programmes in the field the parents, especially the mothers do not find the present education system relevant enough to send their daughters to school.Hence, while formulating the community mobilization programme special attention is needed to eliminate the prevailing gender discrimination and inequality. Larger participation of women in village education committees holding Mahila Utsav activities, formation of Mother-Teacher Associations, catalogue community opinion through indigenous cultural forms and use of tribal festivals and folk art to popularize notions of girl child education are some of the important measures being included in the community mobilization programme.

4. Children with moderate learning disability are proved too vulnerable to continue upto a meaningful or purposeful standard of learning.They always feel segregated. Our education system could not fully integrate them with their peer groups.

5. Teachers not adequately motivated or not very well oriented with the content and pedagogy failed to make an impact on the community – especially in the remote rural area. The teachers who do not belonging to the places where they are posted, specially in tribal areas remain immune to the real needs of the children and the parents. They find themselves incapacited to have a direct and spontaneous communciation with the children. This results in a big cultural gap between pupils and teacher which deteriorates the quality of education.

6. Insufficient and uninspiring teaching learning material -- or too expensive for a village level primary school.

7. In totality the learning process is not a joyful activity for the child.

8. Academic achievements are either mediocre or much below average and this makes society demotivated.

9. Community at large is not involved in formulating need based and contextualized teaching learning material.

10. The problem of first generation learners proves a serious bottleneck that requires vigorous community participation. The programmes related to school enrolment and retention cover only the literate and semi-literate sections of the community. Our communication strategies and use of multi media fail to reach the larger sections of illiterate sections whose children are expected to join the schools as first generation learners. According to 1981 census the total literacy percentage in Rajasthan was only 34%. Children of the nearly 70% traditionally illiterate parents have now reached the age groups of primary school entrants. For them the world of literacy and education is completely an unfamiliar zone. Community mobilization programmes have to adopt some imaginative innovations and communicative techniques to generate the required amount of faith in education among these first generation learners and their parents

COMMUNITY MOBILIZATION & ENVIRONMENT BUILDING

Rajasthan Council of Primary Education considers that a proper dissemination of information regarding both the challenges and achievement in the prevailing primary education scenario is an essential part of the community participation. People at large must be told not only about the actual state of primary education in the state but also about the innovative approaches and practices being adopted throughout the country, about the degrees of success achieved, and about the nature of responses received from different sections of the society. For example, the joyful – activity-based teaching learning approaches advocated and practised by the Guru Mitra Yojana and the Shiksha Karmi Board have successfully created a learning environment in several parts of the state. People must know about these innovations Similarly, the parents, the teachers, the educationist and planners and administrators can immensely benefit if they are adequately and properly informed about the programmes being undertaken by the DPEP.

Community Mobilization related programmes the strategies, activities and the financial weightage -- are formulated on the basis of past experiences gained from the innovative practices adopted by various agencies - like O.B.B., Total Literacy Programme, Non-Formal Education, Lok Jumbish, Shiksha Karmi and several others. These experiences can be summed up in the following conclusions:-

- Involvement of VEC's in planning-process and mobilization-drives resulted in bringing about the desired levels of motivation in different sections of society – specially among the target groups like scheduled caste, tribals and the minorities.

- Provision of a well defined role to the VECs has proved quite effective. The financial power, the advisory and limited supervisory role given to them have brought out some positive changes in the primary and upper primary schools of the State.

- Involvement of local community through the School Development Committees etc. in execution of civil works has reduced the wastage and in some instances even doubled the resource mobilization capacities.

STRATEGIES

1. **Village Education Committee** will be constituted as a support for each school. It will be a broad-based democratically constituted body giving due representation to various sections of the society. Due care will be taken to encourage the deprived sections, youth associations, women members and minorities, so that their maximum participation is ensured. The elected public representatives of Gram Panchayat will also be given a respectable representation in the VEC.

   The role and constitution of the VEC is given in the annexure.

2. Similarly the constitution and role of **Block Level and District Level Education Committees** will be an essential part of the entire community mobilization programme.

   The village level community mobilization activities will be undertaken by the CRC coordinator and the Asstt. Co-ordinator. No formal recruitment of 'Pracheta' or 'Prerak' is envisaged in D.P.E.P. set up.

MICRO-PLANNING & ENROLLMENT CAMPAIGNS WITH ACTIVE INVOLVEMENT OF THE COMMUNITY

3. The CRC will arrange ward wise meetings and discuss with the village elders, public representatives and youth workers about the developmental activities related to the school and also about the constitution of Village Education Committee, its responsibilities and power. He will contact the families -- those who are traditionally active in sending their children to school and specially those who are indifferent in this respect. Besides contacting individual influential members of the village the CRC coordinator will also approach the youth clubs – and other active or dormant forums at the village level. He will also keep in regular touch with the persons associated with T.L.C. Health, DWCRA Anganwadi and everyone who has something to contribute and who appears to be interested in primary education and well being of children.

GENDER EQUITY & WOMEN EMPOWERMENT

4. (i)The rural women are generally too eager to be invited and given an opportunity at any social occasion. Enrolment campaigns, when their sons and daughters are ceremoniously taken to school for the first time is one such occasion. Construction of the school building or part of it, electrification of school building, launching of new water supply facility in the school are other important occasions when the village women may be asked to join the school family and make it a social happening with their sheer presence, their traditional folk songs, with their customary artistic decoration work on the school gate, the school boundary or the prayer platform.

(ii) Annual enrollment campaigns organised at village/ward level in two rounds – one before the commencement of school session and the other in the month of August or first week of September.

CULTURAL & SOCIAL FUNCTIONS

5. (i) Panchayat samiti and district level rallies and educational cultural functions will be held at least once a year. D.P.E.P. goals and on going programmes and achievements will be highlighted in these functions.

(ii) At least 30% women representatives in the VECs and other committees.

(iii) Formation of Mother-Teacher Associations.

HARNESSING MULTI MEDIA

6. (i) Newsletters and Bulletins to be published at District and State levels.

(ii) Repertory Groups, Kala Jatthas will be activated and through various artistic performances like, puppet shows, folk songs, Bhajans and plays the message of literacy, education and sans.....will be spread in different sections of the community.

(iii) Information dissemination – even pedagogy discussed.

(iv) Bringing maximum transparency in the programme.

(v) Preparing media packages/write-ups to act as strong advocacy material/support material in favour of the programme.

(vi) Creatingt awareness which may reflect in better response from teachers and educationists, in increased enrolment of children.

(vii) Paving the way for maximum popular participation in the form of material/monetary contribution or creative suggestions.

(viii) Encouraging focus groups traditionally deprived of literacy and access to primary education.

7. Formation of state level Media Advisory and Community participation group for policy planning and monitoring the implementation at various levels. Documentation of the deliberations and recomendations of consultations at various levels

ACTIVITIES

1. Using traditional communication forms. For environment building at village and ward level utmost care will be for environment building at three traditional communication forms and art performances. The message conveyed through these performances. The message conveyed through these performances may be either based on well-established and all acceptable cultural heritage. If contemporary media and art forms messages they are are to be carefully screened before use.

- Folk songs
- Puppet shows
- Melas
- Joining local festivals setting up booths/camps or centers to raise awareness.

2. School children, even though may not be so perfect at artistic folk performances, can prove very inspiring and motivating if allowed to participate in local festivals– of course with pre-planned messages intelligently and beautifully included in their performances.

   V.E.C.s/cluster co-ordinators to be sanctioned funds/budgets for this kind of activities related community mobilization. (Example Gangour mela and girls of the local school pariticpating with school's separate procession. Mahaveer Jayanti, Id. etc.)

3. The village/ward level enrollment campaigns will naturally follow their community mobilisation and enrolment building activities. But they would not mean that they are always mutually exclusive. In fact some element of environment building activities would always accompanist the enrollment campaigns.

4. Formation of Media Advisory Group at State Level Office: In addition to engaging distinguished persons as consultants the programme officers working at State/District level must be trained and sensitized to communication and community mobilization.

5. Complete information about the target groups, their socio-cultural patterns, their specific needs and responses to such endeavours to be maintained at State/District level offices.

6. Complete information on strategy to be formulated by the state office and all the programme officers to be provided with detailed sets of information modules so that frequent and varied repetitions of the new techniques and methods get desired response.

7. Distributing Posters- and brochures. New posters and brochures containing additional information about the progress in enrollment physical assets, quality improvement and involvement of target groups etc will be produced and distributed.

8. Performing plays and skits Bhajan Mandalis: Local youth ex-students and even boys and girls enrolled in formal primary schools and A.S will be given training at

block level cluster level. These groups will perform within the cluster and assists in awareness campaigns.

9. Film shows: Video cassettes and audio cassettes will be produced at state level. Local dialects and cultural variations will be given their due weightage. So that these film shows and folk songs etc. successfully spread the desired message to the people.

10. News letters – Monthly or fortnightly to be published and circulated to all stakeholders – VEC members, school, C.R.C.s, B.R.C.s. Block and district level members of various committes.

Role of CRC in Community Mobilisation

Objectives	Strategies	Activities
Uee – Enrolemtn Retention And Quality	Clusterisation Of 12-15 Schools	Holding Monthly Meetings Of Formal School Teachers/A.S Instructors/Anganwari Workers And Village Level Workers.
Supervision And Support System For School Effectivieness	School Within 8 Km's Radius Covered By One Cluster	Two Day Training Of Vec Members On School Mapping And Micro Planning
Convergence At Village Level	One Day Quarterly Training For V.E.C. Members	Subsequent Three Quarterly Meeting Of V.E.C. Members.
Participation Sharing Experiences And Community Mobilisation	One Day Monthly Meeting Of A.S. Instructions	Continuous Pedagogic Support To Pfe As And Ece In The Clustera.
Sharing Local Resources With Schools	One Person Posted At Crc To Keep Moving From School To School	Additional Tlm
	Development Sharing And Effective Use Of Tlm	Use Of Community Resources In Teaching Learning Process.
	Interaction With Brc.	

CRC CALENDER (MONTHLY)

S.N	ACTIVITIES	MONTHLY
1.	MONTHLY MEETINGS WITH TEACHERS	1 DAY
2.	QUARTERLY MEETING WITH VEC MEMBERS VECs GROUPED TOGETHER. AT ONE PLACE OR HOLDING SEPARATE MEETINGS DURING COORDINATOR'S VISITS TO SCHOOLS	1+1 DAYS
3.	CO-ORDINATION WITH BRC	1+1 DAYS
4.	MONTHLY MEETINGS WITH A.S. INSTRUCTORS	1 DAY
5.	PEDAGOGIC SUPPORT TO	
	1. SCHOOLS	
	2. AS CENTRES	
	3. ECE CENTRES	
	4. SCHEDULED	8 DAYS
	5. UNSCHEDULED	8 DAYS

BLOCK RESOURCE CENTRE

OBJECTIVES	6. STRATEGIES	ACTIVITIES
IN SERVICE TRAINING OF TEACHERS FOR THEIR EMPOWERMENT	9 DAY INITIAL TRAINING FOLLOWED BY ONE WEEK ANNUAL TRAINING FOR EVERY TEACHER	TWO WEEKS AND ONE WEEK IN WERVICE TRAINING WITH THE HELP OF MT'S AND INVOLVEMENT OF BRC CO-ORDINATOR
PREPARING SUPERVISORY AND SUPPORTING SYSTEM	TRAINING OF CRC CO-ORDINATORS	MATERIAL PRODUCTION
COLLECTING EDU. DATA AND ANALYSING IT FOR OPTIMU, USE OF AVAILABLE FACILITIES	IMPROVING DEVISING LOW COST TLM	EVALUATION OF TEXTBOOKS AND TEACHERS GUIDE.
COMMUNITY PARTICIPATION	HOLDING BLOCK LEVEL EDU. COMMITTEE MEETINGS.	MAINTAINING EXAMINATIONS RECORDS OF SCHOOLS AND KEEPING A CLOSE VIGILANCE ON IT.
TLM PRODUCTION AND REVISION	TRAINING OF A.S. INSTRUCTIORS/MAHILA GROUPS/ECE WORKERS.	ASSISTANCE IN EVOLVING PROPER CONTENT AND METHODOLOGY FOR A.S. INSTRUCTORS TRAINING THROUGH PARTICIPATORY APPROACH.
ALTERNATIVE SCHOOLING	CONTENT IDENTIFICATION AND DEVISING PROPER METHODOLOGY ON PARTICIPATORY BASIS.	SHORT TERM TRAINING FOR SUBJECT TEACHERS.
SHARING OF RESOURCES AND EXPERIENCES.		

FUNCTIONS OF V.E.C.

1. Help in village level Micro planning, School mapping & Determination of Catchment Area.

2. School Construction Site Selection for PFE, AS, ECE – Management and Accounts in Co-operation with Member Secretary

3. Obtaining maximum enrolment and retention.

4. Ensuring maximum enrolment and retention.

5. Encouraging effectivity and punchtuality of teachers.

6. Procurement of low cost teaching-learning material and other educational facilities.

7. Holding or co-operating in school level cultural programmes & tournaments etc.

8. Arranging educational tours of V.E.C. members.

9. Taking care of the Alternative Schools, Anganwadi Centers etc. and evaluation of their performance & achievements.

10. Teachers Awards.

11. Prizes to talented students.

12. Review of Enrolment Register, Drop out Regi.

13. Arranging Mahila Utsava and Bal Melas.

14. Attending 2 days V.E.C. training at CRC level.

15. Identifying qualified para teachers, ECE workers (Preaks).

16. Ensuring optional utilisation of Communtity Resources in effecting teacher learning at PFE/AS/ECE

VILLAGE EDUCATION COMMITTEE

1.	Election (may or may not be already elected PRI)	Chairman
2.	Scheduled caste member	Member
3.	Scheduled Tribe Member	Member
4.	Woman Representative	Member
5.	OBC/Minority representative	Member
6.	Anganwadi Worker	Member
7.	Retired teacher/Govt. employee	Member
8.	Youth club/youth organization	Member
9.	Woman Activist	Member
10.	Central or State Govt. Employee (Post master Railway, Roadways, Soldier, Policeman)	Member
11.	Headmaster	Member Secretary

Note :

1. 1/3 women representative.
2. If not by election through Gram Sabha or the Gram Panchayat, then by cooption.

Voluntary services of retired persons for the education department of the village. In every village there are such willing persons to who would are to be associated with and work from the school in accomplishing various activities.

The existing PTA's will be merged with VEC's election is the norm for the formation of a VEC and the event is preceded by campaigning in the village. The statutary body will be made responsible for alternative schools and ECE.

ROLE OF BLOCK LEVEL EDUCATION COMMITTEE

1. Helping the B.R.C. level training campaigns.

2. Convergence with resources at Panchayat Samiti level for school buildings and procurement of T.L.M.

3. Procuring land for new school building/and B.R.C.

4. Advisory role in assisting VEC and W.E.C.

5. Combined efforts towards community mobilization.

6. Involvement in the recruitment of para teachers.

7. Procuring support of public representatives and institutions for strengthening DPEP acitivities.

8. Assisting the DPO in identifying the genuine and bonafide NGO's working in the field of education.

9. Holding consultation/block level meetings.

BLOCK LEVEL EDUCATION COMMITTEE

1.	PRADHAN PANCHYAT SAMITI		CHAIRMAN
2.	VIKAS ADHIKARI		DY. CHAIRMAN
3.	SARPANCH OF GRAM PANCHAYAT - (ATLEAST 2 FEMALE)	3	MEMBER
4.	MEMBER'S OF ZILA PARISHAD – (ATLEAST ONE FEMALE)	2	MEMBER
5.	MEMBER OF PANCHYAT SAMITI (ATLEAST ONE FEMALE)	2	MEMBER
6.	EDUCATIONIST		MEMBER
7.	WOMAN ACTIVIST		MEMBER
8.	MINORITY REPRESENTATIVE		MEMBER
9.	SR. DY. D.E.O.		MEMBER
10.	PRINCIPAL OF SR. SEC. SCHOOL		MEMBER
11.	C.D.P.O. OF BLOCK		MEMBER
12.	MEDIAL OFFICER (INCHARGE OF PHC)		MEMBER
13.	PRACHETA (W.D.P.)		MEMBER
14.	B.R.C. COORDINATOR		MEMBER SECRETARY

[ATLEAST 1/3 PERSON ARE S.C. & S.T./ 1/3 women.)

