

An Evaluative Study
of
Alternative Schooling Programme
in
Madhya Pradesh

(Bilaspur, Raigarh, Rajnandgoan, Sarguja, Shahdol Districts)

(SPONSORED BY RAJIV GANDHI PRATHMIC SHIKSHA MISSION)

REPORT



1997

(Department of Alternative Schooling/Non-Formal Education)

M.P.State Council of Educational
Research & Training

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Director & Patron
Rashmi Sharma

Principal Investigator
Prof. R.S.Dwivedi

Co-Investigator
Jai Prakash Sharma

Research Associate
R.S.Thawat

(Department of Alternative Schooling/Non-Formal Education)

M.P.State Council of Educational
Research & Training

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Members of Core Group :

1. Prof. R.S.Dwivedi (SCERT)
2. Mr. Jai Prakash Sharma (SCERT)
3. Dr. R.D.Singh (Bilaspur)
4. Mr. P.C.Tiwari, (DIET Shahdol)
5. Mr. R.K.Tiwari, (DIET Pendra, Bilaspur)
6. Mr. Y.K.Tiwari, (DIET Khairagarh, R'goan)
7. Mr. R.R.Rathia, (DIET Dharmjaygarh, Raigarh)
8. Mr. M.K.Majumdar (DIET Ambikapur, Sarguja)
9. Mr. R.S.Thawait (Research Associate)

FOREWORD

Universalization of elementary education is the primary goal of the District Primary Education Programme (DPEP). To ensure basic education for all children of ages 6-14 years, it is necessary to evolve strategies other than formal schooling. Particularly, we need institutions that take into account the agrarian life style, which often does not lend itself easily to formal schooling. "Alternative schools" are just such an attempt, and have aimed to adapt the school to local needs.

For more than a year now alternative schools have been in existence in 19 DPEP districts of the state. At the end of the year Rajiv Gandhi Parthmik Shiksha Mission (RGPSM), Bhopal decided to evaluate the alternative schools and to identify strengths, weaknesses and ascertain effectiveness of implementation. Thus evaluation of the programme, which is the topic of this report, in five districts namely Bilaspur, Raigarh, Rajnandgoan, Sarguja & Shahdol was assigned to SCERT, Bhopal. A core group consisting of faculty members of SCERT and one each from the DIETs of respective districts was formed to undertake the present study. Prof. R.S. Dwivedi and Shri Jai Prakash Sharma who pioneered the work and saw it through have done a praise worthy job. I would like to add that all the colleagues who assisted in their work also deserve full praise for their contribution.

I am sure this report will prove to be a useful treatise for RGPSM and all academicians, administrators and field workers engaged in the area of alternative schooling.

May 9, 1997



RASHMI SHARMA

Director

ACKNOWLEDGEMENT

The Alternative Schooling Programme has been recently introduced in the educationally backward and inaccessible habitations of 19 DPEP districts of Madhya Pradesh.

More than 400 alternative schools have been opened in the 19 DPEP district of M.P. and they are functioning for last one year. Hence RGPSM Bhopal has assigned to SCERT Bhopal to do formative evaluation of the process involved and the programme itself, to assess the strengths and weaknesses before it is too late.

Responding to this challenges of evaluation of programme the core group of the council set about to prepare the tools of diverse nature, appropriate to the various measurement led by the already set objectives of the study. These were administered to the children, teachers, parents, community members, the VEC/SMC members, supervisors and other Districts & Block level personnels, field investigators helped significantly in the collection of required data. The analysis of data and the conclusion drawn are reflected duly in the report.

Perhaps it would be improper, if I fail to acknowledge the authorities whose moving spirits have been responsible in shaping and structuring this study.

To begin with I am extremely thankful to both the directors - Mrs. Amita Sharma (IAS) Mission Director RGPSM and Mrs. Rashmi Sharma (IAS) Director SCERT Bhopal, whose constant inspiration and guidance helped in giving the report a final shape.

I am equally obliged to Mr. Pakaj Raag (IAS) Project Director, (RGPSM), Mr. P.S. Dubey (R.G.P.S.M), Dr. V.P. Gupta (RIE Bhopal), Mr. Rohit Dhankar (Digantar), Dr. R.D. Singh (G.C.E. Bilaspur) and to Mr. Ravindra Malav Additional Director (DPEP wing SCERT) who helped us in bringing out this study.

I am extremely thankful to Shri.P.C.Tiwari (Shahdol, DIET), Shri.Y.K.Tiwari and Shri.K.K.Meshram (Khairagarh DIET), Shri.R.R.Rathia (Dharamjaigarh DIET), Shri.R.K.Tiwari (Pendra DIET) Shri.M.K.Majumdar (Ambikapur DIET) and Mr.R.S.Thawait Research Associate for their fully cooperation.

My sincere thanks are also due to the principals of DIETs, DPCs, DPDs, BEOs, BRC Co-ordinators, Field investigators, Supervisors, teachers, parents and community members of all the five districts who have helped by providing useful data & invaluable views. I would also like to mention the name of Mr.N.D.Jain RIE Bhopal who all the time was actively involved with me in completion of the work and provided academic support. My sincere thanks are also due to Mrs.Neeta Jain (SCERT), Dr.Rakesh Dubey, (RIE Bhopal) and Mr.Ashwanee Garg (RGPSM) for their constant support.

Last but not the least I owe my indebtedness to Mr.Jai Prakash Sharma, (SCERT) who burnt midnight oil and left no stone unturned to produce this valuable document of the study.

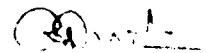
Respectfully

I am also thankful to all my colleagues in the computer cell and the faculty members of the NFE/Teacher Education Cell (SCERT) for extending their help and co-operation.

It is hoped that this evaluative study will have a positive impact on Alternative Schooling Programme in the state as well as the country which will also be a step ahead to achieve the target of UEE.

9th May, 1997

BHOPAL



R.S.DWIVEDI

Principal Investigator

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ABBREVIATION

AS	-	<i>Alternative Schooling</i>
BEO	-	<i>Block Education Officer</i>
BRCC	-	<i>Block Resource Centre Coordinator</i>
CRC	-	<i>Cluster Resource Centre</i>
DA	-	<i>Daily Allowance</i>
DIET	-	<i>District Institute of Education and Training</i>
DPEP	-	<i>District Primary Education Programme</i>
DPO	-	<i>District Project Office</i>
DPD	-	<i>District Project Director</i>
DRG	-	<i>District Resource Group</i>
EFA	-	<i>Education for All</i>
GER	-	<i>Gross Enrolment Ratio</i>
MLL	-	<i>Minmum Level of Learning</i>
MD	-	<i>Mission Director</i>
NCERT	-	<i>National Council of Education Research and Training</i>
NFE	-	<i>Non Formal Education</i>
NGO	-	<i>Non Governmental Organisation</i>
NPE	-	<i>National Policy on Education</i>
OBC	-	<i>Other Backward Classes</i>
PD	-	<i>Project Director</i>
POA	-	<i>Programme of Action</i>
RGPSM	-	<i>Rajiv Gandhi Prathmik Shiksha Mission</i>
RIE	-	<i>Regional Institute of Education</i>
SCERT	-	<i>State Council of Educational Research and Training</i>
SC	-	<i>Scheduled Caste</i>
SPO	-	<i>State Project Office</i>
STF	-	<i>State Task Force</i>
SMC	-	<i>School Management Committee</i>
SRG	-	<i>State Resource Group</i>
ST	-	<i>Scheduled Tribe</i>
TA	-	<i>Travelling Allowance</i>
UEE	-	<i>Universalisation of Elementary Education</i>
UPE	-	<i>Universalisation of Primary Education</i>
VEC	-	<i>Village Education Committee</i>
WC	-	<i>Women Coordinator.</i>

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CHAPTER – I

INTRODUCTION

CHAPTER - ONE

INTRODUCTION

1.0 AN OVERVIEW

Education today is viewed as a fruitful investment for the eradication of poverty fostering, economic progress, managing the growth of population and creating a clean and healthy environment. Education is the right of all countrymen. That is why our constitution says that we shall provide "free and compulsory education for all children upto the age group of 6-14 years". This target was to be achieved by 1960 but despite our various efforts we could not achieve the aims and targets of UEE even after fifty years of independence. Primary education plays an important role in developing a child's personality culturally, emotionally, intellectually, morally, physically, socially and spiritually.

1.1 Universalisation of Elementary Education (UEE):- Past and Present.

The constitutional target of UEE to achieve within the period of 10 Years was not fulfilled because it was severely hampered by several problems such as the influx of displaced persons after partition and scarcity of resources both financial and human. As a result this target period was revised first to 1970 then to 1976 and later to 1990. But it is very strange to note that the target of UEE could not be achieved till today. The NPE 1986 and its revised policy 1992 have further revised the target and mentioned that we should achieve it before entering the 21st century.

The educational scenario in India is very grim. Though the literacy percentage has been increased from 16.7 percent in 1951 to 52.11 percent in 1991, but number of illiterates of all ages has increased from 247 million in 1951 to 324 million in

1991. The gross enrolment ratio increased from 42.6 percent to 101.03 percent during the period of 1951 to 1991 at primary level (6-11 Years).

It was found that the percentage of enrolment ratio of boys and girls increased but it is not proportionate to the growth in population due to high dropout rates primary education (70%) and upper primary education (84%). Such a high dropout rate has nullified all positive efforts to reach the goal of UEE.

However, now it has been accepted that the goal of UEE cannot be achieved only by the formal system of education. Timings of formal school do not suit the children, who help their parents in raising their family income. Rigidity of timings, curriculum and unhealthy environment of schools force many children to leave the schools even before completing the objectives of primary education. A more effective and intensive measure to achieve the goal of UEE was felt. In this context a new concept of Non-Formal Education (NFE) has emerged as an alternative approach to formal education to achieve the target of UEE.

1.2.0 Non Formal Education (NFE): Present Scenario

As indicated above universal access, universal participation and universal achievement for universalisation of primary education has not been achieved. One of the main reasons of this failure was found to be the high dropout rate of children before reaching class 5th. A large number of children living in villages, urban slums and hilly and inaccessible areas could not join the formal school, due to various reasons.

Hence, in 1978 Government of India brought forth a new model of education in the name of Non-Formal Education (NFE) which was complementary system of formal school. The aims of this new initiative of the Government was to bring the dropout and non school going children in the main stream of education.

NPE (1986) and POA (1992) envisaged a large and systematic programme of Nonformal education (NFE) for habitations without schools, dropouts, working children and specially for girls who can not afford full time for formal schools. In this context Madhya Pradesh state has undertaken 34080 NFE centres (1989-90). Out of 34080 NFE centres 31072 are at primary level and 3008 at middle level. Apart from this about 380 NFE centres are being run by various voluntary agencies. By the end of 1992 total 7,54,908 children were enrolled at primary and 56931 at upper primary level. Some of the major weaknesses of NFE are managerial lacunae, delay in disbursing honorarium, delay in supplying materials and location of centres not need based. Besides there are some conceptual limitations in NFE, such as completing primary education curriculum in two years providing instruction 2-3 hours daily. These weaknesses need to be tackled from two fronts by improving existing NFE system and by developing a new Alternative Schooling design which avoid the conceptual weaknesses inherent in NFE.

(Gupta, V.P. Evaluation of NFE Programme in M.P., Bhopal, 1992)

1.3.0 Alternative Schooling (AS): A New Intervention

Alternative Schooling has been proposed in DPEP as a major intervention for bringing children within educational areas who are not able to participate in formal schooling for a variety of reasons such as being engaged in household activities, working for wages, migration and dwelling in remote inaccessible/schoolless habitations. As pointed out earlier due to major lacuna in NFE these children are also out of NFE system. In response to the learning needs of children who still remain out of school either from formal system or from Non-Formal system an innovative idea of Alternative Schooling has emerged.

1.3.1 Need for Alternative Schooling (AS)

As stated earlier strategies for improving NFE has been practiced since last few years. Efforts have been initiated to evolve improved alternative model like Alternative schooling Programme. Due to inflexibility in its structure and academic

content NFE has not been able to cater to the special needs of the children who belong to the habitations without schools or NFE centres, tribal/Hilly/Remote and Geographically difficult areas, working group either in wage earning or in non-wage earning, and migratory children.

These children also remain outside the formal primary schools because their work and lifestyle do not allow them to attend full time formal school. Having useful insights for meeting the educational needs of above children from both existing system formal and nonformal the Alternative Schools were started.

1.3.2 Concept and Objectives of Alternative Schooling (AS)

AS was seen as an attempt to move beyond the "Box" that the formal school created. The nonformal concept had sought to do this however the nonformal scheme formulated could not emerge as an effective vehicle for such a concept since despite its professed flexibility it ended up by creating another "box" with its 100 centres per project approach its standardised materials and very often its mandated fixed time. Condensing duration and the formal course content came to be synonymous with non formalising education. AS would have to attempt to resolve the limitations perceived not just as the nonformal option to the formal system but infact as an effort to create an effective teaching learning process. Flexibility shaped so as to respond sensitively to learner needs moving beyond the structurally dichotomised categories of formal and non formal. Based on this understanding AS was seen as characterised by:

- (A) Freedom of pace allowing learners to learn at their pace. This was significant because it had important pedagogical and structural implications interalia teacher training in a way that the teacher knows where each pupil is, developing self learning skill in the learners flexibly designed curriculum, freedom from the black board and in organising learner groups. This also indicated the need for a non graded system.

- (B) Flexibility in organising and operating alongwith some common norms.

Flexibility in Time location and Holiday. This would be required because economic constraints are a major reason for children engaged in wage earning activities and domestic chores not being able to attend formal schools because of their fixed time and space.

- (C) Flexibility in curriculum:-

A significant reason for non participation in the formal school is the uninteresting method and materials of teaching. Therefore curriculum must relate to the daily living of the learners community. It would have achievement levels common to the core curriculum for primary stages but would have the flexibility of incorporating additional inputs as vocational training or technical training. There would also be the freedom to choose the content relevant to the learner group. The curriculum would be organised in a way that permits learner pace to determine the pace of learning. As such no predefined time frame will be imposed for reaching delineated levels of achievement i.e. no fixed duration.

- (D) Gradation on the basis of competency units and not annual exam.

There will be no chronological division of the learning system into a single hierarchy of classes. This will be replaced by units of competencies. Competencies comparable to formal grades will be grouped into units and sets of units would be equivalent to formal level of schooling. This would be inevitable if learners are allowed to move at individual paces. Each learner may simultaneously be in different levels of competencies for different subjects. Linear rigidity gives way to simultaneously of multi levels,

(DPEP "State Component Plan" RGPSM, Bhopal, Nov, 1994)

1.3.3 Objectives of Alternative Schooling Programme:-

- i) To enroll 100% children who belongs to educationally backward areas; migratory population and hilly/remoted areas.*
- ii) To meet the challenges produced due to limitations and ineffectiveness of formal and nonformal system of education with reference to universalisation of primary education.*
- iii) To test more decentralised measures of universalisation of primary education in comparision to prevailing formal and non formal education system.*

1.3.4 Salient features of AS:

Some other features of Alternative Schooling programme are as under:-

- Provision of two local and dedicated teachers. One of them essentially be a lady teacher.*
- Provision of supervisor among each 10 Alternative Schools for the proper monitoring and providing intensive academic support to teachers. Supervisor should be an academic supervisor and not an impector.*
- Community involvement is the positive feature of AS programme because the responsibility to ensure accountability of successful implementation of this programme lies with village education/school management committee (VEC/SMC) in each locality.*

For better understanding the concept of Alternative Schooling it is essential to know how AS in different from the formal Education (FE) and Non-Formal Education (NFE).

The differences are shown in he table No.1.1.

TABLE NO. 1.1 SHOWING THE COMPARISON OF FE, NFF AND AS

S. No	Items	Formal Education (FF)	Non-Formal Education (NFE)	Alternative Schooling (AS)
1.	Timing	Full time	Part time	Part time as per learner convenience
2.	Curriculum	As determined by the state Government	Condensed curriculum	ungraded competency based
3.	Teaching learning material (TLM)	As prescribed by state Government	Same as the Formal Education	Developed on the basis of local specific environment
4.	Gradation	Classwise on the basis of chronological hierarchy	Condensed in to 2 year course	On the basis of competencies grouped into units of flexible duration according to pace of learner.
5.	Duration	5 Years	2-3 Years	Learner allowed to clear units at his own pace.
6.	Teachers Instructors	Full time teachers on Government pay scale	One instructor on honorarium of Rs.200 per month	2 teachers (1 Male, 1 female), Honorarium Rs.500 P.M
7.	Supervisors	ADIS/BEOs	One supervisor covers 10 centres and gets Rs.500/- P.M an honorarium	One supervisor covers 10 centres with an honorarium of Rs.750/- P.M
8.	Contingency for Teaching Aid	Nil	Nil	RS.1000.- Per annum per AS
9.	Training	Inservice training through DIETs	30 days training in first phase and 20 days training in second phase	-21 days Pre service training to teachers -28 days pre service training to supervisors monthly -2 days review meeting cum training programme at Block level.
10.	Management	Deputy Director, PFO	Project officer manages 100 NFE centres	DPC, DIET & BFO

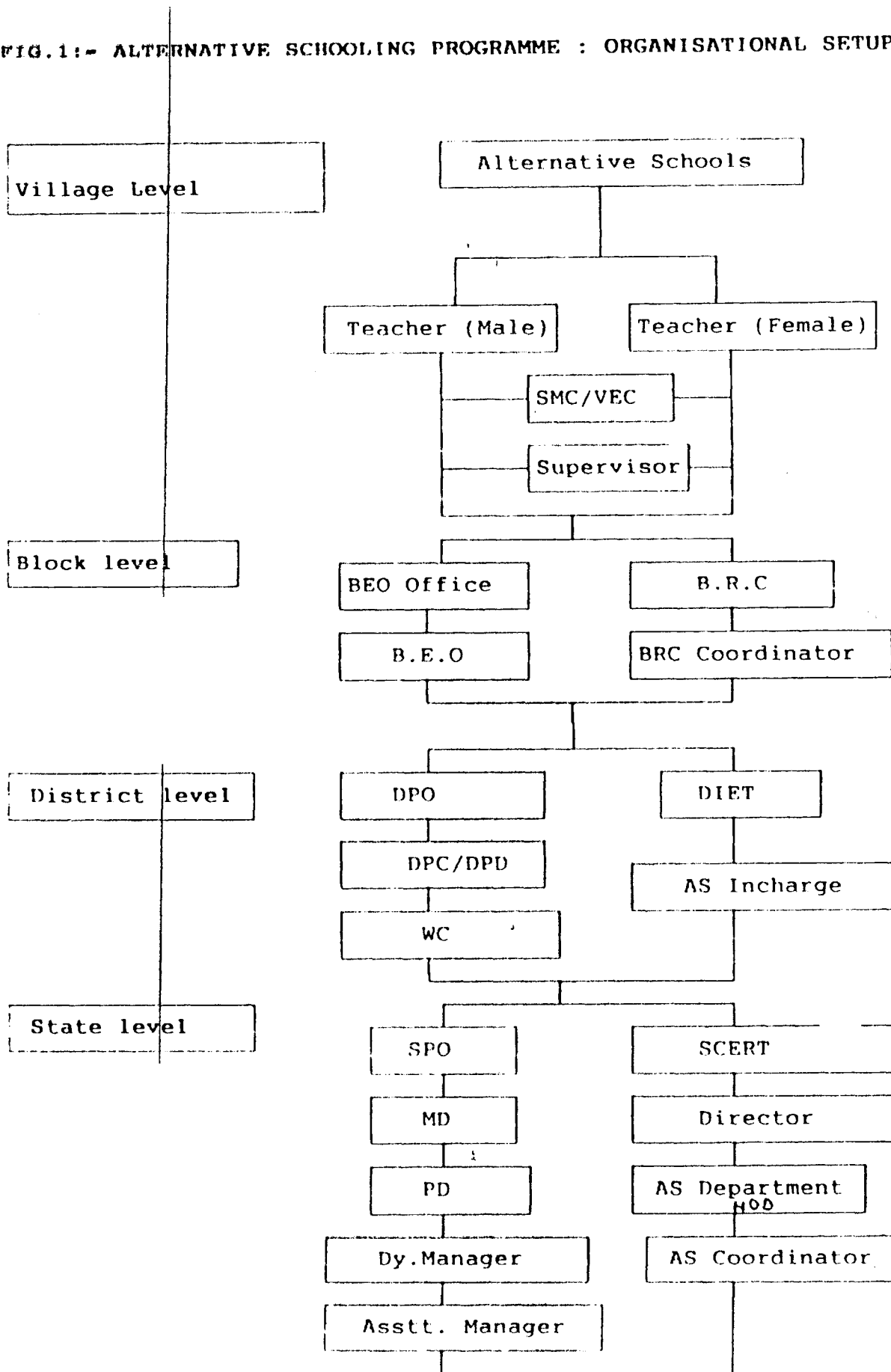
(DPEP - State Component Plan, RGPSM, Bhopal Nov, 1994)

1.3.5 Organisational setup of Alternative Schooling Programme in M.P .

Alternative schooling programme in Madhya Pradesh is managed by Rajiv Gandhi Prathmic Shiksha Mission (RGPSM), Bhopal. The Development of curriculum teaching learning material (TLM) and training module of DRG, supervisors and teachers are being made by Digantar (NGO), Jaipur with collaboration of State Council of Educational Research and Training (SCERT) and District Institute of Educational Training (DIETs). Other aspects like planning, administration, supervision and monitoring are being managed by State Project Office (SPO). Supervision and monitoring is also being carried out by District Project Office (DPO), DIETs, BEO, BRC coordinator, Supervisor and school management committee (SMC). At top level a State Task Force committee (STF) is responsible for planning, innovation and implementation of the programme.

The organisational setup of Alternative Schooling programme in Madhya Pradesh at Different level is shown in the diagram no.1 :-

FIG.1:- ALTERNATIVE SCHOOLING PROGRAMME : ORGANISATIONAL SETUP



1.3.6 | Present status of Alternative Schools:-

According to the survey done through microplanning and school mapping, number of school less habitations in 198 blocks of all 19 DPEP districts of M.P was found to be more than 12000. In order to meet the educational needs of children of these school less habitations a proposal of opening 5780 Alternative schools were brought forth under DPEP project. In the context of this proposal 430 alternative schools were opened during the initiative session 1995-96, out of which only 403 AS come into existence. During the session 1996-97 the target for opening new alternative schools was set as 2680. Appointment of 717 teachers under the programme has already been completed by Jannad panchayat on the recommendation of local gram panchayat. These appointed teachers had gone introductory intensive training of 21 days duration organised in respective DIETs. In order to develop resource personnel at district level District Resource Group (DRG) was formed and trained by DIGANTER, Jaipur for a period of 15 days. During the training period they also developed Teaching learning materials (TLM).

