EVALUATION OF NONFORMAL EDUCATION PROGRAMME IN LOK JUMBISHPROJECT

Final Report

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LOK JUMBISH PARISHAD

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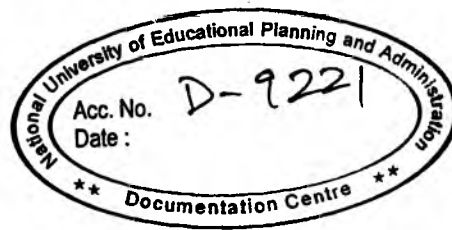## OPERATIONS RESEARCH GROUP

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Chapter 1

INTRODUCTION

INTRODUCTION

1.1   BACKGROUND

During the last three decades the population of the country has been increasing at the exponential growth rate of 2.14 percent per annum. While the expanded educational facilities have boosted the number of literates in the country, it has not been able to keep pace with the increasing population. Absence of primary schools in all habitation, presence of a large population of working children on the one hand and social conservatism preventing education of girls on the other have contributed to the failure in providing education to all children upto the age of 14 years.

Keeping in view the various constraints which hindered implementation of the UPE programmes, the Education Commission, as far back as in 1964-69 had emphasised the need for part time education. Extensive discussions on this report and the publication of J.P. Naik's influential text 'perspectives in Non Formal Education' highlighted the initial importance of developing an effective system for NFE for successful achievement of UPE. The thought process that had begun nationally and internationally viz a viz NFE was translated into reality in a small way during the fifth five year plan period.

Further, with the publication of the National Policy on Education (NPE) (1986) two facts were established:

a.   that without a strong programme of non formal education, achievement of UEE was not possible;

b.   and unless adequate caution and control over the programme was not exercised, it would remain yet another non functional developmental programme.

In order to fulfill the constitutional objectives of Universalistion of Elementary Education (UEE) both the NPE and Programme of Action (POA) envisaged a large and systematic programme of Non-Formal Education (NFE) for habitations without schools, school dropouts, for working children and girls who could not attend day schools. NFE is visualised as a child centered, environment oriented, flexible system to meet the needs of the comparatively deprived geographical areas and socio-economic sections of society". Other features of NFE include organisational flexibility, relevance of curriculum, diversity of learning activities and relating the same to the learners needs and decentralised management.

The scheme was initially launched in the ten educationally backward states viz. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal and is extended to cover urban slums, hilly, tribal and desert areas with a concentration of working children in the other states as well. Under the scheme, central financial assistance is given to the state/union territories in the ratio of 50:50 for general centres and 90:10 for girl centres on a centre-state sharing basis.

Rajasthan, with its vast desert area and a large tribal population, is one of the most educationally backward states in the country. Compared to the all India literacy rate of 52 percent in 1991, the literacy rate in Rajasthan was about 39% with only Bihar having a lower literacy rate. Female literacy (20.4% as against 54.99% male literacy rate) in Rajasthan which is less than half that of the all India rate, is the lowest in the country.

Keeping in view the above state of affairs, sustained efforts were made to introduce numerous programmes in Rajasthan under the Lok Jumbish project to move towards the goal of 'Education For All'

The essential feature of the Lok Jumbish Project lies in the people's mobilisation and participation for the achievement of the above goal. An independent and autonomous body, the Lok Jumbish Parishad has been set up for the management of this programme.

The Lok Jumbish project has specified the following objectives/goals:

a. Providing access to primary education to all children upto 14 years of age – through the school system as far as possible and part-time non formal education where necessary;

b. Ensuring that all enrolled children regularly attend school/NFE centre and complete primary education;

c. Ensuring that the quality of education is improved and all children achieve at least minimum levels of learning;

d. Creation of necessary structures, and setting in motion processes which would empower women and make education an instrument of women's equality;

e. To pursue the goal of equity in education – between boys and girls and between the socially and educationally disadvantaged sections and the rest of the society – and also to initiate measures for provision of basic education to the handicapped children;

f. Making necessary modifications in the content and process of education to better relate it to the environment, people's culture and with their living and working conditions; and

g. Effectively involve people in the planning and management of education.

Lok Jumbish is designed to be implemented in two phases. The first phase includes the following components:

* Establishment of a management system.
* Establishment of training and technical resource support.
* Examination of the feasibility of the Lok Jumbish approach regarding peoples participation.
* Introduction of some programmes for the improvement of the quality of primary education (Classes I-VIII).

The basic objective of phase II, is to serve to collate the limited objectives of phase I and the long term objectives of Phase II.

The aim of phase II which is yet to commence is to:
* transform the mainstream education system from the outside. The duration of Phase II is estimated to be for a period of three years.

In Lok Jumbish project, the NFE constitutes an integral part of the strategy for achieving Universalisation of Primary Education. Nearly after a year of launching Phase I, the programme of NFE was started. While designing its programme, it took into account the deficiencies of the state run programmes as well as experiences gained from innovative programmes like Shiksha Karmi Project and various types of NFE programmes.

In order to strengthen and improve the programme and to further enrich the planning process the Lok Jumbish Parishad had approached Operations Research Group (ORG), a premier consultancy organisation to conduct a comprehensive evaluation of the programme of Non Formal Education (NFE) in Lok Jumbish Project.

1.2 OBJECTIVES

The main objective of the study was to critically evaluate the inputs, processes and outcomes of the NFE programme of Lok Jumbish.

In line with the main objective, the following specific objectives were identified:

* To review the administration and management structures existing at all levels for implementing NFE in Lok Jumbish including supervision of NFE centres and MIS.
* To gain insights into the management practices for implementing NFE.
* To study the technical resource system for NFE.
* To study the development and refinement of concepts and strategies relating to the NFE Programme and to analyse the factors contributing to the same.

* To review the curricular framework, textbooks and supplementary material used at the Lok Jumbish NFE centres and to measure the efficacy of the same against the criteria of MLL.
* To assess the adequacy and timely availability of materials at the NFE centre and their use by instructors and learners.
* To assess the training programme of key NFE functionaries viz. frequency of training, duration, content, etc.
* To review the disbursement and utilisation of funds under the scheme and to examine the process and procedures of the present system in maintenance of accounts and feedback.
* To study the adequacy/inadequacy of financial provision for different components under the Lok Jumbish NFE pattern.
* To review the coverage of NFE - the number of centres and geographic spread, particularly in remote and sparsely populated areas.
* To examine the enrolment and retention of children by age, gender and disadvantaged groups.
* To gain insights regarding the implementation of NFE, including,
    - the NFE centres - their location, equipment and timings
    - the NFE instructors - their qualifications, selection process, attendance and classroom competence
* To review the mechanisms for pupils' evaluation and the position of lateral entry of NFE students into the formal stream.
* To gauge the effectiveness of the programme with respect to
    - Regularity of running of NFE centres.
    - Performance and achievement of students as against the norms laid down under MLL and comparison of levels of achievement of formal school students (from both Lok Jumbish and Non Lok Jumbish blocks) and students of state run and Lok Jumbish run NFE centres.
    - Extent of participation of the community.
    - Perceptions of parents towards the NFE programme.
* To identify the innovative features of the programme which can be incorporated into the overall system
* To propose practical and feasible recommendations for strengthening the NFE programme in Lok Jumbish.

1.3   METHODOLOGY

1.3.1   Research Tasks

In view of the importance of the study in generating strategic recommendations for strengthening the NFE programme in Lok Jumbish, it was deemed essential to look

into all aspects of the programme. Details of the aspects covered under the present study are outlined in the following sections.

1.3.1.1 Review of Curriculum

A curriculum details the educational objectives, content (syllabus), methodology including textbooks and other teaching aids as well as the procedure for evaluation for a programme. The NFE Programme in Lok Jumbish does not have a formal curriculum document. Nevertheless, the Sandhan has designed 'Dakshta Vidhan' which specifies the minimum levels of learning in terms of competencies. Further, its training package includes broad methodology patterns of teaching of different subjects.

Hence, a review of the 'Dakshta Vidhan' and the training package was undertaken to study the extent of adherence of the curriculum to the assumptions and principles defined by Lok Jumbish and to compare it with the minimum levels of learning as documented by the Ministry of Human Resource Development.

1.3.1.2 Review of Instructional Material

Good quality textbooks are no doubt vital inputs in the learning process. While it is important that the textbooks should be attractive and easily comprehendable by students, it is also important that the textbooks should help the student to achieve certain prescribed level of competency.

Under the state run NFE scheme, the 5 year course of formal schools is condensed into a 2 year course which is covered in 4 semesters of 6 months each through a set of textbooks specially developed by NCERT. Initially, Lok Jumbish introduced the NCERT textbooks in its NFE centres. Subsequently, based on certain research studies conducted by voluntary organisations on the teaching and learning materials which were conducive for the learner to attain certain competencies with ease, a set of textbooks were developed by Sandhan and introduced in both NFE centres as well as formal schools being run by Lok Jumbish. The objective was to ensure equivalence amongst learners in the two systems. Further, keeping in view the educational background of the anudeshak, each chapter is preceeded by the method of teaching and the competencies a learner is expected to achieve. Another significant attribute of the text books are the exercises provided at the end of each chapter which are expected to be used by the anudeshak to test the learners competencies.

An analytical review of these textbooks and supplementary material was undertaken to critically examine the relevance, functionality and quality of their contents. An evaluative framework defining the 'areas' of review was designed, which included the adherence of the materials to MLL norms, extent of incorporation of the principles of Lok Jumbish with respect to sensitivity to child's background, academic load of the textbooks, quality of textbooks with respect to paper, printing, binding, etc.

1.3.1.3 Training Programme for Key Functionaries

The quality of the educational transaction depends a great deal on the competencies of the teacher/instructor. Hence, training is an important component of any educational programme. A detailed study of the training imparted to the functionaries was undertaken. This entailed a study of the structure of the training, the resource persons involved, the agenda, frequency, duration and place of the training and also the feedback mechanism established. Moreover, the opinion of the functionaries on the training imparted to them was also sought. Such an exercise facilitated a thorough understanding of the procedures and processes of the training programmes.

1.3.1.4 Enrolment and Retention of Learners

One of the main aims of NFE programme in Lok Jumbish is to bring girls and working children into the education system. Lok Jumbish is making all efforts not only to attract but also to retain these children in the NFE centres by developing their interest in the learning process. The impact of the programme is likely to be reflected in the growth in enrolment and retention of learners in the NFE centres. Hence, an indepth analysis of the enrolment and retention of learners, since the inception, was undertaken across the sample blocks with a view to gain insights regarding the effectiveness of the programme.

1.3.1.5 Teaching-Learning Process

Lok Jumbish, in context to the teaching-learning process accords great importance to its quality. To ensure a committed and participatory approach from the anudeshaks, besides asserting that the anudeshaks enjoy a good rapport and high status amongst the community, their proficiency in the teaching process has been given due emphasis. An indepth study of the crucial aspects of the teaching/learning process viz. the training of anudeshaks, provision of teaching/learning material and use of various teaching/learning aids in the teaching process was therefore undertaken.

1.3.1.6 Achievement Levels of Students

The levels of achievement of students were tested against the MLL norms as all children, irrespective of their background and the schools/centres they attend, are expected to have achieved the levels specified in the MLL documents. For the purpose of designing the tests, a comparison of the competencies specified in the MHRD's MLL document and 'Dakshta Vidhan' prepared by Sandhan for Lok Jumbish was undertaken. Thereafter, the tests were designed based on competencies included in both the documents. Minimal variation in the competencies defined in the two documents was observed.

Achievement tests were conducted in Hindi and Mathematics. As the review of the progress made at the Lok Jumbish run NFE centres indicated that most of the centres have covered the syllabus upto the second semester only, it was deemed essential that the level of achievement tests be limited to that level only. Hence, the test papers for achievement tests were drawn up on the basis of the syllabus of class II of formal schools which is equivalent to that of second semester in NFE. Also, care was taken to design the test papers in a format with which the children of all segments were familiar. For this purpose, a review of test papers canvassed among the target segment was undertaken. Further the test papers were pre-tested in order to ensure the sensitivity of the tests to the childrens background. These tests were conducted in a group situation in a friendly and informal environment.

1.3.1.7 Administration and Management of the Programme

Planning and management is critical to the success of any programme. The administration and management of the NFE programme in Lok Jumbish is the responsibility of the Block Steering Group (BSG) with support from various mobilising agencies at the cluster level. However, there is a state level committee which reviews the progress and quality of the programme once every two months. An indepth review of the administration and management of NFE in Lok Jumbish was undertaken in order to identify the key role players, their inter-linkages and also to identify the weak and underplayed linkages. Such a study also entailed a review of the flow of funds from the state to the beneficiary.

1.3.1.8 Community Participation

Lok Jumbish is a project aimed at achieving the goal of 'Education For All' through people's mobilisation and participation. It envisages an educational process, the management, content and form of which is rooted at the lowest possible level. A high level of peoples participation is essential for the success of such a programme. Hence, community members were interviewed in order to gain insights regarding the level of their involvement, attitudes and opinion on the NFE programme.

1.3.2 Data Sources

Considering the scope and dimension of the study, the evaluation has been comprehensive and has addressed and focussed on every significant horizontal and vertical strata involved in the implementation of the project. The current evaluation entailed data to be generated through both primary and secondary sources.

1.3.2.1 Secondary Sources

The secondary information was generated from the following sources:

Centre Level	:	Ministry of Human Resource Development
State Level	:	Department of Rural Development Directorate of Adult Education and NFE Lok Jumbish Parishad Sandhan
District Level	:	District Adult Education Office District Education Office Zilla Parishad Office of the Voluntary Agency
Block Level	:	Block Development Office Project Office (NFE) - State Run BSG Office - Lok Jumbish
Cluster Level	:	Voluntary Agency/Mobilising Agency Field centre
Village Level	:	NFE Centre Primary School

The information collected from the above sources pertains to location and spread of the formal schools and NFE centres run by Lok Jumbish and the state, enrolment and dropout of students, results of school mapping exercises, budget allocation, details of purchase and distribution of teaching and learning equipment, training details, etc. The secondary data at the cluster and village levels was collected with the aid of checklists.

1.3.2.2 Review of Curriculum/Instructional Material

An analytical review of the curriculum and contents of textbooks and supplementary materials was undertaken by a panel of experts.

1.3.2.3 Primary Sources

The primary data was generated using both qualitative and quantitative techniques, including the conduct of achievement tests for gauging the competency levels of learners. Further, a tracer study was conducted for studying the extent of participation of the target segment and to observe the change in the attitudes and perceptions of the parents. The qualitative techniques included in-depth interviews, focus group discussions and class room observations while structured interview was the method used in quantitative techniques.

1.3.3 Research Techniques

1.3.3.1 Tracer Study

The tracer study was conducted in order to measure the extent of enrolment and participation of the target segment in the NFE centres. The basic purpose of this survey was to revisit a sample of the households where the target segment for NFE had been identified during the school mapping exercise.

A survey among this sample has provided information on the status of children at the time of school mapping exercise, growth in the enrolment in NFE centres and primary schools and the number of children who continue to remain out of the education stream. This survey has also provided valuable insights about the perceptions and practices of the parents.

1.3.3.2 Quantitative Techniques

I. Administration of Checklist

A set of checklists were developed based on the preliminary information available regarding the project which were further refined after discussions with the block level officials and pretesting. The checklists were administered among the following segments.
* Cluster Level
* NFE centre
* Village community

An important aspect of the study was to determine the operational status of the NFE centres. For this purpose, a checklist was designed specially for the village community and was canvassed among the households in the vicinity of the NFE centre, learners, parents of learners, primary school teacher, etc.

II. Structured Interviews

A set of structured and semi-structured questionnaires were developed for the purpose of the study. These questionnaires were canvassed among the following respondent categories:
* Pravartak
* Anudeshak
* NFE Learners
* Parents of NFE Learners
* Members of Prerak Dal and Mahila Samooh

The interviews among pravartaks and anudeshaks have provided information on the operational aspects of the scheme while Prerak Dal and Mahila Samooh members interviews revealed their understanding and impact of the programme. The learners and parents interviews have helped in gauging the impact of the scheme and also the perceptions of the beneficiaries.

III Achievement Tests

As indicated in section 1.3.1.6, the achievement tests were intended to be conducted among the students in the following educational institutions.
- NFE Centres run by Lok Jumbish
- State run NFE Centres
- Formal schools covered by Lok Jumbish
- State run formal schools

1.3.3.3 Qualitative Techniques

Various qualitative techniques were adopted to generate information on the different issues that needed to be addressed.

I In-depth Interviews

In-depth interviews were conducted among the following target segments.
  a) **Officials of the following Government Departments/ Agencies**
     State Level
        - Lok Jumbish Parishad
        - Sandhan
     Block Level
        - Members of KSPS
        - Members of Block Steering Group
  b) **Voluntary Agencies/Mobilising Agency**

II Focus Group Discussions (FGD)

Focus Group Discussions were conducted among the following target segments.
  * Parents of students enrolled in school/NFE centre
  * Parents of Out-of-school children
  * Instructors

FGDs among the instructors provided insights into their reasons for volunteering as instructors and helped to focus attention on the level of their morale and the problems faced by them in running the centres while the group discussions with the parents bought their awareness levels to the fore.

III Classroom Observations

Classroom observations were undertaken in the Lok Jumbish NFE centres to gain insights into the classroom environment, availability and use of teaching - learning material and to focus on the methods of instruction adopted, teaching aids used, extent to which the method of instruction succeeds in creating interest among students in the learning process and teacher student relationship. The observation also provided insights into the relevance and validity of the training imparted to the instructors and to the extent to which it was applicable in the day to day teaching activities.

SAMPLING PLAN

A multi-stage sampling procedure was adopted for the selection of blocks, clusters and NFE centres for the purpose of the study.

Stage I : Selection of Blocks

Main Study

The NFE programme in Lok Jumbish is being implemented in 12 blocks of the state. A sample of six blocks was selected for the purpose of this study. While selecting the blocks care was taken to represent the state geographically and to include blocks with varying dates of operationalisation of the scheme in order to get a better understanding of the implementation of the scheme.

The following table indicates the sample coverage for the study.

Table 1.1
SAMPLE BLOCKS FOR THE MAIN STUDY

NAME OF DISTRICT	NAME OF THE BLOCK	YEAR OF COMMENCEMENT OF NFE CENTRE
Ajmer	Pisangan	May, 1993
Baran	Kishanganj	May, 1993
Bharatpur	Kaman	November, 1994
Udaipur	Jhadol	November, 1994
Banswara	Garhi	May 1993
Jodhpur	Phalodi	September, 1994

Achievement Tests

Learners for the achievement tests in Lok Jumbish blocks were selected from only those NFE centres which have been in operation since 1993. For the purpose of conducting achievement tests among students of state run NFE centres and primary schools, blocks adjoining the sample Lok Jumbish blocks were selected. While selecting the Non Lok Jumbish blocks, care was taken to select blocks with a socio-economic profile similar to that of the sample Lok Jumbish sample blocks.

The blocks selected for conducting achievement tests are listed in Table 1.2.

1.4

Table 1.2
SAMPLE BLOCKS FOR ACHIEVEMENT TESTS

Name of District	Name of the Block
Lok Jumbish Blocks	
Ajmer	Arain
Ajmer	Pisangan
Banswara	Garhi
Baran	Kishanganj
Non Lok Jumbish Block	
Ajmer	Masooda
Ajmer	Silora
Banswara	Talwara
Baran	Atru

Stage II : Selection of Clusters

Main Study

Each Lok Jumbish block is divided into 5-6 clusters, out of which 2 clusters were selected one from the BSG managed cluster and another from the voluntary agency managed cluster based on the number and coverage of NFE centres as well as the terrain. While selecting the clusters, care was taken to include clusters which are managed by big and small voluntary agencies.

The voluntary agencies contacted for the purpose of the study are as follows:

Table 1.3
VOLUNTARY AGENCIES CONTACTED

Block	Name of Voluntary Agency	Cluster in which Functioning
Pisangan	Women's Development Programme (WDP)	Pushkar
Garhi	SWACCH	Paloda
Kishanganj	Sankalp	Bhavargarh
Kaman	Lupin	Sahasan
Phalodi	Urmool Marurthali Bunkar Samiti (UMBS)	Bethidi
Jhadol	Seva Mandir	Madri

Achievement Tests

A similar process of selection of cluster was followed in the Lok Jumbish Blocks where Achievement Tests were intended to be conducted. However, in the Non Lok Jumbish blocks the NFE centres were selected directly as the concept of cluster does not exist.

Stage III : Selection of NFE Centres and Formal Schools

Main Study

Lok Jumbish NFE Centres: To generate statistically robust estimates, 10 percent of the Lok Jumbish run NFE centres were covered. The total sample centres were distributed among the 6 Lok Jumbish NFE blocks selected, in proportion to the number of NFE centres functioning in the blocks, subject to a minimum of 10 centres per block. The sample centres in each block were further distributed equally among the 2 sampled clusters. Care was taken to include centres located in the interior/remote areas.

The sample of NFE centres covered in the main study is indicated in Table 1.4.

Table 1.4
SAMPLE SIZE OF LOK JUMBISH NFE CENTRES FOR MAIN STUDY

Block	Total No. of NFE Centres	No. of Centres covered
Pisangan	130	21
Kishanganj	64	10
Kaman	16	10
Jhadol	51	10
Garhi	170	31
Phalodi	14	9
Total	**445**	**91**

Achievement Tests

Lok Jumbish NFE centres:

For the purpose of conducting the achievement tests, **6 NFE centres from each block** were selected.

State Run NFE centre:

In **each block, 6 NFE** centres were intended to be selected on a random basis while selecting the centre. Care was taken to spread the centres geographically.

Primary Schools:

Primary schools in the vicinity of the selected NFE centres were selected for the purpose of this study.

The sample of NFE centres and formal schools covered for conducting achievement tests in listed in table 1.5.

Table 1.5
SAMPLE SIZE FOR ACHIEVEMENT TESTS

Blocks	NFE Centres	Formal Schools
Lok Jumbish		
Garhi	9	6
Pisangan	7	6
Kishanganj	6	6
Arain	6	6
Non Lok Jumbish		
Talwara		6
Massuda		6
Atru		7
Silora		6
Total		**49**

Selection of Respondents

Pravartak   :   For every 10 centres, one pravartak was interviewed.

Instructor   :   In each selected Lok Jumbish NFE centre, the anudeshak was interviewed.

Learners   :   Three learners were selected from each selected NFE centre on a random basis. For the purpose of conducting the achievement tests, 6 learners were selected from each of the selected NFE centre and formal school run both by the state and Lok Jumbish.

Tracer Study

The tracer study was conducted in 3 villages in each selected Lok Jumbish block in order to elicit the present status of children (enrolled/non enrolled and dropouts) through structured interviews and to identify parents for focus group discussions. While selecting these villages, care was taken to give due importance to geographical representation and to include those villages where school mapping exercise was done in different years viz 1993, 1994 and 1995.

In each village, 20 percent of the households, subject to a maximum of 30 households having atleast one illiterate child in the 6-14 years age group at the time of the school mapping exercise were selected. In case of farflung and remote hamlets, due to non-availability of adequate households to cover the sample size, more villages were covered. The selection of households was done through a systematic random sampling method.

The total sample size achieved for the purpose of the study is given in Table 1.6.

Table 1.6
TOTAL SAMPLE SIZE

Sampling Units	Respondent category	Nos.	Research Technique used
State	Lok Jumbish Parishad Sandhan		Qualitative In-depth interview
Blocks	KSPS Members BSG Members Voluntary Agency Officials	6 6 6	Qualitative In-depth interview
	Sub Total	18	
Cluster	Checklists for Mobilising Agency/Voluntary Agency Pravartaks	12 7	Quantitative Structured Interview
	Sub Total	19	
NFE Centre	Checklists for NFE centres Anudeshak Learners Classroom observations Anudeshaks	91 95 263 12 6	Quantitative Structured Interviews Structured Interviews Qualitative Semi-Structured Questonnaire Focus Group Discussion
	Sub Total	467	
Parents	Parents Parents	229 12	Quantitative Structured Interviews Qualitative Focus Group Discussion
	Sub Total	241	
Prerak Dal/Mahila Samooh Members	Prerak Dal/VEC/Mahila Samooh members	50	Qualitative In-depth Discussion
	Sub Total	50	

Achievement Test
NFE Centre
  Lok Jumbish
  Non Lok Jumbish
Primary Schools
  Lok Jumbish
  Non Lok Jumbish
	
	Learners
	Learners
	
	Learners
	Learners
		
		161
		105
		
		147
		159	

	Sub Total	572	
	GRAND TOTAL :	1367	

Chapter 2

PROGRAMME DEVELOPMENT AND IMPLEMENTATION

PROGRAMME DEVELOPMENT
AND IMPLEMENTATION

The programme of non formal education is an important component of the Lok Jumbish strategy. While designing the NFE programme, Lok Jumbish gave due consideration to the experiences gained from the state-run NFE programme. The programme has further evolved by incorporating the necessary changes, identified during the initial phase of implementation of the programme.

The design of the NFE programme and the strategies adopted for its implementation is outlined in this chapter. Also general features of the administration and management of the NFE programme are examined for an assessment of the success attained in the implementation of the programme.

2.1   DEVELOPMENT OF THE NFE PROGRAMME

The overall goal of the Lok Jumbish programme is Universalisation of Primary Education. To attain this goal the efforts of the Parishad have been targeted towards strengthening the primary education system in the state. Though the desirability has been to ensure that all children in the age group of 6-14 are enrolled and retained in formal schools, NFE was considered as a complementary programme to attain the goal of UPE. Against the background of the prevailing socio-economic conditions viz; the survival problems common to the desert areas, involvement of children in household and economic activities, migratory nature of population, the feudal system and existing social attitude towards girls, the NFE programme in Lok Jumbish was launched as an experimental measure. Effective management and feedback during the initiation of NFE programme on experimental basis emabled the project staff to relate the inferences with project goals and make necessary changes.

Drawing upon the experience of the state run NFE programme and Shiksha Karmi Project, the need for concentrating on the following aspects for strengthening the NFE programme was identified:
-    increase in instructor's remuneratiom
-    better selection and training of instructor
-    Satisfactory provision of lighting arrangement
-    ample supply of textual materials and instructional aids
-    preparation of good quality and relewant teaching/learning material
-    establishment of equivalence with the corresponding level in formal system and grant of equal certificates.

In line with the above needs, the initial design of the NFE programme incorporated an increase in the anudeshak's honorarium which was fixed at Rs. 300 per month. The programme also focussed attention on the selection of an anudeshak. Caste, age, sense of involvement with people were some of the factors considered in selection of the anudeshak. The idea was to select a person who would be accepted by the community. Hence, **community participation** was sought for identification and nomination of the anudeshaks. Though his final selection was to be only after the successful completion of the training.

Further, the **timings of the centre** were kept flexible as per the convenience of the learners. The Lok Jumbish NFE programme was initially designed along the lines of the state run NFE programme. The **duration of the course** was fixed for 4 semesters with each semester of 22-23 weeks. The **teaching/learning materials** developed by NCERT for the state run programme were adopted.

The training **curriculum for the anudeshaks was evolved** with the help of Sandhan (Jaipur) a resource agency associated with Lok Jumbish and the NFE department of NCERT. The training to anudeshaks was imparted prior to the opening of the NFE centres by a team of master trainers trained by Sandhan. These master trainers had been involved in the training of Shiksha Karmis also.

In contrast to the National Policy on Education, 1986, which visualised Non Formal Education as comparable to formal education, Lok Jumbish conceived NFE as a programme **equivalent to formal education.** Hence it was deemed essential that the children in NFE centres achieve MLL corresponding to the formal education system. In line with the same, the efforts of the functionaries were to bring about **total quality** in the programme. Provision of facilities viz; basic infrastructure, teaching - learning material at the time of opening of the NFE centre was one of the measures taken to attain total quality.

The development of the NFE programme in Lok Jumbish began in the first few months of 1993. In Lok Jumbish, school mapping exercise has been used as a technique for planning primary education. During May - June 1993, the **outcomes of the first school mapping exercises** were available. These revealed a strong demand for NFE centres amongst the village community. The findings of the survey highlighted the social attitude of the people towards the girl child which prevented them from sending the girls to schools. Parallel to this, two **bench mark surveys** were conducted. The objective of the two surveys was to study the participation, attendance and dropout rate of learners and assess the level of learning achieved by them.

The first benchmark survey findings supplemented the school mapping results which revealed that the participation rate of girls was as low as 25-30 percent. In view of the socio-economic conditions, **education for the girl child** was recognised as a major

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challenge. Further, the need for making education accessible to working children to move towards the goal of UPE was reiterated.

With a view to build an effective NFE programme, it was launched in a phased manner. NFE programme was initially started in June 1993 with 96 NFE centres in 5 blocks viz; Arain, Pisangan, Garhi, Kishanganj and Lunkaransar. Prior to the opening of the centres the anudeshaks were provided a residential training of 21 days. The experiences gained after operationalising these NFE centres, the school mapping exercises and the benchmark surveys contributed significantly to the shift in the **focus of the programme.**

In line with the outcomes of the school mapping and benchmark survey, the **target segment** identified for NFE comprised mainly of children of socio-economically weaker sections, **girls,** as well as other children in the age group of 6-14 who could not join the formal schools. Taking into account the varying pace of learning, it was decided to switch over from the two year course to a course having **flexible duration.** Presently for learners in the age group of 5-8, the duration of the course has been extended to 5 years. For learners in the age group of 9-14, depending upon the pace of learning, the course is to be of 3 years duration. For learners in the age group of 13-14 years, condensed course of one and a half years to two years is to be developed.

To have an efficient supervisory system at the grassroots level and elicit **community participation** the village level structures viz; the Prerak Dal and Mahila Samooh were formed and empowered. The idea was to inculcate a sense of confidence and responsibility in the community by giving them the authority to plan and improve the educational facilities in their villages. Further, to entrust the task of conducting school mapping exercises to the Prerak Dal, the need for developing an effective training programme was identified. The **field centres** comprising of two functionaries, both of them are supposed to be essentially women worker were established for training of Prerak Dal and organisation of other activities including training of Anudeshaks.

As for the **teaching-learning process,** the anudeshak had limited hours of instruction. Therefore, the self learning component in the teaching process was to be essentially strong. Research studies undertaken by various voluntary agencies revealed that the NCERT books being used were not easily accepted by the anudeshaks since they were content based. The child was able to learn but not understand the concepts from these books. Besides this, problem in procurement and supply of textbooks was faced. The curriculum for NFE in Lok Jumbish was initially designed with the help of NCERT, New Delhi, and SCERT, Udaipur. However, to ensure equivalence with formal schools it was desired that the curriculum should be : (a) based on MLL (b) united with learners environment, interest and needs and (c) be similar to formal school curriculum. In this context the **curriculum** was amended by Sandhan. This is currently being used in formal schools and NFE centres under Lok Jumbish.

In line with the amended MLL document, **competency based textbooks were developed by Sandhan**. These textbooks are being used both in schools and centres run by Lok Jumbish. The textbooks provide directions for the anudeshak on the method of teaching. Further, with the help of exercises provided at the end of each chapter, the teacher/instructor is to **evaluate** the achievement of the learner against the desired levels to be attained. A review of the curriculum and textbooks developed by Sandhan is provided in Chapter III and Chapter IV.

The **amended curriculum, new textbooks** and **multigrade teaching** emphasised the need for a **continuous training of anudeshaks**. The initial training of the anudeshaks was earlier of 21 days. However due to the anudeshak's inability in attending such a long duration course, initial training has been reduced to 15 days. A **total package of 115 days training** has been conceived for the anudeshaks during a period of 5 years. The training of anudeshaks was earlier held on sanctioning of the NFE centres. Problems were faced in organising training as the centres were approved sporadically. Therefore, now the training of anudeshaks is held in groups after a substantial number of NFE centres are sanctioned in each cluster. Innovations in the programme are circulated to the anudeshaks through news letters prepared by the resource agencies, mobilising and voluntary agencies.

2.2   STRATEGIES ADOPTED FOR PROGRAMME IMPLEMENTATION

The above discussion brings out the unique features of NFE in Lok Jumbish. The main strategies adopted by Lok Jumbish for implementing its NFE programme are outlined in the ensuing sections.

2.2.1   Planning Process

The experience gained in the implementation of the National Educational Policies has highlighted the need for decentralisation of the Planning of Primary education in order to achieve the goal of UPE. Recognising the need for local area planning for developing effective plans, Lok Jumbish has adopted a block level approach where the plans are evolved through a bottom up approach.

The planning process commences with the school mapping and micro planning exercises at the village level. A core team is identified at the village level for conducting the survey. The results of the survey are analysed by the core team with assistance from cluster level officials. Based on the findings, the core team prepares a provisional village plan for improving the educational facilities at the village level. These plans are scrutinised by the cluster and block officials viz., mobilising agency/voluntary agency officials and functionaries of BSG. The plans for opening

new NFE centres, schools, etc are then submitted to a block level body Khand Stariya Shiksha Prabandhan Samiti (KSPS), which has been delegated the powers of approval of opening centres, etc.

2.2.2 Training of Key Role Players

Training of the key role players is critical to any educational programme as this has a direct bearing on the competence, motivation and commitment of the key role players. Appropriate training programmes need to be developed not only for the anudeshaks and pravartaks, but also for the educational administrators and planners. The need for the latter is emphasised by the fact that capacity for planning is concentrated at the national level. The need for developing planning capacity at the local level is imperative for effective local area planning.

The training package for anudeshaks and pravartaks has been developed by Sandhan. For cluster and block functionaries, a five day orientation programme, has been developed by LJ Parishad.

Training of anudeshaks and pravartaks and the core team (viz member of Prerak Dal and Mahila Samooh) constitute an important component of the Lok Jumbish strategy. Training of the core team is undertaken by the functionaries of the field centre established for imparting training at the cluster level in consultation with the cluster officials. The objective of the training is to ensure proficiency of the core team members in environment building, school mapping and micro planning activities/exercises.

Training of anudeshaks and pravartaks is organised at the cluster level by the cluster officials. Voluntary agencies involved in the implementation of the NFE programme have the flexibility to organize their own training programme. They may however seek the assistance of the Block Steering Group (BSG) to organise training programmes in their clusters.

The training is imparted collectively to anudeshaks and pravartaks by master trainers trained by Sandhan at the field centre. The schedule for training is decided in consultation with Sandhan and the Parishad at state level.

2.2.3 Monitoring and Supervision

Lok Jumbish aims at evolving a monitoring system for the NFE centres at the village level itself. The task of monitoring the centres in the villages has been assigned to the members of the Prerak Dal/Mahila Samooh.

Further, for effective functioning of the centres and for providing guidance to the anudeshaks, one pravartak for every 10 centres has been appointed. The pravartaks are expected to visit each NFE centre at least once a month.

The overall responsibility of monitoring and supervising the centres lies with the cluster officials.

To ensure an effective management and feedback mechanism, regular Review and Planning Meetings (RPMs) are held at the block and cluster levels. At the cluster level, the monthly meetings of Anudeshaks and organised as 2 days residential meetings. These monthly meetings form an indespensable part of supervisory as well as the training system.

At the block levels, the RPMs are attended by the functionaries of Block Steering Group and the cluster officials. During these meetings the progress achieved and problems faced are discussed. RPMs at the block level are held once in two months.

At the cluster level, the RPMs are attended by the cluster officials, anudeshaks and pravartaks. These RPMs are conducted every month. The meetings are residential and are spread over two days. These meetings are a forum for open discussions on all issues of concern - administrative as well as academic.

2.2.4   Management Information System (MIS)

Lok Jumbish has put in concerted efforts for generation of a data base with the aid of well designed and uniform formats. The formats are designed for collation of information at village level (school mapping and micro planning exercise), NFE centre level (enrolment, attendance, etc.) and cluster level (number of NFE centres, anudeshaks, enrolment, retention, etc). The information flows are from village and NFE centres to the cluster level and from cluster to the Parishad. The Voluntary Agenices at the cluster level send their progress report directly to the Parishad.

Information flowing from the block to the Parishad level include information on profile of villages, details of the functionaries, infrastructure equipment, sanction of new centres, etc. Regular flow of information at various levels has contributed to the policy decision making and strategy formulation for educational planning.

An efficient planning and administration was regarded vital to the success of NFE programme. For this purpose various structures were created and identified to allocate roles and responsibilities. The ensuing section deals with these aspects of the programme.

To gain an insight into the existing status of the management structures at the state, block and grassroot level, in-depth discussions with key role players at various levels

were conducted. Based on the discussions held with the officials of the Lok Jumbish Parishad, Sandhan, Block Steering Group, KSPS, Voluntary Agencies, members of the Prerak Dal and Mahila Samooh, Pravartaks and Anudeshaks and a detailed review of literature, the ensuing section reviews the effectiveness of various structures in planning, administration, monitoring and supervision of the NFE programme in Lok Jumbish, specially from the block level onwards.

2.3 ADMINISTRATION AND MANAGEMENT OF NFE PROGRAMME

A highly decentralised mechanism for implementation of the educational programmes of Lok Jumbish has been emphasised in Phase I of the programme. This has not only led to creation of management and implementation teams at the block, cluster and village levels but has also led to the association with various resource agencies like Sandhan, Allaripu, Digantar, Eklavya etc.

The administration and management of the NFE programme of Lok Jumbish is through a five tier system (Refer figure 2.1). As indicated in Figure 2.1, at the **State Level**, the General Body, Executive Committee, State Coordination Committee and Subject Area Committees (viz Prayojak Samiti for NFE) are the various structures established for the administration and management of the programme.

The **General Body** is the apex body in Lok Jumbish and is headed by the Chief Minister of Rajasthan. It has nearly 50 members from different central and state government departments along with officials of Parishad; viz; the Chairperson, Project Director, representatives from the functionaries at the block level, etc. The functions of the General Body include undertaking all activities necessary for the implementation of the programme, reviewing the implementation and providing policy guidelines for an efficient and effective performance. Other functions of the General Body include, creation of administrative mechanism at the block and village levels and delegation of necessary powers to secure constructive and participatory involvement from all those who are involved in the field of education; ensure technical resource support from the existing institutions; undertake experimentation, innovation in education and review of financial expenditure (Refer Annexure - I).

The **Executive Committee** is headed by the Chairperson who is an eminent educationist/educational administrator. The state Education Secretary is the Vice-Chairperson and State Project Director, the member secretary of the Executive Committee. The Executive Committee comprises of 27 members who are nominated from the central and state government departments and the block level functionaries of Lok Jumbish Project. Due representation is given to other organisations and individuals who have interest in education, rural development and upliftment of the

under privileged. The duration of tenure of these members is 2 years and can be extended subject to their renomination.

The functions of the Executive Committee mainly pertain to administrative, financial and academic activities. It also has the powers to frame and amend bye- laws for the activities being undertaken by various functionaries at different levels. Another important function of the Executive Committee is to create posts of all descriptions and make appointments. The mode of recruitment is to be either deputation or short term contract.

The **State Coordination Committee**, headed by the State Education Secretary is to facilitate involvement and cooperation of all state government departments as well as other agencies.

The **Subject Area Committee** constituted for NFE is the Prayojak Samiti. It comprises of 18-20 members which include representatives from the central and state government, resource agencies and voluntary agencies. The functions of the Prayojak Samiti include framing policy guidelines for the NFE programme with respect to management, provision of infrastructure and lighting facilities, preparation and modification in teaching - learning materials and financial matters.

At the state level, technical support is provided by Sandhan, Digantar, Allaripu, Eklavya, Vihan, etc.

Sandhan, in coordination with the Prayojak Samiti, has been involved in development and modification of curriculum and teaching/learning materials, instructional methods, training of master trainers to impart training to anudeshaks. They also provide inputs for development of educational technology, media and communication and learner evaluation. Along with Sandhan, the Rajasthan State Textbook Board and SIERT have also contributed to review and finalisation of materials.

Training for pravartaks and anudeshaks is organised jointly and imparted by the master trainers from Sandhan in consultation with the Parishad and the respective clusters. Training and other aspects have been dealt with in Chapter V in detail.

Lok Jumbish has also associated itself with a number of other voluntary agencies viz; Digantar, Allaripu, Vihan, Eklavya, etc. It has utilised the experiences of Eklavya in designing the training modules and development of text books. These agencies undertake experimentation and innovation in basic education, promote research studies on basic education and its management, organise conferences, symposia and workshops, preparation and production of educational materials and dissemination of the same.

