



Government of Rajasthan

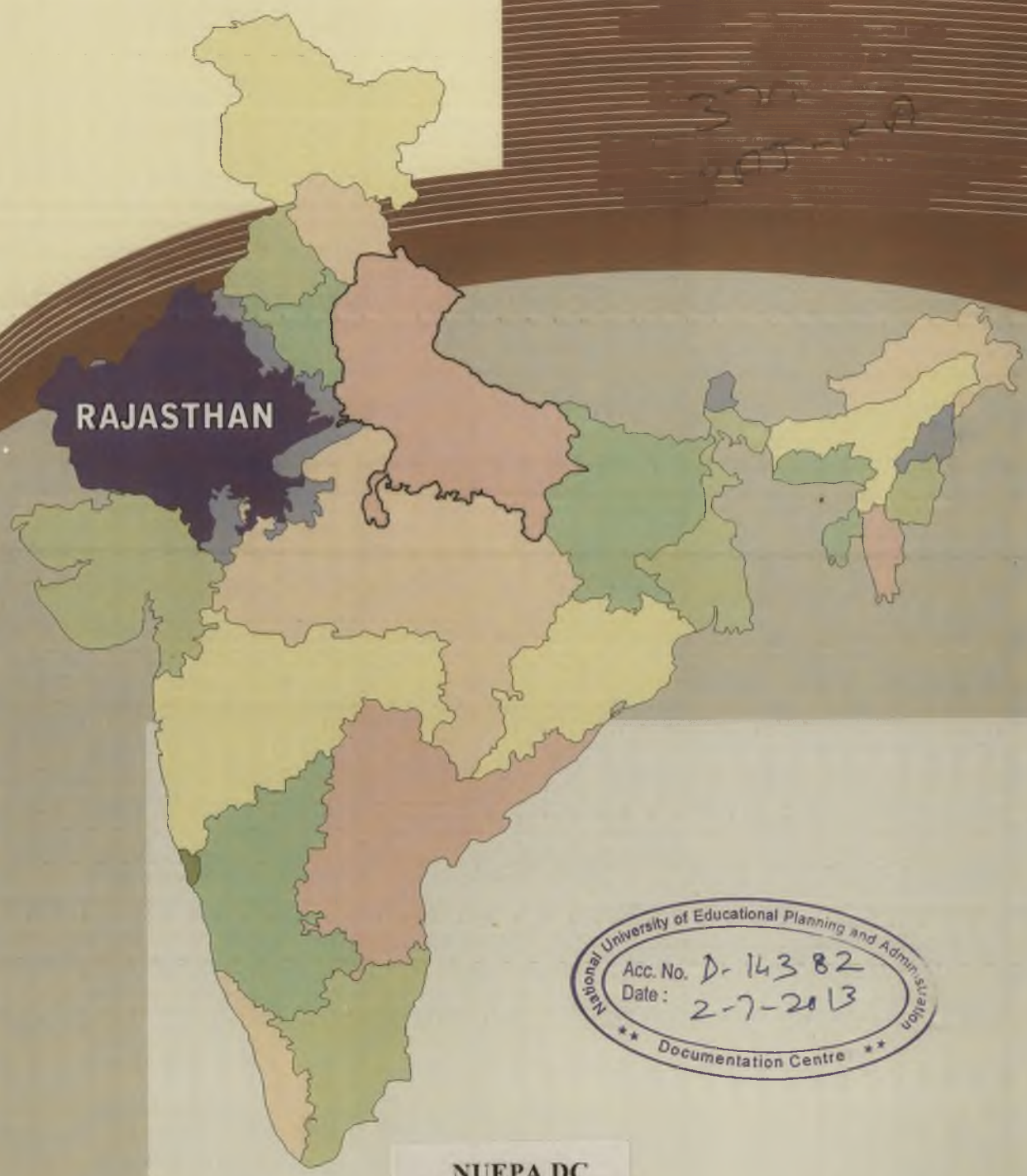
RAJASTHAN EDUCATION INITIATIVE



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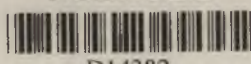
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Rajasthan

Rajasthan is one of the most fascinating regions of the world, one of its oldest civilisations with extremely rich cultural heritage. Today, it is one of the India's top performing regional economies.

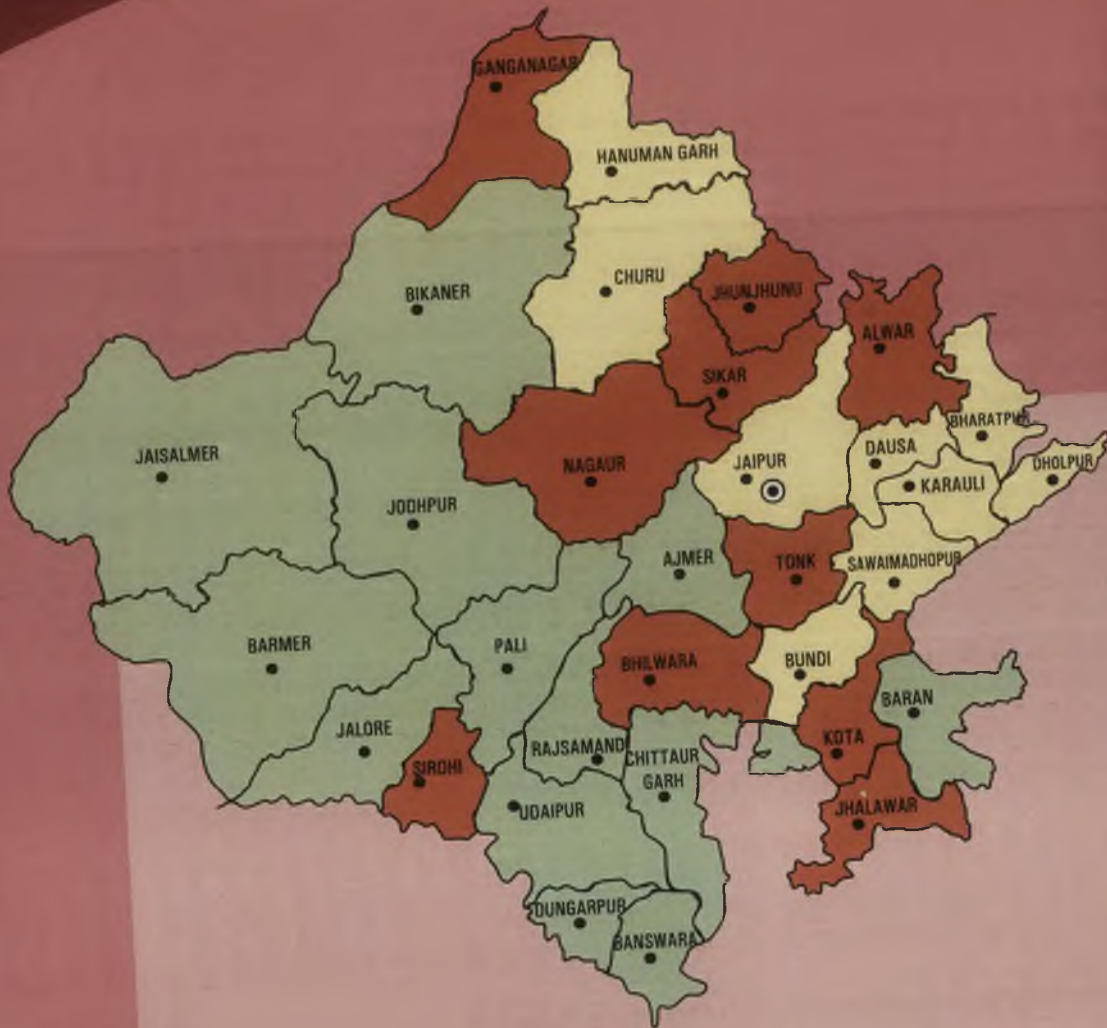
Rajasthan state, in its present form, came into existence as a conglomeration of 19 princely states and 3 chiefships which varied in size, administrative efficiency and socio-economic development at the time of the formation of the State. At present Rajasthan is divided into 32 districts which are further divided into 241 tehsils, 183 municipalities, 237 Panchayat Samities and 9184 village panchayats. Karauli district is the latest addition in the category of districts in the State.

The vision of Government of Rajasthan (GoR) is to be a first league developed state where its people get ample opportunities to achieve economic prosperity and to enjoy a high quality of life. Rajasthan has always endeavoured to take firm and effective steps to ensure consistent all-round development. Besides always taking an investor-friendly approach, the State has aimed at creating a very positive environment for progress of industry. Such efforts have secured an important place for Rajasthan, amongst the forward-looking states in the country.

Rajasthan has a total area of 0.342 million sq. Kms., making it geographically the largest state in the country. The state shares its geographical boundaries with the states of Punjab, Haryana, Uttar Pradesh, Madhya Pradesh and Gujarat. Its north-western and western regions, comprising 11 districts covering 61 percent of the total area and 40 percent population of the state, form the 'Great Indian Thar Desert'.

Rajasthan is a predominantly agrarian state where agriculture contributes about 25 to 40 per cent of the States Domestic Product and about 70 per cent of the population is engaged in agriculture and allied activities. The main crops of the state are foodgrains, pulses and oil-seeds. The state has emerged as a leading oil-seed producer in case of rape-seed, soya-bean and mustard.

Rajasthan is abundant in mineral wealth and holds a share of about 24 percent in the total national production of non-metallic minerals. The state contributes around 90 percent of the national output of rock Phosphate, 100 percent of the output of natural Gypsum and 10 percent of the output of Limestone.