CIVIL

WORKS

6.7 CIVIL WORKS

In Rajasthan a large number of Primary schools are in dilapidated conditions. Some schools are having no class rooms, some need additional rooms. Most of the Primary schools are not having drinking water and sanitary facilities. The obtaining conditions are great obstacles in achieving goals of UPE especially. In the past the community is hardly involved in designing or construction process of school buildings impending the very basis of community involvement / ownership in the school building. A school building is not simply a physical structure but also mirrors significant concept about schooling.

(a) Schooling is not just rote learning of printed matter. It is a total experience where the child's imagination and personality should be encouraged to respond to his physical environment. The school building embodies an important aspect of this environment. Hence the school building and its space must relate positively to the curiosity of the child and help stimulate his creativity.

(b) The centrality of the learner is crucial. This implies that his scale agronomics and requirement must influence the design of the classroom making it a place of learning rather than a place of teaching.

(c) Educational processes help to integrate communities. Recognizing this fact, DPEP aims at involving the people in every way. With the devolution of power to the Panchayats, the Building Programme Implementation is also envisaged through the democratically elected Gram Panchayats. With this comprehensive devolution of the Building Programme to the people it is envisaged that the programme may infact emerge as a people's movement. A decision regarding the location of school buildings taken sensitively can well be a vehicle of social change.

6.7.1 *People's Participation*

The organisational manifestation of DPEP school buildings repair / additions will be the Village Education Committee. People connected with the basic educational system will be re-oriented to perceive a shift of accountability from a hierachical system of government bodies and inspectors to an organised forum of the village community. In turn, the people will design measure for full participation in educational and building construction activities.

6.7.2 *Feeling of OWNING the building*

In order that there is a general feeling of "ownership" in the villages, it would be a good idea to ask for voluntary contributions for the school building in the following possible manner : -

i) Efforts to be made to take people's contribution in cash or kind even in the form of "Shram Dan" or any useful material for the school.

CIVIL

WORKS

ii People's contribution will be most effective when there is an atmosphere of pleasure in the village i.e. at the time of marriages, crops, Religious and National festivals.

iii Contributions from Ex-students by organising some function / meeting.

iv Efforts be made to get at least Rs. 10/- per annum or which ever is possible from each family of the village.

v Villagers be encouraged to contribute the School Development Fund in the memory of their ancesstors.

vi Rajasthan has a long glorious tradition of eminent local Bhamashah making liberal contribution towards construction of school buildings. They are mainly the people who have been successful in the business enterprises and are willing to share the good fortune with community specially for children. Most of the school buildings in the state have been constructed and donated to Education Department by these Bhamashah. Hence the strategy will be to identify such Bhamashah's at local level, make them earnest appeal for the cause of education and on the basis of clear proposal of intencives & awards to make them agree for making such contribution.

Intencives (1) Engraving the names of Donor on the school board.

(2) Honouring them at State / District / Block / Cluster / Village level.

5.7.3. ***The Strategy***

1 Based on these concepts, strategies have been drawn on two primary fronts, namely, the design of the school and the Implementation and Management of the programme. The strategies are characterized by contextualisation, simplicity of procedure and transparency of operation. V.E.C. / community shall be actively involved in all the activites of Civil Work.

2 The design strategy will involve analysis of existing designs, examination of the process of implementation, evolution of norms, evolution of a design brief and development of design concept framework.

3 All the Districts under DPEP shall have sufficient numbers of Engineers and their services would be provided to them for supervison of works and technical support to VEC/BNS.

4 Since under DPEP financial guidelines, the civil works have to be restricted to the maximum limit of 24% of the total project, convergence shall be arranged at State and District level to get more clasrooms constructed / repaired with the fund provided under DPEP.

5 Under DPEP priority shall be accorded to construction of School, additional class rooms, water and sanitation facilities, BRC, CRC, in schools.

6 Most of the civil works shall be completed in first three years of the project.

7 Efforts shall be made to use cost effective techniques in construction and designs suited to agro-climatic conditions will be prepared.

8 Experiences gained in other DPEP states would be shared.

10 National level experts may also be consulted

11 Building on Lok Jumbish Experience:-

In the last 5 years , Lok Jumbish has developed many successful strategies in civil works for schools. DPEP intends to build on experiences rather than duplicating the same efforts. In all the policy planning / workshops / discussions Lok Jubish will be requested to be a partner.

6.7.4 ***Salient Feature of the design strategies:***

- Evolution of norms for location site planning, class room and other spaces.
- Evolution of Geological, Climatological, cultural and social parameters for designs.
- Building Element Vocabulary based on Local Materials, Crafts and Techniques.
- Improvement and Improvisation in the Local Building Element Vocabulary to result in technicaly sound proposal.
- A holistic visualisation of all spaces in the campus.
- Development of a design concept and prototype.
- Essential inclusion of a defining enclosure, toilets, Water supply, electricity and landscaping in the design.
- All provisions in the design to be made within the cost ceilings.

6.7.5 *STATE LEVEL ACTIVITIES*

1. The State Project Office, would head the organisational hierarchy of the Management Agencies in the Programme. The State Project office shall prepare programme plans for the overall Project Duration, Project targets, physical and financial for each year, finalise and approve building programme at Block and village level, arranges and regulate finances, monitor reveiew and update the Building Activity & maintain record of progress and achievement. The State Project office shall reveiw the Programme Quarterly and would also see that the grass root implementation of the pgrogramme is being done within the ambit of the Manual derised and if the manual is to be updated and revised, they would scrutinize proposals and submit it to the civil works committee and through that to the EC, if a policy corrective is required. The SPO is also responsible for the orientation and training of the district level teams involeved in civil works.

2. A technical unit of RCPE in terms of a core engineering input shall be available at District levels. This technical unit shall be working directly under the State Level technical unit to plan, strategies, help in implementation at the block and village levels and monitor the construciton programme advising the release of funds to the District Project Office.

6.7.6 *DISTRICT LEVEL ACTIVITIES*

* One block resource centre shall be constructed in each community development block except where DIET is existing.

* For every 10-15 Primary schools one cluster Resource centre shall be established in one of the elementary school campus selected by the concerned teachers themselves. District have proposed that approximately all of the CRC would need actual construction. They have further propsoed that the newly constructed CRC would also serve as additional class room when they are not being used for training purpose.

* School buildings/additional class-rooms will be constructed through VECs.

* Water and sanitation facilities shall be provided to schools having large number of girl children. Convergence shall be obtained.

6.7.8 *TRAINING OF ENGINEERSS/ARCHITECTS:*

We are using cost effective technology in civil work in every deistrict. So, we propose to train not only VEC & Masons but also Engineers at State level. The cost of training required to impart training to Engineers has been separately put under major head 'Train ing' in the State Component.

6.7.9 *STUDY TOUR - EXPOSURE VISITS*

In order sto familiarise with the Civil Works done in other states Engineers would be sent to study their experiences in cost-effective technology. The T.A. and D.A. and other Institutional cost will be provided to the concerned. It has met under project management cost of S.L.O./D.P.O. level as well from the study tour cost kept under major head training.

6.7.10 *DESIGN*

1. School building and class room with ECE class room.

The school buidling has 2 class rooms, a verandah and a teacher room. One class room for 50 children for multigrade teaching and the other of smaller size has been designed with provision for further expansion and construction of class rooms in future. The space requirement, light and ventilation size and shape of room, sill level, for windows, size of Black Boards and its height from floor level area of cupboard and clear height of roof have been fixed as per I.S. 882 - 7/1978. space between the window sill and floor along the peripheri of class room has been utilised for black board to be used by the children. All new school building will have one seperate class room with verandah for E.C.E.

Three alternative designs have been prepared and published in the constructional mannual. (Design plan of class room and school building as per annexures. CW -1).

2. *CLUSTER RESOURCE CENTRE (CRC)*

A Cluster Resource centre has been designed having a meeting hall for 40-50 nos. of people at a time, one resource room and a verandah.

The CRC building will be constructed in one of the school premisses of the village so that the building can be used as a part of the school in future.

(Design plan of CRC as per annexture CW -2)

3. *BLOCK RESOURCE CENTRE (BRC)*

This is a teachers training centre at Block level assuming that 40 teachers will be trained at a time. Thus the building is designed for a lecture hall, two seperate dormetories for male and female teachers with toilet blocks for their stay during training period, office rooms a store, a kitchen block with a covered passages. The electricity and water supply shall also be provided.

The building is also proposed to be constructed in the premises of a Upper Primary School at the block head quarter. (Design plan is as per annexure CW- 3)

4. *THATCH ROOF CLASS ROOM :-*

At the places where there is a demand for school and as per norms a school can not be opend, a thatched roof open class room will be provided to meet the space requirement for AS centre. A lumpsum provision of Rs. 10000/- has been kept for the purpose.

For A.S accomodation as far as possible, would be provided by the community. Where it is not available a thatched root class room would be provided and the cost of which will not be more than Rs. 10,000/-. Thatch roof class rooms will also be provided involved proimary schools where new ECE centres are to be opened. Part of this would be born by the VEC/ Community in the following manner :-

i) In tribal mewat, Dang Areas 80% by DPEP and 20% by community.

ii) In other areas on 50%-50% basis.

However the number of lsuch sheds will not be more than 60% of the total number of AS centes in the District. The decision as to where DPEP contribution has to be given, will be taken at DPO level.

6.7.11 *DIRECTION OF HRD DEPARTMENT:-*

The ministry of HRD, Department of Education GOI New Delhni had directed that new class rooms designs need to be explored in order to provide better teaching learning environment. The thrust of these designs should be :-

1. Addressing pedagogical needs.
2. Physiological comfort
3. Attractive for children
4. Cullture and local specifice design.
5. Cost effectiveness.

6.7.12 *Based on the above the design under DPEP will have the following special features :*

1. Appropiate space with possibility of expansion :-

The building has three/two class rooms a verandah and a teacher's room.

One room will be used for ECE.

Rooms are will ventilated and lighted.

2. Water and Sanitation facilities.

Drinking water facility

School has toilets.

Mirror in one of the rooms will be provided. The children can see their face which will definitely create a sense of cleaniness.

3. ***Storage space***

Built in Almarahs in walls are proposed for storing teaching learning material and aids as well as . open almirahs in walls for storing shools bags for children of class I & II

Built in Shoe racks in verandah walls have been proposed so that the children can put their shoes properly before entering the class rooms.

4. ***Convergence of ECE:-***

New Primary school will have one room with Verandah for ECE

5. ***Convergence of Health Issues : -***

Health Chart will be provided on the wall of one room.

Eye test chart will be provided on the wall.

6. ***Multigrade Teaching Facilities:-***

Four black boards in each room, one in verandah and one on the outside wall at a suitable height

Black Board between the windows sill level & floor through out the periphery of room wall. On the pattern of "Guru Mitra" being experimented with the assistance of UNICEF in Rajasthan.

7. ***Joyful Learning Environment:-***

The window sill level is kept 600 mm. above the floor level so that the child can see the outside world easily. The design shall confirm to the idea that the school is a place of learning rather than place of teaching.

6.7.13 *PROPOSED AREA NORMS FOR VARIOUS BUILDINGS:-*

A. *Primary School*

Class Room	-	500 sq. ft.
Class Room	-	300 sq. ft.
Teacher's Room	-	150 sq. ft.
Verandah	-	150 sq. ft.
Wall @ 15%	-	150 sq. ft.
		1200 sq.ft.

ECE Room with Verandah	-	300 sq.ft.

(i) Provision has been kept for further construction of class rooms in future.

(ii) One bigger size class room for 50 children for multigrade teaching.

B. Cluster Resource Centre

(i) Meeting Hall for 40-50 nos. of people	-	500 sq.ft.
(ii) Resource Room	-	100 sq. ft.
(iii) Walls / Verandah	-	150 sq. ft.
		750 sq. ft.

C. ***Block Resource Centre***

i)	Training Hall for 40 nos.	-	500 sq. ft.
ii)	Dormetary (men) 1 No. for 28 nos.	-	540 sq. ft.
iii)	Dormetary (Women) 1 No. (12 No.s)	-	288 sq. ft.
iv)	Resource Room	-	120 sq. ft.
v)	Library	-	120 sq. ft.
vi)	Kitchen / stone	-	144 sq. ft.
vii)	General store	-	90 sq.ft.
viii)	Toilet blocks	-	300 sq. ft.
ix)	Cover a verandah	-	240 sq. ft.
	Total carpet area	-	2342 sq. ft.
	walls & circulation 20%		468 sq. ft.
			2,810 sq.ft.

6.7.14 ***Strategy of Construction :***

Participatory approach in the decision regarding location of building and the process of construction will be adopted. By encouraging the participation of loca community including elected public representative. It is envisaged that the building programme shall emerge as a concrete manifestation of peoples movement and shall also reflect certain inclinations towards desirable social change.

The Village Education Committee shall select the sites, designs,

technology, modalities and manner of execution, transmit progress report, make payments and maintain account for activities of the construction work. Bhawan Nirman Samiti of VEC will get the work executed. BNS, a sub committee of the VEC, has been entrusted the responsibility to execute the civil works. The charimen of the VEC will be the chairmen of the proposed BNS. The headmaster/ senior teacher will be the member secretary.

BRC will be constructed by BRC construction committee a sub-committee of Block Level Education Committee. Pradhan who is the chairmen of block level education committee will also be the Chairmen of BRC construction committee, BRC coordinator will be member secretary and other members will be as in BNS.

BRC construction committee and the VEC will submit the progress report to DPO and SPO.

The civil works at district level shall be monitored by the Assistant Engineer and one Junior Engineer for every 20 works. One supervisor for every 4 works has been proposed for planning, implementation and supervison of civil work including recording the measurements, assessments of quantities for procurement of the materials and day to day work schedule.

At state level SPO will be staffed with an Engineer (civil works) and one Assistant Engineer for planning implementation, design, training / workshop review of physical and financial progress and execution of all civil works including field visits.

Repairs to the schools : -

A. lumpsum provision has been provided for repairs to the existing school. The repairs will be taken after prepring the detailed estimates for repair of indivisual building & getting the same santioned by the competant authority.

Minor Repair - Repair of damaged plaster, pointing, floor, roof leakage, joinary, white washing etc., repair of existing hand pump comes under "minor repair". Repair of hand pump is essentially a part of repair programme. A lumpsum provision of Rs. 25000/- as unit cost has been kept for the purpose.

