LOK JUMBISH

The Fourth Report

(Jan 1994 - March 1995)

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LOK JUMBISH PARISHAD
JAIPUR

MAY 1995

Cover:
Dhananjay, a class II student
*"outside the school
the world looks like
colours and butterflies",*
says the young artist.

Contents

Abbreviations and Glossary

ANM   Auxiliary Nurse Midwife

APO   Assistant Project Officer

Balwadi   Preprimary Child Care Centre

BNS   Bhawan Nirman Samiti i.e. Building Construction Committee at the village level

BSG   Block Steering Group

BRT   Block Resource Team (A team responsible for implementation of MLL project at the Block level)

CRT   Cluster Resource Team

Dai   A Village Midwife

DIET   District Institute of Education and Training

EVS   Environmental Studies

GOI   Government of India

Imam   Religious person in a mosque

Kamthan   Literally a construction work in Rajasthani language - in LJ this is the title of the advisory committee set up on buildings development

KSPS   Khand Stariya Shiksha Prabandhan Samiti i.e. Block Level Education Management Committee of L.J.

LJ   Lok Jumbish

LJP   Lok Jumbish Parishad

MA	Mobilising Agency : An agency which is the principal partner in implementation of a L.J. cluster
Maulvi	Religious person in a mosque, a teacher in a mosque school
Mahila Samakhya	A scheme for women's empowerment and basic education launched by central government
Mahila Shikshan Vihar	Residential school for women's education
MIS	Management Information System
MLL	Minimum Levels of Learning
MS	Mahila Samooh i.e. Women's Group
MT	Master Trainer
Namaz	Prayers prescribed in Islam
NCERT	National Council of Educational Research & Training, New Delhi
NFE	Nonformal Education
NFEC	Nonformal Education Centre
NGO	Non-Government Organisation
Panchayati Raj	The local self-government set-up, consisting of village, block and district level elected bodies
Prabodhaks	Literally one who helps to understand, key resource person in LJ
Prerak Dal	Village core team set up to take up school mapping work.

Prayojak Samiti	Literally a committee which steers & enlightens. A Committee of persons with expertise and sensitive understanding of different aspects of NFE.
PWD	Public Works Department
R&D	Research & Development
RPM	Review & Planning Meeting (held once a month in blocks and once in 2 months at the state level)
PS	Primary School
Samyukta	LJ Incharge at Block level for Women's Development activities
SC	Scheduled Caste
Shiksha Karmi	Para-teachers appointed under a SIDA assisted project in Rajasthan
Sathin	A woman activist under Rajasthan's Women's Development Programme
SIDA	Swedish International Development Authority
SIERT	State Institute of Educational Research & Training, Udaipur.
SK	Shiksha Karmi
SRT	State Resource Team i.e. A Team Responsible for Implementation of MLL Project at State Level
UPS	Upper Primary School
VEC	Village Education Committee

Preface

As we move towards the end of the third year of Lok Jumbish the enormity of the challenge before us becomes even more clear, as also the confidence that the goal of UPE need not remain elusive if the village community and teachers are trusted to make decisions about children, and about the kind of education which can be provided for them. In Lok Jumbish family all of us - people working in LJ at Jaipur, in blocks and clusters, as well as the workers of the large number of splendid and committed NGOs - have learnt a great deal during these three years. We have acquired a habit to grapple with disappointments and yet keep our hopes and ideals kindled, to understand the vicissitudes of teachers, and we have learnt new ways to imbibe values and skills needed for the success of the project.

The gnawing feature of the last one year has been the delay and uncertainty in clearance of Phase II of the project. People in the central government, as well as our friends in SIDA, seem convinced about the usefulness of LJ - but the much awaited signing of agreement gets postponed from month to month. Had not the people in LJ been so self-assured about the worthwhileness of their endeavour, and had they not known that an enterprise to which they have devoted so much of their energy and emotions could not possibly be abandoned by decision-makers in Delhi, they could have become despondent and demoralised. As things are, people are continuing to devote attention to their work even though the flow of funds has got reduced to a trickle. This time-lag has provided an opportunity to all functionaries to rigorously review their work and to plan measures which would bring about needed improvements.