STATE PROFILE

S.No.	Items		Rajasthan
1	No. of Districts		32
2	Area (in Sq. Km.)		342239
3	Total Population	Total Male Female	56507188 29420011 27087177
4	Decadal increment in population 1991-2001	(a) Actual (b) Male Female ratio	12467132 922
5	Population Density		[165 Person per km.]
6	Population of 0-6 age group (Census 2001)		
	(A) Total	Total Person Male Female	10451103 5474965 4976138
	(B) % in total population	Total Person Male Female	18.51 18.63 18.37
	(c) Percentage in Total Population	SC ST	17.2 12.6
7	Population (District wise) (Census 2001)		
	(a) Highest:	Jaipur District	5,252,388
	(b) Lowest:	Jaisalmer District	507,999
8	% Population decadal growth.		
	(a) Highest:	Jaisalmer District	47.5
	(b) Lowest:	Rajasamand District	20
9	Literacy		
	(A) Total (Census 2001)	Total Person Male Female	28086101 18279511 9806590
	(B) Rate	Total Person Male Female	60.40 75.70 43.90
	(C) Literacy Rate (District wise)		
	(A) Highest:	Kota District	73.5
	(b) Lowest:	Banswara District	44.6

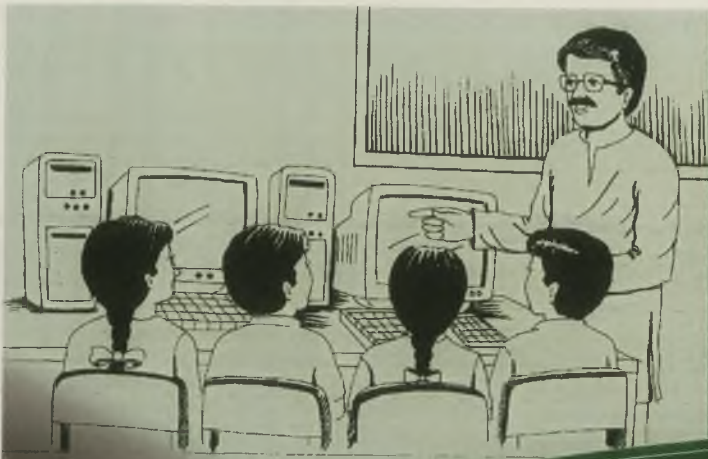


Rajasthan : Educational Perspective

Historically, before the independence of India in 1947, Rajputana (now called Rajasthan) was a conglomeration of 29 princely states and three principalities, which worked in a relationship of subordinate co-operation with the British Government. In these native states, development in the modern sense of the term, was a low priority area and education, especially of girls, was a grossly neglected sector.

The state government committed to the establishment of an egalitarian social order, thus faced an uphill task of development because of the feudal social order bequeathed to it. Still, in the Tenth Plan period despite various socio economic issues, the State Government has made all possible efforts to bring about educational development in the State. Special thrust has been laid upon the quality education. The State has achieved great success in improving the standard of education in the last decade by effective implementation of various schemes like Sarva Shiksha Abhyan, Shiksha Karmi Yojana, Lok Jumbish Project, DPEP, Total Literacy, Post Literacy and Continuing Literacy.

For historical reasons, at the time of the independence of the country, Rajasthan was an educationally backward state. Nevertheless, the concerted efforts made by the State have yielded impressive results. There has indeed been a remarkable rise in the number of the primary and upper primary schools, students enrolled and teachers teaching in these institutions. An idea about the educational strides made in Rajasthan can be had from the data for 1951, 1991 and 2005 given in the following table:



Indicators	Status in the year			Net rise Over 1951
	1951	1991	2005	
I Schools				
Primary	4,336	732	29,817	9,230
Upper Primary	61,545	35659	57,209	34,927
II. Teachers in Schools				
Primary	8,700	6,600	75,500	71,900
Upper Primary	165,812	194,059	157,112	187,459
III. Total Enrolment in Primary And Upper Primary Schools	3,91,000	6,00,069	118,00,000	114,09,000

Source : DISE 2005 & Shiksha Ki Pragati, Director, Elementary Education, Bikaner

The figures given in the table are indicative of educational development in the State at a fast pace. The improvement in the male and female literacy figures since 1951 is given in the following table:

Improvement in Literacy Rate

Year	Male Literacy Percentage	Net point rise in the decade	Female Literacy Percentage	Net point rise in the decade
1951	14.44		3.0	
1961	28.08	13.64	7.0	4.0
1971	33.87	5.79	10.01	2.91
1981	44.76	10.89	13.99	3.98
1991	54.99	10.23	20.44	6.45
2001	76.46	19.86	44.34	23.90

Source : Based on Census Reports



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The rise in Rajasthan in the last decade in male literacy levels to even above the national average and doubling of female literacy, speaks eloquently about the concerted efforts made in recent times for educational development in the State. Though the Constitution of India grants equality to the sexes and does not permit discrimination on the basis of sex, in reality, the progress between the two sexes has been at a varying pace in the educational field



with the females lagging behind their male counterparts. Despite the fact that the female literacy was only 3% against 14.4% of the males in 1951, the pace of improvement in the literacy rate of females has been slow as compared to the males. Thus despite an impressive improvement in literacy rate since the independence of the country, status of female education continues to be a matter of serious concern.

The main education objectives identified for Rajasthan by the Government are:

- Access 100% enrollment in primary education by 2010, 100% enrollment in secondary education by 2020
- Retention increase numbers finishing primary school to 100% by 2010 and for secondary to considerably higher levels than presently existing.
- Girls' Education increase access and retention of girls in primary to near 100% levels and in secondary to levels that will enable them to lead productive lives with employment opportunities.
- Learning Achievement increase quality of learning, especially in areas of Maths, Science and English.
- Empowering for a Global Knowledge Economy expanding curriculum to provide ICT skills to secondary school students and to enable formation of human capital for the economy.

Strategy for Future

Rajasthan has been pioneer state in launching innovative programmes in form of Lok Jumbish, Shiksha Karmi, Jan Shala, DPEP and now Sarva Shiksha Abhiyan (SSA) for achieving universal education. The interventions have resulted in improvement in all the facets be it access, enrollment, infrastructure or quality. But the progress in some critical areas like



retention of children in schools, reducing gender disparities, promoting skill development and enhancing learning levels. The REI seeks to bring a new educational paradigm to the State, based on the following strategies:

- Evolving innovative and locally appropriate models of PPPs with a high potential for being scaled up for improving educational outcomes
- Adopting and adapting best practices from both the public and private sector while ensuring community participation
- Deploying new technologies, particularly ICTs, for modernizing educational service delivery, skill development and quality learning
- Creating systems for enabling greater community participation in the State's educational programme
- Enhancing the flow of resources into the educational sector in Rajasthan by structuring suitable projects and creating incentives for increased participation of different stakeholders
- Focus efforts on serving underprivileged communities in urban and rural areas as well as on the girl children and children with special needs
- Demonstrating the success of such public-private partnership interventions by evaluating its impact on students with reference to the overall objectives of the Sarva Shiksha Abhiyan
- Disseminating the outcomes and learnings from the REI for replication in other parts of the State, other states in India as well as in other developing countries

Progress :

After signing of Partnership Description between the government and core partners on 29th Nov., 2006, CII and GeSCI have signed individual one to one MoUs with the state. Apart from these 15 operational MoUs on both ICT and non ICT streams have already been signed and in 13 projects work is in progress. Governing and executive committees have been constituted and PMU has been made operational. Brief progress of individual projects is as given below :

◆ **ICT stream :**

- Azim Premji Foundation :
 - ◆ e Content for Computer Aided Learning Programme
 - ◆ 1000 teachers trained
- Microsoft (Partners in Learning) :
 - ◆ 10 districts
 - ◆ Training Academy at Shiksha Sankul
 - ◆ 4000 teachers trained
- Intel :
 - ◆ 6 districts to be increased to 22
 - ◆ 5000 teachers trained
- American Indian Foundation :
 - ◆ Digital Equalizer Programme for handholding and capacity building
 - ◆ 206 schools being covered in 13 districts

- CISCO :
 - ◆ For networking training to students.
 - ◆ Master Trainers trained.
 - ◆ Training lab at Jaipur ready.
- Hole in the Wall :
 - ◆ Innovative learning in outdoor environment.
 - ◆ Started in Jhalawar.
 - ◆ Unicef to fund for 3 districts.
- IBM (Kid Smart) :
 - ◆ IT infrastructure, content and capacity building.
 - ◆ 100 sets in schools situated in urban slum areas.
 - ◆ MoU is being signed.
 - ◆ Non ICT stream :
- Azim Premji Foundation (Learning Guarantee Programme) :
 - ◆ 2 districts (Tonk and Sirohi)
 - ◆ 1039 Schools
 - ◆ Baseline survey going on
 - ◆ Orientation of 3000 teachers
- Educate Girls Globally :
 - ◆ Awareness and Capacity Building on gender related issues.
 - ◆ 2 Blocks of Jalore and Pali

- Bodh Janshala :
 - ◆ Base line survey complete in 324 habitations.
 - ◆ Handholding through facilitators on.
- Naandi Foundation :
 - ◆ Health coverage for 40,000 children.
 - ◆ Udaipur city
- Paras Kuhad Trust :
 - ◆ Adopted 10 Schools in Jalore
- C.I.I. :
 - ◆ Management of 70 Schools.
 - ◆ Base line survey conducted.
- RK Poddar Charitable Trust :
 - ◆ 3 Schools in Jaipur
 - ◆ Infrastructure
 - ◆ Management Support
- ICICI Bank :
 - ◆ Quality Education in Baran District
 - ◆ With support from Digantar and Vidya Bhavan
- Piramal Foundation :
 - ◆ Pedagogical support in Jhunjhunu District.
 - ◆ Students from renowned colleges on sabbatical to teach in government schools.

R.E.I. Road Ahead

The REI focuses on improving the delivery of educational services, and in particular on promoting equitable access, enrolment and retention of children in schools, reducing gender disparities, promoting skill development and enhancing learning levels. Looking to the prevailing circumstances the main areas where the partnerships are expected to provide support are :

- ◆ Access :
 - Infrastructure
 - Alternate Schooling
 - Environment
- ◆ Quality of Education :
 - Class Room Processes
 - Capacity Building
- ◆ Human Resource :
 - Change management
 - Accountability
- ◆ Community Involvement
- ◆ Disadvantaged Groups :
 - Gender
 - Urban Slums

Strategies :

The REI is bringing a new educational paradigm to the State, based on the following strategies:

- ◆ Evolving innovative and locally appropriate models of PPPs with a high potential for being scaled up, for improving educational outcomes
- ◆ Adopting and adapting best practices from both the public and private sector while ensuring community participation
- ◆ Deploying new technologies, particularly ICTs, for modernizing educational service delivery, skill development and quality learning.
- ◆ Creating systems for enabling greater community participation in the State's educational programme
- ◆ Enhancing the flow of resources into the educational sector in Rajasthan by structuring suitable projects and creating incentives for increased participation of different stakeholders
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- ◆ Demonstrating the success of such public-private partnership interventions by evaluating its impact on students with reference to the overall objectives of the Sarva Shiksha Abhiyan
- ◆ Disseminating the outcomes and learnings from the REI for replication in other parts of the State, other states in India as well as in other developing countries.