Research and development activities have been accorded high priority in Lok Jumbish. These activities are not only being undertaken by the NGO's viz, Sandhan, Digantar, SWRC etc. but also by BSG in certain blocks. The inputs from these activities had by and large been incorporated while amending curriculum, development of textual materials, design of teaching learning aids and nature of environment building activities to be undertaken in the respective blocks.

The **district level structures** have been established only in Bikaner as all the blocks in this district had come under Lok Jumbish activities.

One of the significant aspects of the administration and management structures created for the Lok Jumbish Project is its **block level approach**. The block was conceived as a mini project area. The extensive involvement and efforts of the decentralised delivery mechanism constituted at the block level was expected to revitalise the interest, both among the end users as well as the implementors in sustaining the demand created for primary education.

At the block level, the powers of opening new schools and NFE centres, upgradation of primary schools, etc at the block level, has been delegated by the state government to the Khand Stariya Shiksha Prabandhan Samiti (KSPS). The **Block Steering Group**, constituting of one Project Officer, four APOs (one each for NFE , MLL, Environment Building and Building and Development) and one Samyukta are responsible for the administration and management of the programme.

The management and implementation of the programme is further decentralised at the cluster level. In this regards, one of the first responsibilities of BSG (Refer Annexure I) is to delineate the block into clusters. For effective management, each cluster is assigned to a voluntary agency (VA). In the absence of a voluntary agency the cluster becomes the responsibility of the BSG i.e. it acts as a mobilising agency. Field visits highlighted the existance of vacant posts in BSG in the six blocks covered during the study.

The existing staff of the BSG was found to be under considerable strain and pressure while performing their role as a block level structure as well as a mobilising agency at the cluster level. However, the team spirit which was observed among the BSG functionaries helped them to cope with the various tasks.

The functions of BSG include meetings with various functionaries and departments at the district level. While there is evidence of these meetings since the time of initiation of Lok Jumbish activities, their regular conduct was observed only in Garhi Block.

Effective communication between BSG and Lok Jumbish Parishad, and regular interaction between functionaries of various blocks during the numerous workshops organised by the Parishad, helped in improving the efficiency of functioning of BSG.

As stated earlier, for administration and management purposes, the block is further divided into clusters. The responsibility of delineating the clusters is given to the BSG. During this process, BSG conducts detailed discussions with the voluntary agencies operating in the block. Based on these discussions and insights gathered on the functioning of these voluntary agencies,BSG identifies the potential agencies. The list of these short listed agencies is sent to the Parishad for final approval.

The functionaries of BSG seemed to be well aware of their roles and responsibilities. They even provide assistance to voluntary agencies. Nevertheless, the BSG could serve as a convergence point offering greater support to execution of the NFE programme through:

i. Overseeing the working of voluntary agencies.
ii. Identification of effective and innovative methods being used by the voluntary agencies for mass mobilisation.
iii. Preparation of annual progress report at the block level.

Khand Stariya Shiksha Prabandhan Samiti: The KSPS constituted at the block level was entrusted the responsibility of approving and sanctioning of NFE centres. The KSPS in all blocks except Kishanganj was chaired by an eminent personality from the field of education. The chairperson, KSPS in Kishanganj was from the field of health with keen interest in directing efforts for improving the educational status of backward sections. Except in cases where vacant posts existed, in all blocks due representation of block and cluster level functionaries existed in the KSPS. Functionaries from the state department of education viz, the DEO and BDO were included in the KSPS. The role of the DEO and BDO was however concentrated on approval of primary schools, upgradation of primary schools and recruitment of teachers.

The functions of KSPS seemed limited to approval of proposals for new NFE centres, new primary schools, upgradation of primary schools and recruitment of teachers. In fact KSPS members meet only on receipt of proposals for sanctioning new centres/schools and not once in 2 months as envisaged.

The commitment of the Chairperson of KSPS varies depending upon the individual. For instance the Chairperson in Garhi was found to be active unlike the other blocks. Provision of transportation facilities, involvement in the RPMs in the block level will help to enhance the involvement of the chairperson/members of KSPS.

Cluster Level: Cluster forms an important component of the Lok Jumbish's strategy of decentralisation. The voluntary agencies and BSG as a mobilising agency are assigned the responsibility of ensuring effective implementation of the educational programmes at the cluster level. While delineating the clusters, BSG takes into account the following aspects:

i.   Physiographic conditions.
ii.   20-25 villages forming a continuous area.
iii.   Population covered.
iv.   Area of operation of voluntary agencies.

The structure at the **cluster level** varies in clusters run by BSG and those run by voluntary agencies. In clusters run by BSG, the Sankul Prabhari and the Sankul Sahyogi are responsible for the implementation of the programme in their cluster. They are assisted in their functioning by the field centres which serve as training centres.

The voluntary agencies are given complete flexibility in implementation of the programme. Similar structures are established by them at various levels, though their designations and functions may vary from those established by BSG. Not all agencies had recruited cluster and field level functionaries. For instance the field centres were observed not to be in place in Lupin, UMBS and Sewa Mandir while in the remaining VAs contacted viz. SWACCH, WDP and Sankalp; the field centres were found to be in place. With regard to training only Lupin and UMBS were found not to be organising their own training programmes.

The appointment of the cluster level functionaries was through direct recruitment, with due emphasis being given to recruitment of women candidates. The functionaries were found to be motivated and aware of the goals of the NFE programme.

Village Level: Prior to the launch of the NFE programme, community meetings, gram sabhas and other awareness generation activities were undertaken by the block and cluster level functionaries in order to understand the socio-economic and behavioural aspects of the population. This was essential to formulate the communication strategies. In this process, active community members were identified and organised to form the Prerak Dal and / or Mahila Samooh at the village level. These village level structures were to undertake the task of school mapping and micro-planning and to undertake environment building exercises.

The Prerak Dal was found to have been constituted in all the villages of these six blocks. The number of members of the Prerak Dal ranged between 5-10 persons. Nearly 40-50 percent of these members were females. The Mahila Samooh was however constituted in only few villages of the clusters where the Lok Jumbish activities had commenced in 1994. In clusters where the Lok Jumbish activities began in 1993, the Mahila Samooh had been constituted in 50-75 percent of the villages. In a large number of cases it was observed that the members of Mahila Samooh were also members of the Prerak Dal (Refer Chapter VI). The VEC is envisaged to be constituted after the Prerak Dal/Mahila Samooh have been operationalised. Presently it was in the process of being constituted in only few villages in Phalodi block. In the remaining blocks, the VEC had not been constituted.

Centre Level: The programme envisages one Pravartak to be appointed for every 10 centres. The Pravartaks are to provide assistance to the Anudeshak and ensure effective monitoring and supervision.

The appointment of Pravartaks was found to be less than the established norm in some clusters (Refer Chapter VI). In these cases either the appointed Pravartaks were given additional charge of the centres or the cluster/field centre staff undertook the role of Pravartak for some of the centres. Furthermore, in blocks like Phalodi where the distances between two habitations was large, a need to relax the norms for number of centres to be supervised by one Pravartak to ensure effective monitoring and supervision of NFE centres was highlighted.

The Anudeshaks are the most crucial of the functionaries involved with Lok Jumbish activities. At each centre one anudeshak and in some cases two anudeshaks were appointed. Since the role of anudeshak is crucial in enrolling and retaining students and in the teaching learning process, their selection, functioning and motivational levels to attain the goals of Lok Jumbish have been dealt with in detail in the subsequent chapters.

Having outlined the programme, features and the manner of its implementation, a comprehensive review of the various aspects of the programme are undertaken in the subsequent chapters.

Figure 2.1
ADMINISTRATION AND MANAGEMENT STRUCTURES

STATE LEVEL

Lok Jumbish Parishad
General Body
Executive Committee
Prayojak Samiti (NFE)

Technical Resource Support Agencies			
Sandhan	Digantar	Allaripu	SWRC

State Resource Teams
Group on Environmental Education

BLOCK LEVEL

Khand Stariya Shiksha Prabandhan Samiti
Block Steering Group

CLUSTER LEVEL

Mobilising Agency	
BSG as Mobilising Agency	Voluntary Agency as Mobilising Agency

Field Centre

Pravartak

VILLAGE LEVEL

Non Formal Education Centre
Anudeshak

Prerak Dal
Mahila Samooh

Chapter 3

REVIEW OF CURRICULUM FRAMEWORK

REVIEW OF CURRICULUM FRAMEWORK

The MLL strategy aims at laying down learning outcomes expected from basic education at a realistic, relevant and functional level so as to ensure comparable standards of attainment of learners across states, geographic regions and social groups and also among learners of schools and NFE centres.

It lays down learning outcomes in the form of competencies for each stage of elementary education. When Lok Jumbish launched its programme in Rajasthan, it accepted MHRD's MLL norms. It adopted NCERT's textbooks at both formal and non-formal systems. However subsequently Lok Jumbish developed its own set of MLL and a set of textbooks, to be used in both formal schools and NFE centres. An in-depth review of the curriculum and textual material developed by Lok Jumbish was undertaken to study the extent of its adherence to the MHRD's MLL norm. The findings of the review of curriculum are detailed out in the subsequent sections while chapter IV deals with the review of textual material.

3.1 A REVIEW OF MLL NORMS OF LOK JUMBISH vs MHRD

The Lok Jumbish Parishad has not brought out any formal document of curriculum for its NFE.programme. At the initial stages, when the NCERT text book were in use the parishad followed the curricular guidelines NCERT and subsequently the guidelines provided in the R.H. Dave Committee report on the MLL's. A curriculum details the general philosophy and goals of a programme. It specifies the objectives of a programme, its content (syllabus), methodology including textbooks and other teaching aids as well as the procedure for evaluation. A document containing all these details is helpful and useful not only to the functionaries of the programme but also to those who are desirous to know the details of the programme. In the case of the NFE programme, functionaries like 'anudeshaks', pravartaks, resource persons, textbook writers, artists, etc. can use the curriculum as a guide and develop specific interventions. Absence of such a comprehensive document in the Lok Jumbish programme where all the aspects of curriculum are discussed at one place is indeed very surprising.

However, this is not to say that guidance with regard to the different components of the curriculum are not provided for in the NFE programme. Sandhan has brought out MLLs in the subject areas of Hindi, Mathematics and Environmental studies in its document 'Dakshta Vidhan' This document in a way explains the specific behavioural objectives in different subject areas.

At this stage it will be desirable to point out that the Lok Jumbish Parishad has adopted the subject approach in its teaching programme, both in its formal as well as non formal systems. This means that subjects, like Hindi, Mathematics and Environmental studies are taught separately and not in an integrated manner. The MHRD's document also states the various competencies under subject heads. The document 'Dakshta Vidhan' brought out by Sandhan also states MLLs in terms of subjects. This is the only document pertaining to the curriculum brought out by the Parishad.

In its training package, Sandhan has included several brief write-ups which discuss the methodology of teaching different subjects. Sandhan has also brought out a set of textbooks in the subject areas of Hindi, Mathematics and Environmental studies. These textbooks include content (syllabus) and also guidance for teaching and evaluation. These components of the curriculum have been discussed along with the review of textbooks (Refer Chapter IV).

The Lok Jumbish approach adopted in ' Dakshta Vidhan' of stating MLLs is the same as that of MHRDs document, except in the case of Environmental Studies. A main deviation in 'Dakshta Vidhan' is that it does not explain the concept, meanings and nature of the MLLs. Nor, does it explain its implications on teaching, learning and evaluation. It would have been desirable and useful if discussions on various aspects of MLLs were included in the 'Dakshta Vidhan'

A close examination of both the documents revealed some variations between the MHRD's MLLs and the MLLs stated in 'Dakshta Vidhan'. The subsequent sections highlight the objectwise deviations of 'Dakshta Vidhan' from MHRD's MLLs.

3.1.1   Review of Competencies : Hindi

The linguistic competency area in both Dakshta Vidhan and MHRD's MLL document are the same. Both have included the four basic linguistic skills along with the competencies of comprehension of ideas, functional grammar, self-learning, language use and vocabulary control. However, there is a difference in the detailing of some of the sub-competencies within a particular competency area. Sandhan has defined some of the sub-competencies in a more specific and precise manner. Such specifically defined statements provide a clearer and better sense of direction both to the teacher as well as the learner and go a long way in meeting the expectations of the MLL by bringing in the attributes of achievability, communicability and evaluability.

A detailed competency-wise analysis of the above mentioned differences is outlined below.

In the competency area no. 2 i.e. speaking Sandhan has stated the sub competency 2.2.1. in a more specific manner by highlighting the stress to be given on the Hindi

sounds of ओ ＆ ऐ in view of the fact they are pronounced incorrectly in general. Such a stress draws the attention of both the teacher and the learner thereby contributing to better achievability and evaluation. The MHRD report lacks this emphasis.

The same applies to sub-competency 2.3.1.. Here also the Sandhan statement is better defined as it again lays stress on those sounds which may generally be pronounced incorrectly. It has not confined itself to mere speaking with correct pronounciation but has also pinpointed the pronounciation of conjunct and aspirated consonants.

Further, Sandhan has enlarged the scope of the competency area of speaking. In the MHRD report only four sub-competencies are included under speaking, whereas 'Sandhan' has added another sub competency 2.5 for all the five classes. These sub-competencies (listed as 2.1.5 to 2.5.5.), undoubtedly, will help the learner to attain a better command over oral expression and to handle and manage social situations more effectively.

In the competency domain of reading also, the statements of sub-competencies 3.1.1 and 3.2.1 are better-defined than in the MHRD report. Once again, the expectations under these sub-competencies have been mentioned specifically. In sub-competency 3.1.1 the learners would be able to recognise the letters of the alphabet without 'Matras' as well as with matras. However, keeping in mind their difficulty level conjunct consonants and क्ष, त्र, ज्ञ, ＆ ऋ have been left out at this stage. In sub-competency 3.2.1 whatever, was left in 3.1.1 has been incorporated. This rightly takes care of the maxims, simple to complex and 'easy to difficult'.

Further in this competency domain, two major changes have been made. Firstly, sub-competencies listed in the MHRD report under 3.1.3 to 3.5.3 have been listed in the Sandhan statement as 3.1.4 to 3.5.4. In their place Sandhan has added another set of competencies as 3.1.3 to 3.5.3. These sub-competencies aptly take care of those sub-skills of reading which were left out in the MHRD report and rightly fill in the gaps making the attainment of the reading skill better graded and easier.

In the domain of writing skill, the sub-competencies as specified in the 'Dakshta Vidhan' are more specific and pinpointed and are better graded and keep in mind the difficulty level of these sub competencies.

However, in sub-competency 4.1.1, there seems to be a printing error. It should have been पढ़ें and not लिखना as the first word of the statement.

In the domain of functional grammar, 'Sandhan' has again tried to enlarge its scope by making a further sub-division in the sub-competencies 6.3.1, and 6.5.1 (classes 3-5) Now instead of 6.3.1, 6.4.1 and 6.5.1 we have 6.3.1.1, 6.4.1.1, 6.5.1.1 and 6.3.1.2, 6.4.1.2 and 6.5.1.2 as also 6.3.1.3. Also, we have another set of Sub-

competencies. 6.2.2 to 6.5.2 and 6.3.3. to 6.5.3. Such an exercise has no doubt made the attainment of functional grammar more 'functional' and more practical.

In the domain of self-learning also, another set of sub-competency 7.3.2 to 7.5.2 (classes 3-5) has been added. This addition makes self-learning more meaningful for the learner. However, in this very domain of self - learning, Sandhan could have taken a more practical and realistic approach. The sub-competencies 7.1.1 to 7.5.1 are difficult to achieve considering the resources available and status of facilities in the rural institutions whether formal or non formal, more so in the interior of Rajasthan. At the most one can expect the fulfilment of sub-competency 7.4.1.

Further, no significant changes have been effected in the domain of listening (No. 1) comprehension of ideas (No. 5), language use (No. 8) and vocabulary control (No. 9). Here Sandhan has adopted verbatim the competencies listed in the MHRD Report. However, considering the expertise available with Sandhan, discretion in reconsidering the need of competency no. 5 'comprehension of ideas', as a separate entity could have been exercised. For all practical purposes and psycholinguistic operation this competency is a part of listening and reading skills and as such its proper place was within those competencies. Similarly knowing the state of affairs in our educational institutions and the standard vocabulary at the disposal of the rural children expecting them to fulfil the demands of competency no. 9 would be a distant hope. Observations in respect of this competency are further strengthened by the performance of class II children of formal as well as non formal institutions on question no. 6 (which deals with ability to acquire reading comprehension, vocabulary of approximately. 2000 words) of the Achievement Test in written Hindi.

Nevertheless, even with these shortcomings the Dakshta Vidhan for the competencies in Hindi is a meaningful improvement on the one prepared by the Ministry of Human Resource Development Committee on MLL, being more precise, specific and graded.

3.1.2 Review of Competencies : Mathematics

Class 1

The total number of competencies suggested for class I remain the same, i.e. 24. in both documents, as in the Parishad's - document, one competency has been added while one of the MHRD's competency has been deleted. The additional competency is as follows :

"Write 1 to 10 in words"

This competency, is also contained in the MHRD's document but has been stated for class III (refer competency 1.3.2. in MHRD's document). However, the extent of this competency in MHRD's document is from 1 to 100 as against 1 to 10 in Dakshta

Vidhan'. Since ten words (namely ek, do, teen, chaar .....) can easily be read and written by students of Class one, the addition of this competency in the document of Lok Jumbish Parishad is justifiable.

MHRD's competency No. 5.1.3* has not been included in the Parishads' document. This may be based on the view that in Class one dealing with plain shapes as well as solids may be difficult and hence only plain shapes have been included. Dealing with solids in Class one itself is not necessary as it does not have any bearing for the learning involved in Class two.

Class 2

At this level, the Parishad's document has the following additions over the MHRD's document:

1.2.5   Identifies the smallest and the greatest number from a set of three to five numbers, ranging from 1 to 100

1.2.6   Arranges a set of four to five numbers, ranging from 1 to 100 in ascending/descending order.

1.2.7   Writing 1 to 20 in words.

Since the students of Class two have learnt, by this time, the forward and backward sequences of numbers from 1 to 100, the inclusion of 1.2.5 and 1.2.6 does not cause any difficulty to the students of Class Two. Competency 1.2.7, is ofcourse a natural extension of the competency 1.1.10 included in Class one. However, mastery in reading and writing numbers from eleven to twenty in words in class two may be difficult. Even if students do not attain this competency, they would not face any problem in taking up other points of learning. Hence, inclusion of competency 1.2.7 can be considered necessary.

The Parishad has also brought competency 5.3.1 stated in MHRD's document for Class Three in Class Two and numbered it as competency 5.2.3. This can be attained by students of class two without any difficulty.

Besides, the Parishad has modified competencies 3.2.2 and 3.2.4 stated in MHRD's document and has made them more meaningful. Instead of measuring lengths and capacities of objects and vessels in terms of non-standard units, the Parishad lays stress on measuring a metre length and a capacity of 1 litre in terms of non-standard units. This modification makes the competency more relevant to further learning.

The most significant difference in the two documents is that the Parishad's document stresses on the learning of multiplication tables from 2 to 10, whereas in MHRD's document only the tables for 2,3,4,5 and 10 are required to be learnt. Since the stress is laid both on rote memorisation and writing of multiplication tables, the load on

students becomes almost double in the case of Lok Jumbish. It is desirable if the tables for 2,3,4,5 and 10 are included for class two, as has been done in MHRD's document.

Class 3

The significant difference at this level in the two documents is that the Parishad's document deals with multiplication tables from 2 to 12 whereas it is from 2 to 10 in MHRD's document. It is because of this, that the division of a number (not exceeding 120) by a number (not exceeding 12) has also been included in the Parishad's document.

At the national level, in view of the wide use of the metric system in numbers and measures, it had been decided to include tables from 2 to 10. However, when tables from 2 to 12 have been included in Parishad's document, there should be some solid reason for this. It could be that in the rural areas of Rajasthan, buying and selling of objects in dozens may still be prevailing. If this is so, then it will be helpful to students if they learn tables of 12. Otherwise, there does not seem to be any point in adding this content load on students of Class 3.

Another significant addition in the Parishad's document is competency No. 4.3.3 i.e "Uses symbols of >, <, = in two fractions having same denominator, not one exceeding 10". This competency is worth adding as it can be developed in a very natural manner while introducing fractions - as parts of a whole. For example, if a rectangular piece of paper is divided into eight equal parts, each part is 1/8. If 5 parts are taken together, they indicate 5/8; if six parts are taken together, they indicate 6/8. It is quite obvious that 6/8 > 5/8 as 6 parts are more than 5 parts.

The competency 5.3.3 in the MHRD's document by which the child should be able to:

> " state properties of triangle, rectangle and square" has been left out of Class Three by the Parishad but has been included in Class Four (5.4.5). These changes made by the Parishad are well accepted on the grounds that the students learn the properties well after they have developed a good grasp of these figures which are made of line segments and angles.

The Parishad has brought competency 5.4.1 of the MHRD's document from class IV to Class III and stated it as competency 5.3.3 which "Draws and measures line segments of specific lengths with the help of a 15 cm or 30 cm scale". This can ofcourse, be achieved at Class Three without much difficulty.

In the Parishad's document, one error has been observed. Competency No. 2.3.10 has been written twice - at 2.3.8 and again at 2.3.10.

Class 4

The parishad's document has the following additions viz a viz the MHRD document.

    i.   Find the divisibility of a number of almost 5 digits by 2,3,5 and 10.

    ii.   Multiply orally a number by 100, whose product does not exceed 10,000.

    iii. Find the place value of a digit in a decimal having three digits in its decimal part.

    iv. Recognises equivalent decimals, such as 0.3 = 0.30 = 0.300.

    v.   Expresses amount of money, using decimal.

    vi. Using paper - folding, makes symmetrical figures.

    vii. Identifies vertices, edges and faces of solids cube, cuboid, sphere, cylinder and cone.

It does not include the following competency included in MHRD's document.

    i.   Classifies triangles on the basis of angles and sides - isosceles, scalene, equilateral (5.4.5)

The seven additional competencies found in the Parishad's document can easily be developed among students of Class 4. For instance, having worked with solids, the student can now examine each of the solids on his/her own. Hence competency (vii) (5.4.8) can be easily developed.

Similarly, having learnt how to divide a number by 2,3,5 and 10, the tests of divisibility by 2,3,5 and 10 are easily learnt. The three competencies, namely (iii), (iv) and (v) which deal with place values of digits in a decimal may be difficult to attain by all learners in Class Four. However, as their explanation and presentation in the corresponding textbook is effective it may be possible to attain it even at class four level.

The only competency stated in the MHRD's document which has not found a place in the Parishad's document is related to the chapter on triangle. Some initial points related to a triangle were included in class three of MHRD's document. The Parishad perhaps has decided to include triangles only in Class five and hence it has not been included. Their decision does not create any problem as it does not effect the learning of other concepts.

Class 5

In the Parishad's document, "reading and writing from 0 to 100 in Devanagiri have been included". The same is not found in MHRD's document. In the Parishad's document, there is one note-worthy omission : it does not include "calculating HCF of two numbers". This may be a case of sheer omission. It must be taught in Class

five otherwise after teaching L.C.M. of two numbers of the important relationship between HCF and LCM of two numbers will not have been learnt and appreciated by the students. In the Parishad's document, reading and interpreting railway/bus time tables has been added (competencies nos. 3.5.21 and 3.5.24).

The following two competencies stated in MHRD's document have not been included in the Parishad's document
5.5.4   "identifies whether a pair of simple figures are reflections of each other or not, and draws the line of reflection if it exists"
5.5.5   "identifies in two simple figures whether they can be rotated or turned to look like other"

The Parishad has included the following competencies which is not found in MHRD's document.
5.5.6   "finds whether two figures are congruent or not, by placing one over the other"

In fact, the practical activities that are required to be performed in relation to the two competencies in the MHRD's MLLs stated above make the learning possible at class five. The Parishad should have included them as these are related to the every day lives of the learners.

3.1.3   Review of Competencies : Environmental Studies

The pattern and format of stating the competencies in Environmental Studies (EVS) in 'Dakshta Vidhan' varies from that of MHRD's document. The 'Dakshta Vidhan has identified 12 major competencies. Most of these have been stated in terms of students behaviour.

These are given below as of:

1.   Observing, recognising and gathering information
2.   Recording observations and information
3.   Differentiating, comparing, classifying and finding similarities.
4.   Measuring
5.   Finding patterns, relationships and connections
6.   Recognising problems, finding alternatives and taking decisions.
7.   Finding cause and effect, and solutions.
8.   Feeling the change, continuity
9.   Drawing sketches and maps, reading maps and understanding signs.
10.   Experimenting, forming hypothesis and verifying these, understanding actions and reactions
11.   Doing productive work, based on the environment and making things.
12.   Presenting and expressing oneself.

Each of these competencies have been further spelt out in sub-competencies for each class. While doing so specific examples of content have been mentioned along with processes. For example, for class I the major competency No. 1 i.e. observing, recognising and gathering information has been spelt out into the following two sub-competencies.

1. The student observes pictures of the local environment and recognises objects, activities, colours and shapes indicated in these.
2. Recognises insects found in the house and neighbouring environment.

The same major competency has been spelt out into the two following sub-competencies for class II.

1. The student recognises general objects from the local environment by touch, smell and sound.
2. Observes the shelters of different animals.

Similarly the major competency No. 1 has been spelt out into a number of sub-competencies for classes III and IV (class V competencies have not been stated). It can be noted that there is some kind of heirarchy in the sub-competencies in terms of their difficulty level and complexities from class I to IV.

Similar treatment has been done in respect of all the twelve major competencies. The competencies and sub-competencies of MHRD's document have been stated in a different manner. In this document the following 10 areas have been identified. However, in the preceding note in the document these have been termed as major competencies. The major competencies are as follows :

1. Acquires awareness about one's well-being in the context of the social and natural environment
2. Explores important aspects of one's socio-civic environment and comprehends their working.
3. Knows about various people at work and appreciates the importance about the world of work.
4. Understands and interprets the spatial and interactive relationship between man and his environment.
5. Begins to see the relationship between a mans past and present and to hold the past in its proper perspective.
6. Senses common but simple and easily observable socio-economic situations and problems, analyses them and seeks possible solutions at his level of experience.
7. Understands the factors contributing to the preservation of good health.
8. Develops skills in gathering and classifying information about living things from one's environment and drawing simple inferences.
9. Observes and examines some common characteristics of non living things.
10. Observes simple phenonmenor on the earth and sky and draws inferences.

Each of the above major competency include two components i.e. process and content. For example competency No. 1 states, "The pupil acquires awareness about ome's well being in the context of social and natural environment". Here acquisition of awareness is a process whereas one's well being is the component of content. The main difference in the presentation of the two documents is that the main competencies have been stated in Dakshta Vidhan only in terms of process or learners behaviour. Further, in MHRD's document the sub-competencies have been stated under a main topic theme which also reflects a kind of thematic heirachy from class I to V. For instance the major competency No. 1, includes our food and shelter for class I, our food and shelter' for class II, and rules for safety and orderly behaviiour for class III, precautions against common accidents for class IV and care against persons of bad habits and character to class V. Under each of these themes a number of sub-competencies have been stated. Whereas in Dakshta Vidhan sub-competencies have not been stated under any theme/topic.

The approach of stating major competencies and sub-competencies adopted in the document Dakshta Vidhan' seems to be simple, clear and easily understandable as compared to one adopted in MHRD's document. In the former document major competencies have been stated without mentioning the content. The approach emphasises development of processes (mental behaviour component) which is the main objective at primary level. The content component has been taken care of only in the sub-competencies. For instance major competency No.5 states finding out patterns, relationship and inter- relationship. The process (mental behaviour) has been clearly stated here. The content has been specified in the sub-competency giving example of a pattern in a picture and finding out the next change on the basis of this pattern.

In MHRD's document process component in a major competency is specific to a particular content. For instance major competency No. 10 states 'The pupil observes simple phenomenon on the earth and the sky and draws inferences' the process of observation is specific to earth and sky only. The approach adopted in MHRD's document limits the scope of the process of observation. It may lead to confusion. Moreover some of the processes in MHRD's document like the pupil begins to see relationship or the pupil senses common observable socio economic situation appear vague. In Sandhan's document also competency No. 8 viz' 'Feeling the change and continuity' is rather vague.

Due to the basic difference in stating the competencies it is difficult to compare classwise competencies; if examined minutely most of the competencies/sub-competencies are common in both the documents. However competencies like recording observations and information, measuring, finding out patterns, drawing sketches and maps, forming hypothesis and verifying these, doing productive work and making things and expressing oneself included in Sandhan's document appear to be missing in MHRD document. These competencies are important and essential for a child's development. These additions in Sandhan's document seem to be justified.

To conclude it can be stated that the format of presentation of competencies in Sandhans document of 'Dakshta Vidhan' appears to be more systematic and precise as compared to MHRD's document. Addition of some competencies in the former document also appears to be justified as development of these particular competencies are essential for the growth of the child.

It is further pointed out that Sandhan has restricted itself to stating competencies in languages, Mathematics, and Environmental Sciences only. No efforts have been made to state these in the area of creative expression or physical and health education etc. It is true that even the MHRD's document has not stated these. However, there was an opportunity to make such an attempt in an innovative project like 'Lok Jumbish'.

3.1.4 Methods of Teaching

As already stated the training package used during training programmes contains suggestions on the methodology of teaching different subjects. One of the important document of the training package is 'Meri Pothi'. This document introduces the NFE programme of Lok Jumbish to the anudeshaks in a simple manner. It explains the following topics:
1. What is Non Formal Education
2. Functions of an Anudeshak
3. Concept of Lok Jumbish Programme
4. Educational programme with NFE Children

Under the above themes the document provides necessary information on several aspects to the anudeshak. It contains discussions on a wide variety of issues ranging from the concepts of Lok Jumbish, and its NFE programme, to the learners requirements and activities to be conducted by the anudeshak etc. The format of the document is interesting. It does not include long descriptions or narrations. Instead under each caption a number of points have been enlisted. For example under the topic, 'What is Non Formal Education' some captions like 'we know," 'we want to know', 'let us know' and 'we understand' have been given. Under each of these captions some explanatory points have been enumerated. This approach is likely to arouse interest among trainees and help them understand the significant ideas.

The document however, cannot be considered to be exhaustive. Some important aspects like gradation of students according to their achievement level, management of multigrade classes and pupil achievement have not been covered.

The training package also includes subject wise write-ups discussing various issues related to the nature of the subject and its teaching. Some of the topics discussed under different subjects are as follows.

Mathematics

1. Mathematics in daily life - Objectives of teaching mathematics at the primary school stage.
2. How to make mathematics teaching useful
3. Teaching methods of specific topics like counting upto 20, recognition of numerals from 1-9, writing of numerals from 1 - 9, concept of O, knowledge of 0.

Hindi

1. Teaching of language in NFE
2. What is language teaching
3. Teaching of Hindi in classes I & II
4. Teaching of language according to the lessons of textbooks

Environmental Studies (EVS)

1. Objectives of teaching EVS at primary school stage
2. Some understanding about EVS
3. Competencies in EVS
4. How will children learn
5. Environmental studies in NFE
6. MLLs in environmental studies
7. Guidance for MLL based teaching in EVS

All the articles are expected to be helpful to the anudeshaks and would facilitate teaching in the areas of Mathematics, Hindi and Environmental Studies. These discuss MLL based teaching·methodology and suggest interesting activities like games, stories, puzzles etc.

The language of the write ups is simple and is expected to be understood by the anudeshaks, the activities suggested are based on the village environment and appear to be based on the experience of the learners.

However, articles on pupil evaluation are missing. Inclusion of these is very essential in NFE where differential pace of learning may exist amongst learners. How to tackle this situation through a procedure of testing, remedial teaching and retesting and further teaching. Explanation of such procedures is very essential. It would have been desirable if write ups included proper illustrations also.

Chapter 4

REVIEW OF TEXTUAL MATERIAL

REVIEW OF TEXTUAL MATERIAL

Text books and other instructional materials continue to occupy an extremely important place in the teaching - learning process in schools. Good quality textbooks are vital for the achievement of minmum levels of learning.

Lok Jumbish, though initially introduced NCERT textbooks in its NFE centres, realised the need for developing a fresh set of textbooks that would enable the students to attain certain competencies.

The new set of textbooks prepared by Sandhan are competency based. Presently, textbooks have been developed for classes I to IV. These textbooks not only indicate content (syllabus) but also include guidance for teaching and evaluation.

Under the Lok Jumbish Project, to ensure equivalence amongst learners in the two systems, the same set of textbooks are being used in the NFE programme and the formal school programme.

A review of the textooks of classes I to IV was undertaken. The review also included the teachers' handbook, 'Aise Sikhayen Bhasha'. For the review of the textual materials, a panel of experts in the field of language (Hindi), Mathematics and Environmental Sciences were identified, and an evaluative framework was evolved.

The main focus of the review was to examine the degree of adherence to the MLL norms and to study as to how well the MLLs have been covered in the textbooks. The review also examined the continuity and difficulty level of the contents, its presentation, etc. Further the physical aspects of the textbooks vis-a-vis its format, size, quality of printing and illustration, etc. were also reviewed. The following sections of this chapter outline the subjectwise findings of the review exercise.

4.1   HINDI TEXTBOOKS : A REVIEW

Lok Jumbish, with a view to implementing the MLL programme has brought out a series of textbooks for the teaching of Hindi at the primary stage. The series called 'Apni Bhasha' has been' presently designed for classes I to IV. The Hindi textbook for class V viz. Apni Bhasha Part - V, has yet to be published.

A detailed analytical review of each of these books is given in the subsequent sections. However, prior to the detailed review of the books, some common features emerging from the review of the four textbooks have been outlined.

The Lok Jumbish project is directed towards the effective implementation of the MLL programme. The package of the four Hindi text books along with the Handbook for teachers of class I has been so designed, developed and organised as to meet the requirements of the competencies listed under MHRD's MLLs and subsequently revised by the Lok Jumbish Parishad.

The nature of the content included in the text book (ideational as well as linguistic), presentation of the content, the exercises and the activities and the illustrations all aim towards the attainment of this objective.

The textual material has been organised in such a way so as to help the development of the competencies of listening, speaking, reading, writing, along with those pertaining to functional grammar, language usage and comprehension. Different literary forms such as poems, stories, dialogues, plays, letters, travelogues appropriate to the age level of learners have been included in these books. Care has been taken to ensure that the themes included in the books by and large conform to the reading interests of primary stage children. The books include stories about birds and animals, lessons on nature and natural environment (cloud, rain, sun, moon, etc.), fairs and festivals, friendship, recreations and folk tales. However, themes like adventure, fairy tales, childhood anecdotes of great persons and national integration, concern for poverty, illiteracy, ignorance, population problems, international understanding, scientific inventions and discoveries do not find a place in any of these books.

Each lesson in each of these books is designed towards the attainment of competencies specified for a particular lesson. These competencies have been indicated at the beginning of each lesson in books I, II and IV but not in book III. Each lesson has been further provided with suggestions to the teachers to facilitate transaction of the textual material in a classroom situation. Such suggestions have however not been provided in for book IV.

Most of these lessons have been built around the daily life situations of the learners.

The exercises given at the end of each lesson are mostly related to the specified competencies. In developing the exercises a variety of strategies has been adopted e.g. questions, play way activities, group discussion, language games, visuals etc. so that the children are able to enjoy doing these exercises. However, the instruction for the exercises lack uniformity in the use of action words. In the same lesson for some exercises the verb form लिखें or बताएं has been used and for some other लिखिए and बताइए have been used. Detailed discussions regarding such anomalies have been taken up in the review of each book.

Further in book III, questions in the exercises are printed in red. If the same pattern was adopted for the other books it would have been appropriate.

Illustrations form a very important part of language books at the primary stage. Each of these books adequately fulfil this requirement. The amount of space allotted to illustrations are in conformity with the class level and they have been placed as near to the related context as possible. But one glaring drawback is their colour. Except for those in Book III, illustrations in the other books are all in black and white. Children of this age are naturally attracted towards bright colours. Use of black and white colours (even for themes like flowers, fruits, plants and festivals) do not fulfil this need of the children.

Each of these books carries a preface-cum-foreward under the heading अपनी भाषा - अपनी बात wherein the coordinator of 'Sandhan' has explained the purpose of the book, the nature of the learner, the name of the agency responsible for the preparation of the book and objectives of the book as also acknowledgements to individuals who have helped in preparing the textbooks. It also discusses the factors deciding the approach, form, content - its nature and organisation, the instructional objectives to be achieved through the content and suggestions to the teachers regarding the use of the books, its textual material as well as its exercises.

Each book gives a list of the contents. In this regard there is lack of uniformity. The list of contents has been given different headings in different books. In book I it is विषय-सूची, in books II and III it is अनुक्रम whereas in books IV it is पाठों की सूची. It would have been better if some uniformity was maintained in this regard unless there are some reasons - pedagogical or otherwise - for using these different nomenclatures.

Coming to the physical aspects of these books, the lay out and design is quite appropriate and attractive. The size of the books and the type size are suitable for the intended users. The cover pages are attractive as well as informative. One of the lessons from each book forms the basis of the cover page. The paper used is white and thick and the printing is not reflected on the other side of the sheet. The printing is legible. However, there are certain printing mistakes which have been pointed out separately with the review of each book.

The durability of a text book should be relatively more for the primary stage. Stiching should have been used instead of stapling. The binding of the books should have been tough, keeping in view the rough handling by the learners.

The entire approach towards the teaching learning process as imbibed in this series is commendable. Much insightful thinking and cooperative efforts mark the endeavour. If the same seriousness of purpose and the transactional approach is adopted in the class room situation, then the energy, labour and time spent on the attempt will prove worthwhile.

Apni Bhasha Part - I

Apni Bhasha Part - I is meant for class I and is based on the MLL approach. The book

begins with 15 pictures. These pictures are meant for building up reading and writing readiness among the learners. For this, sufficient variety of themes have been provided which take care of children's interests of this class as well as of the values to be inculcated among them. By and large the characters and situations presented therein are such that the child can easily identify these for himself. Picture 1 (Hamara Gaon) and picture 10 (Gaye Bajaye) deals with rural life and its cultural aspects. Pictures 4 and 7 are concerned with healthy living. Pictures 5,8, and 15 are popular stories dealing with presence of mind, quick and clear decision and advantages of cooperation and united action. Pictures on pgs. 9 and 13 provide opportunity for writing readiness. Apart from the inherent drawback due to black and white illustrations, the content of these pictures concerning the zoo (pg. 2), girl studying on a study table (pg.2) and the boy taking a bath in a bath room (pg.3), the vegetable seller's table/counter, woman wearing a raincoat, man wearing overcoat, suit and necktie (pg.11) are all out of context in the rural setup.

The heading of pictures on pg. 3 implies collective activities whereas the activities depicted in the illustration are all individualistic. However, inspite of these drawbacks, these pictures help considerably in preparing the background for generating readiness in the children for the acquisition of linguistic skills.

These pictures are succeeded by detailed instructions for guiding the teacher on how to conduct the teaching learning process in an actual classroom situation. The title of these instructions is how should we develop language competencies through this lesson? However, instructions given under points 1,2,3 and 19 (second half) and 20 are of a general nature applicable to all lessons. These should have formed a separate part.

One must, however, appreciate the way instructions regarding the transactional activities have been developed for lesson one. If these instructions are carried out carefully, learning will become much easier and interesting.

Being book 1 of the series, meant for the beginners, the main thrust is on the linguistic content viz. identification of letters and their sounds through words used in a sentence. However, at the same time the lessons have taken care of the themes around the child's experiences and interests. Lesson nos. 1 to 4 revolve around cloud, lessons 5, 6, 7 and 14 are based on games the young children play, lessons 10 - 13 and 18 - 19 have fairs and festivals as their themes and so on.

The whole book is free from gender bias. However, lesson no. 14 by implication suggests a false sense of male superiority when the boy Ali on hearing that a girl's (Uma's) kite is flying higher than his, feels challenged. In another illustration on the same page the boy is shown wearing a typical cap worn by muslims. Stereotyping of this kind should be avoided.

In the beginning of each lesson, the competencies to be developed through that lesson have been given in a box, which is a helpful way to focus the attention of the teacher.

Indicating the teaching point (शिक्षण बिन्दु) also. along with the competencies would have helped the teacher further.