J.P. Naik used to say that people use their heads when they do not have enough money to use! Some of us at LJ Parishad have been surprised at the spurt of innovative activity during the last one year. Formation of women teachers forums, drawing Muslim children to mainstream education in Kaman, women's residential institute at Jalore, those and some other new initiatives have surfaced during the last one year. Perhaps our colleagues who could not expand the ongoing programmes explored ways of doing new things in an unconventional mode.

As before, we present this report with an expectation that persons having interest in primary education, and in Lok Jumbish in particular, would glance through this document and send comments to us for improvement of the programme.   .

Project Director

Introduction

This Fourth Report of Lok Jumbish is appearing 18 months after publication of the Third Report. This must cause concern among people who have been interested in this project. This delay was caused due to the delay in the approval of Phase II. According to the earlier schedule, during which we published a report every six months, this report should have been out in July, 1994. For all practical purposes, decision regarding continuance of Phase II was taken in March, 1994 and it was reasonable to expect that necessary processing would be completed, if not before completion of Phase I certainly within, a couple of months thereafter. But the wait proved to be very long. Indeed only in March, 1995 was clearance received for Phase II. And only then did we put the data in the floppies, and mind and pen together to prepare this report. For this delay we tender an apology to those who were expecting to see the report earlier.

· As the cover indicates, this report is for the period January, 1994 to March, 1995. This period can be divided into two parts: January-June, 1994 and July, 1994 to March 1995. The former was a period of intense activity, natural for the concluding six months of Phase I and the latter a period of waiting for clearance, but converted into a challenge by taking recourse to a series of steps for consolidation and improvement of quality of the project.

During the first six months of the period covered by this report concluding measures were taken to carry through the goals of Phase I. The manage-

ment system had, for all practical purposes, already been established. So were the techniques and activities meant for people's mobilisation and creation of training and technical resource support systems at the state level as well as the decentralised levels. Only a beginning had been made with programmes for improvement of quality of primary education before the end of December, 1993. A good deal of work got done between January-June, 1994 in the area of curriculum reform and teacher training. As we approached the end of Phase I, we were imbued by a sense of self confidence engendered by indications from different directions of collective action for achievement of LJ goals. Delays in clearance of projects, particularly those which are in the nature of a phase in a long haul to a distant destination, can be demoralizing. We decided to convert this sag into an opportunity. Keeping in view the fact that 10 blocks had been approved for coverage under LJ only recently and there was unevenness in the quality of different programmes, the period was utilised to create management systems in the new blocks and to impart quality orientation in all the extant programmes. Advisory groups were established for most of the programmes and careful analysis was made of their strengths and weaknesses.

This report is mainly about what was done for improvement of quality of programmes in the first 15 blocks. There is little to report about the third batch of 10 blocks, because management systems, staff appointments and training programmes were only beginning to materialise in those blocks.

Table 1 : Overall Progress, 31 March 1995

No. of Blocks	25
No. of clusters taken up for operationalisation	83
No. of Villages in which environment building done	1534
No. of villages in which school-mapping completed	953
No. of Mahila Samooh formed	374

Teacher Training
   (i)   No. of MTs trained
   (ii) No. of teachers trained
	
	214
	1741

No. of NFE centres opened	767

Buildings Development
   (i)   No. of school buildings surveyed
   (ii) No. of BNS formed
   (iii) No. of works started
   (iv) Sanctioned amount
	
	548
	474
	400
	Rs. 29.2 Million

Minimum Levels of Learning
   (i)   No. of clusters in which MLL introduced
   (ii) No. of schools in which MLL introduced
   (ii) No. of teachers trained
	
	40
	1107
	2808

Block Level Implementation

Block level structures and implementation processes had been worked out by the end of 1993. The period between January, 1994 and March, 1995 was characterised by crystallization of the role of various functionaries, better understanding of the matrix system of management, improved efficiency at all levels, improved institutional functioning and sharper gender sensitivity in the whole system.