Future course of action :

To fully exploit the golden opportunity provided by the initiative we need to consolidate the position in regards to the existing pilot projects and explore how they can help bring the systemic changes on one hand and simultaneously explore the possibility of forging new partnerships in hitherto untouched areas. The action points for the future are :

◆ Existing Projects :

– Structured Monitoring :

- ◆ Quantifiable outcomes.
- ◆ Project activities.
- ◆ Implementation issues.

– Evaluation :

- ◆ Individual projects.
- ◆ REI as the project.

– Consolidation and Upscaling

◆ New Projects :

- Issues and components hitherto not covered.
- Untouched areas of the state

◆ New Ideas :

- Regular meeting of the 'Think Tank'.
 - ◆ ICT Policy for Education.
 - ◆ Activation of Communication Cell.
 - ◆ Convergence :
- Projects of partners.
- With government programmes.



From the Partner's Desk....



CALP With Azim Premji Foundation

IT'S QUALITY & IT INTEGRATED EDUCATION

Www.gupschoolmmk.com seemingly an obscure Mammarkhera schools' website, epitomises the IT bloom in the desert state. With over 3.25 lac hits the website of this school in Sadul Sahar, Ganganagar showcases the outreach of CALP.

कार्यालय ग्राम पंचायत, मम्मड़खेड़ा
पंचायत समिति, सादुलसाहर जिला श्रीगंगानगर (राज.)

पता: मोहन साहाराण (महाराज)
फोन : 01583-217830

पिन: 315101

माम्मड़खेड़ा निदेशक सर्वशिक्षा अभियान, जयपुर।

दिनांक: 12-12-2006

विषय:- कल्प योजना अर्थात् मम्मड़खेड़ा न अल्प मद्यक, मासुही उपलब्ध करवाने पर हार्दिक आभार।

उपरोक्त विषयान्वयित गणकीय उच्च प्राथमिक विद्यालय मम्मड़खेड़ा (सादुलसाहर) में 3 कंप्यूटर, प्रिन्टर, UPS, स्कैनर-कॅम आदि उपलब्ध करवाने पर श्रीमान निदेशक मदीय सर्वशिक्षा अभियान, जयपुर का मैं हार्दिक आभार उभार कर रहा हूँ एवम् भविष्य में भी सहयोग का निवेदन करता हूँ।

साधवी उपनिदेशक मदीय (कल्प) के उल्लेखनीय सहयोग के लिए समस्त ग्रामवासीयों की ओर से हार्दिक आभार प्रकट करते हैं।

निदेशक
सर्वशिक्षा अभियान
माम्मड़खेड़ा
पंचायत समिति (श्रीगंगानगर)

प्रतिक्रिया सुचनाएँ

- 1) श्री अजय अग्रवाल निदेशक, सर्वशिक्षा अभियान, जयपुर
- 2) श्री अशोक शास्त्री जयपुरी उपनिदेशक (कल्प), जयपुर
- 3) अजीम प्रेम जी जयपुर



CAL Programme initiated under the Sarva Shiksha Abhiyan in July 2005 with 187 Upper Primary Schools across 29 District has gained momentum catering to over 1000 schools. Exposure to the three computers provided in each school by Sarva Shiksha Abhiyan & the set of 32 CDs e-content has sparked a movement benefitting over 3 lac children of classes VI to VIII. Technology is opening vast vistas of knowledge for teachers & students & as a harbinger the Azim Premji Foundation opened doors to its e-content under an MoU signed on 14 June, 2005.

It is music to our ears that a small school from rural hinterland hosts a domain on which the village Panches (PRIs) & children are logging on for teachers daily diary & results of sibling's tests.

New flourish founded on the Public Private Partnership has imbued the state educational paradigm with ambience & synergy.

Constraints of erratic power supply to rural schools could not be ignored & Solar Photovoltaic Hybrid Packs as alternative electricity backup to CALP Schools has created a floor realism.

Project CALP provides for setting up of IT labs in Upper Primary Schools. IT infrastructure and training to teachers on ICT will ensure that schools are equipped effectively to use multi media content for improvement in learning curve of students. To cater to the issue of power supply in rural areas, provision for Solar Photovoltaic backup has been made.

APF is providing support for capacity building and e content.

State centric e-content mapped with existing curriculum being developed, the Scope documents for this have been jointly prepared with APF. ICT integrated teaching learning transactions for delivery of quality education, to achieve this Pedagogical training has been supplemented with ICT Training. The initial focus is on Maths, Science & EVS



subject teacher capacity building. Massive teacher training campaign devised with REI Partners & others (Microsoft, Intel, Cisco, Linux, American India Foundation etc.) Selection of MTs is complete, training matrix of KRP-MT-Teachers-Student is ready for print. Simplified photographic handouts of do's & don'ts for field application is ready.

Optimum utilization of all existing hardware facilities till grassroots (ITAs, DCECs, DIETs, BRC Labs, GRACE Schools, BOOT based Labs in Secondary Schools SCEP, EduSAT-SIT & ROTs) is being aimed at. The major success of the Upper Primary School at Dhund on Delhi-Jaipur Highway has prompted the extensive use of Solar Panels for running the CALP classes.

Alternative Solar Power Back Up being installed to surmount rural remote areas electricity constraints.

The second lesson learnt from the ground realities was the scant reach of CALP in remote areas, due to the electricity situation. To counter this & for attaining State wide coverage till unserved / underserved pockets Jan Gyan Mobile Buses have started plying & planning for Kiosks in slum areas is in the pipeline.

Maintenance & support systems through AMCs & AIFs Cluster Coordinators, APFs State Coordinators, Nodal OICs in Secondary & Elementary education set up, APCs & MIS Incharge of Districts & hardware trained teachers e.g. Cisco MTs has been engineered.

For accomplishing competencies of English Language among teachers & students Lingua Labs are being established at divisional headquarters.



Microsoft : Partners in Learning.

The 17th of Aug 2005 saw a milestone agreement being signed between the Govt of Rajasthan and Microsoft India (Pvt) Ltd. The agreement was signed under Microsoft's "Partners in Learning" initiative which provides for comprehensive IT curriculum development and training, along with access to the latest computer technologies thus empowering teachers and students to achieve their fullest potential

Under the PIL umbrella Project Shiksha aims to accelerate computer literacy in Rajasthan by providing a comprehensive program which includes software solutions, and comprehensive training for teachers and students. Over 8000 school teachers and 4 lac students across government schools will have an opportunity to strengthen their IT proficiency through this initiative in one year, over the next five years.

To provide a suitable environment for training the teachers Microsoft set up a world class IT Academy Center at Jaipur. The Center was inaugurated on 03rd Mar 2006 by Smt. Vasudhara Raje Scindia, Hon'ble Chief Minister of Rajasthan in the presence of Shri Ghanshyam Tiwari, Education Minister, Shri Vadudev Devnani, Minister of State for Education, Mr. Peter Moore, Managing Director- Public Sector -Microsoft RHQ, Mr. C K Mathew, Principal Secretary, Department of Education, Government of Rajasthan and Rohit Kumar Microsoft India.

Subsequent to the successful launch of the IT Academy, operations of Project Shiksha have been expanded to five DIETs at Sikar, Sirohi, Jhalawar, Bhilwara, and Sriganganagar. This ensures greater reach. Approximately 4004 Government school teachers have already undergone training under this project.

In an effort to expand the relationship Smt. Vasudhara Raje Scindia, Hon'ble Chief Minister of Rajasthan met Mr. Bill Gates and the senior Microsoft executives in Redmond, Seattle in Jul 2006.

The discussions centered around evolving an effective work-plan for IT deployment



in three strategic areas: IT literacy amongst government school teachers and students, ushering in e-governance at a more rapid pace, especially in health-care and tourism, and empowering women via ICT interventions.

The key to accelerating and spreading IT literacy within the State is to reach out to maximum teachers so that they may drive the usage of ICT within the schools both for the benefit of the students and the school.

As an immediate measure five additional DIETs at Jhunjhunu, Alwar, Churu, Hanumangarh and Nagaur are coming within the fold of the Project.

A pilot on reaching out to the teachers through EDUSAT was concluded recently and is likely to be deployed once the infrastructure is in place. Moving forward we would examine the possibility of reaching out to the Pre-service teachers and larger numbers of students.

Phenomenal participative IT integration by teachers & students has brought about a noticeable drop in absenteeism among students due to computer aided classes in Govt. Schools.

Collection of e-lesson plans for comprehensive use as TLM has turned in to a rich repository & recently till October, 2006 775 teachers' e-lesson plans have been submitted for ITLA Awards at Cambodia.



quality has not been upto the desired level. Access and civil infrastructure are two areas where significant improvement has been achieved. Not even a single eligible habitation is now without primary school. This has resulted in almost 100 % enrolment. Quality of education in government schools is not upto the mark. There is a need to focus on class room processes. This also results in large drop out. Facilities and educational infrastructure also needs to be built up in educational institutions. Increasing awareness levels and resultant community participation is the major factor which will result in quantum leap as far as holistic development of environment conducive for learning is concerned. Change management in relation to the teachers, the largest cadre among all government servants, is a bottleneck which needs to be taken care of. Continuous facilitation in form of capacity building and hand holding coupled with strict performance audit is required.

For the next few years the priorities of the state government are ::

- Efforts will be made to improve the infrastructure of the schools and ensure community participation for the development of education. All the Primary schools would be raised to Upper Primary level in phased manner so as to increase completion rate at the elementary level.
- Drop out as an issue will be given focused attention. Now, after years of effort only the hardest of cases remain to be mainstreamed. Time-tested area-specific alternative strategies will be utilized.
- The focus would be on enhancing quality of education in government educational institutes. Capacity building for improvement in class room processes will be taken up along with a closed loop system by way of strengthening relationship between evaluation system and teaching.
- Strengthening of state resource centers (SIERT/SIEMAT/DIETs)



Rajasthan Education Initiative

- Rajasthan Education Initiative is a thoughtful and a bold step based on the platform of public and private partnership, for faster educational development of an underserved state. It has promise for a better tomorrow. In a short period of one year, finalizing the form and content of the REI and deciding the implementation strategy is not a mean achievement. The REI, driven by the State Government and supported by the activities of the core partners, namely the World Economic Forum, the Confederation of Indian Industry and the Global e-Schools and Communities Initiative, has made a unique beginning in transformation of Education in the State.
- Rajasthan is keen on integrating and introducing systematic institutional changes in the Education Department based on the model of Public Private Partnership. This will create a mutually beneficial environment for the public and private sector as the State will have the satisfaction of giving the opportunity to the students to unfold their untapped potential in a far better manner. At the same time, the Private Sector will have the satisfaction of being instrumental in providing this valuable opportunity and creating a potential market for itself.
- The Rajasthan Education Initiative (REI) will attempt to transcend the boundaries of technology and attempt to improve learning skills on the one hand, while involving the community and society to improve the living standards of the children on the other. It will attempt to channelise the energies of private companies, foundations and trusts into discharging their social responsibilities and improving lives of the children placed in difficult circumstances. This will be a positive and affirmative action by providing children with opportunities and resources to bring them at par with other children placed in more advantageous circumstances.
- The Rajasthan Education Initiative is an umbrella under which innovative multi-stakeholder partnerships are catalyzed by engaging the global and local private sector, foundations and charitable organisations and other grass roots level NGOs in support of Rajasthan's education objectives. The REI focuses on improving the delivery of educational services, and in particular on promoting equitable access, enrolment and



- ◆ On case to case basis, modifications can be made to suit the needs of the Adopter.
- ◆ The tenure of "Adopt A School" Models may be fixed from one to five years. The duration of adoption can be extended from time-to-time on mutual consent. In all cases, special interventions or focus areas proposed in the Adopted Schools will be granted by State Government. On substantial contribution the State Government assures due recognition by State Level felicitation of the Donor.