Each lesson is an attempt to teach reading and writing in the linguistic context with oral expression as the starting point. Some utterance during oral expression is translated into written form and from this written form of the sentence, the teacher is expected to move on to a written word and ultimately to the written letter and its sound. With a view to encouraging oral expression, each lesson is preceded by a rhyme/poem containing those sounds, letters, and words which are to be the learning points of the particular lesson. Such a motivational exercise and a picture depicting the poem visually makes learning an enjoyable experience. The rhyme is further used as a basis for the development of the desired competencies. Identification of a particular letter and sound is followed through audio and visual activities by repeating the key sentence.

After the preparatory exercise, the text of a lesson is taken up. Each sentence of the lesson is presented by the teacher on the blackboard followed by speaking it and asking children to repeat it first in a group and later individually.

After coverage of the text, exercises of a particular lesson are taken up. These exercises have been presented in a variety of interesting and appealing ways. They are not only relevant to the objective of the lesson but are incremental as well.

The amount of space provided to the illustration is proportionate to the class level and relevant to the context. They are helpful in motivating and stimulating interest among the learners.

However, a detailed analysis of the linguistic content, the exercises and the illustrations reveal some significant drawbacks. In this regard the following points need consideration.

1.   All the illustrations in the book are in black and white. As such at times they fail to leave the intended impact of the visual. The visuals of लड्डू (lesson 1, pg. 2), मोर (lesson 8), तितली और फुलवारी (pg.79) are some such examples. Black and white illustrations may be cost effective but children of class I do deserve colourful pictures.

2.   In view of the above observation, it is suggested that the word and the picture of लड्डू in lesson 1 need replacement by some such object as can make sense even in black and white. A boy can be such an object. Visuals of जाल and जाला (lesson 1 pg.4) should be interchanged to match with their respective words. So should be those on duck and goat (lesson 2, pg.7)

3.   In the book, the name of the object is placed before the object itself. It will be meaningful and in conformity with the maxim of proceeding 'from known to the unknown', if the visual of the object preceeds its name.

4. The target letters in the book upto pg. 19 have a bold type face. The same pattern should be adopted from pg.19 onwards.

5. In the story on pg.59 the word Tiger and the visual don't match. The visual is of a Lion and not that of a Tiger.

6. Instructions given with the exercises lack uniformity and clarity in quite a number of cases. At some places it is पढिए, चढिए, मिलाइए and at other places it is पढ़ें, चढ़ें, मिलाएं.

   In lesson 3 exercise 6 the student is expected to read the words given in exercise 5 and to look for them in exercise 4. It may be difficult for the child to grasp such complicated instructions.

   Similarly in lesson 2 exercise 4 (pg.10) it is said शब्द के गोला लगाइए. Exercise 2 on p 38 says शब्द में गोला लगाइए, whereas the correct form the should be शब्द पर गोला लगाइए as in ex 1 (pg.28) and exercise 1 (pg.43)

7. Similar lack of uniformity is noticeable in the spellings of the word समोसा (on pg.43) and समौसा on pg.86. So is the case with भगौना on pg.70 (ex 5) and भगोना on pg.94.

8. Similar is the situation with conjunctive participles (पूर्वकालिक क्रिया). Such verb forms are considered a one word as in घूमकर (pg.68) and not two words as उछल कर (pg.67). Same is the case with दादाजी on pg.58.

9. In the lesson on pg.85 it would be more appropriate to put शलगम or चुकंदर instead of मटर in the sentence मूली का भाई मटर आया as मूली, शलगम, चुकंदर belong to the same category of vegetables whereas मटर belongs to another category.

10. Further, it would be advisable to change the sequential order of lesson 17 and 18, the latter taking the place of the former. In lesson 17, one of the target letters is ड and in lesson it is ढ. Changing the order of these lessons would facilitate the learning process as learning ड first would be helpful in learning ढ subsequently.

The title of lesson no. 19 as well its contextual material do not tally with the title (धनुष बाण और वेणु) as given in the list of contents. Inside the book the lesson title is धनुष बाण से लड़ाई and the contextual material refers to the battle between Ram and Ravan in Ram Leela.

Taking care of these aspects will certainly enhance the quality and value of Apni Bhasha part I.

Apni Bhasha Part - II

The book Apni Bhasha - II is the MLL based text book for class II. The book aims to help in the development of the competencies of reading and writing, functional grammar, language usage and comprehension. At the same time it attempts to help in the consolidation of the competencies of listening and speaking.

From the ideational angle of the content the book takes care of the reading interests of this age group with the inclusion of stories/poems on animals and birds (lessons 1,3,8,9,13,21); flower, plants and crops (lesson 2,7,25); wit and humour (lesson 15); music and onomatopoeic sounds (lesson 6); nature and natural environment (lesson 11); fairs and festivals (lesson 19). At the same time values like resourcefulness (lesson 10), cleanliness and healthy habits (lesson 12 & 20), unity is strength (lesson 13); sympathy and kindness towards living beings (lesson 14 & 16); friendship (lesson 9 & 17); care and concern for the elder (lesson 23); courage (lesson 13 & 24) and cooperation are duly reflected in the textual material of the book.

There are 26 lessons in the book out of which 11 are poems and the rest are stories. However, with regard to the ideational content of lesson no. 1 (गीदड़ हो गया गंजा) lesson no. 2 (बैंगन-ककड़ी) and lesson no. 5 (मोटा पहलवान पहुंचा दुकान). गंजा, सूखी ककड़ी, मोटा बैंगन and मोटा पहलवान are being ridiculed. It is noted that the kind of ridicule contained in the lessons neither goes well with the language textbook nor leads to the development of healthy attitudes.

The linguistic content of the book meets the requirement of the competencies desired at this class level.

Lesson 1 to 7 are meant to revise the following competencies of class I.

2.1.2, 3.1.1, 3.1.3, 3.1.4, 4.1.1, to 4.1.3, 5.1.2 and 6.1.1.

The revision of the above competencies has been taken up through play way activities and as such no exercises are prescribed for these lessons. Lessons 8 to 26 have exercises at the end of each lesson. Some of these exercises require individual activity, whereas other calls for group activity. These exercises contribute to the comprehensibility of the lesson and also help in developing the competencies of functional grammar and reading and writing.

At the end of each lesson, before the exercise, suggestions to the teachers regarding the use of the textual material in classroom situations have been provided in details. These suggestions tell the teachers in simple and clear language as to what is expected from the lesson and how best it can be exploited for developing the intended competencies and for inculcation of the desired values. At the same time they give ample freedom to the teacher to use his discretion and go beyond them according to his/her ingenuity and resourcefulness.

The illustrations are in black and white, but they do contribute towards a better comprehension of the text.

This book, however, also suffers from lack of uniformity in spellings, and instruction. There are certain lapses too. One comes across words in the book with different spellings (rather spelling forms) of the same word at different places, e.g. लंबा-लम्बा/ लम्बी, सुंदर-सुन्दर, बिंदी-बिन्दी, मिट्टी-मिटटी। (children of this age group should be presented with one spelling form of the word throughout the book.

Similarly, conjunctive participles पूर्वकालिक क्रिया and words like दूधवाला should form one word and shouldn't be broken into two like दूध वाला.

In lesson 14 ऋषि और शिकारी the letter ऋ has been introduced abruptly. It could have been refered to earlier in the way other letters have been dealt with. Further without coming across the letter and sound ऋ the child wouldn't be able to understand its matra as in the word कृपा (pg.45). It is, therefore, suggested that before taking up this lesson, words like ऋषि, ऋतु, ऋण having ऋ as the initial letter and sound and words like वृक्ष, कृपा, गृह depicting the matra of, ऋ are introduced on the same pattern as has been done in the case with other letters and matras of the alphabet.

By and large, the instructions pertaining to the exercises are unambiguous, but some of them lack clarity and as such may cause confusion, e.g. exercise 3 on pg.26 says पहले किस डिब्बे की बातं हुई फिर किस डिब्बे की। This conveys as if the boxes are talking. This should have been framed as पहले किस डिब्बे में लिखी बात हुई फिर किस डिब्बे में लिखी बात।

Similarly in exercise 3 on pg.20 students are required to match words given on the left side column with those in the right side column to complete the sentence as it has occurred in the text of the lesson. The last words in the left side column are तुम्हें इतना भी which can rightly be joined with ज्ञान नहीं in the other column. However, in the lesson the sentence is तुझे and not तुम्हें इतना भी ज्ञान नहीं (pg. 18) writing तुम्हें instead of तुझे in the exercise makes it difficult for the learner to locate the relevant sentence in the text.

Further, the sound produced by a hand fan is supposed to be फड-फड and not फट-फट as suggested in exercise 6 on pg.27. Similarly in sentence मंदिर में झालर बजती है sentence 2, the correct word should be झांझर and not झालर.

Exercise on pg.54 regarding finding out synonyms of the given words is quite helpful in building up children's vocabulary. But it would be rather difficult for the children of this class to match the word गुस्सा with its synonym रोष as given in the exercise.

But for some of these instances the book goes a longway in fulfiling the intended instructional objectives.

Apni Bhasha Part - III

The book Apni Bhasha - III also aims at contributing to the development of the competencies of reading, writing, functional grammar, language usage along with the consolidation of the competencies of listening and speaking. The content, literary form and linguistic structure have been developed around the interest and language comprehension of the concerned age group. An attempt has been made to develop the child's thinking, imagination and sensitivity through the textual material. For this purpose values like self dependence (lesson 2), learning through experience (lesson 3), filial love (lesson 10), quick clear decision and alertness (lesson 15), care and concern for elders (lesson 8) have been highlighted.

Further, useful information has been provided in lesson 12 (गुलाबी नगर) and lesson 20 (गणगौर). These lessons also create a sense of pride about our architecture and culture. Lesson no. 21 inspires the learner to learn the qualities of perseverance, hard work and courage from things around us. Apart from these wit and humour has been provided through lesson 5 (बीरबल की खिचडी) and lesson 22 (पढ़ें-हंसें) In the latter lesson, however, joke no. 5 does not appear to be in good taste.

The objective of the lesson घुमक्कड (रेलगाडी) is however, not very clear. The lesson in its present form glorifies uncontrolled behaviour leading to indiscipline.

Exercises and the illustration in this book differ from the other three books. The instructions of the exercises are printed in red which focuses the learners attention towards the nature of the exercise. Also the illustrations in the book throughout are colourful. The instructions are error free, clear and explicit. However, the following points call for consideration.

1. The intended competencies should be given in the beginning of each lesson as has been done in the other books of the series.
2. Some lesson for the revision of the work done in class 2 should have been included as has been done in the book of class II.
3. The word driver in lesson I expects from the learners a pre knowledge of the letter इ which he has not learnt so far. As such इ should be introduced in words like ड्राइवर, ईस, इम and through the picture in which a driver is standing near a vehicle in driver's dress.
   It would be desirable if a lesson is added to class II/III book where such conjunct letters are introduced.
4. Reported speech should be presented without inverted commas if a (dash) is given after the reporting verb, otherwise a comma should be placed after the reporting verb if inverted commas are to be used. (Please refer lesson 4 and lesson 13).

The book on the whole is a better polished attempt than the other books of the series.

Apni Bhasha Part - IV

The book Apni Bhasha - IV based on the MLL approach is an experimental edition of the textbook prepared for teaching Hindi to class IV students. The book is different from the other books of the series in the following respects.

* It aims at giving more emphasis to the competency of writing.
* It has included a greater variety of literary forms. Apart from a sufficient number of stories poems, there are letters, plays, travelogues, descriptive essays and also jokes and riddles.
* It lays more stress on participatory learning and self learning. Sufficient number of exercises have been included to take care of these aspects.

The ideational content of the book has adequate provision for the reading interest of the age group and their value orientation. Some of the values reflected in the lessons are:

- Equal participation by boys and girls in domestic chores, thus breaking the stereotyping of roles (lesson 1).
- Love for nature and gifts of nature (lesson 4)
- Care and concern for elders (lesson 8)
- Significance of trees in one's life, (lesson 12, environmental protection).
- Consideration and kindness for the elders - (lesson 15).
- Significance of freedom - (lessons 9 & 32).
- Fighting and opposing oppression (lesson 32).

The characters and situations depicted in the themes are more nearer home for the learners and as such they would find it easy to identify themselves with the same.

However, some of the lessons do not convey much either by way of value orientation or reading interests of the learners. They could have been easily excluded from the book, more so when the book has a heavy dose of lessons and physical load. Such lessons are lessons no. 3 and 5. Similarly removal of some of the jokes from lesson no. 7 and lesson no. 8 would not only avoid ridicule of the classroom situation and teacher pupil relations but also would help in reducing the weight of the book.

The language of the lessons is comprehensible with an easy flow and interesting style. The exercises at the end of each lesson contribute meaningfully towards self learning and participatory learning.

A sufficient number of exercises have been provided for this purpose under the headings like:

* पढ़िए और समझिए
* सोचिए और अपने साथियों को बताइए

* अपनी कापी में उत्तर लिखिए
* इस कहानी/कविता को अपने साथियों को सुनाइए
* चार-पांच साथी मिलकर बात कीजिए
* समूह में चर्चा कीजिए/आपस में बातचीत कीजिए
* समूह में बैठकर नए शब्द बताइए और अर्थ के अंतर को समझिए; etc.

Also; throughout the exercises attempts have been made to make the learners aware of the significance and beauty of idiomatic usage in our expression. Exercise like the following go a long away in this regard :

नीचे लिखे मुहावरों और उनके अर्थ को समझिए। पाठ में मुहावरे कहां-कहां आए हैं। देखिए। मुहावरों की जगह उनके अर्थ को रखकर पूरा वाक्य समझिए।

However, some of the questions though intended to promote divergent thinking have got stereotyped by repetition in a number of exercises. The following may be referred to in this regard.

* अगर आप पांचू कुम्हार (की जगह) होते तो क्या करते (lesson 2, ex. 6)
* यहि हम बाबा की जगह होते तो क्या करते (lesson 3, ex. 4)
* यहि आप जंगल के तोते बन जाएं तो क्या करते (lesson 9, ex. 3 (ग))
* यदि आप मोर बन जाएं तो क्या-क्या करेंगे (lesson 9, ex. 5 (ग))
* अगर आप डाक्टर की जगह होते (lesson 11, ex. 2 (क))

Illustrations though in black and white help in stimulating interest. They have been placed in proximity to the context and are aesthetically pleasing.

Children at this stage should be provided opportunity for learning the skill of dictionary consultation. It would have been appropriate to include exercises for this purpose. A glossary of the words in alphabetical order at the end of the book would have been helpful in this regard.

In this book also, inverted commas have been used after a — (dash) in the reported speech. It should be either commas before the reported speech if inverted commas are being used, otherwise a dash after reporting verb without any inverted commas.

Words like चिम्पांजी should be written with correct spelling. On pg. 115, it is spelt as चिम्पा जी as well as चिम्पांजी. Both of these are incorrect.

The book, quite a commendable effort in many respects, however, has not taken care of such themes like national integration, concern for poverty, illiteracy, ignorance and superstition, population problems, biographies, or the development of a scientific temper. Learners of this age group are definitely interested in some of these themes and are likely to develop positive attitudes towards them.

Another important aspects of language learning at this age level and in the rural environment is to gradually wean away the learners from dialectical usage in the written form. Exercises 1 (ड) in the lesson no. 10 नीना का पत्र rightly refers to this demand, when the child is asked to explain the right salutation to be used for father. But at the sametime in the body of the letter the use of the word <ksd for iz.kke nullified the purpose of the exercise.

4.1.1 Review of Teachers' Handbook

A teachers' handbook entitled ऐसे सिखाएं भाषा 1 has been brought out by Sandhan to help the teachers using Apni Bhasha - I under the Lok Jumbish project on MLL. The handbook in its present form is an experimental edition.

The handbook, starts with a discussion on कैसे सिखाएं भाषा (How to teach a language) and thereafter pointwise guidance has been provided in the form of lesson plans on how to teach the lessons of the textbook Apni Bhasha - I and how the student should attempt the exercises of सहेली-1. In addition to the suggestions on the teaching learning process with regard to a lesson, some poems and/or stories have also been included in the lesson - plan so that the teacher makes the process an enjoyable experience for the learners. In the end of the handbook, there is an appendix wherein a number of rhymes, stories, language, games, riddles have been included to provide the teacher with a readily available repository.

As mentioned earlier the handbook is a companion to the text book for class I Apni Bhasha - I, the lesson plans in the beginning relate to illustrations (चित्र-सामग्री) given in the text book with a view to build reading and writing readiness in the learner. Detailed suggestions have been given on the use of the picture both by the teacher and the learner, advising the teacher to encourage the active participation of the pupils and restricting his own role to the minimum.

After these general suggestions pertaining to all the pictures, specific suggestions for each of the pictures have been given, starting from the listing of the competencies expected to be attained through the pictures. But on comparing with the list of competencies as given in the text book, one finds that the list of the text book does not tally with that of the handbook, e.g. in the textbook the competencies listed in respect of the pictures (given therein on pg. 1 - 15) are - 1.1.1, 1.1.2, 2.1.2, 2.1.3, 2.1.5 and 5.1.2 whereas in the handbook competencies nos. 1.1.3, 2.1.1, 2.1.4 and 5.1.1 have also been added. This sort of difference is also noticed w.r.t competencies listed for each lesson, e.g. in lesson 1 .... in the textbook the competencies are 1.1.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.2 whereas in the handbook they are 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3, 3.1.1 , 3.1.2, 3.1.3, 5.1.1 and 5.1.2. These are not isolated cases. For other lessons also such differences are noticed. This may be confusing for the teacher.

Suggestions on the use of illustrations are followed by lesson plans for each of the lesson in the textbook. These lesson plans are however, not in the form of commonly prepared lesson plans. They are a sort of beacon indicating the sequence and way of teaching a particular lesson, suggestions for using the visual given in the lesson and model - reading by the teacher and reading aloud by the students. The key sentence and the word and the letters therein have further been highlighted and their use have been spelt out in detail. Apart from these, detailed guidance for the conduct of exercises has also been given and the method of evaluation, its purpose as a tool of diagnostic and remedial teaching have been highlighted.

Undoubtedly the handbook is a well-thought document which will provide the enter-prising teacher a spring board for further ideas and serve as a helpmate to an average teacher in his daily routine.

The appendices 1 to 4 have further enhanced the utility of the handbook. In appendix 1 there are 29 rhymes with natural objects, birds, animals, vegetables, etc. as their themes followed by riddles in appendix 2. In appendix 3, eleven language games have been included, eight of them are conceived with the competency of listening in one form or the other and the other three are concerned with the competency of speaking. In appendix 4, there are eleven short stories for the children which apart from providing entertainment and pleasure to the learners, will also help in developing the values of kindness, sympathy. cooperations, enterprise, presence of mind etc.

The physical aspects of the handbook, the design, layout, print type and quality of printing are upto the mark.

As has been mentioned earlier, the handbook relates to the textbook Apni Bhasha - I; as such it was expected that there would be a one to one relationship between the content of the handbook and the textbook. But there are two lessons where the contextual material does not tally with each other. In the textbook lesson no. 19 is धनुषवाण से लड़ाई depicting a scene of Ram Leela whereas in the handbook it is धनुषवाण और वेणु narrating a story about a bheel boy वेणु. Similarly in the text book lesson no. 20 is a story titled चींटी और चूहा while the handbook has a story मोर के पंख. Since the text book's edition is of May, 1994 and the handbook has been published in June, 1994, such discrepancies were not expected.

However, a conscientious teacher by making proper use of the handbook can undoubtedly make the teaching - learning task effective and enjoyable.

4.2   MATHEMATICS TEXTBOOKS : A REVIEW

Lok Jumbish Parishad has developed a series of textbooks for mathematics called *Ganit*. All the four textbooks are competency based and are designed to help the students attain the competencies designated for each level. The textbooks have been designed to serve as text-cum-work books. A review of the textbooks revealed that the

mathematical content has been presented through songs, stories, activities, etc. Such an effort is indeed praiseworthy.

Another positive aspect of the textbooks were that the learning experiences described in the text have been drawn from the environment of the learner. Further the teachers have been instructed to associate the lessons with the learners own experiences. Illustrations given in these books are simple, clear and relevant to the immediate environment of the students for whom these have been designed.

As for the physical quality of textbooks, good layout and design of all the books was noted. Also good quality of paper was used for the books. Further, the book seems to be free of printing errors. It was also seen that the size and the volume of each book was handy and in fact, a few more pages could have been added in books meant for Classes III and IV

One of the drawbacks of the text books however, seems to be that these were not prepared unit wise. It may be remembered that in the non-formal centres, there are many groups of students. All the students studying at the non-formal centres do not proceed uniformly on a book. Since the same books are being used in both the formal schools and non-formal centres there is a need to divide these four books into units. If the suggestion is accepted instead of four books, so many number of units can be used in the non-formal centres.

The provision of diagnostic tests in the books is a positive feature. The listing of competencies at the beginning of the book is extremely useful as it serves not only to constantly remind the teacher of his/her assigned targets but also assists in the development of diagnostic tests.

The books contain sufficient exercises for the students to practise with, however in terms of revision work the provision of exercise was found to be inadequate in some instances.

A detailed review of the four textbooks is outlined in the ensuing sections.

Ganit - Bhag I

The first of the series 'Ganit - Bhag 1' is designed to help learners to attain 24 competencies in all. These can be broadly grouped into the following four major abilities:

1. Understanding whole numbers and numerals.
2. Ability to add and subtract whole numbers.

3. Ability to use and solve simple problems of daily life relating to units of money, length, weight, capacity and time.
4. Understanding of geometrical shapes and spatial relationships.

As far as the selection and presentation of the content of the book is concerned, it is a laudable effort. To begin with, learning pertaining to many competencies which form the 'readiness package' have been provided in the first nine pages. All these competencies are in fact, related to 'Pre-number concepts' which are crucial for the learning of numbers at a later stage. The list of all the 24 competencies have been provided in the book itself (page ii, iii and iv). These serve to continuously remind the teacher about his/her assigned targets.

Further, these help the teacher in designing diagnostic tests. The book also provides sufficient guidance for teachers. Using these directions, the teacher can plan their teaching - learning strategies while incorporating a wide range of learning experiences. The book contains interesting songs, stories, indoor and outdoor activities.

Songs given on pages 10 and 12 are good enough to ensure mastery over naming numbers from one to twenty in ascending order. Adequate provision for activities that can be performed by teachers is also made. For instance, the activities stated on pages 43, 51, 96 help in learning addition, subtraction and shapes. Interesting four line songs, pertaining to each number and relating to numbers between 1 to 9 have been provided on pages 15 to 23. Besides these, several songs provided on pages 54, 76, 88, for mastering the learning of addition - subtraction, identification of numbers, arrangement of numbers have further enhanced the quality of the book.

The textbook contains six diagnostic tests. These tests, enable the teacher to determine the weaknesses of the learners and provide remedial teaching. These can also serve as guides for additional designing of diagnostic tests. The textbook contains adequate exercises for helping learners in practicing various aspects of learning. For instance, five full pages containing 120 exercises on addition of two one-digit numbers have been provided.

The concepts dealt with in this textbook can easily be learnt by learners during the prescribed time.

Ganit - Bhag 2

'Ganit - Bhag 2' aims at developing 26 competencies in the learners. Similar to the 'Ganit Bhag I' this textbook also contains the list of the 26 competencies. The initial few exercises in the textbook have been designed to provide an opportunity to learners to review what they had learnt in Class 1. This is a useful element of the textbooks. However, the number of exercises are not adequate. Instead of four pages of 'Revision

Work', at least six pages could have been devoted. The 26 competencies, broadly, are grouped under the following seven major concepts:

1. Place value
2. Ordinal numbers
3. Comparison and arrangement of numbers
4. Addition of numbers
5. Subtraction of numbers
6. Shapes of solids
7. Various kinds of measures and their measuring.

The style of presentation is more or less similar to the numerous textbooks used in formal schools across many states. The textbook is predominantly written in a descriptive style without much relation to the rural background and non-formal setting. Though the language used in word problems as stated on pages 49, 50 to 52, 55 to 57, 79 to 80 and 81 to 84 is simple, it may not be easily comprehended by the learners. The teacher's intervention is also found far less than what was found in Ganit Bhag 1. Comparatively the textbook contains less activities/songs and stories. Only two activities stated on pages 9 and 19 pertaining to the concept of 'place value', and two short songs on pages 98 and 99 pertaining to solid shapes have been given. This sudden change from Class one to Class two in the nature of the selection and presentation of content is not desirable.

In Class two sufficient guidance for teachers is still required. This is not a stage at which the textbook can be used as a self-learning material with a minimum teacher's intervention. Therefore, more guidance to teachers and more activities for the students are required to be included in this book. The book however does have adequate number of practice exercises and also includes eight diagnostic tests.

Ganit - Bhag 3

'Ganit - Bhag 3' is again a text-cum-work book. Through this book, 50 competencies are intended to be developed among the learners. It runs into 174 pages. The book does not contain answers to the exercises. Provision of answers does help the learners to verify the solutions/answers on their own and thus encourages them to practice more mathematics. Secondly, the book should not be kept in school. An attempt should be made to allow the learners to carry the book home. This practice may encourage the learners to study the book on their own to some extent and try to learn concepts without the teacher's intervention. It also attaches a sense of ownership.

The concepts have been presented in an effective manner and in sufficient detail. The number of practice exercises are also adequate. Inclusion of some play-way activities in this book has enhanced the quality of this book. Activities stated on pages 21 and 22 do help create interest among learners in identifying three digit numbers. The

concept of 'even and odd numbers' (pg. 47 to 50) has been illustrated, using the method of pairing the objects. But at this point, some additional learning could have been easily provided. For example.

Even number + 1   =   odd number
Even number - 1   =   odd number
Odd number + 1   =   even number
Odd number - 1   =   even number

While teaching the concept of 'ordinal numbers' from first to hundred, the additional information given that 'seventeenth' can be written as '17th', 'twenty second' can be written as '22nd', etc. is a significant factor and has been imparted at the appropriate place.

The operations of addition, subtraction and multiplication in three digit numbers have been explained in adequate detail. For each process, various steps involved are shown distinctly and the order in which various steps are carried out is also mentioned clearly (pg. 55, 56, 58, 60, 64, 67, 69, 88, 89) These detailed processes help teachers to teach these operations more confidently.

Though the concept of division, as equal distribution and as 'making lots of' (pg.95 to 100) has been presented well, it should be noted that making use of the symbol of division perhaps is not appropriate (it has not been stated in the list of MLLs too). Only the notation '24/6 = 4^D' could have been used at this stage which is the beginning as far as this fourth operation is concerned.

The content material pertaining to major area No.3 i.e. measures of length, weight, capacity, time, area is well selected. Its presentation is also effective. Many experimental activities have been suggested (pg. 121, 123, 146 ....).

Material in relation to 'Revision work (Pg. 1 to 5)', fractions (pg. 161 and 162); calendar (page 159)' is found inadequate. Few more pages can safely be added to this book without making it voluminous.

This book contains 13 achievement tests. In the earlier two books meant for classes 1 and 2, diagnostic tests were given instead. It is considered desirable that here too diagnostic tests are provided. In fact, achievement tests are required for a more summative kind of evaluation. But at this stage, formative kind of evaluation is appreciated as it helps in identifying weaknesses in the learning of learners and provide areas where remedial teaching is required.

Ganit - Bhag 4

'Ganit - Bhag 4' runs into 192 pages covering 69 competencies in all. This is also a text-cum-work book. This book starts with exercises meant for 'Revision work' of Class 3. It consists of 49 questions in all which appear to be sufficient. This book again does not provide answers to exercises which is important as students can take their books home and practise on their own.

Almost all the concepts have been presented in detail. The presentation is also followed by an adequate number of examples. In the chapter on 'Unitary method' only two kinds of problems are given namely i) determining the cost of n objects when the cost of 1 object is known, (ii) determining the cost of objects i when the cost of n objects is known. The third kind of problem, namely 'determining the cost of n objects when the cost of m objects is known' have not been dealt with. It is necessary to include this third kind of problem too (Pg. 69 to 73). Inclusion of many practical activities in the unit on 'measures' certainly would help to grasp learning of various kinds of measures. However, the parishad has indicated that it has been dealt with in the text for Class V.

This book consists of 13 diagnostic tests. These help teachers to know the extent to which the learners have learnt the concepts, processes, etc.

In the unit on 'decimals', the notations used for tenths, hundredths, thousands are not correct. Instead of writing 3 tenths as 3, it should be written as 0.3, similarly, .03 be written as 0.03. While expressing only the decimal part in the decimal, it is significant to indicate the absence of whole number part. The decimal point (.) in fact separates the whole number part from the decimal number part (pg. 160,161).

The unit on 'Measuring and drawing angles using a protractor' (pg. 174 to 178) is found inadequate in details. On page 175, illustration is given to measure an angle in the anti-clock wise direction. There is also a need to help the learners to measure angles in clockwise direction also.

Similarly, only one illustration is provided of drawing an angle in anti-clock wise direction from the end of a horizontal ray. Practice is needed to measure and draw angles in a variety of positions as shown on page 176 and 178.

The whole course can easily be studied and learnt with reasonable mastery during the prescribed time.

4.3   ENVIRONMENTAL STUDIES : A REVIEW

In the preface of the textbook for Environmental Studies brought out by 'Sandhan' it has been stated that children are inquisitive and researchers by birth. They observe

objects and happenings around them very minutely. They examine the qualities of objects, try and compare them as they want to see the similarities and difference, often they arrange them in groups and break groups and then rearrange into groups. They do several such activities and as they grow their experiences also grow. In the process they learn a lot about their environment and develop a concern for changing and improving it. The teaching of environmental studies provides the opportunity to develop skills related to increasing child's inquisitiveness and instinct for research through the experience available in their environment, thus enabling them to understand their environment as well.

Keeping in view the broad objectives to be achieved through environmental studies, Lok Jumbish has identified a list of major competencies attainable by the students at the primary school stage. These major competencies were broken up into classwise sub-competencies a list of which was included in the publication 'Dakshta Vidhan'.

It may be pointed out that EVS was considered as one subject from class I to V and was not bifurcated into science or social studies as was later to done by NCERT and many of the states. The environment was taken up in its totality and was not broken up into different components as it was felt that the child reacts at this stage to the environment as a whole and not with its different components. However, within the Lok Jumbish programme EVS was kept as a separate subject and was not integrated with hindi or mathematics etc.

Having developed the objectives and MLLs in EVS the task of preparing the textbooks was taken up by Lok Jumbish. Lok Jumbish has not prepared any textbooks for classes I and II. Books for classes III and IV have been currently prepared. All the instructions for levels I and III were to be imparted through activities, games, stories, charts, pictures, etc. For this purpose guidelines have been provided to the 'anudeshaks' during their training programmes. The guidelines contain suggestions for almost all the competencies. Currently, guidelines for class I have been made available. The guidelines contain suggested activities, poems, stories, games, etc. These appear to be quite interesting and appropriate to help children to attain the desired competencies. Teachers are likely to find these guidelines useful in the teaching process.

The textbooks for classes III and IV are in fact textbook-cum-workbooks. Almost every lesson is followed by a large number of exercises which involve the writing of answers, drawing figures, sketches, shapes, etc. in the blank spaces provided in the textbooks. The exercises also include instructions for doing activities, undertaking group work, organizing visits, etc.

Each textbook has a kind of preface under the caption of 'Jin khoja Tin Paya'. The preface indicates the nature of the subject, it objectives, etc. It also explains the

format of textbooks and provides broad suggestions for its use. The preface also has mention of the agencies which had contributed to the preparation of the textbooks.

Textbooks have been written on the basis of competencies, though unlike the textbooks of Hindi and Mathematics the code numbers 2 of competencies intended to be attained have not been indicated on the top of the lessons. It is felt that mentioning competencies in the lesson helps teachers/anudeshaks understand clearly what competencies are to be attained. In some lessons references have made subsequently without context, which may create some confusion in the learners.

At the end of each book a list of competencies to be attained by the students/learners has been given. This is a desirable step. The teachers or Anudeshak will not have to consult the 'Dakshta Vidhan' constantly.

The size of the textbooks is handy. The getup is appropriate. The illustrations on the cover and the back pages are in two colours and attractive. The themes of these illustrations are from rural environment and are appropriate for the children for whom the books are designed. However, the illustrations of the class IV book included too many scenes. It would have been desirable if one or two activities that are to be carried out by children were shown.

Both the text books include several illustrations which is a good feature. However their quality both in terms of their drawing and themes cannot be considered as satisfactory. Detailed comments on illustrations should be given while discussing separate books. The printing of the books is clear, appropriate type size has been used in the text.

As indicated in the case of the Apni Bhasha volumes, in the class III book staple binding has been used which is not very enduring. However, the thread binding used in the class IV book seems to be quite strong. The quality of paper of both the books is good. The following section provides detailed comments on the separate books.

"Khoji Pothi Part 3"

The second edition of this book prepared for class III has been reviewed. It contains 53 lessons spread over 148 pages. Besides the preface which explains the nature of environmental studies and also the purpose of the textbook, it includes guidelines for teachers/anudeshaks for using the textbook. These guidelines have been given in the beginning of the textbook after the list of content. The guidelines point out the role of the teacher in teaching EVS. It has been rightly stated that teacher intervention should be minimal and students should be led to do activities on their own. The guidelines though brief appear to be useful.

All the lessons have been titled in an interesting manner. For instance lesson 'Kuch Bolta hai chitra' (lesson 1), 'kya hai Ek Jaisa', 'Kya Nahin hai waisa' (lesson 8), 'Kya taira kya dooba' (lesson 18), etc. are rhythmic and also point out the competency tackled in the lesson.

Lesson No. 1 is perhaps a revision lesson as the competency taken therein is indicated in class I and not in class III. Inclusion of this lesson would motivate children for further activities. The book includes a large number of lessons Nos. 12 18, 19, 22, 48 and many others which are activity based and require the students to experience it directly. However, in some of the lessons the opportunity for direct experience/observation has not been incorporated. For instance, lesson Nos. 2 and 4 are based on major competency No.1. While information in these lessons can be gathered through teachers or other sources, there are possibilities of directly experiencing the situations while handling the objects. In these lessons those objects could have been included which students could directly see, touch or taste. Similarly, lesson No. 5 'Kumhar Ka Dhanda' deals with the profession of a potter. For this purpose, students have been asked to study the picture and find out the details of their work. In lesson 8, a comparison of the qualities of a cow and a dog is being done on the basis of a picture. However, the lesson can be made more interesting through direct observation. The Lok Jumbish Parishad has indicated emphasising direct observation wherever the situation for direct observation is available. In some other lessons also, opportunities for direct observation or activity have not been utilised. These lessons include lesson No. 10, 14, 15, 20. It is suggested that such a note also be provided in the text books.

Nonetheless, some of the methods suggested in the lessons seem to be quite effective. Besides the above activities, the book includes interesting stories (lesson no. 23, 27, 28, 45), beautiful poems (lessons no. 2, 10, 24, 47) riddles (lesson 41). The riddles here appear to be difficult games and puzzles. However, as indicated by the Parishad, their experience suggests that riddles motivate students and encourage children and teacher to explore other sources of knowledge as well. The lessons on map drawing and map reading (lesson 11, 12, 21, 26, 36, 37) have been well written and are adequate in number.

Concepts explained through different lessons are related to air, water, qualities of substances, occupations of people, directions, solutions, floating and smoking, preservation of environment, history, earth and sky, growth of plants, animals, common diseases, time, weather, festivals, superstition, food, cooperation, etc. It may, however, be pointed out that as the development of competencies being the main objective of the Lok Jumbish Programme, due emphasis on development of concepts is lacking. The lessons have been organised taking competencies as the main attainable objective. However, as indicated by the Parishad, more concepts have been included in class IV and V. In class III more of local contexts have been included.

Some of the lessons appear to be confusing; examples are 'Rishte Natey', 'Kuch Prithvi Ki Bhi'.

The book has been abundantly illustrated. However, illustrations are in black and white, which do not make them attractive. At places these are clumsy, and crowded. Examples of these, can be found on page nos. 19, 68, 103, 113, 114, 119, etc.

As stated earlier code numbers of competencies have not been mentioned in the lessons. The teachers/anudeshaks will have to identify the competencies from the list of these at the end of the book. At places identification may be rather difficult (Refer lessons nos. 17, 20, 23, 30, 35, 51).

On the whole, the book is an admirable effort to write competency based textual material.

"Khoji Pothi Part 4"

This book is meant for class IV. It contains 49 lessons which have been spread over 184 pages. This book is written with the same approach as that of the class III book. All the lessons are competency based, although competency/competencies have not been mentioned in the lessons. The book includes a preface explaining the nature and objectives of environment studies and also the purpose of the textbook. It has been rightly stated in the preface that any competency of EVS can not be developed in one academic year. This is a continuous process. Nor can one lesson be written on only one competency. Competencies are interdependent and interrelated.

About the role of the textbook it has been correctly stated in the preface that the textbook has a limited role to play as an instructional aid. It provides just a few hints to teachers. In fact the natural and cultural environment itself is a 'Khoji Pothi'. This is a very illuminating guideline for teachers/anudeshaks. Besides the preface, similar to class III book, this book also includes a few guidelines for teachers. These guidelines are almost the same as were given in the class III textbook.

As already mentioned the approach adopted for writing the class III book has also been adopted in this book and a number of exercises have been provided after each lesson which not only involve students in writing answers to some questions but in preparing tables, drawing sketches, activities and experiments, playing games, solving riddles, etc. The lessons include interesting stories and poems. All these are very positive features of the book.

All the concepts explained in class III have been further expanded upon in this book. Some more concepts like sound (lesson 43), history of early man (lesson 34), history of freedom struggle (lesson 35), energy (lesson 31) day and night and globe (lesson 24) etc. have been added.

Some of the concepts, however, seem to be difficult for instance question Q no. 5 on pages 88 requires an understanding of hibernation. The phenomena of day and night has not been properly explained, nor has the reading of the globe been adequately described (pg. 99). Lesson 26 'Aasman' is quite confusing and lesson 23, 'Patang ke Sang Sang' is based on fantasy, and the illustrations on page 96 are crowded. Lesson 34 'Hazaron Sal Pehle' could have been written in a more interesting manner. Illustrations here are clumsy; students will not be able to give a reply to the questions on the basis of these illustrations. The concept of areas has been suddenly introduced (pg. 73). How can the game of flying (pg. 80) be played?

The book includes many illustrations which is a good feature. However, illustrations are not attractive. Many of these are not clear, eg. illustrations on pages 30, 31, 60, 61, 96, 98, 104, 113, 115, 125. 127, 131, 156 and 157. These are particularly unattractive.

Almost all the competencies intended to be attained by class IV students appear to have been covered in the book. As in class III, each lesson in the book is independent. The lessons have been arranged according to hierarchy of the competencies. The bulk of the book though containing lot of activities appears to be slightly cumbersome.

On the whole the present book has also been written with sincere intentions and effort. However, the main question is whether the teachers/anudeshaks will be able to translate and transact it is an classroom environment particularly among the learners of the NFE centres.

Chapter 5

AN OVERVIEW OF THE TRAINING PROGRAMME

AN OVERVIEW OF THE TRAINING PROGRAMME

Training of the key role players forms a significant part of strategy of the implementation of the NFE programme. The influence of training on the performance of the key role players in community participation mobilisation in micro planning, enrolment and retention of students, teaching - learning process, etc. underlines its importance. The training programme under NFE is targeted towards the key functionaries viz. the anudeshak/anudeshikas, and the pravartaks, and the core team members viz. members of Prerak Dal and Mahila Samooh.

The ensuing sections of this chapter examines the training programmes organised for the various target segment and highlights its coverage and the feedback on the training by the target segment.

5.1 ORIENTATION AND TRAINING OF PRAVARTAKS AND ANUDESHAKS

As indicated in chapter II, the amendment in the curriculum, development of new textbooks and the need for multigrade teaching underlines the need for continuous training of the anudeshaks. The objectives of ensuring equivalence between the formal and non formal eduction makes severe demands on the anudeshak. Unlike the formal system where the teacher is not only better qualified but has also received pre-service training, the anudeshak has lower qualification and is engaged in activities other than teaching at the NFE centre. Further, the target segment are children engaged in household and economic activities with little time to devote to studies. Hence the pressure on the anudeshaks on developing meaningful interaction/activities for the learners, to ensure comparable achievement and to enthuse the children to actively participate in classroom activities is immense.

