



'सब पढ़े आगे बढ़ें'



STATE APPROACH PAPER RAJASTHAN

NIEPA DC



D12613

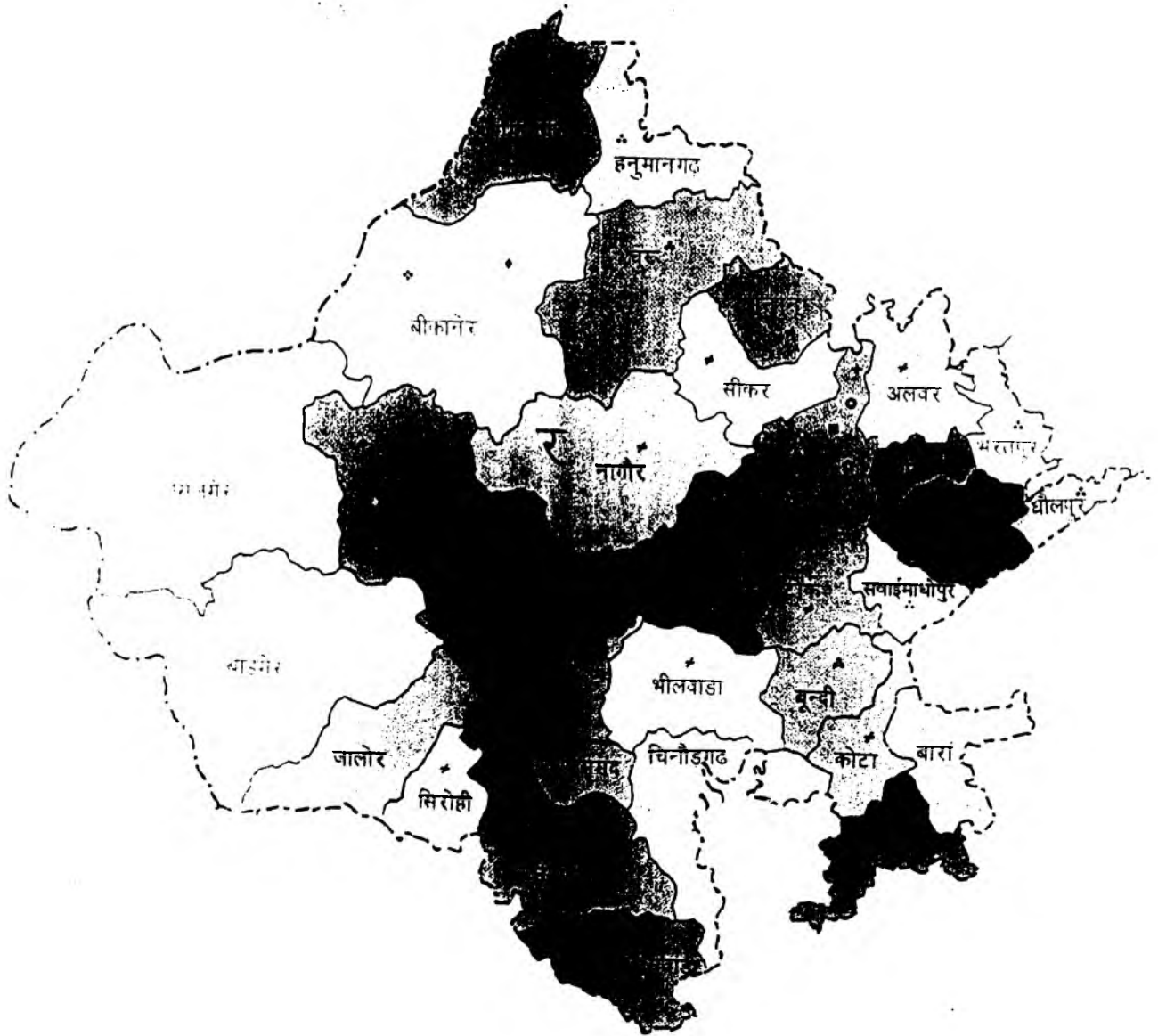
Department of Elementary & Secondary Education,
Govt. of Rajasthan

LIBRARY & DOCUMENTATION CERTIFICATE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC. No D-12643
Date

Contents

Chapter	Name of Chapter	Page No.
1.	Introduction	1-7
2.	Meeting Dakar Goals : The Rajasthan Perspective	8-11
3.	Early Childhood Care and Education	12-17
4.	Universal Elementary Education.	18-36
5.	Education of Girls and Women's Empowerment	37-42
6.	Meeting Quality Concerns	43-53
7.	Education of Out-of-School Youth and Adolescents	54-59
8.	Literacy and Life Skills Programme for Adults	60-62

RAJASTHAN



Introduction

Rajasthan is the biggest state in India having 3,42,239,74 sq .k.m. area which is characterised by Aravalli hills, Thar desert and Chambal ravines. Rajasthan was a princely state, hence it was a synonym of sacrifice, 'Jouhar' and Valour. Climatically Rajasthan consists of arid, Semi arid regions with scanty or moderate rain fall.

According to census of India, 2001 Rajasthan's population is 5,64,73,122 crores out of which 2,93,81,657 crores are Male & 2,70,91,465 crores are Female. 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 Panchayati Raj is a well Knit system organised into 32 Zila Parishads. 237 Panchyat Samitis and 9189 Gram panchayats.

Educational Scenario –

Rajasthan was one of the most backward states of India as far as education is concerned. As per 1991 census, the literacy rate was 38.55 percent which was second lowest in the country and 13.3 percentage points below the national average of 52.1 percent. The female literacy rate being 20.44 percent was the lowest in the country and 18.6 percentage points below the national average of female literacy rate of 39.4 percent.

But in the last decade there has been considerable increase in literacy rate as per census 2001 due to various efforts made by Govt. of Rajasthan. The literacy rate in 2001 became 61.03 percent out of which the Male literacy is 76.46 percent, which is the highest in the country and Female literacy becomes 44.22 percent. There has been phenomenal expansion in education facilities and enrolment at the elementary stage in the last decade which results in increase in literacy percentage.

Pattern of School Education –

There are broadly four stages of school education in Rajasthan, Namely, Primary, Upper primary, Secondary, & Hr. Secondary. In pursuance of the National Policy on education of 1968 and 1986, there have been attempts to evolve a uniform pattern of school education with 12 years of schooling, commonly known as 10+2

pattern. The ' Plus two' stage refers to classes XI and XII, which constitute higher secondary stage.

Organisational Structure –

Elementary and Secondary Education in Rajasthan is organised into the following 5 Directorates and 6 Autonomos bodies.

1. Directorates -

- i. Director of Secondary 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 / Projects -

- i. Board of Secondary Education
- ii. Rajasthan State Textbook Board
- iii. Shiksha Karmi Board Project
- iv. Lok Jumbish
- v. Balika Shiksha Foundation
- vi. Rajasthan Council of Primary Education - DPEP
- vii. Sarva Shiksha Abhiyan (SSA)

In Secretariat, the Secretary, Elementary and Secondary Education is assisted by Special Secretary, Dy. Secretaries and Assistant Secretaries. Earlier, there used to be only one Directorate for Elementary & Secondary Education. In 1997, a separate Directorate was established 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 DEO's 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. DEO's and SDI's.

In Rajasthan, all the Elementary schools in rural areas have been transferred to Panchayati Raj Institutions. Thus, they are in control and supervision of Zila Parishad and Panchayat Samitis. In each Zila parishad there is one Sr. Dy. DEO. In the field, the Primary Schools are supervised by BDOs and SDIs. It is worth mentioning that all such Elementary schools are under the control of Department of Education at Director state level.

There is a Directorate of Literacy and Continuing Education which controls the literacy campaign in state, and headed by the Director & assisted by Additional Director & Dy. Directors. In the district, the literacy campaign is run by DLCEC under the supervision of District Collector.

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

The Secondary Board of Education is responsible for conducting examination of Secondary and Sr. Secondary classes. It is stationed at Ajmer. Printing and distribution of the core text books 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 being run with their headquarters at Jaipur. Details of these interventions have been given in further paragraphs.

Educational Research and Training is the responsibility of State Institute of Education Research and Training (SIERT) Udaipur. In the districts, DIETs have been established to regulate the in-service training of teachers. Punctuality and regular attendance on the part of teachers, effective supervision and inspection by the sub-division and district level officers and coordination in between the various branches of the education system at the grass-root level have to be ensured to improve upon quality of education at primary level.

Over view of progress towards EFA Goals –

Progress towards achieving the EFA Goals in the state both on the literacy and elementary education fronts is commendable and encouraging, giving excellent results. The State Govt. has launched a number of specially designed programmes to eradicate adult Illiteracy and achieve universal primary education.

For achieving EFA Goals following main interventions have been initiated in the state --

- (1) A separate Directorate for Elementary Education and Literacy was created to give emphasis towards achieving EFA Goals.
- (2) Establishing Rajeev Gandhi Literacy & Elementary Education Mission for better inter and intra departmental coordination with the following Mission statement

"The Mission mandate is to ensure universalization of Elementary Education by providing Access and easy reach to all children by 2003 in order to achieve 100% enrolment, **especially of girls**, completion of quality education upto V standard by 2007 and upto VIII standard by 2010 and total literacy in all the districts of the state through Formal or Alternative methods. Mission would also ensure establishment of a social audit system by providing ownership of the whole education system by the Community."

The objectives of the Rajeev Gandhi Mission are –

- (i) To act as an apex body for implementation of Elementary Education & Literacy activities in the State which are mentioned in respective project documents and programmes.
- (ii) To extend the activities of the Mission in the whole of the State through Directorate of Elementary Education, Directorate of Literacy & Continuing Education, Directorate of Panchayati Raj and Projects like DPEP, LJP & SKB.
- (iii) To function as a Social Mission for bringing about a fundamental change in the Elementary Education System, and through it, in the overall Socio-cultural situation.
- (iv) To pursue the following specific objectives of the Mission -
 - (A) Universalisation of Elementary Education for the age group of 6-14 years through :
 - i. Improving access to Elementary Education for all children 6-14 years of age group, by making a Primary School available within a radius of 1 km. and an Upper Primary School in each Gram Panchayat.
 - ii. Increasing real enrolment in primary classes to 100% and retention to 90%.
 - iii. Ensuring that more than 80% of the children complete Minimum (requisite) Levels of Learning.
 - iv. Making Primary Education compulsory.
 - v. Universalizing participation till children complete Primary stage through formal and non-formal education programmes.
 - (B) To make literate all the people in age group of 15-35 years under Total Literacy Campaign and arrange for their continuing education.

- (3) Shiksha Darpan Survey – It was conducted in 2000, to enlist 0-14 age group children & school facilities. It was updated in 2002. On the basis of data provided in Shiksha Darpan Survey, District Action Plans were prepared.
- (4) Launching of Shiksha Apake Dwar campaign in Nov. 2001 with the following objectives -
- ◆ To create awareness for education among the community.
 - ◆ To prepare work plan for mainstreaming the hard core non- enrolled children.
 - ◆ To make educational facilities available for the children of weaker sections of society viz. SC/ST, minority, migratory children.
 - ◆ To ensure cent percent retention of children in schools.
 - ◆ To make available satisfactory level of quality education in the schools.
 - ◆ To ensure the participation of NGOs.
 - ◆ To establish convergence between various institutions and departments.
- (5) To provide easy access within 1 Km. distance state has opened RGSJPs on a large scale, In all about 21222 RGSJPs are running in the state. This has improved the Access Ratio upto 94%.
- (6) Expenditure on Elementary Education and Literacy & Continuing Education for the year 2001-02 was 193074.77 lacs and 318.90 lacs respectively.
- (7) Quality Education -
- ◆ The curriculum for elementary education has been revised.
 - ◆ Text books have been rewritten under the name of 'Pothe – I&II' for class I and II. Text book class III has also been completed and published. The remaining ones are under process.
 - ◆ Capacity building among teachers have been taken up with the creation of BRCs and CRCs. DIETs, to play a key role in it. These in service trainings and orientations are conducted through BRCs.
 - ◆ TLM has been made the main thrust of these trainings. The teachers and parateachers are trained in the techniques of preparation and classroom use of these Teaching Learning Materials.