S.No.	SUGGESTED ITEM	UNIT COST (Rs.)
1.	Repair and maintenance of school building: The maintenance shall include building maintenance, regular cleaning of class rooms and campus and plantation maintenance (both recurring and non-recurring expenditure).	
(i)	Primary School (per year)	50,000
(ii)	Upper Primary School (per year)	75,000
(iii)	Providing Defluoridization Unit for drinking water facility for each class room	3,000
2.	Infrastructure in Govt. Primary / Upper Primary School campus	
(i)	Construction of one Additional Class Room	1,50,000
(ii)	Electrification (including connection)	
	Primary School	25,000
	Upper Primary School	35,000
(iii)	Construction of Library Room with book shelves	2,00,000
(iv)	Child friendly play elements	25,000
(v)	Girls Hostel in PS/UPS campus	15,00,000
(vi)	Residence of Hostel Warden	2,00,000
(vii)	Rain Water Harvesting System	55,000
Land for construction in school campus will be made available free of cost by the Government.		

Major successful examples of "Adopt A School" programme recently are:

- ◆ The Kuhad Trust has adopted ten schools of Jalore District (Mithalal Pyaribai & Ghisulal Kantilal KUHAD TRUST).
- ◆ Adoption of three schools in Jaipur District by Mr. R. K. Poddar's Charitable Trust through Confederation Indian Industry.

Format for Soliciting Adopt a School Proposals

1. Name and details of agency/organization/individual
 - a. Nature of organization -whether corporate, NGO, Foundation or individual
 - b. Area of operation preferred
 - c. Experience [General/in India]
 - d. Experience in Rajasthan [Please specify whether your organization/agency is currently undertaking any work/programme/activity in Rajasthan, and if so, details thereof]
2. a. Whether partnership - participation in particular school / block / district [if yes, specify details]
2. b. Brief outline of proposal envisaged.
Specify proposed area of partnership, such as:
 - ◆ Infrastructure provision [construction of school building etc]
 - ◆ Infrastructure/maintenance/repairs
 - ◆ Water sanitation & facility
 - ◆ Play elements
 - ◆ Hardware
 - ◆ Other facilities

3. Proposed mode of PPP:
Your role and expectations from GoR.
4. Willingness to work with other partners/and suggestions regarding form of partnership
5.
 - a. What are your goals in participating in this venture?
 - b. How would you like to see the alignment of your organization's goals with that of the GoR/REI/
6. Details of expected resource commitment from your organization and concomitant expectations from GoR/other stakeholders.
7. Brief plan of action/engagement and broad time lines/milestones, if any.
8. Other suggestions, if any

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CII : Adopt A School Scheme

To transform Education through involvement of all stakeholders School Education department of the State Government of Rajasthan has put in place an innovative public private partnership, known as Rajasthan education Initiative (REI). Confederation of Indian Industries has expressed an interest to carry forward the objectives of REI by involvement of its industry members.

CII and Rajasthan State Government has signed an MoU to identify potential schools, which can be taken up under the "Adopt a School" scheme of REI

First model of such individual adoption carried out by an industry member of CII (Mayur Leather products Ltd, Mayur Uniquoters Ltd., Champa Lal Jagjit Poddar Charitable Trust and Champa Lal Suresh Kumar Poddar Charitable Trust jointly) for three schools of Jaipur district namely

- ◆ Govt. Upper Primary School, Bhojlawa, Govind Garh, Jaipur
- ◆ Govt. Upper Primary School, Jaitpura, Govind Garh, Jaipur
- ◆ Govt. Girls Primary School, Jaitpura, Govind Garh, Jaipur

Standing Working Group " Infrastructure" has been formed & meeting of group along with sponsor was organized to identify the specific needs of all the schools. Formal order of adoption has been issued from State Government. A managing committee comprising of representative of sponsor, State Govt., school administration and local community. has also been formed for better coordination and execution of developmental & welfare activities in the school.

Following activities have been completed so far by the sponsor and State Government of **Rajasthan as per MoU(A) By Sponsor**

- ◆ Rs. 5.50 lacs donated to Akshya Patra for procurement of vehicle for supply of Mid Day meal to the above schools.
- ◆ Rs. 1.00 lacs donated to Akshya Patra against Meals charges.

Intel : Teach to the future

Rajasthan Government

Intel signed an MOU with Rajasthan Government on 21st October, 2005. As per the agreement with the government, Intel, would impart Intel® Teach training to the teachers from 3600 computerized schools at Secondary and Higher Secondary Level under School Computer Education Program (SCEP) of the state. It will also support them in developing new educational tools which may be implemented in the training schools. In addition Intel will provide support in formulation of educational IT policy.

Objectives

- ◆ Intel Teach Program is a Professional Development program for in-service and pre-service teachers.
- ◆ The program helps teachers use technology in support of project-based learning and encourages active inquiry and higher-order thinking in classrooms for government and private schools across the country.
- ◆ Participating teachers and schools receive extensive training, support and resources incorporating Internet, multimedia, and assessment tools from Intel post alignment with the local board curriculum framework and policy requirements.

An eye on the progress so far in the state

Master Trainer Training began with a batch of 20 participants. Thereafter the program has taken firm steps to spread its wings in the state.

Total districts touched	:	6
Total Principals Touched	:	681
Total Teachers Trained	:	3051

Intel began its journey in Rajasthan with a pilot batch at Jaipur in October, 2005. After the successful pilot batch Intel never looked back & spread its reach to 6 more districts of the state. The districts covered under Intel Teach program are Ajmer, Jodhpur, Udaipur, Kota, Bikaner, Jaipur and Churu.

In the next phase, Intel plans to reach out to 6 more districts thus making its reach to 12

districts in all. In phases, the program will be scaled to reach all the districts of the state.

The Intel® Teach Essentials Course, is a professional development program that offers teachers the knowledge and skills to integrate information and communication technologies as critical tools to encourage active student learning.

The program is supporting teachers in integrating new student technology activities.

Overall, we have seen that the Essentials Course has been successful in encouraging teachers to use technology in new ways.

The program is helping teachers with project-based approaches, and encouraging experimentation with new teaching methods. We have also seen that the training motivates teachers to use their new knowledge in the classroom and raises their confidence level. In fact over 99% of the trained teachers have recommended this course to their colleagues

The future plan is to support the implementation of the training in schools and by the end of this current academic year we plan to develop at least 6 Model schools where a technology supported - project based approach finds its use in providing students with learning opportunities that will prepare them for the 21st Century.

What they have to say---- :“The Reactions”

- ◆ This training has taken us back to our student's life. To learn again as students is very interesting and is very pleasurable. To join myself with this new technique of teaching makes me feel proud.” **Suman Lata, Govt. Higher Secondary School, Nai Udaipur**
- ◆ In the age of Science & IT, developing the sense to explore such words as why, how etc will definitely be an advantage to the teaching & learning process.” **Lalit Kumar, Govt. Secondary School, Masaro Ki Obari, Udaipur**
- ◆ The Intel Training has given us scientific world class information. It has changed our age-old thinking process towards educational strategies. Now we are ready to use the new technology with our students.” **Sohan Lal, Govt. Sen. Sec. School, Gagwana, Ajmer Catch them Working.....**

American India Foundation: Digital Equalizer

Digital Equalizer (DE) is a flagship program of the American India Foundation (AIF) that aims to advance the use of technology to engage, educate, enrich, and empower India's under-served children. To achieve this objective, the DE program partners with government schools across the country to establish and/or manage computer centers in the schools. As part of the program, AIF provides a dedicated resource to a cluster of roughly 10 schools, who works with the students, teachers and school management to ensure that the school learns to make optimal use of technology to enrich the teaching-learning process. AIF extends its support typically for three years, after which the school is expected to run the program through its own resources.

Starting in the year 2001, the DE program has over the years expanded to cover nearly 650 schools in 13 states across the country. These schools are spread as far and wide as Dehradun in the north to Trivendrum in the south, and from Bhuj in the west to Bhubaneswar in the east. Thousands of students and teachers have become more familiar with computers and have experienced the advantages of using technology in their learning process.

AIF is one of the prominent partners of the Government of Rajasthan (GoR) under the Rajasthan Education Initiative (REI) an ambitious project designed to create a strong public-private partnership to augment the quality of education in the state of Rajasthan. As part of the MoU signed between the GoR and AIF, AIF is implementing its DE program in around 200 schools across Rajasthan over the period 2006-09. The core strength of the program is that over these three years, it would enable all the stakeholders within the school teachers, students, and the school administration to actively and optimally use technology in all the processes within the school. Obviously, the most significant process that it strives to impact is the Teaching-Learning process, thereby augmenting the learning levels in the schools.

The main activity that goes on as part of the DE program is continuous capacity building of all the teachers in the school over an extensive two-year period. AIF, through its five-year experience in implementing this program in a large number of schools, has developed a training curriculum for teachers that spans 56 sessions and takes roughly two years to complete. During these two years, the DE cluster coordinator (assigned to a cluster of 10 schools) visits each of these schools at least once a week, and provides capacity inputs to the teachers. The teachers are then expected to integrate these inputs into their pedagogy, thus enriching the learning experience for the children. In addition to the cluster coordinator, the school also has access to a full-time facilitator who is selected by the school to help all the teachers complete the cycle of learning.