Each Block Steering Group consists of a Project Officer, Samyukta and three Assistant Project Officers. On the basis of the decision taken in the meeting of the Executive Committee held in May, 1994 two additional APOs each have been provided in 5 blocks for buildings development work. Since early 1994 the aspect which has been emphasised relates to team work. This figures in all training programmes, Review and Planning Meetings and other sundry consultations. Emphasis on team work has sometimes resulted in delays in decision making and interpersonal stress. However, the importance of this style of functioning is gradually seeping into the system.

The role of Samyukta had been rather nebulous. While most of the Samyuktas felt that they were first among equals, their BSG colleagues allowed them to feel isolated. This matter was frontally raised in the Mt. Abu training camp in July, 1994. An impromptu paper was prepared for discussion. The manner in which the role of Samyukta was clarified is as follows:

a. She is to be like other APOs in sharing of responsibility and exercise of powers.
b. Overall responsibility for women's development in the block would rest with Samyuktas. However, it was also clearly understood that the Project Officer and other APOs are to be no less involved in women's development activities.
c. In respect of all the clusters, an overseeing role in respect of the field centres.
d. Involvement in all matters which relate to the work, discipline and well-being of women workers of the block.

This was a much needed clarification. As a result of this the BSGs are functioning as more coherent teams and responsibility for women's development has begun to be shared by all staff members.

In the first 1½ years of LJ, no attempt was made to define the manner in which the matrix system will operate at the block level. As we approached the end of Phase I, need was felt to better define the roles and responsibilities in this behalf. Consequently, each APO was given area responsibility over a cluster (in much the same manner as headquarter personnel are given responsibility for one or more blocks) and they were also given a subject responsibility such as NFE, MLL, Teacher training, etc. (again as is the case at headquarters). As a result of effective implementation of matrix management system the team spirit at the block level has gained strength and all members of staff share responsibility in a well-understood manner.

A number of steps taken during 1994 have contributed to improve the overall efficiency at the block level. Some of notable measures are as follows:

a. **Appointment of full contingent of BSG staff.** Practically all BSGs have a minimum of three persons, a majority of them the full contingent of 5;

b. **Better equipped offices.** In a well planned manner it has been ensured that BSGs have reasonable accommodation, well trained accounts staff and other support services;

c. **Laying down of procedures, forms, etc..** Clear procedures and well prepared forms have been laid down for personnel matters, account keeping, MIS and different programme areas.

The impact of improved efficiency can be seen in all spheres of organisation, programme activities have got smoothened, flow of expenditure has picked up, programme staff are not having to expend too much energy in office work, and operationalisation of clusters has got hastened.

The Executive Committee had approved bye-laws in respect of KSPSs and VECs in September, 1993. Unfortunately VECs have been slow to establish. This is also partly deliberate, because we do not want token VECs to come into being. However, KSPSs became functional in a real sense of the term in 1994. Non-official chairmen have been appointed in 13 of the 15 blocks of 1st and 2nd batch. Even in the 2 blocks where chairmen have not been appointed, the KSPSs are functioning unhindered. Meetings of KSPSs take place every one or two months. Discussions are lively and practically all persons present take keen interest in the deliberations. KSPSs have acted with a sense of responsibility and having accorded approval for facilities only on the basis of proposals received from villages after school mapping. However, a major snag has occurred in implementation of decisions of KSPSs. Some Block Development Officers and District Education Officers have not got used to decisions being given to them by a block level authority rather than by the State Government. Legal and procedural hinderances in appointment of teachers has been the other problem. All in all, it can be said that although KSPSs are functioning with a sense of responsibility, their decisions are not receiving the kind of attention they deserve.

A remarkable aspect of block level implementation of LJ has been the facility with which women personnel have functioned. Practically all women personnel in Lok Jumbish feel a sense of security, the space to do their work in a manner acceptable to them and ability to determine their own pace. Likewise, men have also begun to accept a relationship of equal partnership with their women colleagues. Men and women working for LJ are moving on to making women's equality a cause for which they all have to strive.