- ◆ A grant, of Rs. 500/= to each and every teacher teaching primary classes is given every year.
- ◆ In all primary schools the class rooms for class I and II have been decorated and provided with blackboard on the lowest border of the rooms on the Guru Mitra Yojana pattern

(8) Gender disparity –

- ◆ Increase in girls enrolment by 21.61% in Primary and 7.64% in Upper Primary between 1991 to 2001, which is much higher than that of boys.
- ◆ The relative share of girls' enrolment in total enrolment at primary & upper primary level was only 16.36 percent in 1950-51, which has increased to 42.15 percent in 2002-03
- ◆ Proportion of female teachers increased from 24.63% to 25.34% in Primary and from 26.29% to 26.44% in Upper Primary between 1991 to 2001.

(9) Early Child hood care & Education -

- ◆ Under the ICDS scheme all 237 blocks as well as 20 urban areas have been covered with total 35710 Angan Bari Centres providing Child Care & Education to 1329908 children (677196 boys & 652712 girls).
- ◆ Out of the total target 93% children of 3-6 age-group have been benefited.

(10) Adult Literacy -

- ◆ The over all Literacy percentage increased from 8.02 percent in 1951 to 61.03 percent in 2001.
- ◆ The male literacy percentage increased from 13.09 in 1951 to 76.46 percent in 2001 which is higher than that of the national average.
- ◆ Female literacy percentage increased from 2.51% in 1951 to 44.34% in 2001.

Current Strategies for EFA -

The several interrelated strategies for achieving the total literacy and universal elementary education keeping in view the goals of EFA, 2000 have been launched –

- (i) Launching of Sarva Shiksha Abhiyan (SSA) in 2002 to cover Primary & Upper Primary sector. The main aim is to universalise elementary education by improving school infrastructure, ensure quality education reaching the unreached through innovative and alternative mode of schooling.
- (ii) Decentralized district wise planning introduced through Shisha Apake Dwar. The concept of block and cluster planning has also been started.
- (iii) The active involvement of people at grass root level through transfer of powers to Panchayati Raj institutions (local self governing bodies) and by empowering the School Management Bodies/ Village Education Committees and other groups working in the field. Local people are involved in school mapping & microplanning as started in Lok Jumbish in 1992. Local/Village level planning initiated with the help of community.
- (iv) Social Audit System is being introduced in all works at grass root level to achieve transparency.
- (v) Social Mobilization and eradication of adult Illiteracy are attempted through mass literacy campaign planned at state level in collaboration with WLM and implemented at district level.
- (vi) Setting up of "Mahatma Gandhi Public library & Reading Room" at every Gram Panchayat is also important towards achieving social mobilisation and eradication of adult illiteracy.

Meeting Dakar Goals : The Rajasthan Perspective

In Dakar Conference of world Education Forum in April 2000 following six goals are set to achieve for 'Education for All' (EFA) –

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' fully and equal access to and achievement in basic education of good quality
6. Improving every aspect of the quality of education, and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Recognising the importance of elementary education, the Govt. of India has been working in collaboration with State Govt for achieving the goals of Universalisation of elementary education (UEE). In this context, the major recent initiative has been the launch of Sarva Shiksha Abhiyan to achieve the UEE Other initiatives of GOI are DPEP, teacher education programme, National literacy programme and programmes for promotion of early childhood care & Education & inclusive education etc. The State Govt. is also committed to the six dakar goals

- Integrated Child Development Services Scheme being universalised-early childhood care and education an important component of the scheme (Dakar Goal1)
- Sarva Shiksha Abhiyan (Movement for Education for All) launched with the aim of providing eight years of quality education to all children in the age group 6-14 by 2010. (Goal 2 and 6)
- A comprehensive plan for adolescents, especially girls, in the Tenth Five Year Plan (Goal 3)
- National Literacy Mission to provide functional literacy to all illiterate adults in the age group 15-35 (Goals 3 and 4) and Achieve sustainable threshold level of 75 per cent literacy by 2007.
- Special schemes targeted at girls, apart from focus on girls in general schemes (Goal 5)
- Removal of all disparities, including gender, in at all levels of school education by 2010

Setting of Priorities in Rajasthan State perspective

The state Govt. has constituted the "**Rajeev Gandhi Prarambhik Shiksha & Shaksharta Mission**" to achieve the goals of universalisation of Elementary Education with the following targets :

- All children is school, Education Guarantee Center, Alternate School, 'Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on Elementary Education of satisfactory quality with emphasis on education for life.
- Bridge all gender and gaps in at education by 2010.
- Universal retention by 2010.

Priorities of the Mission -

- Girl Child Education.
- Education for Disadvantaged groups i.e. SC/ST/Minority etc.
- Effective Monitoring and Academic Support.
- Community Participation

- Quality in Education.
- Capacity Building of PRIs and educational institutions viz SIERT, DIETs.
- Developing Social Audit System.
- Promote Partnership with NGOs
- Promote Convergence Inter and Intra Departmental.

Objective wise priorities are –

1. Early Childhood Care and Education (ECCE)

Looking to the importance of Pre-schooling component it is envisaged that the network of Early Childhood education centers would expand in all covered qualified areas and cover about 70 percent children in the pre-school age group by the year 2010.

2. Elementary Education

State Govt is committed to provide free Elementary education of satisfactory schooling to all children of 6-14 age group.

• Universal Access

About 94% habitation are covered with school facilities, only small habitations are left and which are clubbed with neighboring habitations having school facilities. Hence almost all children are getting schooling facility within the reach. Now specifically the Access goals focus on :

- Universal enrolment of all children including girls, disabled children and children belonging to SC and ST in primary classes and provision of upper primary education for them.
- Provision of non-formal education (NFE) or alternative education for school dropouts, working children and girls who cannot attend formal schools.

• Universal Retention

This is the area of great concern and State Government is laying more attention on achieving universal relation. Though there are no authentic data & studies

on retention but as per study conducted in ten DPEP district the overall retention is 84% out of this 43% children completes primary cycle of five year and 41% takes more than five years. Hence the dropout is only 16%. The regular attendance of the children has also improved to 80%. The aim is now to achieve universal retention in Elementary Education by 2010.

- **Improving the Quality**

For imparting quality education following parameters are to be achieved

- Improving infrastructural facilities
- Focus on learning outcomes
- Teachers capacity building – Training
- Improving and revising curriculum

3. Adult Education and Literacy Programme

As per national literacy mission state government adopted the following targets for EFA –

- To achieve a sustainable threshold level of 75 percent literacy by 2007 and to achieve a 50 per cent improvement in levels of adult literacy by 2015.
- To expand continuing education programmes to cover all districts by 2007.

Early Childhood Care and Education

INTRODUCTION -

Rajasthan is aware of the childcare. It started 8 pre-primary/Nursery schools since 1947. Now the programme is getting momentum with the central assistance as well as with the help of project interventions through DPEP, Lok Jumbish, Jan Shala, NGOs, etc.

Until the Eighty-sixth Constitutional Amendment Act, 2001, was passed, Article 45 (Directive Principles of State Policy) of the Indian Constitution directed the state to provide free and compulsory education to all children up to the age of fourteen. The earlier inclusion of 0-6 year old children within this constitutional directive implied the Intent to provide conditions for holistic child development with pre-school education as an important component. The Rajasthan state is committed to this constitutional right of children.

It was in 1970s that child welfare services were expanded to the health, education, nutrition and other sectors. The National policy for Children was adopted in 1974 and the integrated Child Development services (ICDS) scheme was launched in 1975.

The National policy on Education (NPE) adopted in 1986 views early childhood care and education (ECCE) as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education and also as a support service for working woman. Some of the important policy directions in the NPE are as follows:

- The National policy on Children specially emphasizes investment in the development of the young child, particularly from section of the population in which first generation learners predominate
- Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, ECCE will receive high priority and be suitable integrated with the ICDS programme, wherever possible. Day-care center will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of

siblings to attend school and as a support service for working women belonging to poorer sections.

- Programme of ECCE will be child-oriented, and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes.
- A full integration of childcare and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health programme will be strengthened.

The Tenth Five Year Plan document has reaffirmed the commitment to the young child. Some of the major strategies outlined in the Tenth Plan document include:

- Reaching every young child in the country to ensure their survival, protection and development, as prescribed in the two National Plans of Action (1992) – one for children and the other for the girl child
- To ensure development through effective implementation of policies and programmes in the areas of health, immunization, nutrition and education through nationwide programmes such as Reproductive and Child Health (RCH), ICDS, SSA, and other related programme
- To continue ICDS as the mainstay for promoting the overall development of young children and mothers, especially that of the girl child all over the country.
- To recognize that while early childhood up to six years is critical for the development of children, the pre-natal to first three years is the most crucial and vulnerable period for laying the foundations for the achievement of full human development and cumulative life-long learning.

ECE in the State context

The Government of Rajasthan is committed to the National Policy for Education (NPE), 1986 and 1992 as well as directives of Tenth Five Year Plan. For its proper implementation a new department under the name of Women & Child

Development Department (DWCD) has been setup so that the ICDS programmes can be run properly. The major components of ICDS are as follows :-

(1) Nutrition -

- ◆ Supplementary feeding
- ◆ Growth monitoring and promotion
- ◆ Nutrition and health

(2) Health -

- ◆ Immunisation
- ◆ Health check-ups
- ◆ Referral services
- ◆ Treatment of minor illnesses

(3) ECE and pre-school education -

- ◆ Early care and stimulation for the 0-3 year old child.
- ◆ Early learning readiness programme for the 3-6 year old child.

Early childhood education (ECE) has been universally recognized as a very significant input for the all round development of the 3-6 age group children. In fact, it provides an environment that nurtures a number of pre-requisite, cognitive, linguistic and social competencies in the child, it also creates preparedness amount such children for the school situation and curriculum. The anganwadis/ Balwadis run by the Women and Child Development Department under ICDS programme have their focus mainly on nutrition, immunization and health care but less emphasis on per primary education.

Need of Early Childhood Education (ECE)

The studies conducted on ECE by various agencies have proved that 3-6 year age group children are very receptive by nature. So, if they are prepared at the Anganwais/ Balwadis/ECE centers to get ready to enter primary schools, they show better achievement at the school stage. Not only this, they also enjoy their stay at school because by the time they enter the school they have already developed school readiness to assimilate the skills in listening, speaking, reading and writing. It gives them a feeling of enjoyment in the teaching learning activities, which in turn, improve not only enrolment but also retention at the school level. It also makes the school

going age girls free from chores of sibling care and other family compulsion because the 3-6 year age group children are busy with joyful learning activities at the Anganwadis/ Balwadis/ ECE centers during the school hours.

Thus, Early Childhood Education (ECE) is the basic need for Universalisation of Primary Education (UPE). It also ensures quality education. The following points justify the need of ECE –

- A lot of school preparedness is created among 3-6 age-group children before they formally join primary education.
- The drop-out rate is effectively checked at primary level, if the children have successfully gone through the pre-primary education process.
- ECE definitely improves enrolment and retention of girls who are held back at home or withdrawn from school due to chores of sibling care and other family compulsions.
- The quality of educations at primary school level gets a strong support.