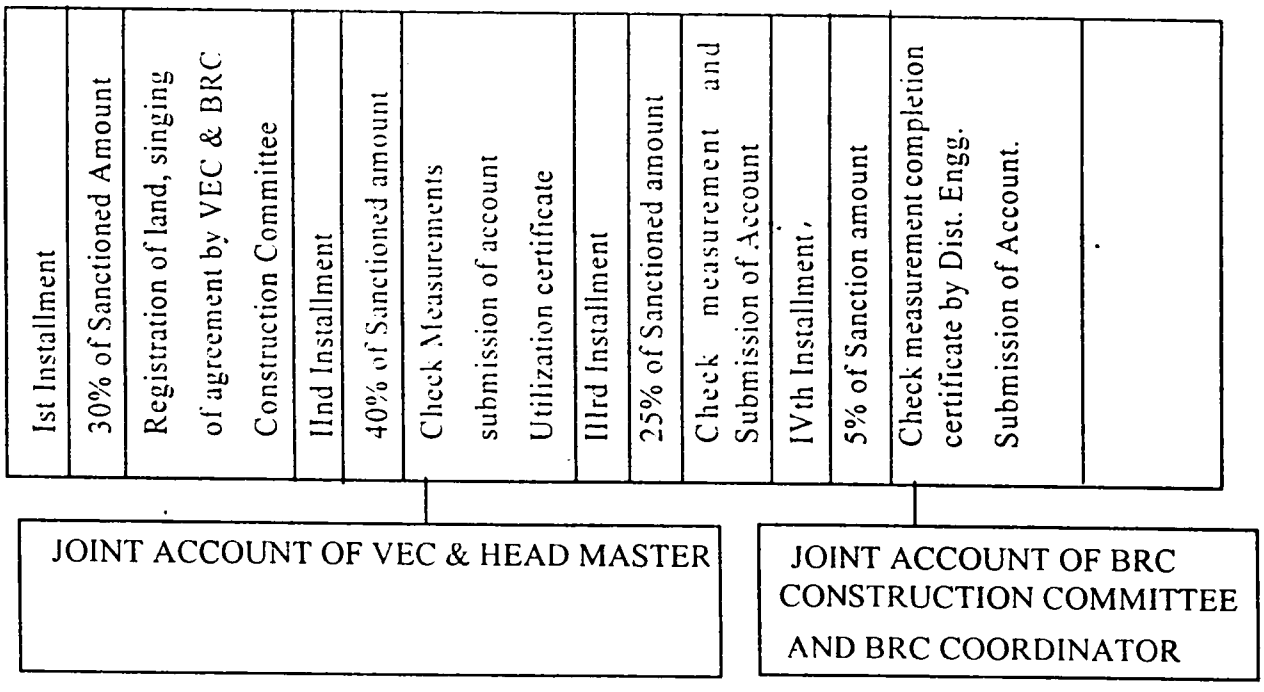
Major Repair - Replacement of broken stone slab of the roof, tumon masonry, replacement of joinry items, floor, uplifting the building elevation etc. comes under major repair. A lumpsum provision of Rs. 50,000/- as unit cost has been kept for the purpose.

6.7.16 *FUNDS FLOW*

SPO

DPO

DISTRICT SCHOOL CAMPUS DEVELOPMENT SOCIETY



The funds would flow in three stages of 30%, 40% & 25% ech and 4th installment of 5% will be released on completion certificate from J.En and submission of final account by VEC. The disbursing office has to transmit the funds within a week in case utilization of 75% of the funds released earlier is available. The disbursing office would hold the funds only in case utilization is not upto 75% of the funds that have been released earlier or the physical progress does not match with financial expenditure. Certification about progress of work to a satisfactory quality level will have to be done by competent authorities, usually from the District Project Office.

District School Campus Development Society:-

District School Campus Development Society will be constituted and will be registered at district level. This society will be a forum for convergence of resources for school campus development. Separate bye laws will be framed for the society.

Executive structure of the society

1.	District Collector	- Chairman
2.	District Project Coordinator	- Member Secretary
3.	Elected Public Representative (Two Nos.)	- Member
4.	Educationist (Two Nos.)	- Member
5.	Principal DIET	- Member
6.	All DEO (Ele.)	- Member
7.	CEO Zila Parishad	- Member
8.	Social Workers	- Member
9.	Project Director (DWDA)	- Member
10.	Dy. Director	- ICDS

Members at serial no. 3, 4,8 will be coopted by the society in its first meeting.

The BRC construction committee and VEC/BNS would maintain a separate account of funds received under this programme. The funds could only be drawn through the joint signatures of the Chairman and secretary i.e Head Master / Sr. Teacher of School. The BNS and BRC construction committee would follow the procedures given in the manual for keeping the accounts.

The accounts received by the District Project Office shall be transmitted to the SPO for overall record and Monitoring.

Aa training programme for training of personnel's in the field of construction, supervision, accounting and review will be developed at state level. These programmes would be organised at the District and Cluster levels.

The efficiency and quality of construction will be ensured strengthening the technical support to the building programmes :

6.7.17 *TARGETS AND UNIT COSTS* *Const in Lacs*

S.No.	Particulars	Target	Unit cost	Total Cost	Percentage %
1.	New School building				
	(a) 3 rooms including one ECE room	317	3.75	2987.25	30.63
	(b) Two rooms including one ECE room	612	2.50		
2.	Addl Class Room	1902	1.25	2385.96	24.46
3.	Drinking Water in School				
	(a) Water Connection from PHED & Storage Tank	2856	0.15	708.30	07.26
	(b) Installation of Hand Pump		0.45		
4.	BRC Building	78	7.40	578.68	05.93
5.	C.R.C. Buildings	1024	1.75	1796.76	18.44
6.	Repairs of school building				
	(a) Minor Repair	0.25	2383	714.50	06.76
	(b) Major Repair	0.50			
7.	Thatch Roof Class Rooms				
	(a) Alternate Schools	0.10	3285	253.45	07.34
	(b) ECE	0.10			
8.	Urinals	4518	0.05	244.88	02.51
9.	Boundary Wall	C	900	81.00	0.83
	TOTAL			9750.78	

6.7.18 Convergence and Gap.

Huge requirement of civil works has been projected on the basis of requirement and survey. But it is not possible to meet all the requirements through DPEP due to financial constraints.

All the districts have proposed to cover some of the requirements through convergence by other schemes of state i.e. Xth finance commission, basic minimum service programme. DRDA schemes such as JRY,EAS, Famine Relief, Battis Zila Battis Kaam, RD schemes, MP/MLA development funds etc. and also through public contribution.

The break up of total requirements and provision and DPEP, expected convergence and likely uncovered gap have been tabulated in the following tables 1&2 both componant wise and District wise.

Table No. 1 Component wise break up.

Component	Requirement	DPEP	Comvergence	Gap in lacs.
New school building with ECE Room.	4235.25	2987.75	253.0	994.50
Add. Class Rooms	6652.96	2385.96	2032.75	2235.25
Drinking Water in School	1521.45	708.30	333.15	510.0
BRC Building	578.68	578.68	-	-
CRC Building	1796.76	1796.76	-	-
Repairs of School Build	1378.00	714.50	186.50	457.00
Thatch roof classroom (for AS and ECE in old schools)	527.10	253.45	172.75	101.30
Urinals	490.63	244.88	102.95	142.80
Boundary Wall	900.00	81.00	719.00	-
TOTAL	**17991.73**	**9750.78**	**3800.10**	**4440.85**

Due consideration would be given to guidelines for slection of sites as per constructional manual. It has been agreed by the state that priorities and guide lines for selection of sites shll be strictly followed at the time of implementation of the programme.

6.7.19 PHASING

All civil works are proposed to be completed in first three years of the programme and have been phased as below : -

1998 - 99	1999-2000	2000-2001	2001-2002
(4 months)			(8 months)
(5% of Total project cost)	(40%)	(40%)	(15%)

In the first year pre-construction activities, approval of designs, trainin to VEC/BNS and BRC construction committee, selection of sites and construction of school, additional rooms, arrangement of drinking water, construction of urinals, construction of BRC, CRC will be taken. The activity schedule for the first year is at annexure.....

The state will ensure that all the civil works shall be completed in first three years of the project period and pre-construction activities including innovation for low cost techniques should be completed in first year.

6.7.20 INNOVATION FUNDS

The civil works innovation fund of Rs. 50 lacs shall be utilised to explore all posibilitie for low cost techniques, cost effective designs construction of prototype structures and to conduct training / workshop on such techniques. The following activities will be completed by the end of first year of the programme.

- Develop low cost construction Technique
- Promoting - Traditional Construction Technique by the Community.
- Designing Prototype
- Promoting Healthy Competitions among BNSs and other agencies involved in the construction.
- Promoting Action Research in this field.

The local community members who have been traditionaly involved in these activities will also be assoiciated in conducting action researches.

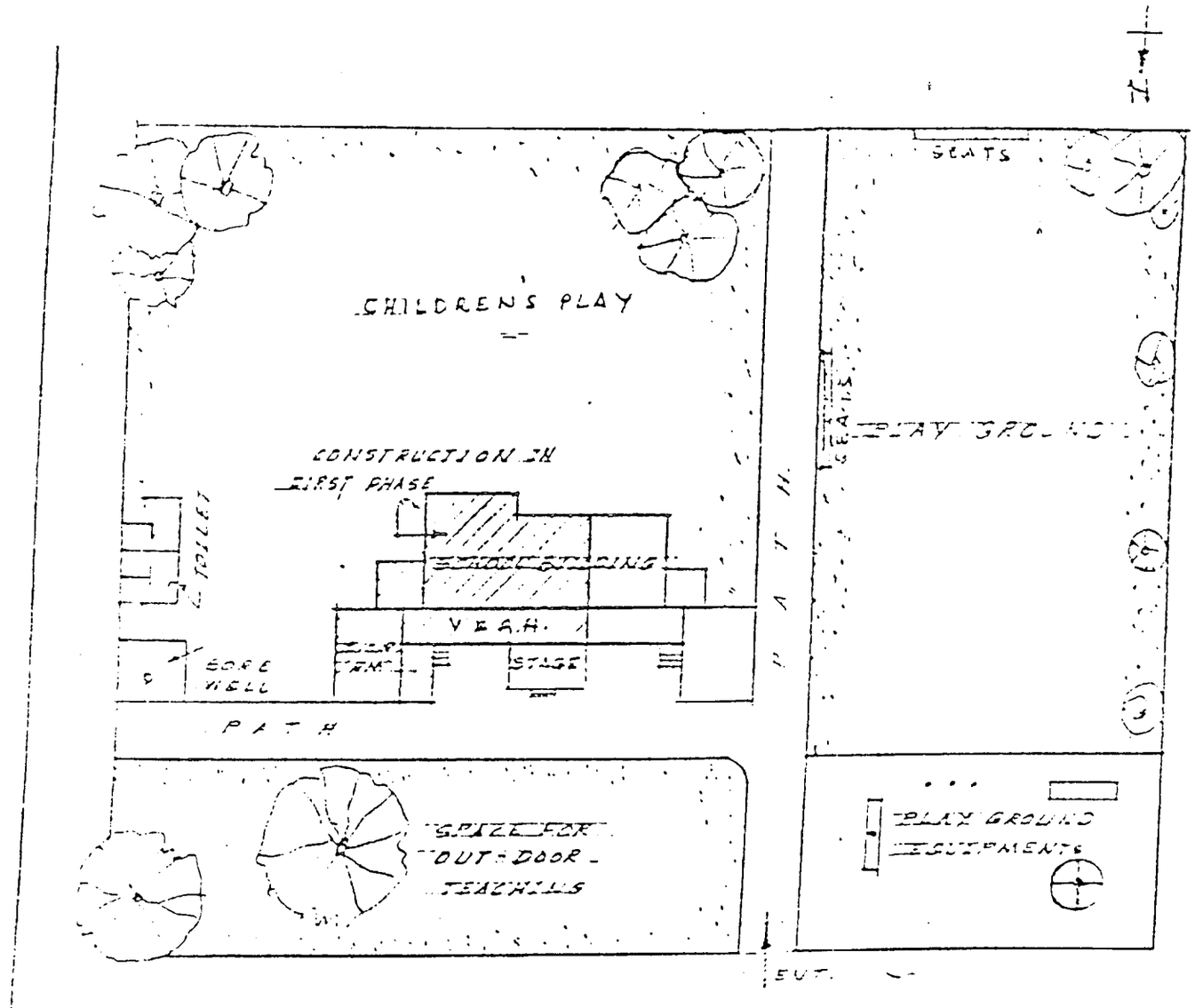
Civil Works Plan (Under DPEP)

District	BRC	CRC	NEW PRIMARY SCHOOL		Additional	Sheds	Drinking	Urinals	Repairs	Boundary	AMOUNT IN LACS		
			Three Room	Two Room	Classrooms	for AS	Water			Wall	CIVIL WORKS	COST OF PROJECT	%
[illegible]AR	14	152	0.00	75	208	226	300	680	60	L.S.	959.35	5014.93	19.13
B[illegible]LWARA	10	110	67	60	101	440	66	415	232	L.S.	960.00	4626.76	20.74
[illegible]ALAWAR	6	96	64	56	141	336	80	120	351	L.S.	950.94	3858.87	24.02
[illegible]UNJHUNU	7	100	0.00	67	164	674	830	751	275	0.00	963.00	4005.45	24.04
[illegible]TA	5	60	100	47	50	211	135	500	370	L.S.	967.60	4114.21	24.00
NAGAUR	10	125	16	70	100	440	400	500	400	L.S.	982.66	4438.40	22.10
S[illegible]AR	7	100	24	102	188	530	296	296	171	L.S.	981.36	4326.97	22.68
S[illegible]CHI	5	49	2	15	451	240	400	170	170	L.S.	956.20	3962.87	24.20
ST GANGANAGAR	9	142	0.00	120	248	129	0.00	29	0.00	L.S.	960.00	4071.92	23.57
[illegible]NK	5	90	44	0.00	251	240	349	1057	354	L.S.	957.65	4000.03	23.94
Total (Physical)	78	1024	317	612	1902	3466					9658.76	42420.41	
Total (Financial)													

GAP Under Civil Works (in financial terms)

Value in Rs. Lakhs

District	Repairs @ lakhs				Toilets @ lakhs				Drinking Water @ lakhs				Addl. Classrooms @ lakhs				Bldg.for Bldg.less Schools and New Schools @ lakhs				Thatch Room Sheds			
	Req.	Convg.	DPEP	GAP	Req.	Convg.	DPEP	GAP	Req.	Convg.	DPEP	Gap	Req.	Convg.	DPEP	Gap	Req.	Convg.	DPEP	Gap	Req.	Convg	DPEP	Gap
ADILABAD	60.00	0	60.00	0	67.15	0	34.00	33.15	237.15	162.15	75	0	1030	770	260	0	1407.5	0	447.5	960	37.50	21.5	15.5	
BHADRADRI	127.25	56.50	70.50	40.25	43.90	10	20.75	13.15	23.10	0	23.1	0	1636.25	500.00	126.25	1010	401.25	0	401.25	0	61.50	17.5	44.0	
HYDERABAD	284.00	0	110.25	173.75	55.00	2.50	6.00	46.50	400.50	43.50	24.00	333.00	1209.00	174.00	184.75	850.25	389.0	0.0	389.0	0	51.00	15.0	15.0	21.0
JAGTIAL	296.75	0	103.75	193.00	75.10	37.55	37.53	0	158.70	0.00	158.70	0.00	536.25	81.25	205.00	250.00	167.5	0.0	167.5	0	56.25	22.5	33.7	
JANGAON	105.75	0	105.00	0	25.00	0.00	25.00	0	45.75	0.00	45.75	0.00	62.50	0.00	62.50	0	492.5	0.0	492.5	0	30.00	9.0	21.0	
JAYASHANKAR	162.50	112.50	100.00	50.00	35.00	5.00	25.00	50.00	240.00	0.00	120.00	120.00	216.25	16.25	125.00	75	280.0	7.5	225.0	37.50	120.00	24.0	48	48.0
JOGULAMBA	115.00	88.50	26.50	0	33.80	0	33.80	0	116.40	0.00	59.40	57.00	497.50	262.50	235.00	0	587.5	245.5	345.0	0	69.40	24.5	24.5	20.4
KAMAREDDY	50.00	0.00	50.00	0	8.50	0	8.50	0	120.00	0.00	120.00	0.00	606.25	42.50	563.75	0	45.0	0.0	45.0	0	19.25	4	15.2	
KARIMNAGAR	51.00	51.00	0	0	39.35	37.90	1.45	0	28.85	28.85	0.00	0.00	310.00	0.00	310.00	0	300.0	0.0	300.0	0	21.60	15.05	6.45	
KHAMMAM	125.25	37.50	88.00	0	62.85	10.00	52.85	0	31.00	28.85	82.35	0.00	500.00	186.25	313.75	0	165.0	0.0	165.0	0	40.00	16	24	
TOTAL	1378.00	765.50	714.50	457.00	445.65	102.95	244.88	142.80	1521.45	333.15	708.30	510.00	6604.00	2032.75	2385.96	2235.25	4235.25	253.00	2987.75	997.50	527.10	170.75	283.45	73.10