During the session 1995-96 only 34 supervisors were appointed. Jurisdiction of one supervisor comprises a group of 10 Alternative schools. In all 403 AS opened during the session 1995-96 13983 children were enrolled. Out of these, numbers of boys was 7148 and that of girls was 6835. District wise details of Alternative schools are shown in the table given below (1.2):-

Table - 1.2

Position of Alternative Schools during the Session 1995-96

S. No	District	Target No. of AS	No. of functioning AS	No. of teachers	No. of supervisor	Enrolled Boys	Enrolled girls	Total No. of enrollment
1	Betul	10	10	20	1	158	130	288
2	Raisen	20	15	16	1	206	213	419
3	Sehore	20	18	31	1	233	294	527
4	Rilaspur	20	20	34	2	304	246	550
5	Raigarh	20	20	40	2	275	235	510
6	Guna	20	20	34	2	391	674	1065
7	Dhar	30	27	38	3	320	461	781
8	Satna	20	19	38	2	327	304	631
9	Shahdol	20	20	39	1	257	277	534
10	Chhatarpur	20	16	27	1	256	282	538
11	Panna	30	24	47	3	424	362	786
12	Tikamgarh	20	20	35	1	274	365	639
13	Vandsour	20	16	31	Nil	284	298	582
14	Rajgarh	20	20	37	2	446	558	1004
15	Sarguja	20	20	39	2	262	305	567
16	Sidhi	20	20	30	2	255	225	590
17	Bewa	20	16	25	Nil	150	155	305
18	Ratlam	20	20	39	2	443	357	771
19	Ri'gaon	60	60	116	6	1883	1612	2896
Total		430	403	717	34	7148	6835	13983

1.4 Need of the Study:-

As it is evident that all 403 Alternative Schools opened during the session 1995-96 have completed one full session, formative evaluation of the working process and successful implementation of Alternative Schooling programme therefore, seems to be essential. On the basis of such evaluation limitation and obstacles coming in the path of successful implementation of the programme can be identified and accordingly modified.

Keeping this in view state level Task Force (STF) committee of Rajiv Gandhi Prathmik Shiksha Mission (RGPSM) Bhopal had decided in June, 1996 to conduct formative evaluation of the AS programme with respective learners achievement. In order to make formative evaluation more objective and reliable this task of evaluation was assigned to three agencies viz. (i) RIE, Bhopal, (ii) SCERT, Bhopal and (iii) Digantar, (NGO)

1.4.1 Statement of the problem:

"An Evaluative study of Alternative Schooling programme in Madhya Pradesh" (Bilaspur, Raigarh, Rajnandgaon, Sarguja and Shahdol districts)

1.4.2 Objectives of the Study:-

In the proposed formative evaluation objectives and assumptions of the programme are given below:-

To assess the enrollment and dropout status under the programme

ii) To assess the quality level of education being provided in Alternative Schools.

iii) To comment on the socio-economic status of the parents of AS children

- iv) To assess the community participation in supervision and management of Alternative Schools.
- v) To assess the general profile of Teachers and Supervisors of Alternative Schools.
- vi) To provide a feedback regarding the pedagogical and academic inputs.
- vii) To assess the impact of monthly Review meeting.
- viii) To evaluate the role of various supervisory functionaries.
- ix) To evaluate of efficacy and suitability of Teaching Learning Materials (TLM) used in AS.
- x) To assess the learner achievement in language, environmental studies and mathematics.
- xi) To findout the strenghts and weaknesses of the AS programmes
- xii) To suggest the top level authorities working in the AS programme regarding its smooth functioning in the state.

1.4.3 Limitations:

Following are the delimitations of the study:-

1. The sample has been drawn from 5 districts of Madhya Pradesh covering 13 Blocks and 14 AS projects.
2. Only tribal dominated districts such as Bilaspur, Raigarh, Rajnandgaon, Shahdol and Sarguja were included under study.
3. The study was restricted to 36 Alternative schools, 13 Blocks and 5 District project office and 5 DIET only.



CHAPTER – II

**DESIGN OF THE
STUDY**

CHAPTER - TWO

DESIGN OF THE STUDY

Present chapter deals with the design adopted for the evaluative study of Alternative schooling programme:-

2.1 Sample size:

Under the guidance of Rajiv Gandhi Prathmic Shiksha Mission (RGPSM), Madhya Pradesh, Bhopal following five DPEP District were chosen for evaluative study;

- Bilaspur
- Raigarh
- + Rajnandgaon
- + Shahdol
- Sarguja

In all 14 Alternative School - projects are functioning (1995-96) in the above mentioned districts covering 140 Alternative Schools. Districtwise on going projects are given in the following table.

TABLE NO.2.1 SHOWING DISTRICTWISE PROJECT OF AS DURING 1995-96.

S.No	Name of District	No.of AS Project	No.of AS
1	Bilaspur	2	20
2	Raigarh	2	20
3	Rajnandgaon	6	60
4	Shahdol	2	20
5	Sarguja	2	20
	Total	14	140

Two projects from Bilaspur, Raigarh, Sarguja and Shahdol districts (Total 4x2 = 8 Project) were chosen for the study, whereas six projects were chosen, from the Rajnandgaon District.

A list of Alternative Schools running in the five districts was prepared. After giving them number and using Random Table number 36 Alternative Schools were selected for the purpose of this study. The districts of the selected Block and Schools are given in the table 2.2.

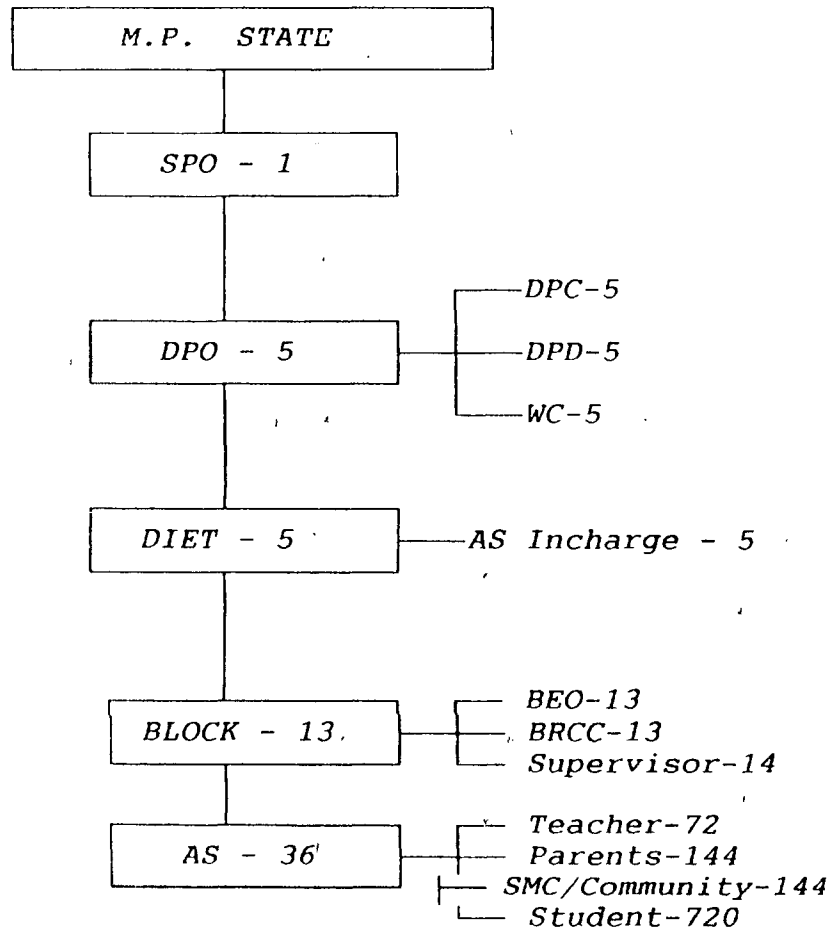
TABLE 2.2 SHOWING THE DETAILS OF ALTERNATIVE SCHOOLS SELECTED FOR THE STUDY

S. No	District name and code	Block Name and code	Selected AS and their code
1	Bilaspur - 01	1. Mungeli - 11	1. Suretha - 31
			2. Bahiakapa-32
			3. Kariyapara-33
		2. Podi (Uproda)-12	1. Karhiana-34
			2. Darri Para-35
			3. Pahadpara-36
2	Raigarh - 02	1. Bageecha-13	1. Dundra Toli-37
			2. Singar Para-38
			3. Nava Para-39
		2. Manora-14	1. Dadhukona-40
			2. Jeevkona-41
			3. Bhagalpur-42

S. No	District name and code	Block Name and code	Selected AS and their code
3	Rajnandgaon-03	1. Bodla-15	1. Badnapani-43
			2. Benda-44
			3. Angarkhod-45
			4. Janipani-46
		2. Chouki-16	1. Beharpur-47
			2. Sarouli-48
		3. Dongargarh-17	1. Bharitola-49
			2. Samnadhari-50
		4. Manpur-18	1. Halajor-51
			2. Muchar-52
5. Mohla-19	1. Haritola-53		
	2. Markatola-54		
4	Sarguja - 04	1. Batoli-20	1. Lankadoad-55
			2. Pupiabahri-56
			3. Semarriya-57
		2. Lundra-21	1. Khorri-58
			2. Amdi-59
			3. Bangarpani-60
5	Shahdol - 05	1. Pushparajgarh-22	1. Chouradadar-61
			2. Ramna No.2 -62
			3. Bilaikher-63
		2. Sohagpur-23	1. Kolan-64
			2. Chhatarpur-65
			3. Mithori-66

Diagram No.2 depicting the sample size.

Diagram - 2 Showing Sample Size.



SPO - State Project Officer, DPO - District Project Officer, DPO - District Project Director, WC - Women Coordinator, BEO - Block Education Officer, BRCC - Block Resource Coordinator, SMC - School Management Committee, DIET - District Institute of Education and Training.

As revealed in diagram No.2 present evaluative study includes one state project office, five district project office, five DIETs, 13 Blocks/BRCs, 14 Supervisors, 72 Teachers, 288 parents/Community and 720 students. The selection of student was also done on a random basis.

2.2.0 Methodology (Work Plan)

For the present study a detailed workplan was prepared. The evaluation work was completed in the following four phases:-

2.2.1 PHASE-I: Formation of Core Group

A core group comprising of the following faculty members and other associated staff was formed.

Patron: Mrs.Rashmi Sharma, IAS

Principal Investigator: Prof.R.S.Dwivedi

Co-Investigator: Shri Jai Prakash Sharma

Research Associate: Shri R.S.Thawait.

Resource Person : Dr.R.D.Singh (IASE, Bilaspur)

Besides this other members who are incharge of AS schemes in their respective DIETs are also a part of the study group They are:-

Shri.P.C.Tiwari - DIET, Shahdol

Shri.R.K.Tiwari - DIET Pendra, Bilaspur

Shri.Y.K.Tiwari - DIET, Ranjanandgaon

Shri.R.R.Rathia, DIET, Dhamjaygarh, Raigarh

Shri.M.K.Mazumdar- DIET, Ambikapur, Sarguja

Cooperation from 10 field investigators from the districts under study (2 from each district) was also sought out.

2.2.2 PHASE - II Development of Tools:

First draft of eleven tools used in this study was prepared by the NFE/AS department of SCERT, Bhopal. In order to review and giving final shape to the first draft of tools a five day workshop from 23-9-96 to 27-9-96 was organised at SCERT, Bhopal. Details of the tools developed during this workshop are given below:-

- 1. 1.1 Learner Achievement Test for Hindi and Evs*
- 2. 1.2 Learner Achievement Test for Mathematics*
- 3. 2.0 Observation schedule for clasroom observation*
- 4. 3.0 Tools to test efficacy and suitability of TLM*
- 5. 4.0 Interview schedule for Alternative School teachers*
- 6. 5.1 Opinionnaire for parents sending their children to Alternative School*
- 7. 5.2 Opinionnaire for parents not sending their children to Alternative School.*
- 8. 6.1 Interview schedule for DIET AS Incharge/DPC/DPD/ WC/ BEOs/BRCCs.*
- 9. 6.2 Interview schedule for supervisor*
- 10. 6.3 Interview schedule for SMC/Community members*
- 11. 7.0 Interview schedule for state project office (SPO)/ District project office (DPO)*

2.2.3 PHASE - III Pilot Study for Validation of Tools

A pilot study on chosen samples of 3 Alternative schools of Pushparajgarh and Sohagpur blocks of Shahdol district was conducted for try out of tools. On the basis of feedback received during try out stage modification in language, form of items was done. Some suggestions of subject experts were also incorporated in the tools. Details of tools and their purposes are given in the table no.2.3

TABLE 2.3 DETAILS ABOUT FINALISED TOOLS

S. No	Tools No	Name of Tools	Purpose
1	1.1	Achievement Test in Hindi and EVs	To assess learner achievement in Hindi and EVs,
2	1.2	Achievement Test in Mathematics	To assess learner achievement in mathematics
3	2.0	School observation Schedule	To assess general profile of Alternative Schools
4	3.0	Tools to test efficacy of TLM	To evaluate quality and suitability of TLM
5	4.0	Interview Schedule for teachers	To know the opinion and profile of AS teachers
6	5.1	Interview schedule for parents sending their children to Alternative School	To list the opinion of the parents
7	5.2	Interview schedule for parents not sending their children to AS	To list the opinion of the parents
8	6.1	Interview schedule for DIET/AS incharge/ DPC/ DPD/ WC/ BEO/ BRCC	To know the opinion of officers regarding Alternative School Programme.
9	6.2	Interview Schedule for supervisor	To seek the opinion and function of Supervisors regarding Alternative School Programme.
10	6.3	Interview schedule for SMC/ Community members	To seek opinion and functions of SMC/ community members
11	7.0	Interview schedule for SPO/ DPO	To seek opinion and describe the administrative setup of AS

2.2.4 PHASE - IV Administration of Tools and Data Collection

All the tools described in table No.2.3 were printed in final form and were distributed to the incharges of Alternative schooling programme of respective DIETs, who get trained alongwith field investigators by the SCERT, Bhopal. Respective DIETs AS incharge and field investigator visited the selected AS and got all tools duly filled in. They observed actual classroom teaching, administered achievement tests among the children and interviewed teachers parents, community members and other related authorities working under DPEP. The time schedule for the data collection was scheduled from January 3rd to January 25, 1997. With a view to ensure accountability and reliability the study the guidance was sought out by the core group team.

Details of data collected from various respondents are given in the Table no.2.4

TABLE 2.4 SHOWING DISCRIPTION OF DATA

S. No	District	No. of AS	No. of Child	NO. of Prnts.	No. of SMC	No. of Sup.	No. of Tchrs	DIET I/c	DPC/DPD	WC	BEO	BRC
1	Bilaspur	06	97	24	12	02	11	01	2+2	01	02	02
2	Raigarh	06	76	15	12	02	11	01	2+2	01	02	02
3	R'gaon	12	176	35	24	06	24	01	2+2	01	05	05
4	Sarguja	06	75	18	12	02	11	01	2+2	01	02	02
5	Shahdol	06	72	17	14	01	12	01	2+2	00	02	02
Total		36	496	109	74	13	69	05	20	04	13	13



CHAPTER - III

ANALYSIS & INTERPRETATION

OF THE DATA

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

3.0 OVERVIEW:-

As mentioned in previous chapter Alternative Schooling Programme of Madhya Pradesh is a major intervention under DPEP. The basic objectives expected to be realised in DPEP have been described below in to three major aspects:-

- Universal access and retention
- Universal participation
- Quality Improvement.

The study was mainly based on the above aspects. The data collected from the various sources were analysed and interpreted. Analysis of the data and interpretations have been done and presented below.

3.1 GENERAL PROFILE OF ALTERNATIVE SCHOOLING:

Tool No.2 was framed to find out the general profile of Alternative Schools in five district of Madhya Pradesh. Tool consisted of 22 main items and many sub items. This tool was administered at 36 Alternative Schools. Data have been presented in the table No.3.1 and brief discussions are presented below itemwise:-

- (i) **Distance of Alternative Schools from the District and Block Office:-**

From the table it is clear that most of the Alternative Schools are running inaccessible/remote places, 47% AS are located in radius of 100-200 Km while 53% are located within the radious of 100 Km from the district head quarters. In Raigarh district all the Alternative Schools

are placed at a radius of more than 100 Km from the district headquarter. This shows a great hurdle in supervision and monitoring by the persons engaged in AS programme.

Similarly 64% AS are situated at a distance of more than 20 Km from the block office; districtwise analysis of data reveals that highly percentage (83%) of the Alternative Schools in Shahdol district.

(ii) Place of Alternative Schools:

Item No.2.2 deals with venue of AS, it has been found that majority of AS (56%) are held at house of prominent persons of the locality, 5% AS are running at Sarpanch/Panch House while 11% AS is held at Teachers house itself. 28% AS is running in other places such as sheds of Forest Department, Warandah, under the Tree and temporary structure erected by the villagers.

This is very interesting that community members are involved in the functioning of AS by providing places, community participation was found high in Rajnandgaon district. They prepared temporary sheds for the AS.

(iii) Adequate places of AS

Item No.2.2.1 deals with the adequacy of the place of Alternative Schools, from the table it was observed that 58% Alternative Schools have adequate facilities to smooth functioning. Districtwise position shown in the table.

(iv) Timing of AS

Time factor of AS is very important and it is to be determined by the community teachers looking to the convenience of the children. Table No.3.1 reveals that timing of AS varies from place to place such as from 11.00 AM to 4.00 PM (39%) from 10.30 AM to 2.30 P.M (56%) and 8.00 AM to 1.00 PM (5%)

(v) **Total working days**

From the table No.3.1 it is observed that the working days of AS during last session (1995-96) is varies district to district. In 42%, Alternative School the working days were more than 240 days, whereas 5% Alternative School held only for less than 200 days.

(vi) **Enrolment of the children**

There was 1117 children enrolled in all the 36 Alternative Schools. The percentage of Boys and Girls was 53% and 47% respectively. In Rajandgaon district girls enrolment was higher (55%) than the percentage of Boys (45%), category wise distribution of enrolment are ST-67%, SC-09%, OBC-19% and General-05%. (fig.3.1.1 & 3.1.2) It was also found that 31% AS have enrolled more than 30 students in each AS, maximum number it was recorded upto 60 in Suretha AS of Mungeli Block (Bilaspur). While 39% AS enrolment status was recorded 20-30 student in each AS and remaining 30% AS enrolment was found less than 20 students.

(vii) **Attendance one month after starting AS**

Item No.2.4.2 deals with attendance of Boys and Girls in Alternative Schools after one month from the starting date of the schools. It has been found that 90% Boys attended the schools whereas Girls enrolment was found enhance. The reason may be development of interest and motivation among the girls due to provision of local lady teachers. District wise enhancement of enrolment given in the table.

During the school visit it, was fould that 65% Boys and 69% Girls attended the Alternative Schools. Girls attendance is more than Boys in Bilaspur, Raigarh, Shahdol and Rajnandgaon district and vice-versa in Surguja district.

(viii) **Multiple entry of Admission:**

Item No.2.8 was framed to ascertain the multiple entry of Admission in Alternative Schools. From the table it was observed that 61% Alternative Schools allows admission throughout the year, while 39% Alternative Schools admitted in August, September and October month. Maximum flexibility is observed in Admission of the children, & the children are admitted in Alternative schools at their convenience.

(ix) **Status of dropouts**

Item no.2.6 and 2.7 were related to find out the dropout rate. It was observed that total 5% children has been dropped out. In Bilaspur district dropout rate was high (10%) and Shahdol district dropout rate was least (2%).

Various reasons were given by the teachers for dropout such as migration (57%) improper place of Alternative School (14%) 29% teachers have expressed reasons for dropout such as poverty, water problem in Alternative School and parents were not intresting to educate the childre etc..

(x) **Position of formal schools, NFE centres and AS**

It was decided that AS may be opened in such places where there was no any educational facility existing. This issue has been ascertained with the help of item No.2.9, it has been observed that, 8% AS were opened where formal Schools already existed. Similarly 11% AS were started in places where NFE centres existed.

Districtwise position of primary schools, NFE and AS is given the table. From the above discription it is clear that the norms suggested for opening of AS were not followed in many cases.

(xi) Mobilisation of children from formal school and NFE to AS and vice-versa.

Item No.2.10 and 2.11 was framed to find out the children mobilisation from formal primary schools to AS and vice versa. From the table it has been observed that 5% children from formal schools and 2.5% from the NFE centres left and enrolled in Alternative Schools.

Further it has also been found that only 2% children are left from AS and enrolled in formal primary schools. Such cases were recorded from Bilaspur, Raigarh, Rajnandgaon district only.

(xii) Availability and adequacy of Teaching learning (TLM) and other materials.

Item no.2.12.1-10 included availability of teaching learning material and its accessibility. The data indicates that 100% availability with respect to TLM but it was only satisfactory in 70% AS. Availability of teachers guide, matra, word cards and Blackboard (Rollup board) was found in 86%, 91% and 97% AS respectively, but they were not satisfactory looking to the number of students. Similarly availability Tatpatti, Water Tank, Electricity and Stationery etc. was found in 89%, 83%, 45% and 94%. AS, but they were unsatisfactory with respect the numbers of student. This shown sufficient TLMS and other facilities were not provided to the AS. It is true that these facilities affect the smooth running and effectiveness of AS.

(xiii) Preparation of teaching aids and their used by the teacher

This point was assess by the item no.2.14 of the tool; it was found out that 53% teachers prepared charts, 61% prepared models, 65% teacher prepared word/matra cards whereas 45% teachers made teaching aids by using wood or soild. Districtwise data are given in the table. It was also found that these teaching aids were used by the teachers of 97% AS. This shows the impact of training which they were received from the respective DIETs.

(xiv) **Interaction during classroom teaching**

Item No.2.15,16 was assess the classroom interaction between teachers and taught. For better experience it was essential to have sufficient interaction between teacher taught, student to students. During visit of these AS investigators found that 100% teachers interacted with students and 97% students interacted with the teachers. It was also observed that mostly teachers were not followed word approach teaching (with the help of word card/matra card) in the classroom teaching. They followed traditionally method of teaching.