Specifically, the parameters that the DE program is expected to favorably impact within the school over the three-year period can be enumerated as follows:

- ◆ Enrollment and Attendance
- ◆ IT skills of the teachers and the students
- ◆ Subject Learning
- ◆ Communication skills
- ◆ Teacher Motivation
- ◆ Quality of school administration

In order to measure the impact of the program, DE has formulated an annual evaluation process by which each school is measured for all of the above parameters through an "Annual Report Card" meant to cover the impact of DE on the teachers, students, and the school administration.

Initially meant to cover three districts, the DE program in Rajasthan is now spanning as

many as 13 districts in Rajasthan: Jaipur, Alwar, Dausa, Bharatpur, Ajmer, Tonk, Dholpur, Jodhpur, Jaisalmer, Bikaner, Udaipur, Barmer, and Chittorgarh. As many as 21 dedicated field coordinators are regularly visiting the selected 206 schools in these districts, not only building the capacity of the teachers and the school but also coordinating with the state government officials to provide updated information on the status of computerization and other infrastructure issues in these schools. The AIF team and the GoR officials are actively engaging at all levels – block, district, and state – to overcome the hurdles on the ground for effective implementation of the program.

Going forward, AIF is keen to expand this partnership with the GoR in tune with its stated intent of scaling up the program to cover 5000 schools across the country in the next 3 years. Since augmenting the capacity of teachers is a critical component in implementing a meaningful ICT project in any school, the DE program has charted a clear roadmap for itself for the coming years. It is keen to get into similar partnerships with other state governments in the coming years to provide a comprehensive program to government schools across the country to help them effectively bridge the divide, in pursuit of its own vision of an India where all children have access to technology and information to prepare them for the emerging Digital Age.

Cisco : High End IT Training

The Internet and education will be the great equalizers of this century, creating enormous opportunities for people and countries that succeed in harnessing the power of information and knowledge. But the lack of Internet-supported education and shortage of technology-savvy workers are global dilemmas, threatening to place nations that fall behind at a permanent disadvantage in the new economy. Countries around the globe now have the chance to accelerate the development process by embracing information technology and committing themselves to match technological advancement with investment in human skills.

From India's perspective, the advent of globalisation, the country's prowess in Information Technology and a strong educational system are bringing about an Information Communications Technology (ICT) revolution. The signs are everywhere, whether it's the phenomenal rate of mobile or internet adoption (200 million mobile subscribers projected by 2008 and 40 million internet subscribers by 2010), increased ICT investments by enterprises for competing effectively, small and medium business investing in ICT to become suppliers to global MNCs or State Governments looking to bridge the social economic disparity and provide effective citizens centric services.

Interestingly, this is just the tip of the Iceberg. Looking ahead, Gartner predicts that the Indian ICT spends will surpass US\$54.8 billion by 2008, and achieve a compounded annual growth rate (CAGR) of around 19%. With this growth comes the challenge of growing shortfall of networking professionals in the country. Networking forms the backbone of the ICT revolution. While there has been a growth in the number of IT professionals in India there is an increasing shortfall of networking professionals. This is likely to have a detrimental effect on ICT adoption across all sectors in the future.

A recent report by e-value serve suggests that the current demand for networking professionals in India stands over 2 lakhs. However, only 140,000 are currently available indicating a deficit of more than 50,000 professionals. This deficit is expected to grow at a

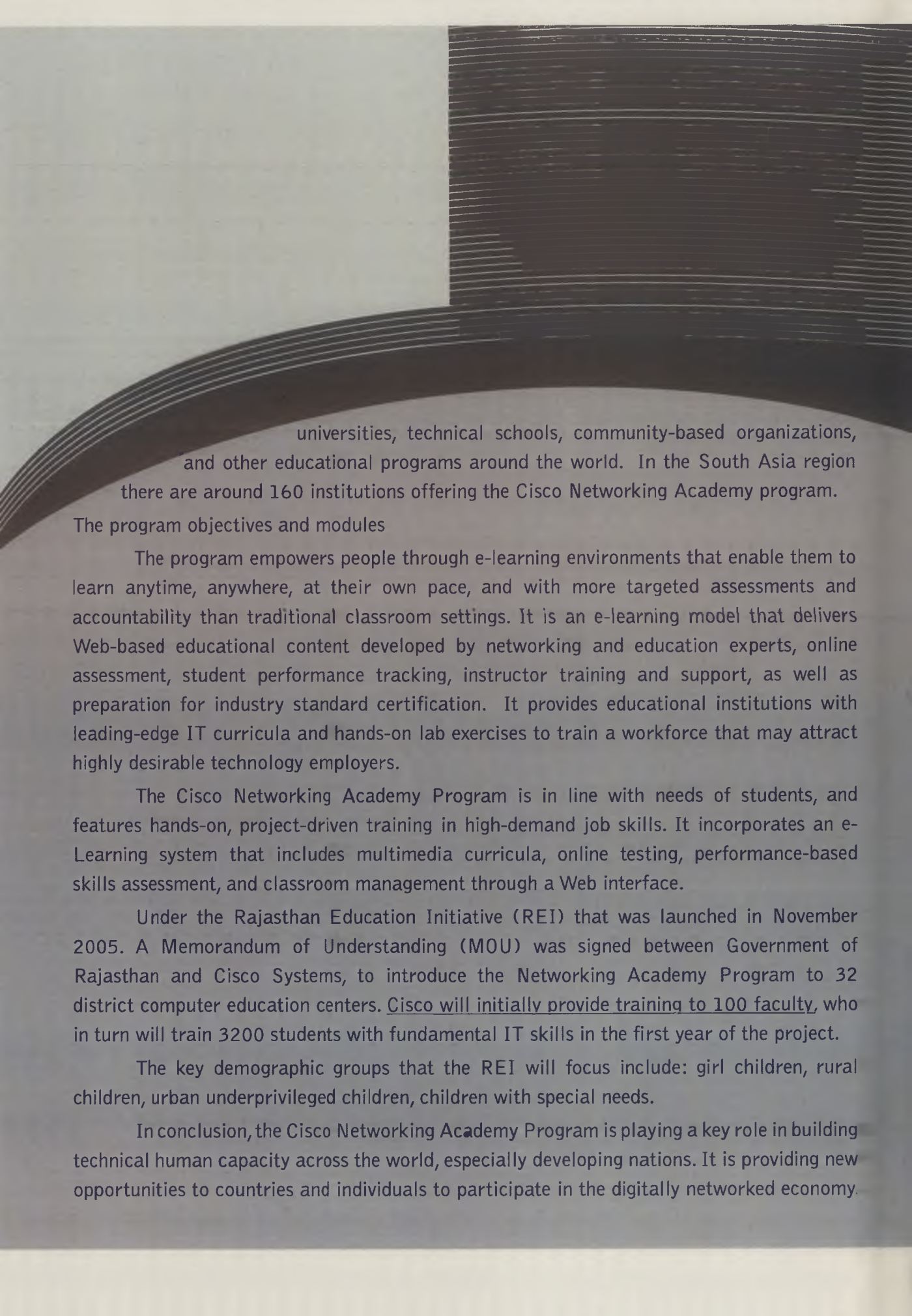
CAGR of 21.64% till 2010. In short, this current demand-supply gap is expected to widen further, posing serious concerns for the growth of BFSI, telecom and BPO/ITES verticals in the country. BFSI which currently accounts for 20% of the total demand networking professionals is expected to witness an additional demand of over 41,000 networking professionals during 2005-10, driven by regulatory compliance. Telecom sector, which currently accounts for around 16% of the total demand of networking professionals, is expected to witness an increasing adoption of disruptive technologies creating an additional demand of over 75,000 professionals during 2005-10. BPO/ITES is the segment that will witness the highest growth in the demand for networking professionals, growing at a CAGR of 35% during the period 2005-10. Due to an increase in technology adoption, the demand for networking professionals in the governance and the retail sector is also expected to increase considerably.

Cisco Networking Academy Program- a response to global needs

Cisco Systems, Inc. is the worldwide leader in networking for the Internet. Today, networks are an essential part of business, education, government and home communications, and Cisco Internet Protocol-based (IP) networking solutions are the foundation of these networks.

Cisco Systems runs the Cisco Networking Academy Program (Netacad), a timely response to such challenges in India and around the world. It is a highly successful alliance between Cisco Systems, education, business, government, and communities. Through an innovative partnership with educational institutions across the world, the Cisco Networking Academy Program is aimed at creating a pool of trained manpower that can address the growing need of networking professionals.

Since its launch in 1997, the program has grown to more than 10,000 worldwide academies in over 160 countries, with curriculum taught in nine different languages. Over 1.6 million students participate in Academies operating in high schools, colleges and



universities, technical schools, community-based organizations, and other educational programs around the world. In the South Asia region there are around 160 institutions offering the Cisco Networking Academy program.

The program objectives and modules

The program empowers people through e-learning environments that enable them to learn anytime, anywhere, at their own pace, and with more targeted assessments and accountability than traditional classroom settings. It is an e-learning model that delivers Web-based educational content developed by networking and education experts, online assessment, student performance tracking, instructor training and support, as well as preparation for industry standard certification. It provides educational institutions with leading-edge IT curricula and hands-on lab exercises to train a workforce that may attract highly desirable technology employers.

The Cisco Networking Academy Program is in line with needs of students, and features hands-on, project-driven training in high-demand job skills. It incorporates an e-Learning system that includes multimedia curricula, online testing, performance-based skills assessment, and classroom management through a Web interface.

Under the Rajasthan Education Initiative (REI) that was launched in November 2005. A Memorandum of Understanding (MOU) was signed between Government of Rajasthan and Cisco Systems, to introduce the Networking Academy Program to 32 district computer education centers. Cisco will initially provide training to 100 faculty, who in turn will train 3200 students with fundamental IT skills in the first year of the project.

The key demographic groups that the REI will focus include: girl children, rural children, urban underprivileged children, children with special needs.

In conclusion, the Cisco Networking Academy Program is playing a key role in building technical human capacity across the world, especially developing nations. It is providing new opportunities to countries and individuals to participate in the digitally networked economy.

Cisco will continue to work with Governments around the world to expand the reach of the program. It will also keep evolving the curriculum to keep pace with technological advancements and extend it to new areas/technologies such as IP Telephony and Wireless among others.