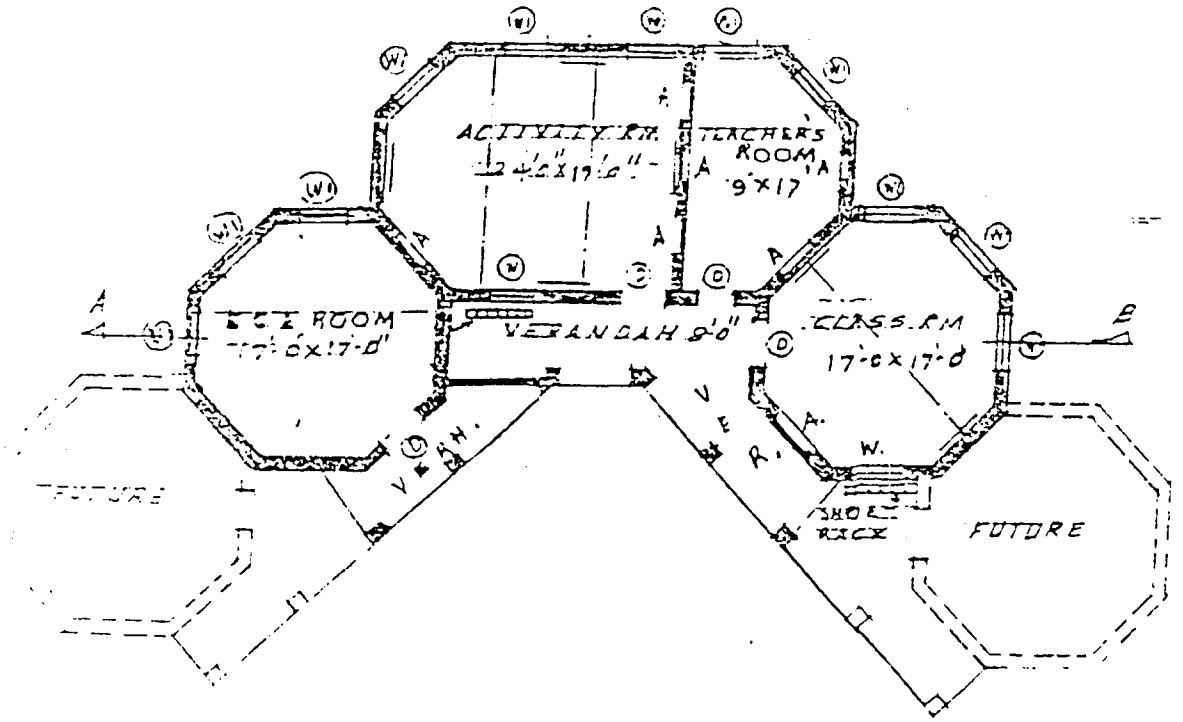


SITE PLAN

PRIMARY SCHOOL IN (RAJASTHAN)

SCALE:- ft. | DRG NO:- S.2

ARCHITECT —



GROUND FLOOR PLAN

LEGAND

	PARTICULAR	N.DE	H.T	[illegible]	[illegible]
1.	DOOR D	3-0	6-0	—	B.
2.	WIN. W.	3-0"	6-0"	2-0"	[illegible]
3.	" W.	4-0"	6-0"	—	"
4.	ALMIRAH	3-3"	5-0"	2-0	E.
5.	BLACK BOARD	9-0"	3-0"	—	E.

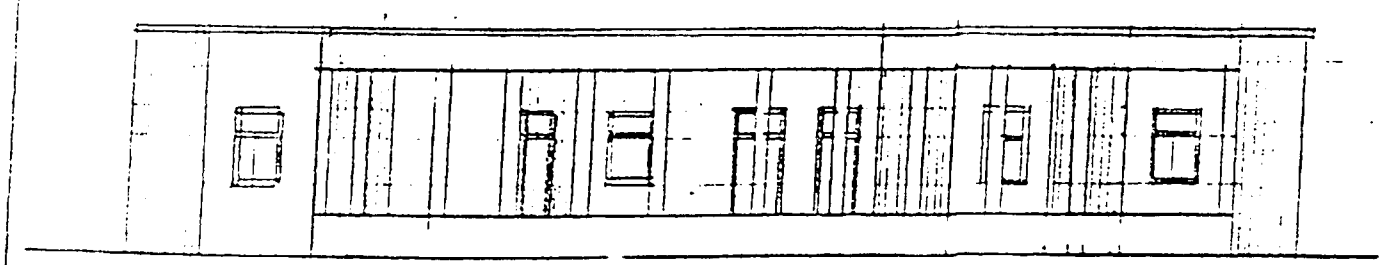
1. CONSTRUCTION WORK IN FIRST PHASE
2. BUILT UP AREA = 1510 SQ.FT.

RROPOSED PRIMARY SCHOOL IN (RAJ)

Annexure- CVU-1

SCALE — 1" = 16 FT | DRG. NO. S.1

ARCHITECT—



FRONT ELEVATION

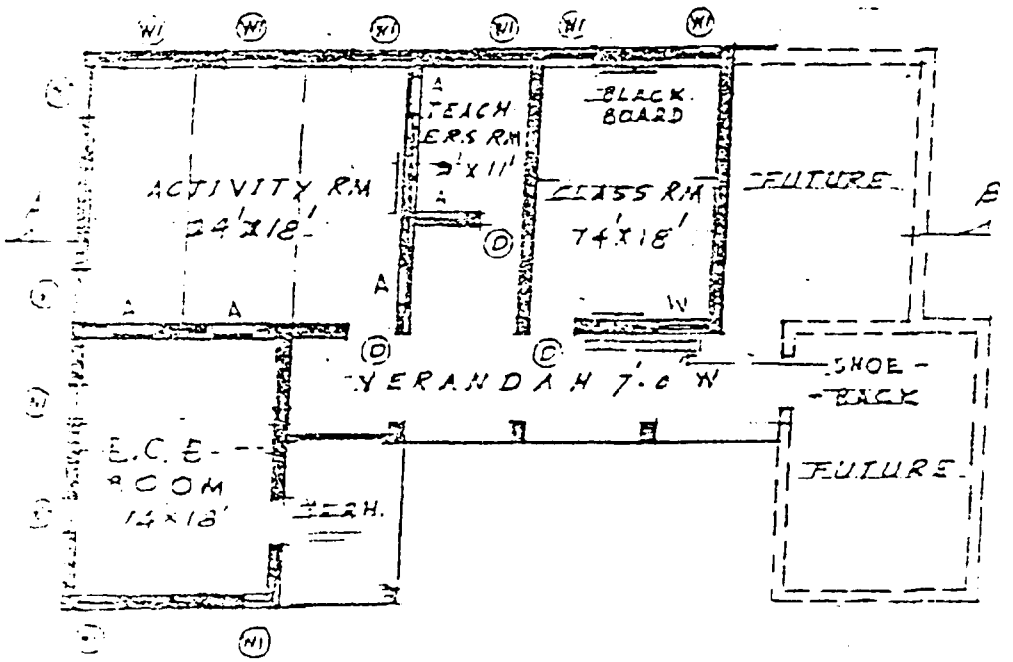
SECTION A-B

PROPOSED PRIMARY SCHOOL IN (RAJ)

Cid-L

SCALE 1" = 16' DRG. No S.A.A.

ARCHITECT



GROUND FLOOR PLAN

LEGEND

SL.NO	PARTICULAR	WIDE	H.T.	SILL HT	QUNTY
1.	DOOR. D	3'-0"	8'-0"		4
2.	WIN. W	3'-0"	6'-0"	2'-0"	1.
3.	" W.I	4'-0"	6'-0"	2'-0"	11.
4.	ALMIRAH	3'-3"	5'-0"	2'-6"	2.
5.	BLACK BOARD	5'-0"	3'-0"	—	2.

1. CONSTRUCTION WORK IN FIRST PHASE
2. BUILT UP AREA = 1540. SQFT.

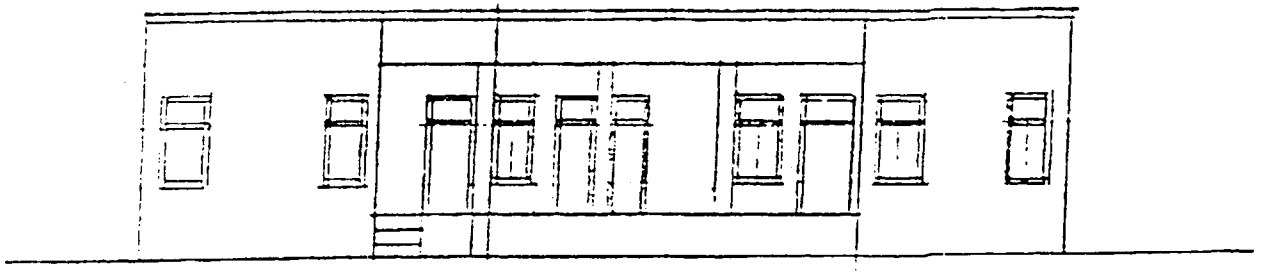
PROPOSED PRIMARY SCHOOL IN (RAJ.)

Annexure-CVI-1

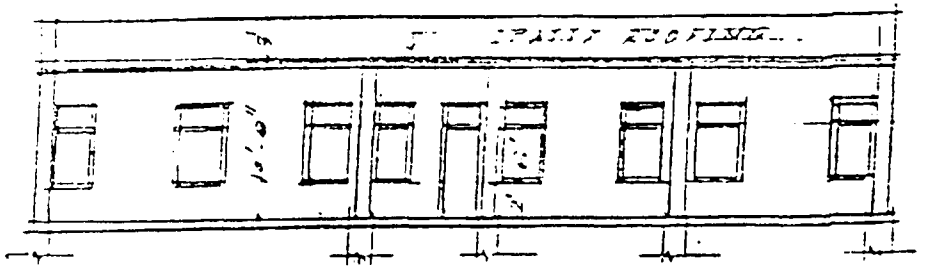
SCALE = 1" = 16'

DRG. NO. 2

ARCHITECT :-



FRONT ELEVATION



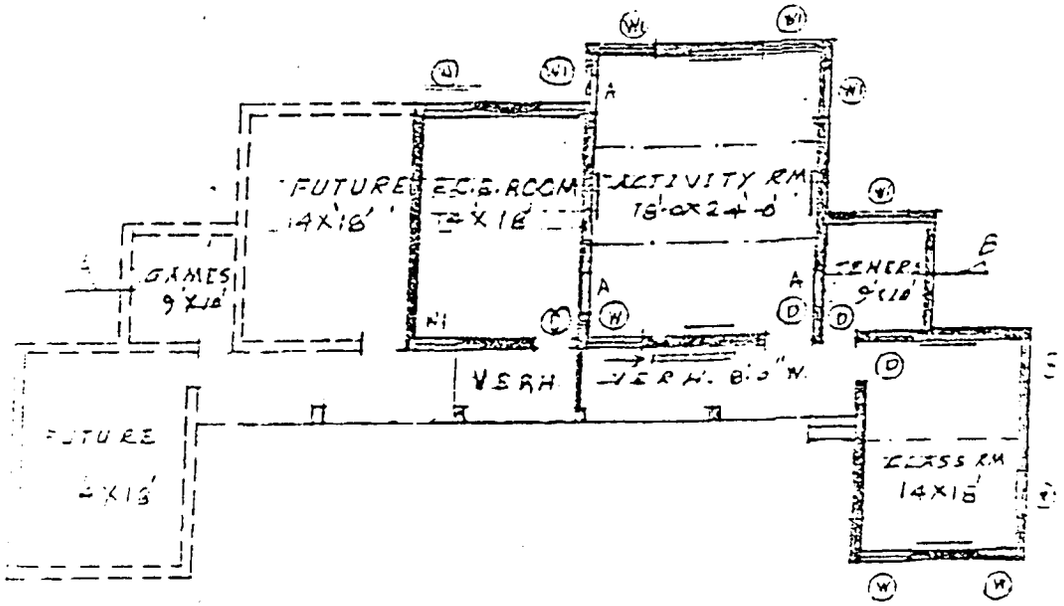
SECTION A-B

PROPOSED PRIMARY SCHOOL IN (RAJ.)

C.W.1

SCALE :- 1" = 16'-0" UNLESS NOTED OTHERWISE

ARCHITECT —



GROUND FLOOR PLAN

LEGAND

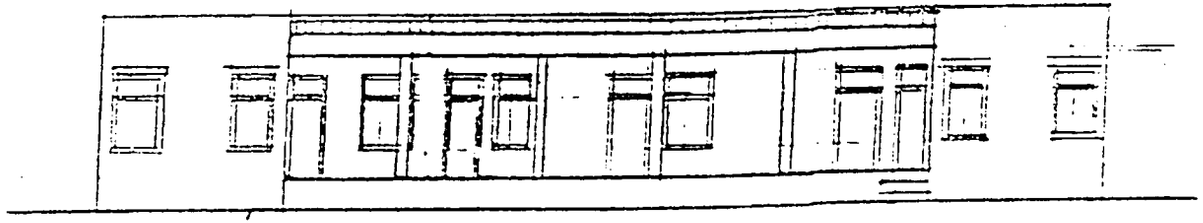
S.No	PARTICULAR	WIDE	H.T	SILL HT	[illegible]
1.	DOOR D	3'-0	[illegible]		[illegible]
2.	WIN. W	3'-0"	2'-0"	2'-2"	[illegible]
3.	[illegible] WI	4'-0	6'-0	[illegible]	[illegible]
4.	ALMIRAN A	3'-3	5'-0"	2'-6"	4.
5.	BLACK BOARD	5'-0"	3'-0"	—	[illegible]

1. CONSTRUCTION WORK IN FIRST PHASE
2. BUILT UP AREA = 1500 SQ.FT.

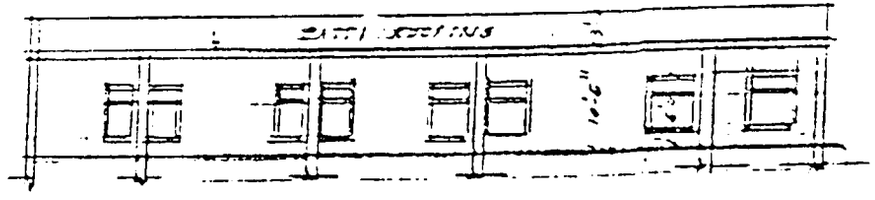
PROPOSED
PRIMARY SCHOOL IN
RAJASTHAN
Annexure - CW-1