Presence of pravartaks in the training organised for anudeshaks is perceived to be equally important as one of the main functions to be performed by them is to provide all necessary support to the anudeshak in the teaching learning process. Separate orientation programmes were also designed for the pravartaks. These programmes were organised at the cluster level by the cluster level functionaries and BSG functionaries. The focus of the orientation programme was towards sensitising the pravartak on their role in ensuring smooth and regular functioning of the NFE centres. The responsibilities included overseeing the registers and records maintained at the centres, mobilisation of the community, ensuring enrolment and retention of learners and maintaining a good rapport with the community and village level bodies. Such an orientation had been received by all the pravartaks interviewed during the course of the present study.

'Sandhan', an NGO provides technical support for all training programmes of Lok Jumbish. It is involved in training of anudeshaks and pravartaks. Prior to undertaking the training for Lok Jumbish functionaries, Sandhan has had rich experience of over 11 years in the training of Shiksha Karmis. To draw upon this experience while training anudeshaks for Lok Jumbish, a team of Master Trainers who were involved in the training of Shiksha Karmis were identified. They were further trained by Sandhan for imparting training to the anudeshaks.

The major thrust of the programme is to enhance the anudeshaks understanding of the learning process. It focuses on planning classroom activities and familiarses the anudeshak to the error committed by children and corrective measure to be taken. It also stresses upon the need of using local materials and orients the anudeshak about the use, appropriateness and positioning of local language during teaching of various subjects. The training programme is an intensive full time interaction between the anudeshak and resource persons. However, the training plans of Sandhan are flexible and during its course the daily plans are often rescheduled depending on the need and priority.

Initially for a period of one and a half years the training curriculum developed by Sandhan and the NFE department of NCERT, was used. Subsequently, Sandhan started its own programme of training for the said segment.

The ensuing section deals with the overall objectives of the training, specific aspects covered during different trainings and findings from the field on various aspects of training.

5.1.1 Objective of the training

The officials of Lok Jumbish Parishad and Sandhan after much discussion and deliberation drew up a programme for the training of 'Anudeshaks'. The main objectives defined for the training were as follows:

1. To develop an understanding of the objectives and principles of NFE among the Anudeshaks/ Anudeshikas.
2. To develop a commitment among the Anudeshaks/Anudeshikas towards the promotion of primary education in their villages.
3. To develop concern and sympathy towards the boys and girls of the deprived sections of society.
4. To develop the personality of the Anudeshak/Anudeshika
5. To enable the Anudeshaks/Anudeshikas to understand the content and methods of primary education.
6. To enable the Anudeshak/Anudeshikas to develop the ability to participate.
7. To enable the Anudeshak/Anudeshika to consider himself/herself as an important (unit) of the society.

Keeping in view the above objectives a need for continuous training was realised. For each set of the recruited Anudeshaks, a total package of 115 days training programme was organised. As the main occupation of the anudeshaks was not teaching, the package was divided into phases to ensure availability of adequate time to enable the Anudeshak/Anudeshika to consolidate their learning. The various phases of the training package is outlined in Table 5.1.

Table 5.1
PHASING OF THE TRAINING PROGRAMME FOR NFE

	Duration	Objectives
First training	15 days	Orientation of Anudeshak, developing, understanding of NFE and orientation of Class I content.
Second training	15 days	Teaching methodology of Class I & II contents & methods.
Third training	10 days	Consolidation of Class I & II training.
Fourth training	15 days	Orientation of Class III contents & methods.
Fifth training	10 days	Consolidation of Class III training.
Sixth training	15 days	Orientation of Class IV contents & methods.
Seventh training	10 days	Consolidation of Class IV training.
Eighth training	15 days	Orientation of Class V contents & methods.
Nineth training	10 days	Consolidation of Class V training.

As is evident from Table 5.1 the objectives of each training programme is different. The first training programme broadly focusses on introducing NFE to the Anudeshaks. The objectives of NFE, its scope and importance, the psychological background of the learners etc. are some of the components of this training. Subsequent programmes emphasise on the learning of content and its methodology to be followed for each class.

The salient features of the training programme are enlisted below:

a)   The training sessions do not give a purely academic orientation.

b)   The training sessions have an informal atmosphere. For instance, there are no tables/chairs in the classroom. During the training sessions all the

participants, including resource persons sit on tart patties. The field centre/venues in which the anudeshaks and resource persons stay during the training period, are cleaned and maintained by the anudeshaks and resource persons themselves.

c) The training sessions are activity based and are followed by open discussions. The activities include playing games, describing pictures, development of teaching aids, measuring, participating in games that exercises the mind, solving maths problems and puzzles, reading stories and poems, doing language exercise that give the anudeshak a chance to exercise their language and expose themselves to possible activities involving expression, grammar, quantification etc.

d) Creativity is an important component of the training programme. The orientation programme develops the anudeshaks abilities to creatively use materials for explaining different concepts. For example, for teaching counting, use of mud balls/pebbles is most common. To enhance the creative skills of the anudeshaks, during the orientation session, they are asked to undertake numerous activities viz; narrate stories, develop skills like drawing, singing, role play etc.

e) The training programme familiarises the anudeshak with the curriculum. The MLLs to be attained on completion of each chapter have also been specified in the textbooks.

f) Other inherent aspects of the training programme includes handling multigrade teaching, development of leadership qualities among the anudeshaks, ability to prepare daily activity schedules and evaluate classroom performance of the learners.

The basic objective of undertaking activity oriented training session is to enable the anudeshak to use various methods for teaching certain concepts. Further, the training programmes for anudeshak emphasise on the fact that a child sub-consciously has a lot of knowledge. For instance he can speak without any knowledge of alphabets. In line with this during the training, learning alphabets through pictures is an important component.

During training some materials related to teaching methodology are also distributed among the Anudeshaks. Write-up on how to teach mathematics, hindi and environmental studies are also circulated. These are to be used by the Anudeshaks while imparting education to the NFE learners. Further some test papers on evaluation system are also distributed.

Prior to the commencement of the training programmes a team of master trainers who would impart the training were identified. The training sessions were however not undertaken entirely by the master trainers. The field centre staff, cluster level officials and the BSG officials assisted the master trainers. As these functionaries were aware of the profile of anudeshaks their inputs to the teaching methodologies were critical. This system has an important bearing on expansion of the programme.

Before the commencement of each training session, day plans were drawn up whereby activities to be undertaken on each day of the training were detailed. Further to avoid confusions, for each day, the routine plan was identified before hand. Maintaining discipline and alertness amongst the trainees; exercises, prayers and extra-curricular activities (session) formed an integral part of the routine activities. Cleanliness and hygiene were other important areas addressed during training sessions. The idea was also to induce similar habits amongst learners to whom they would be teaching in future.

The above review brings to the fore that numerous efforts have been made to make training an effective tool of capability development of anudeshaks. The effectiveness of the training programme therefore must be reflected in the coverage and quality of training imparted to anudeshaks. The ensuing section draws upon the interaction with anudeshaks regarding these aspects.

5.1.2 Coverage of Training Programme

The initial training is compulsory for all anudeshaks and is to be received by them prior to the opening of the centres. The primary survey findings revealed that this training had been received by all the anudeshaks contacted for the purpose of the study. As for the refresher trainings, 94 percent of the anudeshaks who were eligible to receive the 1st refresher training indicated having received the same. However, the coverage of second refresher training was comparatively lower as only 72 percent of the anudeshaks indicated having received the second refresher training (refer figure 5.1). The two-day residential meetings (RPM) organised at the cluster level, were attended by nearly all the anudeshks. These meetings provided the anudeshaks an opportunity to interact and learn from their peers and thus can be regarded as an important part of the training system.

Figure 5.1
RECEIPT OF REFRESHER TRAINING

Number of Anudeshaks - 72
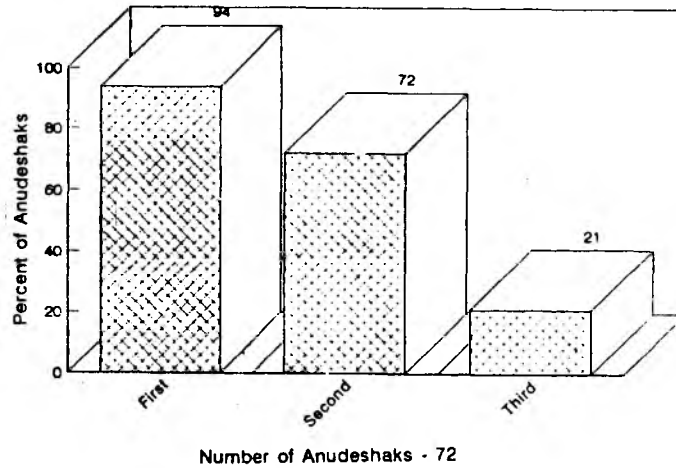
Lok Jumbish has envisaged that the first refresher training should be for 15 days duration, the second for ten days and third again for 15 days duration. With respect to receiving to the first refresher training, while most of the anudeshaks indicated having received the training, the envisaged duration of 15 days was indicated by only 23 percent anudeshaks. It can be thus assumed that not all the anudeshaks received the complete training. Unlike the initial training where attendance on all days was compulsory, attendance on all days for the refresher training was not compulsory. The second refresher training which was envisaged for 10 days was attended by nearly three fourths of the anudeshaks.

The reasons for not attending the complete duration of the training emerged during the focus group discussions with the anudeshaks. The anudeshaks indicated that attending residential trainings prevented than from attending their main occupation which led to a loss of income during 10-15 days when they were at the training programme. To overcome this problem it was suggested that they be allowed to go home during training sessions as and when required or else the trainings should be scheduled keeping in view the sowing and harvesting seasons as majority of the anudeshaks (nearly two thirds) were engaged in farming activities. The anudeshaks also indicated a need to provide them with incentives during the training to compensiate the loss incurred by them.

As regards the resource persons imparting training, the role of 'Sandhan' in imparting training was found to be widely known by the anudeshak (Refer Figure 5.2). The limited role of cluster and BSG officials is highlighted by the a low awareness of their role in imparting training.

Figure 5.2
RESOURCE PERSONS IMPARTING TRAINING
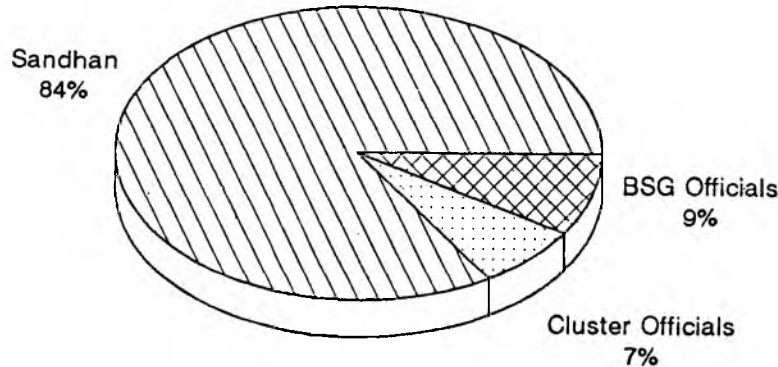
Number of Anudeshaks - 95

A high level of awareness about training aspects was also observed amongst the anudeshaks. The anudeshaks could recall the vital aspects of training. In line with the objectives of each training, the crucial aspects of training could be reiterated by most of the anudeshaks. Besides receipt of training and orientation on the books to be taught by them, use of teaching aids, teaching methodology, orientation to curriculum and environment building were some of the aspects reiterated by more than three fourths of the anudeshaks irrespective of the fact that whether they had received initial or refresher training (Table 5.2).

The training programme was widely appreciated by the anudeshaks. This was evident from the responses of the anudeshaks (Figure 5.3). An analysis of the opinion of the anudeshaks highlights the usefulness of the training to the anudeshaks. More than three fourths of the anudeshaks who had received training indicated that the training not only enabled them to interact with other anudeshaks but also increased their confidence and motivational levels.

Table 5.2
ASPECTS COVERED DURING TRAINING SESSION

Aspects Covered	Initial Training	1st Ref. Training	2nd Ref. Training
Use of Teaching Aids	56	44	49
Teaching Methods	82	83	42
Curriculum	74	80	57
Pupil Evaluation	47.8	40	23
LJ/Goals + Strategies	6	-	-
Environmental Building	26	39	-
Enrolment & retention	-	8	4
Revision of Previous Training	-	10	32
Cleanliness	4	13	26
Subject knowledge (class wise)	92	87	94
Base figures	91	26	41

Figure 5.3
OPINION ON TRAINING RECEIVED

Very Good
55%

Good
45%

Number of Anudeshaks - 95

74
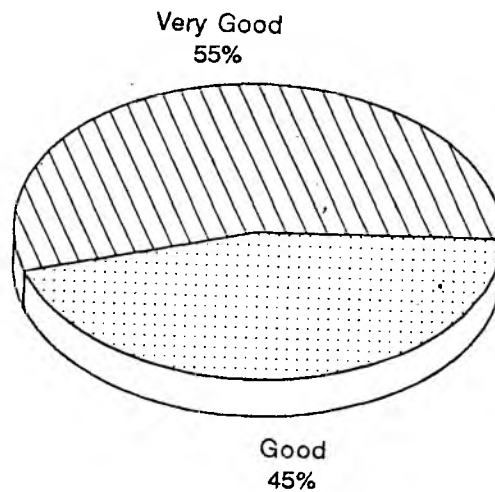
The FGDs with the anudeshaks revealed that completion of the training also had a significant impact on the social standing of the anudeshak. The contribution of training towards an efficient and effective teaching learning process can not be undermined. Nearly half the anudeshaks felt that the programme had not only enabled them to overcome their inhibitions and reservations but also had enhanced their knowledge and skill levels. Also, nearly two third of the anudeshaks cited that the programme had sensitised them about the target segments and their apprehensions and accordingly equipped them to undertake activities and learning sessions.

The above analysis reveals that significant efforts have been made to enhance the motivational levels of the anudeshak and enrich them with better teaching methodologies. The impact of these should be reflected in the teaching learning process. This aspect has been dealt in the subsequent chapter.

Besides training for anudeshaks and pravartaks, training of will age level bodies viz, Prerak Dal and Mahila Samooh forms a unique component of Lok Jumbish's strategy to implement the NFE programme.

5.2 TRAINING OF PRERAK DAL AND MAHILA SAMOOH MEMBERS

Training of the prerak dal and mahila samooh members is a unique component of the Lok Jumbish strategy. The responsibility of educational planning in their respective villages this with the prerak dal and mahila samooh members. The training of Prerak Dal/Mahila Samooh is organised after their identification, during the environment building activities undertaken by the BSG and cluster level officials. The five day residential training for Prerak Dal and Mahila Samooh members is organised and undertaken for 4-5 villages collectively by the field centre staff. Besides the field centre staff, resource persons from BSG, Panchayat Samiti, WDP, voluntary agencies and education department are also invited to impart training. The idea is to have a team of experts having specialisation in rural issues, communication skills and activity based method of imparting training. To enable the women members to interact and participate freely, the trainings for the male and female members are organised separately at the same venue. Special efforts are taken to make the women members of prerak dal aware of the various issues related to women development, health and education of the girl child. The five day training has specific aspects enlisted for each day. These are given in Table 5.3.

Table 5.3
ASPECTS COVERED IN TRAINING OF PRERAK DAL/
MAHILA SAMOOH MEMBERS

Day Schedule	Aspects
Day 1	Impact of various development programmes in the village. Situation of primary education in their village. Reasons due to which the children do not go to school. Orientation to Lok Jumbish activities.
Day 2	Concept and role of prerak dal. Environment building and community interaction. Situation of deprived sections of the community and the need for their involvement. Introduction to various agencies. School mapping and micro planning exercises. Need for education for the girl child.
Day 3	Concept and Need for Undertaking village survey. Type of surveys to be undertaken. Procedure for undertaking surveys. Development of communication Problems solving skills in case of unprecedented situation.
Day 4	Need for preparing a Nazri Naksha. Method of preparing Nazri Naksha. Various features to be identified on the map and Symbols to be used for showing various features viz river/nallah, hills, kutch road etc.
Day 5	Analysis of survey results. Explaining the method of preparing map scales. Discussion with the community on obtaining survey results. Preparation of Village Education Plans. Procedure of sanction and approval of centre. Maintenance and timely update of Village Education Register.

Keeping in view the fact that the training is to be imparted amongst the rural community use of hindi is not binding. The trainers use local language to explain any complex issue. To generate interest amongst the members, games, skits, role plays, puppet shows, traditional songs and use of audio techniques are also undertaken.

As indicated, the five day training of prerak dal and mahila samooh was held immediately after their selection. Thereafter if the field centre realises the need to

reorient these members on any specific issue viz; school mapping/micro planning or other upcoming issues in their villages, a two day orientation programme is organised.

The training for Prerak Dal / Mahila Samooh is a novel idea of Lok Jumbish. To gauge the effectiveness of the training and orientation programmes, detailed discussions were undertaken with the prerak dal and mahila samooh members.

During discussions with them on training aspects it emerged that more than three fourths of the Prerak Dal members and nearly two thirds of the Mahila Samooh members contacted had received the five day training. Orientation training had been attended by 44 percent of the Mahila Samooh members and 14 percent of the prerak dal members (Refer Table 5.4). Significant variation in proportion of prerak dal and mahila samooh members receiving orientation was due to the fact that the orientation for the two segments was organised separately as and when required.

Table 5.4
PROPORTION OF PRERAK DAL AND MAHILA SAMOOH
MEMBERS RECEIVING TRAINING

Members	% Members	
	Training	Orientation
Prerak Dal	78	14
Mahila Samooh	65	44

The efficacy of the training imparted can be gauged by the fact that the members were able to recall the issues of importance, on which they received training.

The aspects indicated by the members of Prerak Dal/Mahila as being covered during training Samooh are as follows:

1. To make them aware of the importance of education.
2. To conduct door to door survey, school mapping and micro planning exercises including the preparation of a "Nazri Naksha".
3. Generating awareness for social issues especially dowry, casteism and child marriage.
4. Ensuring enrolment and prevention of dropouts
5. Assistance in smooth functioning of the centre
6. To work selflessly without want of reward.
7. Ensuring the education of all children between the age group of 6 - 14 and especially the girl child.

All the members of the village level bodies were aware of the NFE programme and the target segment it addressed. Nearly three fourths of the prerak dal members stated that the children in the age group of 9 - 14 were to be covered by the NFE programme. Nearly half of the members highlighted the need for NFE centres for girl child and children in the age group of 5 - 8. Coverage of backward classes was also cited by 30 per cent of the prerak dal members (Refer Figure 5.4).

Figure 5.4
TARGET SEGMENT FOR NFE PROGRAMME
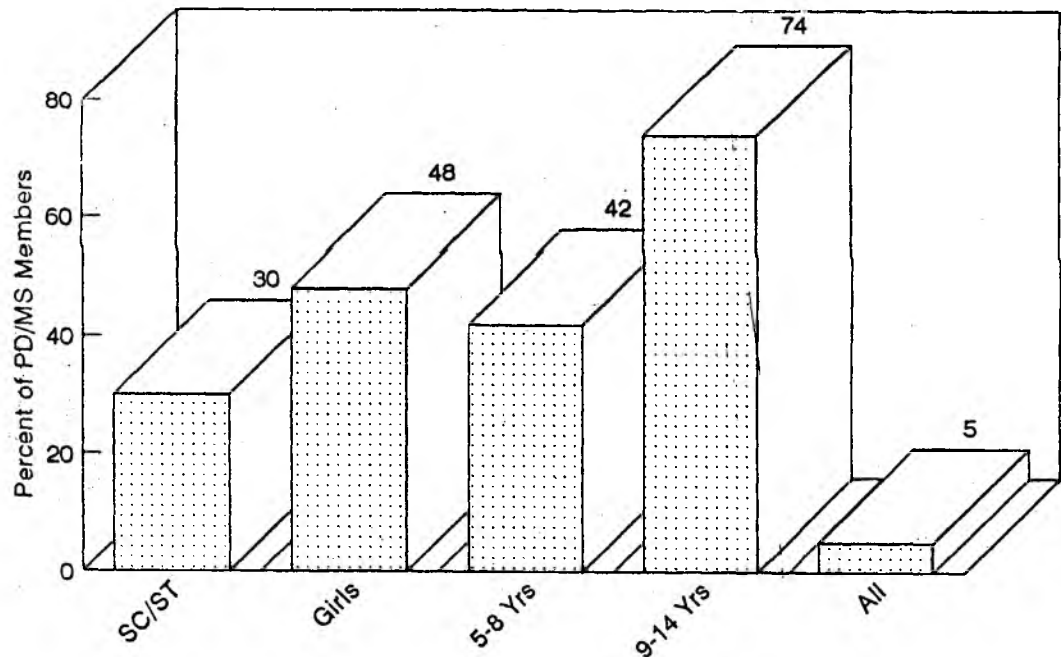
Total PD/MS Members - 50

The members were also briefed on the functions they were expected to perform during the training session. While nearly 70 percent interviewed were found to be aware of their important functions, as much as 30 percent of the members interviewed were not aware of them. This can partly be attributed to the fact that not all the members have received the training. Figure 5.5 indicates that less than half of the members were not aware of their role in enrolling the girl child. Low awareness of such an important factor is indeed surprising.

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Figure 5.5
FUNCTIONS TO BE PERFORMED BY VILLAGE LEVEL BODIES
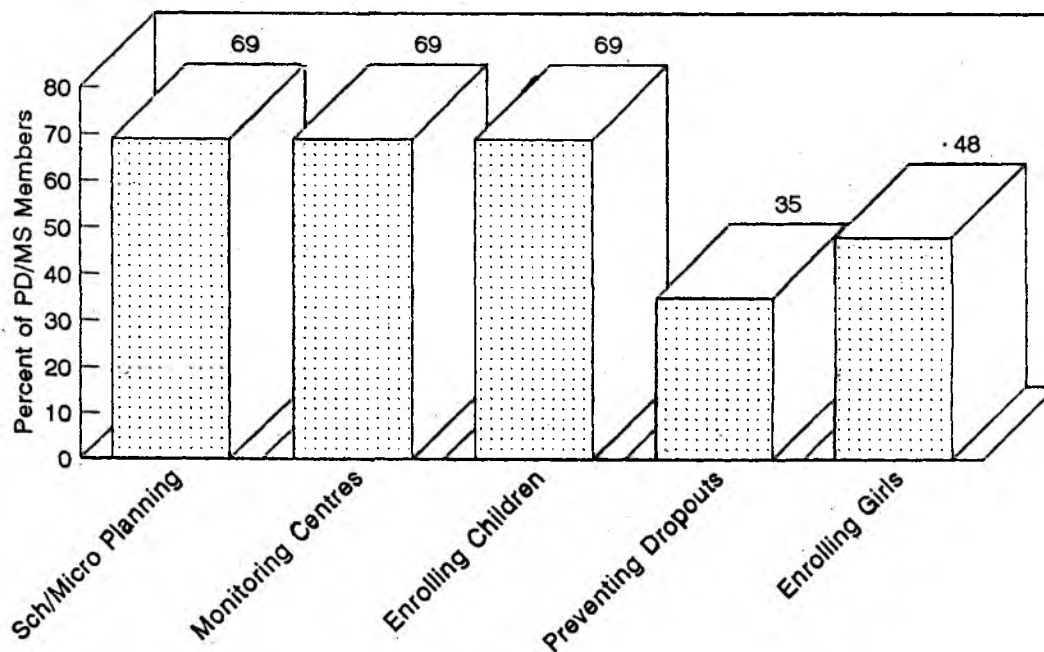
Total PD/MS Members - 50

To ensure regular functioning of the centre, the members of Prerak Dal and Mahila Samooh indicated making regular visits to the centre (78 percent). This was also highlighted during discussions with the anudeshaks. To ensure enrolment of learners, including girl child, the prerak dal / mahila samooh members stated that they had to persuade the parents of out of school children and irregular learners. (67.4 percent). Nearly all the members cited offering full support to the anudeshak for smooth and regular functioning of the centre. They also stated that they had regular interaction with the anudeshaks and made all out efforts to solve their problems. The rapport shared with the anudeshaks is highlighted by that when asked to give suggestions for improving the programme nearly two thirds of the prerak dal members interviewed commented on the low honorarium of the anudeshaks. One of the significant features that emerged during this discussions was that all the prerak dal / mahila samooh members referred to the anudeshak with a sense of confidence, belongingness and pride.

As for the school mapping and micro planning exercises, most of the prerak dal and mahila samooh members (92 percent) stated that they performed these exercises once in every six months. This was in line with the envisaged frequency of updating the

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school mapping and micro planning exercises. These reports were submitted by them to the cluster level officials (70 percent), school teachers (40 percent) or pravartaks (25 percent).

It is asserted from the above analysis that the prerak dal and mahila samooh members contacted during the study, were well aware of their roles and responsibilities. They had made all efforts to promote educational activities in their villages. Their efforts were directed to enable their village to merge as a self - sustained unit. The efforts of these village level bodies should be reflected in the efficacy of the programme - various aspects of which have been dealt in the subsequent chapters.

The above section brings to the fore the importance given by Lok Jumbish to the training of anudeshaks. Not only is it ensured that none of the centres commence their operations prior to the receipt of training by the anudeshak but imparting of refresher training is also emphasised. However, it is important to maintain this momentum which seems to be tapering off by the time of the second refresher training.

While the training of Prerak Dal and Mahila Samooh members is also considered important, it is imperative to extend its coverage.

Chapter 6

FUNCTIONAL STATUS OF
NFE CENTRES

FUNCTIONAL STATUS OF NFE CENTRES

The administrative and academic inputs in planning and design of the programme have been dealt with at length in the previous chapters. The outcome of these efforts is likely to be reflected in the functioning of the NFE centres. The present chapter focuses attention on outcomes reflected in availability of teaching learning material, teaching-learning process, etc.

The efforts made in developing innovative teaching learning techniques and materials by Lok Jumbish and the technical resource support units is likely to be influenced to a great extent by the availability of infrastructural facilities and manpower deployment. Hence, prior to studying the functional status of the centres, it was deemed essential to gain insights regarding the coverage of NFE centres, availability of infrastructure and manpower.

6.1   COVERAGE AND PROFILE OF NFE CENTRES

As indicated in Chapter II, the objective of NFE in Lok Jumbish is to make education accessible to the most remote and far flung hamlets. The programme is targeted towards educating the socio-economically weaker sections, girls and all out-of-school children in the 6-14 age group. The ensuing section highlights the extent to which the programme has met with success in terms of coverage and addressing the target segment.

The coverage of the NFE centres in remote and inaccessible regions was observed during the field visits to the sample centres. As can be expected, the centres in Jhadol, Phalodi and Garhi were located in remote hamlets, where the nearest primary school was at a distance of 5-10 kms on an average and even 15-20 kms in case of Phalodi. Field visits to these centres highlighted the difficulty in approaching these centres due to geographical conditions and in accessibility through fair weather roads. The opening of NFE centres had therefore extended the reach of education to the population residing in these far flung areas. With a view to gain insights into the target segment being attracted to the NFE centres, an analysis of the profile of learners was undertaken.

Of the total learners covered for the purpose of the study, more than four fifths were in the age group of 9-14 (Fig. 6.1). The remaining learners were in the age group of 6-8. These learners were not able to attend formal schools either due to work at home or due to the substantial distance of the school from their residence. Enrolment of children in NFE centres inspite of the above constraints, supports the main thrust of Lok Jumbish strategy. The retention of these students, which is discussed in detail

in the subsequent chapter can be attributed to the sustained promotional effort and the impact of the process of teaching.

Figure 6.1
PROFILE OF LEARNERS

BY AGE

BY SEX

6-8 Years
13%

15-20 Years
2%

9-14 Years
85%

Boys
23%
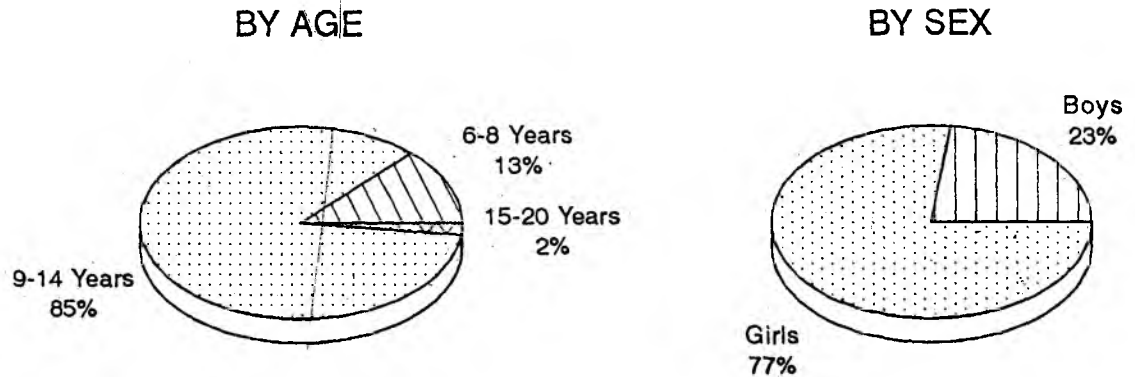
Girls
77%

Total Number of Learners - 263

The analysis of the profile of learners also revealed a high participation of girls in the NFE programme. This is supported by the fact that of the total learners contacted, three fourths were girls (Refer Figure 6.1). This highlights the fact that as envisaged and planned, the NFE programme has succeeded in attracting girls towards the non formal stream of education.

Lok Jumbish had also succeeded in bringing education closer to the working children who were engaged in various activities. The finding clearly reveals that almost all the children attending NFE centres were engaged in some form of activity apart from studying. They were either engaged in assisting in household or family based activities or in some economic activities. As indicated in Table 6.1, household, farm and livestock grazing activities are the main activities performed by the learners. A comparative analysis of the major activities of boys and girls revealed the expected trend of higher participation of girls in household work viz. cleaning, cooking, fetching water, etc. However, major activities in which boys were found to be engaged viz. cattle grazing, helping parents in field, doing outdoor work, etc., were found to be also undertaken by considerable percentage of girls.

Table 6.1
PROFILE OF LEARNERS BY ACTIVITY ENGAGED IN

Activities	Percent of Learners		
	Total	Girls	Boys
Cleaning House	71	86	22
Cooking Food	53	68	-
Cattle Grazing	61	55	79
Take Food to Field	53	55	49
Help Parents in Field	40	39	41
Doing Outdoor Work	48	47	51
Supplement Family Income	12	12	10
Fetching Water	82	87	63
Siblings Care	54	57	46
Total Number of Learners : 263			

An analysis of the profile of the parents revealed an extremely poor education status of the parents. Of the total learners interviewed, two thirds stated that their fathers were illiterate while 91 percent stated that their mothers were illiterates. The low levels of literacy were also highlighted during interviews with parents of the learners.

It is obvious from the above that Lok Jumbish has succeeded in extending its coverage to the specified target segment. The extensive involvement of this segment in various activities underlines the need for flexible centre timing according to the convenience of the learner. The primary survey findings revealed that the timing had been kept flexible. Out of the 91 centres visited; one third of the centres were functioning in the night and 12 percent in the day time. In nearly half the centres the time of functioning, changed with the change in seasons.

The timings of the night centres was mostly after 6 PM in order to ensure that all the learners were able to complete their household responsibilities prior to attending the centre. The day centres were generally found to be functioning in the morning from 9 AM. This again was found suitable to the learners as they were able to complete their household activities by 9 AM.

Table 6.2
EDUCATIONAL PROFILE OF PARENTS

Educational Status	Proportion of Parents	
	Father	Mother
Illiterate	63	91
Literate without Schooling	9	6
Primary School	14	2
Upto 8th Class	6	0
More than 8th Class	8	1
Total	100	100
Total Number of Learners : 263		

The coverage and profile of the NFE centres reflects that the problem of accessibility to education in the remote and far flung areas was being addressed by the NFE programme. Further, the identified target segment was being covered and the challenging task of attracting the girl child into the main stream of education was being given the highest priority.

To assess the extent to which the sanctioned and operationalised NFE centres were functioning, a checklist was designed. The results of the same are presented in the subsequent section.

6.2 OPERATIONAL STATUS OF NFE CENTRES

Prior to focussing attention on the various functional aspects of the NFE centre, it is imperative to gauge the extent to which the sanctioned and operationalised centres are functioning. In order to determine the functionality of the centres, a set of critical questions pertaining to the functioning of the centres was canvassed among a set of respondents. The respondents contacted for this purpose included the village community residing in the vicinity of the NFE centres, learners whose names were appearing in the enrolment register and their parents. A set of six respondents per centre were contacted.

The number and type of respondents contacted for the sample centres is indicated in Table 6.3.

Table 6.3
FUNCTIONAL STATUS OF CENTRES

	Typeof Respondents	Nos. Contacted
1.	Parents of NFE learners	88
2.	Learners enrolled at NFE centre	110
3.	Other Children	82
4.	Other community members	95
	Total	**375**

Queries regarding the awareness of the respondent about the location of NFE centres in their village, the anudeshaks teaching at the centre, regularity of student to the centre and whether the anudeshak took any pecuniary benefits from the students were addressed. An analysis of all the responses received for each of the sample centres revealed that 96% of the centres were functional.

Table 6.4
RESPONSES ON FUNCTIONAL STATUS OF CENTRES

Percentage of centres where all respondents were aware of location of centres	96
Percentage of centres where all respondents indicated having seen children come to the centre	96

With a view to reiterate the functional status of the NFE centres the visit to the sample centres was undertaken during the time of their functioning. During the time of visit, 84 percent of the centres, were found to be operational. The comparatively lower functional status of the centres can be attributed to the fact that the timing of the survey in Jhadol coincided with the popular local function called 'Gowri'. Half of the centres found to be non-functional at the time of the visit were located in Jhadol. It is noteworthy that centres which were situated in remote areas were also found to be functioning.

The above section highlights that the efforts gone into ensuring regular functioning of the centres have borne results. The system established for the monitoring and

supervision of the centres, the existence of strong horizontal inter-linkages between the prerak dal and the NFE centres, the high degree of community participation and the existence of a regular forum (RPMs) for the immediate concerns and constraints in running the centre have all combined successfully to ensure the functioning of the centres. Each of these issues have been examined in details in the subsequent sections/chapter.

Having addressed the issues of the operational status of centres, we now focus attention on the various aspects influencing the functioning of the centres.

One of the major influences on the functioning of the NFE centres is the availability of teaching/learning aids. This aspect is examined in detail in the subsequent sections.

6.3 AVAILABILITY OF INFRASTRUCTURE AND TEACHING/LEARNING MATERIAL

Infrastructure and provision of teaching-learning material at the centre are of paramount importance for the successful implementation of the NFE programme. To achieve the objectives of total quality and equivalence, as conceived by Lok Jumbish, it is imperative to ensure that the required facilities are available at the centre. The subsequent sections focus attention on the extent of availability of infrastructure, lighting facilities and teaching/learning materials at the centres.

6.3.1 Status of Infrastructure

Location

One of the popular philosophy of the recent times "use of locally available resources" has been properly understood and implemented by the Lok Jumbish. Instead of pumping funds for construction of centre buildings/rooms, it was envisaged that the locally available resources should be utilised. Hence, the task of identification of the location/space for the centre was left to the village level bodies viz. Prerak Dal/Mahila Samooh and functionaries viz. anudeshak and pravartaks. The very process of identifying the location had enthused the community participation and co-operation. Out of the 91 centres visited, nearly one third of the centres were found to be functioning in the villager's houses. Centres were also located at anudeshaks residence, community places, primary school premises etc.

Figure 6.2
LOCATION OF NFE CENTRE

Primary School
8%

Anudeshaks Res.
27%

Community Place
23%

PD Member House
3%

Villager's House
.38%
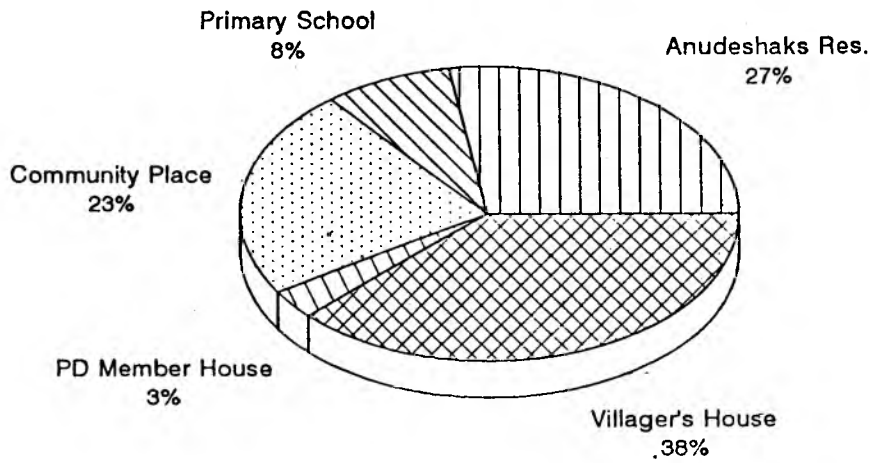
Number of Anudeshaks - 95

In the 91 centres covered for the primary survey, the location in nearly three fourths of the centers was decided by the Prerak Dal/villagers. The anudeshaks were also involved in identifying and deciding the location of the centre.

Figure 6.3
PERSONS INVOLVED IN DECIDING LOCATION OF CENTRES
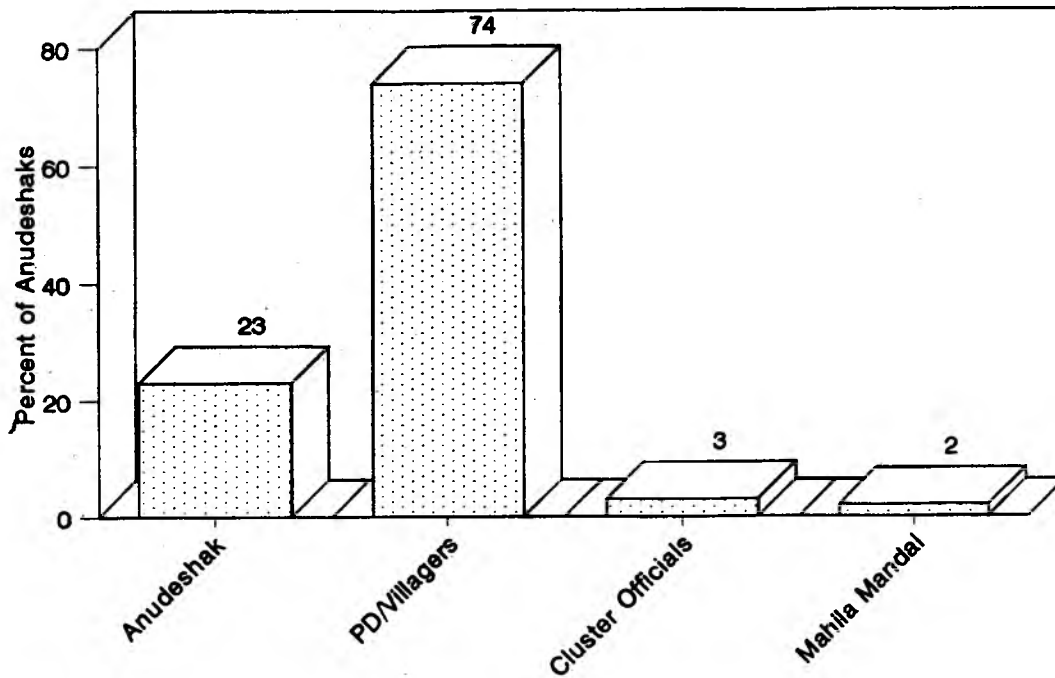
Total No.of Anudeshaks - 95

A host of factors like centrality of the location, seating facility, availability of electricity and water etc. were considered before finalising the location of the centre. The 'Nazri Naksha' indicating the spread of the target segment was considered prior to the final selection of the location (refer Figure 6.4). Almost all (98 percent) of the anudeshaks stated that they had faced no problems in getting a place to run the centre.