Progress and Present status

2 batches of faculty (40 instructors) have been trained on the IT Essentials 1 curriculum developing in them the necessary skills of building a computer, installing the operating system, adding peripherals, connecting the computer to a local area network and to the Internet. The course is a hands-on, lab-oriented course that stresses laboratory safety and working effectively in a group environment. The Rajasthan Govt. is currently in the process of up scaling the infrastructure at the District Computer Education Centres (LCD projectors, Internet facility, etc) to enable conduct of student classes.

It is envisaged that each DCEC would train atleast 100 students on the ITE 1 curriculum. There are overall 32 DCEC across Rajasthan (3200 students) This will also help Rajasthan in its development to build a sustainable pool of talent equipped with critical IT skills

Phase I by end of 2006 5 operational DCEC

Phase 2 mid 2007 20 operational DCEC

Phase 3 end 2007 all 32 operational DCEC and initial 5 DCEC plan to upgrade to offering ITE 2/CCNA

Phase 4 Depending on demand various DCEC have a curriculum basket to offer to students



Hole-in-the-wall : Play Ground Computers

He Learning Stations will provide underprivileged children with unconditional and unsupervised access to special purpose personal computers equipped with a range of learning software. The Learning Stations are designed to encourage the children's innate sense of curiosity, experimentation and play; it is a place where children can make mistakes and learn from them.

Through their interaction with the Learning Stations and their peers, and in their attempt to understand and use this system, children will acquire functional computer literacy and improve their learning achievement in curricular subjects. They will also develop certain abilities that go far beyond 'literacy':

- ◆ Improve their learning achievement in curricular subjects
 - ◆ Acquire functional computer literacy
 - ◆ They self-organize into fluid groups of collaborative learners
 - ◆ Children develop their problem solving abilities
 - ◆ They create strategies for learning
 - ◆ They go beyond the rigid grade-achievement system imposed by formal schooling
- They assume responsibility for their own learning and get on to the path of being self-learners.
- ◆ Operational in 4 schools at Jhalawar as Pilot.
 - ◆ Community Mobilization completed in Jhalawar.
 - ◆ Hardware procurement from UNICEF in pipeline.
 - ◆ Each school playground has two computers installed with joyful learning software.
 - ◆ Upscaling to Tonk & Dholpur planned with UNICEF funding or hardware.
 - ◆ Baseline study completed, assessment of impact on learning skills as a follow up study to be taken up
 - ◆ Overwhelming community response to peer group learning
 - ◆ Urban slums to be targeted with peripheral schools' Kiosks.
 - ◆ Support system for alternative power supply & maintenance required.

IBM (KidSmart)

100 sets of Young Explorer Unit being installed in the Government Schools situated in the Urban Slums areas, capacity building of teachers regarding the usage of the computers for the benefits of the children is planned to be taken up as soon as the children's corner is ready. The selection of the schools in the Jaipur District is complete.



Azim Premji Foundation (Learning Guarantee Programme)

Azim Premji Foundation is a not-for-profit organization with a vision to "Significantly contribute to achieving quality universal education to facilitate a just, equitable and humane society". Operational since 2001, over 250 professionals and 1100 paid volunteers are engaged in realizing this vision in elementary education in India. The Foundation is currently engaged with over 14,000 schools in partnership with 15 Indian States/Union Territories. The Strategy of the Foundation:

Intervene - Engage with schools & other bodies to understand and impact elementary-level systemic change. **Network:** Work together with those who desire change. **Advocate:** Provide a radical stimulus to influence the education system at macro level.

The approach is to focus on quality of education in rural government schools, carry out in-depth research and impact assessment. The purpose is to experiment and evolve solutions and "proof of concept" for systemic changes and not creating "islands of excellence".

Learning Guarantee Programme

Learning Guarantee Programme is a joint initiative of the Rajasthan State Govt. and APF. Presently it is being implemented in the two districts Tonk and Sirohi in Rajasthan on pilot basis. The programme has been designed to identify schools that are achieving expected learning competencies for all their children, reward and recognize them, identify factors that enable these schools to perform beyond constraints and communicate their best practices and motivate all the other schools to emulate them.

The main objective of the programme

- ◆ One of the key objectives of the programme is to create a spirit of accountability among schools and educational functionaries for the learning of every child. The other key objective is to advocate a systemic shift in assessment - from the traditional test of rote learning to test of a child's understanding application and problem solving ability.

Status of the programme in Rajasthan

- ◆ In Rajasthan programme was initiated with the signing of MOU on 6th Sept. 2005.



In the initial phase of implementation through various workshops, meetings a strong communication has been developed with state, district, cluster and school level functionaries. After communication of the core issues in the programme, schools were invited to take part in this programme on the voluntary basis. Total 1039 schools of both districts have opted to take part in this programme which comprises 41% of total UPS and PS Govt. schools of these two districts.

- ◆ An academic group of approximately 45 persons have been identified and oriented on the basic concepts of assessment and use of assessment as a tool in effective teaching learning processes in classrooms.
- ◆ Development of resource material - All schools of Tonk and Sirohi have been provided a question bank which contained number of examples on good questions on different subjects for class - I to IV.
- ◆ Orientation of teachers on assessment and good questions - Over 3000 teachers in Tonk and Sirohi district have been orientated on the basic concepts of assessment, good questions and how assessment could be used in classroom as a tool to improve teaching learning processes in classrooms.
- ◆ Baseline study on learning levels of children is being undertaken. All 1039 schools are being tested with learning outcome base test papers. Approximately 25% schools have been covered till Diwali break and there is a plan to finish this work before the end of Nov. 2006.

Future strategies

- ◆ A detailed feedback will be provided to schools, which will help the teachers to understand areas to develop more strengths.
- ◆ Workshop with DIET and Question Paper Development Committees in the districts of Tonk and Sirohi are proposed to shift focus of questions in routine exams from rote base to understanding base.
- ◆ Final evaluation of all 1039 schools based on understanding based question papers in consultation with state govt.

Issues pertaining to implementation

- ◆ APF team and govt. functionaries are working hand in hand and progressing as envisaged in the road map prepared at the time of MOU. State, district, block level functionaries are taking part in implementation on managerial and administrative issues. The major issue before us is to involve CRCF's and similar kind of functionaries in academic support work for the sustainability and better impact of the programme.
- ◆ Integration of concept of understanding based evaluation in routine examination is the main challenge before us.

Scalability

- ◆ The one cycle of activities will be completed by the end of Ist half of new year 2007. After that the decision for the further expansion of the programme will be taken jointly by the State Govt. and APF.
- ◆ LGP-team is working on the possibilities to start work with 10 DIETs on developing conceptual understanding on assessment.

Resource deployment

- ◆ Azim Premji Foundation has set up a team of 8 persons dedicated to Learning Guarantee Programme with support of Vidya Bhawan Society. APF is fulfilling its financial commitments as per the requirement of the programme which is at number of time even more than the amount appearing in MOU signed between State Govt. Azim Premji Foundation.

Educate Girls Globally

Summary of the programme :

Evoking community participation so that community accepts the ownership of the educational processes. Through the various programs and initiatives the village community is enabled and empowered to articulate their needs in terms of girls education. The school information campaign & the village meetings focused on improving girls education, leads the community to formulation of an action plan followed by a targeted implementation.

- ◆ Base Line has been conducted in all the 50 schools and concerned villages. Verification and data compilation is completed.
- ◆ 10 days Training of 50 teachers computer (one from each selected school) for life skill development & competency enhancement.
- ◆ In addition to quality education, the girls of these schools are being provided life skill & work skill trainings from July, 2006.
- ◆ Catering to critical needs of qualitative girls education.
- ◆ Base-line survey conducted.
- ◆ Community aware campaigns, parents motivation campaigns, life skills trainings completed.
- ◆ Baal Sabhas in all schools of focus areas constituted.
- ◆ Experts & material for vocational training during bridge courses envisaged.
- ◆ Focus on intensive POA for bringing back dropout girls to school.
- ◆ Creative teaching learning methods to motivate retention of the girl child of the school employed.
- ◆ PRA activities initiatives for data base on CWSN.

Bodh Janshala

The program is to evolve a community based effective and sustainable model that ensures universalization of equitable Quality education for disadvantaged urban children with focus on appropriate transformation of mainstream education system. Through the program urban deprived children of 0 - 8 yrs. age group of 324 educationally deprived localities will be ensured care & education in an integrated socio-systemic environment emanating from joint endeavors of the families, community school & civil society, organizations, local self-governance institutions & government systems. Some of the activities to be undertaken are -

- ◆ Identification of out of school children and unserved / under-served localities through survey & GIS.
- ◆ Academic and pedagogic support through facilitators.
- ◆ Facilitating community participation in school governance & development.
- ◆ Interactive & interfacing with various individuals / institutions / organizations to create socio-systemic environment in favour of child care & education.

Dissemination of impacts & learnings for wider applications.

- ◆ Constitution of operational team (Bodh+SSA) and designing of operational reach and strategies completed.
- ◆ Survey work (Form No. 1 for 0 to 5 age group, Form No. 3 for 6 to 14 age group for drop out children, Form No. 4 for 6 to 14 age group for never enrolled children and Individual Profile Format for 6 to 14 age group of out of school children with photograph) has been completed.
- ◆ Mapping of all existing schools of 24 localities done.

- ◆ Survey Analysis and designing of future plan for programme intervention completed.
- ◆ GIS mapping of 324 unserved/underserved localities of Jaipur completed for benefiting 80,000 children in 0-5 age group, 1 lac children in 6-14 age group & 10,000 out of school adolescent girls.
- ◆ Community school facilitators of Jan Bodh Shala identifying sustained retention & thereafter merging these children with mainstreams Govt. Schools.
- ◆ Programme steering committee defining programme implementation
- ◆ Extended partnership network for enriching collective efforts towards quality education.
- ◆ Around 100 Govt. School of project area have societal intervention by way of community school facilitators recruited & trained by Bodh.
- ◆ Base line assessment survey consolidated for focusing on erratic enrolled children.
- ◆ Catchment areas' non-enrolled children being tracked
- ◆ Focusing on building peaceful & primary school continuum.
- ◆ Development of curricular linkages e.g. vocational /computer/health-hygiene-nutrition/finearts: dance, drama, music education.

"ADOPT A SCHOOL PROGRAMME"

Under the Rajasthan Education Initiative, the Public Private Partnership is engaging in ICT & Non-ICT domains which is catalyzing a new educational paradigm in Rajasthan. "Adopt a School" programme has been devised for creating an enabling environment for effective learning for children.

To provide effective support to the multifaceted dimensions of school development the collaborative synergy of potential partners is to be garnered under three models.