SCALE - 1" = 16' FT. | DRG. NO. S.3

ARCHITECT :-



FRONT ELEVATION

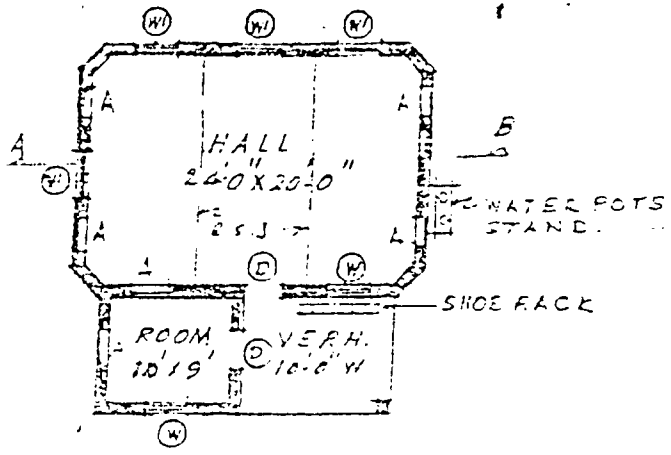


SECTION A-B

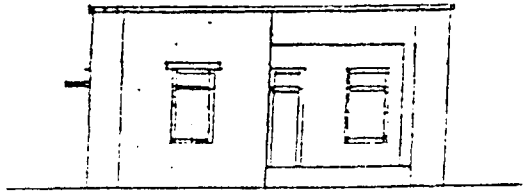
PROPOSED
PRIMARY SCHOOL IN
(RAJASTHAN)

SCALE — DRG No S.34

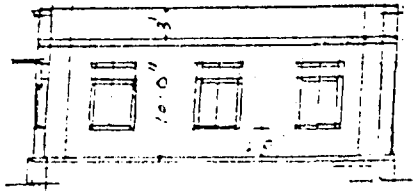
ARCHITECT —



GROUND FLOOR PLAN



FRONT ELEVATION



SECTION A-B

LEGAND

SR	PARTICULAR	WIDE	HT	SILL HT	QTY
1	DOOR D	3'-0"	6'-0"		2
2	WIN. W	3'-0"	3'-0"	2'-6"	3
3	WIN. W'	4'-0"	2'-0"	2'-6"	2
4	ALMIRAH	3'-3"	5'-0"	2'-0"	6

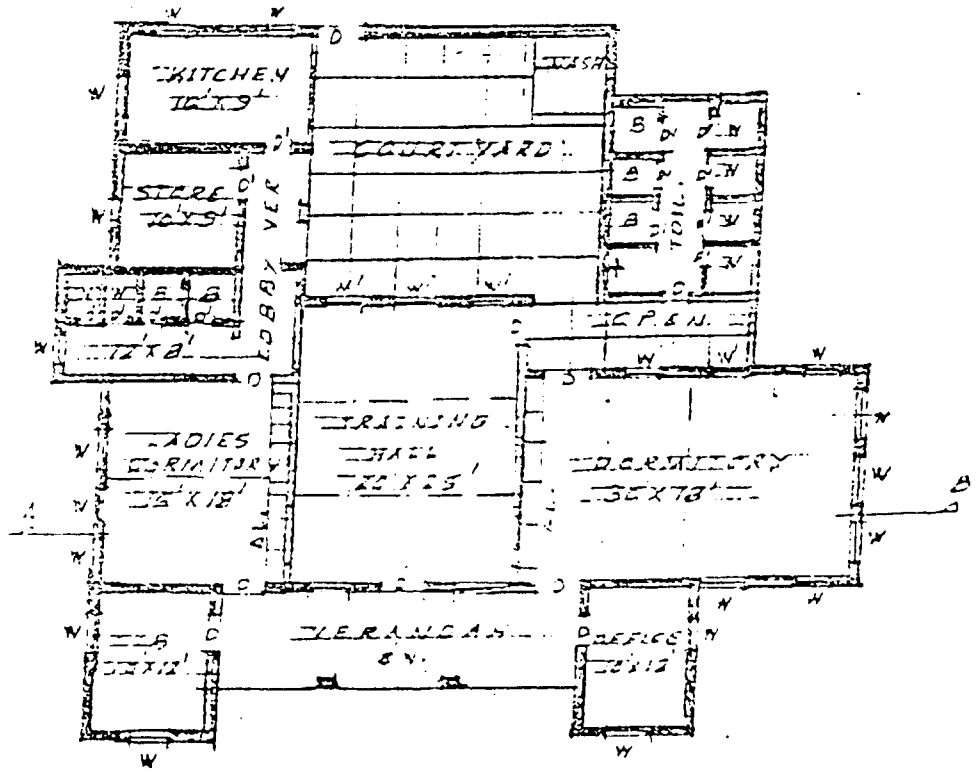
LIST OF AREAS SQ. FEET

PROPOSED C.R.C BUILDING IN (RAJ)

Annexure-VII-2

SCALE- 1" = 16' DRG. NO C.6

ARCHITECT—



GROUND FLOOR PLAN

LEGAND

S.	PARTICULARS	WIDE	HT	SCALE	GRID
	DOOR D	3'-0"	[illegible]		
	" D'	"	7'-0"		
	WIN. W	[illegible]	6'-0"	[illegible]	
	" W'	[illegible]	5'-0"	[illegible]	

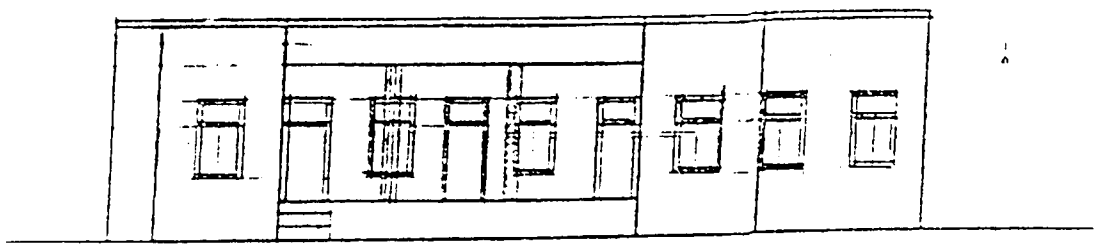
NOTE:-
BUILT UP AREA = 2800 SQ.FT.

PROPOSED B.R.C
BUILDING IN (RAJ)

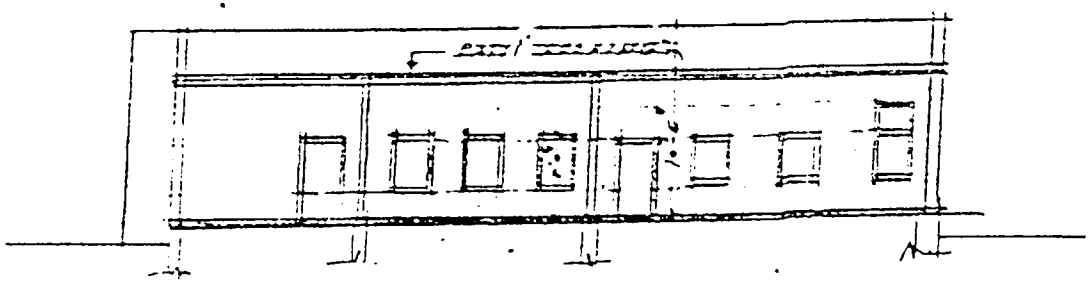
Annexure CW-3

SCALE: 1" = 16' | DRG. NO. [illegible]

ARCHITECT—



FRONT ELEVATION



SECTION A-B

PROPOSED B.R.C

BUILDING IN (RA...

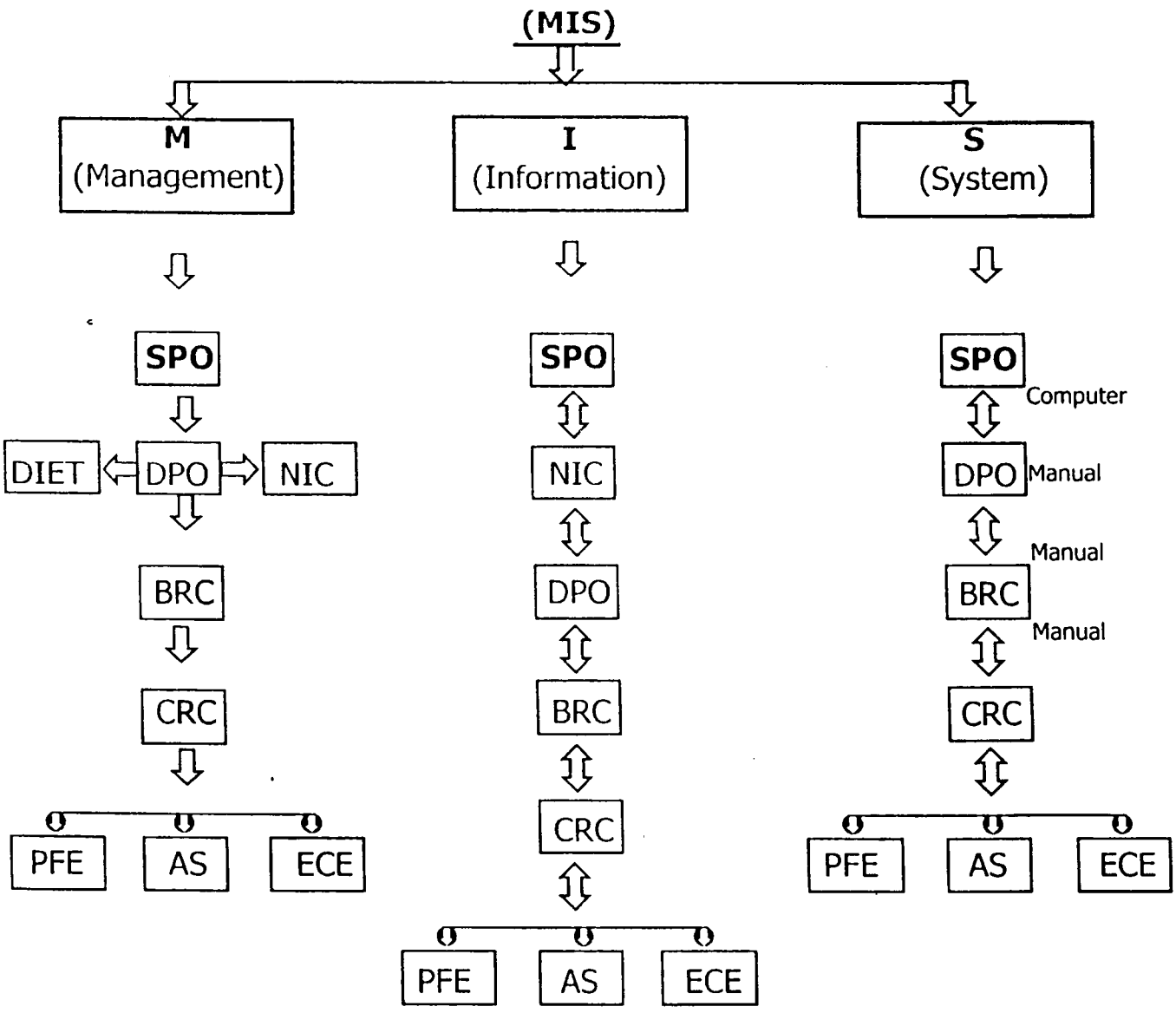
CW-3

SCALE 1" = 15' | DRG No 3 5A

ARCHITECT —

MANAGEMENT INFORMATION SYSTEM

MANAGEMENT INFORMATION SYSTEM



1. **SPO** : STATE PROJECT OFFICE
2. **DPO** : DISTRICT PROJECT OFFICE
3. **BRC** : BLOCK RESOURCE CENTRE
4. **CRC** : CLUSTER RESOURCE CENTRE
5. **PFE** : PRIMARY FORMAL EDUCATION
6. **AS** : ALTERNATIVE SCHOOL
7. **ECE** : EARLY CHILDHOOD EDUCATION
8. **NIC** : NATIONAL INFORMATICS CENTRE
9. **DIET** : DISTRICT INSTITUTE FOR EDUCATION & TRAINING

Informtion is power

Information includes data + analysis : For collection of information, a powerful system is to be developed. The information is not too large; not too short; Comprehensive and useful. The system are both mannual and computers. For analyzing the information again a devoted management is necessary i.e. at each stage, a strong body must be needed. If the micro level management will take keen interest while collecting the data and send the accurate information to macro level management and the macro level management will take a timely decision after getting the info, the project will be successfully implemented.

Why Computers

The main aim for adopting computer based MIS is to consolidate and compile all educational projects for decision making. The success of a project depends upon the accurate information.Due to lack of information in appropirate form and right time, we are not in a position to take right decision at right time.

Manually, maintaining a large volume of data, consolidate and compile the same is tedious and time consuming. So with the help of latest computing tools, we not only solve the problems but also take decision well in time. This in turn will help us to implement the project more effectively.

Data Collection

For computer based MIS, the data collection plays an important role. The micro level information should reach the top management in a proper data collection format. While developing the computerized data collection formats, each & every minute field must be taken into account. The minute info will useful for analysis.

Two types of formats may be developed. One is for 'Master Information' and another one is for transaction info. The collection for master info is one time job and the collection for transaction info is as per the DPEP-IV guide lines.

S/W development

Once the computerized data collection format finalized, the SPO will go for software development. The s/w must be integrated & user friendly. Primarily, the EMIS developed by NIEPA will be followed with minor changes keeping the state scenario in mind. A new 'Data Capture Format' (DCF) is being developed for collecting the school mapping and micro planning information of the 'School Catchment Area'.

EMIS (Educational Management Information System)

This is an integrated and user friendly software facilities the following information systems.

- infrastructure information
- teacher's information
- students information
- budget information
- expenditure information
- manpower information
- statistical information
- general information

These can be updated easily. The following points should be kept in mind while implementing the software:

- ⇨ separate data capture formats should be provided to DPO
- ⇨ DPO will distribute the same to VEC through BRC and CRC
- ⇨ training on filling up of the formats to DPO staff, NIC officials at SPO
- ⇨ training on filling up of DCF will provide to BRC, CRC and VEC staff
- ⇨ s/w training to NIC officers and staff of DPO at SPO
- ⇨ computer awareness training to DIET staff/BRC coordinators/CRC coordinators at DPO

Responsibilities for implementation

(i) at SPO level:

1. Finalizing the local changes in EMIS developed by NIEPA.
2. Establishing computer centres at all levels.
3. Planning and execution of various training and work shops relating to EMIS
4. Analysis and feedback of DPO report
5. Report generation and distribution
6. Monitoring and evaluation

(ii) at DPO level

1. data collection
2. data entry
3. checking and editing
4. training related to EMIS and data entry
5. computer awareness training to DIET staff/BRC & CRC coordinators
6. report generation, transmission and distribution

(iii) at BRC level

1. data collection
2. training to CRC facilitators related to EMIS

(iv) at CRC level

1. data collection
2. training to VEC staff related to EMIS

(v) at VEC level

1. data collection

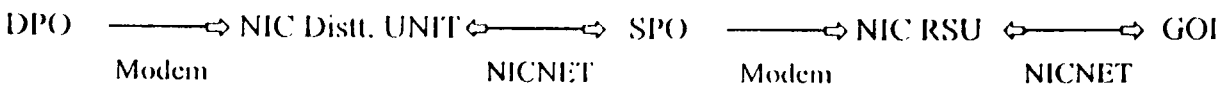
Data Entry & Processing

Once the data collected in the computer designed format, the data entry work should be taken up by the DPO. The check lists will be generated for manual checking. After checking the data, editing will take place. The edited data can be used for processing and transmission.

Interface with NIC

NIC having nation wide sattelite based communication network. NIC can play a vital role at the time of implementation i.e. data entry, processing and transmission. NIC professionals can easily handle the database and network management. Once fed the data, reports can be generated in different formats. There are many probabilities but the best one will be used for decision making. If the analysis is good, decision taken by the higher authorities will always give good results.

The SPO & DPO will be connected with NICNET using a telephone line through modem. The consolidated and compiled information can be transmitted to SPO. SPO may again transmit the same to GOR/GOI using the same media.



Review Committee

Reviewing the system at regular intervals will also give good results. Atleast, a review committee may be constituted at SPO & DPO level. The committee will sit once in a month and review the merits and demerits of the EMIS.