Figure 6.4
ASPECTS CONSIDERED BEFORE DECIDING THE LOCATION OF CENTRE
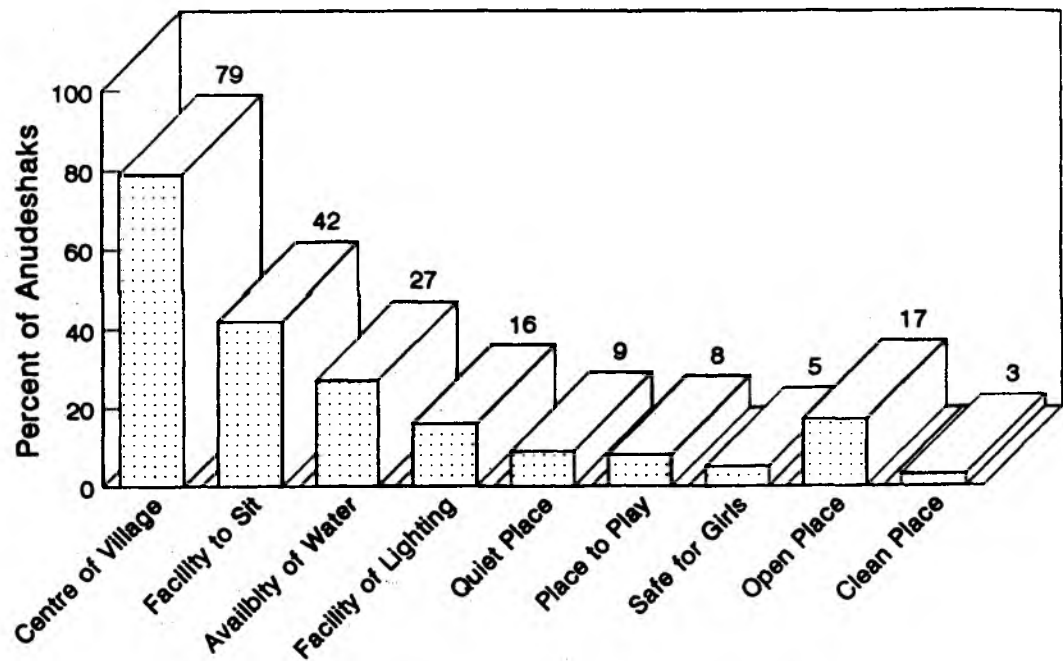
Total Number of Anudeshaks - 95

During focus group discussions with the anudeshaks, the need for a permanent place for NFE centres emerged strongly. Anudeshaks felt that this would not only ensure shelter during the rainy season but would also help in proper utilisation of the teaching learning materials (like maps, blackboard, charts, globe etc.). It was felt that permanent structures may create an 'identity' and a sense of belongingness amongst the learner, anudeshak and community. This may enhance the status of the NFE centre and equate it with the formal school. Village resources could be mobilised to initiate a creation of such an 'identity'. A 'pilot' attempt may also provide an opportunity to study the impact on enrolment, image etc.

6.3.2 Lighting Facilities

As indicated in section 6.1 a significant proportion of the centres were night centres. This clearly underlines the importance of lighting facilities in the centres. The Lok Jumbish documents have also repeatedly emphasized the importance of lighting for an efficient and effective functioning of the centres.

During the primary survey, 86 percent of anudeshaks stated that their centre had lighting facility i.e. lantern or solar lamp or electricity. However, the norm of a kerosene lantern for four children was met with only in 50 per cent of the centres.

Figure 6.5
AVAILABILITY OF LANTERNS AT THE CENTRES

4-5 Lanterns 24%

2-3 Lanterns 29%
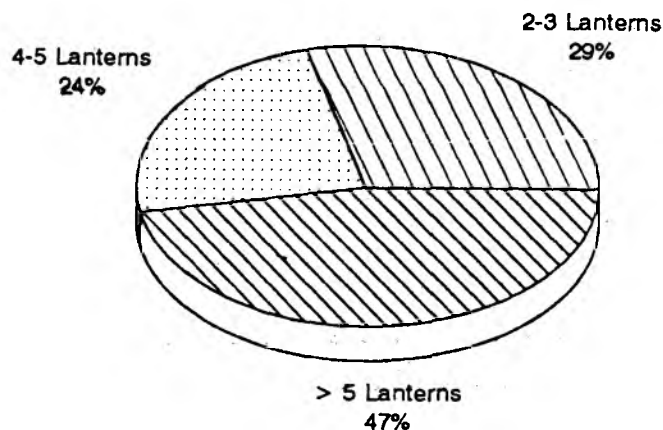
> 5 Lanterns 47%

Number of Centres - 91

The availability of lighting facility is not always an indication of actual use or adequate lighting. In some centres non-availability of lamp shades made the lanterns unusable. The poor lighting quality of the lanterns was observed during the visit to the centres and during classroom observations.

Non-availability of kerosene affected the provision of adequate lighting in the centres. Non-availability of kerosene in the open market resulted in utilisation of a major proportion of contingency money towards purchase of kerosene. During discussions with anudeshaks, provision of kerosene oil emerged as an important suggestion . The community participation was highlighted by the fact that in case of extingencies, at

times the members of prerak dal and mahila samooh along with the parents provided kerosene to the NFE centres.

6.3.3 Teaching-Learning Material

Availability of teaching/learning material has a direct bearing on the motivational levels of the learners as well as anudeshaks to ensure active participation in the teaching/learning process. Further, adequate supply and timely availability of these materials also contribute to imparting quality education. The following section deals with aspects such as method of procurement of teaching-learning materials, time of receipt, its adequacy/inadequacy and distribution of the same.

6.3.3.1 Availability of Teaching-Learning Materials

The teaching-learning materials provided to the NFE centres comprise of both recurring and non-recurring materials.

The list of **non-recurring materials** to be provided to the NFE centres include blackboard, tat patties, a box (to keep all the T/L materials), NFE registers (including centre register and anudeshak register), bucket and mug, charts, maps (India, Rajasthan, District and Block) and globe.

An analysis of the availability of non-recurring items at the NFE centres revealed that while the availability of maps guidebooks, charts, bucket and mug was poor the items of importance like blackboard, duster, tat patti, registers were found to be available in most of the centre. (Refer Table 6.5).

The learning materials provided to the learners are free of cost. The provision of these materials to the learners is important as the NFE programme is mainly targeted towards the deprived sections who cannot afford these materials. The materials include textbooks and stationery i.e. pencil, copy, slate chalk, rubbers, pen etc. A high degree of availability of these materials was observed among the learners.

Table 6.5
AVAILABILITY OF NON RECURRING MATERIALS AT NFE CENTRES

Sl. No.	Equipments	Percentage of Anudeshaks		
		Available	Not Available	Total
1.	Tat Patties	92	8	100
2.	Register	79	21	100
3.	Blackboard	100	0	100
4.	Box/Trunk	92	8	100
5.	Charts	78	22	100
6.	Map India	52	48	100
7.	Map Rajasthan	52	48	100
8.	Map District	33	67	100
9.	Map Block	13	87	100
10.	Lantern	86	14	100
11.	Guide Book	47	53	100
12.	Bucket/Mug	75	25	100
13.	Chalk/Duster	96	4	100
Total Number of Anudeshaks : 95				

6.3.3.2 Procurement and Receipt of Teaching-Learning material

The textbooks are provided by the Lok Jumbish Parishad to the cluster officials who further distribute these among the anudeshaks on the basis of the enrolment in the centres. The remaining teaching-learning materials are purchased at the block level through tenders. The requirements of recurring teaching/learning materials are indicated by the anudeshaks during the two day residential meetings organised at the cluster level. The cluster officials supply these materials based on requisitions. While estimating the requirements, the anudeshaks revealed that they count those learners who have been attending the centre regularly for at least 15 days. The non-recurring materials are provided immediately after the completion of the initial training of the anudeshaks, before the opening and operationalisation of the centre.

The timely receipt of materials at the NFE centre was reflected in the responses of the anudeshaks. Fifty seven percent of the anudeshaks stated that the textbooks were received immediately after the requisition was made while 24 percent of the anudeshaks received the materials within a fortnight. The remaining proportion of the anudeshaks received the materials within a month. The timely receipt of textbooks was also substantiated by the response of the learners. In a few isolated cases problem in supply of teaching learning material was observed.

The material provided to the learners viz. textbooks and stationery was regarded of sufficiently high quality by the learners themselves as well as by the anudeshaks and parents. While discussing the timely availability of textbooks with learners and parents, it emerged strongly that provision of bags would ensure better maintenance of textbooks.

The above section brings to the fore the involvement of the community in not only locating the NFE centre but also in making space available for running these centres. Such an involvement can be expected to result in their participation, to ensure smooth and effective implementation of the programme.

In terms of availability of infrastructure and teaching learning materials, it was found that the system of procurement and disbursement was effective. The adequate and timely provision of these facilities is likely to have a direct bearing on the teaching learning process. The ensuing section deals with the impact of these efforts as well as other inputs designed for supplementing the teaching learning process.

6.4 TEACHING/LEARNING PROCESS

The classroom transaction is the culmination of all efforts to impart quality education to the children. The quality of textbook, training of anudeshak, use of innovative teaching/learning material etc., all influence the teaching-learning process.

As indicated in Chapter IV, competency based textbooks have been developed by Lok Jumbish. A comprehensive training package for anudeshaks has been evolved to ensure effective teaching in the classroom. The efficacy of the training programme and the extent of use and acceptability of teaching - learning aids has been outlined in chapter V and section 6.3 respectively. As the anudeshak plays a vital role in creating and sustaining interest in the learner, it was deemed essential to gain insights into his/her profile prior to outlining the teaching learning process.

6.4.1 Profile of Anudeshaks

An analysis of the profile of anudeshaks revealed the predominance of male anudeshaks in the age group of 16-30 years. They were also involved in activities

other than teaching at NFE centres. For the present study a total of 91 centres were visited and 95 anudeshaks were contacted. Among the anudeshaks contacted four fifths were males and the remaining were females (Refer Figure 6.6). Lok Jumbish is however, attempting to direct its efforts to increase the participation of women as anudeshikas to ensure their proper representation and to encourage enrolment of girls.

Figure 6.6
PROFILE OF ANUDESHAKS
BY SEX

Males
82%

Females
18%
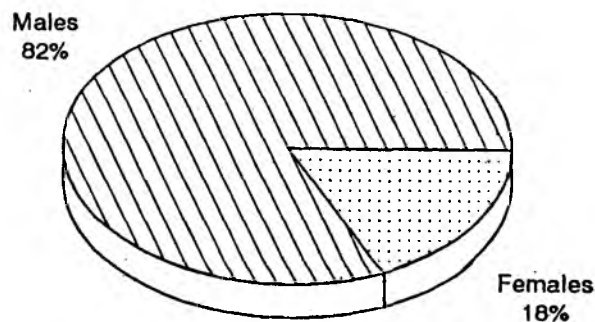
Number of Anudeshaks - 95

A review of the age wise profile of anudeshaks revealed that two thirds of the anudeshaks were in the age group of 16 - 25. The concentration was higher in the age group of 21-25 (Figure 6.7). The reason for selection of anudeshaks in this age group was to have a dynamic and motivated team to achieve the goals of Lok Jumbish

Figure 6.7
PROFILE OF ANUDESHAKS

AGE

21-25 Yrs
44%

16-20 Yrs
20%

30 + Yrs
16%

26-30 Yrs
20%

CASTE

General
40%

SC
18%

OBC
15%

ST
27%

Total Number of Anudeshaks - 95

93
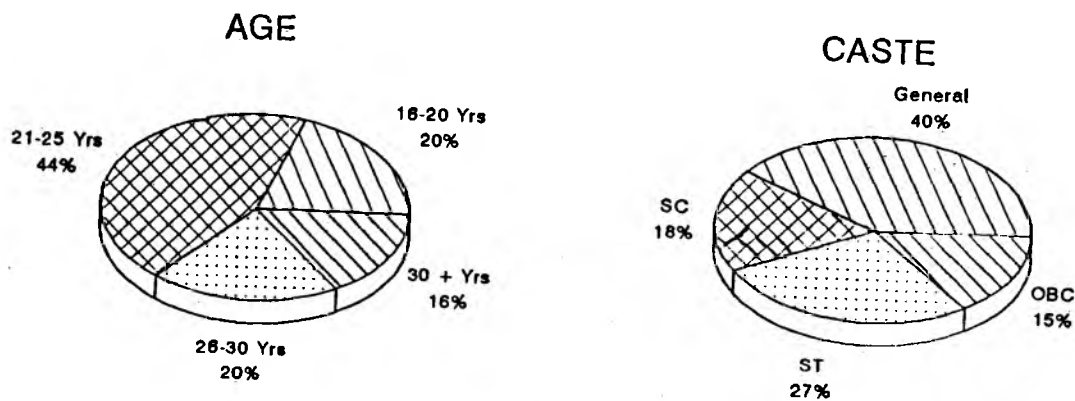
Lok Jumbish's efforts to appoint anudeshaks from the same profile as that of the target segment had succeeded to a great extent. Analysis of profile clearly revealed a high representation (60 percent) of schedule caste, schedule tribe and other backward classes (Refer Figure 6.7).

The minimum qualifications required for anudeshaks was 8th pass. However, this norm was relaxed to 5th class for women to encourage their participation in the scheme. A comparison of the educational background of the anudeshaks to the Lok Jumbish norms revealed that they were being met.

Almost half of the anudeshaks were 8th pass followed by matric (27 percent). A small proportion of the anudeshaks were higher secondary pass and graduates (Refer Figure 6.8).

Figure 6.8
PROFILE OF ANUDESHAKS

EDUCATION

8th Class
47%

5th Class
5%

10th Class
27%

12th Class +
21%

OCCUPATION

Farmer
65%

Others
4%

Housewife
17%

Skilled Worker
8%

Unemployed
6%
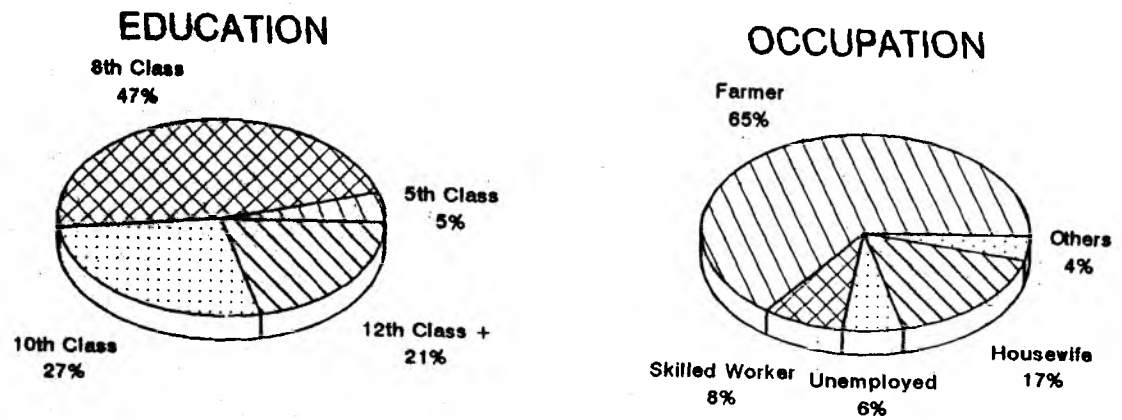
Total Number of Anudeshaks - 95

Teaching at the non-formal education centre was not a full time occupation of the anudeshaks. Nearly four fifths of the anudeshaks were involved in economic activities. The main occupation of nearly two thirds of anudeshaks was farming. The involvement of housewives was limited to 17 percent (Refer Figure 6.8).

The honorarium received by the anudeshaks for their efforts at t.ie NFE centre was to the tune of Rs. 300 per month. Nearly all the anudeshaks indicated having received the honorarium on time. Three - fourths of the anudeshaks indicated to have received the honorarium during the monthly RPMs. However, the remaining disbursement through the pravartaks was also found to be timely (Refer Figure 6.9).

Figure 6.9
FREQUENCY OF RECEIPT OF HONORARIUM
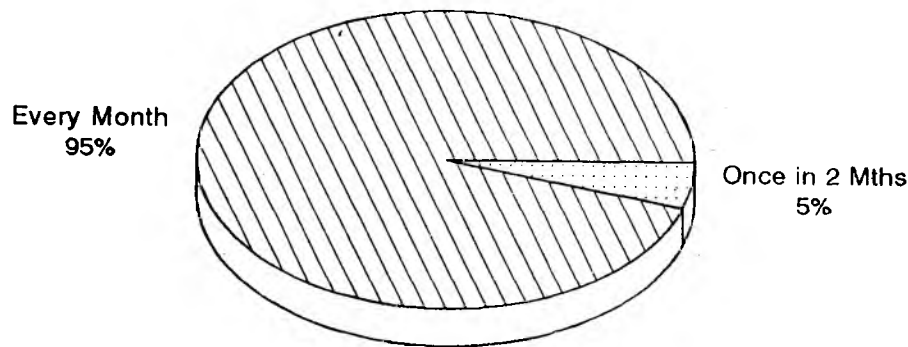
Number of Anudeshaks - 95

Timely receipt of honorarium helps to maintain the motivational levels of the anudeshak. However, with regard to the amount of the honorarium, the anudeshaks have expressed extreme dissatisfaction. They were of the opinion that the target set for them to impart same education as received by learners in the formal schools was more challenging as he/she was to impart quality education in a span of two hours as compared to a formal school teacher who performs the same task in 5-6 hours. Further, they were expected to put in more efforts not only to create a comfortable and friendly environment for the learners, but also in the teaching - learning process.

On probing for the expectations of the anudeshaks regarding their honorarium, the anudeshaks drew upon the example of Shiksha Karmi, to indicate their expectation. Nearly 84 percent of the anudeshaks opined that the system of recruitment and their salary structure should be at par with those working for Shiksha Karmi.

The anudeshak has to play a role not only as a propagator of knowledge but also as an 'active participant' to take up the challenge of making learning a joyful and exciting experience for the learners. This should be reflected in the method of instruction adopted by him/her, use of teaching/learning aids and method adopted for assessment of the achievement levels of learners. Further, the opinion of the anudeshaks as well as learners on the teaching learning aids would contribute to gauging the extent to which the efforts of the technical resource group have been successful in attracting the anudeshaks as well as learners in the teaching - learning process.

6.4.2   Method of Instruction and Use of Teaching Aids

The classroom transaction ultimately determines the levels of achievement of the learners. It also has a major influence on their retention and regular attendance. As

the centres are open for 2-3 hours each day, the task of imparting education in a short duration becomes even more challenging. To gain insight into the classroom transaction and to study the type of interaction between the anudeshak and the learner, it is imperative to analyse the extent of use of various teaching - learning aids and extent of activity based teaching. Information on these aspects was generated with the help of classroom observations and primary survey.

In the centres established during the initial phase of the programme i.e., in 1993 and 1994, some of the students have graduated to 2nd/3rd levels. This has given rise to the need for simultaneous teaching for multiple levels. To address this need, majority of the anudeshaks (93%) divided the class in two or more groups. The anudeshaks gave written assignment to one or more group while they taught the other. The classroom observations revealed that due to inadequacy of space the anudeshaks could not arrange for the two groups to be seated at sufficient distance. Due to this most of the learners taking written assignments were distracted while the anudeshak addressed the second group.

The classroom observations revealed that there is free inter-action between the anudeshak and the learners. This inter-action is facilitated by the fact that both the anudeshak and learner are from the same village and hence were at total ease. To ensure clarity on the subject being taught the anudeshaks constantly interact and put forth questions to the learners. The learners were found to be fluent and spontaneous in their response. They were also fluent in narration and recitation. During the primary survey the anudeshaks indicated their ease and comfort in relating the content of the text to the environment. This was substantiated by the classroom observations where it was encouraging to note that the anudeshaks often related the content of the text to the environment of the learners. For example, while teaching counting to the learners frequent reference were made to the number of livestock they had at home.

The anudeshaks were observed to be teaching extensively from the textbook. They used the narrative style to explain to the learners. This observation was supplemented with the primary survey findings which revealed that nearly three-fourths of the anudeshaks taught from the textbooks. Use of teaching - learning aids like clay/paper models, concrete objects like mud balls, sticks/twigs, charts, etc. have been indicated by the learners. However, their use was not found to be extensive. Surprisingly, limited use of stories, poems, etc. in teaching - learning process has been indicated (Refer Figure 6.10).

Figure 6.10
USAGE OF TEACHING/LEARNING AIDS
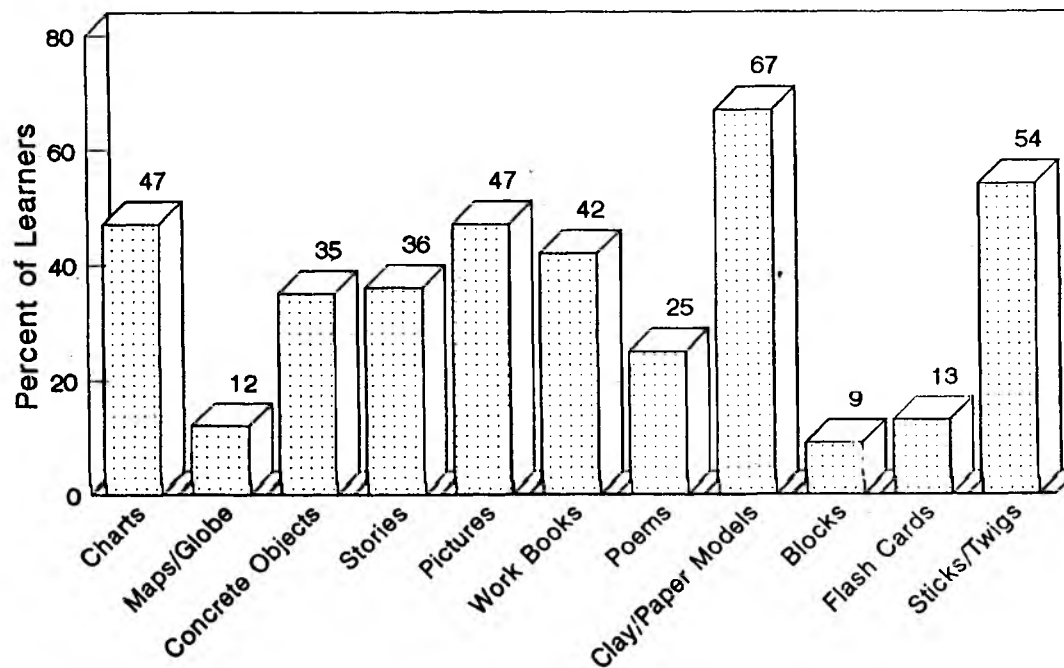
Total Number of Learners - 263

In view of the extensive use of textbooks in the teaching-learning process, the opinion of learners and anudeshaks on the textbooks was sought.

Nearly, 95% of the anudeshaks indicated the inclusion of adequate stories and examples in the textbooks. They also indicated their satisfaction with the content and number of illustrations. Overall, three fourths of the anudeshaks rated the textbooks as good.

All the learners (99%) have also indicated their appreciation of the textbook. The features liked by them included stories, poems and colored pictures (90, 90 and 52 percent, respectively).

The suggestions from the learners and anudeshaks for improving the textbooks mainly pertained to the binding and printing of these textbooks. In terms of content, inclusion of more poems was suggested by one fourth anudeshaks (Refer Figure 6.11).

Figure 6.11
SUGGESTIONS FOR IMPROVING TEXTBOOKS

Total Number of Anudeshaks - 95
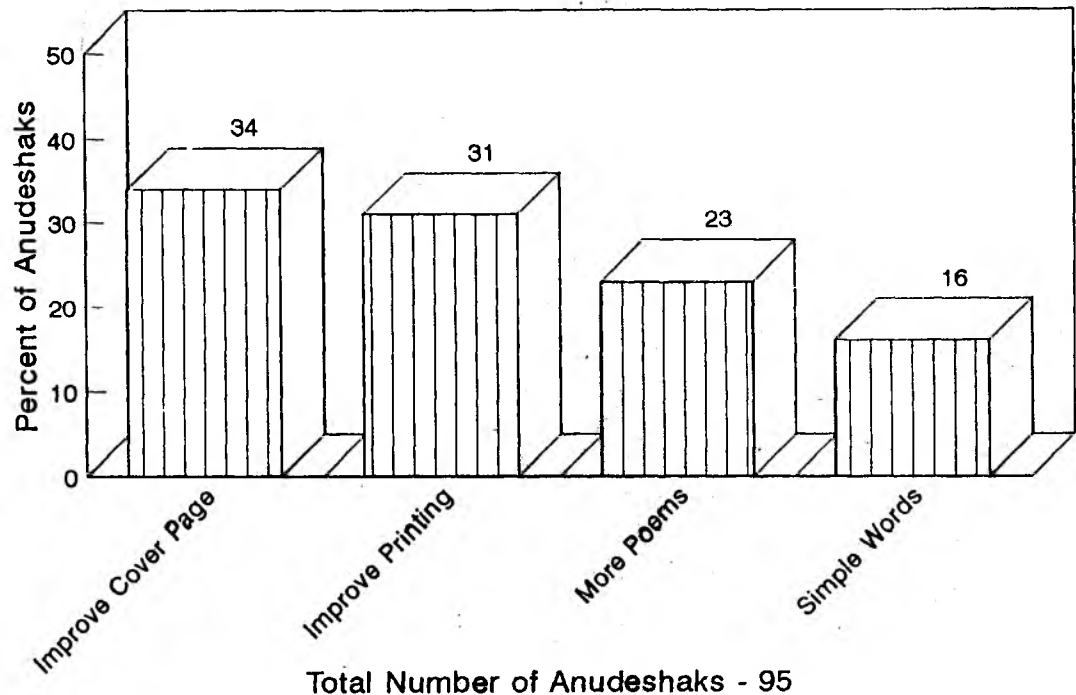
During classroom teaching, use of local language was observed. One third of the anudeshaks contacted, stated using both hindi and local language while teaching. A similar proportion stated use of only hindi language during the classroom sessions while, 26.6 percent of the anudeshaks stated use of local language only. This proportion was predominant in the centres located in tribal areas (Refer Figure 6.12).

Besides, routine teaching the anudeshaks undertook extra curricular activities also, to generate the interest of the learners in the teaching learning process and also contribute to the personality development of the learners.

Almost all learners (97.6%) indicated that extra-curricular activities were undertaken at the centre. The various extra curricular activities undertaken at the NFE centres included drawing, painting, singing etc. (Refer Figure 6.13).

All the learners stated that they celebrated Republic Day and Independence Day. During the field visits, there was evidence of Bal Melas being organised to promote education among those children who had not enrolled themselves in school or centre. At the time of opening of the NFE centre "Praveshotsav" was organised in a number of villages for increasing awareness about opening of NFE centre in their village. To spread education outside the narrow limits of the centre, camps had been organised where learners from different villages participated.

Figure 6.12
LANGUAGE USED IN CLASSROOM

Only Local Language
27%

Only Hindi
34%

Both Local & Hindi
39%
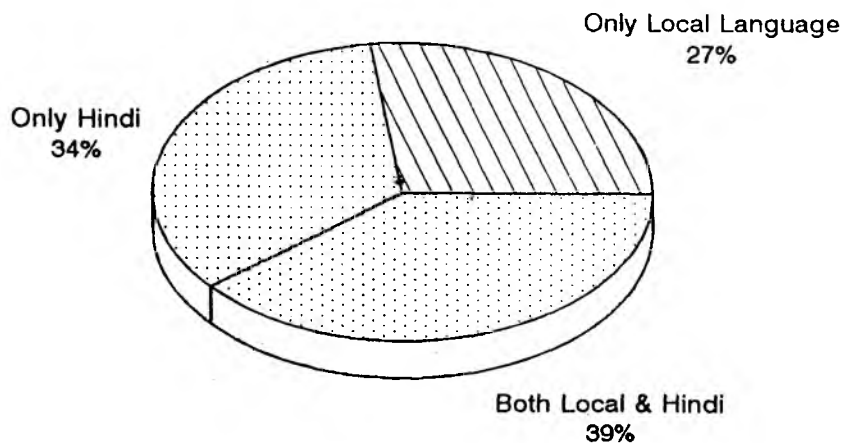
Number of Learners - 263

Figure 6.13
EXTRA CURRICULAR ACTIVITIES IN NFE CENTRES
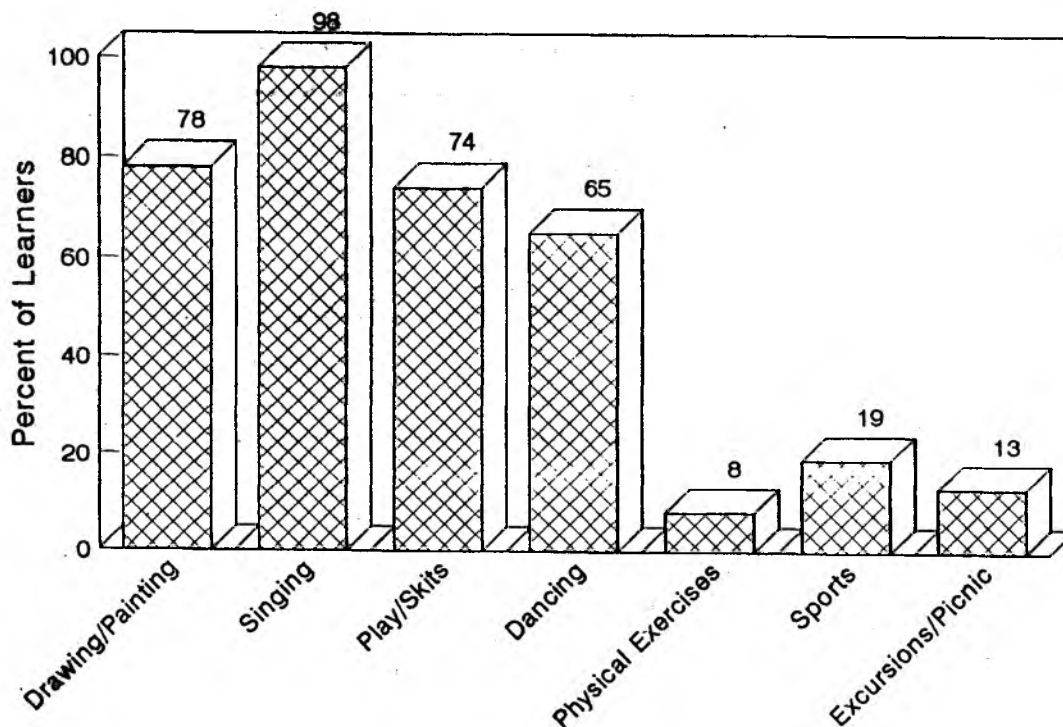
Number of Learners - 242

Overall there was a congenial environment in the centres and a good rapport was observed among learners and the anudeshak. To enhance the awareness about the importance of environment and nature amongst the learners some of the anudeshaks also undertook outdoors activities and field visits. To gauge the image of the anudeshaks, the learners opinion was sought. The popularity of the anudeshak was voiced unanimously by all. In terms of the teaching skills of the anudeshaks, 70 percent of the learners interviewed stated that they had no problems in understanding the anudeshak. The remaining learners mentioned that language and faster pace of teaching of the anudeshak adversely affected their understanding. On probing, for the steps taken by anudeshak to clarify their doubts, 81% learners stated that the anudeshak were patient and gave extra time to clarify their doubts.

Pupil evaluation can be regarded as a culmination of the teaching - learning process where by the anudeshak can gauge the extent to which he has succeeded in imparting knowledge to the learner. The ensuing section deals with this aspect of the process.

6.5   PUPIL EVALUATION

An analysis of the learners evaluation process revealed the limited use of written tests. Less than half of the centres visited were found to be conducting written tests. However, the conduct of oral tests was found to be extensive. In four-fifths of the centres visited, the anudeshaks indicated having conducted oral tests. This could be due to the enrolment of large number of learners in level one. In 14% of the centres no system of pupil evaluation was being followed (Refer Table 6.6).

Table 6.6
SYSTEM OF PUPIL EVALUATION

Type of Evaluation	NFE centres	
	Numbers	Percents
Oral Tests	38	43
Written Tests	6	5
Both oral & written tests	35	38
None	12	14
Total	91	100

In view of the need for continuously monitoring the performance of students, more than three-fourths (76%) of the anudeshaks were observed to be conducting either

weekly or monthly examinations. However, very limited use of daily assignments was revealed (Refer Table 6.7).

Table 6.7
FREQUENCY OF EVALUATION

Frequency	NFE Centre	
	Numbers	**Percent**
Weekly Tests	43	54
Monthly Tests	21	26
Final Examination	62	78

The role of the anudeshak in the conduct of the final examination was found be limited. Only one fourth of the anudeshaks have indicated being involved in the conduct of final examination (refer figure 6.14).

Figure 6.14
CONDUCT OF FINAL TESTS FUNCTIONARIES INVOLVED

P.Sch Teachers 36%
Anudeshaks 25%
Can't Say 16%
Cluster Officials 12%
Pravartaks 11%
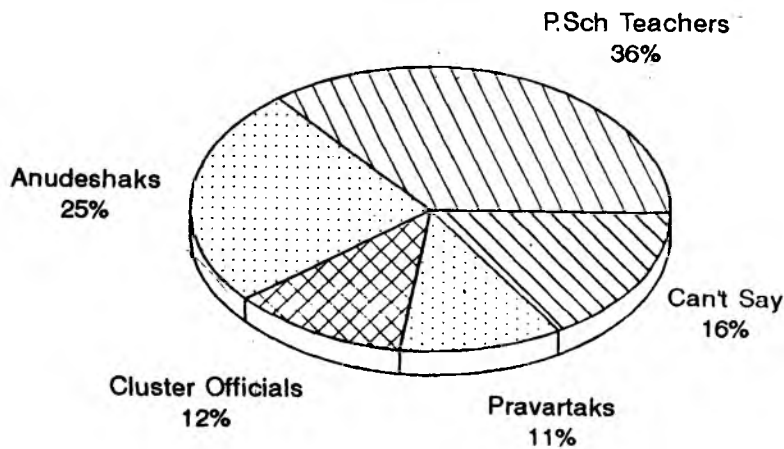
Base - 82 Anudeshaks

The role of the anudeshak in the design of the test paper and its evaluation was also found to be limited.

The above findings highlight the fact that in 14% of the centres no system of pupil evaluation was being followed (Refer Table 6.6). The anudeshaks were found to be having a limited role in final evaluation of the learners. This is an important finding in view of the flexible approach adopted by the programme in promoting the students to the next level.

6.6 MONITORING AND SUPERVISION OF NFE CENTRES

As indicated in Chapter II, the task of monitoring and supervision of the NFE centres is the responsibility of the cluster level officials. However, as Lok Jumbish aims at developing a strong decentralised system of supervision and monitoring at the village level, the task has been assigned to the members of Prerak Dal and Mahila Samooh.

For continuous monitoring and supervision of the centres, one full time Pravartak is appointed for every ten centres. Apart from monitoring the centres, the Pravartak is envisaged to provide assistance to the anudeshak in the teaching process, to encourage enrolment and regular attendance of learners at the centre coordinate with members of Prerak Dal and Mahila Samooh. Since the pravartak has a direct and important role to play in the supervision of the centres, he is expected to enjoy a good rapport with the anudeshaks. The discussions with the Pravartaks revealed awareness of their roles and responsibilities.

The minimum educational qualification of a Pravartak is 12th Class. This may however, be relaxed in favour of experienced anudeshaks with 10th class qualification or women activists with 8th class qualifications. However, most of the pravartaks contacted for the purpose of the study were graduates. Keeping in line with Lok Jumbish's strategy of centrality towards gender, it is outlined that at least one-third of the pravartaks should be females. However, at present this objective is not being met with, as all the pravartaks available and contacted were males.

To ensure effective supervision by the Pravartaks they are selected from the villages to be assigned to them for supervision. This helps to reduce the distance that needs to be travelled by the Pravartak. However, an analysis of the survey findings revealed that in some instances the Pravartaks had to travel long distances, upto 15 Kms or more. This may be unavoidable considering the geographical terrain specially in Jodhpur, Banswara and Udaipur. The Pravartaks visit the centres during their time of functioning and spend adequate time at the centres. They indicated that they made night halts whenever required. This not only facilitated efficient supervision of the centres but also provided the Pravartaks the opportunity to build up a rapport with the village community. In addition to the Pravartaks, the members of Prerak Dal and

Mahila Samooh are also involved in ensuring regular and smooth functioning of the centre.

With a view to gain insights into the efficacy of the monitoring and supervision system, details of visits by Cluster functionaries, Pravartaks, members of Prerak Dal and Mahila Samooh were collected. Field visits indicated regular visits to the centres by the cluster officials. These officials were found to visit the centres at least once a month (refer figure 6.15).

Figure 6.15
FREQUENCY OF VISITING THE CENTRES CLUSTER OFFICIALS

Fortnightly 20%

Weekly 8%

Once a Month 43%

Less Often 29%
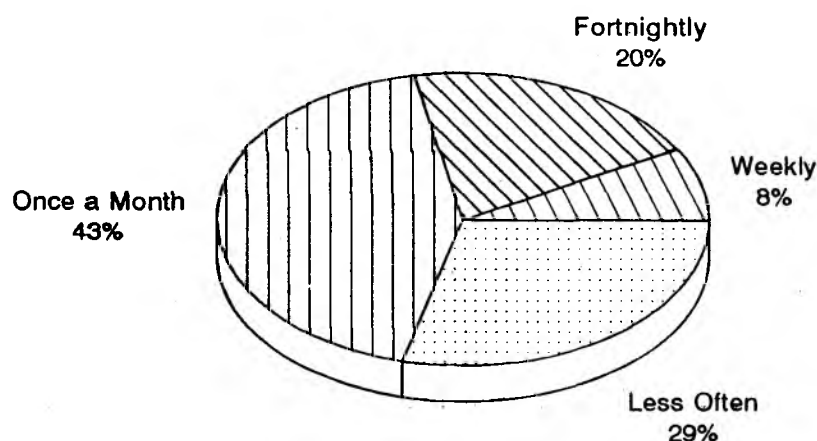
Number of Anudeshaks - 95

In clusters where BSG is the mobilising agency, the project officer and assistant project officer were found to be visiting the NFE centres regularly. Monthly/bimonthly visits in three fifth of centres by PO/APO was indicated (refer figure 6.16). However, field visits revealed limited awareness of project officers regarding the activities of the VA run clusters.

During visit to the centres, the Project Officers reviewed the functioning of the centres, availability of teaching - learning material, attendance of children at the centre and the teaching methods adopted by the anudeshak.

The primary survey revealed regular visit by the pravartaks to their centres. Figure 6.17 indicates the frequency of visits made by the pravartaks for the supervision of centres.

Figure 6.16
FREQUENCY OF VISITING THE CENTRES BSG OFFICIALS

Once a Month
33%

Bimonthly
27%

Less Often
23%

As & When Required
17%
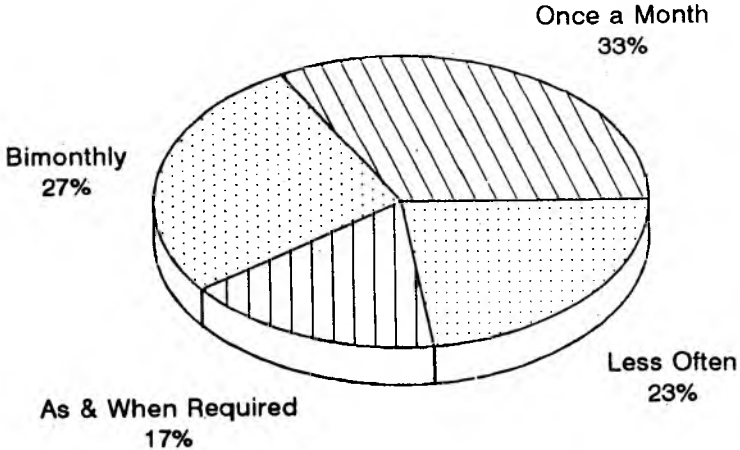
Number of Anudeshaks - 95

Figure 6.17
FREQUENCY OF VISITING THE CENTRES PRAVARTAKS

Weekly
29%

Fortnightly
37%

Less Often
10%

Once a Month
24%

Number of Anudeshaks - 95

104
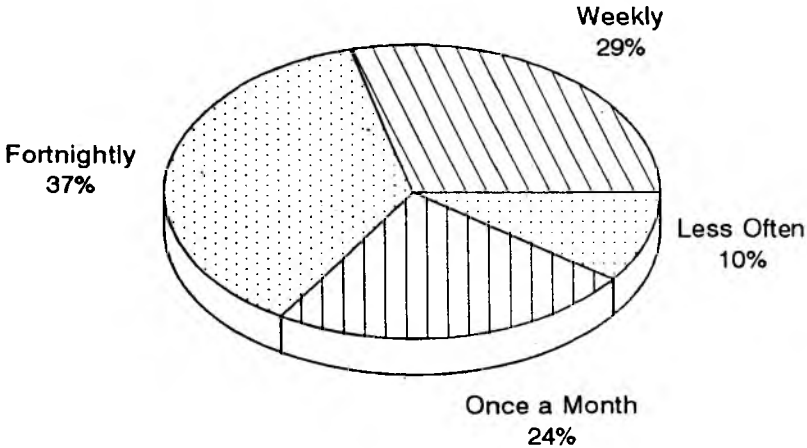
The high level of enthusiasm, commitment and participation of the Prerak Dal/Mahila Samooh members in the implementation of the programme was indicated by the continuous and frequent visits made by the members to the centres.