- ◆ Adopt a School for Construction:
- ◆ One time construction expenditure in a specific area of infra-structural development is recommended.
- ◆ This model of adoption is advisable for Senior Schools apart from Elementary Level where construction funds are available.
- ◆ Under this model the school building (where construction is taken-up) can be named after the Donor.
- ◆ Adopt a School for Management :
- ◆ Expenditure both recurring or non-recurring can be incurred for the Welfare & Management, Repairs & Maintenance of the selected schools.
- ◆ This model is applicable for supporting Primary Upper Primary, Secondary & Sr. Secondary Schools on an annual basis.
- ◆ With consultation of the School Committee Maintenance & Repairs of existing school building is recommended.
- Sustainable plan of action can be devised for supporting day-to-day functioning or improvement in quality of education through the local School Committee chaired by the Donor.
- ◆ A plaque can be installed in the name of the Donor on the school building.
- ◆ Adopt a School on MOU Model :
- ◆ Custom based MOU can be drafted as per the requirement of the adopter & the exigency of the selected schools.
- ◆ Various proposals pertaining to specific needs can be taken-up like improvement of instructional quality, Installation & Maintenance of Computer Lab, facilities of drinking water & sanitation, Library or Play elements, Rainwater Harvesting System etc.

- ◆ Akshya Patra has started supplying meals in the said schools.
- ◆ Engaged a sweeper for cleaning of toilets and premises of all the three schools.
- ◆ Engaged a peon for Govt. Upper Primary School, Bhojlawā.
- ◆ Currently paying the regular Electricity charges of all three schools.
- ◆ Provided electric fans for all the three schools.
- ◆ Provided black boards and Soft Boards (Pin Boards) for all the schools.
- ◆ Provided Furniture (Table-Benches), Darri, Tat Patti etc for all the schools.

(B) By the State Government

- ◆ Toilet for Girls have been constructed in the all three schools.
- ◆ Major/Minor kind of repairs have been done in all the schools.
- ◆ Play Elements like Swings, Slides & others have been provided in the schools.
- ◆ Pending electric bills have been paid by the schools.
- ◆ Few teachers have been provided and remaining are being provided by DEO (Elementary), Jaipur.
- ◆ Additional Class Rooms have been made available out of existing rooms in the Schools after reallocating of rooms for different activities..
- ◆ Fans provided by the sponsor have been installed.
- ◆ Black boards & Soft Boards provided by the sponsor have been erected.
- ◆ Two Numbers of Additional Class Rooms have been sanctioned & work has been started in UPS, Bhojlawā.

Programme Title :

Adoption of Government Primary Schools by Confederation of Indian Industry

Objective:

- ◆ Evolving innovative and locally appropriate models of PPPs with a high potential of being scaled up for improving educational outcomes

- ◆ Adopting and adapting best practices from both the public and private sector while ensuring community participation
- ◆ Creating systems for enabling greater industry participation in the State's educational programme

Activities / Coverage Area:

- a) CII and Rajasthan State Government has signed an MoU to identify potential schools, which can be taken up under the "Adopt a School" programme of REI.
- b) As the first model of such individual adoption carried out by an industry member of CII, this MoU has identified donors and three schools as following :
 - ◆ Upper Primary School, Bhojlawa,
 - ◆ Upper Primary School, Jaitpura and
 - ◆ Girls Primary School, Jaitpura
 which shall be managed by **Mayur Leather Products Ltd, Mayur Uniquoters Ltd, Champa Lal Jagjit Poddar Charitable Trust and Champa Lal Suresh Kumar Poddar Charitable Trust jointly**. The details of the investment that shall be made by this industry member/ trust and Government of Rajasthan are given at **Annexure-A**
- c) CII / Specific Industry advertisement will be displayed on those Schools stating that such schools are being maintained by CII / donor industry.
- d) Industry Member will monitor use of funds, teacher training, quality of education, performance of staff, Teachers & students and use of other Govt. aids such as free books, mid day meal scheme, etc.
- e) CII / Industry Member has carried out carry out SWOT analysis regarding each school's infrastructure, teachers, students, quality of education imparted, facilities available in these schools and shortfalls, etc.
- f) Based on the above, a report on corrective action to be taken with proposed **action plan** has

been prepared by Industry Member which can be implemented with the available resources of the State Government. Industry member will thus become a Nodal agency between the school and the Education Department of the State Government so as to prepare the plan of action involving active participation in school management with the objective of improving cooperation of all parties concern.

- g) Quarterly & Annual meets of Teachers/Principals will be convened for better management solutions. Awards for Donors, Principals, Teachers, Students can also be given based on performance.
- h) Govt. will take appropriate action based on CII report so that effective governance is implemented.
- i) Since the asset primarily belongs to the Government, all activities relating to maintenance and further development of these assets is to be taken care of by the Government as per availability of funds with the govt as per advice of the donor.
- j) CII will set up a CII-REI fund in which the donors can transfer their funds for further transfer to the respective schools.
- k) As funding is being organised by industry members to set up and maintain a monitoring mechanism, Government of Rajasthan shall assist CII to get exemption from Income Tax for donations into this CII REI fund.

Expected Outcome : Qualitative & Quantitative improvement in the school education system in selected schools will result in quality education and decrease in drop out rate.

Present Status: The industry members is already taking care of mid day meal of 800 students studying in those three schools. A van to carry food has been donated to Akshaya Patra Foundation. Approx 12 lacs has already been spent on mid day meals and basic infrastructure like tables, chairs, fans, blackboards, sweeper, etc. Water and electricity supply has been made available to students.

Photographs: Attached along with.

Issues/ Road Ahead: The next level will be upgradation in the level of education, decrease in drop out rate and increase in pass out rate.

To provide qualitative education in all the three schools good and appropriate number of Faculties and administrative staff are required in proportionate to that of the number of the students. Teachers for some subjects like mathematics are not available which has to be taken care of. Government support in terms of filling gap between demand of teachers and availability of teachers is required for successful running of the MoU.

CII : Evaluation & Periodic Assessment For Introducing Measures For Improvement of Quality of Education

Programme Title :

Study of 80 Government schools by Confederation of Indian Industry

Objective:

- ◆ To identify the gaps in the present education system and evolve innovative PPP models to fill these gaps and streamline delivery systems.
- ◆ Enhancing the flow of resources into the educational sector in Rajasthan by structuring suitable projects and creating incentives for increased participation of different stakeholders.
- ◆ Endeavour to garner resources and skills for the REI in mobilizing industry ensuring the creation of local capabilities and capacities in making the REI sustainable.

Activities/ Coverage Area:

- a) The State Government shall permit the CII to evaluate the functioning of some schools including use of funds received from Government sources, quality of education imparted to students, pedagogic competence of teachers, level of infrastructure and requirement to improve the same, as well as the assessment of the Mid-day-Meal Programme, free book distribution and other activities carried out in the schools.

- b) The State Government shall take note of, and initiate action on suggestions made by CII in such periodic assessment of the identified schools and put in place measures for improvement of quality of education.
- c) After the preliminary study, CII through its members shall compile a report of these findings and submit the same to CII mentor companies appointed administrator. The administrator will contact the individual members who have chosen certain schools in their vicinity. After compilation of the findings by the administrator, these will be discussed in the steering committee of CII members who in turn will suggest ways to effectively handle those schools. The suggestions will then be forwarded to GoR to implement them. These may be related to teaching staff / infrastructure / quality of education etc. GoR will then be advised to take appropriate decision.
- d) In case, GoR shall be unable to provide some infrastructure / logistic facilities, CII will try to attract donors to take care of those lacunae.
- e) 'SWOT' analysis will be done of each School focused on infrastructure, Teachers, students, Parents etc
- f) CII through its members will become Nodal agency between School & Govt. & will formulate plan for active participation in School management to improve governance and cooperation.
- g) CII in cooperation with Government of Rajasthan will find ways of public-private partnership to improve infrastructure.
- h) CII in cooperation with GoR will create awareness of 'Right to Study' and its advantage.
- i) CII with the help of its members (mentor) companies will appoint staff to monitor Schools periodically and give report to Government. Donor member will also participate actively in management and to foster PPP.

- j) CII/Industry logo will be displayed on those Schools, stating that such schools are being evaluated by CII. This plan will not be applicable for other organisations / associations in CII selected areas.
- k) Quarterly & Annual meets of Teachers/Principals will be convened for better management solutions. Awards for Donors, Principals, Teachers, Students can also be given based on performance.
- l) Govt. will take appropriate action based on CII report so that effective governance is implemented.
- m) CII will assist the GoR in developing detailed implementation plans for the REI, including formulation of action plans specifying key objectives and milestones, timelines, assignments of responsibility for different components of the plan, and resource requirements.

Expected Outcome:

- ◆ Qualitative improvement in the education environment of the schools adopted..
- ◆ Improvement in attendance of the students enrolled.
- ◆ Improvement in the Infrastructure of the schools
- ◆ Improvement in the results.
- ◆ Increased enrolment and decreased drop outs.

Present Status:

- ◆ The study of 80 schools has been completed with details compiled in a report which is being submitted to Government of Rajasthan.

Issues/ Road Ahead:

- ◆ Government commitment towards the initiative.
- ◆ Industry response to the initiative.

Naandi Foundation : Comprehensive Health Care Programme In Udaipur District.

Government of Rajasthan & Naandi Foundation have jointly launched in April, 2006, a comprehensive health care programme covering 222 Government Schools, Aided Schools, Madarsas & EGS Centers catering to around 42,000 students studying in classes I to XII. In the first phase of the programme a massive health drive by Pediatrician, Dentist & Ophthalmologists was undertaken between April - July, 2006. A computerized health card with each child photograph & related health information was made.

In the second phase 22 out patient clinics were established in 22 schools, wherein Pediatricians provide gratis consultation & medicine dispensation. An I.P. Center is being established on the first floor of the Government Mahila Hospital which shall be operational by the end of November, 2006. Six to Eight intensive care beds & Twelve to Fourteen regular beds shall be made available for the indoor patients. Free surgical procedure shall be operated on children requiring major surgeries.

Piramal Foundation

For improvement of quality of teaching in Government Schools through civic participation the Piramal Foundation has signed an MOU with the Government of Rajasthan for providing quality teacher training to highly talented volunteers who will then be deputed as volunteer teachers in Government Schools where there is an acute need for teachers. The Piramal Foundation has offered a prestigious programme to recruit participants from various Institutions of Rajasthan, initially as a Pilot Programme for selected Government Schools in Jhunjhunu & surrounding Districts.