(xv) **Seating arrangements:**

Plan of seating is an important task in the Alternative Schools it is expected that students should sit in a small circle according to their pace of learning. This arrangement was found only in 44%. In remaining school students were seated either in a rows (35%) or in large circle (17%).

(xvi) **Organising Multilevel Teaching by the Teachers:**

Item No.2.18 deals with this aspects. It is one of the important relevant aspect of AS, as the learners more according to their capacity in ungraded system. During the visit of AS it was observed that only 44% AS organised multilevel teaching whereas other 56% had used traditional methods of teaching. This system was found all the schools of Bilaspur district whereas schools of Shabdol district did not apply the multilevel teaching approach. This shows that AS teachers requires intensive training programme with respect to organising multilevel teaching technique.

(xvii) **Assessment technique used by the teacher:**

Evaluation of the performance of the children is an important aspects the achieving the target of UEE. Item no.2.19 was include to assess the evaluation technique of children. It was observed that only 3% AS evaluated the students achievement

using planning recording process. In remaining 41% AS though used multilevel teaching but it was not based on planning and recording technique, which is an essential component of evaluation in ungraded system.

(xviii) Teachers behaviour and their relationship

Last three items (2.20-22) of the tool consisted teachers behaviour and relationship with children and community members. It was observed that all the teachers behaved nicely that all the teachers were cooperative and behaved well with community members.

Without community participation AS programme would not be success so that it is very important the role of teachers with local community members. As per available data 47% cases found excellence behaviours between teachers and community while 53% cases it was found fair.

TABLE 3.1 PROFILE OF ALTERNATIVE SCHOOLS
(Response in Percentage)

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
			N=36	N=6	N=6	N=12	N=6	N=6
2.1.0	Distance of AS (A) From District place	1. Lessthan 50 Km	25	--	--	8	83	50
		2. 51-100 Km	28	50	--	25	17	50
		3. Morethan 100 Km	47	50	100	67	--	--
	(B) From the Block	1. Lessthan 10 Km	17	17	17	8	33	17
		2. 11-20 Km	19	33	33	25	--	--
		3. Morethan 20 Km	64	50	50	67	67	83
2.2.0	Place of AS	1. Teachers House	11	--	--	17	17	17
		2. Panchayat Bouse	--	--	--	--	--	--
		3. Sarpanch House	05	--	--	16	--	--
		4. House of wellknown	56	100	50	17	66	83
		5. Others	28	--	50	50	17	--
2.2.1	Adequacy of place	1. Yes	58	33	50	58	67	83
		2. No	42	67	50	42	33	17
2.3.0	Timing of Schools	1. 8.AM-1.PM	05	17	--	8	--	--
		2. 10.30.AM-2.30.PM	56	50	17	84	83	17
		3. 11.00 AM-4.00.PM	39	33	83	8	17	83
2.4.1	Total working days	1. Lessthan 200 days	05	17	--	8	--	--
		2. 200-220 days	39	66	--	42	83	--
		3. 221-240 days	14	17	33	8	17	--
		4. Morethan 240 days	42	--	67	42	--	100
2.5.(A)	Sexwise enrolment of children	1. Boys	589 (53%)	83 (53%)	72 (47%)	217 (53%)	116 (50%)	101 (57%)
		2. Girls	528 (47%)	74 (47%)	82 (83%)	179 (85%)	117 (50%)	76 (83%)
2.4.2	Attendanc e one month after starting AS	1. Boys	530 (90%)	90 (108%)	116 (161%)	168 (77%)	69 (89%)	87 (86%)
		2. Girls	581 (110%)	112 (151%)	69 (86%)	223 (130%)	96 (82%)	71 (97%)
2.5.1	Attendanc e during School observati on	1. Boys	384 (65%)	57 (69%)	58 (81%)	167 (77%)	62 (53%)	40 (40%)
		2. Girls	366 (69%)	52 (70%)	68 (83%)	153 (85%)	49 (42%)	44 (58%)

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
2.5(B)	Total Enrolment of children last year (castwise)	1. SC 2. ST 3. OBC 4. General	101 (9%) 745 (67%) 210 (19%) 61 (5%)	71 (45%) 26 (17%) 57 (36%) 03 (2%)	2 (1.5%) 57 (37%) 48 (31%) 47 (30%)	20 (5%) 290 (73%) 75 (19%) 11 (3%)	-- 233 (100%)	8% (5%) 139 (78%) 30 (17%) --
2.6.0	Dropout status of children		(5%)	10%	5%	4%	4%	2%
2.7.0	Reasons for dropout	1. Unsuitable place 2. Unsuitable time 3. Co-education 4. Child marriage 5. Un interesting books 6. Migration of children 7. Others	14 -- -- -- -- 57 29	40 -- -- -- -- 40 20	-- -- -- -- -- 50 50	-- -- -- -- -- 80 20	-- -- -- -- -- -- --	-- -- -- -- -- 50 50
2.8.0	Multiple entry of admission	1. Throughout the year 2. Particular month	61 39	50 50	83 17	42 58	50 50	100 --
2.9.0	Formal school in village	1. Yes 2. No	8 92	-- 100	17 83	-- 100	17 83	17 83
	NFE centre in village	1. Yes 2. No	11 89	17 83	-- 100	8 92	17 83	17 83
2.10	Children admitted AS from neighbouring formal schools/ NFE	1. From formal school 2. From/ NFE	5 2	17 --	-- --	4 4	2 3.0	2 2
2.11	Childrens admitted in formal schools/ NFE from AS	1. In formal school from AS 2. In NFE from AS	2.5 --	2 --	8 --	2 --	-- --	-- --

Item No	Item	Sub parts of	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
2.12.1	Availability of TLM	1. Available 2. Adequate	100 70	100 83	100 50	100 41.6	100 100	100 100
2.12.2	Availability of Teachers Guide	1. Available 2. Adequate	86 75	100 100	50 50	83 75	100 50	100 100
2.12.3	Availability of word/ Matra cards	1. Available 2. Adequate	91.6 80.5	100 100	100 100	75 50	100 83	100 100
2.12.5	Availability of black borad/ rollup borad/duster	1. Available 2. Adequate	97 78	100 100	100 50	92 83	100 50	100 100
2.12.6	Availability of fatpatti	1. Available 2. Adequate	89 72	100 83	100 50	67 67	100 67	100 100
2.12.7	Availability of Drinking Water facilities	1. Available 2. Adequate	83.3 64.0	100 50	50 50	83 58	100 83	83 83
2.12.8	Electricity facilities	1. Available 2. Adequate	45 28	100 50	100 50	-- --	67 67	-- --
2.12.9	Box & Lock	1. Available 2. Adequate	97 94	100 100	100 100	92 83	100 100	100 100
2.12.10	Stationery	1. Available 2. Adequate	94 81	100 100	100 83	92 83	83 50	100 83
2.14	Teaching Aids using by the teachers	1. Yes 2. No	97 03	100 --	100 --	92 08	100 --	100 --
2.14	Teaching aids prepared by the teachers	1. Chart 2. Model 3. Matra card 4. Word card 5. Others	53 61 56 67 45	100 100 100 100 100	33 33 50 66 33	08 25 08 33 17	100 100 100 100 100	66 83 66 66 --
2.15	Question asked by teachers during teaching	1. Yes 2. No	100 --	100 --	100 --	100 --	100 --	100 --
2.16	Children interactions with teachers without any fear	1 Yes 2. No	97 03	100 --	100 --	92 8	100 --	100 --

Item No	Item	Sub parts of Item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
2.17	Seating pattern in classroom	1. In Rows	36	--	50	75	--	17
		2. In Rounded way	17	--	33	17	33	--
		3. In small group according to their pace of learning	44	100	17	--	67	83
		4. Scattered	03	--	--	08	--	--
2.18	Organising multi-level teaching by the teacher	1. Yes	44	100	17	20	33	--
		2. No	56	--	83	80	67	100
2.19	Assessment technique used by the teacher	1. Unit wise	14	--	50	17	--	--
		2. Competency based	75	100	50	50	100	100
		3. Planning and recording	03	--	--	08	--	--
		4. Others	08	--	--	25	--	--
2.20	Relationship with Teachers	with taught as a friend	100	100	100	100	100	100
2.22	Teachers relationship with the community	1. Excellent	47	67	83	17	33	67
		2. Fair	53	33	17	83	67	33

Fig. 3.1.1

Categorywise distribution of the Enrolled Children (in Percentage)

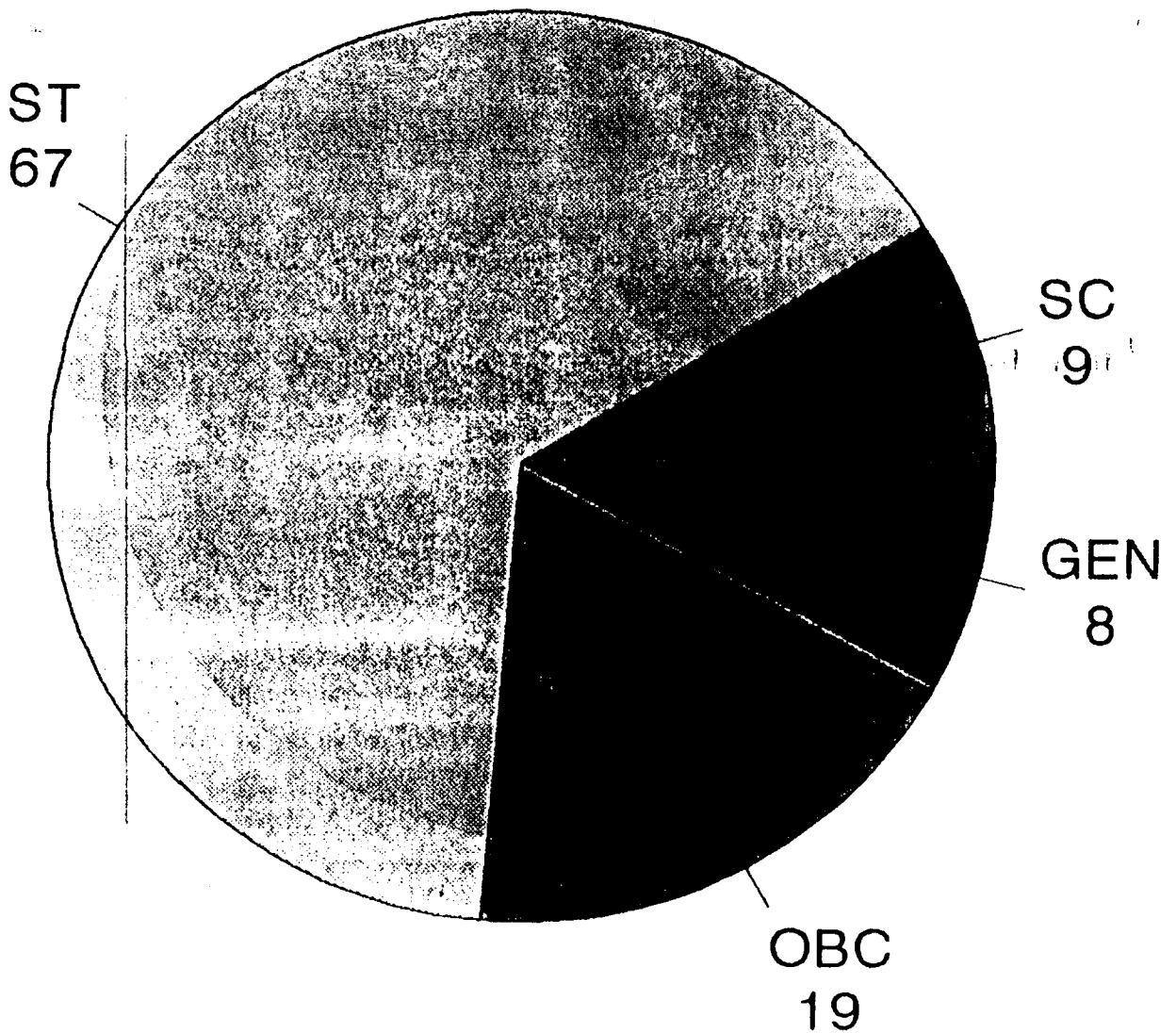


Fig. 3.1.2

Genderwise distribution of the Enrolled Children (in Percentage)



3.2 PROFILE AND PERCEPTION OF THE TEACHERS:

The tools No.4 was to ascertaining the general profile and perception of teachers regarding functioning of Alternative School in general and AS programme as a whole. This tools consisted of 40 items. Out of these only three were open ended while 37 items were close ended. Item wise data has been analysed and presented in table no.3.2.

BRIEF DISCUSSIONS ARE AS FOLLOW:-

i) Profile of the Teachers:

The table 3.2 indicate that the percentages of Male and Female teachers are 48% and 52% respectively. This data indicates that the norms of appointment of 50% women has been considered. Category wise distribution of appointed teachers is given in table no.3.2. and (fig.3.2.1).

Regarding the educational qualification it was observed that 33% teachers are higher secondary pass, while 30% are only high school pass. Percentage of Graduate teachers is very low (09%). In Surguja district 46% teachers are only 5-8 class pass, while in Bilaspur (19%) Rajnandgaon (33%) and Shahdol (25%) appointed teachers are 5-8 class pass, specially in case of female teachers (fig.3.2.2).

As far as professional qualification is concerned there was only one B.Ed trained teacher while others were untrained. It was also observed that, 84% teachers come from 1-3 Km whereas 16% teachers come from 3-6 Km to the Alternative School. It means mostly local teachers were appointed.

ii) School timings/ holiday:-

In the both cases community involvement is sought. The school timings are decided by the school management committee (SMC) and local community members (97%), weekly holidays are also

decided by SMC/ Community members (85%) as per learner needs. Apart from this it was also observed that 79% Alternative Schooling running 4-5 hours daily whereas 21% Alternative Schools timing was more than 5 hours. Districtwise position is given in the table no.3.2.

iii) Supply of Teaching Learning Material and Other Materials:-

It was observed that 18% teachers received the Teaching Learning Materials in the month of August-September, while 58% received in the month of October-November remaining 24% received in the month of December-January. In Surguja district 100% teachers received the Teaching Learning Materials in the month of December-January. Regarding stationary, black board, tatpatti, box etc. it was found that such materials were also supplied very late.

39% teachers viewed that such materials were supplied in inadequate amounts. Specially in Surguja district 100% teachers received inadequate amounts of the afore said material.

iv) Training of Teachers:-

99% teachers were trained in different aspects of Alternative Schooling. Out of these 91% teachers expressed satisfaction about the training, while 9% teachers expressed that some concepts such as multi level teaching, plannig, recording and learner evaluation were not cleared during the training.

Apart from this, 54% teachers also expressed that they have need of additional training while 46% teachers viewed that they have no need of any additional training. Regarding the effectiveness of the training programme 88% teachers performed better after 21 days training at respective DIETs. It means a special training/orientation for the multilevel teaching and evaluation technique to be organised.

v) **Honorarium and Review meeting:-**

It was observed that mostly teachers (70%) are getting their honorarium per month regularly, while 100% teachers of the Surguja district and 55% teachers of Raigarh district were not getting honorarium regularly. The state level authorities should take a suitable step as this a point of great concern for continuity.

It was also observed that 96% teachers attended monthly review meeting held at respective blocks regularly. 90% teachers expressed that the administrative and financial problems were discussed in review meetings, while only 6% teachers expressed that some discussions were also on academic issues. It is suggested that the review meetings should be designed for wider scope for academic issues.

Apart from this it was also observed that 33% teachers of all five districts were not getting T.A/D.A during the review meetings. Hence special attention be paid by state/district level authorities for such allocation.

vi) **Supervision/Monitoring:-**

The table no.3.2 is clearly indicates that 88% teachers expressed that Alternative Schools were monthly supervised by the supervisors, while in Raigarh and Shabdol district Supervisors were not supervised regularly.

Regarding the frequency of the school visit 60% teachers expressed that the supervisors visited the schools twice in a month while some teachers (28%) reported that their schools were supervised only once in a month.

Functions of the supervisors during school visit are given in the table.

Apart from this other officers involved in DPEP also made school visit for supervision/monitoring of AS such as AS incharge of DIETs (46%), DPC (23%), Women Coordinator (03%), BEO (38%), BRC Coordinator (28%) Sarpanch (85%), SMC members (83%).

viii) Community involvement:-

Cooperation from the local community members were sought out such as places for AS provided (77%) some required materials for school management (20%). Motivate children for regular attendance (61%) whereas only 3% teachers expressed that no cooperation was given by the community members (Rajnandgaon).

Regarding the organisation of monthly VEC/SMC meeting it was observed that mostly (60%) places held it every month in two month (09%) in three month (07%) irregularly (14%) while not organised at all (10% in Rajnandgaon). Teachers viewed that SMC members should be oriented by DIETs in this regard. It shows deeply involvement of the community for functioning of AS programme.

viii) Contingency money:-

From the table no.3.2 it was observed that contingency money for developing teaching aids etc. was provided to 45% cases in Bilaspur district only, while 100% cases in Raigarh, Rajnandgaon, Surguja and Shahdol district were not provided at all. Therefore state level authority should pay proper attention in this regard.

ix) Difficulties faced by the teachers:-

Item no.4.20 was related to the difficulties/problems faced by the teachers, as per informatin given by the teachers they faced varioys difficulties during 1995-96 such as, Place of Alternative schools were not adequate, inadequate amount of the TLM and other materials, planning/recording could not be possible due to lack of stationary/papers, Honorarium and T.A/D.A not provided timely, water problems in some places.

x) Suggestions for improvements:-

Item no.4.15.5 deals with suggestions for improvement of monthly review meeting. Some significant suggestions of the teachers are as follows:-

- Members of DRG/DIET I/c should attend every monthly review meeting.
- 80% discussion should be made on academic issue while 20% on Administrative as well as financial aspects.
- A special orientation programme should be made for BEO and BRC coordinators with reference to Alternative Schools philosophy.
- Exercise of developing teaching aids etc. should be done at review meetings.
- Rate of T.A/D.A should be enhanced and reimbursement should be made on the spot.
- Nature of review meeting should be residential so that necessary arrangement for staying in BRC building should be made.
- Representatives from the SCERT/ SPO should be attended time to time in review meeting.
- Problems should be solved promptly at DPO/SPO level.

**TABLE 3.2 SHOWING GENERAL PROFILE AND
PERCEPTION OF TEACHERS
(Response in Percentage)**

Item No	Items	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shabdoj
			N=69	N=11	N=11	N=24	N=11	N=12
4.2	Position of Teachers (A) Sexwise	1.Male 2.Female	48 52	45 55	55 45	50 50	36 64	50 50
	(B) Categorywise	1.SC 2.ST 3.OBC 4.Gen	10 67 16 07	36 10 36 18	-- 91 09 --	08 67 25 --	-- 100 -- --	08 67 08 17
4.3	Educational Status	1.Class 5-8 2.Secondary 3.Br.Sec 4.Graduate 5.P.G.	28 30 33 09 --	18 18 09 55 --	09 27 64 -- --	33 42 25 -- --	46 36 18 -- --	25 17 58 -- --
4.4	Professional qualification	1.BTI 2.B.Ed 3.M.Ed 4.Un Trained	-- -- -- --	-- 09 -- 91	-- -- -- 100	-- -- -- 100	-- -- -- 100	-- -- -- 100
4.5	Distance of AS from the Teachers house	1.0-3 Km 2.3-6 Km 3.Above 6 Km	84 16 --	100 -- --	91 09 --	63 37 --	91 09 --	100 -- --
4.6	Duration of AS	1.2-2 Hrs 2.4-5 Hrs 3.Above 5 Hrs	-- 79 21	-- 36 64	-- 73 27	-- 83 17	-- 91 09	-- 100 --
4.8	School timing decided by	1.Teachers 2.Community/SMC 3.Others	07 93 --	-- 100 --	-- 100 --	21 79 --	-- 100 --	-- 100 --
4.9.0	Weekly holiday decided by	1.Teachers 2.Community/SMC 3.Others	12 100 03	-- 100 --	55 45 --	12.5 79 8.5	-- 100 --	-- 100 --
4.9.1	Provision of Two month holiday	1.Yes 2.No	41 59	55 45	-- 100	17 83	55 45	100 --
4.10.1	Receiving month of TLY	1.Aug-Sep 2.Oct-Nov 3.Dec-Jan	18 58 24	55 45 --	36 64 --	13 66 21	-- -- 100	-- 100 --
4.10.2	Receiving month of other material	1.Aug-Sep 2.Oct-Nov 3.Dec-Jan 4.After Jan	45 04 26 25	100 -- -- --	36 -- 55 09	42 13 -- 45	55 -- -- 45	-- -- 100 --

Item No	Items	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Sarguja	Sbahdo
			N=69	N=11	N=11	N=24	N=11	N=12
4.11.0	Position of supplied TLM	1.Sufficient	61	82	100	50	--	83
		2.Not sufficient	39	18	--	50	100	17
4.13.1	Status of training (21 days)	1.Received	99	91	100	100	100	100
		2.Not received	01	09	--	--	--	--
4.13.2	Clearing concepts of AS during training	1.Yes	91	91	73	92	100	100
		2.No	09	09	27	08	--	--
4.13.3	Need of additional training	1.Yes	54	36	55	63	27	75
		2.No	46	64	45	37	73	25
4.13.5	Better performance after getting training	1.Yes	88	91	55	92	100	100
		2.No	06	09	09	08	--	--
		3.To some extent	06	--	36	--	--	--
4.14.1	Regular payment of honorarium	1.Yes	70	100	45	83	--	100
		2.No	30	--	55	17	100	--
4.14.3	Procedure of Honorarium	1.By cash	26	--	--	50	--	50
		2.By bank	74	100	100	50	100	50
4.15.1	Participation in review meeting	1.Yes	96	100	100	92	91	100
		2.No	04	--	--	08	09	--
4.15.2	Discussing point on review meeting	1.Administrative	68	36	36	95	80	66
		2.Academic	6	18	--	--	10	08
		3.Financial	22	46	36	05	10	25
		4.None	04	--	28	--	--	--
4.15.3	TA & DA during review meeting	1.Yes	67	100	45	67	73	50
		2.No	33	--	55	33	27	50
4.16.1	Monthly supervision by supervisors	1.Yes	88	100	82	100	100	50
		2.No	12	--	18	--	--	50
4.16.2	Frequency of monthly visit of supervisor	1.Once	28	--	27	38	27	33
		2.Twice	60	100	55	62	73	17
		3.Thrice	--	--	--	--	--	--