Table 2 : Educational Facilities Sanctioned by KSPS, 31 March 1995

Name of Block	NFEC	SK School	Primary School	Upgradation to UPS	Additional Teachers		
					PS	UPS	Total
Arain	236	12	3	7	9	30	39
Pisnagan	190	5	6	13	58	105	163
Garhi	289	22	20	10	34	21	55
Kishanganj	67	8	1	6	3	10	13
Lunkaransar	114	4	9	18	42	3	45
Phagi	43	-	7	1	12	-	12
Ahore	11	1	-	1	3	3	6
Jhadol	136	30	18	2	2	9	11
Bicchiwara	98	12	13	-	28	-	28
Pratapgarh	48	24	8	-	-	-	-
Shahabad	33	9	-	2	2	4	6
Chohtan	13	-	-	3	7	-	7
Kaman	25	4	16	3	11	22	33
Pokaran	21	4	11	5	36	-	36
Phalodi	26	22	17	2	49	-	49
Total	**1350**	**157**	**129**	**73**	**296**	**207**	**503**

Table 3 : List of Clusters Operationalised and names of Mobilising Agencies, 31 March 1995

Name of Block	Names of Clusters (Operationalised)	Name of Mobilising Agency
Arain	Akodia	B.S.G.
	Ajagara (Sarwar)	Ajmer Praudh Shikshan Samiti
	Borada	Ajmer Praudh Shikshan Samiti
	Jalia III Sunpa	B.S.G.
	Beenjarwara (Arain)	Social Work & Research Centre
Garhi	Garhi	B.S.G.
	Saredi Badi	B.S.G.
	Jaulana	B.S.G.
	Arthuna	ASSEFA
	Paloda	SWACH
Pisangan	Rajgarh	B.S.G.
	Bhanvata	B.S.G.
	Nagelao	Ajmer Praudh Shikshan Samiti
	Baghsuri	Ajmer Praudh Shikshan Samiti
	Pushkar	Women's Development Programme
Kishanganj	Kishanganj	B.S.G.
	Nahargarh	B.S.G.
	Bhanwargarh	Sankalp, Mamoni
	Ramgarh	B.S.G.
Lunkaransar	Lunkaransar	B.S.G.
	Bamanwali	B.S.G.
	Kalu	Urmul Trust, Lunkaransar
	Rajasar Bhatiyan	Urmul Trust, Lunkaransar
	Mahajan	Bikaner Praudh Shikshan Samiti
	Arjunsar	Bikaner Praudh Shikshan Samiti
Ahore	Harji	B.S.G.
	Rama	B.S.G.

Bichchiwara	Kanba	B.S.G.
	Chundawara	B.S.G.
	Karawara	PEDO Mada
	Galandar (Ram Sagra)	PEDO Mada
Chohtan	Chohtan	B.S.G.
	Dhanau	Social Work & Research Centre
	Binjrad	SURE, Barmer
Jhadol	Bhagpura	B.S.G.
	Kanthariya	B.S.G.
	Madri	Seva Mandir
	Phalasiya	Seva Mandir
	Panarwa	Raj. Vanvasi Kalyan Parishad
	Daiya	Aravali Volunteers Society
Kaman	Udaka	B.S.G.
	Sahasan	Lupin Human Welfare & Research
	Jurhera	B.S.G.
	Bilang	B.S.G.
	Bilonda	B.S.G.
	Papra	B.S.G.
Phagi	Parvan	B.S.G.
	Chittora	Vishakha
	Mendvas	B.S.G.
	Renwal	Vishakha
	Madhorajpura	Cecoe Decon
Phalodi	Denok	B.S.G.
	Beethri	Urmul Bunkar Samiti
	Kheenchan	Womens Development Programme
	Chadi	Kelansar Vikas Samiti
Pratapgarh	Kachotiya	B.S.G.
	Baravada	B.S.G.
	Dhamottar	B.S.G.