ICICI MOU: Universalization of Quality Elementary Education in Baran District

1. Introduction to partners

The project "Universalization of Quality Elementary Education in Baran" district has four partners including the State of Rajasthan, the other three are Digantar Jaipur, Vidya Bhavan Society Udaipur and ICICI Bank.

ICICI Bank Limited is a company incorporated under the Companies Act, 1956 and licensed as a Bank under the Banking Regulation Act, 1949 and having its registered office at Landmark, Race Course Circle, Vadodara 390 007, and its corporate office at ICICI Bank Towers, Bandra Kurla Complex, Mumbai 400 051. The ICICI bank is working for and supporting many programmes in the sectors of health, microfinance and education.

Digantar Shiksha evam Khelkud Samiti, Jaipur is a registered non-profit society having its office at Todi Ramzanipura, Jagatpura, Jaipur. Its vision is a pluralistic society based on the principles of justice, equality, freedom and utmost respect for human dignity; organized and governed democratically. And mission to empower weaker sections of society by means of quality education to participate in democratic decision making and contribute in the socio-economic processes; through development of independence of thought, decision making and action. The organisation has sizable experience in academic support to organisations, field based programmes and capacity building.

Vidya Bhawan Society, Udaipur is registered under Societies Act in 1941 as non-government and non-profit organization, is working towards developing, concretising and helping implement a better and contextual understanding of quality education in all its aspects and at all level. Vidya Bhavan has vast experience in developing educational programmes, implementing; capacity building at various levels and institutional development.

2. Project Objectives and strategy

The overarching goal of the project is to strengthen and support the efforts being made for universalization of quality elementary education in the Baran district of Rajasthan. As mentioned above, this proposal is to strengthen the DIET and SSA processes in the district. In particular, the following activities to provide support to various organisations would be undertaken:

- ◆ Strengthening the DIET and working with the SSA to provide adequate academic support in the whole district.
- ◆ Strengthening the BRCs and CRCs for sustainable academic support and supervision.
- ◆ Support to selected CRCs to develop 'pacesetter' schools.
- ◆ Pacesetter Schools: schools in four clusters will be taken up for intensive work to understand the local situations, learn how good schools could be developed and then to set examples of well functioning proactive schools with quality education.

Success of educational interventions, like any other developmental intervention, depends on a host of factors interwoven in a very complex pattern. No intervention can address all of them, since all the factors and their relationships are always very dynamic and can never be pinpointed exactly. Therefore, all interventions have to be designed on a limited number of factors that seem to be most promising in terms of possible results.

This intervention is being planned on the assumption that the quality of education in terms of access, retention and enrolment, and achievements can be improved only through improved (a) classroom processes, (b) learning environment in the school, and (c) support from the community. It is necessary that a vibrant school emerges to achieve the aims indicated above. Such an idea of school certainly assumes a cooperative and supportive relationship between the school administration, the teachers and the community at the village level. In addition it assumes that the teachers have the required knowledge and abilities to teach well and are also motivated to do so. To sustain good teaching practices in the schools the teachers require not only encouragement but also, and more importantly, academic and administrative support. It is with the intent to provide such support that Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) have been conceptualised. As a result, the BRCs and CRCs themselves are required to constantly upgrade their own understanding and practices; and would need practical experience as well as guidance and academic support for this. Therefore, a close link with the school together with district level resource support mechanisms has to be in the place, and that can be in the form of the District Institute of Education and Training and Sarva Shiksha Abhiyan (SSA) office.

What is very briefly sketched above can be graphically represented as below:

The double-headed arrows represent mutually supportive learning. For example, the

problems and needs at the school level would demand guidance and support from the BRC/CRC and DIET but the practical experience there shall also generate insights that would in turn enrich the practices and understanding at the BRC/CRC and DIET levels.

The model outlined above suggests a two-pronged strategy of working in the district. One, training and support from the DIET through BRC/CRC to the schools, and two, intensive work in a few selected schools and at the CRC level to generate experience of actualising ideas in the classrooms.

3. Progress and present status

The MoU is signed only on 5th September 2006, the Teachers' Day. The development of the project itself has been a joint effort between the partners and, therefore, arriving at an understand of the ground level situation, developing a shared vision of change needed and working out together strategies that can be effective it self is substantial progress, though in the foundation with little viability at the moment.

In more tangible terms development of implementation structures is in progress: advertisement for project functionaries appeared in two main Rajasthan based papers on 13th October 06, last date for submitting application is 26th October and an implementation plan is already developed. If the all goes well the project should be on the ground by January 2007 after a month-long training of the functionaries and with baseline study in progress.

4. Issues pertaining to implementation and quantifiable indices

The project has just started so there are not many issues pertaining to implementation and indices as yet.

5. SWOT analysis

As the project is yet to start the following SWAT analysis is only of the idea, strategy and plans and not of project in implementation:

Strengths:

- a. The government's concern for quality education for all and openness to explore ways of achieving this goal.

- b. Experience of implementation of SSA and other programmes in the district of Baran.
- c. Experience of the Resource Support Agencies (RSA), namely Digantar and Vidya Bhavan, in ground level educational practice, in material development, in teacher education and exploring educational theory and practice.
- d. Nation wide experience of the RSAs in educational capacity building and academic support.
- e. Nation wide experience of SIG in education and support through networking and advocacy for the project.
- f. Pool of experience in education of the agencies involved in the project (the Govt. of Rajasthan through SSA, ICICI, Digantar, VBS, DIRT) is rich and would be a great strength.

Weaknesses:

- a. Possible problems in availability of capable project personnel
- b. The project requires change in work culture and decision making at the ground level, that may turn out to be more difficult than envisaged in the beginning.
- c. The network of agencies that are involved in the implementation of the project is large and therefore time taken in coordination, decision making and actual action on the decisions may make the progress of the project low.

Opportunities:

- a. The project provides an opportunity to work out an academic support that can be sustainable and effective.
- b. Help DIET develop into a lead institution taking care of the academic needs of education at district level.
- c. Scope for experiment and to work out new and more effective ways of in-service training and weaving research and TLM development into the total academic support.
- d. Provides scope for developing vibrant schools that can become examples in reaching all children and improved learning achievements.

Threats:

- a. As long as the understanding between the partners and large number of agencies involved in implementation holds there is not much threat to the project that we can imagine at present. A better understanding of this issue will emerge when the work starts at the ground.

6. Vision, insights and scalability

The vision the project is a self improving dynamic education system at the district level that is capable of universalization of quality elementary education. Such a system at the district level can only be part of the state level system and can function only with the active guidance and support from the state level. Here the emphasis is on the district because the project focus happens to district.

We visualise a dynamic school that is proactive in reaching every child of the community it serves. Daily planning and periodic stock taking of how the school is functioning is envisioned as part of its functioning. The teachers reflect on their own practice, identify and solve problems and are sensitive to all children especially those from deprived back ground.

We also envision a Cluster and Block level support to such schools that is capable of self corrections, research and in-service training up to a certain extent.

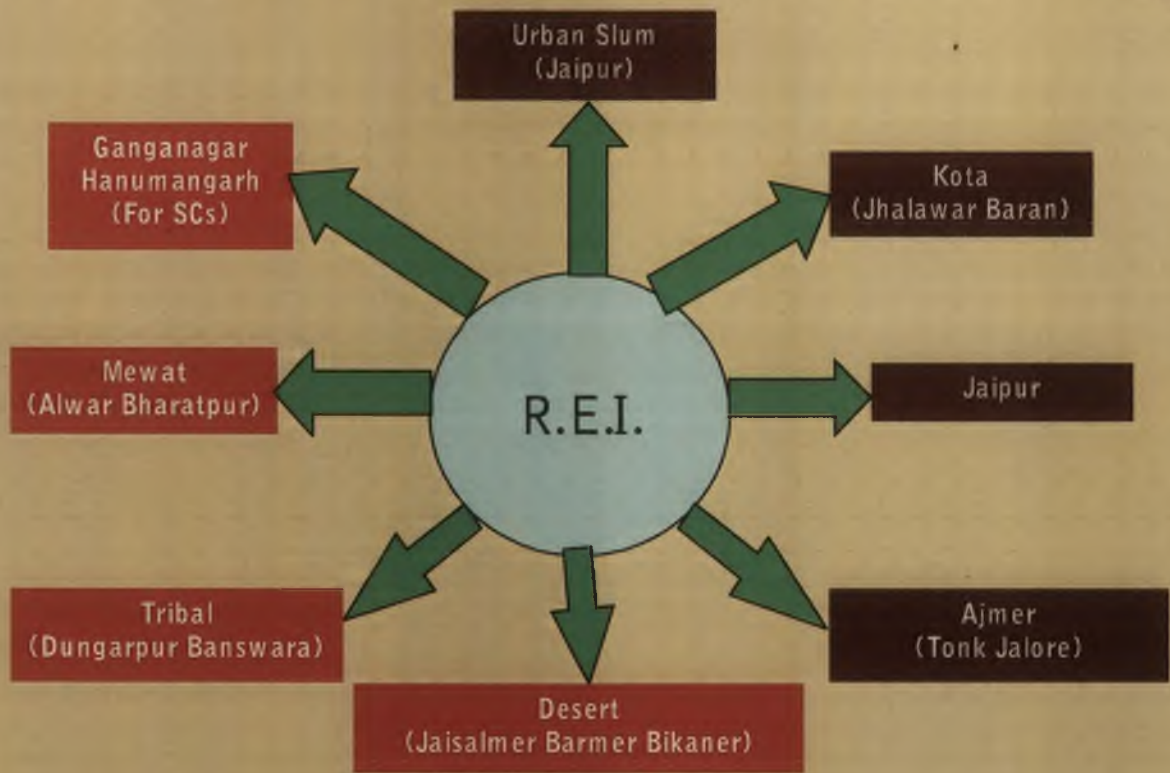
The DIET is visualised as a supporting agency that takes lead n research, bringing in new ideas, developing effective pedagogy and training methods. Fully staffed and with good infrastructure to accomplish the tasks it is entrusted with.

The model is scaleable.

7. Resource Deployment


In addition to the resources available for SSA and DIET at Baran the large pool of academic resource in the two RSAs (Digantar and Vidya Bhavan) would be available to the project. Both agencies are part nation wide network of educationists and educational practitioners and the best resources from this network would be made available to the project.

Partnerships Required



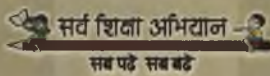
- Partnerships Existing
- Partnerships Required

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