Item No	Items	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdo
			N=69	N=11	N=11	N=24	N=11	N=12
4.16.3	Functions of supervisors during school visit	1.Observation of record only	--	--	--	--	--	--
		2.Help in classroom teaching	--	--	--	--	--	--
		3.Contact with community and solve the problem	--	--	--	--	--	--
		4.All above	88	100	82	100	100	50
4.16.4	Supervision by other officers	1.DIET/AS Incharge	46	100	--	--	82	100
		2.DPD	06	--	--	17	--	--
		3.DPC	23	100	09	17	--	--
		4.WC	03	18	--	--	--	--
		4.WC	38	64	18	46	54.5	--
		5.BEO	27.5	64	18	--	--	--
		6.BRC	85.5	100	100	50	18	100
		7.Sarpanch	83	100	100	62.5	100	100
		8.SMC Member	16	18	18	21	73	--
9.Others								
4.17	Cooperation with local community	1.Place for AS	77	33.3	100	71	82	100
		2.Children sent to AS	61	33.3	91	21	64	100
		3.Materials for school management	20	33.3	55	--	64	--
		4.None	03	--	--	8	--	--
4.18	Contingency money was provided	1.Yes	07	45	--	--	--	--
		2.No	93	55	100	100	100	100
4.19	Organising of SMC meeting in	1.Every month	60	100	46	42	82	50
		2.In two month	09	--	--	17	--	17
		3.In three months	07	--	18	41	--	17
		4. Irregular	14	--	36	08	18	16
		5.Not organised	10	--	--	29	--	--

Fig. 3.2.1

Categorywise classification of the Teachers (in Percentage)

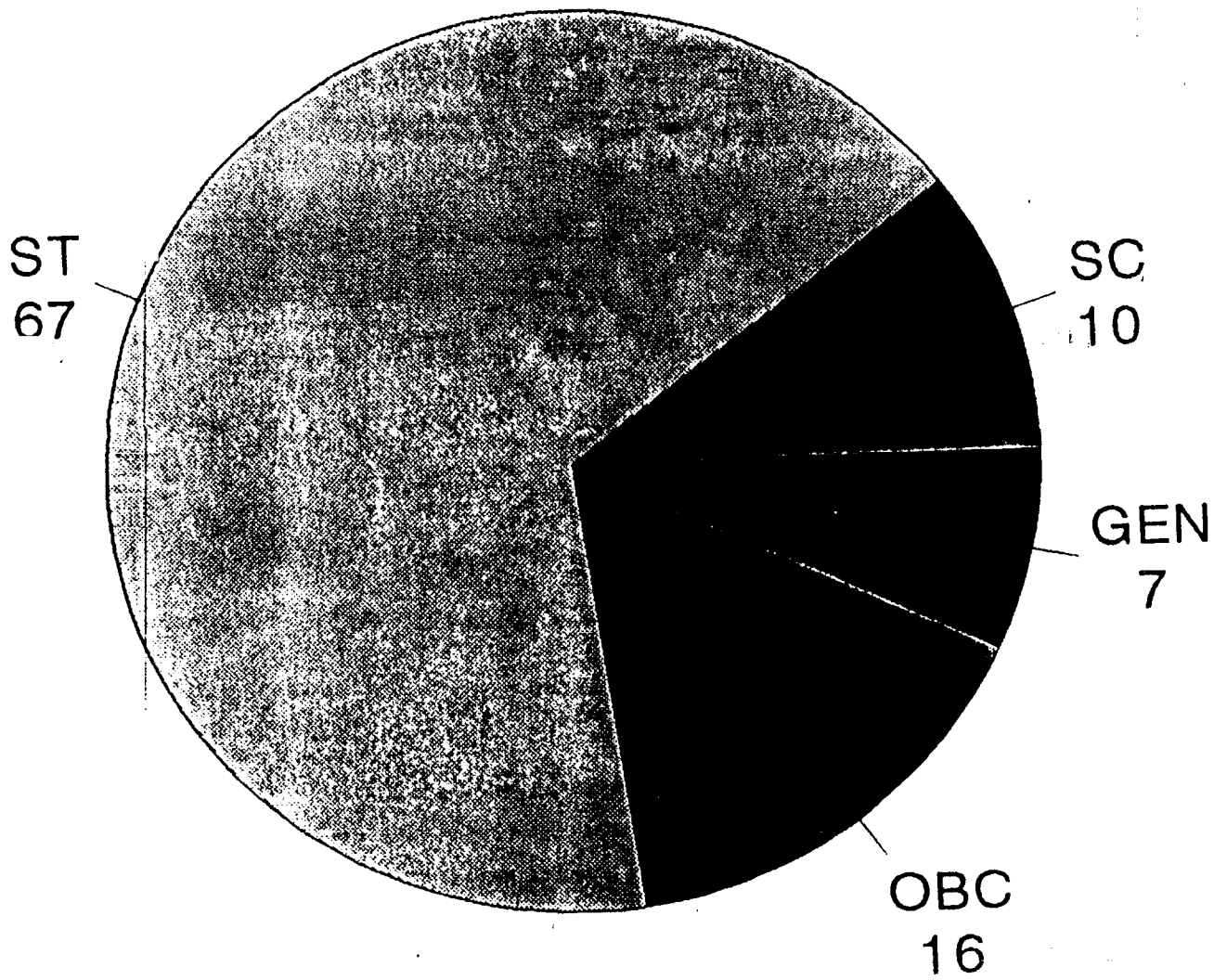
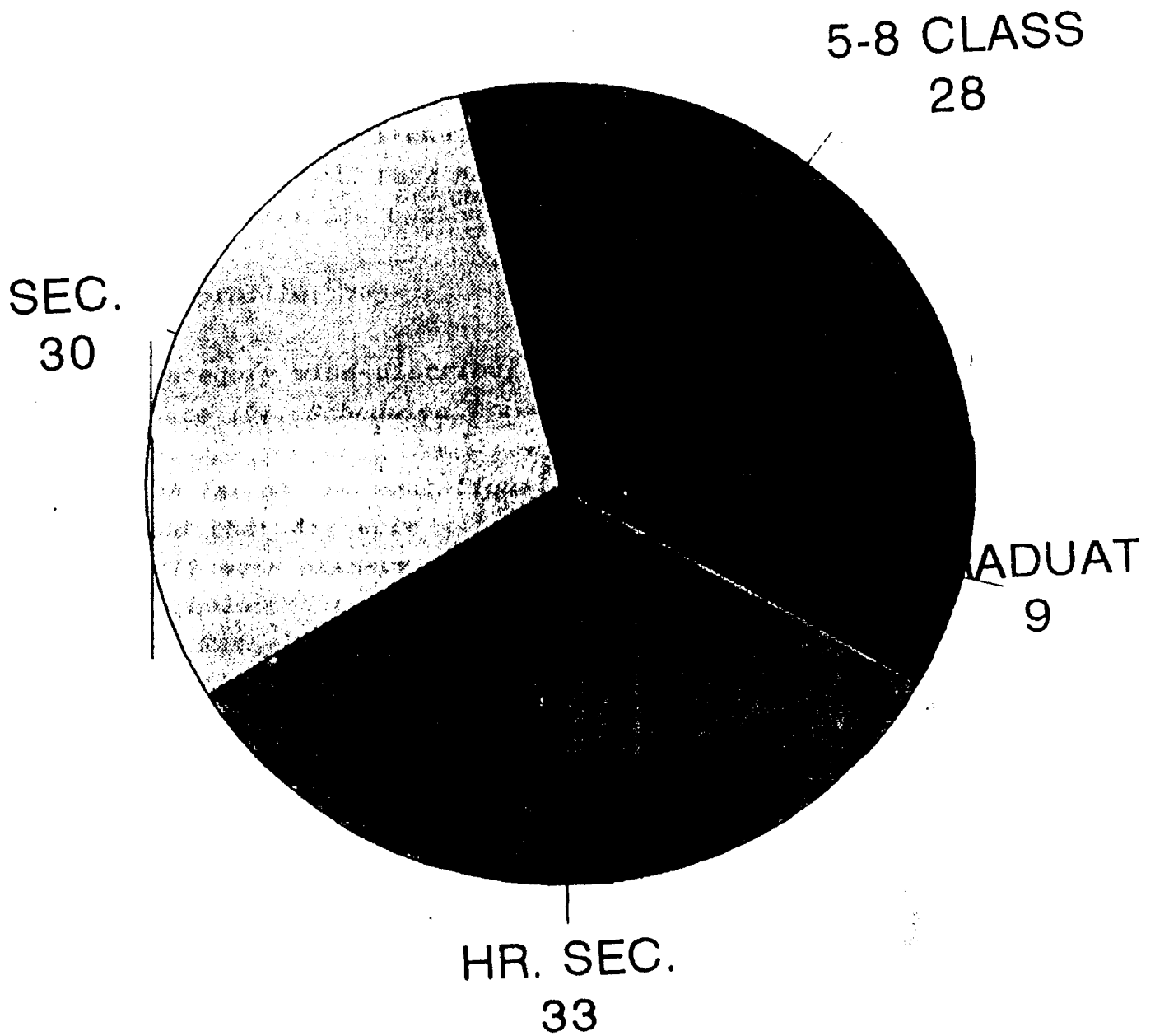


Fig. 3.2.2

Educational qualification of the Teachers (in Percentage)



3.3 THE PROFILE AND OPINION OF THE PARENTS

The opinion of parents about the functioning of Alternative Schooling programme is very important. For this purpose two tools were developed Tool no.5.1 related to opinion of the parents sending their children to AS and Tool no.5.2 related to opinion of parents not sending their children (6-14 age group) to AS. Tool wise discussions are given below.

3.3.1 Profile and Opinion of the Parents sending their Children to AS:-

The tool no.5.1 was administered on 72 parents of 36 AS of the five district. Data has been analysed and presented in table no.3.3.1 brief discussions are as follows:-

i) Parents profile:

Category wise distribution of the respondents are as Schedule Caste 10%, Scheduled Tribe 43% and OBC 47% (fig.3.3.1)

As far as the educational qualification are concerned it was found that 45% were literate without having any formal teaching, 21% were primary level, 08% were middle level, while 24% parents belonged to illiterate category (fig.3.3.2). From the table it was also observed that the 89% parents are engaged in agricultural task, while 09% are working as labourers. From the item no.5.15 it inferred that the annual income of the respondents were not so fair such as 75% belonged to below Rs.6000/- p.a., whereas 24% parents annual income was Rs.6000 - 9000/- p.a therefore the socio-economic status of the parents is self explanatory.

ii) Source of Motivation for Sending Children:-

Table no.3.3.1 indicates that mostly parents were motivated by more than one factors such as teachers (60%), supervisors (24%), BEO/BRC coordinator (07%) VEC/SMC members (60%), Social worker (19%) enrolled children (7%) whereas in

Bilaspur and Rajnandgaon district other factors (8%) such as women coordinator and DIET AS incharge motivated the parents to send their children to AS.

It is remarkable that teachers SMC/VEC members and community members were main source of motivation to parents and they played the major role.

iii) Behavioural change in Children:-

Table no.3.3.1 indicates that mostly (96%) parents have found tremendous change in the behaviour of their children after joining of AS. Out of these 85% parents expressed that their children have developed the reading and writting skills both while 15% (Rajnandgaon) parents viewed that their children could have developed either reading or writting skills. About the development of numerical skills among the children, it was found mostly (96%) case. It shows satisfactory performance of children in language and mathematics.

Regarding the regularity of the children 97% parents opinioned that their children regularly in respective Alternative Schools.

Mostly parents viewed that the school timings were decided as per children's needs (96%) similarly 81% parents were satisfied with location and place of Alternative Schools, whereas 67% parents of Bilaspur district and 25% of Surguja district parents were not satisfied.

From the table it was also observed that mostly parents (97%) are aware about the newly opened Alternative School and they have visited and supervised classroom teaching. Regarding the regularity of the teachers it was found that mostly teachers (97%) are regular. It may be inferred that mostly parents were satisfied with functioning of Alternative Schooling as well as teaching process.

v) **SMC/VEC Meeting:-**

From the table it was observed that the SMC meeting held regularly each month (60%), in two month (14%) in three month (10%) in six month (06%) whereas 10% parents expressed that no SMC/VEC meeting was held at all. It was remarkable that Bilaspur and Surguja district regular SMC meeting was organised each month.

Item no.5.1.14 was opened and it sought out the type of cooperations given by the parents for smooth functioning of AS. Various views were pooled and some of the main points are given as follows:-

To encourage children for regular attendance, they participated in SMC meeting, some local level problems of teachers and students are sorted out by the parents, temporary structures were erected for AS (specially in Rajnandgaon district) slate, pencil, toffy etc. were distributed by the parents.

vi) **Suggestions for improvement**

Last item of the tool no.5.1 was related to the suggestion for further improvement. A large number of suggestions were received, some of the main are given below:-

- Permanent structures should be erected for smoothly functioning of AS.
- Alternative schools should be linked with main roads.
- Scholarship and uniform should be provided to the children.
- Sports materials should also be provided
- Residential facilities (such as Ashram shalas) should be given to children.

TABLE 3.3.1 SHOWING PROFILE AND OPINION OF PARENTS

(SENDING THEIR CHILDREN TO AS)

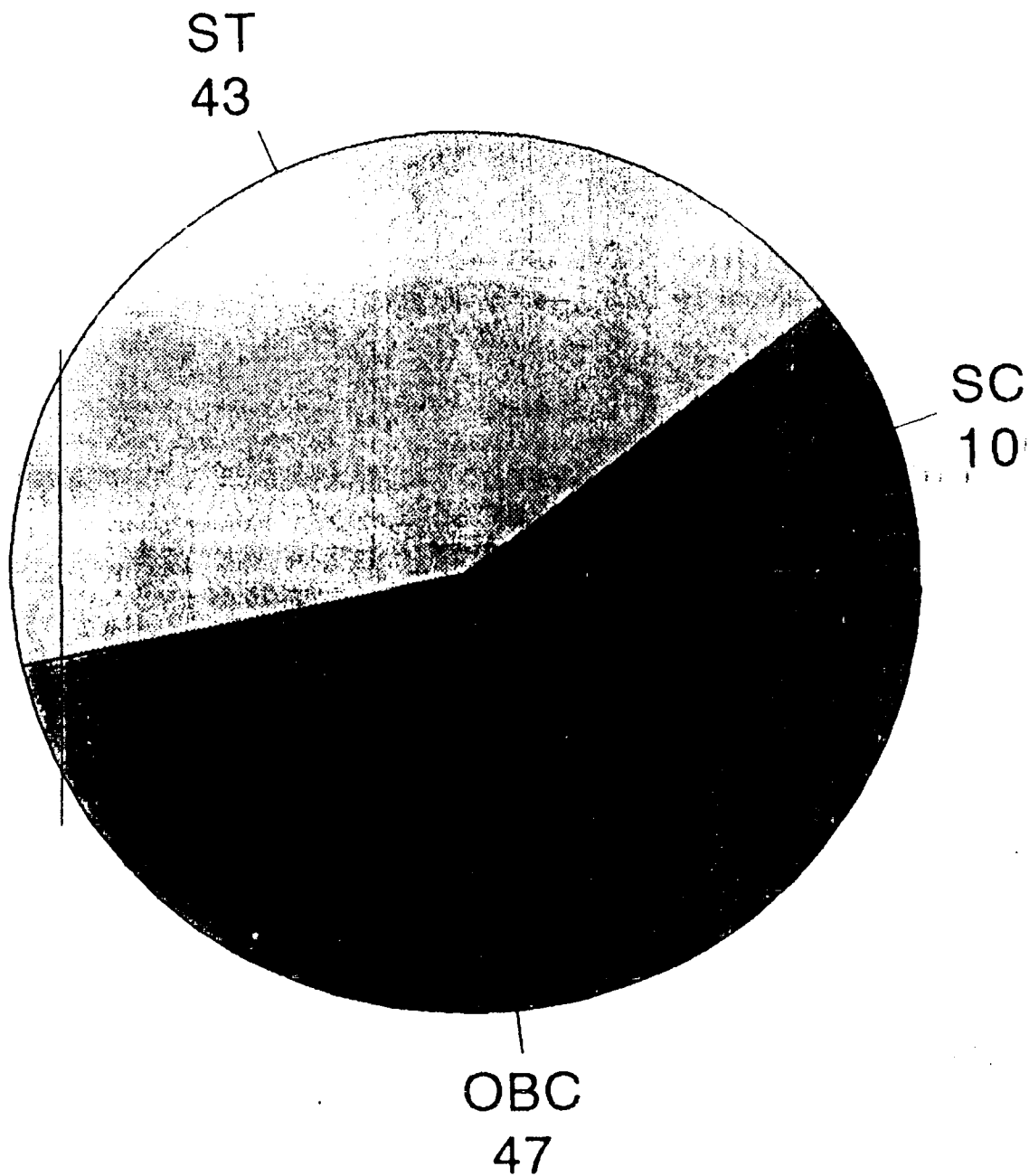
(Response in Percentage)

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdo
			N=72	N=12	N=12	N=24	N=12	N=12
5.1.2	Categories of Respondents	1.SC	10	42	--	04	--	08
		2.ST	43	16	42	21	92	67
		3.OBC	47	42	58	75	08	25
		4.Gen.	--	--	--	--	--	--
5.1.3	Educational Status of Respondents	1.Illiterate	24	33	8	33	33	--
		2.Literate	45	33	25	42	58	67
		3.Primary level	21	25	43	17	--	25
		4.Middle level	08	09	08	08	09	08
		5.Higher secondary	--	--	--	--	--	--
		6.Graduation	01	--	08	--	--	--
		7.Post Graduation	01	--	08	--	--	--
5.1.4	Occupational Status of Respondents	1.Agriculture	89	83	100	88	83	92
		2.Daily wage	09	17	--	08	17	--
		3.Service	01	--	--	--	--	08
		4.Others	01	--	--	04	--	--
5.1.5	Status of annual income	1.Lessthan RS.6000/-	75	92	25	88	100	58
		2.Rs.6000-9000/-	24	08	75	12	--	34
		3.Rs.9000-12000/-	--	--	--	--	--	--
		4.Morethan RS.12000/-	01	--	--	--	--	08
5.1.6.2	Motivational Source to sent children in AS	1.Teachers	60	75	83	62.5	83	07
		2.Supervisors	24	33	17	46	--	--
		3.BEO/BRCC	07	--	--	17	83	--
		4.VEC/SMC	60	75	83	62.2	83	33
		5.Social worker	19	--	--	50	17	--
		6.Enrolled children	07	08	17	08	--	--
		7.Self children	13	--	08	21	25	--
		8.Others	08	25	--	12.5	--	--
5.1.7	Behavioural change of children due to AS	1.Yes	96	100	100	88	100	100
		2.No	04	--	--	12	--	--
5.1.7.1	Reading skills only	1.Yes	08	--	08	20	--	--
		2.No	--	--	--	--	--	--
5.1.7.2	Writing skills only	1.Yes	07	--	08	17	--	--
		2.No	--	--	--	--	--	--
5.1.7.3	Both Reading and writing skills	1.Yes	85	100	84	63	100	100
		2.No	--	--	--	--	--	--

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdo
			N=72	N=12	N=12	N=24	N=12	N=12
5.1.7.4	Numerical skills	1.Yes 2.No	96 04	100 --	100 --	88 12	100 --	100 --
5.1.8	Children Regularity	1.Yes 2.No	97 03	100 --	100 --	92 08	100 --	100 --
5.1.9	Fining convenient	1.Yes 2.No	96 04	100 --	100 --	88 12	100 --	100 --
5.1.10	Location convenient	1.Yes 2.No	81 19	33 67	100 --	88 12	75 25	100 --
5.1.11.0	School visiting of respondents	1.Yes 2.No	97 03	100 --	100 --	92 08	100 --	100 --
5.1.11.1	Opinion about classroom teaching	1.Satisfied 2.Unsatisfied	94 06	100 --	100 --	83 17	100 --	100 --
5.1.12.0	Regularity of teachers	1.Yes 2.No	97 03	100 --	100 --	92 08	100 --	100 --
5.1.13	SNC/VEC meeting held at village regularly	1.Yes 2.In two month 3.Three month 4.Six months 5.None	60 14 10 06 10	100 -- -- -- --	41 17 17 25 --	42 08 17 04 29	100 -- -- -- --	33 50 17 -- --

Fig. 3.3.1

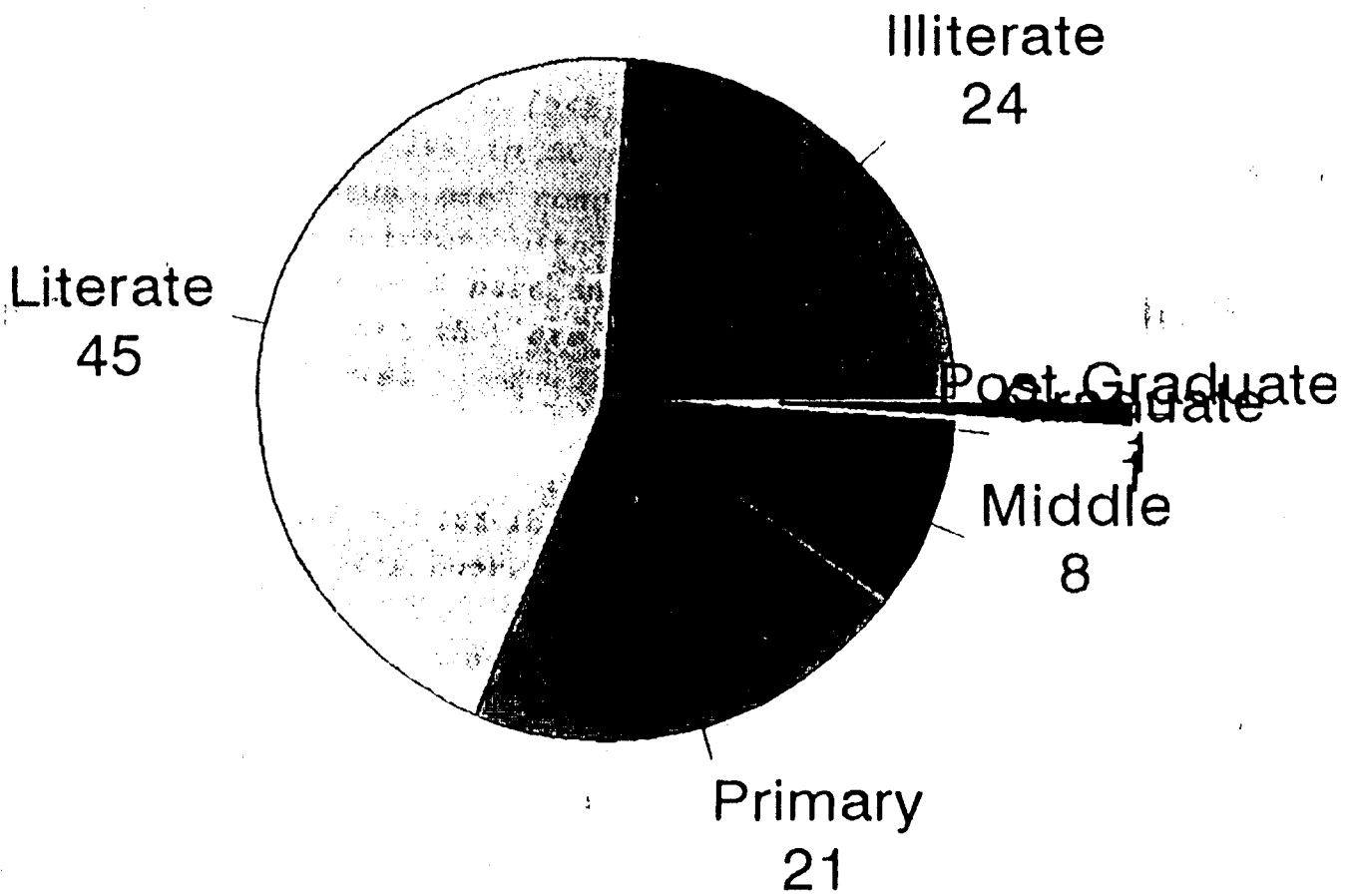
Categorywise distribution of the Parents (sending children to AS)



(In Percentage)

Fig. 3.3.2

Educational status the Parents (sending children to AS)



(in Percentage)

3.3.2 Profile and opinion of Parents not sending their children to AS.

It was thought necessary to know the views & reasons of parents who did not send their children (6-14 age group) to Alternative schools or formal/NFE centre. For this purpose tool no.5.2 was developed. Only 37 such parents were identified and interviewed in 36 villages of five districts. Data has been analysed and presented in the table no.3.3.2. Brief discussion are given below.

i) Profile of Parents:-

Mostly parents (54%) belonged to ST category, 27% of OBC and remaining 19% to SC category (fig.3.3.3). As regards educational status are concerned 51% of them were found illiterate, 22% literate without having any knowledge of formal teaching, 16% class 5 pass and 11% parents received education upto class VIII, yet they are not sending their children to the Alternatice Schools.