(i) at SPO level

(1) Director DPEP
(2) Manager Systems, DPEP
(3) State Informatics Officer (NIC)
(4) Member from education department

(ii) at DPO level

(1) District Project Coordinator
(2) District Informatics Officer (NIC)
(3) Principal DIET
(4) District Education Officers
(5) BRC Coordinator

Training/Work shops

The success behind any project is timely monitoring, evaluation and decision. For this, training/work shops will be conducted at regular intervals at each management level. Training will not only internal but also external i.e. out side the block, district and state. This type of training culture will not only help the staff to improve their ability but also boost up their confidence. They can freely exchange their views. Time to time guide lines regarding EMIS will also give them moral boost up. Computer awareness training must be arranged to DPO staff, BRC and CRC coordinators at DIET with the help of NIC officials.

NICNET connectivity

- ☐ telephone line will be provided at both ends i.e. SPO & NIC RSU for state level and DPO & NIC Distt. Unit at district level.
- ☐ MODEM should be provided at SPO, DPO, NIC RSU AND NIC DU.

Hardware

(i) at SPO level

PENTIUM	02
Nodes	04
Printers (one line & one laser)	02

(ii) at DPO level

PENTIUM	01
Nodes	02
Printers (Desk Jet)	01

Software

SPO & DPO Level

MS - Windows
MS - Office
EMIS s/w
Foxpro
Bilingual word processor

Man Power

(i) at SPO level

Manager (Systems)	01
Programmer	02
Asstt. Programmer	01
Data Entry Operators	03

(ii) at DPO level

Data Entry Operator	02

UPS & A/C

(i) at SPO level	2 KVA UPS	01
	A/C	01
(ii) at DPO level	0.5 KVA UPS	01
	A/C	01

Furniture

(i) at SPO

Computer tables	06
Printer tables	01
SDU	01
Vacuum Cleaner	01

(ii) at DPO

Computer tables	03
Printer table	01
SDU	01

Stationary and Consumables

Sufficient budget will be provided for purchasing the computer stationary and consumables like floppies etc. to SPO and DPO.

MIS is interrelated between three component i.e. relation between management, information and system. If any one of the above component is weak, implementation at each level is a tough task.

If we strictly follows the procedure given in the MIS right from the beginning, implement in a planned manner and review the progress at regular intervals, the project can be implemented smoothly & successfully.

Budgeting

1. The hardware part has been taken in the budgeting for SPO and DPO.

2. For various trainings/orientations, the estimate is as follows:

S.No.	*Activity*	*Duration*	*Participants*	*Cost (in lacs)*
01.	Adaptation of EMIS developed by NIEPA	2 days	15	0.20
02.	Orientation of SPO staff	3 days	20	0.10
03.	Orientation of DPOs staff	3 days	50x2	1.00
04.	Orientation of BRC facilitators	2 days	45x2	1.00
05.	Refresher workshops in districts	2 days	-	2.00
06.	Visits to other DPEP States & National Institutes	-	-	5.00

A.	Stationary & Consumables			
B.	Printing of Data Capture Formats		-	20.00
C.	Other Consumables	-	-	5.00
D.	Contingencies	-	-	10.00
		TOTAL		**44.30**

MONITORING, EVALUATION AND RESEARCH

6.9 MONITORING EVALUATION AND RESEARCH

To minimise the delays and improve delivery an efficient system of information from the lowest to highest level, is most essential. A well developed system of monitoring is desirable for all programes, but in case of time or target bound programmes it is indispensable. Keeping the factors such as human element and unforeseen circumstances in view it can be said that no time or target bound programme, these days, is expected to get completed without proper monitoring and review. Considering the massive scale of operations involved as well as the amount of risk and investment involved in the programme, it is very essential that the DPEP interventions are adequately supported by a well defined and developed system of monitoring and evaluation inbuilt in the programme. Besides, as this educational programme has to face many challenges, specially during its implementation phase, this will require research based answers to numerous questions emerging at grassroots level. Satisfactory response and remedial steps to such problems is essential for credebility of the programme.

6.9.1 *MONITORING*

Monitoring is basically a process designed to keep a close watch on the implementation of the programme, to identify weaker areas and take timely corrective measures wherever needed.

OBJECTIVES OF MONITORING

- To conduct periodic checks of the strength and shortfalls, if any, in the ongoing activities / programme and to take timely corrective measures.

- To build a system of accountability at different levels and areas of the programme implementation.

- To demonstrate achievement of the programme in a given time frame.

- To provide learning experiences for others involved in similar projects.

MONITORING TECHNIQUES

There are many monitoring techniques such as PERT, CPM, GANTT, MOST OR LOB. However, keeping in view nature of the project (DPEP) and the kind of manpower being employed to implement this programme, a very simple technique having the following five steps is proposed for Rajasthan.

M.E.R.

* Objective of monitoring
* Monitoring techniques
* Main features of the monitoring process
* Evaluation Process
* Research
* Areas/ Issues for research

i) Identification of areas for monitoring
ii) Time framing for each activity
iii) Feed back
iv) Review
v) Identification of weaker areas and remedial steps

Feedback is the most important aspect of monitoring. Unless a correct picture of day-to-day progress of the work completed is available, no proper follow up action to expedite the remaining process can be undertaken to ensure completion of the task in time. Thus the intensity and seriousness of efforts would naturally be in proportion to the urgency of the remaining task and time left for the purpose. For feedback there will be a regular flow of information from the all concerned units actually engaged in implementation of the programme. While designing the proformas for feedback the following guidelines will be kept in view.

- Regularity and uniformity with regard to time and type of information respectively.

- Separate proformas be devised for collecting different types of information.

- Columns of proformas to provide complete information so as to facilitate the analysis process.

- Questions will be designed in such a way that they will elicit pin-pointed information,preferably in form of figures indicating progress at a particular time.

- The columns of statements meant for review will be identical to those of the proformas meant for feedback so as to facilitate the analysis of figures.

MANAGEMENT INFORMATION SYSTEM (MIS)

To apply the aforesaid monitoring technique in a scientific way a Comprehensive Management Information System (MIS) consisting of the E MIS, P MIS and F MIS softwares shall be implemented in all the DPEP districts to monitor the progress in key areas using critical indicators. Qualitative data from the CRC, BRC and district level will be collected on the aforesaid formats every month. Additional information will also be collected through :

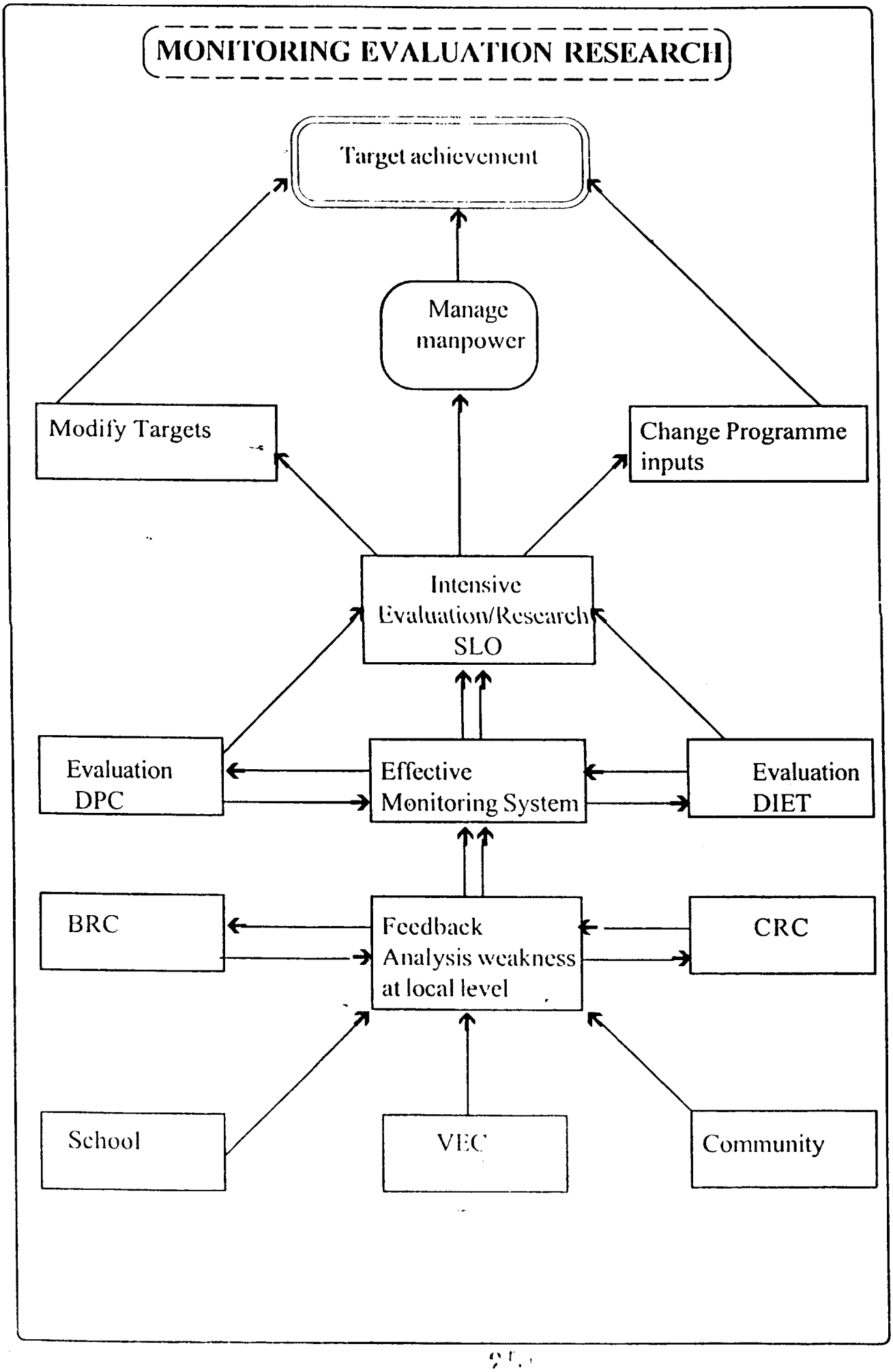
(a) Monthly review meetings of the district project co-ordinators (DPC)
(b) Field visits of project personnel.
(c) Field visits of external consultants.

Keeping in view the importance of MIS it has been dealt within a separate chapter.

MAIN FEATURES OF THE MONITORING PROCESS :

The main feature of the monitoring process shall consist of the following :

- Identifying units involved in the DPEP implementation including linkages and commitments.
- Identifying indicators on which feedback is required.
- Identifying personnel both at the SLO and at the district level and defining their role in monitoring.
- Developing simple structured proforma for reporting.
- Determining periodicity of reporting depending upon item, information need and the stage of implementation.
- Analysing information in terms of project process, positive and negative elements, extent of shortfalls, reasons, and corrective actions.
- Developing simple reporting format on follow up action.
- Sharing of information with key personnel.
- Setting up data storage and retrieval facility.


MONITORING EVALUATION RESEARCH
Target achievement
Manage manpower
Modify Targets
Change Programme inputs
Intensive Evaluation/Research SLO
Evaluation DPC
Effective Monitoring System
Evaluation DIET
BRC
Feedback Analysis weakness at local level
CRC
School
VEC
Community

6.9.2 Evaluation

Evaluation is a process of analyzing and interpreting the information to judge the degree of success achieved in the programme. While evaluating the process on the basis of feedback received the following points have to be kept in view

(I) Target of work to be done
(II) Total number of Staff engaged in the work
(III) Working Capacity (all individuals and each group)
(IV) Optimum out-puts
(V) Time scale prepared in context of various stages of the programme
(VI) Urgency, if any

The basic objective of evaluating is not merely knowing as to what has been done so far ; it should rather be to know what ought to have been done by now and what remains undone.

A well designed evaluation programme examines

A. Policy/Plan document
B. Implementation process
C. Time frame & Target
D. Sustainability of the project in terms of inputs, out come and long term impact

Evaluation process

As per system evaluation will be conducted at different stages of the programme. Both, concurrent and impact evaluation shall be conducted after having considered various aspects mentioned in the earlier paragraph. The concurrent evaluation shall be conducted by the monitoring, evaluation and research cell constituted at SLO. While responsibility of impact evaluation shall be assigned to some external agency. Such an evaluation may be conducted in alternative years.

The concurrent evaluation shall focus on critical issues viz Access, Enrollment, Development of children with special focus on target groups and methodologies adopted such as Formal and Alternative Schooling. As evaluation has to be a dynamic and development oriented process. It is proposed to have concurrent evaluation twice a year.

The impact evaluation shall be more comprehensive and will include all the major programmes/activities undertaken in district. This will include the following programmes

A. Primary Formal Education
B. Alternative Schooling
C. ECCE
D. Community Mobilization
E. Capacity building
F. Gender aspects
G. Training

On the pattern of Baseline survey which has been conducted by the SIERT to assess the achievement level of children, it is proposed to conduct a Midline & Endline survey. It is only with such surveys that the true picture of qualitative improvement in the primary education with DPEP interventions will emerge. The Midline survey will be conducted in the 3rd year of the project implementation while the Endline survey after 5 years duration as by that time the project implementation process would be over.

The data collected through the concurrent evaluation exercise shall be discussed in the Reflection cum Planning Meetings (RPM) organised at SLO. District Project Coordinators will also present their observations/experiences in these meetings after having initial sharing of views at SLO. The findings of the monitoring and evaluation exercises will be placed before the State Planning Board and governing council so that corrected measures, if required, may be taken timely.

6.9.3 Research

There is a serious derth of research on pedagogical and non -pedagogical issues influencing quality of primary education. It is in this background that many of the strategies/interventions in DPEP are based purely on assumptions. In order to validate these assumptions and also to seek answers to numerous pertinent issues emanating from variety of context specific factors it is necessary that the DPEP

MANAGEMENT AND CAPACITY BUILDING OF STATE LEVEL INSTITUTIONS

6.10 Management & State Institutional Capacity Building

Management for carrying out the vast field of UPE and quality improvement in the academic achievements of primary school students accompanied with the desired level of social change has been the primary goal of Rajasthan council of Primary Education implementation machinery from its inception.

As the DPEP guideline states "the most important characteristic of management will be its mission mode" RCPE is therefore determined to save itself from the bureaucratic quagmire of controlled and guided movement. The management strucutre will make all possible efforts to be independent, dynamic and self-generating in performance and decision-making. This dynamism is blended with a unique self imposed discipline in which every member of the staff in whatever capacity he is working will feel the pride of the successful accomplishment of a task, of a goal and of a mission.

Rajasthan Council of Primary Education

The state level body to implement the District Primary Education Programme RCPE is an autonomous society registered society under the Societies Registration Act. The functions of the council are undertaken directly by the council office at Jaipur through its staff. The stipulated functions as determined by the council can also be undertaken and accomplished by other institutions, agencies or individuals supported by the council.

The Governing body, headed by the Education Minister, Primary and Secondary Education Department and consisting of several ex-officio directly or indirectly connected with the task of education and child development and some other private members who have distinguished themselves in the field of education. The Governing Body is responsible for the overall policy making matters, and for guiding, reviewing the project.