Pratapgarh	Devgarh	Prayas, Deogarh
	Rampuriya	Prayas, Deogarh
Pokaran	Gamet	B.S.G.
	Maniayana	B.S.G.
	Biliya	Urmul Bunkar Samiti
Shahabad	Khairai	B.S.G.
	Rampur Upreti	B.S.G.
	Kasba Thana	B.S.G.
	Kelwara	Raj. Vanvasi Kalyan Parishad
Bikaner	Deshnok	B.S.G.
	Khajuwala	Urmul Rural Health & Research Development Trust
	Chattargarh	Regional Samgra Lok Vikas Sangh
	Jamsar	Bikaner Praudh Shikshan Samiti
Kolayat	Gajner	B.S.G.
	Bajju	Urmul Simant
Nokha	Nokha Mandi	Urmul Rural Health & Research Development Trust
	Bhamatsar	B.S.G.
Rajgarh	Bewad	B.S.G.
	Sidhmukh	Bhoruka Charitable Trust
Todaraisingh	Hamirpur	B.S.G.
Talera	Suvasa	B.S.G.
Jhalrapatan	Asnawar	B.S.G.
Abu road	Siyava	B.S.G.
Thangazi	Gadhbasai	B.S.G.
Bali	Mundara	B.S.G.

Women's Development

Like other LJ activities, the period of January, 1994 to March, 1995 has been a time of consolidation and crystallization about women's development activities. During the initial 1½ years, women's development tended to be treated as a programme area which was the responsibility of the women's development unit at headquarters and of Samyukta at the block level. This treatment of women's development was on the lines of *Mahila Samakhya*, which stands independently from the educational mainstream and attempts to influence it from outside. This is how we began. It was, however, clear from the very beginning that unless women's development ceased to be a programme, or even a distinct concern, it would not influence the system. The matter regarding the place of women's development in LJ and the manner in which women's groups are to be integrated with other village level committees, etc. were raised in the first two meetings of RPM held in 1994. The matter came to a crux in the Mt. Abu training camp held in July, 1994. The training component in this camp mainly related to women's development and the need for gender sensitivity. The outcome of the interaction at the training camp, which sometimes became acrimonious, resulted in redefinition of the approach towards women's development in LJ. The approach that women's development should be incorporated as a part of all LJ activities and programmes was accepted. A good deal of time was spent in spelling out examples how this might be done. At the block and cluster level management also women's development got accepted as a concern of the entire team, rather than of

Samyukta only.

Women's development programme received a tremendous boost as a result of the new understanding and perceptions developed at the Mt. Abu training camp. BSGs developed integrated programmes in several blocks. These included:

❑ formation of women teachers' forums (to which reference has been made in the chapter on Teacher Training);

❑ training of ANMs, *Sathins, dais* (village midwives) for cooperation with LJ;

❑ emphasis on selection of women as NFE instructors and preparation of design for their training in women's development prior to regular NFE induction training; and

❑ involvement of village-level women's groups in income generation, rural employment and such other programmes.

Yet another outcome of the changed perception regarding women's development was concentration of attention on strengthening village level women's groups. It was noted that there was a dearth of resource persons for training of members of women's groups. Consequently, training programmes have been started for selected resource persons. These trainings are to be organised in three phases of 5,3 and 5 days each. As the training progresses, the difference between trainers and trainees dwindles and a new team capable of organising good quality training of village level women emerges.

9

A related concern is about sustenance of women's groups. In all villages where good village groups have been established their members have participated in the core teams (which have responsibility for school mapping and microplanning) and building construction committees. However, after enthusiastically working for girls' enrolment, members of women's groups need something more challenging to sustain themselves. BSGs and cluster level teams have given attention to this problem and have come to the conclusion that LJ will have to agree to involve itself with "extra-educational" activities. These activities could be formation of thrift groups, schemes for skill training for income generation, health care, drinking water, etc. Need has also been felt for creation of associations of women's groups and their networking at the cluster, block and and inter-block levels. With a view to establishing contact with other states and to learn from their experiences, groups of women and men have visited Karnataka, U.P. and Bihar to meet women working in Mahila Samakhya and to establish contact with Sutra the remarkable NGO working among women in Himachal Pradesh.