The Prerak Dal and Mahila Samooh members visits focussed on ensuring regular attendance of the learners and regular functioning of the centres. Figure 6.18 indicates the issues discussed by various officials with the anudeshaks during their visits to the centres.

Figure 6.18
ASPECTS OF DISCUSSED WITH VARIOUS OFFICIALS
DURING THE VISITS TO CENTRES
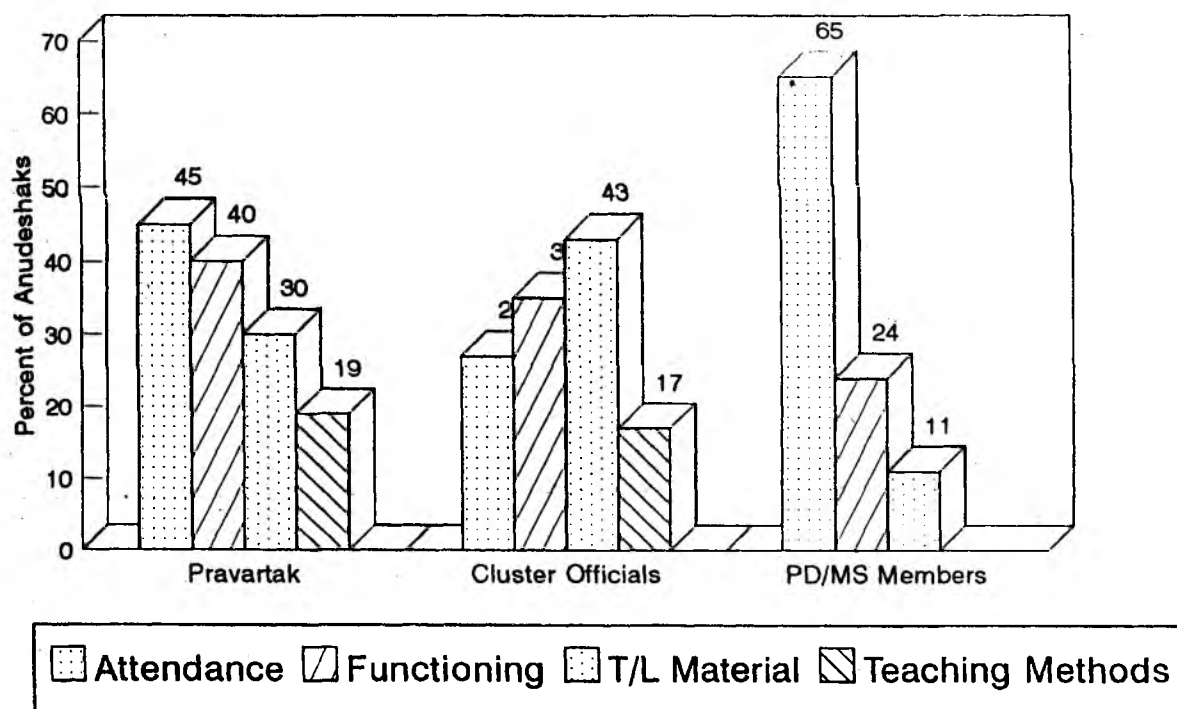
Total Number of Anudeshaks - 95

Any monitoring system will be strengthened by the existence of a strong MIS. Lok Jumbish envisages maintenance of registers and submission of reports at regular intervals in order to facilitate the monitoring of the NFE programme. The anudeshak's register and a monthly attendance register are to be maintained at the centres. The primary survey revealed that almost all the NFE centres maintained the anudeshaks register containing the details regarding the children enrolled in the centre viz their sex, age, caste, previous educational status etc. However, the details regarding the availability of teaching and learning material and other equipment was not upto date. Only half of the centres visited were found to be updating the details regarding stock. Nearly 82 percent of the centres were maintaining the monthly

attendance register. These reports are submitted by the anudeshaks to the pravartak at regular intervals who would in turn submit them to the cluster office.

It is evident from above that Lok Jumbish Parishad has, as planned, a developed and decentralised system of supervision. The effectiveness of this system is highlighted by the fact that most of the operationalised centres were functional (Refer Section 6.2). The Parishad has aimed and created a participative system of supervision which has enthused a feeling of comradship and equality among the anudeshaks and has motivated them to achieve a higher performance level.

Field visits revealed that there were several centres which were more than twenty five kilometers away from the cluster office and the residence of the pravartak. Lack of transportation facilities in the desert and remote areas was another problem which acted as a constraint in supervision of these centres. Provision of some transportation facility (like a cycle or motorcycle) and/using 'distance' as the unit while planning supervision norms could enhance the process of supervision. Despite every constraint the pravartaks were performing their functions satisfactorily. The pravartaks enjoyed a high level of rapport with the anudeshaks and the villagers.

Classroom observation has revealed that the anudeshaks have succeeded to a great extent in making learning a joyful process for learners. Findings presented in chapter 7.0 'Levels of Achievement' clearly reveals that though engaged in other occupations, the efforts of anudeshak is commendable. It was encouraging to note that the level of awareness amongst anudeshaks regarding various development programmes, status of education in other institutions/schemes was high.

A strong resentment on the amount received by the anudeshak was observed. All the anudeshaks felt that the target set for them was to impart same education as received by learners in the formal schools. This task was even more challenging as the anudeshak was to impart quality education in a span of two hour as compared to a formal schools teacher who performs the same task in 5-6 hours.

On probing for the expectations of the anudeshaks regarding their honorarium, nearly three fourths of the anudeshaks were willing to work as full time employees for Lok Jumbish. Drawing upon the example of Shiksha Karmi, nearly 84 percent of the anudeshaks opined that the system of recruitment and their salary structure should be at par with those working for Shiksha Karmi.

Surprisingly during FGDs with parents, even the community indicated that the honorarium of the anudeshak did not commensurate with the efforts made by him. It is therefore to be borne in mind that the NFE programme of Lok Jumbish has been able to attain total involvement of the anudeshaks in the education process. To sustain the process and encourage this group of dedicated workers raising their honorarium needs to be given prime importance.

Chapter 7

LEVELS OF ACHIEVEMENT

LEVELS OF ACHIEVEMENT

One of the methods adopted to assess the effectiveness of an educational programme is the measurement of the academic achievement of learners. Such an assessment has a diagnostic element as it can serve as a barometer to gauge the strengths and weaknesses of a programme.

The minimum levels of learning indicating the expected learning outcomes that all students are expected to achieve have been laid down by the Ministry of Human Resource Development in an effort to ensure that all students across the country achieve a comparable level of learning. However, due to the diversity of our country the freedom to amend the levels has been granted to every state so that the context and feasibility to the local situation is maintained. Lok Jumbish in its document 'Dakshta Vidhan' has defined the classwise competencies it expects its students to achieve. As indicated in chapter 3, the variation of these competencies from MHRD's MLL document are minimal.

In order to gauge the effectiveness of the NFE programme in Lok Jumbish, the level of achievement of students against the norms laid down under MLL were examined. The study further compared the levels of achievement of NFE students with the formal school students so as to generate information on the critical aspect of 'equivalence' between formal schools and NFE centres. Such an analysis was conducted in both Lok Jumbish and Non Lok Jumbish blocks.

While analysing the results it is necessary to keep in view the fact that NFE in Lok Jumbish has been functional only since 1993, whereas the state NFE system in Rajasthan was operationalised as early as 1984-85.

7.1 DESIGN AND ADMINISTRATION OF ACHIEVEMENT TESTS

In line with the objective of testing the levels of achievement of students, Achievement Tests were developed. These were developed in 'Hindi' and Mathematics as these are the subjects which are basic to the further learning. The tests were based on the syllabus of class II as in most of the Lok Jumbish NFE centre syllabus upto second semester only has been covered. The tests was administrated amongst students who had completed their class II course. The type of educational institutions and the corresponding levels of students amongst whom the tests was administered is indicated in the table below:

Table 7.1
TARGET SEGMENT FOR ACHIEVEMENT TESTS

Type of Institution	Level of Student
Lok Jumbish Formal School	Studying in Class III
Lok Jumbish NFE centre	Completed class II/level II
State Run Formal School	Studying in class III
State Run NFE Centre	Completed Unit 7

The test papers were prepared by experts who have extensive experience in developing MLL based tests. Four question papers, two for Hindi (written and oral) and two for Mathematics (written and oral) were prepared. Prior to the design of the test papers, a review of the test papers administered among the student of both Lok Jumbish and State Run formal schools and NFE centres was undertaken. The final format adopted for both the tests was in line with the formats followed by Lok Jumbish and state run schools. This was done to ensure familiarity to the text formats by the students. Prior to the actual conduct of the tests, the test papers were also pre-tested to gauge the familiarity by the student and also to finalise the approach and methodology to be followed during the actual conduct of the tests.

As some competencies are amenable to oral testing only, both written and oral tests were designed for both the subjects. Therefore, each student selected was administered four test papers viz Hindi - written, Hindi - oral and Mathematics -written, Mathematic-oral. The set of competencies tested are indicated are indicated in Table 7.2.

Table 7.2
MAJOR COMPETENCIES TESTED

Hindi		Maths	
Oral	Written	Oral	Written
Listening	Reading	Understanding whole numbers and numerals	Understanding whole numbers and numerals
Speaking	Writing	Ability to +, -, x and whole numbers	Ability to +, -, x and whole numbers
Reading	Comprehension of Ideas	Ability to solve single problem of daily life	
Comprehension of Ideas	Functional Grammar Vocabulary control		

The tests were administered by a team comprising of senior project consultants, professionals from ORG, trained invigilators assisted by ORG's trained field investigators. Prior to the conduct of the Achievement Tests, a thorough orientation programme for invigilators and investigators was conducted so as to train them in the procedure of testing as well as to make them conversant with the question papers of Hindi and Mathematics. The team was further oriented on the importance of conducting the test in a friendly and informal manner.

During the conduct of the tests every effort was made to ensure that the testing scenario was congenial to the students. As the students were being tested out of turn, an effort was made to ensure that they did not feel that the assessment was going to judge them in anyway. Further, wherever feasible it was ensured that the students were administered the test in their own environment, i.e. at their centre or school. As the pre-testing exercise had revealed a lack of comprehension among the students regarding the instructions/question in the test paper, the invigilators were instructed to read out all the questions to the students. Only when all six children had answered the question did they move on to the next question. Such a process ensured that the students answers were not influenced by their lack of comprehension of the question.

7.2 PROBLEMS FACED IN CONDUCTING OF ACHIEVEMENT TESTS

As indicated in the sample design one of the aim of the study was to provide a comparative assessment of the performance of state run NFE centres with the Lok Jumbish NFE centres. However, the evaluating team encountered numerous problems in conducting the tests among students of state run NFE centre. The team found a significant number of non-operational centres. Therefore, achieving the sample size became difficult.

Hence the designated sample size of 6 students per centre could not be achieved in almost all the state run centres. The team was compelled to collect students from 2 or 3 centres to makeup the sample size of one centre. In this process the team had to cover twice the number of centres then originally planned. The **random systematic sampling procedure** for selection of students could not be undertaken due to the availability of a few number of students.

Another major problem faced by the team related to the numerous instances of double enrollment. The instructors had often tried to pass off formal school children as NFE children. It was found that in many of the state run centers visited, the children were enrolled in both the centre and school.

Hence, the sample of state run NFE centres was not found to be statistically comparable with the sample of the other three types of schools and centres covered

under the study. **Therefore, the sample of the state run NFE centres have not be included in the final analysis.**

7.3 OVERALL PERFORMANCE OF STUDENTS

The MHRD's document on MLL states that 80 percent or more of the children should master at least 80 percent of the prescribed levels of learning. However, the document recognising the high diversity and variation in socio-economic and cultural conditions in a vast country like India has suggested the adoption of a profile approach in 'setting' the level of achievement at the implementation stage. Therefore, in the present study an achievement of 60 percent and above, has been taken as acceptable.

A comparison of the performance of students in the tests revealed a comparatively better performance by all students in the oral examination viz-a-vis the written examination though in none of the examinations the defined levels of achievement.

Table 7.3
OVERALL ACHIEVEMENT

Type of Tests	% of Students Scoring 60 and Above		
	LJFS	LJNFE	SRFS
Hindi (Oral)	40	43	30
Hindi (Written)	16	17	4
Total No. of Students : 467			
Math (Oral)	50	43	32
Math (Written)	12	12	5
Total No. of Student : 458			

A comparison of the performance of students from Lok Jumbish and State Run institutions revealed that the students of LJFS and LJNFE were more or less at par with LJFS performing slightly better, while the performance of students of SRFS was relatively poorer.

The more or less equal performance of LJFS and LJNFE is significant in view of the aim of Lok Jumbish to achieve equivalence between the formal schools and NFE Centres. In hindi-oral the performance of LJNFE students has been the best although a higher percentage of the LJFS students have achieved scores in the mastery range.

110

The subsequent sections detail out the subjectwise performance of the students. (Refer Annexure II for competencywise tables of Hindi - written & oral and Math - written & oral).

7.3.1 Performance of Students in Hindi

A. Written Test

The Hindi written paper consisted of seven questions addressing five major competencies. The achievement on the various competencies was as follows:

Competency 3.2.1.: Recognises infrequent letters and conjunct letters.

By and large the students from all the three type of institutions have shown a very good performance with an overall of 60 percent of the students having scored within the 60 percent range on this competency out of which 19 percent are in the mastery range. However, the qualitative analysis of the answer books revealed that most of the students within the 60-80 and 80+ range have shown a lack of discrimination in the recognition of"ड"and"ढ"and 'ड़ & ढ़ as in डाल and अड़ई, डिबरा, कड़ई Similarly they have failed to distinguish the letter घ and प्य as कछ and ह्राप्र In the ranges of 60-80 and 80+ the performance of LJPS and LJNFE institutions is better than that of SRFS.

Competency 4.2.1.: Copy words and sentences

All the three types of institution have shown a very good performance. Sixty four percent of the students come within the ranges of 60-80 percent and 80+, of which 41 percent are within the mastery range. A perusal of the answerbooks, however, reveals the following:

(i)   Omission of the Matra of उ in तुम्हारा, कुप्पा and मद तु

(ii) In the word कुप्पा matra short उ has been replaced by the matra of long ऊ.

(iii) The matra of ऋ as in ह्रम has been confused with the matra of long ऊ

(iv) The matra word, तुम्हारा has been correctly copied as तुम्हारा in some case and some other cases as तुम्हारा or तम्हरा This could be due to differences in dialectical pronunciation though in transcription such an influence wasn't expected.

Mistaking the matra of short उ with that of long ऊ at class III level is rather unexpected when at the level of class I students are supposed to master the competency 3.1.1 & 4.1.1 i.e. recognition of matras and writing of sentences.

Of the three type of institutions, LJNFE has achieved the best score followed by LJFS.

	LJNFE	LJFS	SRFS
% of Students Scoring 60 & above	74%	68%	52%

Competency 4.2.2.: Take simple dictation of known words

On analysing the scores it was observed that a very large number of students across all types of institutions covered (68.0%) were unable to achieve this particular competency and got a zero. The formal schools contributed to this the most with 65 percent of the LJFS and 76 percent of SRFS students getting a zero.

Approximately 91 percent of the students scored below 40 percent. Only 5 percent of the students got above 60 percent of which 2 percent were from LJNFE.

Considering the fact that these test items were based on words already known and read by students in class I and class II text books, such a performance is rather disheartening. However, dictation involves a number of variables other than the students own performance. Some of these variables are the pronunciation, enunciation, clarity of speech and speed of delivery of the person giving the dictation. All of the above can also have a bearing on the performance of students. This also highlights the importance of getting the anudeshaks to actually conduct the test while evaluating the students. The pravartaks/teachers could be present during the course of conduct (Refer Chapter VI, section 6.5).

Competency 4.2.3.: Write simple guided descriptive sentences

Analysis of the scores revealed that students of all the three types of institutions have fared badly on this competency. Of the total sample 76 percent have scored below 40 percent. In the SRFS, 94 percent of students got below 40 percent followed by 91 percent of the LJNFE students. None of the students have achieved the mastery level. This is disturbing as guided compositions are a base for free compositions and if the students are unable to achieve this particular competency, it is unlikely that they will be able to write further compositions on their own.

Competency 5.2.1.: Recall sequence of events in a short spoken or written text

The performance of all the institutions on this competency is rather disappointing. Only 19 percent of the students fall in the category of students scoring more than 60 percent marks. About 70 percent students have scored below 40 percent out of which approximately 41 percent of the students have not been able to score at all.

In the higher score category i.e. in the range of 60-80 and 80+, it was observed that the students of LJNFE have performed better. Twenty seven percent of the LJNFE students scored 60+ as opposed to 15 percent in LJFS and SRFS. Since in the nonformal institutions girls outnumber the boys, it may be said that in a sex wise comparison girls have displayed a better command over this particular competency.

Competency 6.2.1.: Functional Grammar

On observing the achievements on this competency in the area of functional grammar the following picture emerges in the score ranges of 80+ and zero respectively.

	LJFS	LJNFE	SRFS
% of Students Scoring Zero	17%	30%	37%
% of Students Scoring 80 & above	37%	24%	20%

The comparison of the scores in the extreme ranges clearly indicates that LJFS is certainly doing better on this count as 62 percent of the students of LJFS have scored above 60 percent marks on this competency.

The question required awareness of the similarities between words on the basis of word beginning , word ending and prefixes. Students are supposed to have already mastered the competency of being aware of similarities between words on the basis of word endings. The performance however belies this awareness.

Competency 9.2.1.: Vocabulary Control

All the students evaluated have done very poorly on this competency since out of 467 students the score of 333 (71%) students is zero and 112 students (24%) have scored between 0-40 i.e. about 95 percent students are below average. Only 0.4 percent come within the mastery range and just 1 percent have scored between 60 to 80 percent. On the whole LJNFE has shown a comparatively better performance than the formal institutions. This may be due to more opportunity of linguistic interaction and social exposure.

The performance variation by the types of school/centre is as follows:

	LJFS	LJNFE	SRFS
% of Students Scoring 60 & above	1%	4%	0.6%
% of Students Scoring 80 & above	0.7%	0.6%	0%

Such a performance is rather unexpected since the words expected to be filled in by the students are familiar to them being part of their class I and class II text books vocabulary

Overall Performance : Hindi Written

In the overall analysis 53 percent of the total sample comes in the range of 0-40 in written Hindi. Only 0.6 percent of the total sample has come in the mastery level range and 3 percent are in the range of 60-80.

In the overall picture LJ run institutions present a better picture as against the state run schools. State run formal schools present a very dismal picture which is evident from Figure 7.1.

Figure 7.1
OVERALL PERFORMANCE IN HINDI WRITTEN

% No. of std

	0	0-40	40-60	60-70	70-80	80-100
LJ FORMAL SCHOOL	0.7	42.2	41.5	10.9	4.1	0.7
LJ NFE CENTRE	1.9	46.6	34.8	12.4	3.1	1.2
SR FORMAL SCHOOL	3.1	63.5	29.6	2.5	1.3	0

------> % Mark

LJ FORMAL SCHOOL   LJ NFE CENTRE
SR FORMAL SCHOOL
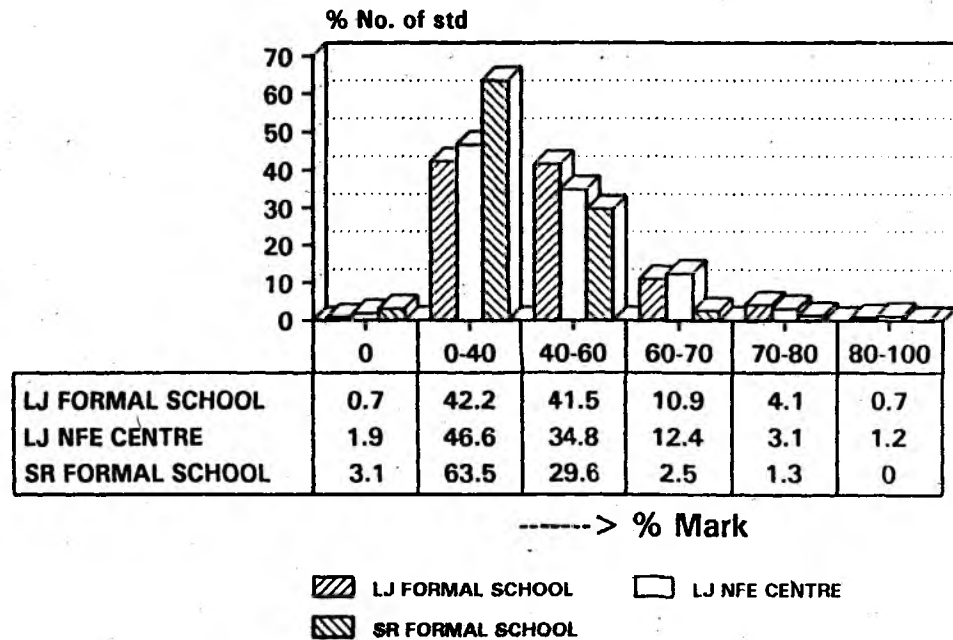
B. ORAL

The test covered 2 major competencies through seven sub-competencies.

Competency 1.2.1 : Listens with understanding to simple but unfamiliar poems, songs and stories.

The overall attainment of the students from all types of institutions on this competency was almost identical, although the students of LJFS came within the higher range of scores. Their performance has been slightly better than those of the other two.

	LJFS	LJNFE	SRFS
% of Students Scoring 80 & above	8%	7%	4%
% of Students Scoring 60 & above	52%	52%	52%

Competency 1.2.3 : Understands oral requests, instructions etc.

In response to this question the students were expected to carry out two instructions given by the teacher correctly. The overall performance of the students from all the institutions on this competency has been remarkably high.

Seventy six percent of the total sample have achieved mastery level. An interesting aspect of the performance on this competency is that none of the students have come in the score range of 60-80 as well as 0-40.

On comparing the attainment of the Lok Jumbish institutions with those of the state run institutions we find that the former have performed better.

	LJFS	LJNFE	SRFS
% Students of Scoring 80 & above	83%	77%	70%

Competency 2.2.1 : Pronounce all sounds of language particularly the conjoint and aspirated consonants

The overall performance on this competency has been very good with 73 percent of the sample falling in the above 60 percent range.

	LJNFE	LJFS	SRFS
% Students of Scoring 60 & above	78%	74	68
% Students of Scoring 80 & above	44%	38%	35%

The above data clearly indicates that LJNFE has done better than the LJFS and SRFS.

Competency 2.2.2 : Recite poems etc. in groups and individually.

On this competency also all 467 students have displayed a very good performance. Fifty four percent of the total sample comes in the range of 60+ range of which 43 percent are in the 80+ range. On a comparison of the scores of different type of institutions it was observed that the Lok Jumbish institutions taken together were performing better than the state run schools. Even individually the LJFS have performed better than the SRFS (47% > 34%). However the LJNFE have scored marginally better than the schools with 50 percent of the students achieving mastery level.

Competency 2.2.3 : Answer simple questions requiring full answers.

The attainment on this competency presents an interesting picture. Only 0.6 percent students come in the range of 40-60 i.e. average performance. Fifty percent of the students fall below the score of 40 percent i.e. well below average and 49.6 percent students come in the 60+ range.

Performance variation of the different institutions is as follows:

	LJNFE	LJFS	SRFS
% Students of Scoring 60 & above	55%	54%	38%

This indicates that the performance of the Lok Jumbish institutions is better than that of the state run institutions.

Competency 3.2.2 : Reading aloud rhymes and poems.

Students displayed a very poor command over this competency with 69 percent of the students getting under 40 percent marks. The performance in the higher ranges was as follows.

	LJNFE	LJFS	SRFS
% Students of Scoring 60 & above	14%	24%	19%

Competency 5.2.2 : After listening is able to answer questions of what and how

On this competency as well students have performed quite badly considering 80 percent of the students have scored below 40 percent. On the whole the overall picture in the range of 60 and above is as follows:

	LJNFE	LJFS	SRFS
% Students of Scoring 60 & above	22%	19%	16%
% Students of Scoring 80 & above	4%	3%	2%

The performance indicates that the students of LJNFE seem to be performing the best on this competency. Having discussed the performance of the students on the various competencies addressed through the individual question in the oral test paper, we now look at the performance on the major competency i.e. total of sub competencies, that is the collective performance on the competencies of listening (Competency 1) and speaking (Competency 2).

Competency 1 : Listening

On the overall performance on the competency of listening it is observed that the following picture emerges in the score range of 60-80 and 80+.

	LJFS	LJNFE	SRFS
% Students of Scoring 60 & above	52%	45%	45.4%
% Students of Scoring 80 & above	28%	22%	15%

This comparison shows a better performance on the part of students in the LJ institutions. However, between the two type of LJ institutions the formal school have performed better.

Competency 2 : Speaking

In the competency area of speaking again taking the ranges of 60-80 and 80+ into account the LJ institutions have shown better results than the state run schools.

	LJNFE	LJFS	SRFS
% Students of Scoring 60 & above	70%	63%	60%
% Students of Scoring 80 & above	39%	38%	24%

The result further indicate that LJNFE students are better than the LJFS on this particular competency.

Overall Performance : Hindi Oral

Analysing the total (overall) achievement in Hindi Oral it was observed that 60.8 percent students have shown only an average performance i.e. they lie within the range of 40-80 percent.

On a comparison of the LJ institutions and SR schools, we observe a better performance by the former. Moreover, the performance of the LJNFE students has been better than their counterparts in the LJFS.

Figure 7.2
OVERALL PERFORMANCE IN HINDI ORAL

% No. of std

	0	0-40	40-60	60-70	70-80	80-100
LJ FORMAL SCHOOL	1.4	23.1	35.4	13.6	14.3	12.2
LJ NFE CENTRE	1.9	24.8	29.8	22.4	13	8.1
SR FORMAL SCHOOL	4.4	28.9	37.1	15.7	6.9	6.9

------> % Mark

▨ LJ FORMAL SCHOOL   ☐ LJ NFE CENTRE
▧ SR FORMAL SCHOOL
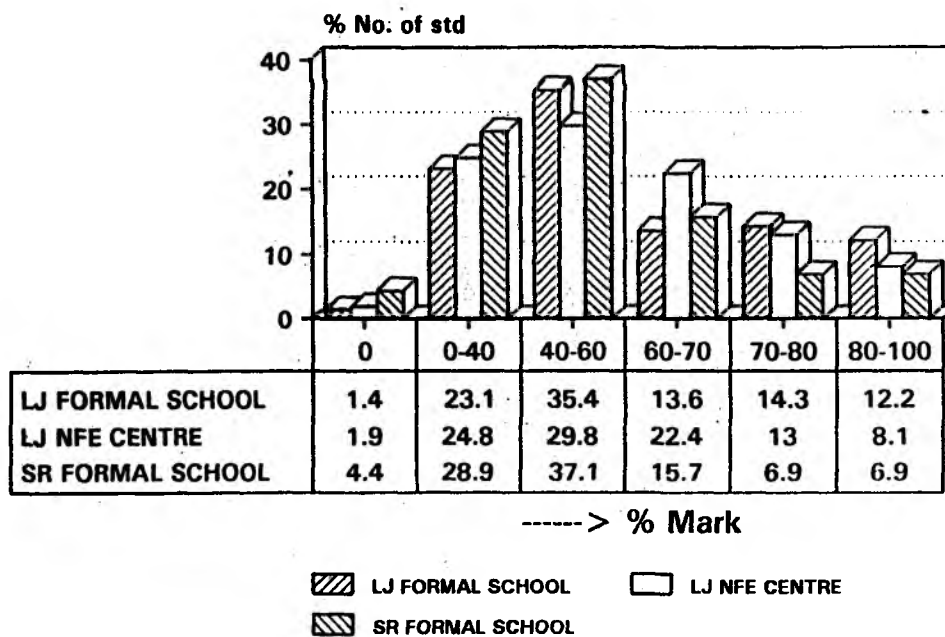
Overall Performance : Sexwise

An analysis of the sexwise performance in Hindi written and oral revealed that the LJNFE girls have performed better than their counterparts in schools.

Table 7.4
COMPARATIVE PERFORMANCE OF BOYS AND GIRLS

A. Written

Type → Percentage (%) ↓	LJFS		LJNFE		SRFS	
	Boys	Girls	Boys	Girls	Boys	Girls
60 +	18	12	18	16	5	2
80 +	1	-	3	-	-	-

B. ORAL

Type → Percentage (%) ↓	LJFS		LJNFE		SRFS	
	Boys	Girls	Boys	Girls	Boys	Girls
60 +	46	29	39	46	33	24
80 +	16	6	9	7	7	8

7.4.1 Performance of Students : Mathematics

A. Written Test

As stated earlier in mathematics each of the students were administered one written and one oral test paper. The written test covered 12 sub -competencies spread over three major competencies.

The competency wise analysis is presented below:

Competency 1 : Understanding whole numbers and numerals

Students were tested on 3 sub-competencies dealing with the "Concepts of place value and ordinal numbers". The performance of all the students selected was found to be very discouraging. Eighteen percent of the students have scored zero marks. Eighty nine percent of the students have scored less than 60 percent marks. The SRFS have performed the worst with 98 percent of their students getting a score under 60 percent. The performance of the LJFS and LJNFE has been only marginally better with 82 and 84 percent of their students getting a score under sixty. On none of the three sub-competencies have the students been able to perform well. On sub-competency 2

dealing with place values, 51 percent of the students and on sub-competency 3 dealing with ordinal numbers, 80 percent of the students have scored zero marks.

In the question addressing sub-competency 2 the students were asked to indicate the place value of digits in a 2 digit number. However a qualitative assessment of the papers revealed that students failed to indicate the place value of 6 in 60 as 60, instead they indicated it as 6. Most of the students formed a wrong number having being given 2 ones and 5 tens. They wrote 25 and not 52. This may have resulted due to carelessness as they might have read it as " 2 tens and 5 ones".

In sub-competency 3 which deals with demonstrating an understanding of ordinal numbers the students were expected to write the position of three objects in an arrangement of ten objects. Instead of writing the position as '8th', '4th' and '6th', they wrote it as 8, 4 and 6. This indicates that they were unable to differentiate a cardinal number from an ordinal number.

Competency 2 : Ability to Add, Subtract, Multiply and Divide Whole Numbers

Under this major competency 8 sub-competencies dealing with the "operations of addition, subtraction and multiplication" were covered. Similar to the performance on competency 1 the performance on these competencies was also poor. Here, again 88 percent of the learners have achieved very low scores (less than 60 percent). Only 12 percent of the sample has achieved more than a sixty percent aggregate. The LJFS and LJNFE students have performed better than the SRFS.

Of the 8 sub-competencies the most poorly attempted sub-competency dealt with the understanding of multiplication as repeated addition. On this competency, 75 percent of the students got a zero.

LJFS have performed the best on the sub-competencies dealing with the understanding of multiplication as repeated addition, interpreting and writing of the symbol for multiplication as well as solving one step of daily life problems involving skills.

On the competencies dealing with addition of two and three digit numbers with and without carrying and subtracting 2 digit numbers with and without borrowing both LJFS and LJNFE students have performed better than the SRFS. However, the performance of LJNFE has been best.

Nevertheless, it must be underlined that 30 percent of the students were unable to answer correctly the sums on addition (with carrying over) and subtraction (with borrowing) both in the Lok Jumbish formal schools and NFE centers.

Most of the students failed to solve word problems as required even when provided the steps of the solutions. Very few could attempt correctly the questions related to

the writing and use of multiplication tables. This indicates that students have not been given ample practice of solving word problems even at the end of class 2.

On the sub-competency dealing with interpretation and writing of the symbol for multiplication, 37 percent of learners of LJFS, 31 percent in LJNFE and 47 percent of the learners in SRFS could not select appropriate signs '+ or x 'to make the addition and multiplication. This implies that students even at the end of class 2 do not know the basic facts of addition and multiplication.

Competency 3 : Draw plain shapes, e.g. square, rectangle, triangle and circle using objects which have straight or curved edges.

This was tested across only one sub competency dealing with the "drawing of plane figures using objects". Students were asked to draw a triangle using a set-square and a circle using a circular plastic disc. About 54 percent of the learners aggregated over 80 percent marks. Over 64 percent of LJNFE students achieved mastery level. However, only 47 percent of the SRFS were able to achieve the same level.

Figure 7.3
OVERALL PERFORMANCE IN MATHEMATICS : WRITTEN

	0	0-40	40-60	60-70	70-80	80-100
LJ FORMAL SCHOOL	4.1	54.4	29.3	7.5	4.1	0.7
LJ NFE CENTRE	3.9	59.7	24	4.5	5.8	1.9
SR FORMAL SCHOOL	3.2	77.7	14	2.5	2.5	0

------> % Mark

LJ FORMAL SCHOOL   LJ NFE CENTRE
SR FORMAL SCHOOL
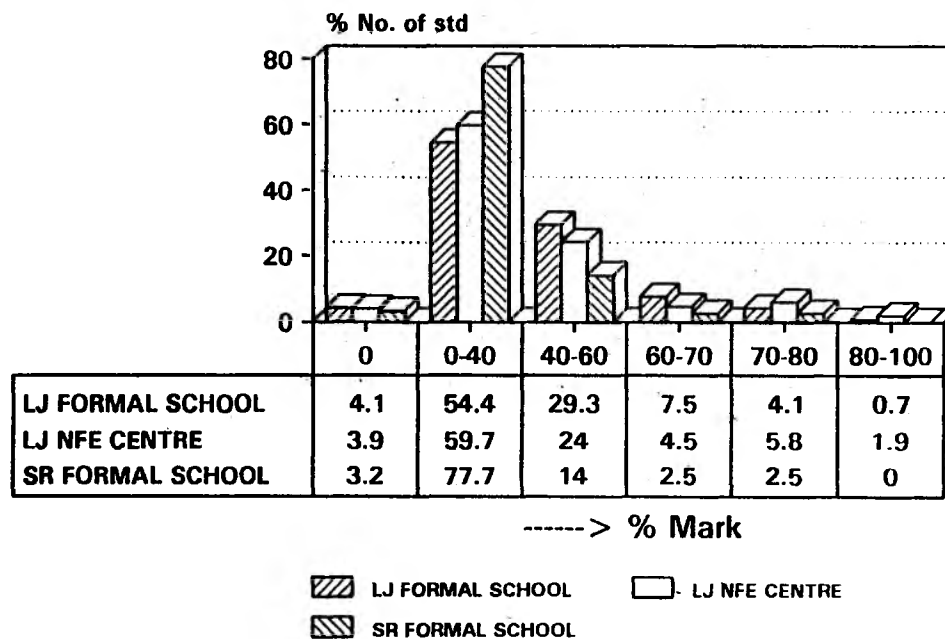
Since the students have been unable to attain mastery over any competency as per the Mll norms, a need is felt to further orient teachers/facilitators in the method of teaching the subject of mathematics. In the light of students' performance w.r.t. MLLs, it can be said that performance level is not satisfactory.

B. Oral test

The oral test consisted of 11 sub-competencies spread over four major competencies areas.

Competency 1 : Understanding whole numbers and numerals

The sub-competencies addressed relate to ordinal numbers and finding the number of objects in a given set by counting. The performance on these was found to be satisfactory as 60 percent of LJFS and 52 percent of LJNFE students achieved a mastery level i.e. over 80 percent. Here, again only 36 percent of the SRFS students were able to score over 80 percent.

Competency 2 : Ability to Add, Subtract, Multiply and Divide Whole Numbers

On questions which related to the "three basic operations of addition, subtraction and multiplication" the performance was found to be poor in terms of achievement of mastery level. This was discouraging as these competencies are basic to further learning. Only 42 percent of the LJFS, 34 percent of the LJNFE and 29 percent of the SRFS achieved a score over 80 percent. However, 69 percent students of LJFS and 63 percent students of LJNFE were able to score over 60 percent. Fifty nine percent of the SRFS students also scored above 60 percent.

Competency 3 : Ability to use and solve simple problems of daily life relating to units of money, length, mass weight capacity, area and time.

Here again, only 38 percent of the learners could score 60 percent marks or more. The trend of performance of the students is similar to that observed on competencies 1 and 2. The percentage of students who aggregated above 80 percent were 17 percent in LJFS, 12 percent in LJNFE and 8 percent in the SRFS.

Therefore, it can be said that even at the end of class 2, more than 52 percent of the students were unable to tell the names of days in a week, number of months in a year, the first month of the year, the day preceding or succeeding the given day.

Competency 4: Names objects in the environment which have only plane surfaces, only curved surfaces, and objects which have both.

Very poor performance was observed on this competency where students were asked to name objects from their environment which have plane faces/curved faces or both. More than 50 percent pupils could not answer this question. This clearly indicates that not enough effort is going into the teaching of the basic concepts of geometry.

Figure 7.4
OVERALL PERFORMANCE IN MATHEMATICS : ORAL

% No. of std

	0	0-40	40-60	60-70	70-80	80-100
LJ FORMAL SCHOOL	0	27.9	23.1	17	14.3	17.7
LJ NFE CENTRE	0.6	29.2	27.3	13	17.5	12.3
SR FORMAL SCHOOL	1.9	31.8	34.4	14	10.8	7

------> % Mark

LJ FORMAL SCHOOL   LJ NFE CENTRE
SR FORMAL SCHOOL.
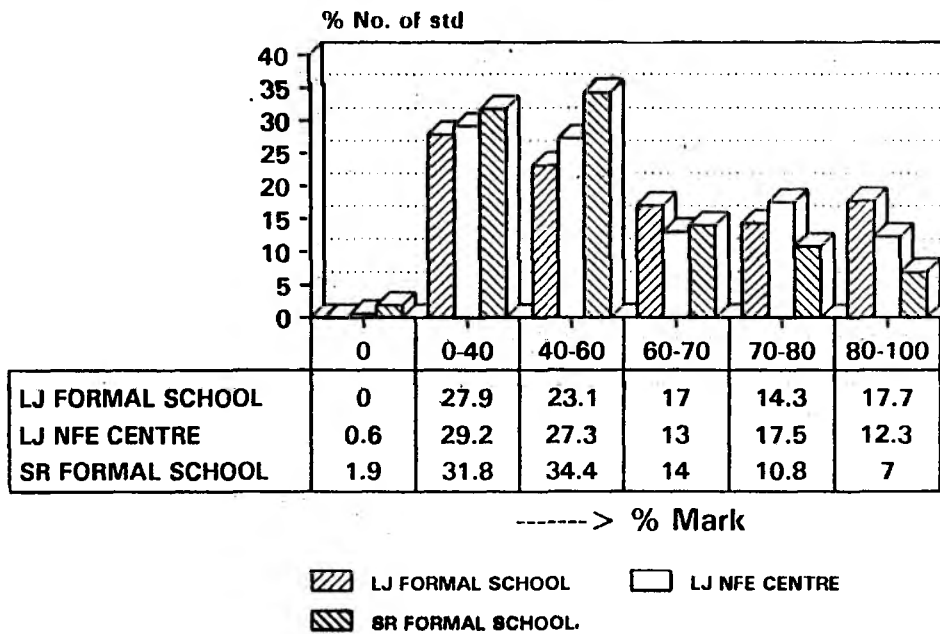
In conclusion, it can be stated that the institutions of Lok Jumbish Students here fared better than the students of the State Run Schools. The variations in performance as among boys and girls is bought out in the following table.

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Overall Performance : Sexwise

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Table 7.5
COMPARATIVE PERFORMANCE OF BOYS AND GIRLS

</div>

A. Written

Type →	LJFS		LJNFE		SRFS	
Percentage (%) ↓	Boys	Girls	Boys	Girls	Boys	Girls
60 +	14	10	18	9	5	·5
80 +	-	2	3	1	-	-

B. ORAL

Type →	LJFS		LJNFE		SRFS	
Percentage (%) ↓	Boys	Girls	Boys	Girls	Boys	Girls
60 +	55	38	40	45	32	32
80 +	22	10	10	14	7	8

In the oral tests the girls of the LJNFE have not only performed better than their counterparts in the formal school but have also performed better than the boys at the NFE centres. In written tests, though the girl in LJNFE and LJFS have fared poorer than the boys of their class, their performance has been better than both boys and girls of SRFS.