Majority of such parents (81%) were found engaged in agricultural work and 16% in labourers work. Annual income of the respodents were very poor.

ii) Reasons for not sending:-

Such parents were also asked to express reasons for not sending their children to school, some of the main reasons given by the parents are as follow:-

- Children helps their parents in domestic chores (41%). 19% parents have expressed their inability to spare their children for studies as they need help in their occupation/work to supplement family income.
- Location of Alternative Schools is away from the parents residence, (06%) such case has been observed in Rajnandgaon district only.

- 5% parents opined that due to their own attitude/interest not sending children, such case has been observed in Rajnandgaon district only.
- Other reason (26%) such as children were not interested, sibling care, parents are not aware about the AS, school atmosphere was not attractive and lack of life centred education (education is not linked with their needs). Hence, there it is needed to motivate such parents.

(iii) School visit:-

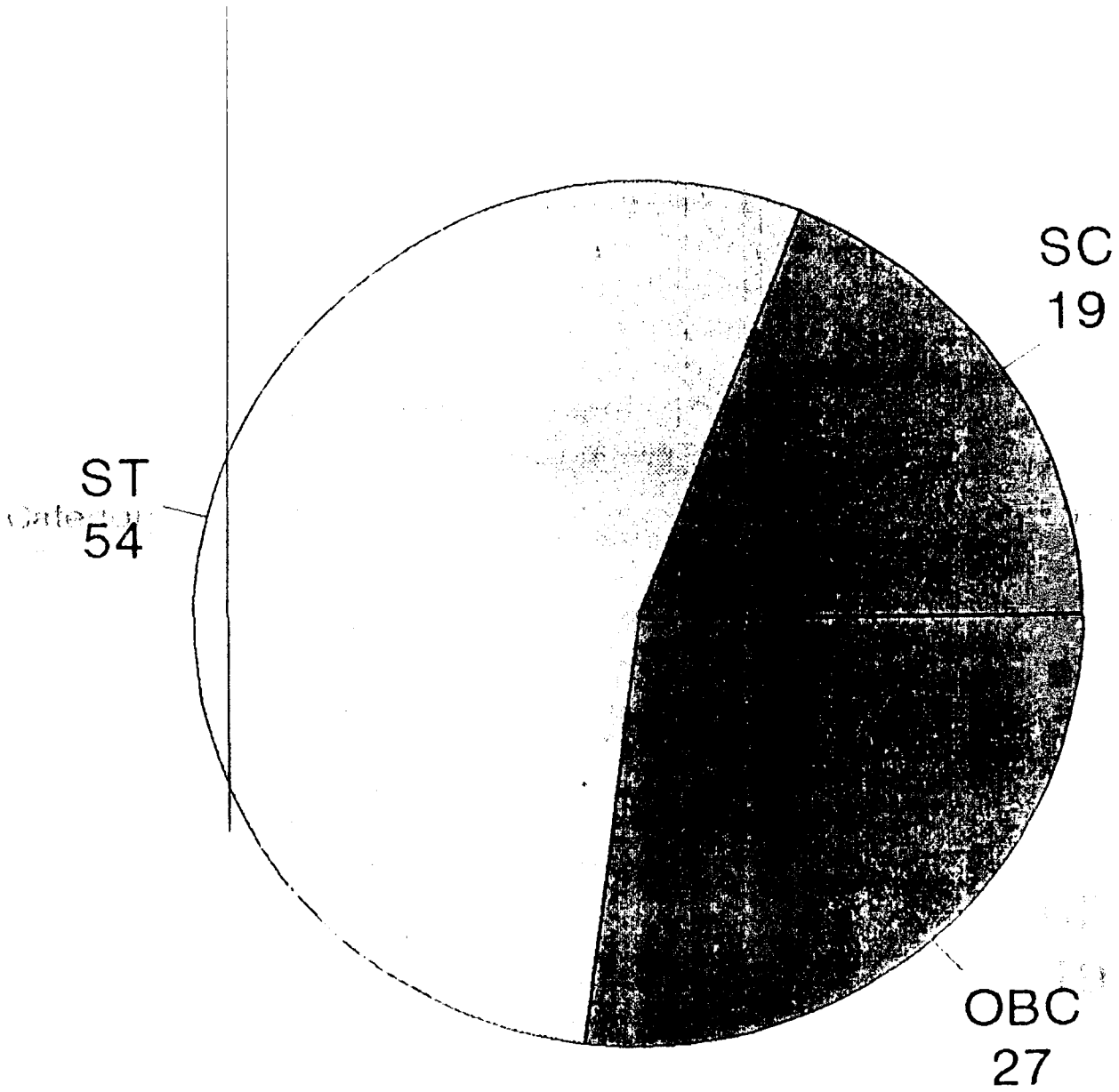
From the table it was observed that 97% parents of them were found aware about the newly opened Alternative schools, while only 3% (in Shahdol district) did not have the knowledge of AS. Apart from this it was also found that mostly (68%) parents had made school visit whereas 32% parents did not visit AS at all.

TABLE 3.3.2 SHOWING PROFILE AND OPINION OF THE PARENTS
(Not sending Children in AS)
(Response in Percentage)

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shabdol
			N=37	N=12	N=3	N=11	N=6	N=5
5.2.1.1	Categories of Respondents	1.SC 2.ST 3.OBC 4.Gen.	19 54 27 --	50 -- 50 --	-- 67 33 --	-- 82 18 --	-- 100 -- --	20 60 20 --
5.2.1.2	Educational background	1.Illiterate 2.Literate 3.Primary level 4.Middle level 5.Higher secondary 6.Graduation 7.Post Graduation	51 22 16 11 -- -- --	33.3 33.3 33.3 -- -- -- --	33.3 33.3 -- 33.3 -- -- --	64 09 18 09 -- -- --	33.3 33.3 -- 33.3 -- -- --	100 -- -- -- -- -- --
5.2.1.3	Occupational Status	1.Agriculture 2.Labourer 3.Service 4.Others	81 16 03 --	75 27 08 --	100 -- -- --	73 27 -- --	100 -- -- --	80 20 -- --
5.2.1.4	Status of annual income	1.Lessthan RS.6000/- 2.Rs.6000-9000/- 3.Rs.9000-12000/- 4.Morethan RS.12000/-	81 19 -- --	92 08 -- --	-- 100 -- --	82 18 -- --	100 -- -- --	80 20 -- --
5.2.2.2	Reasons for not sending children	1.Unsuitability of place 2.Inconvenient time of AS 3.Co-education 4.AS is so far from house 5.Wage working 6.Helping in family affair 7.Uneffective teaching 8.Irregularity of teachers 9.Fear from teachers 10.Parents uninterest 11.others	03 -- -- 06 19 41 -- -- -- 05 28	08 -- -- -- 17 25 -- -- -- -- 50	-- -- -- 33 -- 67 -- -- -- -- --	-- -- -- -- 27 36 -- -- -- 17 18	-- -- -- -- -- -- -- -- -- -- 17	-- -- -- -- 33 100 -- -- -- -- --
5.2.3.0	Respondents awaredness about the AS	1.Yes 2.No	97 03	100 --	100 --	100 --	100 --	80 20
5.2.4.0	School visit (Observation)	1.Yes 2.No	68 32	83 17	-- 100	73 27	83 17	40 60

Fig. 3.3.3

Categorywise distribution of the Parents (not sending children to AS)



(In Percentage)

3.4. PROFILE AND ROLE OF THE COMMUNITY AND VEC/SMC MEMBERS.

NPE (1986) and DPEP (1994) laid emphasis on the involvement of community members and the need of being in constant touch with them so as to assess the local problems. Without involvement of the community members/school management committee (SMC), Alternative Schooling programme would not be success. As per organisational setup at microlevel proper monitoring/supervision and identification of local teachers and places for AS to be ensured by SMC/local community. It was with this idea that one elderly community member and one SMC member from each village/ area covered under the study were selected to assess their free and frank opinion about the newly opened Alternative shools in particular and AS programme in general.

General profile and opinion of the community/SMC members has been collected from 74 members scattered all over the 36 villages AS in five districts with the help of Tool no.6.3 containing 21 specific items.

Complete picture about the data is given in the table No.3.4. and brief discussions are as follows:-

i) Profile of the Community/SMC members:-

From the table no.3.4 can be clearly observed that the percentage of community member and SMC members are 50% and 50% respectively. AS regards the educational background 14% are illiterate, 37% literate but they have no formal certificates 24% received education upto primary level, 16% upto 8th class, 8% upto higher secondary. Majority of them (65%) belonged to ST category, 15% of SC, 16% of OBC category while only few (4%) belonged to general category (fig.3.4.0). Regarding the occupational status of the SMC/community mostly (88%) have been engaged in agricultural work and only 10% engaged as labourers.

ii) Supervision/Monitoring:-

Table no. 3.4 indicates that mostly (99%) SMC/Community members have visited Alternative schools. They have also expressed satisfaction with term of school timing (97%), AS duration (99%) location of AS (78%) and teaching pattern in AS (100%). Districtwise trends are given in table. It is remarkable that SMC/community members of the Surguja district were not satisfied with location of Alternative Schools.

Mostly (100%) respondents viewed that they have decided weekly holiday on Sunday. As regards the long term holiday (two month) are concerned it was observed that mostly (100%) of Bilaspur, Surguja and Shahdol district were closed for two month in May and June while 100% AS of Raigarh and 79% AS of Rajnandgaon district were not found closed during May and June. It shows keen interest and deep involvement of the community members in functioning of Alternative Schooling. An important information was that mostly SMC members wanted long term holiday either during rainy season or crop at harvesting time.

iii) SMC meeting:-

91% SMC/Community members expressed that SMC meeting was held regularly in their respective villages. This data shows contradiction from the teachers and parents interviewed (table.no.3.2 and 3.3.1). Mostly (92%) respondents expressed satisfaction with supervisors work and they also said that supervisors met them time to time and discussed their problems etc. It was also observed that 99% community/SMC members were satisfied with teachers work. Similar trends have been observed districtwise also. It was quite evident in the interation between teacher and community members.

iv) *Cooperation by SMC:-*

Item No.6.3.13 is devised to findout the extent of cooperation provided by SMC/Community members for smooth functioning of Alternative Schooling. A large number of responses have been given by the SMC/Community members, some of the significant responses are as follow:-

- * They participated in SMC meeting.
- * They solved some problems at local level.
- * Venue for Alternative Schools were provided specially in Rajnandgaon district by Community members.
- * They have erected permanent structures for Alternative Schools.
- * Jug, glass, tatpatti, pencil, copy etc. were provided by some of them.

vi) *Suggestions for improvement:*

SMC/Community members were asked to give their suggestions for making further improvement. In the AS programme, as a result of interview with large number of suggestions were sought out and some of the main are listed below:-

- * There should be permanent structures (building) for AS
- * Scholarship and uniform for the students should be given
- * Water and toilet facilities should be available at the school level
- * Additional teacher should be given in the case of large enrolment.
- * Honorarium of the teachers/supervisors should be enhanced.

4 Appointment of the teachers and supervisors should be
timely.

4 TLM and other materials should be sent timely and in
adequate numbers.

4 AS should be residential like as Ashram schools.

4 Offices of the district state level should also monitor AS
from time to time.

4 Sports materials should also be given.

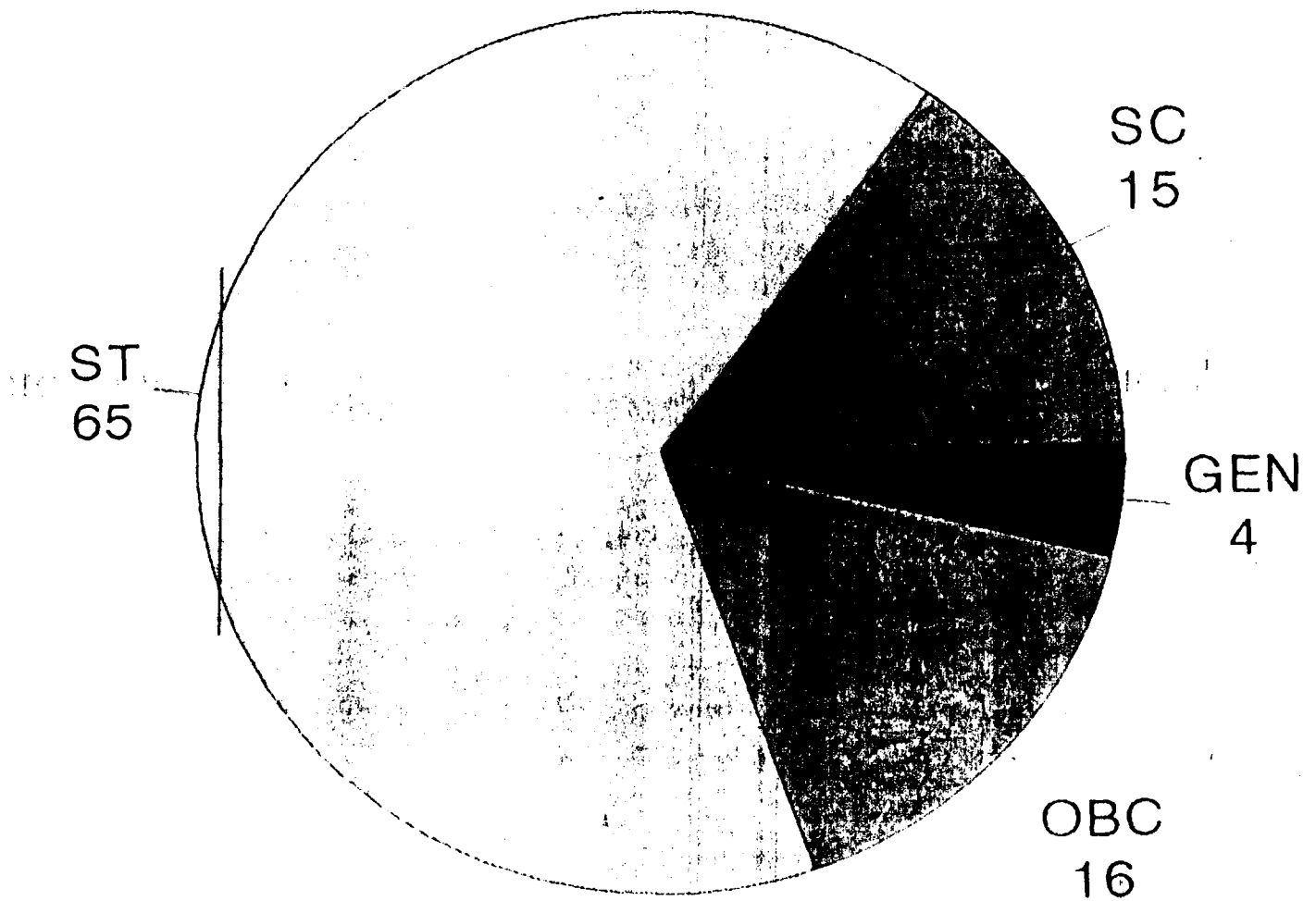
**TABLE 3.4 SHOWING GENERAL PROFILE AND ROLE OF
COMMUNITY/SMC/VEC MEMBERS
(Response in percentage)**

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
			N=74	N=12	N=12	N=24	N=12	N=14
a.3.1.1	Respondents Status	1. Community	50	50	50	50	50	50
		2. SMC Member	50	50	50	50	50	50
b.3.1.1	Educational Status of the Respondents	1. Illiterate	14	08	08	17	17	14
		2. Literate	37	34	17	38	50	43
		3. Primary level	24	42	17	29	--	29
		4. Middle level	16	08	42	12	25	--
		5. Higher Secondary	08	08	17	4	08	07
		6. Graduate	01	--	--	--	--	07
		7. Post Graduate	--	--	--	--	--	--
c.3.1.2	Category	1. S.C	15	33.3	08	04	--	36
		2. S.T	65	33.3	67	70	92	43
		3. O.B.C	16	33.3	25	13	--	14
		4. Gen	04	--	--	04	08	07
d.3.1.3	Occupations	1. Agriculture	88	58	100	04	100	70
		2. Labour	10	42	--	96	--	07
		3. Service	--	--	--	--	--	--
		4. Business	1	--	--	--	--	07
		5. Others	1	--	--	--	--	07
e.3.2	School visit by respondents	1. Yes	99	100	100	96	100	100
		2. No	01	--	--	04	--	--
		1. Satisfaction with AS timing	97	100	100	92	100	100
		2. Satisfaction with AS duration	99	100	100	100	100	93
		3. Satisfaction with location	76	50	100	92	42	93
		4. Teaching in AS	100	100	100	100	100	100
f.3.5.1	Weekly holiday on	1. Sunday	100	100	100	100	100	100
		2. Local Barar day	--	--	--	--	--	--
		3. Other day	--	--	--	--	--	--
g.3.5.2	Satisfaction with holiday	1. Yes	100	100	100	100	100	100
		2. No	--	--	--	--	--	--
h.3.6.1	Holiday of two month	1. Yes	58	100	--	21	100	100
		2. No	42	--	100	79	--	--
i.3.6.2	SMC meeting held at every month	1. Yes	91	100	100	71	100	100
		2. No	09	--	--	29	--	--
j.3.4.1	Teachers discussed with respondents	1. Yes	88	100	100	75	100	79
		2. No	12	--	--	25	--	21

6.3.10	Supervision by supervisors regularly	1.Yes 2.No	97 08	100 --	100 --	100 --	100 --	57 43
6.3.11	Supervisors meet with local community	1.Yes 2.No	91 09	100 --	100 --	96 04	100 --	57 43
6.3.12	Satisfaction with teachers work	1.Yes 2.No	99 01	100 --	100 --	96 04	100 --	100 --

Fig. 3.4.0

Categorywise distribution of the SMC/Community members



(In Percentage)

3.5 PROFILE AND PERCEPTION OF THE SUPERVISORS.

Regular and effective supervision/ monitoring is the backbone of any programme. In AS scheme functioning of AS is being supervised by supervisors, DRG members or other officials. One Supervisor is assigned the task of supervising 10 AS. Supervisors of AS act as an academic co-ordinator/ supporter to the teachers not an inspector. Views of supervisors on various aspects of the AS programme were collected with the help of Tool No.6.2. This tool was administered on 13 supervisors of 14 projects from five district. One Supervisor was not appointed in Shahdol district. General profile and perception of Supervisors on different aspects of AS programme are presented in Table no.3.5 and brief discussions are as follow:-

(i) Supervisor's Profile:-

3.5.1

From the table No.3.5 it was observed that majority of supervisors belonged to ST (38%) and OBC (38%) categories while remaining (24%) belong to SC categories (fig.3.5.1) Majority (46%) supervisors have passed Higher Secondary, 39% of them are Graduates, while 15% Post Graduates (fig.3.5.2) Thus it is concluded that all the supervisors have educational qualification beyond secondary level. While none of them have any professional qualifications i.e. B.T.I, B.Ed, M.Ed etc., whereas all (100%) supervisors were given 21 days intensive training.

(ii) Honorarium and TA/DA:-

From the table was also observed that 85% supervisors were getting Honorarium per month and remaining 15% supervisors are getting honorarium irregularly. Case of irregular payment of honorarium found in Raigarh and Rajnandgaon district. Variation were also found in the mode of honorarium, 62% of them paid by Bank while 38% of them are getting cash payment. Similarly 69% supervisors opined that TA/DA was also being paid for field visit

while 31% supervisors were doing their duty without getting TA/DA. Such case have been found in Bilaspur and Shahdol district only hence serious attention should be paid by state level authority.

(iii) **Supervision/ Monitoring:-**

It was observed that mostly (69%) of supervisors visited each AS per month twice, while 31% of them could make visits only once in each AS per month. There it is necessary to note that 31% supervisors reported that AS were functioning more than 50 Km from their residence, 15% of them said distance was between 30-50 Km and 54% of them reported that the AS were located between 20-30 Km from their residence. Thus the jurisdictionary area of the mostly (69%) supervisors were not fair it needed to reconstituted, so that effectively monitoring can be done.

Inspite of that it was found that majority (61%) of the supervisors have stayed at school about one whole day, during their visit. While 39% supervisors from Shahdol, Bilaspur and Rajpandgaon district stay 2-3 hours.