Objectives -

- Strengthening the existing provisions for pre-schooling through Anganwadis/ Balwadis/ECE Centres.
- Forging a linkage between Anganwadis/Balwadis/ ECE centers and primary schools by relocating the existing Anganwadi Centres to primary school and adjusting the timings of Anganwadi Centres with that of the primary schools.
- Improving the quality of pre-school education component under ICDS through–
 - Supplementary training.
 - Supply of resource kits and play materials to centers.
 - Development and dissemination of region specific material for children, Anganwadi Workders, Anganwadi helpers and parents.
 - Strengthening the monitoring and guiding capabilities of the supervisory personnel
 - Reducing the drop out rate due to sibling care.

Existing Strategies and Interventions –

In order to attain the above mentioned objectives of ECE, different strategies and interventions are being implemented under various projects which are as follows:-

A) District Primary Education Programme -

Rajasthan DPEP is working upon the following strategies :-

- Convergence with women and Child development and social welfare departments
- Establishing a linkage between anganwadi centers and primary schools.
- Capacity Building of different ICDS functionaries.
- Mobilizing the community by organizing awareness generation campaigns.
- Synchronizing the timings of the Anganwadis with that of the primary schools, so that these centers can run for additional two hours to free older siblings, particularly girls from child care responsibilities and enable them to remain in school.
- Using ECE intervention as an effective strategy for checking droup-out rate due to sibling care.
- Giving additional honorarium of Rs. 150/- and Rs. 50/- per month as per norms to the Aganwadi Workers and the Helpers respectively to compensate for the extended timings from 2 hours to 4 hours.
- Giving an honorarium of Rs. 400/- to each and every ECE worker working at the ECE centres.
- Using ECE intervention as an effective strategy for checking dropout rate due to sibling care.

B) Lok Jumbish Parishad –

ECE programme in Lok Jumbish was started with a view to make the girls in the school going age free from the chores of sibling care . In order to carry out this programme, an NGO called "Vihaan" was selected. The following activities are being conducted :-

- Intervention in the ICDS programme for strengthening the school readiness component for increasing community involvement, capacity building and continuous support to ICDS workers.
- Opening Balawadies in Non ICDS areas.
- Implementing ICDS programme for improving the pre-school education component.

C) Janshala Programme

Children in the age group of 3-6 years are being provided education under the Janshala programme. The following activities are conducted –

- (i) Empowerment of Anganwadi centers
- (ii) Management of Balwadies Centres

Future Strategies –

The implementation of ICDS programme in the state has proved its worth by increasing enrollment as well as retention of children in schools. The girls, in particular, are the best beneficiaries as they get an opportunity to join the main stream of education without any worry for child care and other domestic compulsions. The state government is committed to continue and extend the programme with the following future programmes :-

- ◆ Coverage of the uncovered ICDS areas by opening Aanganwaris/ Balwaris.
- ◆ Providing academic support in the form of Pre-Primary Education Kit to all Aanganwaris/Balwaris.
- ◆ Providing training support through Capacity Building Programme.
- ◆ Involving community in running Aanganwaris/ Balwaris.
- ◆ Developing the sense of ownership among local people about the Aanganwaris/ Balwaris.
- ◆ Locating Aanganwaris/Balwaris in the premises of the school or near the school.
- ◆ Creating better coordination among the AWWs and the primary school teachers.
- ◆ To explore the possibility of providing education to the children in the age-group of 3-6 year with in the primary school by Education department through the assistance of education projects & ICDS. In these areas where Anganwadis/Balwari do not still exist.

Universal Elementary Education

Introduction :-

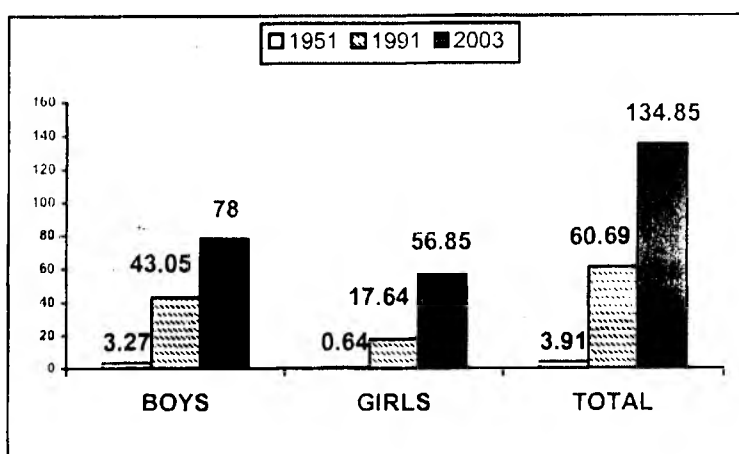
Elementary education in Rajasthan is defined as the education from class I to VIII and covers children from the age of 6 to 14 years. Elementary education is further divided into two stages: primary and upper primary education. Primary education lasts up to class V and covers children in the 6-11 age group. Upper primary covers Class VI to VIII, and includes children in the age group of 11-14 years. Rajasthan has been trying its level best to achieve the target of 100% universalisation of Elementary Education by 2010 .

As per the National Policy On Education (NPE), 1986 followed by Programme Of Action (POA), 1992 the government of Rajasthan is committed to enroll all children of 6-14 age-group by 2003 provide primary education to 100% children by 2007 & Elementary education by 2010. Efforts have been intensified in this regard and the present scenario of education in Rajasthan is confirming the hope of its achievement. The increase in the number of primary and upper primary schools along with launching "Rajeev Gandhi Swarn Jayanti Pathshala Scheme (RGSJP)" in the state has favourably provided access to children to main stream of education. The increase in the number of teachers, particularly the women teachers, in primary and upper primary schools has provided education in the rural as well as urban areas. The new environment of schools having community participation through SMCs/VECs has increased enrolment and retention of children. The following table gives a comparative picture of the progress in education from 1950-51 to 2002-03 :-

Progress in Education since 1950

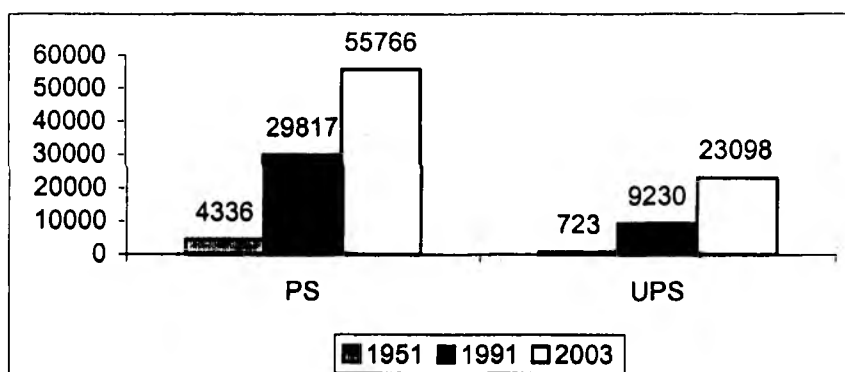
Indicators	1950-51	2002-03
Primary Schools	4336	55766
Upper primary schools	732	23098
Teachers in primary schools	8700	117380
Teachers in upper primary schools	6600	151280
Enrolment	3.91 Lacs	134.85 Lacs

(Increase in Enrolment (in Lacs))



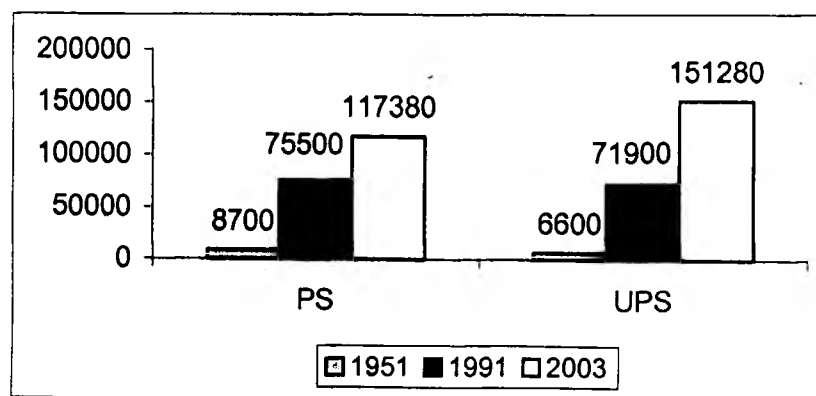
As per Graph given above, over the years, the participation of girls at all levels of school education has increased substantially. The relative share of girls' enrollment in total enrolment at primary & upper primary level was only 16.36 percent in 1950-51, which has increased to 42.15 percent in 2002-03.

(Increase in No. of Schools)



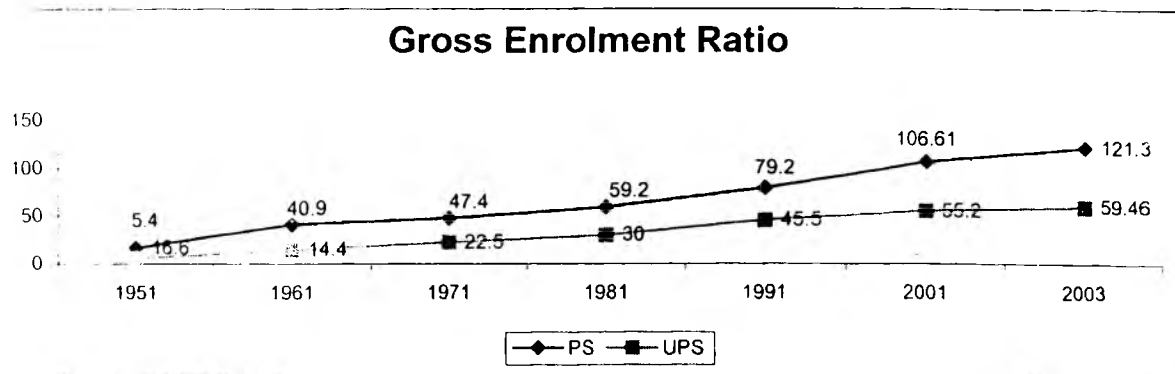
* Including Government, Aided & Private Schools

(Increase in No. of Teachers)



Gross Enrolment Ratio :-

The graph given below reveals the fact that in 1951 the GER in primary and upper primary schools was 5.4 and 16.6 respectively. In 2003, it reached 121.3 and 59.46 in primary and upper primary schools respectively.



OUT-OF-SCHOOL CHILDREN :

- ◆ As per "Shiksha Darpan Survey 2000" the total number of out of school children of 6-14 age-group was 23.12 lacs.
- ◆ The Government of Rajasthan through different strategies/interventions brought such out of school children in the fold of main stream of education and their number as per Shiksha Darpan updated in 2002 was reduced to 10.50lacs.
- ◆ The Government intensified efforts through various projects and programmes and further brought 9.47 out of school children in the fold of schooling and consequently only 1.03 lacs children are in the category of out of school children. They are, in fact, Hard cases with different types of constraints. However, efforts are going on to provide special strategies to such cases.

Dropout Rates –

As per Retention Study conducted in ten DPEP Districts –Phase 1 in the year 2002-03, the retention details emerged as follows:-

- Overall Retention Rate 43%
- Repetition Rate 41%
- Drop out Rate 16%

- The Retention Rate in Alternative Schools run by DPEP was found as follows:-
 - AS 6 Hourly- 78%
 - AS 4 Hourly- 61%
 - Madarasa - 39%
- The Daily Attendance of children was about 80%.

TARGETS FOR ACHIEVING THE ELEMENTARY EDUCATION GOALS OF EFA -

The government of Rajasthan has been working for achieving the goal of Universalisation of Elementary Education.(UEE). This task is being accomplished in collaboration with Govt. of India (GOI) which is providing 75% funds through "Sarva Shiksha Abhiyan Programme".

Targets for the period till 2007

Rajasthan has determined to achieve the targets as in 2007.