The Executive Committee is similarly structured with the Education Secretary as its Chairman and the Director, DPEP as its member Secretary. The affairs of Primary Education has proposed by DPEP are finally decided by the Executive Committee which meets once in each quarter of the year. The Structure of the State Level Project Office is given in the following performa:

STAFFING PATTERN FOR S.L.O

S.N	NAME OF THE POST	Number	Total
A.	MANAGEMENT		
	DIRECTOR	1	
	ADD. DIRECTOR/OSD	1	2
B.	**PROGRAMMES**		
	PROGRAMMES OFFICERS (DY. DIRECTORS)	7	
	ASSTT. PROGRAMME OFFICERS	7	14
C.	**CONSULTANTS (ALL PROGRAMMES)**	7	7
D.	**CIVIL WORKS**		
	SUPDT. ENGINEER	1	
	ASSTT ENGINEER	2	
	JEN	2	
	DRAFTSMAN	2	7
E.	**MIS**		
	MANAGER INFORMATION TECH.	1	
	PROGRAMMER	1+1	
	DATA ENTRY OPERATOR	2+2	7
F.	**ACCOUNTS**		
	FINANCIAL ADVISOR & CAO	1	
	ASST. ACCOUNTS OFFICER	1	
	JR.ACCOUNTANT	2	
	CASHIER	1	5
G.	**ADMINISTRATION**		
	ADM. OFFICER	1	
	EST. ASSISTANT	1	
	PURCHASE/STORE KEEPER	1	3
H.	**AUXILLIARY STAFF**		
	RECEPTIONIST-CUM-TEL.OPERATOR	1	
	LIBRARY ASSISTANT	1	
	P.S. TO DIRECTOR	1	
	STENO-CUM-COMPUTER OPERATOR (FOR ADDL. DIRECTOR PROGRAMME OFFICERS)	5	
	DRIVERS	3	
	ASSISTANTS ON CONTRACT	5	
	CHAWKIDARS	2	
	PHOTOCOPIER OPERATOR	1	19
I	**TRAINING CELL**		
	STENO	2	
	ASSISTANT	1	3

67

EDUCATION

AND

MEDIA

EDUCATION AND MEDIA

A person is always understood to be in relation to other persons and material world. He is not just a bundle of some capacities, abilities and capabilities but as integrated system of inherited potentialities ready for interaction in an every changing environment around.

Besides this, teaching-learning process is symbiotic. There is mutual dependence, the teaching depends on previous learning and learning on the amount of teaching. The development of other aspects of personality make-up such as aspirations, ambitions, wishes and desires, various attitudes and motivations are also symbiotic. The interrelation goes on incessantly.

Communication plays a great role in these processes. It is effective only if we use the media according to the stages of development of the child.

At initial stage, we have a general system of education where concepts are developed through books, oral talks and explanations and audio-visual aids. Various electronic and print media become useful at the higher stages. In a nutshell, the importance of forms of media depend on the stage of education.

Instructional media in the form of computer, radio, television radio vision, tap-slides, programmed texts, records, dial access, meet-me bridge, print, telephone, OHP, teletext etc. continue to affect the vibrating nervous tissue of the educable youth. These media can be used to add clarity and precision to presentation of content during teaching, arouse interest and enhance learning by using it as an aid to demonstration.

Guiding Principles in using Media in various DPEP interventions-

1. Modern children and adults are caught up in a web of messages, information and entertainments of all kinds and of different origin. All these can change the values of impressionable young people.

2. Paradoxically, schools remain aloof, rigid and unchanging even in the midst of a global communication revolution. Unfortunately, the

schools have remained walled of from that society of which they are an integral part.

3. The main issue before us is not one of how to bring media in educational setting in order to bring school and the society closer, but of how to bring about educational change.

4. Media innovations should not be presented so as to threaten the teacher's self-esteem or to jeopardize a teacher's position in relation to professional peer.

5. The educational system needs to be redefined in the face of media of the day. In order to inculcate scientific outlook, democratic approach and a sense of social responsibility among children is to be developed. So if some headway is to be made in developing an approachment between the school and the society, the teachers and the educators need at look afresh at the experiences which today's child brings to school.

6. Just introduction of electronic media into the teaching-learning process is not necessarily the key to bringing the media into the mainstream of education, it is teachers' recognition of the influence that media has on the students who come to their classrooms.

7. Visual communications usually are identified with entertainment. Entertainment usually gives us pleasure while education may be pleasurable, painful. "The enjoyment of educational experience comes mostly from its clarity and design in exposition and the relevancy of the values, ideas expressed to the life of the reader, viewer or listener". It is not necessary to make learning fun, but it is important to make the teaching-learning process real, pleasurable, lively and challenging.

8. **Schools:**

- can help children to use mass media in a meaningful way;
- may be helpful in providing children the information available in current mass-media.
- could also help children to avoid content that are not beneficial

from educational point of view and that are manipulative; and

- may also awaken a desire in children to affect the mass-media, to demand mass communications of a high aesthetic informational and ethical level.

9. In order to bring media, society and schools closer, the role of media people is also very important. Therefore, all authors, script-writers, cartoonists, producers of advertisement and editors should assume the role of educators.

10. Different non-media and electronic media which can be used in primary education are:

Non Electronic Media	-	Games and plays
	-	Charts & posters
	-	Books
	-	Puppet plays
	-	Songs, dances and rhymes
	-	Drama and role play
	-	Field trips
Electronic Media	-	Audio-tapes
	-	Films
	-	Projects
	-	Video-tapes
	-	Radio
	-	Television

11. It is essential that teachers are provided with more facilities for using these media. A short term training programe of teachers for handling media is essential. DPEP lays especial emphasis on the use of non-electronic media by the teachers in the classrooms.

12. Community cooperation is also very necessary in this direction. Voluntary organizations can arrange community-awareness programmes in this connection.

13. Media primarily uses three senses - hearing, seeing and feeling or combinations of these. Likewise, media have been classified in four major categories on the basis of the senses stimulated in the learner:

(i) Visual media
(ii) Audio or sound media
(iii) Tangible items
(iv) Audio-visual and tangible combinations

Visual Media:

(a) Printed material - books etc.
(b) Flat - print graphics - photographs, charts, diagrams, maps, posters, murals
(c) Projected images - slides, film strips, OHP

Audio or Sound Media:

(a) Remote Access - radio, telephone, dial
(b) Local Access - Record and tape players, disc players and phonograph

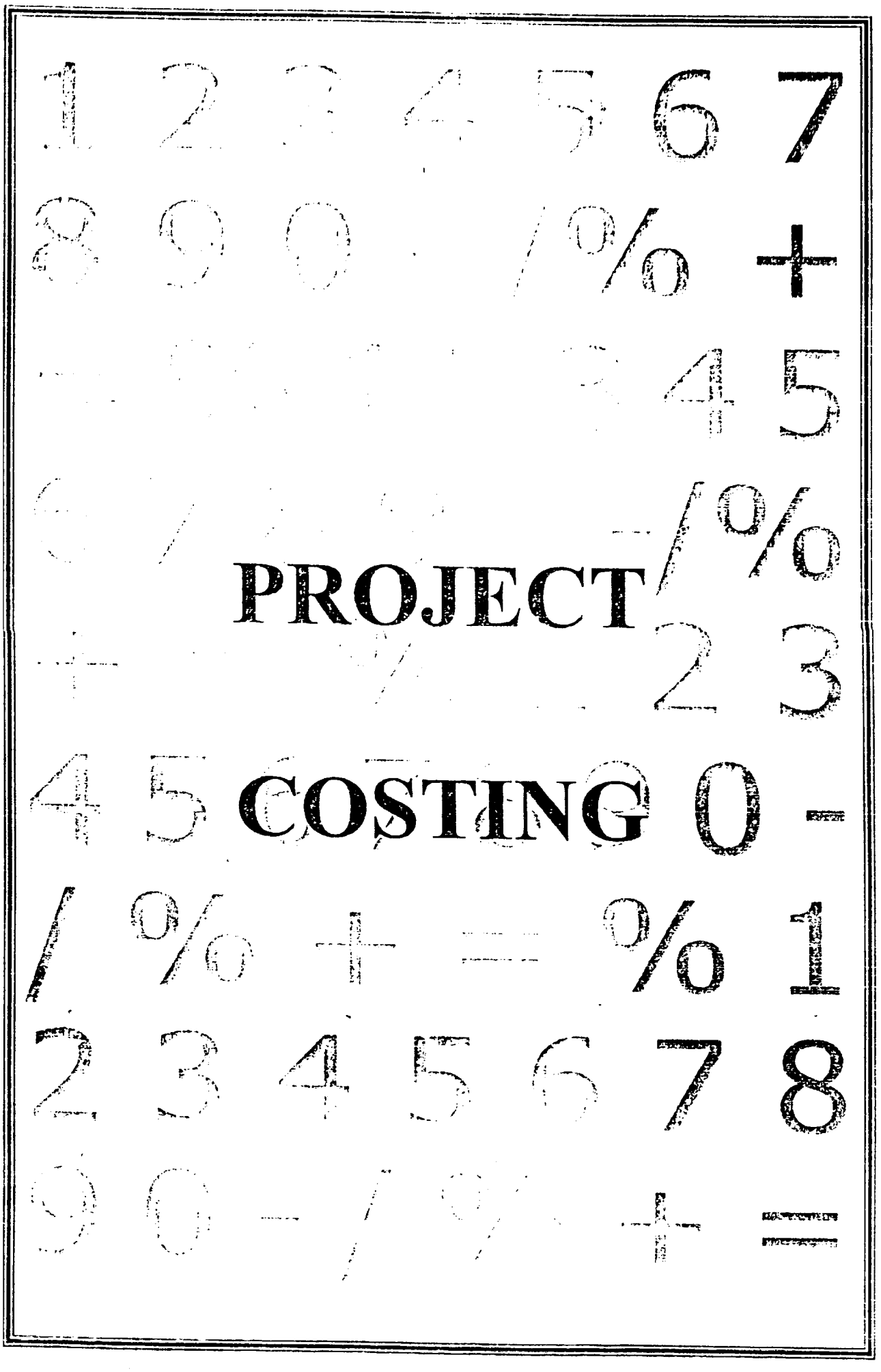
Tangible Items:

(a) Real Things - specimen, skeleton objects, equipments etc.
(b) Model - mock-ups, reconstructions
(c) Museums, field laboratories, simulation devices

Audio-Video Tangible Combination:

(a) Movies and televisions

Budgetary provision for various media related issues have been made under the relevant programme heads e.g. text book delivery, training, distance education programme, gender, community mobilisation etc.


PROJECT
COSTING

STATE COMPONENT PLAN
(DPEP)
Consolidated Costs

(Rs. In lakhs)

S.No.	Programmes	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
1	Primary Formal Education		15.94		189.62		21.44		21.44		22.64		5.66		276.74
2	Training		10.80		51.75		94.75		45.96		44.76		32.21		280.23
3	Alternative Schooling		12.44		34.26		38.26		34.26		24.26		20.23		163.71
4	Gender perspective of Education		1.61		2.80		1.75		2.61		0.50		0.45		9.72
5	Early Childhood & Education		2.23		3.69		2.04		3.69		0.66		0.21		12.52
6	Community Mobilization		13.90		23.20		13.00		19.40		4.60		1.40		75.50
7	Civil Works (Innovation Fund)		5.00		40.00		5.00								50.00
8	Management Informations System				26.30		4.50		4.50		4.50		4.50		44.30
9	Monitoring Evaluation and Research		1.00		22.00		51.50		61.50		21.00		32.00		189.00
10	Management and Capacity Building of State Institutions		389.81		125.50		120.10		120.10		111.50		64.14		931.15
	Total		452.73		519.12		352.34		313.46		234.42		160.80		2032.87

PROJECT COST (DPEP) :
RAJASTHAN

Primary Formal Education

(Rs. In lakhs)

S.No.	COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category R/I
			PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
1	Orientation Programme for Core-team/Academic Committee (3days) unit batch cost	0.48	2	0.96	2	0.96	1	0.48	1	0.48	1	0.48	0	0	7	3.36	
2	Orientation programme for textbooks/workbook Writers/Reviewers/Artists- 5 days	0.88	1	0.88	1	0.88	1	0.88	1	0.88	1	0.88	0	0	5	4.40	
3	Curriculum development/finalisation (3 days)	0.38	2	0.76	1	0.38	0	0.00	0	0.00	0	0.00	0	0	3	1.14	
4	Printing of curriculum Rs. 12.00 per book (20,000 books)	2.40	0	0.00	0.2	2.40	0	0.00	0	0.00	0.1	1.20	0	0	0.3	3.60	
5	Development/revision of core textbooks. Unit cost for one book	1.00	5	5.00	8	8.00	0	0.00	0	0.00	0	0.00	0	0	13	13.00	
6	Workshop for finalisation of manuscripts	0.61	0	0.00	6	3.66	0	0.00	0	0.00	0	0.00	0	0	6	3.66	
7	Printing of core text books for trialling, coloured book, per book Rs. 25/-. Unit cost 20,000 No.	5.00			13	65.00										65.00	
8	Development of Workbook- Unit cost for one Work Book	1.00	5	5.00	8	8.00	0	0.00	0	0.00	0	0.00	0	0	13	13.00	
9	Workshops for finalisation of manuscripts	0.61	0	0.00	6	3.66	0	0.00	0	0.00	0	0.00	0	0	6	3.66	
10	Printing of Workbook for trialling- each title 20,000 nos (cost Rs. 20/- per Book)	4.00	0	0.00	13	52.00	0	0.00	0	0.00	0	0.00	0	0	13	52.00	
11	Cost of organisation and Management of field trialling of textbook/Workbook	0.75	0	0.00	26	19.50	0	0.00	0	0.00	0	0.00	0	0	26	19.50	
12	Development of teacher guide in three basic areas language, Maths, EVS(unit cost per area)	1.00	0	0.00	3	3.00	0	0.00	0	0.00	0	0.00	0	0	3	3.00	
13	Printing of teacher guide for PST, AS PT for trialling. Unit cost for every 10,000 (@ 15/- per book)	1.50	0	0.00	0.1	1.50	0	0.00	0	0.00	0	0.00	0	0	0.1	1.50	
14	Workshop to finalise strategy for LE and preparation of model question papers	0.60	0	0.00	2	1.20	1	0.60	1	0.60	1	0.60	0	0	5	3.00	
15	Training of learners evaluation- unit Batch cost	0.48	0	0.00	1	0.48	1	0.48	1	0.48	1	0.48	0	0	4	1.92	
16	Learners Evaluation for every 1000 students of V standard @ Rs. 5/-	0.05	0	0.00	200	10.00	200	10.00	200	10.00	200	10.00	0	0	800	40.00	
17	Salary,allowances of consultants Rs. 2.00 lacs per person	2.00	2	1.34	2	4.00	2	4.00	2	4.00	2	4.00	2	2.66	10	20.00	
18	Contingency			2.00		5.00		5.00		5.00		5.00		3.00		25.00	
	Total			15.94		189.62		21.44		21.44		22.64		5.66		276.74	

RAJASTHAN

Major Head : Training — STATE COMPONENT PLAN — (Rs. In lakhs)