With reference to nature of work done by supervisors almost (100%) supervisors responded that during the visit they looked into school records, help in class room teaching, contact with community members, resolve the problems related to school management etc. This was a contradiction because in the table no.3.4 item no.6.3.11, (9%) community /SMC members said that supervisors never contacted them. It is quite encouraging to note that 100% supervisors were provided cooperative guidelines to the teachers at the time of supervision.

(iv) **Review meeting:-**

Table no.3.5 reveals that almost all (100%) supervisors reported that the review meetings were held per month regularly. It is very encouraging and satisfactory

information regarding this newly launched scheme. Moreover it, 85% supervisors were produced their monthly work report related to field work during review meeting, while 15% (Rajnandgaon) supervisors could not report due to lack of Registers/ stationary and lack of proper guidance.

It was also found that mostly supervisors were engaged in management/administrative aspects of the AS programme, in review meeting. In other words the review meetings were not purely of academic nature. It is needed to develop effective academic atmosphere in the review meeting. This task may be developed by the positive attendance of DRG members in each review meeting. It was also observed that BEOs were not playing positive and cooperative role in review meeting.

(v) Training of Supervisors:-

Supervisors were also asked to give their response on the different aspects of training imparted to them, from the table it was concluded that almost 100% supervisors of five district have received 21 days intensive training at respective DIETs. They have also expressed their satisfaction with the content of training programme (92%), In spite of it 85% responded expressed their satisfaction with duration of training also. This shows effectiveness of the training programme. Only 31% respondents felt the need of 7 to 10 days additional training.

(vi) Additional Assignments:-

From the item No.6.2.15 it was observed that 38% supervisors were assigned additional work by their BEOs, BRCCs. The nature of additional work imposed by officers are:-

- Survey work
- Literacy programme

- Supervision/ management of mid day meals
- Official work related to formal primary school, attending cluster meeting etc.

While 62% supervisors expressed they were not assigned any additional work except AS programme

(vii) Teaching & Learning Materials & Teaching Aspects:-

As regards multi-level teaching methodology it was found 92% AS followed this new pedagogy, while very few (8%) AS could not successfully adopt this new pedagogy, (Multi level teaching).

This is contradictionary information from table No.3.1 item No.2.1 8. There it was found only 44% AS followed the multilevel teaching pedagogy. Thus about the 50% supervisors have given wrong information in this regards, Item No.6.2.17 was prepared to find out the opinion about the quality and adequacy materials provided to AS. From the table it was very surprisingly picture has emerged that 46% supervisors expressed satisfied with the quality of the supplying materials, while only 23% of them were satisfied with the adequacy of the materials. District wise trends are as follows. In Raigarh, Sarguja and Shahdol district provided materials are (100%) inadequate in amount and are not of proper quality.

This is very discouraging as it will reflect on the scholastic achievement of the children. Thus it is recommended that serious effort should be made to ensure proper qualities and adequacy of the materials.

(viii) Suggestions for Improvement:-

Last item was prepared to seek suggestions for improvements. Some significant suggestions which were received from the supervisors are as follows:-

- Honorarium of the supervisors/ teachers should be enhanced;
- Provision of Holiday in AS system like formal school teachers;
- Supervision/ monitoring should be made by SPO/SCERT personnels also;
- Permanant structure should be erected for the AS;
- Provision of the additional teachers according to enrolment (more than 30 students);
- TA/DA should be paid in time and rate of DA should be enhanced from Rs.16/- to Rs.32/-;
- Teaching learning material and other materials should be provided in time;
- It should be imperative for DRG/ DIETs members to attended review meetings;
- A separate wing at the district and block level should be constituted to ensure proper and smooth functioning of AS programme;
- 7 days additional training for multilevel teaching pedagogy and learner evaluations should be organised;
- Provision of scholarship and uniform to children;
- Contingency money alongwith proper guidelines for proper using should be given on time;
- Administrative and academic control of AS to be undertaken by DIET;

- A district level monthly meeting should be organised at DIET/DPO level to sharing of experiences and ideas of the supervisors;
- A special orientation programme should be organised for BEOs BRCCs with reference to AS philosophy.

TABLE No 3.5 PROFILE AND PERCEPTIONS OF THE SUPERVISORS
(Responses in Percentage)

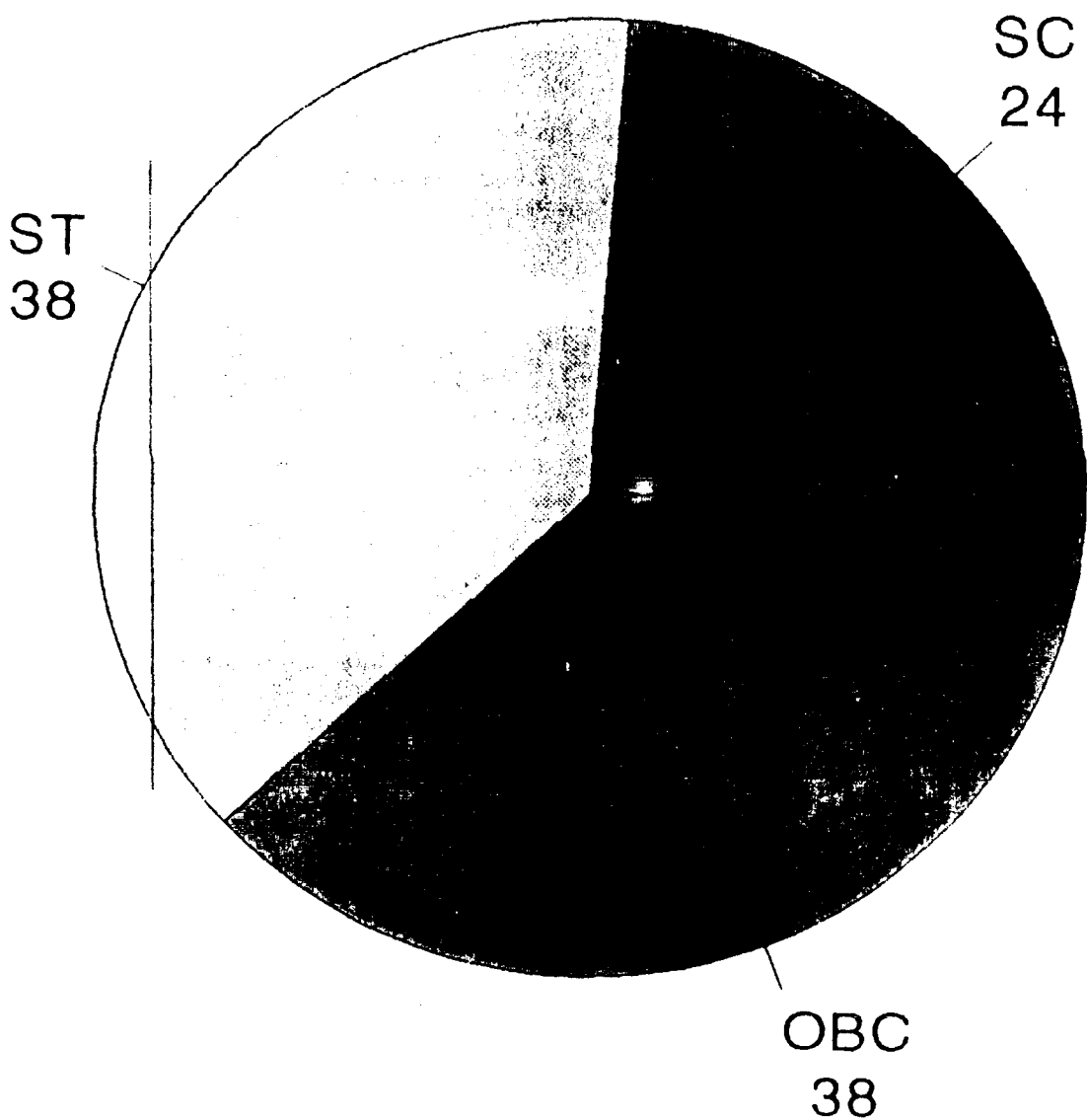
Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
			N=13	N=2	N=2	N=6	N=2	N=1
6.2.1	Category	1.SC	24	--	50	17	--	100
		2.ST	38	--	--	66	50	--
		3.OBC	38	100	50	17	50	--
		4.Gen	--	--	--	--	--	--
6.2.2	Educational Qualification	1.Hr.Sec.	46	50	50	50	--	100
		2.Graduate	39	50	50	17	100	--
		3.P.G	15	--	--	33	--	--
6.2.3	Professional Education	1.BTI	--	--	--	--	--	--
		2.BEd.	--	--	--	--	--	--
		3.M.Ed.	--	--	--	--	--	--
6.2.5	Monthly Payment of Honorarium	1. Yes	85	100	50	83	100	100
		2. No	15	--	50	17	--	--
6.2.6	Mode of Payment of Honorarium	1.Cash	38	--	50	50	--	100
		2.Bank	62	100	50	50	100	--
6.2.7	Allowances for Supervisory work	1. Yes	69	--	100	83	100	--
		2. No	31	100	--	17	--	100
6.2.8	Entire AS Supervised monthly	1. Yes	100	100	100	100	100	100
		2. No	--	--	--	--	--	--
6.2.9	Stay during supervision hours.	1.1-2	08	--	--	--	--	100
		2.2-3	23	--	--	50	--	--
		3.3-4	08	50	--	--	--	--
		4.Day	61	50	100	50	100	--
6.2.10	Work done during supervision	1.Record observation	--	--	--	--	--	--
		2.Academic help to teacher	--	--	--	--	--	--
		3.Community contact	--	--	--	--	--	--

Item No	Item	Sub parts of item	Total	Rilasapur	Raigarh	R'gaon	Surguja	Shahdol
		4. Problem solve related to school management	--	--	--	--	--	--
		5. All above	100	100	100	100	100	100
6.2.11	Guidance during supervision	1. Critical	--	--	--	--	--	--
		2. Suggestive	100	100	100	100	100	100
		3. Others	--	--	--	--	--	--
6.2.12	Distance of AS from the supervisors's residence	1. 5-10 Km	--	--	--	--	--	--
		2. 10-20 Km	--	--	--	--	--	--
		3. 21-30 Km	54	50	50	50	50	100
		4. 31-50 Km	15	--	--	17	50	--
		5. More than 50 Km	31	50	50	33	--	--
6.2.13.0	Review meeting held monthly	1. Yes	100	100	100	100	100	100
		2. No	--	--	--	--	--	--
6.2.13.1	Production of report during review meeting	1. Yes	85	100	100	67	100	100
		2. No	15	--	--	33	--	--
6.2.14	Training imparted for supervision	1. Yes	100	100	100	100	100	100
		2. No	--	--	--	--	--	--
6.2.14.1	Satisfied with training contents	1. Yes	92	100	100	83	100	100
		2. No	08	--	--	17	--	--
6.2.14.2	Satisfaction with duration	1. Yes	85	100	100	67	100	100
		2. No	15	--	--	33	--	--
6.2.14.3	Need of additional training	1. Yes	31	--	100	17	--	100
		2. No	69	100	--	83	100	--
6.2.15.0	Additional work assigned	1. Yes	38	50	50	34	50	--
		2. No	62	50	50	66	50	100

Item No	Item	Sub parts of item	Total	Bilaspur	Raigarh	R'gaon	Surguja	Shahdol
6.2.16.0	Multi level teaching organised	1. Yes	92	100	100	100	100	--
		2. No	06	--	--	--	--	100
6.2.17.0	Satisfaction with quality of materials	1. Yes	46	100	--	83	--	--
		2. No	54	--	100	17	100	100
6.2.17.1	Satisfaction with adequacy of materials	1. Yes	23	100	--	33	--	--
		2. No	77	--	100	67	100	100

Fig. 3.5.1

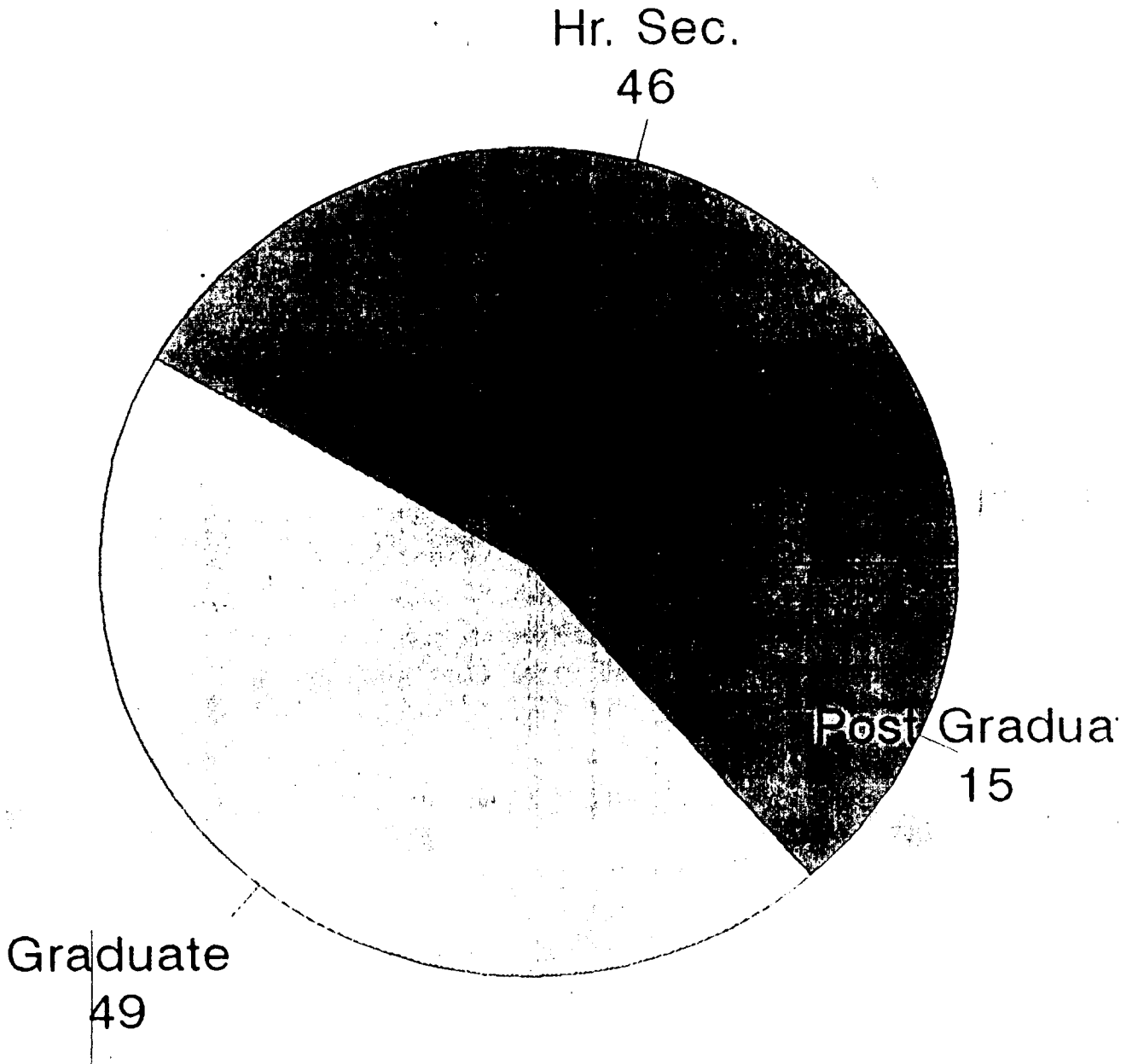
Categorywise distribution of Supervisors



Percentage)

Fig. 3.5.2

Educational qualification of Supervisors



In Percentage)

3.6 ROLE AND OPINION OF OTHER SUPERVISORY PERSONNELS:

To ensure proper monitoring and supervision of AS programme district level/ block level personnels were also involved. As it is necessary to ascertain their role and opinion thus tool no.6.1 was developed for this purpose. Tool was administered on, DIET AS I/c, District Project Director (DPD), District Project Coordinator (DPC), Women Coordinators, Block Education Officers (BEO) and the Block Resource Centre Coordinators (BRCC). Thus total 32 personnels of five districts were interviewed with the help of tools no.6.1. Data has been analysed and brief discussions about their responses are given below:-

(i) Supervision/Monitoring:-

The item no.6.1.5 was related to seek information about the how many AS were monthly supervised by the respondents. It was observed that 28% officers were supervised 1-2 AS per month, 16% respondents between 2-3 AS per month, while between 3-4 and more than 4 AS were monthly supervised by the 12.5% and 37.5% respectively. Apart from this very few (6%) personnels could not make any visit for this purpose. It may be concluded that the other functionaries of AS are positively involved for effective implementation of the programme.

During the school visits it was observed that 60% respondents were supervised the availability and adequacy of the Teaching Learning Materials (TLM) and School Management Materials. It was also found that 25% officers seriously looked into the availability of TLM, other materials and classroom teaching also.

(ii) Supervisory Personnels roles:-

Item no 6.1.6 was to ascertain the main role of the functionaries. As per available data personnels have been found involved in following activities.

- In the selection of Teachers, Supervisors. (BEOs, BRCCs, DPCs)*
- To open and operationalize Alternative Schools (DPC, BEO, BRCC, DPD)*
- To ensure the availability of TLM and other material at the school level (BEO, BRC, DPC, DIET)*
- To ensure the payment of honorarium in time. (BEO, DPC)*
- Rapport and coordination between parents/ community members. (BRCC)*
- To sort out problems Administrative and academic aspects in the review meeting. (BEOs, DPCs)*

Inspite of that item No.6.1.7 was framed to know what type of educational guide-lines have been provided by the officers during school visits. Various responses have been received and pooled. Some of the main points are given below:-

- Teaching to be performed as per training module.*
- How local specific materials can be incorporated in class room teaching*
- Use of teaching aids for effective classroom interaction.*
- Special attention to be paid to slow learners.*

- To help on planning and recording technique
- Equity issue related to boys, girls and backward classes.
- To motivate for creative work in the classroom
- How effectively Group teaching can be organised etc.

(iii) *Difficulty faced by the Personnels:-*

Item no.6.1.8 was related to find out the problems which were faced by the authority, various responses have been collected in this regard. Some of the significant findings are as follows:-

- Proper locations have not been found for AS in some villages,
- Appointment procedure was complex such as reservation policy, relaxation on qualification of female candidates,
- Materials were not procured and supplied on time,
- Materials were not well arranged in AS due to lack of permanent structure (Building),
- Difficulty in selection of dedicated and qualified women teacher,
- Honorarium was not provided on time,
- Special problem of regional language in tribal areas,
- Some teachers were not locally appointed so they were not regular,
- Reservation policy affected timely appointment,

- SMC meeting were not held regularly it requires more functional,
- No contingency money was provided for teaching aids development,
- Action not taken properly by state level agency regarding feedback and report.

(iv) Allocation and financing for training:-

From the item no.6.1.10 information about the amount being paid in various heads during the training of teachers and supervisors, collected. 50% of the respondents were found satisfied while remaining 50% of them were not satisfied with the same. Various suggestions have been given by them some are as follows:

- Existing norms for lunch/meals should be enhanced to the range of Rs.30-50 per head,
- Range of Rs.15-20 per head to be considered for residential arrangement of the participants,
- For the stationary Rs.20/- per head is suggested per training programme,
- In contingency head amount should be Rs.700-1000/- per training programme,
- Regarding the honorarium for the Resource Persons, it was strongly recommended that a minimum of Rs.50/- per day should be paid positively.

(v) *Suggestions for Improvements:-*

Item no.6.1.11 was prepared to collect significant suggestions from the respondents for improvement of this innovative programme and to sort out the weaknesses and shortcoming of the programme.

Some of the significant and important suggestions are mentioned below:-

- Permanent structures for the AS should be erected.
- Honorarium and TA/DA of the Teachers/ Supervisors should be enhanced.
- A special orientation programme to be organised for the SMC/Community members regarding AS philosophy.
- Atleast a monthly meeting for supervisors should be held at District level also.
- Reserved post should be filled up by other candidate in special case non availability of SC/ST
- Teaching Aids, Sports material should be provided to each AS.
- Proper monitoring should be done by district and state level authorities.
- Provision of the additional teachers in case of over enrolment (more than 30).
- Some amount to be given at School level to organise Balmela/ Educational Excurssions etc.
- Multilevel teaching and Planning/ recording is a difficult task, therefore it should be simplified.

- State level/ District level personnels must be present in monthly Review meetings.
- Review meeting to be made more effective (academic nature)
- TA/DA should be provided to non DIET staff (DRG members) also for monitoring and supervision work.

3.6 (B) ROLE AND OPINION OF PROJECT PERSONNELS (DISTRICT LEVEL):

As it was earlier mentioned in Organisational setup of Alternative Schooling programme that the one District project coordinator (DPC) and one District Project Director (DPD) are the anchor persons at the District level. Actually DPC and DPD are looking after all DPEP component not specially AS only, but their role and views will have most important aspect for improvement of this newly programme. Tool no.7 was prepared to seek opinions and roles of District level authority. The tool no.7 consisted mainly of 17 items and mostly items were open ended type, it was administered on 10 personnels (one DPC and one DPD from each District).

Data has been analysed and brief findings of discussions are mentioned below:-

(1) The teachers and supervisors were appointed (100%) during 1995-96 in each district covered, while Shahdol district could not be successful in appointing one supervisor even at the end of the session. After all the positive efforts were made by the district project personnels. Besides personnels faced various problems in the process of appointment such as:-

- Panchayat members did not pay proper attention and they are taking the appointment procedure lightly.

- Reservation policy not fair for such identified location hence reservation norms to be decided as per abundance of the caste in particular locality.
- Relaxation in educational qualification in the case of female candidates creates so many problems.

(ii) Item No.7.6 was to find out the various responsibilities in the area of planning, Administrations, Academic, Supervision Monitoring and Evaluation at district level. According to available data following conclusions were drawn:-

(A) Planning and Administration Aspect:-

Mostly Planning is being done by SPO, then district level authorities follow and implement it. In addition to its proper planning for timely appointment, procurement, material supplying, operation of AS and sort out the problems related above mentioned aspects are also done by District Project Officer.

(B) Responsibility of the academic aspects viz Training of teachers, supervisor, Review meetings, Research and innovations and Evaluations were ensured by DIETs.

(C) Supervision/Monitoring/Evaluation tasks were carried out by DIETs and DPO both.

(iii) Item No.7.8 was related with the procedure of procurement and distributions of the required materials at the district. All respondents said that a Block level purchasing committee has been constituted and they purchased the materials and supplied/distributed with the help of B.E.O/BRC coordinator at the school level.