Overall, the performance on the competencies related to the ability to add, subtract, multiply and add whole numbers is comparatively much better. Therefore, it can be concluded that while teaching, stress is being only laid on the basic operations of addition, subtraction and multiplication tables, and other competencies are not being addressed seriously. This is further reinforced by the poor performance on competencies addressing basic concepts of geometry.

However, the fact remains that each and every stated competency is crucial for further learning and the stated competencies indicate a minimum level of learning.

Chapter 8

IMPACT OF THE NFE PROGRAMME UNDER LOK JUMBISH

IMPACT OF THE NFE PROGRAMME
UNDER LOK JUMBISH

Even in the best of times, educational advancement in Rajasthan, among the rich and the poor, among the socially dominant and weaker class was relatively poor. This happened not necessarily, because of their economic backwardness but because of the deep-root traditional beliefs and customs which militated against rationalistic and humanistic world-view of the emerging new social order. It is noteworthy that even those who could afford to spend substantial part of their income on education were somewhat reluctant to educate their children, specially girls. In fact, education of girls, until recently, was seldom encouraged. Child marriages were rampant among all or most sections. Rajasthan with the inherent characteristics of superstitions, obscurantism and caste taboos, made promotion of education in the state, a formidable task even more challenging. To move the millions on the path of progress, educational planning and economic transformation was therefore an important plank of state policy ever since India achieved independence. It is against this social context that the programme of NFE under Lok Jumbish is to be viewed.

The success of any participatory programme like Lok Jumbish can be gauged by the extent to which it is successful in generating demand for primary education and in enhancing enrolment rates, specially in rural, educationally backward and disadvantaged communities. In order to examine the impact of the NFE programme in Lok Jumbish, an attempt was made to gain insights into the changing attitudes and value system of the community and the parents. Further, the impact of the programme on the enrolment and retention of children at the NFE centres was also examined. The results of these analysis is presented in the ensuing sections.

8.1   IMPACT OF THE PROGRAMME ON ENROLMENT AND RETENTION

In order to gauge the impact of the NFE programme on Lok Jumbish on the enrolment and retention at the centres, the enrolment status of 91 centres visited were collected on a time series basis. The analysis emerging from the datum is presented subsequently.

8.1.1   Enrolment Status

The impact on the enrolment status at the NFE centres must be viewed in line with the efforts made to attract the out-of-school children to the centre. Prior to the launch of the NFE programme in any village, mass mobilisation and environment building

activities were initiated by the cluster level functionaries. The purpose of these activities was not only to build up a climate favourable to the promotion of primary education but also for constituting the village level structures viz. prerak dal, and for ascertaining the accessibility of all children in 6-14 age group to primary education facilities. Subsequent to the launch, continuous efforts were made by the members of prerak dal, mahila samooh and anudeshaks to encourage parents to send their children to centre.

The sample of NFE centres comprised of centres which had started during 1993 and 1994 respectively. The table below reflects the growth rate of enrolment over these phases. Out of the sample of 91 centres, most of the centres were opened after September 1993.

Table 8.1
GROWTH IN ENROLMENT

Period	Growth Rates (%)		
	Total	Male	Female
May '93 - Aug.'93	69.65	40.29	63.87
Sept. '93 - Dec.'94	21.7	13.7	20.68
Jan '94 - April '94	11.95	12.42	14.57
May '94 - Aug. '94	10.4	8.45	12.3
Sept '94 - Dec. '95	9.78	6.3	11.9
Jan '95 - April '95	10.18	6.98	12.42

Source : Primary survey findings

An analysis of the enrolment data revealed a remarkable overall growth in enrolment in the NFE centres during the period May - September 1993. This period coincided with the start up of the NFE programme under Lok Jumbish. After a year of starting NFE programme the growth rate had stabilised to around 10 percent.

The male female trends in the increase in enrolment reveal that there has been a higher growth in the enrolment of girls as compared to boys (Table 8.1). The above results clearly reflect the success of the Lok Jumbish efforts in sustaining enrolment of the girl child.

Analysing the growth in enrolment according to the year of establishment of the NFE centres, revealed that the quarterly growth in enrolment in centres established during 1993 had stabilised to 3-4 percent by January 1995 after an initial growth of 13.9 percent. The prerak dal in these villages had emerged as strong village level structures and were observed to be constantly reviewing the school mapping and microplanning exercises every six months. Further, to ensure that all children join schools/centres, the format pertaining to the data collection at the village level was modified. The village level bodies were oriented to collect details of children in the age group of 3-14 instead of 6-14. This additional information aided the planner to promote the potential learners to join the educational stream. In the process, efforts were directed to enrol all out-of-school children either in schools or in the NFE centres.

An analysis of the composition of students currently enrolled at NFE centres revealed a remarkable increase in the enrolment of the target segment viz. girls and backward classes. During January 1993 when the NFE programme was launched in the selected blocks, two-thirds of the population benefitting from the centres were from socially backward sections viz. tribal population, and backward classes. By January 1995, nearly all population covered was from this segment of the society. This segment also constituted the educationally and economically weaker sections as more than two thirds of the learners in these centres belonged to illiterate families. The parent being engaged as farm labourers, skilled workers and artisans by and large constituted the population below poverty line. During the same period, the ratio of girls has increased from 40 percent to 75 percent thereby reflecting the success of the efforts to attract the girl child to the NFE centres (Figure 8.1).

Figure 8.1
INCREASE IN ENROLMENT OF TARGET SEGMENT
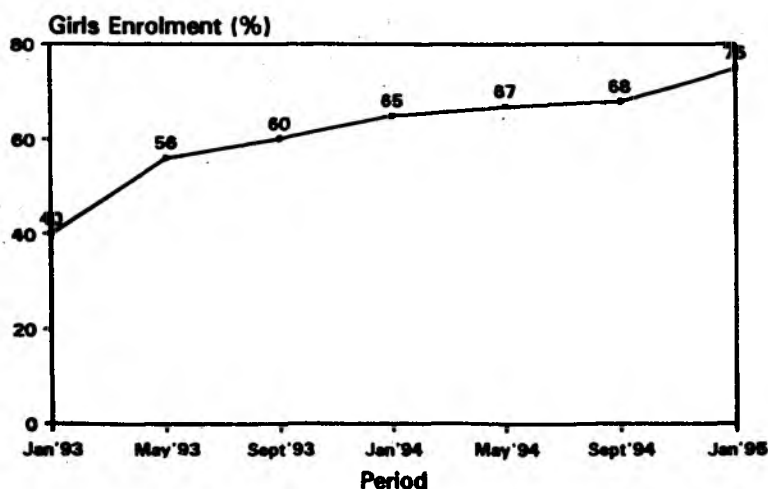
Furthermore, during 1993, when the NFE programme was launched in the selected blocks, of the total learners enrolled 40 percent were girls. Thereafter, as the programme progressed from the school mapping and micro-planning exercises, it became clear that the major clientele of the programme were to be girls. The efforts were then directed to ensure that all illiterate girls in 6-14 age group who could not go to school were enrolled in NFE centres. The impact of these efforts was reflected in the increase in participation rate of girls. From January 1993 to January 1995, the proportion of girls enrolled in NFE centres increased from 40 percent to 75 percent (refer Figure 8.1).

To gauge the lateral entry of students from nonformal to formal education, information pertaining to learners joining formal schools was also collected with the aid of checklist. During January 1993 - May 1995, the proportion of enrolled students joining formal schools had varied from 5 percent to 10 percent per annum. In other words, the Anudeshaks and other core team members have made concerted efforts to enrol students of nonformal centres in formal schools.

8.1.2 Retention of Learners in NFE centres

The NFE programme in Lok Jumbish not only aims at enrolling children in the NFE centre but also focusses efforts to ensure that the learners complete primary level of education. In order to gauge the extent to which the NFE programme has achieved this objective an analysis of the dropout rates of learners in the centres was undertaken. For calculating the dropout rates the learners enrolled in the centre at the time of its establishment were traced till January 1995. Since the month and year of establishment of the 91 centres varied, aggregated dropout rates for the sampled centres could ot be computed. The dropout rates were computed separately for each . NFE centre.

Table 8.2
DROPOUT RATES IN NFE CENTRES

Dropout Rates	Centres	
	Number	Percentage
1 - 10	23	25
10 - 20	19	21
10 - 30	17	19
30 - 50	29	32
50 - 70	03	3
Total	**91**	**100**

As high as 32 percent of the centres had a dropout rate between 30-50 percent whereas less that 10 percent dropout was observed in 25 percent of the centres. It is evident from Table 8.2 that the dropout rate of NFE centres covered under the Lok Jumbish programme is much lower than the state average of 76 percent (primary schools). Also, as indicated in Section 8.1.1, these dropouts include students joining formal schools.

An analyses of the time series dropout rates in the sampled centres clearly revealed that the dropouts have occurred by and large during the first six months after the establishment of the centre. There after the retention of learners has been achieved.

Numerous factors, have contributed to a high enrolment and retention of learners. The convenience of timings was one of the most important attributes indicated by the parents for sending their wards to the NFE centres. Amongst other features that attracted parents to send their children to the NFE centres, availability of free textbook and location had been cited as important factors.

Keeping in view the importance of this factor, the timing of the centres were fixed after the consent of the community. This was asserted by more than two-thirds of the anudeshaks who stated that the timings of the NFE centres were fixed through gram sabhas and interaction with villagers. Since the timings of the NFE centres were decided keeping in view the nature of work the learners were engaged in, the enrolment and regularity of the learner was ensured in the centres.

Regular functioning of the NFE centres was also cited as an important factor by parents which motivated them to send their children to the centre. It was commendable to note that more than three fourths of the parents reported that the classes were held all six days in a week (Figure 8.2).

Figure 8.2
REGULARITY IN FUNCTIONING OF NFE CENTRES

6 Days 81%

Never 5%
Once a week 1%

5 Days 13%

Base : 229 Parents

129
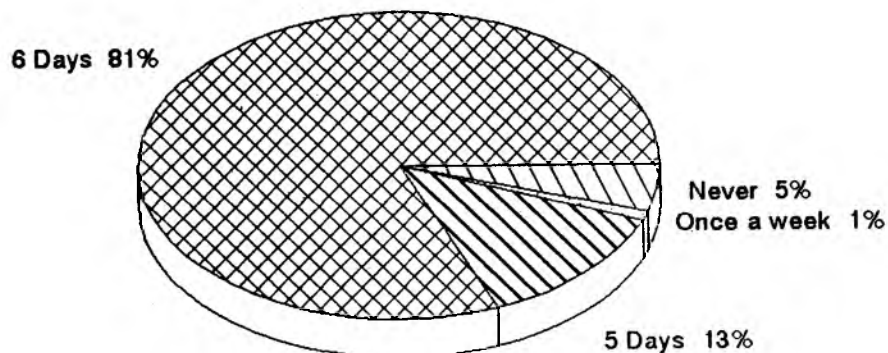
The role of the anudeshak in taking steps to promote and sustain enrolment was asserted by nearly all parents, prerak dal and mahila samooh. Various issues discussed, as revealed by the parents included motivating them to send their children to NFE centres, progress of the child, etc.

It is ascertained from the above discussion that the NFE programme of Lok Jumbish has been successful in gearing up the community and ensuring enrolment and retention of learners, particularly girls in the centres. This significant impact has been an outcome of the Lok Jumbishs' policy to allow each village to emerge as a self sustained unit and inculcate a sense of belongingness amongst the villagers by giving them the decision making powers to plan for educational facilities in their village. To elicit cooperation from all segments of the society, while constituting the Prerak Dal, representative selected comprised of candidates who had a good rapport and status amongst the villagers as well as represented the weaker sections in the village. Furthermore since the main clientele of the NFE programme was girls, one third of the members of Prerak Dal were women. In villages where the women had a weak status or where female illiteracy was higher, Mahila Samooh were constituted.

8.2 LOK JUMBISH'S NFE PROGRAMME : COMMUNITY'S PERSPECTIVE

The community plays an important role in the promotion and sustenance of any programme. Recognising the important role of the community Lok Jumbish envolved a strategy whereby each village was treated as a micro project. Community's role and participation occupied a significant niche in the entire process of microplanning at the village level. Village structures such as prerak dal and mahila samooh were identified as village resources to sustain community participation. The study revealed the formation of prerak dal in all the sample villages.

Figure 8.3
COVERAGE OF VILLAGE LEVEL STRUCTURES

Base : 91 Villages
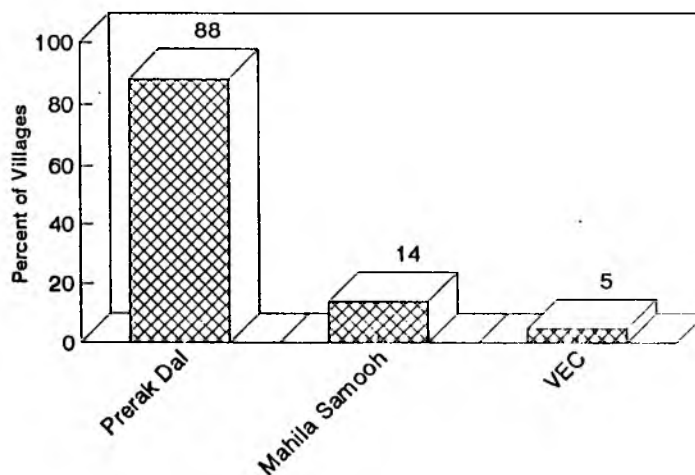
The extensive involvement of the members of prerak dal in the micro planning exercises has already been highlighted in Chapter-V. Nearly all the members interviewed indicated their active involvement in the school mapping and microplanning exercises. The members were also found to be well aware of their roles and responsibilities. While monitoring the NFE centre prerak dal maintained a close link with the NFE centre. Their frequent visits and interaction provided the necessary support and encouragement to the anudeshaks and learners.

The extent of community participation is also reflected in the community's involvement in the nomination of anudeshaks. More than half of the anudeshaks interviewed indicated being nominated by the villagers. While nominating the anudeshaks, one of the important criterion considered was the rapport the nominee had with the community.

Figure 8.4
NOMINATION OF ANUDESHAKS - PERSONS INVOLVED
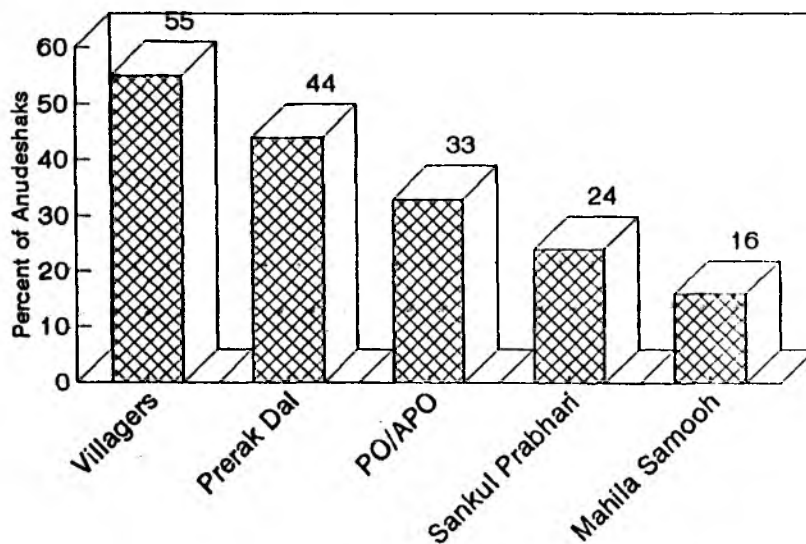
Base : 95 Anudeshaks

Prerak dal were also actively associated in the process of site selection for NFE centre. The very process of selection of anudeshaks and site for NFE involved the community at large. Nevertheless, as the role of the anudeshak in the entire programme was immense, the final selection of the anudeshaks was subject to their performance in the initial training. Group discussion amongst the community revealed a sense of pride in their efforts towards promoting education. Group discussions further revealed a sense of ownership and pride amongst the anudeshaks. The

anudeshak felt attached to the programme. Their unanimous opinion of being able to play a significant role and its recognition by the community emerged as a strong influencing factor. The primary occupation of the anudeshaks was not teaching. Nevertheless, discussions revealed that they were aware of their capability to teach and were proud of the acquired skill. The group discussions revealed that their confidence in teaching can be attributed to the training received.

8.3 LOK JUMBISH's NFE PROGRAMME - PARENTS' PERSPECTIVE

Parents, as decision makers play a critical role in sending their children to schools or NFE centers. Therefore, it is important to study the impact of the activities undertaken by Lok Jumbish in creating awareness and demand for education amongst the parents.

In the present study, the opinion of parents who had at least one out-of-school child at the time of first school mapping exercise was sought so as to gauge the impact of Lok Jumbish project. A little over half of the parents contacted for the purpose of the study were aware of Lok Jumbish and its activities.

Figure 8.5
AWARENESS AMONGST COMMUNITY ABOUT LOK JUMBISH

Not Aware
44%

Base : 229 Parents
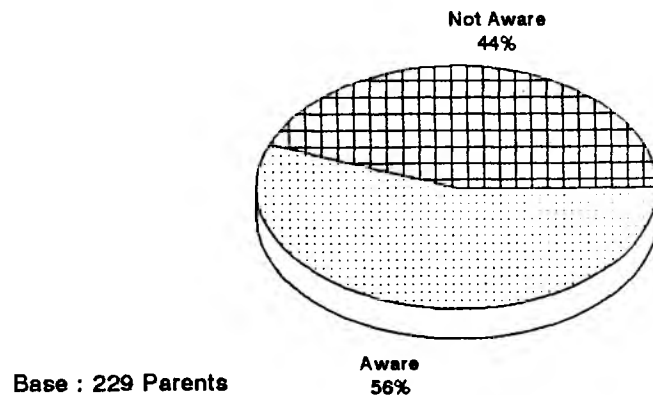
Aware
56%

Various environment building activities like organisation of gram sabhas, nukkad nataks, songs and slogans in local language, were undertaken to generate awareness about the importance of education, especially the girl child.

The impact of the Lok Jumbish's efforts at the village level can be gauged by recognisation amongst the parents that education is important. Among the parents contacted for the purpose of the study almost all indicated that education is important as it facilitates getting a good job and also enhances their thinking capacity and analytical skills.

In line with the need for educating the girl child, it was heartening to note that the focus on the girl child under Lok Jumbish was reflected in the attitudes of the parents.

Most of the parents irrespective of their educational background accepted the importance of educating the girl child. Their opinion that education will help the girl child to emerge as a future teacher also reflects the image and respect of the parent for the anudeshak. Nevertheless, nearly 40 percent of the parents held the conviction that education of the girl child was not important.

In order to measure the impact of the environment building exercises and the efforts of the prerak dal and anudeshak the educational status of children in 6-14 years age group, identified as illiterates during the first school mapping exercise was compared with their current educational status.

A total of 229 households consisting of 398 children in the 6-14 years age group were considered for the tracer study. The analysis of the responses of the parents highlighted the reach of the motivational campaign undertaken by the anudeshak and field functionaries. Nearly 60 percent of the parents contacted stated that they had been approached by the anudeshaks and other field functionaries to motivate them to educate their children. The findings of the study also reveal that the programme had succeeded in convincing a majority of the households to send their children to schools or centres.

However, over two-fifths of the households contacted continued to have atleast one illiterate child in the age group of 9-14.

A comparison of the educational status of the children in the households contacted revealed that half of the children who were out-of-school/centre during the first school mapping exercise, have been inducted into the educational stream. Amongst this segment, more than half had joined NFE centres.

Figure 8.6
CURRENT EDUCATIONAL STATUS OF CHILDREN

Lit.at the Time Sch Mp
20%

Illit.out of Sch./Cent
30%

New Entrants
50%
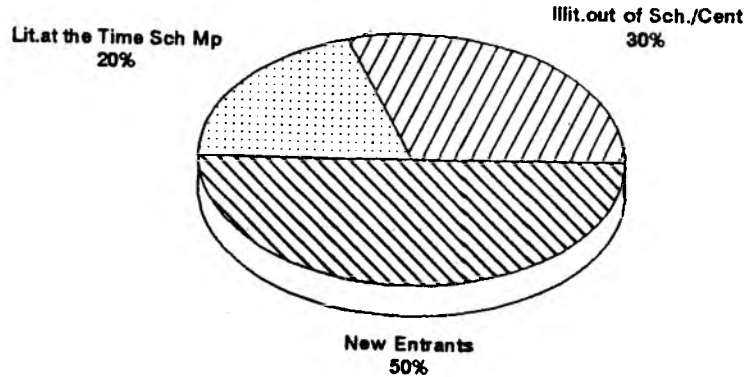
While most of the parents realised the importance and need for educating their children they are unable to do so due to their socio-economic condition. An analysis of the factors that motivated the parents to send their children to school revealed that provision of free textbooks followed by location of centre in the near vicinity and convenient centre timings were important features. The following diagram exhibits the attractive features of NFE programme as perceived by the parents.

Figure 8.7
FEATURES ATTRACTING PARENTS TO ENROL THEIR CHILDREN IN NFE CENTRE
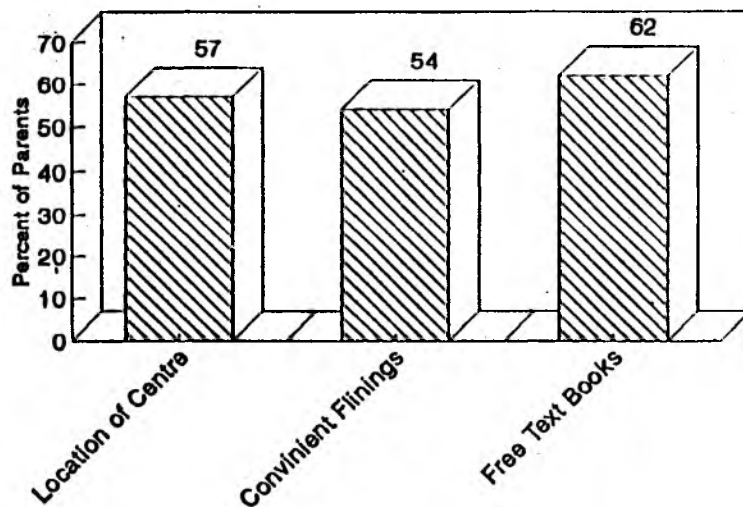
Base : 229 Parents

The programme has been successful in reaching population in remote areas. Most of the parents contacted indicated that they could not educate their children especially the girl child due to non-availability of any educational institution nearby. Moreover, flexible centre timings had enabled the girl child to attend and learn without disturbing her daily routine. The above is also reflected by the finding that nearly three - fourth of the students attending NFE centres were girls.

NFE has been adopted as a strategy by Lok Jumbish to achieve UPE. An analysis of the present status of children in the sample households revealed that the percentage of students going to NFE centres had increased from 22 percent to 58 percent. This clearly highlights the fact that NFE in Lok Jumbish has been to able succeed in attracting the out of school child.

The success of the centres in attracting children can also be attributed to the close monitoring and result of the efforts of village and cluster level functionaries. This is reflected by the fact that a majority of the parents contacted cited the regular functioning of the centre as motivating them to send their children to NFE centres.

Figure 8.8
ENROLMENT IN SCHOOL AND CENTRES

☐ Formal School ☒ NFE Centre
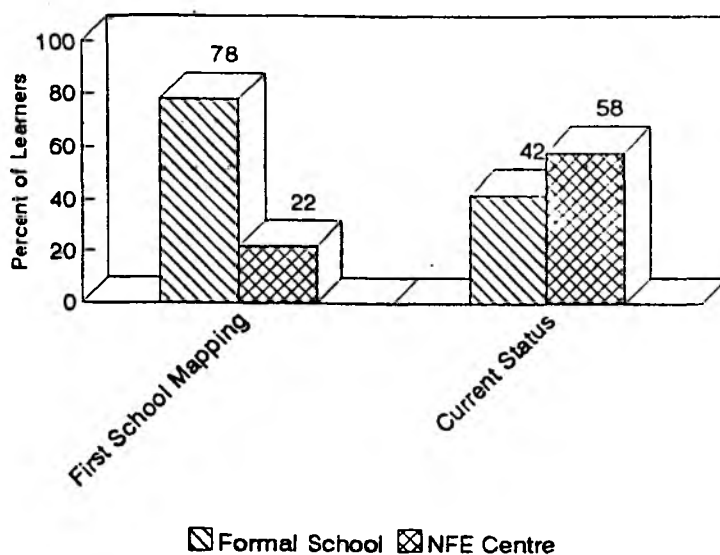
Discussions even revealed the preference of the parents for NFE centres over formal schools. The factors attributed were sincerity and commitment of the anudeshak. The parents also opined that the anudeshak was 'one of them' and thus was aware of their constraints and background. The anudeshaks had also opined that the teaching methods adopted by NFE enabled the learner to understand with ease. Further, the parents appreciated the anudeshaks responsibility of escorting the children back after the classes.

Chapter 9

EMERGING ISSUES AND RECOMMENDATIONS

EMERGING ISSUES AND RECOMMENDATIONS

The previous chapters have critically evaluated the inputs, processes and outcomes of the NFE programme in Lok Jumbish. The evaluation has thrown up some revealing findings regarding the enormous strengths of the programme, and issues which are critical for its further strengthening and expansion. The programme which is presently running in 15 blocks, with more than 800 NFE centres, is a part of the innovative approach adopted by the Rajasthan Government for achieving its goal of 'Universalisation of Primary Education'. In blocks where Lok Jumbish has opened its NFE centres, the state has withdrawn its centres. In view of the fact that the state has established over 18,000 NFE centres across all the districts, the task facing the state government is indeed a daunting one.

There are numerous factors which influence the enrolment and retention of working children and girls in the NFE centres. It is imperative to achieve a change in attitudes and value system of the community and parents for generating demand for primary education and for enhancing enrolment and retention rates, specially in the rural areas. Economic backwardness in Rajasthan coupled with deep rooted traditional beliefs and custom make this formidable task even more challenging. It is noteworthy that even those who could spend substantial part of their income on education were reluctant to educate their children, specially girls. In fact, education of girls, until recently, was seldom encouraged and child marriage was rampant among all or most sections. The findings of the study clearly reveal the prospects and potential of the NFE programme in achieving UEE. The effectiveness of the programme can be gauged by its impact on the enrolment and retention of children.

The NFE programme is designed for working children and girls who are outside the ambit of the educational process. The study revealed that the NFE programme under Lok Jumbish has been successful in attracting this target segment to the NFE centres. This is evident from the fact that more than three fourths of the students enrolled in the sampled centres were girls. Further the study clearly revealed that almost all the children attending NFE centres were engaged in some form of activity apart from studying.

The impact of environment building and school mapping exercises is reflected in the acceptance of the importance of education specially of the girl child by the parents of out-of-school children. The analysis of the annual growth rate which has been at the rate of 10 percent revealed a remarkable increase in the enrolment of the target segment, viz girls and backward classes. However two-fifths of the households having at least one out-of-school child at the time of the first school mapping exercise continued to have at least one illiterate child in the age group of 9-14. Further, nearly half of the parents were found not to be aware of the programme. This clearly highlights that despite the success of the programme in attracting children to the NFE centres continuous and sustained effort needs to be made to attract the target segment which remains outside the educational process despite the initial efforts.

Among the various factors influencing the retention of students includes the effective functioning of NFE centres. The study clearly revealed that the centres had achieved a stature of an institute imparting good quality education. The impact is clearly visible in the enrolment, retention and achievement of the students.

The efficacy of the administration and management of the NFE centres is reflected in the functional status of the centres. Nearly all centres visited were found to be functional. While the functionality of the centres itself is a reflection of the efficacy of the programme, its relevance is further highlighted if compared to the functional status of state run NFE centres all across the country.

Apart from the operational status of the NFE centres, the achievement of students is extremely relevant for examining the effective functioning of the centres.

The achievement tests were to be conducted among students of formal schools and NFE centres run by both Lok Jumbish and the state government. During the conduct of the achievement tests numerous problems were faced in regard to centres run by the state government. These included inadequate number of students available per centre, instances of double enrolment in NFE centres and formal schools, and non-availability of students who had completed the second semester. These difficulties made the sample of state run NFE centres statistically uncomparable with the sample of the other three types of schools and centres covered under the study. Consequently no comparison could be made between NFE centre of Lok Jumbish and those run by the state government.

A comparison of the performance of students from Lok Jumbish and state run institutions revealed that the students of LJFS and LJNFE were more or less at par with LJFS performing slightly better, while the performance of students of SRFS was relatively much poorer. The more or less equal performance of LJFS and LJNFE is significant in view of the aim of Lok Jumbish to achieve equivalence between formal schools and NFE centres. The remarkable achievement of the LJNFE students also point towards the potential of the NFE programme in achieving UEE.

The indepth assessment of the NFE centres brought to the fore the need to strengthen some functional aspects of the programme which are outlined below.

The study revealed that NFE centres were located in the residences of villagers, anudeshaks (instructors), etc. However, the study brought to the fore the need for a permanent place for NFE centres. This would not only ensure shelter during rainy season and help in proper utilisation of the teaching learning material, but will also help in creating an 'identity' and a sense of belongingness amongst the learners, anudeshaks and the community. This may enhance the status of the NFE centres and equate them with the formal schools. Village resources could be mobilised to initiate creation of such an 'identity'. A pilot attempt may also provide an opportunity to study the impact on enrolment, image, etc.

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The NFE programme under Lok Jumbish has been successful in maintaining flexibility of the timings of the centres. However, keeping in view the convenience of the target segments a significant proportion of the centres were night centres.

The existence of night centres clearly underlines the importance of lighting facilities. However, the study highlighted the inadequacy of the lighting facilities at the NFE centres. The poor quality of lighting facilities were also observed during the visit to the centres and during the conduct of achievement tests. The norm of one kerosene lamp for four children was met only in 50 percent of the centres. The study also brought to the fore the problems faced in acquiring kerosene for the lamps specially in remote areas. This clearly highlights the need for providing good quality lamps in adequate quantity and ensuring adequate supply of kerosene or some alternative mode of lighting.

The analysis of the availability of teaching - learning material revealed that textbooks and stationery, which are critical inputs in the teaching - learning process were timely available and were of good quality. However, for better maintenance of textbooks the provision of school bags emerged as a requirement. The study also revealed that the system of supply of the teaching - learning material, viz. maps, charts, etc., need to be strengthened.

The study revealed that in 14 percent of the NFE centres no system of pupil evaluation was being followed. The study also highlights the limited role of the anudeshaks in conduct of final evaluation of the children. Only one-fourth of the anudeshaks indicated their involvement. Further, 16 percent of the anudeshaks were not even aware of their role in the final examination.

Anudeshaks occupy a significant niche in the entire expanse of the programme. Their role is critical in ensuring success of the programme. It is the anudeshaks who are expected to impart education equivalent to the formal school in about 2 hours daily as compared to 5-6 hours taken up by formal school teachers. Actually, Anudeshaks seem to be spending more than 2 hours daily.

Their task is made more formidable in view of their comparatively lower levels of education. Recognising the importance of training of anudeshaks, Lok Jumbish has made numerous efforts to make training an effective tool of capacity development. It is mandatory, under the Lok Jumbish programme to start the NFE centre only after the anudeshaks have received their initial training. The annual refresher training has also been made compulsory.

The study revealed that all anudeshaks had attended the initial training. While nearly all anudeshaks had attended the first refresher training the second training was attended by less than three fourths of the anudeshaks. The study further revealed that only one-fourth of the anudeshaks had attended the complete training capsule. This underlines the need for scheduling the training sessions during the period when the anudeshaks are less pre-occupied with their main economic activity. As nearly two third of the anudeshaks were engaged in farming activities, it is essential to take into account the sowing and harvesting season while planning the training

programme. Further, as attendance of the residential training programme results in loss of income, provision of some sort of incentive seems in order.

The study revealed that the training programme of the anudeshaks was widely appreciated by them. One of the important aspects which emerged during discussions with the anudeshaks was the opinion that completion of the training had a significant impact on their social standing. They felt that the training apart from enhancing their knowledge and skill levels had also enabled them to overcome their inhibitions and reservations.

Discussions amongst the anudeshaks revealed their awareness of their acquired skill to impart good quality education. Their quality of leadership and sincerity was evident during discussion amongst the community. The continual efforts of the anudeshaks and community support will ultimately govern the sustenance of the programme.

In view of their important role it is imperative to have a motivated and enthusiastic lot of anudeshaks. While the selection procedure and training process had infused a sense of pride among the anudeshaks, a strong resentment on the amount of honorarium provided to them was evident.

Lok Jumbish aims at imparting education equivalent to that imparted by the formal schools. The anudeshaks are envisaged to achieve this in 2-3 hours compared to the about 6 hours taken up by the formal school teacher. This makes the task all the more challenging. They are also involved in motivating learners to attend the NFE centre regularly. In line with their efforts the honorarium provided to them, though given timely, was found to be low. There was an instant comparison by the anudeshaks with the honorarium drawn by the Shiksha Karmis. This comparison is, perhaps, not justified because Shiksha Karmis run day school as well as evening classes. Further, as the honorarium has not been increased since the inception of the programme in 1992, there is enough justification to increase the honorarium. Even the community indicated that the honorarium of the anudeshak was not commensurate with the efforts made by them. Lok Jumbish management may also consider periodic revision of honorarium, say every alternate year.

The successful functioning of the NFE centres is the outcome of the strategies adopted by Lok Jumbish for implementing its NFE programme. The major strategy of Lok Jumbish is the establishment of a decentralised management and support process. People's movement and their participation is a critical aspect of the programme.

It is evident from the study that, as planned in the project documents, Lok Jumbish has developed a decentralised system of monitoring and supervision. The effectiveness of this system is highlighted by the fact that practically all the operationalised centres were functional. Lok Jumbish has adopted a block level approach where the plans are evolved through a bottoms up approach. The school mapping, micro planning exercises and preparation of village plans by the core team at the village level and its scrutiny by the cluster and block officials was an

intrinsic part of the entire planning process. The study revealed a high degree of involvement of prerak dal and mahila samooh in the above activities.

Apart from the pravartaks, the members of prerak dal and mahila samooh were also involved in ensuring regular and smooth functioning of the centre. Additionally the cluster functionaries were also found to be making monthly visits to the centre. The high degree of enthusiasm, commitment and participation of the prerak dal and mahila samooh members in the implementation of the programme was indicated by the continuous and frequent visits made by the members to the centres.

Apart from training anudeshaks, training programmes have also been developed for pravartaks (supervisors) and members of prerak dal and mahila samooh. This is a unique component of the Lok Jumbish strategy. However, the study revealed that as high as 30 percent of the members interviewed were not aware of their important functions. This can partly be attributed to the fact that not all members had received the training. Low awareness of one of the key functions, viz enroling girl child, was highlighted during the study.

The Parishad has succeeded in the creation of a participative system of supervision which had enthused a feeling of comradeship and equality among the anudeshaks and has motivated them to achieve a higher performance level.

The present study has highlighted the importance given by Lok Jumbish in the development of the anudeshaks and in the capacity building of the village level structures. The study has clearly revealed the significant role played by the village structures in sustaining community participation. The capacity of the village structure in microplanning, monitoring and supervision was also evident during the evaluation. However, while the training programme have so far been effectively undertaken by Sandhan, there is an urgent need for evolving a system which will be able to effectively cope with the envisaged expansion of the programme.

A critical factor in the monitoring of any activity is the development of versatile information system. While the anudeshaks were found to maintain and forward the enrolment and attendance details to the pravartaks regularly, information pertaining to the availability of teaching and learning material and other equipment was not being maintained. The study also revealed absence of a comprehensive database and a lack of documentation at the block and state level. At the block level while the BSG had the information regarding the clusters managed by them it had no clue of the functioning of the VA run clusters. At the state level, though the process of establishing a data base is ongoing, a system needs to be evolved to facilitate vertical and horizontal flow of information.

While the NFE programme has been effectively implemented in 15 blocks of Rajasthan, its expansion to the remaining 60 by 1997-98 blocks is indeed a formidable task. Further with the expansion of the programme, the need for establishing district/regional structures becomes imperative. In line with the essential need for such a coordinating unit, Lok Jumbish has on a pilot basis, established district structure in the district of Bikaner.

In view of the crucial role the programme is envisaged to play in achieving Universalisation of Primary Education in Rajasthan it is imperative to view the programme against the overall educational scenario in the state.

Rajasthan, not only has one of the lowest literacy rates in the country, 38.8 percent against the national average of 52.2 percent, it also has the lowest female literacy (20.44%) and a lower literacy rate among SC/ST population. While enrolment figures for boys appear satisfactory, the high dropout rate gives an indication about the difficulties in achievement of UPE. The situation in several other states of the country is not very different. In view of this educational scenario, NFE is bound to be a vital component of the comprehensive strategy to move towards 'Universalisation of Primary Education'.

Relevance of NFE in universalisation of primary education is fully recognised in the National Policy or Education 1986 (revised in 1992). Ever though there is no unanimity regarding the number of working children - estimates vary from 20 million to 44 million. There is little doubt that this phenomenon presents a serious problem for UPE. Then, there is a large number of children who have crossed the school admission age, viz, children more than 9 years. No less significant is the number of children of families living in habitations which are unserved by primary education facility. For all these children, perhaps, the only possible way to provide primary education is through NFE of good quality. Our study shows that Lok Jumbish's NFE programme presents a feasible design. To be sure, Lok Jumbish's NFE programme has scope for improvement in several areas. However, owing to the efficient and decentralised system of management, effective community mobilization, adoption of successful strategies for motivation and training of anudeshaks, the manner in which a clear focus has been given to girl enrolment, and above all its stress on equivalence with the formal system, LJ NFE deserves to be studied with care for improvement of the rest of NFE programme in Rajasthan and other parts of the country.

ANNEXURES

Annexure - I

Administration and Management Structures
Role and Responsibilities

Level	Structure / Body	Functionaries / Members	Functions
State	General Body	- Chief Minister Rajasthan (President) - Minister, Primary Education, Rajasthan (Vice President) - Minister, Rural Dev. & Panchayati Raj, Rajasthan - Chief Secretary, Govt. of Rajasthan - Chairman, Executive Committee - Senior Bureaucrats of Rajasthan Govt. (Relevant Deptt.) - Representatives of teachers - Eminent educationists - Representatives & Nominees of Central Govt. - Representatives of NGOs - Women activists in the field of education - All members of executive committee (not included above) - State Project Director (Member Secretary)	- Undertake activities necessary for the implementation of the project & fulfillment of the goals of the Parishad. - Create Administrative Mechanisms. - Secure involvement and participation of educational institutions, teachers and the community. - To promote R&D and innovations in basic education. - To advice state Govt. in implementation of basic education. - To undertake preparation & production of educational materials.
	Executive Committee	- Eminent educationist or educational administrator (Chairman) - Education Secretary, Govt. of Rajasthan (Vice Chairman) - Senior Bureaucrats of state Govt. (relevant deptts.) - Block Project Coordinators - Representatives of Central Govt. - Educationists - Representatives of Teachers associations - Women activists - Representative of NGOs - Persons recognized for their work for weaker sections specially SC/ST - State Project Director (Member Secretary)	- Endeavor to achieve the goals of the Lok Jumbish. - Management of the affairs & funds of the Parishad. - Frame and amend rules, regulations & bylaws for the conduct of the activities of the Parishad. - Shall exercise administrative, financial and academic authority. - Exercise powers w.r.t. service matter of functionaries. - Establishment of offices for the conduct of activities of Lok Jumbish. - Grant-in-aid to voluntary agencies. - Improve access & participation of children in primary education through new schools & NFE centres - All aspects of technical resource support.
	State Coordination Committee	- State Education Secretary	- Facilitate involvement and cooperation of all state government departments and agencies - To take decisions on their area of concern.

Contd...

Level	Structure / Body	Functionaries / Members	Functions

	Subject Committees
	State Resource Teams on
	  * MLL
	  * Environment Building
	  * Women Development
	  * **Prayojak Samiti (NFE)**
	  * Building & Development
	  * Media & Communication
		- P.O. & A.P.O. (NFE) Lok Jumbish
		- Members of Sandhan
		- Members of NGO's viz. Eklavya, Digantar, Allaripu etc.
		- Members of Shiksha Karmi Board
		- All members of L.J.P.
		- Individuals who have shown interest in the field of education
			Policy guideline for NFE w.r.t.
			