Broadly, the targets for the period till 2007 are as follows:

- (i) Universal Access -
 - All children (age 6-11 and 11-14) should have access to primary schools, upper primary schools or their alternatives within the walking distance of one kilometer and three kilometers respectively;
 - Universal access to ECE centers for all children aged 3-6 years;
 - Need-based expansion of upper primary education facilities, particularly for disadvantaged sections. There should be atleast one upper primary school for every two primary schools;
 - All schools should have adequate building, classrooms, toilets, drinking water, electrification, playground, blackboards, sports infrastructure and other basic facilities.
 - Provision of classroom for every teacher/class at elementary stage.
 - Enrolment of 100% children in schools or other alternatives by 2003; and ;
 - All children complete five years of primary schooling by 2007; and Upper Primary Schooling by 2010.

- (ii) Universal Retention -
- Universal retention in primary school by 2007; and
 - Dropout rate to be reduced to less than 10 percent for grades VI-VIII by 2007.
- (iii) Universal Achievement -
- Improve all aspects of quality of education (content and process) to ensure reasonable learning outcomes at elementary level, especially in literacy, numeracy and in life skills.
- (iv) Equity -
- Bridge all gender and social gaps in enrolment, retention and learning achievement in primary school by 2007. In upper primary it should be reduced to less than 5 percent by 2007; and
 - Special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below poverty line, migrating children and children in difficult-to-reach groups.

Strategies Adopted for Expansion of Elementary Education till 2007 -

The Government of Rajasthan in collaboration with Government of India is running many projects and programmes for universalisation of elementary education. At present the following projects and programmes are in action in the state with Rajeev Gandhi Prarambhik Shiksha & Saksharta Mission as a Coordinating body :-

- Shiksha Karmi Board
- Lok Jumbish Parishad
- District Primary Education Programme (DPEP)
- Janshala Programme
- Sarva Shiksha Abhiyan

Shiksha Karmi Board :-

SKB is running the following strategies/ intervention for the expansion of elementary education :-

- (a) **"Prahar pathshalas"** - These Pathshalas are run for those children who do not attend day schools. Every Shiksha Karmi has to run Prehar Pathshala and

when the enrolment in day school reaches 100% he is exempted from the liability of running it.

Present Status - Presently 2154 Prehar Pathshalas are running in 3692 villages.

- (b) **Aangan Pathshalas** - To enhance the girl- child education, Aangan Pathshalas are established in remote and difficult places of the state. An Aangan Pathshala is run by a Mahila Shiksha Karmi and the number of girls enrolment should be at least 15-20 to set up an Aangan Pathshala.

Present Status - Presently 100 Aangan Pathshalas are in operation.

Lok Jumbish Parishad :-

- (a) **Sahaj Shiksha Centre** – "Sahaj Shiksha Centre" Offers an alternative path to children who for various reasons can not attend primary schools like working children; girls who have to look after their younger siblings and attend to other domestic chores; children who are overage for grade one and those in small hamlets where there is no formal school. Sahaj Shiksha Kendras are opened on part-time basis, two hours a day either in the evening or night by locally identified & trained instructors.

Present Status - Presently 2255 centres are running in 13 LJP districts and 5348 new centres have been opened till Dec 2002. Approx 1.68 Lakh boys & girls have been enrolled in 2255 centres.

- (b) **"Shiksha Mitra" Centres** - A new initiative was undertaken under Lok Jumbish for the realisation of its aim of UEE named "Shiksha Mitra", previously called Task oriented Project Entry (TOPE). The purpose of this initiative is to enhance access of children who are out of school - formal or nonformal. Under this scheme, if ten or more children in the age group of 6 - 14 yrs are available, a Shiksha Mitra Kendra can be opened & run by a class-X pass local instructor. The instructor will teach children at least for four hours a day at a place provided by the community or a village level committee.

Present status - Presently 2282 centres are in operation, enrolling 0.56 lakh boys & girls. Till Oct. 2002 1241 new centres have been opened.

- (c) **Balika Shikshan Shivir** - Balika Shikshan Shivirs (BSS) are short term residential camps for adolescent girls, many of whom may be married and have missed the opportunity of schooling at their right age due to lack of access and family compulsions. Lok Jumbish organizes 210/150 days camp for 100/150 girls. In this camp, the girls not only acquire academic knowledge but also learn about hygiene, cleanliness, personal health, living and working with others, solving problems together and broadening their aspirations and vision for life. Each camp has 7 instructors who are selected on the basis of written examination & interview, followed by 30 days induction training.
- Present Status** - Presently 74 camps are running and 33 camps are over during which 2629 girls attended. Out of this number 60.32% girls were ready for admission to class V and 20.08% girls for class IV.
- (d) **Muktangan** - Under this scheme efforts are made to educate the most marginalised children. "Muktangan" literally means an open courtyard. Hence it is a place for children in the age group of 5-14 yrs, where they could come at a time suitable to them, ask questions they wanted to and learn at their own pace without feeling marginalised or neglected. Minimum educational qualification of muktaks (instructors at muktangan) is class XII pass for males & class X pass for females. Muktaks are given 40 days induction training.
- Present Status** - Presently 64 new muktangan have been opened and 98 Muktangan are in operation in which 5272 boys and girls are given education.

District Primary Education Programme (DPEP) :-

(a) **Alternative Schools 6 Hrs. -**

These schools will be opened for children in remote and inaccessible areas where there is no school facility within 1 Km. radius.

Present Status - Presently 408 AS 6 Hrly schools have been opened.

(b) **Alternative Schools 4 Hrs. -** These schools have been specially opened in smaller habitations for working children and child labour where 15 or more children are available.

Present Status - Presently 804 A.S. 4 Hrs have been opened, enrolling 35797 boys and girls.

- (c) **Madarsa Education** - Madarsas/Maktabas are opened & adopted as full time 6 hours Alternative school, after consultations with the local community. These madarsas are provided with one parateacher for teaching Hindi, Maths and Environment Science.
Present Status - Presently 160 Madarsas with 5195 students have been brought into main stream of education.
- (d) **Bridge Course** - These are short duration courses for out of school, dropout and working children in the age group of 8-11 yrs. The duration of this course is for 3 to 12 months running as both residential and non residential courses.
Present Status - At present 23 Bridge Courses are operational in which 1667 girl students are studying.
- (e) **Mobile School** - In spite of the implementation of alternative strategies of education, there are still some children in every district who due to family, economical and social reasons could not join the main stream of education. In most of the city areas, children were found in large number who are always mobile and have no permanent home or boarding. Hence 'Mobile school' scheme has been started as an alternative to provide with such arrangement through which children would be provided with basic education as per the need in their temporary place of stay. Mobile school was inaugurated by Hon'ble Chief Minister on 2nd Oct 2002 for Jaipur district and on 14th Nov. 2002 for rest of the districts in the state.
Present status - Under DPEP, mobile schools are operational in 32 districts in coordination with Rajasthan State Transport Corporation. Total 2444 boys and girls have been benefited through this arrangement.
- (f) **Shiksha Mitra** - Under A.S. strategy in DPEP, Shiksha Mitra is opened as a last resort for hard cases who could not join any alternative schooling. Concept of each one-teach one is implemented in this scheme. Shiksha Mitra is opened for 6-14 age-group working children. It is run by individuals or NGOs including Gram Panchayat.

Janshala Programme :-

Janshala Programme is running its activities in the urban slums/kachchi bastis of 4 districts – Bharatpur, Jaipur, Ajmer and Jodhpur

- (a) Community Janshala – It is opened in urban areas on the basis of community demand, run by the NGO.
- (b) Government Janshala – Government primary schools are adopted by Janshala for better academic support and teachers' trainings.
- (c) Bridge Courses – The short duration courses run for the non enrolled and dropout children specially for girls.

Sarva Shiksha Abhiyan :-

The Programme of Sarva Shiksha Abhiyan (SSA), launched to achieve the objective of UEE by 2010, would be the main programme to achieve the goals of UEE. SSA aims at providing universal enrolment by the year 2003, five years of quality primary schooling by the year 2007 and eight years of quality elementary education by the year 2010. Its specific goals are:

- All children in school, Education Guarantee Scheme (EGS) center, alternate school, 'back-to-school' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010

The scheme is an effort to universalize elementary education through community-ownership of the school system. The community is the key factor in the planning, implementation and monitoring of SSA. The programme calls for community ownership of school-based interventions through effective decentralization. In this programme, habitation has been made the unit of planning and the habitation level plans are prepared first, which are then combined together to form the District Elementary Education Plans.

STRATEGIES FOR UEE:

Rajasthan is working on the following strategies: -

- **Institutional reforms:** As part of the SSA, reforms are to be undertaken to improve efficiency of the delivery system. The state is making an objective assessment of its prevalent education system, including educational administration, and carrying out changes to improve the delivery system for elementary education.
- **Community ownership:** The programme involves community ownership of school-based interventions through effective decentralization. This is augmented by involvement of women's groups, SMC/VEC/PTA/MTA members and members of Panchayati Raj institutions (PRIs)
- **Institutional capacity building:** The State Govt. conceives a major capacity building role for state and district level institutions like SIERT/SIEMAT/DIETs/BRCs/CRCs.
- **Community based monitoring with full transparency:** The programme has a community based monitoring system. The Educational Management Information System (EMIS) correlates school level data with community-based information from micro planning and surveys. Besides this, every school is encouraged to share all information with the community.
- **Habitation as a unit of planning:** Rajasthan is working on a community based approach to planning with habitation as a unit of planning. Habitation plans are the basis for formulating district plans.
- **Accountability to Community:** The state envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- **Priority to education of girls and other disadvantaged groups:** Education of girls is one of the principal concerns. Further, there shall be focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children of disadvantaged groups and children with special needs in the educational process.

- Thrust on quality: state lays special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, and through child-centered activities and effective teaching learning strategies. It recognizes the critical and central role of teachers and advocates a focus on their development needs.

FUTURE STRATEGIES

The State of Rajasthan envisages to provide more and more access, address the problems of dropouts by improving retention in schools and make available quality education with equity to all 6-14 age-group children. Keeping this target in view, the following activities will be carried out :-

Access -

- Opening of PS by upgradation of EGS
- Opening of New PS & UPS
- Upgradation of PS to UPS.
- Opening of new RGSJPs
- Providing alternative schooling – Bridge courses (residential/ Non-residential) and other innovative programmes to cover hard core cases.

Enrolment –

- Institutionalisation of Enrolment drive.
- Proactive strategy in Enrolling children to continue.
- Shiksha Aapke Dwar campaign to continue.

Retention –

Following strategies are being adopted in DPEP districts to reduce the overall dropout rate. The main emphasis is given on improving the quality of education and the focus would be on pedagogic improvement and adoption of child centred method for teaching. Our emphasis is on improving the overall school environment and making it educational. Hence following measures are being undertaken in all schools :-

1. **Attractive classroom-** The classrooms for class I & II are being designed attractive and the lower walls are used as a students black

board to engage them in activity. The upper portion of the walls are depicted with the pictures & stories relating to curriculum. The floor also used as a group activities.

2. **Attractive school building-** The school buildings are being designed to look attractive and painted. The educational quotation maps, pictures are written on wall to make it beautiful.
3. Need based curriculum.
4. Friendly evaluation technique- For class I to III continuous & comprehensive evaluation based on competencies will be adopted.
5. Monitoring the regular attendance- It will be monitored by adopting:-
 - a. **'Toli Nayak'** system on 5-10 children. The elder or senior student will be made 'Toli Nayak'. He will watch regular coming of all children of his "Toli".
 - b. All teachers will be allotted 5-10 children or more depending upon no. of teachers & children in a school. They will keep watch on regular coming to school by keeping parents in confidence.
 - c. School Management & Development Committees have been constituted for every primary and upper primary school and they will be made responsible for monitoring the regular attendance of enrolled children.
 - d. List of irregular children will be prepared and will be put up on notice board (walls). The parents will be informed or contacted regularly.
6. Improving or making the teacher's behaviour friendly and brotherly.
7. For use of teaching learning material in teaching, teachers will be given training for preparation & effective use of TLM.
8. Teachers will be made effective and will be based on methodology & contents.
9. 'Peer group' teaching and 'group teaching' special training will be given to the teacher to organise & use these techniques in classroom.
10. 'CARD System' on the pattern of "Nalli Kali" project of Karnatak or Rishi-Valley project will be adopted as an innovation in one cluster of each district. For this, teachers will be sent for training to Rishi-Valley. The model will be developed district wise.