(iv) All the districts received regularly monthly reports from each block of Review meeting. Very significant and encouraging points have been emerged that most of the

problems are being sorted out at the district level and few are being sent to SPO for necessary action.

(v) Item.no.7.12 reveals very alarming situation that the budget was not received on time at micro level, they responded that it took time from 3-6 months. It was not fair and needed to prompt delivery of fund at micro level so that TA/DA, Honorarium and contingency money should be released on time.

(vi) Item no.7.15 was related with finding out overall monitoring system of AS programme at the district level. It was found that all districts followed similar trends such as:-

- i) B.E.O collects IPMS formats from the supervisors and then B.E.O sends to it at D.P.O office.
- ii) D.P.O sends it at S.P.O office

It is suggested that an academic cell should be developed at SPO level which may taken necessary action on the basis of district level feed back.

(vii) All the respondents mentioned that the Alternative Schools are better than formal and Nonformal Education centres. This new programme will be helpful to achieve target of UEE and quality of education will be improved. They also mentioned that the parents and community members were so happy with this programme for special focus group.

(viii) Some difficulties and suggestions given by the respondents for improvement of this programme:-

- Permanent structures should be developed for the success of AS
- Fund flow to be systematized.

- *Teaching Learning Materials should be supplied well in advance and in sufficient amount.*
- *Regular monitoring system from macro to micro level to be operationalised.*
- *Quick action to be taken by state level agencies regarding the feed back and problems*
- *State level personnels (SPO + SCERT) should also visit each district and attend in monthly Review meeting so that actual feed back to be drawn.*

3.7

EFFICACY AND SUITABILITY OF THE TEACHING LEARNING- MATERIALS (TLM).

The Curriculum and Teaching Learning Materials (TLM) of Alternative Schooling were developed by Digantar, (NGO) with the help of DRG members of Madhya Pradesh. Following Teaching learning materials were developed during 1995-96:-

- (i) Arambhik Gatibidhiyan (School Readiness) in language, Mathematics and Environmental studies.
- (ii) Language part-1
- (iii) Mathematics part-1
- (iv) Environmental studies part-1 (Teacher's Guide)
- (v) Teachers Guide for language part-1
- (vi) Matra/Word card sets.

Alternative Schools are running in deprived/backwarded areas, therefore it is very necessary to evaluate the efficacy and suitability of the Teaching Learning Materials, so that some improvement should be made as per learners specific needs on the basis of feed back.

Tool No.3 was meant to evaluate the Teaching learning materials and other instructional materials which have been used in Alternative Schools of the state. DIET AS I/c of each districts are the prominent persons of the AS programme. All DIET AS I/c have lot of experience of School visit, classroom teaching and Monthly Review meeting, therefore, it was assumed that they have rich feedback regarding the TLM of Alternative Schools. This tool No.3 was administered on 5 DIET AS I/c, consisted of 18 main items of open ended nature. Various views and suggestions have been received and complied, the brief discussions about their feed back are as follows:-

3.7 EFFICACY AND SUITABILITY OF THE TEACHING LEARNING- MATERIALS (TLM).

The Curriculum and Teaching Learning Materials (TLM) of Alternative Schooling were developed by Digantar, (NGO) with the help of DRG members of Madhya Pradesh. Following Teaching learning materials were developed during 1995-96:-

- (i) Arambhik Gatibidhiyan (School Readiness) in language, Mathematics and Environmental studies.
- (ii) Language part-1
- (iii) Mathematics part-1
- (iv) Environmental studies part-1 (Teacher's Guide)
- (v) Teachers Guide for language part-1
- (vi) Matra/Word card sets.

Alternative Schools are running in deprived/backwarded areas, therefore it is very necessary to evaluate the efficacy and suitability of the Teaching Learning Materials, so that some improvement should be made as per learners specific needs on the basis of feed back.

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1. *Cover pages of the language, Mathematics and environmental studies books were attractive*
2. *Matra/ Word cards were fairly of good quality*
3. *Teachers guide for language was also found fairly good in quality and content*
4. *The questions/ problems were asked in easy and simple language as per level of children.*
5. *Content of language, Mathematics and Environmental studies was fairly and teachers were satisfied with them.*
6. *Some printing, pictorial and other errors/mistakes were also observed in the text books, some of them are:*
 - *Content of the Mathematics and Environmental studies part-1 was good while content of language part-1 was not appropriate such as:-, 'Ink' was used in the lesson no.10 which is an English word.*
 - *Some printing errors were seen in both text books such as Damroo word was used in language page no.24, while in word card Duf word was apply in the place of Damroo. Similarly picture of yagya was not visible in the page no.24*

In maths page No.114 spelling of word gyarah (Eleven) was not correct.
7. *Some irrelevant and difficult concepts and words were also used in the both text books i.e.*
 - *Page No.76 in language Ukh word*
 - *Page No.67 in Language Yaak word*

- Page No.42 Dawat was visible but ink was written on it in English
 - Page No.03 concept of far and near was illustrated by Sun and Lamp in Mathematics.
 - Page No.56 in maths no activities were given to teach concept of units and tenth.
 - Page No.110 counting in descending order by number line system is difficult.
8. Some pictures were not clear such as:-
- In the language part-1 picture of Tomato, Azgar, Ghara was not clearly visible, in addition to its all the picture composition was not good.
 - In mathematics page No.75, 23 figures were found in the place of 21 number.
9. It was also found that sufficient space was not provided to perform smooth exercises such as:-
- Page No.4,8,12,16,24,31,35 in language part-1. Similarly in maths in page No.12, 13, 14 & 16.
10. Some suggestions for improvement were also sought out with the help of item No.3.18. Various suggestios were received and compiled. Some of them are mentioned below:-
- More space to be given for exercise in language and Mathematics.
 - All the pictures of text books should be in multi coloured.
 - Each sets of the card (Matra/word) should be developed in different coloures.

- Card for **१** (ai) matra' should be developed and distributed.
- Exercises and activities to be incorporated to for explanations for the concept of zero, and unit of the tenth in Mathematics.

3.8 LEARNING ACHIEVEMENT OF CHILDREN

Alternative Schooling is a major intervention of DPEP and one of the main objectives of DPEP is improving level of learner achievements, hence it becomes worthwhile to measure the level of achievement of the children in subjects like Language, Environmental Studies and Mathematics. For this task tool no.1.1 and 1.2 were developed. Tool no.1.1 was related to the achievement of Language and Environmental studies which consisted 10 items. The items were to write names of self and parents to test writing skill. Reading skill was tested by asking the children to read word card, framing of words of similar sound, framing of word starting from alphabets. Reading and writing of simple sentence were also included in the tool, alongwith items on environmental awareness. Thus tool no 1.1 consisted of 10 items of 50 marks.

Tool no.1.2 was related to mathematics while consisted 8 items. i.e. to test understanding of the concept of size (small-big), distance (near-far) and one - many. Item on rearrangement of numbers in increasing order, counting of objects and writing addition, substraction, rearranging in increasing and decreasing order and writing numbers in reverse order, were also included. This tool considered of 8 items of 50 marks. Both the tools were administered on 496 children of 36 Alternative Schools of five districts. Out of 496 children covered under this study, 255 (51.5%) were boys and 241 (48.5%) were girls. Out of these 15% belonged to SC category, 62.5% ST category, 20% to OBC and 2.5% belonged to General category. Districtwise performance of children and overall (state level) achievement of children is tabulated in Table.3.8.1.1, 3.8.1.2, 3.8.2.1 and 3.8.2.2, and their analysis and interpretation are as given below:-

3.8.1.0 District wise Learning Achievement of the Children in Language + EVS and Mathematics Subject.

Achievement test was administered on children of Shahdol, Rajnandgaon, Raigarh, Sarguja and Bilaspur districts. Districtwise performance of children in both subject have been calculated and mean score (M) Standard Deviation (SD) and 't' value are given in the following Table (3.8.1.1 and 3.8.1.2)

TABLE NO.3.8.1.1: DISTRICTWISE LEARNING ACHIEVEMENT OF CHILDREN IN LANGUAGE + EVS.

S. No	District	Boys			Girls			't' value	Significant
		N	Mean	SD	N	Mean	SD		
1	Shahdol	38	43.320	7.640	34	39.030	11.974	0.740	P >.05
2	Rajnandgaon	96	30.380	13.743	80	31.790	13.951	0.180	P >.05
3	Raigarh	35	44.660	6.828	41	43.390	07.981	0.290	P >.05
4	Sarguja	43	40.470	7.248	32	39.840	6.170	0.160	P >.05
5	Bilaspur	43	44.510	5.069	54	47.020	3.724	0.980	P >.05

Table 3.8.1.1 reveals that there is no significant difference among both the groups of five districts in lanaguage + Environmental study. The calculated 't' values are given the table.

However, it has been found that mean score of Girls are higher than boys in Bilaspur (Girls M=47.020 Boys M=44.510) and Rajnandgaon district (Girls M=31.790 Boys M=30.380), whereas mean score of Boys was found higher than Girls in Raigarh (Boys M=44.66, Girls M=43.39) Shahdol (Boys M=43.320 Girls M=39.030) and Sarguja district (Boys M=40.470, Girls M=39.840).

The reason for non significance may be that teachers and students are having the similar social and environmental conditions.

TABLE NO.3.8.1.2: DISTRICTWISE PERFORMANCE OF CHILDREN IN MATHEMATICS.

S. No	District	Boys			Girls			't' value	Significant
		N	Mean	SD	N	Mean	SD		
1	Shahdol	38	33.580	13.070	34	29.500	12.944	0.541	P > .05
2	Rajnandgaon	96	28.290	15.112	80	29.860	14.878	0.180	P > .05
3	Raigarh	35	39.910	11.443	41	41.780	10.753	0.290	P > .05
4	Sarguja	43	35.020	7.642	32	35.660	6.944	0.150	P > .05
5	Bilaspur	43	45.090	5.277	54	42.700	6.906	0.660	P > .05

Table 3.8.1.2 indicates that there is no significant difference between Boys and Girls with reference to Learning achievement in Mathematics subject. Districtwise, calculated 't' value are given in the table. However mean score of the Boys was found higher than the Girls in Shahdol (Boys M=33.580 Girls M=29.580) and Bilaspur district (Boys M=45.09, Girls M=42.700).

Similarly Girls performance is better than the boys in Rajandgaon (Girls M=29.86 Boys M=28.29) and Raigarh district (Girls M=41.78 Boys M=39.91).

The reason for non significance may be that teachers students are having the similar social and environmental conditions.

3.8.2.0 Overall (State level) Learning Achievement of Children.

Overall mean score (M) standard deviation (SD) and 't' values of children in language and environmental study is calculated given in the table no.3.8.2.1 and mean score (M) standard deviation (SD) and 't' value in the mathematics subject are given in table no.3.8.2.2.

**TABLE 3.8.2.1. OVERALL LEARNING ACHIEVEMENT
(STATE LEVEL) OF BOYS AND GIRLS IN LANGUAGE AND EVS**

Gender	N	Mean	SD	't' value
Boys	255	38.350	11.817	0.130
Girls	241	39.270	11.782	

't' = 0.13 (df 495) P >.05

Table 3.8.2.1 indicates that there is no significant difference between Boys and Girls with respect to overall learning achievement (State level) in Language Environmental Study (EVS). However the mean score of Girls is higher (39.270) than the mean score of Boys (38.350). The reason for non significance may be that Boys and Girls are studying in the similar social environmental conditions and taught by teacher who belonged to same social and environment conditions.

It has also found that Boys and Girls of the Shahdol, Raigarh, Sarguja and Bilaspur have achieved higher score than state level mean in language + EVS, while Boys and Girls both in Rajnandgaon district have been found trailing behind the state level mean in language + EVS.(fig.3.8.1).

**TABLE 3.8.2.2. OVERALL LEARNING ACHIEVEMENT
(STATE LEVEL) OF BOYS AND GIRLS IN MATHEMATICS.**

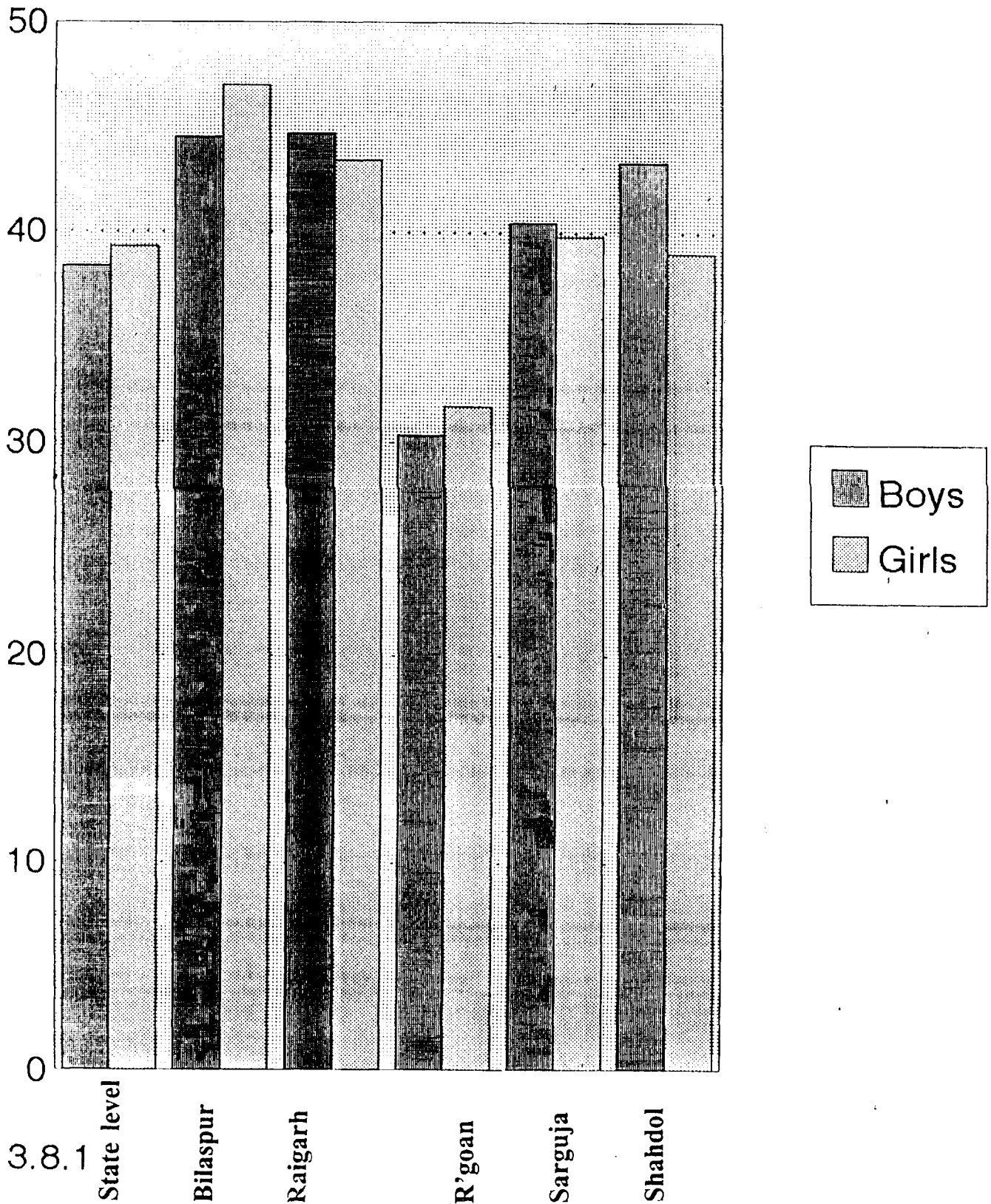
Gender	N	Mean	SD	't' value
Boya	255	34.640	13.474	0.110
Girls	241	35.490	12.955	

$t' = 0.110 \quad (df \ 495) \ P > .05$

Table 3.8.2.2 reveals that the calculated 't' value is 0.11 at .05 level it means there is no significant difference between Boys and Girls with respect to overall (state level), Learning Achievement in Mathematics subject. However the mean score of Girls is higher (35.490) than the mean score of Boys (34.640)

Similarly Boys and Girls of Raigarh Sarguja and Bilaspur district have achieved higher score than state level mean in Mathematics subject, whereas Boys and Girls both in Shahdol and Rajnandgaon district have been found trailing behind the state level mean score. (fig.3.8.2)

Learning Achievement Status of children in Language and EVS (Mean score)



Learning Achievement Status of children in Mathematics (Mean score)

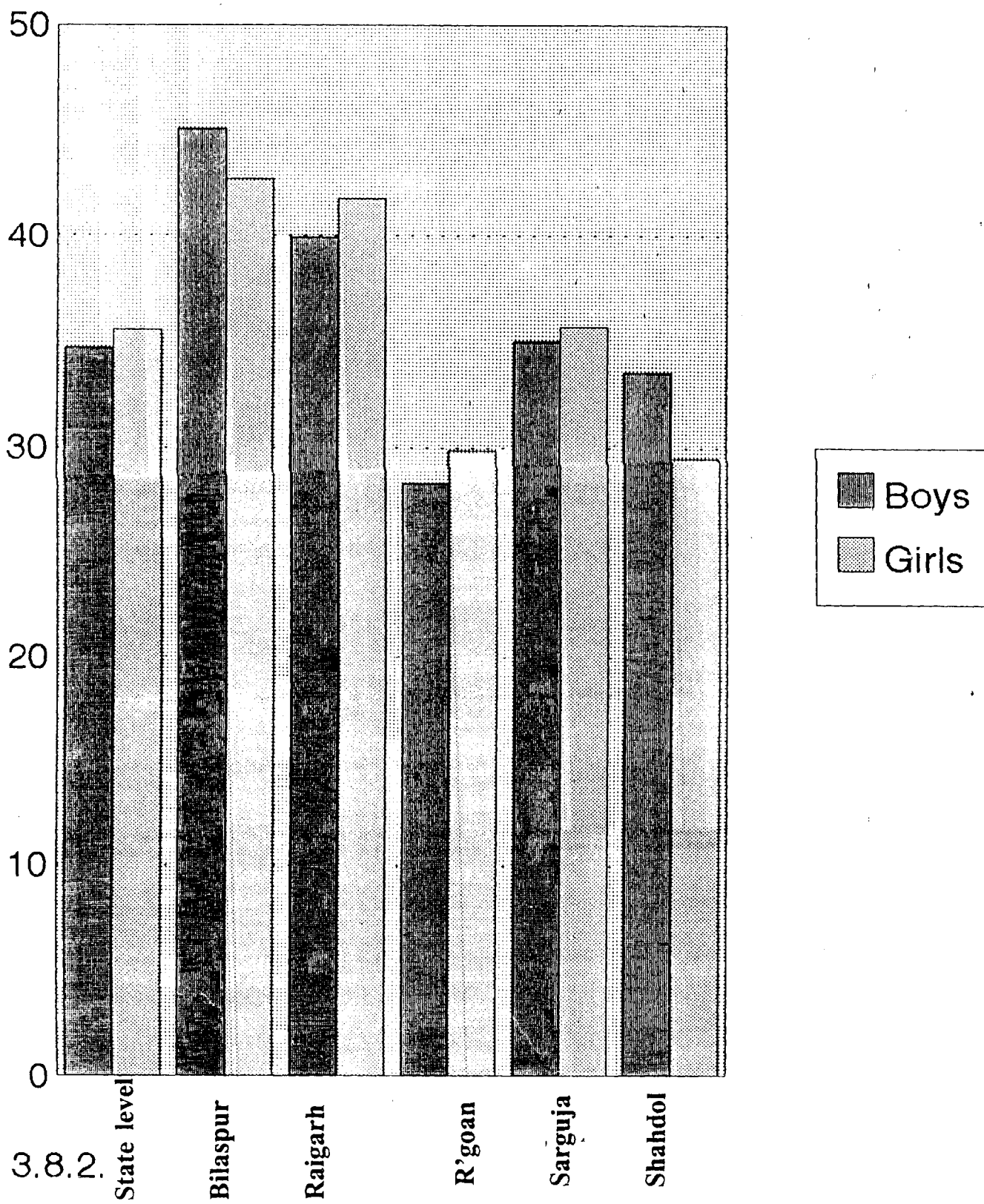
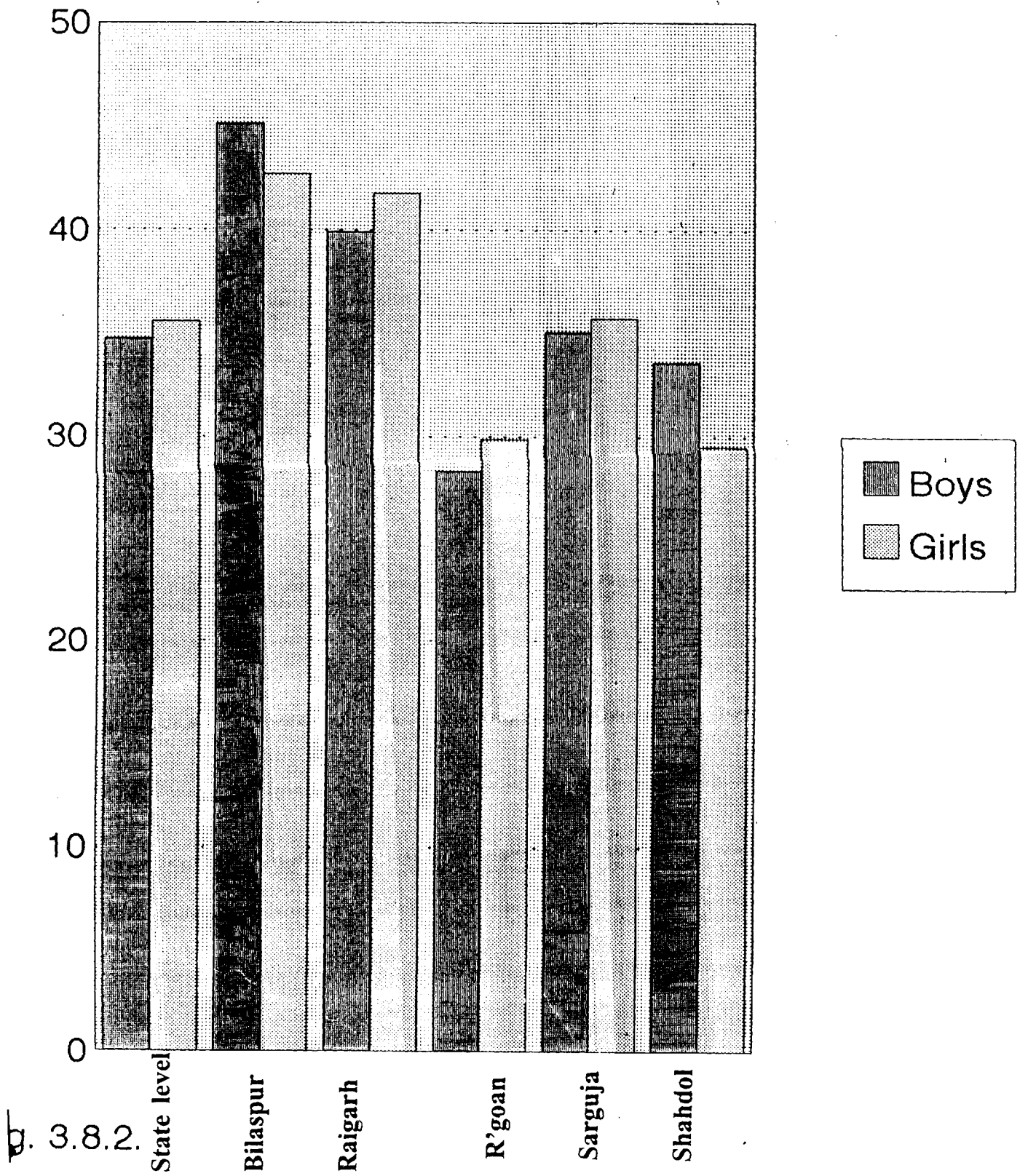


Fig. 3.8.2.