Mahila Shikshan Vihar (MSV)

Perhaps the most dramatic thing to happen during the last few months was the establishment of MSV. MSV is a residential institution for education and training of rural women who are desirous of improving their educational qualifications and acquiring capability for self-reliance. MSV is located at Jalore which is said to be the country's most backward district from the point of view of female literacy. The need of MSV was felt because women workers with basic education are just not available in most of the villages of Jalore, Barmer and Jaisalmer districts. The nnumber of such villages is fairly large in Sirohi, Jodhpur and Pali districts also. Women who complete their primary/upper primary level at MSV could be appointed as Shiksha Karmi, NFE instructor, Anganwadi workers etc. They would, in any event, also serve as LJ activists in whichever village they decide to reside. MSV will have to be nurtured with care and caution. The costs of residential education are very high and full benefit of such education will accrue to the pupils and the society only if the institution is run properly, education of good quality is imparted and women students are enabled to develop a new personality.

Table 4 : Women's Development in Blocks of First and Second Batch, 31 March 1995

Name of Block	Womens' Group			Total Members in Core Teams	No. of Women in Core Teams
	Upto Dec , 1993	Upto Mar., 1995	Average No. of Women in each group		
Arain	24	71	7	753	231
Pisangan	33	40	6	890	261
Garhi	20	56	3	693	162
Kishanganj	10	30	5	-	-
Lunkaransar	13	20	9	451	98
Phagi	13	14	4	303	107
Ahore	-	-	-	273	103
Jhadol	-	13	9	1221	307
Bicchiwara	-	34	22	569	245
Pratapgarh	6	8	29	683	336
Shahabad	-	30	4	482	177
Chohtan	5	18	9	250	50
Kaman	6	14	3	19	6
Pokaran	-	-	-	34	14
Phalodi	-	26	5	335	122
Total	**130**	**374**		**6956**	**2219**

Introduction of MLL Scheme

We may begin by recapitulating the developments prior to 1 January 1994. The decision to accept the MLL scheme developed by the Ministry of Human Resource Development was taken in December 1992 and the State Resource Team (SRT) set up in March 1993. In July 1993 the scheme was introduced in class I and II, covering the subjects of Hindi and Mathematics, in 45 schools of Arain block. Introduction of the scheme was accompanied by a Benchmark Survey to assess the achievement levels prior to introduction of the scheme. New textbooks in the two subjects covered at the initial stage were prepared by Sandhan and a programme of training for the teachers working in those 45 clusters was also organised.

The period after 1 January 1994 has been one of fervent activity. The textbooks for class I and II introduced in July 1993 were evaluated and need was felt to revise them. Textbooks were also prepared for Hindi, Mathematics and Environmental Studies for class III. Sandhan, which was responsible for development and improvement in textbooks took pains to ensure that the textbooks conformed to the expectations of the MLL scheme and could be used with profit by teachers who had received only limited training in the MLL approach. An appraisal of the situation undertaken in the beginning of 1994 showed that there was enthusiasm for the MLL scheme among the field level LJ personnel and teachers. It was, therefore, decided to extend the programme to all the 15 blocks in which LJ was being implemented at that time and to extend coverage in Arain block to all the clusters. Large number of master trainers had to be trained for training of a large number of teachers. Reference has already been made to MLL-based teacher training in the relevant chapter. It may be mentioned here that two delegations of persons drawn from LJP, Sandhan, SRT and BRTs were sent to Gujrat and Maharashtra to study the MLL programme in these states.

A notable development of this 6-month period was emergence of the need for an efficient system of management and supervision for implementation of the MLL scheme. Block Resource Team had already been set up for Arain block. It was decided that Cluster Resource Team should be set up in blocks where the MLL scheme was being implemented in more than two clusters. An APO specially charged with responsibility to implement the MLL scheme was appointed in each of the 15 blocks. In addition a few cluster level supervisors, mostly drawn from among master trainers, were also appointed. An effort is being made to see that every school is visited by a supervisor once in two months, if possible once every month. A number of meetings have been organised to evolve MIS for the MLL scheme. Formats for collection of data have been developed and it is proposed to make MIS/MLL a part of the overall MIS.