11. Mid day meal is being provided in all primary schools.
12. Free text books are given to all children of class I-V and for girl child & SC/ST Boys upto class VIII.
13. For dropped out children specially for Girls-Bridge courses, Remedial courses, Alternative School, Evening school etc. Strategies are started on need based.
14. Regular micro planning exercises will be under taken quarterly in collaboration with community to identify the number of dropout children as well as their reasons. Involving parents & community in micro planning exercise will help to mobilize the community and ensure the regular attendance.

Child Tracking System :-

For reducing the dropout and bringing back the children who have already dropped out, many strategies of child tracking are being adopted. Our emphasis for obtaining good results will be on-

- Regular monitoring of attendance
- Regular Micro planning exercises will be conducted
- Strict follow up of enrolled children
- Child to child tracking will be done through maintaining registers and assigning responsibility to teachers & SMC members.
- Quarterly retention drive will be organised to motivate parents and the school system to ensure retention of all enrolled children. The drive will help to take corrective measures as per need.

Quality Education –

The DPEP Rajasthan is pursuing a five-fold strategy (a) Improvement in provision of infrastructure and human resources for primary education; (b) Provision of improved curriculum and teaching – learning material; (c) Improving the quality of teaching – learning process through the introduction of child centered pedagogy; (d) Attention to teacher capacity building; and (e) Increased focus on specification and measurement of learner achievement levels.

Quality Improvement in education cannot be seen and achieved within the prespecified time frame as it is non tangible. Objectives, strategies and proposed interventions are given below -

- (a) **Improvement in provision of Infrastructure & Human Resource & for Primary Education** - The major works undertaken are construction of school building for building less school, Additional classrooms, toilets, major & minor repairs and hand pump & water connection. State Govt. is planning to provide one classroom for each class irrespective of number of children. This will be done in phases - first two room building will be provided to all primary schools, then gradually additional rooms will be provided.

Every primary school is being provided at least two teachers. After this, additional teacher is being given on the basis of enrolment. In the end one teacher per section will be provided to improve quality in teaching. The para teachers will be provided as per need.

- (b) **Renewal of curriculum and Teaching Learning Material** -

The common curriculum is followed in all the primary schools of the state. The curriculum has recently been revised by SIERT Udaipur and accordingly text books are being written. Books are Activity & Competency based on the basis of new curriculum. DPEP and Lok Jumbish are providing work books to all children of I to V class from the year 2003-04. These work books will be revised from time to time on the basis of field feed back.

Teaching Learning Material - To prepare quality TLM, 3 days training to all teachers is being provided. TLM exhibitions are being organised at cluster, block and district level to motivate the teachers. TLM competition is also organised at district level. Emphasis on effective use of TLM will be given in teachers trainings and in monthly meetings of teachers. Demonstration lesson will be part of supervision & monthly meeting at cluster level for cluster incharge.

- (c) **Improving Quality of Teaching Learning Material** – Following process is being ensured -

- Group teaching by teachers - Teachers will be specially trained.
- Peer group teaching - Orientation will be done.
- Making classroom attractive.

- Providing opportunity to children to do activities and write on black board.
 - Activity based joyful teaching.
 - "Card System" on the pattern of Rishi Valley Project will be introduced in one cluster of each district. For this, teachers will be trained and workshops will be organised to prepare activity card and get it printed.
 - Continuous training of teachers every year in group teaching, content, peer group teaching and use of TLM etc.
 - Improving the teacher behavior.
- (d) **Capacity Building of Teachers** - Following will be ensured -
- Continuous 9 and 6 day training to regular teachers and 41 and 30 day training to para teachers every year. The trainings will be content and methodology based.
 - 3 day Training of TLM preparation and its use.
 - Exposure visit of officials and teachers to see the good practices within & out side the state.
 - Good library & availability of books and magazine will be ensured to the teachers through CRC and BRC.
 - Monthly Planning & review meeting at school, cluster, block, district and state level of different personnels.
 - Collaboration of NGO in the field of teachers training will be ensured. District specific NGOs will be hired for training and follow up.
 - Distance Education for building teachers capacity. In this through tele-conferencing subject wise teaching support will be provided to the remotest area posted teachers. Secondly, radio & television will continue to be used as a media for building capacity in various content matter.
 - Focus on Improvement in Learners' Achievement - In DPEP 25% increase over the base line survey achievement is planned. The mid term achievement study has been conducted, results are expected by March end.

Strategies for the Education of special groups –

Education for Minority children - Recent studies have shown that there has been inadequate participation of children of minority groups in elementary education. Hence, special attention would be given to these children. In the

case of Muslims, the effort to promote education among girls and literacy among adult women would be of particular importance. The curriculum and other programmes of madrasas and maktabas (religious schools) and similar institutions, catering to educational needs of minorities would need modernization with the introduction of the teaching of science and mathematics. Specific arrangements for orientation training of teachers in those institutions to transact mainstream curriculum would be required.

The state Government is launching the following strategies :-

- Madarsa Board has been constituted to look after the expansion and modernisation of Madarsas.
- In minority concentrated areas the facility of education to 6-14 age-group minority children is being provided through Urdu medium.
- Urdu language is taught as a third language and as an optional subject in the schools where minimum 20 minority children are available.
- For general education in Madarsas para teachers and free text books are being provided as a step towards modernisation of Madarsas.

In order to provide Integrated Education for Disabled Children, the Govt. of Rajasthan is acting upon the following strategies -

1. Identification of disabled children of different categories viz-Physically handicapped, mentally retarded, and deaf and dumb, etc.
2. Medical camps are being organized at block level for disabled children.
3. Providing Aids and Appliances – The aids and appliances are being provided in collaboration with NGOs.
4. The input to sensitize regular teachers on effective classroom management of children with special needs is being provided in-service trainings and orientation programmes.
5. Promoting Games – for promoting games and sports activities, State planned to provide 1000/- Rs. to each school except DPEP covering schools (out of 19 DPEP districts). The amount will be spent through SMC for promoting joyful activity of games/sports these activities help in attracting and retaining the children in school.

6. Ramps have been constructed in most of the primary schools to make easy approach to the classrooms for disabled children.

Education of Scheduled Castes and Scheduled Tribes

Special attention to the educational needs of SCs and STs is a state commitment, pursued in all the Five Year Plans. The progress with respect to enrolment and participation of children belonging to these sections has been quite satisfactory. However, the state is trying its level best to cover all 6-14 age-group children belonging to SC/ST by providing them various types of motivations/incentives i.e. free text books up to class VIII, scholarships, hostel facilities, admissions in public schools, uniforms in tribal areas, etc.

WORKING CHILDREN -

Educating children who are compelled to join the workforce prematurely instead of attending primary schools is a major problem, which has defied effective solution for a long time. Enrolling such young children who are already in the labour market and ensuring that they complete primary schooling assumes even greater significance in the current economic scenario of a liberalised economy.

The state Government is addressing the issue of education of working children by opening/ starting alternative schooling i.e. Bridge Courses, Prahar Pathshalas, Shiksha Mitra, Mobile teachers, Bal Sharmik kendras, etc.

Other Hard-to-Reach Groups

Children who are designated as **hard-to-reach** are those who are likely to be left out despite all interventions. They are children living in very small and remote habitations where no form of schooling is available, children of migrant families, children engaged in household chores, children of sex workers, children in juvenile homes, children living in coastal areas and belonging to fishing communities, etc.

The Education Guarantee Scheme and Alternative and Innovative Education scheme would be given importance to address the educational needs of the hard-to-reach children. The scheme has provision for diversified strategies and

flexible financial parameters. A range of options, such as EGS, Back to School Camps, Balika Shivirs, etc., is available. Other strategies are :-

- Evolving a mechanism to set up seasonal schools at the site of work of migrants, such as sugar schools, brick kiln schools, etc.
- Providing identity card to children of migrant families to facilitate their entry into schools at different work sites.
- Organizing bridge courses, seasonal hostels and mobile schools based on local needs.
- Opening permanent community-based schools, residential camps and multi-grade centres for very small, unserved habitations.
- Mainstreaming of older children, especially adolescent girls, through bridge courses and transition classes of different durations.
- Intense community mobilization to ensure community-based monitoring of all these interventions for quality and sustainability.

EDUCATION FOR GIRLS –

Rajasthan is still facing the problem of girl education because of its traditional social environment. The low female literacy rate is also a hindrance in the way to take girl child education ahead. The Govt. of Rajasthan is concerned & committed to provide education to all girl children. The following strategies / interventions are being carried out to achieve the target of girl child education : –

- Incentives like free text books upto class VIII, mid-day-meal, scholarships, etc. are being provided.
- Hostel facilities are being provided in urban as well as rural areas in collaboration with NGOs / private agencies.
- The percentage of women teachers is being increased to enhance enrolment and retention of girls in schools.
- Balika Shiksha Foundation has been constituted with the corpus fund of Rs. 1 crore to promote girl education.
- Angan Badi and Bal Badi are being strengthened / opened to bring the 3-6 age group children in school and relieve the school going age girls from the burden of child sibling.

RESEARCH & DOCUMENTATION CENTRE
National Institute of Educational
Planning & Administration,
17-B, Safdarjung Road, Connaught Place,
New Delhi-110016
DGC, No. 12613

- Bridge courses, Balika Shikshan Shivir, etc. under Alternative Schooling are being arranged for the education of out of school girls even for classes upto VIII.
- Separate girls upper primary school are being opened.
- Separate urinals and toilets have been constructed for girls.
- Books have been revised from the view point of gender perspective.

Education of Girls and Women's Empowerment

GENDER PERSPECTIVE (GIRLS EDUCATION)

Introduction:

Despite various efforts & achievements made in the field of educational development in Rajasthan, the state continues to be one of the most educationally backward states in India, particularly with regard to women's education. As per Census 2001 the female literacy in Rajasthan is 44.34% which is, in fact, a big jump from 20.44% in 1991. However, we are still below the national female literacy rate. The condition of SC/ST and minority women is still far below the state female literacy percentage. Moreover, the female literacy rate in rural areas in Rajasthan is very low.

This reflects the severity of the situation & need to be solved with greater efforts. Rural girls in Rajasthan usually do not go beyond Primary School, even if it is located close to their homes. After reaching puberty, a girl is sent to her husband's home, thus ending any possibility of learning. Another major deterrent, for girl children to attend schools is the lack of women teachers, since parents prefer to send their daughters to girls school. However, inspite of this environment, the girl child education has made much progress over the last few years. The female literacy rate was 3% in 1951 as compared to 44.34% in 2001. Thus it is amply clear that the state is struggling hard to break its stringent cultural norms & ensure bright future in providing basic education to a girl child.

Existing Strategies and Interventions :

Several Strategies and Interventions are currently in operation under various projects so as to increase the access, enrolment and retention of girls' child in the age group of 6-14 yrs.