			- Infrastructural & Lighting facilities
			- Teaching learning materials
			- Financial matters
			- Management of NFE
			- Course & duration of NFE Programme etc.

District	As in the other districts where the state scheme is running (i.e. DEO (Elementary) (This structure exists only in Bikaner where the educational responsibilities of the complete district is given to Lok Jumbish)	Those who have worked closely with LJ	- To oversee the educational activities in the district - Coordination of education activities at various levels - Running DIET, Bikaner

Block	KSPS	- Chairman (Person known for his/her interest in the field of education)
		- Member Secretary (Project Officer)
		- Members
		  * BDO
		  * DEO (Elementary)
		  * 2 Persons from each mobilizing agency per cluster subject to an upper limit of six. (One out of 2 persons should be a female)
		  * A female representative from LJ clusters in the block who has taken active part in activities related to women development
		  * 2 representatives from teachers union
		  * 3 persons nominated by LJP
			Overall Authority and Responsibilities of KSPS
			
			- To strive for universalization of Elementary Education with special emphasis on education of children of deprived sections and girl child.
			- To operationalise, supervise and evaluate the progress of various LJ programmes in the block from time to time.
			- To direct, guide and coordinate the BSG, MAs and government and non-government organisations at the block level w.r.t. the planning and implementation of Lok Jumbish Schemes
			- To evaluate and strengthen the village level bodies established for improvement of the standard of elementary education.
			- To accept and consider demands pertaining to:
			  * Opening of primary schools, shiksha karmi schools, low cost hostels, NFE centres and provision of necessary facilities (equipment, teaching / learning material etc.)

Level	Structure / Body	Functionaries / Members	Functions

			* Upgradation of primary schools to upper primary schools
			* Appointment of anudeshaks and teachers for NFE centres and primary schools respectively.
			- To improve the quality of elementary education through :
			  * Enhancing the social status of teachers
			  * Teacher's training
			  * Increasing the working hours/days of schools/NFE centres
			  * Not allocating any responsibility that hinders/impinges the teachers/anudeshaks performance
			  * Improving supervision of school/centres
			- To prepare proposals for construction/repair of buildings and submit them to the Parishad
			
			Chairperson, KSPS (To be nominated by Chairperson, Vice Chairperson and Project Director, LJP)
			
			- To chair the meetings of KSPS
			- To be aware of the matters being considered in KSPS
			- To undertake activities as specified by the Project Director
			- To cast his deciding vote in case of a tie.
			
			Member Secretary (KSPS)
			(P.O. will be Ex-officio Secretary of KSPS)
			
			- To inform all members about the KSPS meetings.
			- To prepare and circulate the agenda before the meetings.
			- To examine the proposals being considered by KSPS with the help of the members of BSG and MA.
			- To implement the decisions taken by the KSPS and inform all members about the activities undertaken to fulfill the same.
			- To prepare minutes of KSPS meetings.

Level	Structure / Body	Functionaries / Members	Functions
Block	Block Steering Group	Project Officer APO - NFE - MLL - Environment Building - Building Development Samyukta (Women's Development)	- To organise meetings and interaction with various functionaries and departments at district level viz. the Collector, DRDA, WDP, DEOs - To organise meetings and interaction with various functionaries and departments at the block level viz., SDO, BDO, CDPO, Pracheta (WDP), PHC (health officer) - To ensure regular interaction with the NGOs voluntary and other agencies like Nehru Yuva Kendra, Shiksha Karmi etc. - To delineate the block into clusters with the help of concerned mobilising agencies - To strengthen the managerial and accounting processes for effective implementation of the project - To coordinate various activities being undertaken in various clusters of the block - To review the prevailing education senario through study of textbooks and other teaching / learning material and regular visits to selected schools / centres - To identify and select mobilising agencies for implementing the LJ programme.
Block	Sanchetan Dal (envisaged)	1. All Sankul Prabharies 2. NFE in charge of all VAs 3. Project Officer 4. Samyukta 5. A Pravartak from each cluster 6. APO (NFE) coordinator	1. To coordinate various aspects of NFE at the Block level. 2. To evaluate the progress made by the NFE programme every month.
Cluster	BSG (as MA/VA)	Sankul Prabhari Sankul Sahyogi/Sahyogini Lok Jumbish Worker	- To establish itself as a strong group in those areas where no mobilizing/voluntary agencies have been identified. - To undertake all roles and responsibilities of MA/VA in clusters where mobilizing agencies / voluntary agencies have not been identified (as enumerated below).

Level	Structure / Body	Functionaries / Members	Functions
	MA/VA	Sankul Prabhari Sankul Sahyogi/Sahyogini Lok Jumbish Worker (Voluntary agency may use its own cadre)	- To closely coordinate with BSG and assist them in activities such as delineation of clusters. - To ensure formation of Prerak Dal and / or Mahila Samooh (comprising of motivated workers) in villages under its jurisdiction - To initiate environment building activities in villages under its jurisdiction (at least one third of the villages) - To undertake/organise training of Prerak Dal and Mahila Samooh for clusters under its jurisdiction - To establish field centre in the cluster for training of Prerak dal/Mahila Samooh. - To initiate school mapping and micro planning exercises - To select various functionaries viz., anudeshak, pravartak and other staff for field centre and cluster level - To provide required material for functioning of NFE centres - To organise training for other functionaries viz., anudeshaks, pravartaks etc. and maintain close association with the Resource group for training - To interact with KSPS and facilitate approval of proposals made by villagers
	Field Centre	Vistar Kendra Prabhari Prashikshika	- To serve as a training centre for various functionaires at the cluster level - To assist Prerak Dal / Mahila Samooh / VEC in their functions viz., environment building, school mapping and micro planning activities etc., - To undertake and assist in activities related to women's development - To act as a resource centre for anudeshaks, shiksha karmis, teachers etc.
Village	Prerak Dal	Village Community (Around 10 members)	- Interaction with village community - Environment building activities - Undertake school mapping exercise with the help of teachers / shiksha karmis or anudeshaks of NFE
	Mahila Samooh	Women from the respective villages (4 members)	- To coordinate activities related to women's development in the village - To create awareness about education amongst women

Level	Structure / Body	Functionaries / Members	Functions
	VEC	- Member Secretary - 3-4 representatives from Prerak Dal - 4-5 Women Representatives from BSG/MA or VA - Villagers known for their active participation for welfare of the village (3-4) - Headmaster / Principal of Schools (1) - Representative of Minority Community (1) - Village level workers like Gram Sewak, Anganwadi workers etc. (1-2) - NFE anudeshak - Representative of deprived populations / community (1)	- To pursue school mapping exercises and make necessary improvements in it. - To take up micro-planning exercise and ensure satisfactory level of education in the village - To ensure that the villagers contribute their share (cash or labor) for improvement of educational activities - To undertake activities that directly or indirectly benefit the women and deprived sections of the village - To assist in implementation and supervise activities of elementary education.
(Between Cluster & Village)		Pravartak (one for 10 centres)	- To provide guidance to the anudeshak for educational activities in particular and other activities in general - To motivate the anudeshak and provide all possible assistance to the Anudeshak for regular functioning of the centre - To visit every centre at least once a month - To interact with members of prerak dal and Mahila Samooh and to ensure adequate facilities, space and regular attendance of learners - To supervise the centre while it is running and observe aspects like nature of relationship anudeshak with learners, method of instruction and teaching availability of facilities etc.
Centre		Anudeshak	- To efficiently and effectively run the NFE centre

HINDI - WRITTEN COMPETENCYWISE TABLES

3.2.1 : Recognize infrequent letters and conjunct letters

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	13	25	35		73
>	15.3%	29.4%	41.2%	>	15.6%
	8.8%	15.5%	22.0%		
0-40	20	14	25		59
>	29.4%	20.6%	36.8%	>	12.6%
	13.6%	8.7%	15.7%		
40-60	21	21	14		56
>	31.8%	31.8%	21.2%	>	11.9%
	14.3%	13.0%	8.8%		
60-70	3	2	2		7
>	25.0%	16.7%	16.7%	>	1.4%
	2.0%	1.2%	1.3%		
70-80	67	66	51		184
>	28.9%	28.4%	22.0%	>	39.4%
	45.6%	41.0%	32.1%		
80+	23	33	32		88
>	21.1%	30.3%	29.4%	>	18.8%
	15.6%	20.5%	20.1%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

4.2.1 : Copy words and sentences

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	7	9	12		28
>	23.3%	30.0%	40.0%	>	5.9%
	4.8%	5.6%	7.5%		
0-40	16	14	36		66
>	18.6%	16.3%	41.9%	>	14.1%
	10.9%	8.7%	22.6%		
40-60	21	22	29		72
>	22.6%	23.7%	31.2%	>	15.4%
	14.3%	13.7%	18.2%		
60-70	20	15	14		49
>	33.9%	25.4%	23.7%	>	10.4%
	13.6%	9.3%	8.8%		
70-80	18	23	21		62
>	24.0%	30.7%	28.0%	>	13.2%
	12.2%	14.3%	13.2%		
80+	65	78	47		190
>	28.4%	34.1%	20.5%	>	40.6%
	44.2%	48.4%	29.6%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

4.2.2 : Take simple dictation of known words

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	95	101	121		317
>	24.9%	26.4%	31.7%	>	67.8%
	64.6%	62.7%	76.1%		
0-40	35	44	31		110
>	25.9%	32.6%	23.0%	>	23.5%
	23.8%	27.3%	19.5%		
40-60	10	5	3		18
>	41.7%	20.8%	12.5%	>	38.5%
	6.8%	3.1%	1.9%		
60-70	4	6	1		11
>	26.7%	40.0%	6.7%	>	2.3%
	2.7%	3.7%	0.6%		
80+	3	5	3		11
>	18.8%	31.3%	18.8%	>	2.3%
	2.0%	3.1%	1.9%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

4.2.3 : Write simple guided discriptive sentences

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	102	114	140		356
>	23.9%	26.7%	32.8%	>	76.2%
	69.4%	70.8%	88.1%		
0-40	33	33	10		76
>	34.0%	34.0%	10.3%	>	16.2%
	22.4%	20.5%	6.3%		
40-60	11	13	6		30
>	27.5%	32.5%	15.0%	>	6.4%
	7.5%	8.1%	3.8%		
60-70	0	0	1		1
>	0.0%	0.0%	100.0%	>	0.2%
	0.0%	0.0%	0.6%		
70-80	1	1	2		4
>	16.7%	16.7%	33.3%	>	0.8%
	0.7%	0.6%	1.3%		
80+	0	0	0		0
>	0.0%	0.0%	0.0%	>	0.0%
	0.0%	0.0%	0.0%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

5.2.1 : Recall sequence of events in a short spoken or written text

Score Percentage Intervals	No. & % of Students			Total
	LJFS	LJNFE	SRFS	
Zero	58	53	81	192
>	25.2%	23.0%	35.2%	> 41.1%
	39.5%	32.9%	50.9%	
0-40	55	43	38	136
>	34.8%	27.2%	24.1%	> 29.1%
	37.4%	26.7%	23.9%	.
40-60	12	21	16	49
>	20.0%	35.0%	26.7%	> 10.4%
	8.2%	13.0%	10.1%	
70-80	3	6	16	25
>	7.5%	15.0%	40.0%	> 5.3%
	2.0%	3.7%	10.1%	
80+	19	38	8	65
>	22.6%	45.2%	9.5%	> 13.9%
	12.9%	23.6%	5.0%	
Total	147	161	159	467
	25.7%	28.1%	27.8%	

6.2.1 : Become aware of simmilarities between words on the basis of word beginning, word ending and word roots (Prefixes, suffixes and word stems)

Score Percentage Intervals	No. & % of Students			Total
	LJFS	LJNFE	SRFS	
Zero	25	49	59	133
>	15.3%	30.1%	36.2%	> 28.4%
	17.0%	30.4%	37.1%	
0-40	20	29	32	81
>	19.8%	28.7%	31.7%	> 17.3%
	13.6%	18.0%	20.1%	
40-60	11	9	14	34
>	26.8%	22.0%	34.1%	> 7.2%
	7.5%	5.6%	8.8%	
60-70	37	35	22	94
>	33.9%	32.1%	20.2%	> 20.1%
	25.2%	21.7%	13.8%	
80+	54	39	32	125
>	34.2%	24.7%	20.3%	> 26.7%
	36.7%	24.2%	20.1%	
Total	147	161	159	467
	25.7%	28.1%	27.8%	

9.2.1 : Be able to acquire reading comprehension
        vocabulory of approx 2000 words

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	100	112	121		333
>	25.4%	28.5%	30.8%	>	71.3%
	68.0%	69.6%	76.1%		
0-40	39	36	37		112
>	26.7%	24.7%	25.3%	>	23.9%
	26.5%	22.4%	23.3%		
40-60	6	7	0		13
>	37.5%	43.8%	0.0%	>	2.7%
	4.1%	4.3%	0.0%		
60-70	0	0	1		1
>	0.0%	0.0%	20.0%	>	0.2%
	0.0%	0.0%	0.6%		
70-80	1	5	0		6
>	14.3%	71.4%	0.0%	>	1.2%
	0.7%	3.1%	0.0%		
80+	1	1	0		2
>	20.0%	20.0%	0.0%	>	0.4%
	0.7%	0.6%	0.0%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

HINDI - ORAL COMPETENCYWISE TABLES

1.2.1 : Listen with understanding to simple but unfamiliar poems, songs and stories

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	42	49	43		134
>	25.3%	29.5%	25.9%	>	28.6%
	28.6%	30.4%	27.0%		
0-40	28	29	33		90
>	25.5%	26.4%	30.0%	>	19.2%
	19.0%	18.0%	20.8%		
40-60	32	43	54		129
>	20.6%	27.7%	34.8%	>	29.6%
	21.8%	26.7%	34.0%		
70-80	33	29	22		84
>	33.3%	29.3%	22.2%	>	17.9%
	22.4%	18.0%	13.8%		
80+	12	11	7		30
>	28.6%	26.2%	16.7%	>	6.4%
	8.2%	6.8%	4.4%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

1.2.3 : Understands Oral requests, instructions, commands and questions in familiar situations

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	7	8	11		26
>	18.9%	21.6%	29.7%	>	5.5%
	4.8%	5.0%	6.9%	+	
40-60	18	29	37		84
>	17.3%	27.9%	35.6%	>	17.9%
	12.2%	18.0%	23.3%		
80+	122	124	111		357
>	28.3%	28.8%	25.8%	>	76.4%
	83.0%	77.0%	69.8%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

2.2.1 : Pronounce all sounds on the language

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	5	5	10		20
>	17.2%	17.2%	34.5%	>	4.2%
	3.4%	3.1%	6.3%		
0-40	12	21	20		53
>	19.7%	34.4%	32.8%	>	11.3%
	8.2%	13.0%	12.6%		
40-60	21	9	21		51
>	32.8%	14.1%	32.8%	>	10.9%
	14.3%	5.6%	13.2%		
60-70	11	7	9		27
>	27.5%	17.5%	22.5%	>	5.7%
	7.5%	4.3%	5.7%		
70-80	42	48	42		132
>	26.8%	30.6%	26.8%	>	28.2%
	28.6%	29.8%	26.4%		
80+	56	71	57		184
>	25.3%	32.1%	25.8%	>	39.4%
	38.1%	44.1%	35.8%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

2.2.2 : Recite poems and songs in a group and individually

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	38	39	41		118
>	23.5%	24.1%	25.3%	>	25.2%
	25.9%	24.2%	25.8%		
0-40	11	17	24		52
>	16.7%	25.8%	36.4%	>	11.1%
	7.5%	10.6%	15.1%		
40-60	9	16	20		45
>	15.5%	27.6%	34.5%	>	9.6%
	6.1%	9.9%	12.6%		
60-70	20	9	20		49
>	34.5%	15.5%	34.5%	>	10.4%
	13.6%	5.6%	12.6%		
80+	69	80	54		203
>	30.3%	35.1%	23.7%	>	43.4%
	46.9%	49.7%	34.0%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

2.2.3 : Answer simple questions requiring full answers

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	27	28	45		100
>	19.7%	20.4%	32.8%	>	21.4%
	18.4%	17.4%	28.3%		
0-40	40	44	51		135
>	26.7%	29.3%	34.0%	>	28.9%
	27.2%	27.3%	32.1%		
40-60	1	0	2		3
>	20.0%	0.0%	40.0%	>	0.6%
	0.7%	0.0%	1.3%		
60-70	35	40	34		109
>	26.7%	30.5%	26.0%	>	23.3%
	23.8%	24.8%	21.4%		
80+	44	49	27		120
>	29.5%	32.9%	18.1%	>	25.6%
	29.9%	30.4%	17.0%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

3.2.3 : Read aloud rhymes, poems, songs and simple stories

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	55	62	68		185
>	25.2%	28.4%	31.2%	>	39.6%
	37.4%	38.5%	42.8%		
0-40	36	55	47		138
>	20.3%	31.1%	26.6%	>	29.5%
	24.5%	34.2%	29.6%		
40-60	20	22	14		56
>	31.7%	34.9%	22.2%	>	11.9%
	13.6%	13.7%	8.8%		
70-80	17	8	20		45
>	31.5%	14.8%	37.0%	>	9.6%
	11.6%	5.0%	12.6%		
80+	19	14	10		43
>	31.7%	23.3%	16.7%	>	9.2%
	12.9%	8.7%	6.3%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

5.2.2 : After listening be able to answer question of 'what' and 'how'

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	68	70	80		218
>	26.8%	27.6%	31.5%	>	46.6%
	46.3%	43.5%	50.3%		
0-40	50	55	50		155
>	26.5%	29.1%	26.5%	>	33.1%
	34.0%	34.2%	31.4%		
40-60	1	1	4		6
>	14.3%	14.3%	57.1%	>	1.2%
	0.7%	0.6%	2.5%		
60-70	24	29	22		75
>	25.3%	30.5%	23.2%	>	16.0%
	16.3%	18.0%	13.8%		
80+	4	6	3		13
>	14.8%	22.2%	11.1%	>	2.7%
	2.7%	3.7%	1.9%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

1. Listening (Combined Results)

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	6	3	10		19
>	23.1%	11.5%	38.5%	>	4.0%
	4.1%	1.9%	6.3%		
0-40	42	55	39		136
>	25.1%	32.9%	23.4%	>	29.1%
	28.6%	34.2%	24.5%		
40-60	22	31	38		91
>	19.1%	27.0%	33.0%	>	19.4%
	15.0%	19.3%	23.9%		
60-70	36	36	49		121
>	25.7%	25.7%	35.0%	>	25.9%
	24.5%	22.4%	30.8%		
80+	41	36	23		100
>	33.1%	29.0%	18.5%	>	21.4%
	27.9%	22.4%	14.5%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

2. Speaking (Combined Results)

Score Percentage Intervals	No. & % of Students				Total
	LJFS	LJNFE	SRFS		
Zero	2	4	8		14
>	8.7%	17.4%	34.8%	>	2.9%
	1.4%	2.5%	5.0%		
0-40	18	16	28		62
>	23.7%	21.1%	36.8%	>	13.2%
	12.2%	9.9%	17.6%		
40-60	34	29	28		91
>	27.2%	23.2%	22.4%	>	19.4%
	23.1%	18.0%	17.6%		
60-70	26	33	39		98
>	22.4%	28.4%	33.6%	>	20.9%
	17.7%	20.5%	24.5%		
70-80	11	17	18		46
>	21.2%	32.7%	34.6%	>	9.8%
	7.5%	10.6%	11.3%		
80+	56	62	38		156
>	31.1%	34.4%	21.1%	>	33.4%
	38.1%	38.5%	23.9%		
Total	147	161	159		467
	25.7%	28.1%	27.8%		

MATH - WRITTEN COMPETENCYWISE TABLES

1.2.1 : Demonstrates understanding of place value of 2
digit numbers by expanding between 10-99 into
10's and ones, and by expressing the expanded
form as a 2-digit number

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	26	24	55	105
>	18.8%	17.4%	39.9% >	23.0
	17.7%	15.6%	35.0%	
0-40	23	22	35	80
>	22.8%	21.8%	34.7% >	17.5
	15.6%	14.3%	22.3%	
40-60	22	23	38	83
>	22.7%	23.7%	39.2% >	18.2
	15.0%	14.9%	24.2%	
70-80	36	41	20	97
>	30.3%	34.5%	16.8% >	21.2
	24.5%	26.6%	12.7%	
80+	40	44	9	93
>	37.0%	40.7%	8.3% >	20.4
	27.2%	28.6%	5.7%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

1.2.2 : States the place value of the digits within
a 2 digit numeral

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	57	71	104	232
>	19.8%	24.7%	36.1% >	50.8
	38.8%	46.1%	66.2%	
0-40	52	49	37	138
>	30.6%	28.8%	21.8% >	30.2
	35.4%	31.8%	23.6%	
60-70	27	19	12	58
>	40.3%	28.4%	17.9% >	12.7
	18.4%	12.3%	7.6%	
80+	11	15	4	30
>	28.9%	39.5%	10.5% >	6.6
	7.5%	9.7%	2.5%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

1.2.3 : Demonstrates understanding of ordinal number 1-10 (eg. 1st, 2nd, 3rd)

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	107	117	141	365
>	23.3%	25.5%	30.7% >	79.9
	72.8%	76.0%	89.8%	
0-40	9	8	8	25
>	32.1%	28.6%	28.6% >	5.5
	6.1%	5.2%	5.1%	
60-70	10	5	1	16
>	50.0%	25.0%	5.0% >	3.5
	6.8%	3.2%	0.6%	
80+	21	24	7	52
>	37.5%	42.9%	12.5% >	11.4
	14.3%	15.6%	4.5%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.1 : Adds two or three digit number without carrying and with carrying and sum not exceeding 99

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	16	19	26	61
>	19.8%	23.5%	32.1% >	13.3
	10.9%	12.3%	16.6%	
0-40	24	22	41	87
>	22.0%	20.2%	37.6% >	19.0
	16.3%	14.3%	26.1%	
40-60	29	27	37	93
>	25.9%	24.1%	33.0% >	20.4
	19.7%	17.5%	23.6%	
60-70	9	20	9	38
>	20.9%	46.5%	20.9% >	8.3
	6.1%	13.0%	5.7%	
80+	69	66	44	179
>	31.7%	30.3%	20.2% >	39.2
	46.9%	42.9%	28.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.2 : Subtracts 2 digit numbers without borrowing and with borrowing

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	51	43	74	168
>	23.8%	20.1%	34.6% >	36.8
	34.7%	27.9%	47.1%	
0-40	36	50	51	137
>	21.8%	30.3%	30.9% >	30.0
	24.5%	32.5%	32.5%	
40-60	17	15	11	43
>	37.0%	32.6%	23.9% >	9.4
	11.6%	9.7%	7.0%	
70-80	22	29	11	62
>	31.0%	40.8%	15.5% >	13.6
	15.0%	18.8%	7.0%	
80+	21	17	10	48
>	31.3%	25.4%	14.9% >	10.5
	14.3%	11.0%	6.4%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.3 : Solves one step of daily life problems involving skills

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	70	80	114	264
>	21.7%	24.8%	35.4% >	57.8
	47.6%	51.9%	72.6%	
0-40	12	21	5	38
>	24.5%	42.9%	10.2% >	8.3
	8.2%	13.6%	3.2%	
60-70	62	50	38	150
>	34.1%	27.5%	20.9% >	32.8
	42.2%	32.5%	24.2%	
80+	3	3	0	6
>	30.0%	30.0%	0.0% >	1.3
	2.0%	1.9%	0.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.3 : Solves one step of daily life problems involving
skills

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	99	103	119	321
>	25.8%	26.8%	31.0% >	70.2
	67.3%	66.9%	75.8%	
0-40	7	14	8	29
>	19.4%	38.9%	22.2% >	6.3
	4.8%	9.1%	5.1%	
60-70	39	34	30	103
>	29.8%	26.0%	22.9% >	22.5
	26.5%	22.1%	19.1%	
80+	2	3	0	5
>	16.7%	25.0%	0.0% >	1.1
	1.4%	1.9%	0.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.7 : Demonstrates understanding of concept of
multiplication as repeated addition with
2.3.4, 5.10 as factors

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	61	79	89	229
>	22.2%	28.7%	32.4% >	50.1
	41.5%	51.3%	56.7%	
0-40	19	15	22	56
>	28.8%	22.7%	33.3% >	12.3
	12.9%	9.7%	14.0%	
40-60	7	17	11	35
.>	14.0%	34.0%	22.0% >	7.7
	4.8%	11.0%	7.0%	
70-80	24	17	5	46
>	45.3%	32.1%	9.4% >	10.1
	16.3%	11.0%	3.2%	
80+	36	26	30	92
>	30.3%	21.8%	25.2% >	20.1
	24.5%	16.9%	19.1%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2.2.7 : Demonstrates understanding of concept of
        multiplication as repeated addition with
        2.3.4, 5.10 as factors

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	101	118	123		342
>	24.0%	28.0%	29.2%	>	74.8
	68.7%	76.6%	78.3%		
0-40	12	7	9		28
>	38.7%	22.6%	29.0%	>	6.1
	8.2%	4.5%	5.7%		
40-60	5	10	3		18
>	25.0%	50.0%	15.0%	>	3.9
	3.4%	6.5%	1.9%		
70-80	11	6	9		26
>	34.4%	18.8%	28.1%	>	5.7
	7.5%	3.9%	5.7%		
80+	18	13	13		44
>	30.5%	22.0%	22.0%	>	9.6
	12.2%	8.4%	8.3%		
Total	147	154	157		458
	26.1%	27.4%	27.9%		

2.2.8 : Interprets and writes the symbol (x) for
        muliplication

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	54	48	74		176
>	26.2%	23.3%	35.9%	>	38.5
	36.7%	31.2%	47.1%		
0-40	13	14	9		36
>	31.0%	33.3%	21.4%	>	7.9
	8.8%	9.1%	5.7%		
40-60	47	41	44		132
>	28.8%	25.2%	27.0%	>	28.9
	32.0%	26.6%	28.0%		
70-80	16	13	7		36
>	31.4%	25.5%	13.7%	>	7.9
	10.9%	8.4%	4.5%		
80+	17	38	23		78
>	16.8%	37.6%	22.8%	>	17.1
	11.6%	24.7%	14.6%		
Total	147	154	157		458
	26.1%	27.4%	27.9%		

2.2.10 : Solves one step of daily life problem using
        multiplication tables of 2, 3, 4, 5, 10 where
        no factor exceeds 10

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	70	78	100	248
>	24.2%	27.0%	34.6% >	54.3
	47.6%	50.6%	63.7%	
0-40	66	63	50	179
>	28.3%	27.0%	21.5% >	39.2
	44.9%	40.9%	31.8%	
40-60	6	3	3	12
>	37.5%	18.8%	18.8% >	2.6
	4.1%	1.9%	1.9%	
60-70	5	10	4	19
>	23.8%	47.6%	19.0% >	4.2
	3.4%	6.5%	2.5%	
80+	0	0	0	0
>	0.0%	0.0%	0.0% >	0.0
	0.0%	0.0%	0.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

5.2.2 : Draws plain shapes e.g. square, rectangle,
        triangle, circle using objects which have
        straight or curved edges

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	14	18	33	65
>	17.5%	22.5%	41.3% >	14.2
	9.5%	11.7%	21.0%	
40-60	64	36	46	146
>	35.6%	20.0%	25.6% >	31.9
	43.5%	23.4%	29.3%	
80+	69	100	78	247
>	22.8%	33.0%	25.7% >	54.0
	46.9%	64.9%	49.7%	
Total	147	154	157	100.2
	26.1%	27.4%	27.9%	

1. Understanding whole numbers and numerals

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	14	19	44	77
>	13.9%	18.8%	43.6% >	16.8
	9.5%	12.3%	28.0%	
0-40	79	80	95	254
>	25.1%	25.4%	30.2% >	55.6
	53.7%	51.9%	60.5%	
40-60	27	30	15	72
>	31.0%	34.5%	17.2% >	15.8
	18.4%	19.5%	9.6%	
60-70	10	8	2	20
>	43.5%	34.8%	8.7% >	4.4
	6.8%	5.2%	1.3%	
70-80	6	6	1	13
>	42.9%	42.9%	7.1% >	2.8
	4.1%	3.9%	0.6%	
80+	11	11	0	22
>	47.8%	47.8%	0.0% >	4.8
	7.5%	7.1%	0.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2. Ability to add, subtract, multiply and divide whole numbers

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	9	12	16	37
>	20.5%	27.3%	36.4% >	8.1
	6.1%	7.8%	10.2%	
0-40	84	91	109	284
>	24.4%	26.5%	31.7% >	62.1
	57.1%	59.1%	69.4%	
40-60	35	33	20	88
>	31.8%	30.0%	18.2% >	19.3
	23.8%	21.4%	12.7%	
60-70	11	7	5	23
>	36.7%	23.3%	16.7% >	5.0
	7.5%	4.5%	3.2%	
70-80	7	8	5	20
>	30.4%	34.8%	21.7% >	4.4
	4.8%	5.2%	3.2%	
80+	1	3	2	6
>	8.3%	25.0%	16.7% >	1.3
	0.7%	1.9%	1.3%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

MATH - ORAL COMPETENCYWISE TABLES

1.2.3 : Demonstrates understanding of ordinal
        numbers 1-10

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	43	65	88	196
>	18.0%	27.2%	36.8%	42.9
	29.3%	42.5%	56.1%	
40-60	4	3	2	9
>	36.4%	27.3%	18.2%	2.0
	2.7%	2.0%	1.3%	
80+	100	85	67	252
>	32.1%	27.2%	21.5%	55.1
	68.0%	55.6%	42.7%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

1.2.4 : Finds the number of objects in a given
        set by counting in 2's, 5's or 10's

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	25	18	27	70
>	26.3%	18.9%	28.4%	15.3
	17.0%	11.8%	17.2%	
80+	122	135	130	387
>	26.1%	28.9%	27.8%	84.7
	83.0%	88.2%	82.8%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

1. Understanding whole numbers and numerals

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	14	19	44	77
>	13.9%	18.8%	43.6% >	16.8
	9.5%	12.3%	28.0%	
0-40	79	80	95	254
>	25.1%	25.4%	30.2% >	55.6
	53.7%	51.9%	60.5%	
40-60	27	30	15	72
>	31.0%	34.5%	17.2% >	15.8
	18.4%	19.5%	9.6%	
60-70	10	8	2	20
>	43.5%	34.8%	8.7% >	4.4
	6.8%	5.2%	1.3%	
70-80	6	6	1	13
>	42.9%	42.9%	7.1% >	2.8
	4.1%	3.9%	0.6%	
80+	11	11	0	22
>	47.8%	47.8%	0.0% >	4.8
	7.5%	7.1%	0.0%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2. Ability to add, subtract, multiply and divide whole numbers

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	9	12	16	37
>	20.5%	27.3%	36.4% >	8.1
	6.1%	7.8%	10.2%	
0-40	84	91	109	284
>	24.4%	26.5%	31.7% >	62.1
	57.1%	59.1%	69.4%	
40-60	35	33	20	88
>	31.8%	30.0%	18.2% >	19.3
	23.8%	21.4%	12.7%	
60-70	11	7	5	23
>	36.7%	23.3%	16.7% >	5.0
	7.5%	4.5%	3.2%	
70-80	7	8	5	20
>	30.4%	34.8%	21.7% >	4.4
	4.8%	5.2%	3.2%	
80+	1	3	2	6
>	8.3%	25.0%	16.7% >	1.3
	0.7%	1.9%	1.3%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

MATH - ORAL COMPETENCYWISE TABLES

1.2.3 : Demonstrates understanding of ordinal
        numbers 1-10

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	43	65	88	196
>	18.0%	27.2%	36.8% >	42.9
	29.3%	42.5%	56.1%	
40-60	4	3	2	9
>	36.4%	27.3%	18.2% >	2.0
	2.7%	2.0%	1.3%	
80+	100	85	67	252
>	32.1%	27.2%	21.5% >	55.1
	68.0%	55.6%	42.7%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

1.2.4 : Finds the number of objects in a given
        set by counting in 2's, 5's or 10's

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	25	18	27	70
>	26.3%	18.9%	28.4% >	15.3
	17.0%	11.8%	17.2%	
80+	122	135	130	387
>	26.1%	28.9%	27.8% >	84.7
	83.0%	88.2%	82.8%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

2.2.4 : Adds two numbers memtally between 0-18
        with the sum not exceeding 18

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	16	11	20	47
>	25.0%	17.2%	31.3% >	10.3
	10.9%	7.2%	12.7%	
40-60	21	36	35	92
>	19.4%	33.3%	32.4% >	20.1
	14.3%	23.5%	22.3%	
80+	110	106	102	318
>	28.2%	27.2%	26.2% >	69.6
	74.8%	69.3%	65.0%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

2.2.5 : Substracts numbers mentally
        (Both number not exceeding 18)

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	35	30	48	113
>	25.9%	22.2%	35.6% >	24.7
	23.8%	19.6%	30.6%	
40-60	26	36	31	93
>	23.2%	32.1%	27.7% >	20.4
	17.7%	23.5%	19.7%	
80+	86	87	78	251
>	27.3%	27.6%	24.8% >	54.9
	58.5%	56.9%	49.7%	
Total	147	153	157	457
	26.2%	27.2%	27.9%	

2.2.6 : Solves one step of daily life problem mentally involving addition and subtraction skills

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	40	31	59		130
>	25.2%	19.5%	37.1%	>	28.4
	27.2%	20.3%	37.6%		
40-60	45	60	48		153
>	24.3%	32.4%	25.9%	>	33.5
	30.6%	39.2%	30.6%		
80+	62	62	50		174
>	28.4%	28.4%	22.9%	>	38.1
	42.2%	40.5%	31.8%		
Total	147	153	157		457
	26.2%	27.2%	27.9%		

2.2.9 : Knows mentally and in writing multiplication tables of 2, 3, 4, 5, 10

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	28	49	29		106
>	21.9%	38.3%	22.7%	>	23.2
	19.0%	32.0%	18.5%		
0-40	0	0	2		2
>	0.0%	0.0%	100.0%	>	0.4
	0.0%	0.0%	1.3%		
40-60	56	54	55		165
>	26.7%	25.7%	26.2%	>	36.1
	38.1%	35.3%	35.0%		
70-80	1	2	8		11
>	8.3%	16.7%	66.7%	>	2.4
	0.7%	1.3%	5.1%		
80+	62	48	63		173
>	29.5%	22.9%	30.0%	>	37.9
	42.2%	31.4%	40.1%		
Total	147	153	157		457
	26.2%	27.2%	27.9%		

3.2.1 : Makes any value upto Re.1 by using varying collection of coins using real or toy money

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	55	42	62	159
>	29.7%	22.7%	33.5% >	34.8
	37.4%	27.3%	39.5%	
40-60	28	27	36	91
>	24.6%	23.7%	31.6% >	19.9
	19.0%	17.5%	22.9%	
80+	64	85	59	208
>	24.2%	32.2%	22.3% >	45.5
	43.5%	55.2%	37.6%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

3.2.2 : Uses non-standard units to measure lengths of objects in immediate environment

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	19	23	31	73
>	20.0%	24.2%	32.6% >	16.0
	12.9%	14.9%	19.7%	
40-60	0	0	1	1
>	0.0%	0.0%	100.0% >	0.2
	0.0%	0.0%	0.6%	
80+	128	131	125	384
>	27.4%	28.1%	26.8% >	84.0
	87.1%	85.1%	79.6%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

3.2.5 : Knows the relationship of days to weeks,
        weeks to months and months to years

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	98	125	126		349
>	23.6%	30.1%	30.4%	>	76.4
	66.7%	81.2%	80.3%		
80+	49	29	31		109
>	33.1%	19.6%	20.9%	>	23.9
	33.3%	18.8%	19.7%		
Total	147	154	157		458
	26.1%	27.4%	27.9%		

3.2.6 : Knows the name of months in sequence

Score Percentage Intervals	No. & % of students				Total
	LJFS	LJNFE	SRFS		
Zero	40	37	52		129
>	25.0%	23.1%	32.5%	>	28.2
	27.2%	24.0%	33.1%		
0-40	25	36	32		93
>	22.7%	32.7%	29.1%	>	20.4
	17.0%	23.4%	20.4%		
40-60	42	41	41		124
>	28.2%	27.5%	27.5%	>	27.1
	28.6%	26.6%	26.1%		
60-70	0	0	0		0
>	0.0%	0.0%	0.0%	>	0.0
	0.0%	0.0%	0.0%		
70-80	18	28	20		66
>	22.0%	34.1%	24.4%	>	14.4
	12.2%	18.2%	12.7%		
80+	22	12	12		46
>	36.1%	19.7%	19.7%	>	10.1
	15.0%	7.8%	7.6%		
Total	147	154	157		458
	26.1%	27.4%	27.9%		

5.2.1 : Names objects in the environment which have
        only plane surfaces, only curved surfaces
   and objects which have both

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	64	67	78	209
>	25.2%	26.4%	30.7%	> 45.7
	43.5%	43.5%	49.7%	
40-60	61	67	69	197
>	24.8%	27.2%	28.0%	> 43.1
	41.5%	43.5%	43.9%	
80+	22	20	10	52
>	34.9%	31.7%	15.9%	> 11.4
	15.0%	13.0%	6.4%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

1 Understanding whole numbers and numerals

Score Percentage Intervals	No. & % of students			Total
	LJFS	LJNFE	SRFS	
Zero	11	12	17	40
>	18.6%	20.3%	28.8%	> 8.8
	7.5%	7.8%	10.8%	
0-40	1	0	0	1
>	50.0%	0.0%	0.0%	> 0.2
	0.7%	0.0%	0.0%	
40-60	45	61	81	187
>	20.8%	28.2%	37.5%	> 40.9
	30.6%	39.6%	51.6%	
70-80	3	3	2	8
>	33.3%	33.3%	22.2%	> 1.8
	2.0%	1.9%	1.3%	
80+	87	78	57	222
>	31.4%	28.2%	20.6%	> 48.6
	59.2%	50.6%	36.3%	
Total	147	154	157	458
	26.1%	27.4%	27.9%	

2. Ability to add subtract, multiply and divide whole numbers

Score Percentage Intervals		No. & % of students				Total
		LJFS	LJNFE	SRFS		
Zero		9	4	11		24
	>	26.5%	11.8%	32.4%	>	5.3
		6.1%	2.6%	7.0%		
0-40		21	36	28		85
	>	21.0%	36.0%	28.0%	>	18.6
		14.3%	23.4%	17.8%		
40-60		15	16	25		56
	>	24.2%	25.8%	40.3%	>	12.3
		10.2%	10.4%	15.9%		
60-70		13	20	18		51
	>	20.0%	30.8%	27.7%	>	11.2
		8.8%	13.0%	11.5%		
70-80		28	25	29		82
	>	27.5%	24.5%	28.4%	>	17.9
		19.0%	16.2%	18.5%		
80+		61	53	46		160
	>	30.5%	26.5%	23.0%	>	35.0
		41.5%	34.4%	29.3%		
Total		147	154	157		458
		26.1%	27.4%	27.9%		
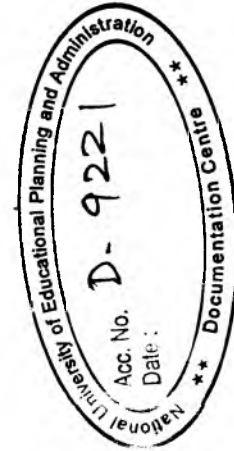
3. Ability to use and solve simple problem of daily life

Score Percentage Intervals		No. & % of students				Total
		LJFS	LJNFE	SRFS		
Zero		8	6	14		28
	>	22.2%	16.7%	38.9%	>	6.1
		5.4%	3.9%	8.9%		
0-40		59	55	67		181
	>	27.7%	25.8%	31.5%	>	39.6
		40.1%	35.7%	42.7%		
40-60		20	29	24		73
	>	23.5%	34.1%	28.2%	>	16.0
		13.6%	18.8%	15.3%		
60-70		15	25	27		67
	>	16.9%	28.1%	30.3%	>	14.7
		10.2%	16.2%	17.2%		
70-80		20	21	13		54
	>	29.9%	31.3%	19.4%	>	11.8
		13.6%	13.6%	8.3%		
80+		25	18	12		55
	>	34.2%	24.7%	16.4%	>	12.0
		17.0%	11.7%	7.6%		
Total		147	154	157		458
		26.1%	27.4%	27.9%		