Learning Achievement Status of children in Mathematics (Mean score)





Chapter – IV

FINDINGS, CONCLUSIONS,
& SUGGESTIONS

CHAPTER - FOUR

FINDINGS, CONCLUSIONS AND SUGGESTIONS

Formal education is systematically graded from primary school to university which is not suited to all section of the society. Therefore non-formal education came into existence which is one of the major educationally innovation of the modern time. Under DPEP District where Non-formal centre education and Primary schools are not existing, Alternative Schools have been started. To find out strengths and weaknesses of the system it was considered essential to undertake a study with a view to assess the profile of Alternative Schools, Learning Achievement of the children in various subjects, impact of training programmes and teaching learning materials, community involvement and finally the supervision and monitoring system of this programme. Accordingly the following study was selected " An Valuative study of Alternative Schooling Programme in Madhya Pradesh".

4.1.0 FINDINGS AND CONCLUSIONS:

As per analysis interpretation of the data, major findings are presented below:

4.1.1 General profile of Alternative Schools:-

- i) Mostly Alternative Schools (64%) are 20 Km away from the block office. Hence close monitoring/supervision could not be done by the supervisors, B.E.Os and B.R.C coordinators.
- ii) 56% Alternative Schools are running in the warandah/house of prominent persons of the village while 11% AS are functioning in the teacher's home. This shows positive role of the community members.

iii) 42% Alternative Schools have not sufficient space whereas as remaining schools have spacious rooms.

iv) Flexibility of school timing was observed in all the five districts. Their timings are gives as below:-

10.30 AM - 2.30 PM (56%)

11.00 AM - 4.00 PM (39%)

8.00 AM - 1.00 PM (5%)

The school timing are determined by community as per their needs and convenience.

v) It is interesting that enrolment of girls is better than the boys in Bilaspur, Raigarh, Sarguja and Shahdol districts. Other important information is that mostly (67%) enrolled children belong to ST category. The enrolment percentage of SC, OBC and General is 9%, 19% and 5% respectively.

vi) Attendance during the schools visit it was found that 65% of Boys and 69% of Girls attended the AS it means girls attendance is higher than boys.

vii) Attendance of children after one month from the starting date of AS it was found that Girls enrollment enhanced (10%) while Boys enrolment decreased.

viii) It has been found that 31% schools have more than 30 student. Maximum enrolment was recorded (60) in Suretha school of Mugeli Block in Bilaspur district. Whereas 39% AS had enrolment 20 - 30 students. Remaining (30%) AS had less than 20 students.

ix) 61% AS allowed admission throughout the year, while 39% AS admitted children in August-September and October month.

- x) Dropout rate in AS was found 5%. Maximum (10%) dropout was found in Bilaspur district. The major reasons of dropouts were Migration, unsuitable place of AS and the poverty of children.
- xi) 19% AS have been opened in there places where formal schools and NFE centres are already existing. They were started for the special category of people.
- xii) 5% children from formal schools and 2.5% from NFE centres left and enrolled in Alternative Schools whereas 2% children left from AS and join formal/NFE centres.
- xiii) Supplied Teaching Learning Material, Matra cards/Word cards, Black Board, Tatpatti, Stationery and other required materials were found inadequate and very late (90% AS).
- xiv) 97% Teachers were developed teaching aids and they were found useful for classroom teaching, Teacher-taught interactions were also found sufficiently.
- xv) It was found encouraging that only (3%) teachers used new pedagogy "Multilevel Teaching" in the classroom and evaluate the learners by planning and recording strategy. While 41% teachers used multilevel teaching without planning and recording. Remaining 56% AS used traditional methods of teaching. It means word approach methodology could not followed by the mostly teachers.
- xvi) It was found that 44% AS arranged seating pattern of children in classroom as per learner pace (small groups), while 56% AS arranged either in rows or large circle.
- xvii) Relationship between teacher, community and students was found satisfactory.

4.1.2 General profile and perceptions of the teachers

- i) Ratio of Male and female teachers in AS of all the districts was found 48% and 52% respectively. 93% teachers were to ST, SC and OBC category while 7% teachers belonged to general category.
- ii) 28% female teachers appointed in these schools 5-8 class pass whereas 63% teachers were secondary and Higher secondary. Only 9% teachers were graduates. There was no teacher who had professional qualification.
- iii) Local panchayat appointed teachers from the local area.
- iv) The opinion of 39% teachers was that supplied Teaching learning material was not sufficient and in proper time. Whereas they stated (61%) teachers received these materials in sufficient amount but very late.
- v) Mostly (99%) teachers received 21 day intensive training programme. In addition 54% teachers demanded further training in understanding difficult concepts like Multilevel Teaching, Planning and Recording and Evaluation of learners.
- vi) Mostly teachers have not competent to organise multi level teaching and planning, recording.
- vii) 70% teachers received honorarium and TA/DA regularly and in time. Irregularity was found in Raigarh, Rajnandgaon and Sarguja District.
- viii) Maximum monthly supervision was done by supervisors. However DIET I/c of AS, BEOs, BRCCs, Sarpanch are also time to time supervised the AS.

- ix) 90% teachers were of the opinion that maximum time in Review Meeting utilised on administrative and financial issues and 6% teachers expressed that academic discussions were also made. Remaining 4% were not viewed at all.
- x) Contingency fund for developing teaching learning aids were provided to only 7% teachers during 1995-96.
- xi) Cooperation from the community members were also found very encouraging. They helped in providing place for schools, motivate to children and provides necessary materials.
- xii) 60% teachers stated that SMC meeting was held every month while 40% teachers were of the opinion that it is held irregular.

4.1.3 *General profile and opinion of the parents (sending children to Alternative School)*

- i) 24% parents were illiterate, while 45% parents were found literate though they did not have formal teaching, 21% parents were primary pass while, 8% were middle pass.
- ii) About 60% children coming to AS were motivated by the teachers and SMC/VEC members. The supervisors, BEO, BRCCs, Social workers were also playing major role in motivating children for their enrolment in AS.
- iii) 96% parents found behavioral change in their children. A large number parents (85%) admitted that their children have developed necessary skills of reading and writing.
- iv) 96% parents felt that their children have developed numerical skills. This shows satisfactory status of learning achievement.

- v) More than 95% parents expressed their happiness over the timing of AS while 81% parents expressed happiness over the place of Alternative schools. In mostly cases school timing and places of AS were decided by SMC/Community members as per children needs.
- vi) 97% parents visited to schools and showed satisfaction on the classroom teaching. Thus mostly parents have aware about the Alternative School as well as class room teaching.
- vii) 60% parents expressed that SMC meeting held regular in their village, while remaining said that SMC meeting held irregular.
- viii) Parents also felt that uniform, scholarship and sports material should be provided to children. They also expressed that AS should be like Ashram schools. (residential schools)

4.1.4 Profile and opinion of parents not sending their children to Alternative Schools

- i) 51% parents were illiterate and 22% were literate only having no any formal teaching. The parents though they are primary pass (16%) middle level (11%) but they do not send their children to AS.
- ii) Reasons for not sending children to AS are unsuitability of place (3%), long distance of AS from the residence (6%), working children (19%), Helping in family affair (41%). Parents in interest itself (5%) and 26% other reasons such as parents are not aware about the AS, education is not linked with their needs, sibling care.
- iii) 51% parents have children in the age group 6-14 years but they are not sending their children to AS or formal school, hence such parents needed to motivation.

iv) 97% parents were found aware about the newly opened AS in the village out of them (68%) visited and expressed their happiness over the functioning of AS.

4.1.5. Role and Opinion of the community, SMC/VEC members:-

- i) Mostly members of the SMC and community were literate 24% were primary pass, 16% middle pass and 8% Higher secondary pass, while 14% respondents found illiterate.
- ii) 65% SMC/Community members belonged to ST, 15% were SC (16%) OBC category and only (4%) respondents were from the general category.
- iii) More than 90% SMC/VEC and community members visited the Alternative Schools of their respective locality and they expressed happiness with regard to timing, location and teaching process of Alternative Schools. It shows deep involvement and positive interest of the community members for smooth functioning of AS.
- iv) 58% Community/SMC members decided weekly and long term holiday as per the need. Flexibility in holiday has also been observed. They demanded that long term holiday should be held at crop harvesting time or rainy season.
- v) Mostly respondents expressed that the SMC/VEC meeting was organised every month regularly. SMC meeting required to make functional and energize with respect to AS philosophy.
- vi) 92% SMC/VEC and community members were satisfied with the Teachers/ supervisors work.
- vii) More than 90% SMC/VEC/ Community members expressed that school teachers interacted with them time to time and responded satisfied with teachers role also. It shows fair interaction between teacher and community members.

- viii) Cooperation were also provided by the SMC/community members for smoothly running of Alternative schools such as permanent shades erected, some management materials i.e tatpatti, slate pencil etc. are provided, motivate to parents for making regular attendance of the children.
- ix) Some suggestion for improvement were also given by SMC/VEC community members such as erection of permanent structure for the school, purchase of sports/game materials and scholarship, uniform should be provided to children.

4.1.5 Profile and perception of supervisors:-

- i) Supervisor belong to SC (24%), ST (38%), and OBC (38%) category.
- ii) 46% supervisors were higher secondary pass, 39% were Graduate, and 15% were Post Graduate. While none of them had professional qualification.
- iii) 85% supervisors received monthly honorarium, while 15% supervisors expressed irregular payment of honorarium. Cases of irregular payment of honorarium were found in Rajnandgaon and Raigarh district. The payment of honorarium is made either from the bank or from the office (cash).
- iv) 69% supervisors are getting TA/DA on time for their field visit while 31% supervisors are not made payment of TA/DA, in time, such case were found in Bilaspur, Shahdol and Rajnandgaon district.
- v) 69% supervisors visited each alternative schools per month twice.
- vi) 31% supervisors could make visits only once in each AS per month because the jurisdictionary areas of the mostly AS is more than 50 Km from supervisors residence.

- vii) 61% supervisors have stayed at Alternative schools about one whole day during their visit, while 39% supervisors from Shahdol, Bilaspur and Rajnandgaon district stayed 2-3 hours.
- viii) It was also found that supervisors could not provide sufficient academic help to teachers during school visit, therefore, it is needed to special orientation programme for supervisors to be designed.
- ix) It was observed that almost (100%) supervisors made classroom observation, met with community members, and resolve some problem related to schools during school visit. It means supervisors were engaged in Administrative and Management aspects.
- x) Almost supervisors reported that they have attended regularly monthly Review meeting held at Block level. 85% supervisors produced their feedback report in review meeting. It was also observed that supervisors were not found involving in academic discussions in Review meeting.
- xi) 100% supervisors are received 21 days intensive training by respective DIETs. More than 90% supervisors are satisfied with content and duration of the training programme.
- xii) 38% supervisors were found engaged in other assignment along with their own profession such as survey work, literacy programme, midday meals arrangement and other official work at BEO office.
- xiii) Mostly supervisors were not satisfied with quality and adequacy of the school management and teaching learning materials were provided to AS.

4.1.6 Role and opinion of other supervisory functionaries:-

Other supervisory staff i.e District Project Directors, District Project Coordinators, Women Coordinators, Block Education Officers, Block Resource Centre Coordinator and DIET AS I/c were also involved in supervision/monitoring of Alternative schooling programme.

- i) 28% personnels were supervised 1-2 Alternative schools, 16% were 2-3 Alternative schools, 12.5% between 3-4 Alternative schools per month, 6% officers could not made even a single visit during 1995-96 session. It shows keen interest of the other functionaries involved in DPEP.
- ii) Positive and motivational guide line/instructions were given by the officers during school visit such gender sensitivity, special attention on slow learners, organizing of group teaching, use of teaching aids in class room teaching.
- iii) Appointment have been made successfully of the supervisors and teachers for session 1995-96 in each district. While one supervisor was not appointed in Shahdol.
- iv) Budget was not received on time at micro level. It was observed that it took time 3-6 months. It is serious matter and state level authority should be paid special attention.
- v) Academic monitoring and training of supervisor and teachers were done by DIETs staff.
- vi) Various difficulties were also faced by the personnels such as improper location for AS in some villages, complex procedure of appointment, non-availability of material on time. Some appointments were not made locally, by Panchayat, Reservation policy also caused difficulties in appointment. SMC meetings were not smoothly functioning; no proper action was taken by the state level authorities.

4.1.7 Comment on Teaching Learning Materials (TLM)

- i) The quality and suitability of the language, Mathematics, Environmental studies-Part 1, Teachers guides, Word card and Matra card were found fair. Arambhik Gatibidhiyan (School Readiness) for language, Mathematics were also fair.
- ii) Content of the language, Mathematics and Environmental studies part-1 was found as per level of the children.
- iii) Questions/exercises were in simple language. Some pictorial and printing mistakes were also found in the Mathematics and Language text books.
- iv) In Mathematics Part-1 it was observed that activities were not given for concept of unit tenth and understanding of zero.
- v) Word cards were found of good quality and attractive to children.
- vi) Matra cards were not developed in nine set.
- vii) Some pictures were not clear and visible such as Tomato, Azgar, Ghara in language part-1 picture composition was not good.
- vi) Some suggestions for the improvements of TLM are as under:-

Picture of the text books should be in multi colour each set of the cards should be in different colour. Exercise and activity to be incorporated to explanations for the concept of Zero and unit of tenth, more space should be given for exercise performing. Pictorial and printing errors of the text books should be corrected. Difficult concept should be simplified.

4.1.8 Learning Achievement of Children

Districtwise performance of children in various subject are as under:-

i) Performance of children in Shahdol district.

Mean score of Boys (43.320) is higher than Girls (39.030) in subject of language and EVS similarly in Mathematics subject it has been found that at boys performance was better than Girls.

ii) Performance of children in Rajnandgaon District.

Girls performance was found better than Boys in language + EVS (Girls M=31.79 Boys M=30.38) and Mathematics (Girls M=29.86 Boys M=28.29).

iii) Performance of Children in Raigarh District.

Boys mean score of (44.660) was higher than Girls mean score (43.390) in Language EVS, Whereas Girls performance (41.780) was found better than boys (39.910) in Mathematics subject.

iv) Performance of Children in Sarguja District.

Boys performance (40.470) is slightly higher than Girls performance (39.840) in Language, EVS, whereas in Mathematics subject mean score of Boys and Girls was equal.

v) Performance of Children in Bilaspur District.

Mean score of Girls is higher (47.020) than. Boys (44.510) in Language, EVS whereas in Mathematics Boys mean score (45.090) was higher than Girls (42.700).

vi) State level Learning Achievement of Children.

In Language + EVS subject state level mean score of Girls (39.270) was better than Boys (38.350) similarly in Mathematics Girls performance (35.450) was found higher than boys (34.640). There was no significance difference with respect to Learning Achievement of the children in both the subject.

vii) Boys and Girls of Shahdol, Raigarh, Sarguja and Bilaspur district have achieved higher score that state level mean, in Language + EVS whereas both the groups in Rajnandgaon district have been found trailing behind the state level mean in language and EVS.

viii) In Mathematics Boys and Girls both (Raigarh, Sarguja, Bilaspur district) have achieved higher score than the state level mean, whereas Boys and Girls both in Shahdol and Rajnandgaon district have been found trailing behind the state level mean score.

ix) There was no significant difference between boys and girls in both subject with respect to overall Learning Achievement of children. The reasons for non significance may be that boys and girls are studying in the similar social and environmental conditions and taught by teacher who belonged to some social and environmental condition.

x) State level mean scores shows that 80% Achievement level could not achieved by the children in Language + EVS and Mathematics.

4.2.0 SUGGESTIONS:-

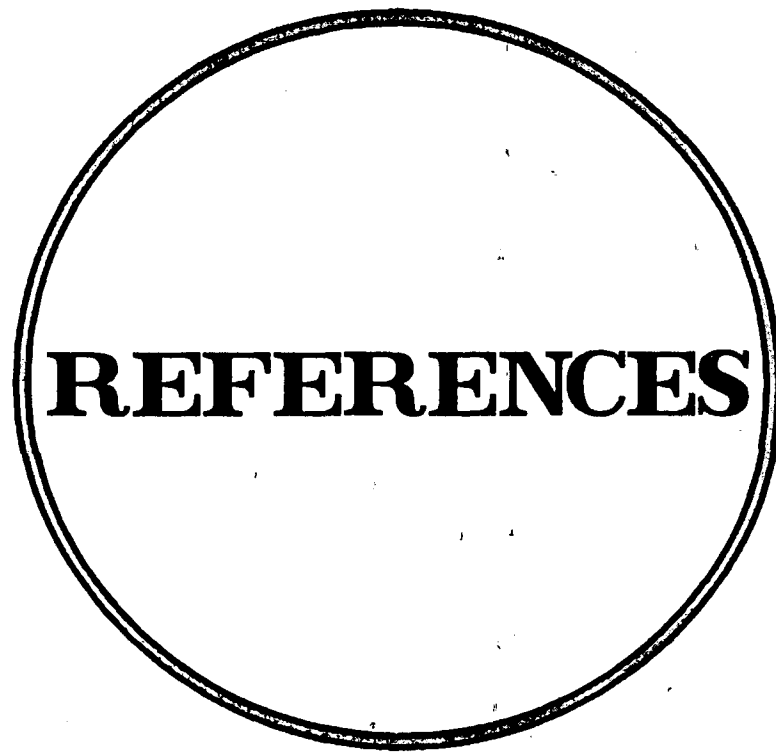
- i) Structures of the Alternative Schooling project should be strictly followed and it should be within 20 km radius, so that effective monitoring/supervision can be done by the supervisors and personnels involved in DPEP.
- ii) Permanent structure or shades should be erected for successful implementation of AS.
- iii) Second AS should be started in case enrolment is more than 30 students.
- iv) Identification of the location for AS should be ensured as per norms.
- v) TLM and other material should be procured and supplied well in advance and in adequate amount. State level core group should visit the entire district to ensure quality of procured materials etc.
- vi) Teaching Learning Materials should be sent as per learners need, SPO develop a strategy for adequate and prompt delivery of the Teaching Learning and other required materials.
- vii) 7 days special orientation/ training programe should be designed on Multi level teaching and Learners evaluation (Planning and Recording) for teachers and supervisors both.
- viii) As Multi level Teaching and Planning/Recording techniques could not successfully implemented at field level, therefore its needed to simplify.
- ix) Educational qualification for the teachers should not be less than class 10th pass.

- x) TA/DA and honorarium of teachers and supervisors should be paid on time and it should be ensured by D.P.O office. Rate of honorarium should be revised and enhanced.
- xi) Monthly review meeting should have wider scope for academic issues and special orientation should be given to BEOs and BRCCs with reference to AS philosophy.
- xii) Academic agenda or Activity chart for Review meeting should be designed by SPO, therefore effective academic activities and participation may be done.
- xiii) I/c AS of DIET and DRG members must be attended monthly Review meeting, hence in some districts DRG members should be to trained.
- xiv) Number of DRG should be expanded in all district, so that actual monitoring can be made and monthly Review meeting can be improved due to presents of trained DRG members.
- xv) Training of teachers and supervisors needed to strengthen, therefore a State level core group should be constituted for academic help to DRG members.
- xvi) Contingency grant should be provided to each teacher on time and proper instruction/guide lines should be given for proper utilisation of this money.
- xvii) Special orientation programme for SMC/Community members should be designed and given by DIETs/DRG members, with respect to AS philosophy, however community participation was found positive and encouraging.
- xviii) Jurisdiction area of the supervisors should be revised and it should not be more than 20 Km radius. Otherwise effectively monitoring could not be done.

- xix) A monthly meeting of supervisors should be held at district level (DIET/DPO) and monthly Review meeting at block level should be of one day duration where purely academic discussion should be performed.
- xx) State level personnels (SCERT/SPO) should attend district level supervisors meeting and Block level review meeting.
- xxi) It is essential to make supervisors academically sound, therefore a special orientation programme should be designed and organised at least once in a year.
- xxii) A monthly job chart should be designed at SPO level and be sent to DIET AS I/c, DPC, Gender coordinator, BRCCs, BEO, and DRG members so that effective monitoring/supervision can be done.
- xxiii) DIET should assess the need assessment of teachers, learner evaluation technique, develop module on Review meeting and other innovation in the area of AS.
- xxiv) TA/DA should also be given to non DIET staff, DRG members for monitoring/supervising.
- xxv) Honorarium should be given to DRG members during teachers/supervisors training.
- xxvi) District wise monthly reports should be analysed and quick action should be taken by the higher authorities an academic cell in SPO level should be constituted for better functioning of AS.
- xxvii) Monitoring/ Supervision system of AS was not found satisfactory, hence districtwise monthly field monitoring should be also done by State level authority (SPO + SCERT).
- xxviii) SPO develop a job chart for personnels involved in AS programmes for effective monitoring.

xxix) A state level workshop should be organised twice in a year, which will assess the functioning of AS weakness and strengths and provide suggestions for better implementation of the programme.

xxx) Teaching learning material should be prepared in simple language diagrams and figures need to be improved.



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REFERENCES

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