A) District Primary Education Programme

Under DPEP, greater emphasis is laid to reduce socially constituted differences between females and males, for which following activities are conducted –

- Formation of Mahila Prerak Dal i.e. Girl Child Motivator at cluster level to promote the enrolment of girls and to increase the rate of retention.
- Appointment of animators for the girls of focused group/remote areas.
- Initiation of Bridge courses for working girls, dropout & non-enrolled girls,
- Monthly meeting of Mahila groups.
- Incorporation of gender aspects in the training modules as well as providing special training for women.

B) Lok Jumbish Parishad :

Lok Jumbish, in accordance with the National Policy on education considers education as an instrument of women's equality. The following activities related to gender issue are being conducted :-

- Formation of Samvadika, the consultative and advisory group at the state level for overall women's development and forwarding gender issues in the content and process of education.
- Formation of Women Teachers' Forums for women teachers to develop them as creative professionals.
- Women groups are formed as part of social mobilization process so that they could become effective participants in the Village Education Committees as well as advocates of the education of the girl child.
- Women Residential Institute for Training and Education (WRITE) has been established for providing necessary training and education upto class VIII to young women coming from difficult situation like belonging to backward community, divorced or deserted by husbands.
- Organization of work shops for school going boys and girls with the objective to bring about gender sensitization among school children.

Activities at State Level –

1. Text books have been reviewed keeping in view the gender perspective. In future also this point of gender equity will have its role in writing text books.
2. Bridge Courses are being run for working girl child, drop out girls and not enrolled girls. The duration of the course is 3 to 12 months.

3. Need of Adolescent Girls Specially in SC/ST/Minority areas is being looked after by starting/ opening Bridge Courses, Prahar Pathshalas, etc.
4. Gender input in various trainings modules – Gender perspective aspects have been incorporated in the trainings modules of –
 - a. Formal school teacher trainings
 - b. Para teacher trainings
 - c. SMC/PRIs trainings
5. Gender Sensitization - 3 days training will be provided to all the officials of education department on concept of gender perspective.
6. Remedial coaching classes are conducted to provide education to the girls and keep them interested in their education.

An Overview of Girls' Education and Women's Empowerment -

The persistent low educational participation of girls till recently had adversely impacted women's empowerment in India. Such educational backwardness of a defined segment of population has not only denied them individual growth and development, but also slowed down the pace of national development.

The National Policy on Education (NPE-1986) articulated the intent to "lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far." (NPE 1986, p.7) It saw a turning point in Indian education as it brought the issue of women's equality to centrestage in all discourses on education and development. *"Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women This will be an act of faith and social engineering The removal of women's illiteracy and obstacles inhibiting their access to, and retention in elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring*"

Socio Cultural Factors -

- Despite a growing demand for girls' education, the demand is not yet universal. Many communities still do not consider it appropriate to send girls to schools. Even when girls are sent to school, they are withdrawn by the time they attain puberty.

- Where the school is at a distance, concern for girls' safety often becomes a reason to keep them out of school.
- Early marriage remains one of the major reasons for girls dropping out of school.
- A large number of out-of-school girls belong to families of first generation learners. Parental indifference to education of girls and their own illiteracy also keep girls out of school.

Economic Factors -

These can largely be classified into the cost of educating girls and the opportunity cost of sending them to school.

- Although elementary education is free in Rajasthan, the cost of educating girls still comes up as a barrier. Additional expenses (other than school fees) include the cost of stationery, books, uniform, etc. Male priority in education also denies girls the opportunity to be in school.
- But more than these costs, it is the opportunity cost of sending them to school that is a major deterrent to girls' education. Girls are employed in a variety of work that is crucial to poor families, as it has a bearing on family livelihood. Within the family, the girl's responsibility of sibling care and household work makes her indispensable

While her mother goes for wage labour or other work contributing to the family income. Seasonal irregularity of girls at school is another phenomenon that is seen in India. There are times when work at home increases and she is expected to perform certain stereotyped roles and responsibilities, as during festivals, marriages and agricultural seasons. Long gaps in school attendance even leads to her leaving the school.

Similarly, support to family occupation, especially at sowing or harvest time, often keeps girls away from school. In many areas, wage labour is also a significant factor that keeps girls out of school.

School environment -

Within the school, the environment is sometimes not conducive to girls' learning.

- Inadequate school infrastructure in the form of toilets for girls and boundary walls have been identified as a significant factor in keeping girls away from school, especially at the upper primary level. Lack of boundary walls where the school is

located in areas like the market place or remote isolated areas can also pose a barrier to girls' participation in school.

- Lack of female teachers and the consequent fear of girls' safety, is often a deterrent to girls' education.
- A lack of sensitivity on part of teachers to the issues that impinge on girls' education deprives them of a congenial learning environment. Often the problems that girls face, such as lack of time to study and low encouragement at home for studies, greater malnutrition, etc., also inhibit girls' participation in class.
- The overall classroom environment that reinforces gender stereotypes also places lower importance to the education and self-esteem of girls as compared to boys.
- Gender stereotyping gathers strength from a curriculum and textbooks that are not entirely free from gender bias.

Future Perspectives -

Looking to the seriousness of girl education and women's empowerment, the State envisages to use tried out interventions to achieve the target of 100% girl education along with women's empowerment. The experience gained by the state in running strategies for the education of girl child will also be taken into account and on its basis the following activities will be carried out :-

- Special attention will be given to the education of girls in educationally backward districts/tribal areas/out of reach areas.
- The girls belonging to SC/ST and Minority classes will be given special attention by providing them all possible incentives/ motivations.
- Female teachers will be appointed in primary and upper primary schools in more and more number to ensure cent percent enrolment and retention of girls.
- Self Help Groups will be involved in ensuring enrolment and retention of girls.
- Local people will be motivated to participate in the awareness activities for girl child.
- Mother Teacher Associations will be formed in all the remaining schools to promote girl education.
- The urinals and toilets meant for girls will be made functional in all schools.

- More and more facilities for games and sports will be provided for girls in schools.
- Balika Shiksha Foundation already working in the state will be made more effective by giving it more importance on national and state level function and also in case of making policies for the education of girls and women's empowerment.
- The Self Help Group already working in the state will be strengthened so that they may improve the sources of income for women, particularly those living in rural areas.
- Literacy campaigns will be run to educate women, with special attention to those belonging SC, ST and Minority classes.

Meeting Quality Concerns

The constitution of India has made a commitment to provide free and compulsory education for all children upto the age of fourteen. The national policy of education (NPE), which was announced in 1986 and revised in 1992 gave greater momentum to the task of providing basic education for all, with concrete plans of action. The government of Rajasthan (GOR) in partnership with the government of India (GOI) has made a number of attempts to fulfill this constitutional obligation and has launched a number of projects and programmes such as operation Blackboard, Lok Jumbish Project, Shikshi Karme Project, Guru Mitra Yojna, District Primary Education Programme (DPEP) and Janshala Programme. Though significant improvements are seen in various indicators, the ultimate goal of providing universal quality education for all 6-14 age group children still remains to be achieved. The government of Rajasthan (GOR) is committed to the goal of quality education for all by the year 2015.

The National policy on education (NPE), as revised in 1992, has emphasized the need for a substantial improvement in quality of education to achieve the essential levels of learning. The programme of action, 1992, too has stressed the need to lay down minimum level of learning (MLL) at primary and upper primary stage. Infact, this need emerged from the basic concern that irrespective of caste, creed location or sex, all children of 6-14 age group must be given access to education of comparable standards. The MLL strategy for improving the quality of elementary education was seen as an attempt to combine quality with equity.

The main indicator of the quality of elementary education can be visualized in terms of its products - the learner's achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The factors associated with success in these areas, which relate to conditions of learning and learning environment, are also sometimes considered as indicators of quality of elementary education. Thus, ensuring quality in the inputs and processes becomes necessary, if quality achievement is aimed at.

In fact, quality improvement is a very complex question. Some people believe that knowledge is the main indicator of quality education, while some people believe that inculcation of good habits, attitudes, values etc. is an indicator of quality education. Still some more people believe that development of life skills in the form of vocations is the chief indicator of quality education. But the truth is that all the three indicators as mentioned above are essential for quality education.

The Programme Of Action, 1992 (POA) has therefore, very clearly mentioned the steps for operationalization of MLL as follows: -

- Primary assessment of the existing levels of learning achievement;
- Modification of the MLLs to suit local situations, if needed;
- Initial and recurrent orientation of teachers to competency based teaching;
- Preparation of teacher training handbooks for MLL based teaching;
- Introduction of continuous and comprehensive evaluation of students and using evaluation results for remedial action;
- Preparation of unit test and other evaluation material and putting them in an item pool for using, as and when required;
- Using MLL norms as and when text books are revised;
- Provision of competency based teaching learning materials to make the educational process activity-based and joyful.

Quality issues in elementary education, therefore, revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and supervision, etc. Hence, in brief the good quality education system is one that has –

- (a) Child centered, activity based and joyful learning methods.
- (b) Using child centered and activity oriented text books.
- (c) Multi-grade and multilevel classrooms.
- (d) Child attain standard as per minimum level of learning (MLL)

Main Indicators of Quality Education –

The state considers that the main indicator of the quality of elementary education can be visualized in terms of the learner's achievement both in scholastic and also co-scholastic areas – the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The factors associated with success in these areas, which relate to conditions of learning and learning environment, are also sometimes considered as indicators of quality of elementary education.

Behavioral outcome of quality intervention can be measured in terms of changes in –

- i. Children –**
 - Their ability and eagerness to learn new things
 - Their participation in classroom processes.
 - Quantum of their learning achievements, ability to use and conceptual clarity in what has been learnt.
- ii. Teachers –**
 - Clarity in understanding, content.
 - An understanding of teaching learning methods.
 - Ability to understand the child's learning process, pin point the difficulty and help appropriately.
 - Ability to organize classroom processes.
- iii. Classroom Interaction –**
 - Engagement with learning that encourages critical thinking and creativity.
 - Co-operation in learning,
 - Enthusiasm, absence of fear and discipline and friendliness in atmosphere.
- iv. Curriculum –**
 - Internal consistency.
 - Understanding the nature of knowledge and appropriate organisation of knowledge.
 - Appropriateness in terms of children's development stages.
 - Relationship to the child's context.

- v. **Teaching-Learning Material –**
- Appropriateness in terms of the curriculum.
 - Possibilities for learning independently.
 - Attractiveness, ease in handling, etc. production related parameters.
 - Equipment availability.
- vi. **Infrastructure –**
- Classroom – light, space, storage etc.
 - Campus – secure, clean etc.
 - Facilities.
- vii. **Relationship with the community –**
- Mutual respect between the school and the community.
 - Cooperation and interest taken by the community.

Present Status -

Keeping the importance of quality education in view, the Government of Rajasthan is making all possible efforts to improve the quality of education being given in schools. Various programmes and projects are being run in the field of education to fulfil this commitment as per NPE, 1986 and 1992. Though this task is very complex as well as expensive yet the state government has decided to carry out its programme in letter and spirit. The different indicators showing the achievement in quality education are being provided with proper funding through a number of programmes and projects which are as follows :-

- (A) **School Building and Equipment to All schools :** The government of Rajasthan in collaboration with, government of India, has provided infrastructure support to the development of elementary education by running a number of projects and programmes such as Operation Blackboard (OB), Lok Jumbish, Shiksha Karmi Project, DPEP, Janshala Programme, Guru Mitra Yojna, etc. In addition, the State has provided infrastructure support to the development of elementary education by launching a new scheme under the name of “Bhama Shah Yojana” in which the people at large, have been involved in constructing school buildings, additional classrooms, hostels and also providing equipment to schools. Every year the Bhama Shah Samman Samaroh is held at the state capital to honour the donors. This scheme has

been adopted by the urban as well as rural donors with a lot of enthusiasm, resulting in addition to the infrastructural support. With the help of projects and programmes the state government has provided primary and upper primary schools with the following infrastructural facilities:-

1. Building for building less School
 - (a) Two room school building
 - (b) Three room school building
 - (c) Five room school building
2. Additional Class room with verandah
3. Urinal Facilities
4. Drinking Water Facilities
 - (a) PHED Water Connection
 - (b) Hand Pump
 - (c) Rain Water Harvesting
5. Block Resource Center Building
6. Cluster Resource Center Building
7. Construction of Ramps
8. Head Master's room with verandah
9. Provision of Play Elements in schools
10. Repairs & Maintenance

(B) Provision of Improved Curriculum and Teaching learning Material :-

The Government of Rajasthan (GOR) has been focusing on ensuring improvement in curriculum and classroom processes for more than a decade. There is no doubt that curriculum and text books play a very significant role in quality improvement efforts and that is why the government is taking all special efforts to revise the curriculum for all stages of schooling.