S.No	COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Cate-gory
			PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R/I
1	Cost of subject experts (Consultants) for training cell, unit cost per person	2.00	5	3.35	5	10	5	10	5	10	5	10	5	6.65	25	50	
2	Professional training to State level DPEP Personnel	0.36	1	0.36	2	0.72	2	0.72	1	0.36	1	0.36	0	0	7	2.52	
3	Professional training to District level personnel	0.63	1	0.63	2	1.26	2	1.26	1	0.63	1	0.63	0	0	7	4.41	
4	Training of key resource persons	0.79	2	1.58	2	1.58	2	1.58	2	1.58	2	1.58	0	0	10	7.9	
5	Training of managing DIETS for DPEP	0.52	1	0.52	2	1.04	2	1.04	1	0.52	1	0.52	0	0	7	3.64	
6	Orientation of Officers of Edu. Deptt. On DPEP implementation	0.57	1	0.57	2	1.14	2	1.14	1	0.57	1	0.57	0	0	7	3.99	
7	Orientation of District Collectors & CEOs on DPEP implementation	0.28	1	0.28	1	0.28	1	0.28	1	0.28	1	0.28	0	0	5	1.40	
8	Exposure visits to international training instittutions for staff development (unit cost-one year)	20.00			1	20	1	20	1	20	1	20	1	20	5	100	
9	Workshop for identification of training needs and preparation of training modules	0.51	1	0.51	2	1.02	1	0.51	1	0.51	1	0.51	0	0	6	3.06	
10	Printing of training modules. Cost 20/- per book, unit cost for 5000 books	1.00	0.05	1	0.05	1			0	0	0	0	0	0	0.1	2	
11	Need Assessment DEP					1.15		0.25								1.4	
12	Workshop to develop questionnare/interview schedule for impact assessment of teacher training	0.6				0.6		0.6								1.2	
13	Planning and strategy meetings for DEP	0.25			1	0.25	2	0.5	1	0.25	1	0.25			5	1.25	
14	Capacity buidling for DEP					2.4		1.2		1.2						4.8	
15	Development and Procurement of materials in print, audio and video					1.75		9								10.75	
16	Purchase of hardware for audio/video							36.61								36.61	
17	Monitoring/impact studies DEP/research							5		5		5		2.5		17.5	
18	Training apparatuses					1										1	
19	Reproduction/Zeroxing																
	a- Machine					1.5								0		1.5	
	b- Paper					0.06		0.06		0.06		0.06		0.06		0.3	
20	Contingency/operative cost			2		5		5		5		5		3		25	
	Total			**10.8**		**51.75**		**94.75**		**45.96**		**44.76**		**32.21**		**280.23**	

PROJECT COST (DPEP) - ALTERNATIVE SHCOOLING

(Rs. In lakhs)

	COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2003)		TOTAL		CATEGORY
1	Development/Review of curriculumof Bridge / Condensed course	0.42	1	0.42			1	0.254							2	0.674	NR
2	Development/Review of training module for Parateacher	0.24	1	0.24			1	0.165							2	0.405	NR
3	Development/review of the revaluation technique.	0.255	1	0.255			1	0.255							2	0.510	NR
4	Development and review of monitoring & MIS proformas	0.165	1	0.165			1	0.165							2	0.330	NR
5	Development/Review rules for AS	0.165	1	0.165			1	0.165							2	0.330	NR
6	PRINTING (I) Monitoring and MIS proformas	0.10	10	1.00			10	1.00							20	2.000	NR
	(II) Hand Book for rules & Regulations	2.00 (PER 5000/-)	1	2.00			1	2.00							2	4.000	NR
7	NEWS letter (magzine) quarterly + other matenals	3.00	1	0.50	4	10.50	4	10.50	4	10.50	4	10.50	4	10.50	21	53.000	R.
8	Action Research / Studies for improving of AS	1.00			1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	4	5.000	R.
9	Developing Audio/Video Cassettes	0.50			1	0.50	1	0.50	1	0.50	1	0.50			4	2.000	R.
10	Meetings -																
	(I) State with District Coreteam one day quarterly	0.20	2	0.40	4	0.80	4	0.80	4	0.80	4	0.80	2	0.40	20	4.000	NR
	(II) State with SRG & DRG one day quarterly.	0.15	2	0.40	4	0.80	4	0.80	4	0.80	4	0.80	2	0.40	20	4.000	NR
	(III) State with other Agencies (NGO's etc.) one day half yearly.	0.228	1	0.228	2	0.456	2	0.456	2	0.456	2	0.456	1	0.228	10	2.280	NR
	(IV) With minority people for maktab one day (twice) L.S.	0.10	12	1.20											12	1.200	NR
11	Annual Conference for convergence with all concern agencies at state level	0.70			1	0.70	1	0.70	1	0.70	1	0.70	1	0.70	5	3.500	NR
12	National conference for convergence with other DPEP state, GOI & other agencies.	1.50			1	1.50	1	1.50	1	1.50	1	1.50	1	1.50	5	7.500	NR
13	Inter State Study Visit L.S.	2.50	1	2.50	2	5.00	2	5.00	2	5.00	2	5.00	1	2.50	10	25.000	NR
14	Innovation L.S.	30.00				10.00		10.00		10.00						30.000	NR
15	Sharing Experiences L.S.	3.00 Per year	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	1	3.00	2	18.000	NR
16	Opening of Community Learning Centres at Tonk & Jhalawar. 8.00 Per district L.S.	-	2	16*	2	2*	2	2*	2	2*	2	2*	2	2*	2	26*	NR
	TOTAL			12.44		34.26		38.26		34.26		24.26		20.23		163.70	

DETAILS OF STATE LEVEL ACTIVITIES COST
COMPONENT - GENDER DISPARITY IN EDUCATION

(Rs. In lakhs)

Sr. No.	COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		CATE-GORY
			PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R/I
1	Gender Sesitisation of SLO Functionaries.	0.40	1.00	0.40			1.00	0.40							2.00	0.80	NR
2	Gender Sensitisation of District Level Functionaries	0.60			3.00	1.80			3.00	1.80					6.00	3.60	NR
3	Workshop for Review of Text Books in Gender Prosparity.	0.31	1.00	0.31					1.00	0.31					2.00	0.62	NR
4	Workshop for Preparation of Tranning Modules on Gender	0.55	1.00	0.55			1.00	0.55							2.00	1.10	NR
5	Coordination Meeting with State level functionaries of DWCD, Social Welfare Etc.	0.30	1.00	0.30			1.00	0.30							2.00	0.60	NR
6	National Worksnop on Gender Perspective in Primary Education.	0.50			1.00	0.50									1.00	0.50	NR
7	Action Research through Best NGOs	0.20			1.00	0.20	1.00	0.20	1.00	0.20	1.00	0.20	1.00	0.20	5.00	1.00	NR
8	Study Visit	0.25			1.00	0.25	1.00	0.25	1.00	0.25	1.00	0.25	1.00	0.25	5.00	1.25	NR
9	Lumpsum Cost for contingency of total cost	0.235		0.05		0.05		0.05		0.05		0.05				0.25	NR
	GRAND TOTAL			1.61		2.80		1.75		2.61		0.50		0.45		9.72	

NOTE :-Nodal Ship will be decided in the states (DPSO) only in UTs and Programme Officer will participate

DETAILS OF STATE LEVEL ACTIVITIES COSTING
COMPONENT - EARLY CHILD EDUCATION (ECE)

		Unit	1ST YEAR		IIND YEAR		IIIRD YEAR		IVTH YEAR		VTH YEAR		VITH YEAR				Category
		COST	(1998-99)		(1998-99)		(1998-99)		(1998-99)		(1998-99)		(1998-99)		TOTAL		
SR. NO.	COMPONENT / ACTIVITIES		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R/I
1	Workshop for Development/Review of ECE Curriculum	0.69	1	0.69			1	0.69							2	1.38	
2	Workshop for preparation of trainning modules of ECE/AWW.	0.69	1	0.69			1	0.69							2	1.38	
3 *	Workshop for Orientation and review of ECE kit.	0.44			3	1.32			3	1.32					6	2.64	
4	Coordination meeting with state level functionaries of BWCD and others.	0.11	1	0.11	1	0.11			1	0.11					3	0.33	
5	National Level Workshop to development of ECE for pre-primary school	0.29	1	0.29											1	0.29	
6	Action Research	0.21			1	0.21	1	0.21	1	0.21	1	0.21	1	0.21	5	1.05	
7	Study Visit	0.25	1	0.25	1	0.25	1	0.25	1	0.25	1	0.25			5	1.25	
8	Printing of Picture books for ECE / AWC & Review	1.60			1	1.60			1	1.60					2	3.20	
9	Documentation	0.2	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20			5	1.00	
	GRAND TOTAL			2.23		3.69		2.04		3.69		0.66		0.21		12.52	

271 (E)

Note : Workshop will be hedl in 3 Batchs (20 persons) only DPC and Programme Officer will participate.

go to dise. costs

STATE COMPONENT PLAN
(DPEP)

Major head : M.I.S.

(Rs. In lakhs)

S.No.		1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL	
	Component/Activity	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
1	Printing of data Capture formats				20.00										20.00
2	Other Consumables				1.00		1.00		1.00		1.00		1.00		5.00
3	Contingencies				2.00		2.00		2.00		2.00		2.00		10.00
4	Training				2.30		0.50		0.50		0.50		0.50		4.30
5	Visits				1.00		1.00		1.00		1.00		1.00		5.00
	Total		0.00		26.30		4.50		4.50		4.50		4.50		44.30

271 (a)

PROJECT COST (DPEP) :
RAJASTHAN

Major Head : Monitoring/Evaluation and Research

(Rs. In lakhs)

		UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Cate-gory
S No.	COMPONENT / ACTIVITY		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R/I
1	Training/Workshop for state researchers at state level	0.5	1	0.50	2	1.00	1	0.50	1	0.50					5	2.50	
2	Research on identified issues/areas	5			1	5.00	2	10.00	1	5.00					5	20.00	
3	Impact evaluation of various components							20.00		20.00						40.00	
4	Concurrent evaluation	5			1	5.00	2	10.00	2	10.00	2	10.00	1	5.00	8	40.00	
5	Mid term and End term study for assessing achievement level									15.00				20.00		35.00	
6	Documentation/dissemination of MER reports					2.00		2.00		2.00		2.00		1.50		9.50	
7	Study tours(Assam, West Bangal, Bihar & Kerla)					2.00		2.00		2.00		2.00				8.00	
8	Seminars/conferences					2.00		2.00		2.00		2.00		0.50		8.50	
9	Operative expenses/contingency			0.50		5.00		5.00		5.00		5.00		5.00		25.50	
	Total			1.00		22.00		51.50		61.50		21.00		32.00		189.00	

271 (F)

BENEFIT

AND

RISK

BENEFITS & RISKS

1. INTRODUCTION

DPEP interventions visualize a number of benefits to the districts under coverage in terms of access, retention, achievement, capacity building and community mobilization hitherto never introduced at such large scale. The programme envisages several risks and benefits considering the prevailing State scenario. An effort would be made to maximise the benefits and minimise the risks in the given scenario.

2. BENEFITS

* A Strong Political Will

In the early 90's a new sense of urgency and determination for universalization of primary education become evident in the highest echelons of political and administrative structure of the State. Currently the State Govt. is spending nearly 22% of the entire budget on education, of which approximately 61% flows to elementary education. The Annual Budget for the year 1994-95 was formaly dedicated to education by the State Govt., by doubling the previous year's plan allocation for education. The plan expenditure on education which was Rs. 126.03 crores in the year 1992-93 rose to Rs. 371.98 crores in the year 1996-97. As against the target of 3418 new primary schools in the 8th Five Year Plan, the primary schools actually opened were 5830. By and large all the habitations with 250 population in general areas and 150 in tribal and desert areas have been covered by opening of primary schools. Almost each Gram Panchayat is having a Upper Primary School.

* Positive Efforts by the Deptt. of Education in the previous years-

- For the last two years, the department has been conducting *"Praveshotsav"* in which an attempt is made to mobilize the local community by using the techniques of school mapping and micro planning. In the year 1995-96, the exercise was initiated by covering four selected blocks of the State; in the next year (1996-97) the entire State was covered under this.

- For the last four years, the State Govt. is distributing free text books to all the boys upto class Vth and girls upto class VIIIth.

- A single day entry system for recruitment of teachers has been initiated to avoid duplication of selection of the same candidate.

* **Lessons learned by innovative projects like - Shiksha Karmi and Lok Jumbish**

- Lok Jumbish, operational in 75 blocks has successfully experimented several strategies in the field of community mobilization, curriculum development, teacher training, learners' evaluation, civil construction work and action research. We intend to build on the experiences of Lok Jumbish in these areas.

- Shiksha Karmi could prove that a less qualified local youth if trained properly and supervised systematically can give much better results. This has also established that if village community is involved in the selection of the para teacher and the day to day school management, the results can be surprising. Taking a clue from this, DPEP intends to take the A.S. workers and para teacher in the formal primary schools on the same selection pattern involving the local community.

* **Massive pre service training structure**

Rajasthan has a massive structure of pre-service teacher training with 30 DIETs, 4 IASEs, 6 CTEs and 30 B.Ed. Colleges. There is no primary school teacher who has not undergone pre-service teacher training.

* **Institutional Capacity of the State level Organisations**

- The SIERT, situated at Udaipur is one of the best state institute working for educational research and training.

- Certain other institutions like - Sandhan, State Resource Centre (SRC), Institute of Development Studies (IDS) and some good NGOs have distinguished themselves in the field of development of TLM, training and research.

* **TLC efforts**

All the 32 districts of State have undergone the total literacy campaigns and 7 of them are under the post literacy stage. These campaigns have done wonderful mass awakening as far as literacy and education is concerned.

* **Vast NGO infrastructure**

Fortunatelly Rajasthan has a number of committed NGOs working in the field of pre-primary education, primary education, health and nutrition, water and sanitation etc. DPEP proposes to learn from their experineces and take them along in this journey of UPE by involving them in the overall planing, implementation, monitoring and review of the programme.

* **Community Involvement in School Construction Activities**

- There is a history of monitary contributions from the community for school development in the State. Various Total Literacy Campaigns could tap huge finances from this resource.

- Lok Jumbish could also establish that community involvement in various construction activities relating to schools can do wonders. The BNSs of LJ have quite successfully completed the school construction activities in the project villages.

* **Universalization of ICDS**

Rajasthan has a massive structure of ICDS in the State and it is proposed to be universalized in the next two years. DPEP proposes to strengthen the coverage for pre-primary education activities using the ICDS structure.

* **Universalization of Women Development Activities**

All the districts of the State are proposed to be covered under the DWDA programme. We in DPEP, would like to build on the experiences of the programme, specially in empowerment of women and vocational education activities for girls.

RISKS

The implementation of a programme of such a magnitude pre-supposes a devoted, commited, honest and professionally competent cadre of functionaries at almost ever level. Thus, the well conceived idea of "Mission-Mode" has to be the haof the attitude, words and deeds of the functionaries.

* **Scale**

The massive scale at which the programme activities would be undertaken may put a question mark on the quality aspect.

* **Terrain**

Difficult terrain of the State having far flung inaccessible areas may also pose problems in effective implementation and monitoring. The economic constraints also restrict us in providing appropriate infrastructural support.

* **Orientation towards Process**

Primary education renewal efforts, being process intensive, take longer time to produce tangible results. At times, the process is so long that it is difficult to sustain the motivation level to the end. Furthermore, the "process indicators" are difficult to measure unlike the "outcome indicators"

* **Assimilation by the ongoing primary education system**

The entire success of the programme lies in initiating, trying out and implementing such strategies which are finally assimilated by the ongoing system. The purpose of DPEP is not to create a parallel system which may create sustainability problems. A conscious effort in this direction has undergone in designing various strategies of DPEP.

* **Linking the financial provisions under DPEP to administrative units**

The DPEP financial provisions or for the administrative units i.e. the district. At times, it is in utter disregard to the actual requirement of the area, especially where the size of the district is very big.

* **Actual delivery to the stakeholders**

Various community mobilization initiative in the past have indicated that the community wants actual delivery of services. At times, in initial over enthusiasm, in working with the community (during various PRA and PLA activities), various promises are made to the community which are generally not fulfilled. Therefore, a strict care has to be taken that no false promises are made to the community by the grass root workers during mobilization activities and minimal actual delivery of services is ensured.

* **Bleak female literacy scenerio**

As mentikoned in earlier chapters. the abysmally low female literacy coupled with social practices disadvantageous to females, dose not present a very healthy scenerio where full participation of half of the humanity can be elicited in educational upliftment.

* **Free and frank exchange with other partners at National and International level**

Unless an inbuilt system of free and frank exchange of innovations and ideas is established and sustained among various partners working at National and International level; and a coninuous process of HRD of ensured, the efforts in totality are not likely to produce desirable results.

NIEPA DC
D09865

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No. D-9865
Date 19-6-98