SIERT, Udaipur developed the new curriculum in 2000, in collaboration with DPEP which was published by RSTB in 2001. While developing it, SIERT had detailed interactions with PRIs, women activists, various sections of the society, representatives of educational institutions, educationists, NGOs, teachers, students etc. and collected their opinions on the frame work of a new

syllabus. Prof. Yash Pal Commission's recommendations regarding steps to reduce the load of "School Bag" were also taken into consideration. The old syllabus for class I to V was also reviewed and the following points were recommended :-

- The latest knowledge should be incorporated.
- New statistics and new values should be given due place.
- The subject matter should be presented in an interesting way.
- Practice work should be given more place in textbooks.

Keeping in view the opinions of different groups, viz, PRIs, women activists, various sections of society, representations of educational institutions, educationists, NGOs, teachers, students, recommendations of Prof. Yash Pal Commission's as well as those of the review committee for old syllabus, SIERT developed the new curriculum for class I to V and after approval of Government of Rajasthan, it was published by RSTB in 2001. The printed copies of this curriculum have been sent to all the districts for onward transmission to each and every primary and upper primary school.

Workbook For Class I to V

Rajasthan DPEP has developed workbooks for class I to V for improving the quality of education. These workbooks will serve the purpose of additional learning material for the students and enrich their knowledge. The state government has approved these workbooks for all the 32 districts of the state.

Development of "Shivam" (TLM Guide)

All the educationists and teachers are of the opinion that teaching can be made interesting, joyful and qualitative through the use of Teaching Learning Materials (TLM). This type of joyful, interesting and qualitative teaching will ensure not only higher enrolment and retention but also better achievement levels.

In Oct., 2001 a booklet under the name of "Shivam" was published and sent to teachers so that they might develop TLM with its help in a better way. This booklet contains the following areas: -

- Objectives of developing TLM.

- Raw material needed for developing TLM.
- Methods of developing TLM.
- Presentation of the developed TLM in context with the subject matter.

(C) Improving The Quality Of Teaching Learning Process Through Child Centre Pedagogy

The main thrust of action is to help teachers make the classroom processes more contextualized to the local conditions. Multi-grade teaching, which is inevitable with more schools in smaller habitations, is being improved through innovative practices to make the teaching learning process still effective. For involving students in learning activities the state has made an experiment under the name of "Guru Mitra Yojna" which provides specially decorated classrooms having Blackboard on the lowest part of the walls so that little children can practice on it.

(D) Teacher capacity Building (Training/Orientations) :

Quality of education may be achieved only by competent teachers. An efficient teacher can create such a learning environment so that our children get attracted towards school. In order to make activity based teaching, the training of teachers should include various modes like games, stories, references, visits, pictures music and poems where necessary. It creates interest and learning curiosity of the children and they inclined towards their all round development. Effective training helps in making the joyful environment which lead to ensure the retention of children in school.

Following are the strategies and Interventions running currently under different project VIZ. DPEP, Lok Jumbish Parishad, Janshala and Shiksha Karmi Board.

Training is basically an interaction between the teacher and the learner. Following trainings are being organized :-

1. Nine day induction training.
2. Six day content based recurring refresher training.
3. 6 day BRCF training.
4. 6 day CRCF training.

5. 30day Raj :ev Gandhi Para teachers training.

Duration of Trainings -

The duration of trainings to different functionaries is given in the following table.

S.No.	Category	First Year	Subsequent Year
1.	Primary School Teacher	9	6
2.	A.S. Parateachers	41 + 10	30 + 10
3.	BRCF's	10	-
4.	CRCF's	10	-
5.	Training for RP	6	-

Monitoring of Quality Aspects :-

- A well defined monitoring system has been ensured at all levels.
- At State Level, monthly meetings are being held to monitor the progress.
- Programme Officer have been entrusted the responsibility of one or two districts for monitoring.
- In every District DRG, and CRG have been constituted to monitor the quality and follow-up of the trainings.
- All the Master Trainers are regularly visiting the school to follow-up the trainings.

Future Strategies :-

Curriculum Development -

- The state government has decided to decentralize the whole process of curriculum development down to the district level. Child centred and activity based learning will be followed in practice. Learning by doing, learning by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process.
- The evaluation system will be made more continuous and less threatening by bringing about appropriate changes in the system. Performance of children will be constantly monitored in consultation with parents but shall not be restricted only to cognitive areas.
- Teachers' role in preparation of text books and secondary learning materials will be enhanced.

- School timings will be made contextual, giving due consideration to the local needs.
- Based on a broad curriculum framework, districts would be given freedom to define their content areas in their local contexts.
- State and national level institutions will facilitate this process of decentralized arrangement for development of curriculum and evaluation systems.

Capacity Building Among Teachers –

- Teacher Education has been restructured by setting up Block Resource Centres (BRC's) and Cluster Resource Centres (CRC's) which function under the guidance of DIET's.
- Efforts to identify teachers as resource persons will be intensified. Teachers as resource persons will then interact with pedagogy experts and other teacher educators to develop useful learning approaches for children.
- Efforts will be made to recognize the unique learning needs of children. The diversity of learning environments and learning approaches will be encouraged and teachers will have freedom to experiment on a much larger scale.
- Study tours of teachers will be encouraged.
- NGO's with experience in pedagogy will be associated in developing capacity among teachers for innovative practices.
- The Distance Education mode will continue to be an important input in the in-service education of teachers and other personnel in the area of elementary education. It will supplement the face-to-face training by using multimedia packages like audio-video programmes, radio broadcast, teleconferencing etc. This will also facilitate dissemination of innovative practices of one region to other. DIET's would be the centre of activity at the district level. The state coordination will be done by SIERT which will also take up capacity building activities of DIET personnel.

Teacher Recruitment, Rationalization And Management –

- The Rajasthan Government has made certain modifications in the procedure of teacher recruitment. The primary school teachers are recruited through the Zila Parishads for their respective districts.

- The recruitment of these primary school teachers is made for a particular district and if they want to have a change in their place of posting they will have to face new recruitment in a new district.
- This system of districtwise selection has promoted the selection of local persons with the result that they prove more useful to the school development as well as better enrolment and retention of the children.
- Besides this, the selection of the parateachers for Rajeev Gandhi Swarn Jayanti Pathshalas (RGSJPs) and alternative schooling centres along with Madarsas has been entrusted to the local Panchayats which select local persons having prescribed qualifications.
- The better part of this change is that the selection of such para teachers is made in Gram Sabha of the concerning area. Still better part of it is that preference in these selections is given to the females and persons belonging to the deprived sections of the society. The state has adopted payments of less than the state pay scale as an interim measure.
- Rationalization of existing teacher units will be a priority.
- The state government tries to ensure that there are no single teacher schools. Over all, the effort will be made to provide at least 1:40 Teacher Pupil Ratio (TPR).
- The practice of at least 50% women teachers will be strictly followed. Opportunities for the professional development of teachers will be encouraged.
- The teachers are being provided with effective in-service training and orientation through DIETs and BRCs.
- It is also envisaged to encourage arrangements for classroom observation after training programmes by the resource persons.
- Curbing absenteeism among teachers
- Filling up vacancies of teachers in the schools.
- Regular inspection & monitoring of schools & its functioning.

Useful And Relevant Education And Education For Life –

- Experts feel that education is not just the process of imparting literacy and numeracy. It is actually a process of socialization that helps children cope with the natural and social environment. Therefore, they have emphasised the need

to develop a school system that builds on the solidarities in societies and tries to learn from the natural environment.

- The useful and relevant education would imply a much greater focus on integrating physical and mental development. It will, in fact, focus on total development of children. It will encourage sports and games, cultural activities, project work involving interaction with social and natural surrounding, activity-based learning, exposure to life skills with regard to health, nutrition, professions, etc.
- The school will certainly become a social institution, being the centre for community activities. There will be appropriate emphasis on work experience which will provide opportunities to children to have attachment with professionals, farmers, artisans, etc. in order to master the social and natural context. Children will be encouraged to think and observe independently and the classroom will be a forum for interaction.
- It is proposed to bring about a system of "**Grading of schools**" to inculcate healthy competition among schools with a view for improving quality education.
- Regular "Tests" & Examination of school teachers to be made part of the exercise to improve the Human Resource.

Education of Out-of-school Youth And Adolescents

The persons between the age-group of 10 to 19 are called adolescents. They are very energetic and truth loving. Their energy can be channelised for social development and nation-building. However, a sizable number of adolescents leave their regular education on account of economic, social or psychological reasons. Such adolescents are, in fact, out of school youths. The Planning Commission's Technical Group on Population Projections has projected that about 230 million persons in India come under this category. In terms of percentage, the projected number of adolescents constitute 22.8% of the population of our country out of which the male and female adolescents are 12% and 11% respectively.

As regards the education of adolescents, their needs are very special and distinct. To solve the problem of their education, the issues like poor attendance in schools and higher dropout rates are being given serious attention.

The state of Rajasthan is no exception to this problem. In reality, the problem of low enrolment and higher dropout rates are still the big causes of concern, though the conditions are improving in the wake of launching projects and programmes like Lok Jumbish, Shiksha Karmi, DPEP, Janshalas, Sarva Shiksha Abhiyan (SSA), etc. The out of school adolescents (both boys and girls) have their own problems. They have less opportunities to grow into self-confident, aware and healthy persons as compared to those who are getting education in formal system.

The Present Status of Education of Out of school Youth And adolescents in Rajasthan –

In Rajasthan, 10-19 age group out of school adolescents have been given special attention in regard to their education. This age group contains the out of school adolescents of 10 to 14 years and as this period is meant for elementary education, they have been included in the list of out of school children who are being covered under Universalisation of Elementary Education (UEE) through various projects, programmes and schemes i.e. 'Shiksha Karmi Yojana', 'Lok Jumbish', 'DPEP', Janshala Programme, 'Shiksha Apke Dwar', 'Sarv Shiksha Abhiyan' (SSA), etc.

The remaining 15-19 age – group out of school adolescents fall under the second category and as such the arrangements for their education have been made through the State Directorate of Literacy and Continuing Education.

Still, there is one more category of 15-35 age-group youths whose educational needs are being met by the same agency – State Directorate of Literacy and Continuing Education.

As the period of 15-35 age group is a long one having varying stages with varying needs of education and life skills, arrangements have been made to meet with their requirements through different working agencies. The details of the on-running projects and programmes dealing with educational needs of different categories of out of school adolescents and youth are given in the following sub – heads :-

Education of 10-14 Age Group Out of School Adolescents –

10-14 age - group adolescents are included in the list of 6-14 age - group non-enrolled children as per the Shiksha Darpan – 2000 which was later on revised under the name of Shiksha Darpan – 2002. The Government of Rajasthan (GOR) through Shiksha Darpan-2000 identified 23.12 lac out of school children out of which the number of boys and girls was 5.65 lacs and 17.47 lacs respectively. Later on, in 2002 GOR got the Shiksha Darpan-2000 revised under the name of Shiksha Darpan-2002 and came to know that 2.56 lac boys and 6.08 lac girls in rural area and 3.83 lac children in urban area (total 12.47 lacs) got themselves enrolled and only 3.09 lac boys and 6.39 lac girls in rural area and 1.17 lac children in urban area (total 10.65 lacs) remained as out of school children. So the 10-14 age group out of school adolescents were included in the list. The following table gives the progress of the enrolment of 6-14 age group out of school children :

Progress of 6-14 Age-Group Out of School Children

Year	Rural Area			Urban Area	Total
	Boys	Girls	Total		
Out of School Children In the Year-2000	5.65	12.47	18.12	5.00	23.12
Out of school children in the year- 2002	3.01	6.32	9.33	1.17	10.50
Out of school children in the year-2003 (upto June 03)	0.25	0.38	0.63	0.40	1.03
Beneficiaries	5.40	12.09	17.49	4.60	22.09

The table 7.1 given above reveals the fact that because of the innovative provision of Rajeev Gandhi Swarn Jayanti Pathshalas (RGSJPs) near the home of the child, in all 12.62 lac children got themselves enrolled in formal system. However 10.50 lac hard-core children still remained out of school. With the efforts of various projects and programme running in the state 9.47 lac out of school adolescents were brought in the fold of formal education system in the session 2002-03 and now only 1.03 lac Hard Core out of school adolescents are to be covered.

Thus, the need of education for 10-14 age group out of school adolescents is being met with through formal as well as non-formal system of education. So far as the remaining lot of 15-19 age group out of school adolescents as well as 15-35 age-group youths is concerned, the state government is managing for it through Shiksha Karmi Yojana, Lok Jumbish and Directorate of Literacy and Continuing Education the details of which are given in the following paragraphs :

Shiksha Karmi Board (SKB)

- ◆ Prahar Pathshalas : Shiksha Karmi Board is running Prahar Pathshalas to provide elementary education to the working children who for one or the other reason cannot enrol themselves in formal system of education. At present, 2154 Prahar Pathshalas are being run in rural areas.
- ◆ Aangan Pathshalas : SKB is running Aangan Pathshalas for the out of school adolescents. The minimum number of learners is 10-15 and the regular Shiksha Karmi imparts education to them. At present 100 Aangan Pathshalas are being run in the state.

Lok Jumbish -

- ◆ Sahaj Shiksha Kendras : Lok Jumbish is running 5348 Sahaj Shiksha Kendras in 13 districts of the state to provide education to 9 + years out of school adolescents who are either working children or dropouts for one or the other reason. In the previous years 2255 Kendras were run and 1.68 Lac boys and girls were beneficiaries.
- ◆ Shiksha Mitra Kendras : 1241 kendras are functional in 13 districts. Uptill now 2282 Shiksha Mitra Kendras have been run with 0.56 lac children being beneficiaries.

- ◆ Balika Shikshan Shivir : 107 Balika Shikshan Shivirs were conducted and in all 0.09 lac children were benefited.
- ◆ Muktaangans : 98 Muktaangans have benefited adolescents by providing them elementary education.

DPEP –

Rajasthan DPEP is running the following interventions :

- ◆ Bridge courses : DPEP is running 23 bridge courses through which 1667 girls are being benefited.
- ◆ Mobile schools : Mobile schools are being run in collaboration with Rajasthan State Transport corporation in 32 districts and the number of beneficiaries is 4510.
- ◆ Shiksha Mitra Yojana : Rajasthan DPEP is running 1528 Shiksha Mitra Kendras which are providing education to 27886 out of school adolescents.

Janshala Programme –

Janshala Programme is running 157 Jan shalas in which 8585 out of school adolescents living in urban slums in Jaipur, Ajmer and Bharatpur are getting education. In the previous years 29, 74 and 111 Janshalas were run with 1494 & 4299 and 5788 beneficiaries in the year 1999-2000, 2000-01 and 2001-02 respectively.

- ◆ Bridge Courses : Janshala Programme is running 156 Bridge Courses with 3706 out of school adolescents getting education.

Directorate of Literacy and Continuing Education –

The directorate is running literacy programme for the out of school adolescents as well as youths of 15-35 age-group. By 2002, in all 90.70 lac illiterates were identified out of which 80.55 lac persons were enrolled and benefited. This lot of beneficiaries comprises 53.76 women. The number of SC and ST beneficiaries were 15.86 lacs and 15.84 lacs respectively. 37.16 lac Neo-literates completed the first book of post literacy and participated in the programmes for skill development. 16.07 lac youths were benefited through continuing Education Centres. Under literacy & continuing programme by Dec., 2002, in all 690 Nodal continuing Education centres and 5273 continuing Education centres are being run.

Future Strategies –

As per research study conducted in the ten districts of DPEP – Phase-I the retention in primary education is 43% in general, 41% repeaters and 16% dropout. So the problem of dropouts is still there and the strategies and interventions to cover these dropouts will be strengthened all the more.

Special attention will be given to the adolescent dropouts and youths between the age-group of 15 to 35 years. Community through NGOs will also be involved in a better way. The social workers, working teachers and retired teachers as well as students getting education in Sr. Sec. Schools and Colleges will be involved in imparting education to the out of school adolescents and 15-35 age-group youths. The PRIs and community at large will also be made partners in the implementation of the programmes for providing education and life skills to the dropout adolescents and 15-35 age-group youths.

The Directorate of Literacy and Continuing Education will strengthen the strategies and interventions for developing life skills in a better way.

The future strategies and interventions will have the following thrust areas :

- ◆ Enrolment in elementary education will be 100% by the year 2003.
- ◆ Retention in formal system of education will be 100% by the year 2007.
- ◆ The Bridge courses for Girls will be increased in number to match with the growing local needs and the target will be set to cover 100% out of school adolescent girls.
- ◆ RGSJPs will be opened in more number to meet with the growing local needs and they will have a target of providing 100% access to the children.
- ◆ Special strategies for Hard cases of school adolescents will be strengthened to have 100% coverage.
- ◆ The scheme of providing free text books to the children upto class-V and girls upto class-VIII will be continued.
- ◆ There will be more and more involvement of NGOs in imparting education to the out of school adolescents and eradicating illiteracy and developing lifeskills among the youths of 15-35 age-group.
- ◆ Inclusion of vocational education in curriculum of secondary schools.

Expansion of Secondary Schooling Network -

With the thrust on Universalisation of Elementary Education till 2010 a greater demand for secondary and Sr. secondary schools will arise. The State of Rajasthan is working on the lines of expanding secondary education set up by upgrading existing schools and promoting schools in the private sector. The open school and distance learning infrastructure is also being strengthened.

Role of Private Sector –

The State Govt. is promoting the private sector for the objective of expanding the Elementary Education & Secondary Education infrastructure.

The private sector schools are given NOCs for their upgradation as well as for opening new schools in urban & rural areas.

The private sector also plays a significant role in providing higher education facilities in the form of general & specialised colleges. The State will continue to promote the private sector to expand the education infrastructure as a matter of supplementary support for providing greater access to education.

Literacy and Life Skills Programme for Adults

The National Policy on Education (NPE), 1986 and its Programme of Action highlighted the need for eradication of adult illiteracy with the result that the National Literacy Mission (NLM) was launched in India. The efforts had already been commenced on a programme of eradication of illiteracy in a mission mode in the whole of the country. But because of special emphasis on eradication of illiteracy in the National Policy of Education (NPE), 1986, followed by its Programme of Action (POA) in 1992 as well as the launching of National Literacy Mission (NLM), the efforts in this regard were intensified all the more. A mass campaign approach emerged as the main strategy to tackle the problem of illiteracy. Total Literacy Campaign (TLC) came as a big movement in the whole country. Not only this, new strategies for linking literacy with skill upgradation, quality of life improvement, etc. Thus, the efforts to eradicate illiteracy and provide education for all had begun quite early in the nineties.

Rajasthan, being in urgent need to eradicate illiteracy, used this opportunity in the best possible way. The Directorate of Adult Education (Now Directorate of Literacy and Continuing Education) had already commenced its activities for eradicating illiteracy in the early eighties. The 'Rajasthan Praudh Shiksha Samiti' a state Non-Government Organisation had also been set up in Jaipur. Both these institutions worked in coordination for the eradication of illiteracy from the state. In addition to it, a number of NGOs also worked in this field with special attention towards the districts like Udaipur, Banswara, Doongarpur, Sirohi, Sawai Madhopur, Tonk, etc. Where the SCs, STs, Tribes, minorities and other deprived sections of the society resided in a large number.

Coverage -

The Total Literacy Campaign (TLC) was launched in Rajasthan in 1987 starting with the total village as a unit for literacy campaign. Nagaur was the first district where a small village in Riya Panchayat Samiti was selected for TLC and in 1988 this total village was made literate with the help of local social workers, volunteers, teachers, PRIs and other govt. servants. This success story inspired other districts of Sikar and Sawai Madhopur where the whole Village Literacy campaigns

were carried out successfully. Later on, the concept of making the whole district literate emerged and as such TLC was launched in Ajmer to make the whole district literate. The social activists, workers, volunteers, teachers, students, PRIs, Government servants, NGOs and other agencies and the Government of Rajasthan (GOR) left no stone unturned to make the whole district literate. Ultimately, the efforts came out successful and Ajmer was the first district in Rajasthan which was declared totally literate. Then the wave of literacy went ahead eradicating illiteracy from other districts of the state.

Under the literacy programme, a survey was conducted which revealed that fact that there were as many as 90.70 lac illiterate persons in the state. Various strategies and interventions were adopted to eradicate illiteracy and develop life skills. The Directorate of Literacy and continuing Education has completed Total Literacy Campaign (TLC) in all the 32 districts of the state and now all these districts have been included in Post Literacy Programme which is in progress in 19 districts. In the remaining 13 districts the Post Literacy Programme is in its last stage. The continuing Education Project will very soon be commenced in these districts.

Under the Literacy Programme in all 90.70 lac illiterates were identified out of which 80.55 lac persons have been enrolled and benefited. The number of women beneficiaries is 53.76 lacs. The number of SC and ST. beneficiaries is 15.86 lac and 15.84 lac respectively. By now 65.06 lac persons have been made Neo-Literates. 37.16 lac Neo-Literates have completed the first book of Post Literacy and have participated in the Life Skill Development Programme.

Future Strategies –

The State Govt. is seriously committed to fulfill the target of 100% eradication of illiteracy and developing life skills among 15-35 age group adults. In view of it the following strategies will be used :-

- Continuing education centers will be strengthened and new ones will also be opened in all the 32 districts to achieve the target of 100% eradication of illiteracy from the state.
- These continuing education centres (C.E.) will function for the development of life skills among youths upto the age of 35 years.
- The Community Libraries and Reading Rooms will be strengthened in case of those which have already been opened.

- New Community Libraries and Reading Rooms will also be opened in all the 32 districts to meet with the demands of the growing population of neo-literates and post literates.
- NGOs will be involved in the eradication of illiteracy and development of life skills among.
- Nehru Yuva Kendras (NYK) which are already working in the field will be strengthened through conversion and all possible efforts will be made to make Youth Clubs functional.
- The students reading in Sr. Schools and Colleges and the teachers working in schools and colleges will also be involved in this national cause of illiteracy eradication.
- "Tracking of Illiterate Youth & Adults" (TIYA) strategy.
- Proactive strategy for enrolling illiterate Youth & Adults.
- "Target setting" for districts and special focus groups.
- "Mid Term" census & Review of literacy Achievement.
- Special focus and strategies for special & Low Literacy groups.
- Diversification of content of literacy curriculum. To incorporate issue of health & hygiene, life skills, values & discipline, areas of economic interest, child care, nutrition, etc.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
 DOC. No. D-12613
 Date _____

NIEPA DC



D12613