An interesting aspect of the MLL scheme is the manner in it has engaged attention among scholars and educationists. A critique of the MLL approach has been voiced in recent years by persons whose

opinion deserve respect and consideration. The thrust of their argument is that there is need for improvement in the structure of MLLs developed by the R.H. Dave Committee and that the scheme is almost exclusively preoccupied with scholastic achievement. They argue that this kind of preoccupation will make educational reform lopsided and unless a greater balance is introduced in the learning system, it could result in an overall imbalance in the curricular framework. Two conferences were convened to discuss these issues. It was not easy to come to conclusions on the subject. However, it was decided to reexamine the scheme started by LJ in 1993 with a view to incorporating the missing elements in the learning processes. This will be the challenge during 1995-96 and thereafter.

Table 5 : Introduction of MLL-based Curriculum, 31 March 1995

Blocks	15
Clusters	40
Schools	1107
Teachers involved	3061
Probodhaks trained	64
Master Trainers trained	294
Teachers trained	2808
Classes	I, II & III
Students involved	80750
Subjects	Hindi, Maths & EVS

Curricular Reform in Environmental Studies

The Approach

Environmental Studies (EVS) curriculum has been viewed in LJ as on inter-disciplinary learning area directed toward the development of problem-solving skills and a concern for he environmental realities. This called for a departure from the existing curriculum of EVS in Rajasthan as well as the competencies proposed by the Dave Committee set up by GOI. Consequently, an Advisory Committee was set up by LJ in February, 1994 under the Chairmanship of Shri Komal Kothari with a view to evolving an innovative EVS curriculum at the grade level III.

The Advisory Committee deliberated on the nature of EVS curriculum. Drawing on the experiences of other innovative programmes the Committee made the following recommendations:

❖ The EVS curriculum under LJ be process-based, activity-oriented and competency-based and the learning areas and competencies be reframed to fulfil these requirements.

❖ Care be taken that curriculum helps the child in recognising values and clarifying concepts so as to develop among them the skills, and attitude necessary to understand and appreciate interrelatedness between human beings, their culture and the biophysical surroundings.

❖ Efforts be made to give a proper place to the following in the EVS curriculum

✦ Folk culture and arts of Rajasthan
✦ Environment-oriented productive work
✦ Health and population education

❖ An expert group be formed to produce an EVS textbook for class III for tryout in 45 schools of Arain block before its extension to other classes and blocks.

Curriculum Development and the Textbook

An eight-member Expert Group consisting of subject experts, educators and teachers was formed to identify the learning areas and competencies within the framework of the recommendations made by the Advisory Committee. The Expert Group met thrice in March and April, 1994 and identified twelve learning areas and prepared a draft of competency statements. These competency statements were reviewed in a workshop with teachers in April, 1994 and redrafted to make them more relevant and local specific. In April, 1994 itself, a workshop for deciding the format of the EVS textbook was organised which was followed by one-month long process of writing and reviewing the units for the textbook. The first draft of the textbook was ready by the end of May, 1994 which was reviewed during the training of master trainers and later during the 12-day teacher training programme.

The final draft was prepared after review of the textbook at these three levels. The EVS textbook - Khoji Pothi (meaning Discovery Book) - was printed

in June 1994 and introduced in 45 schools of Arain block with effect from the July 1994 session.

The basic premise of Khoji Pothi is that the child is curious by nature and has an innate capacity to explore and learn from the immediate environment. Hence, while writing Khoji Pothi, it has been kept in mind that through its transaction in and out of class room, the child's capacity to explore the local environment and learn from it is made keener. Also, equal emphasis has been given to both the process and content of learning. The process part has activities mainly revolving around the following aspects : making observations, recording observations, classifying observations, recognising patterns and relationships, hypothesising, verifying, producing, experimenting, drawing conclusions, making things, and doing environment-oriented productive work. Efforts have been made to make the content part interesting by the use of illustrations, picture reading exercises, story-narrative techniques and information processing exercises. Khoji Pothi has been formatted as textbook-cum-workbook to enhance the learner-material interaction.

Implementation and Outcome

The new EVS curriculum was introduced in July, 1994 after 12-day training of 130 teachers of two clusters of Arain block. In all four training camps were held with the help of 5 master trainers and six resource persons from Sandhan. Besides the resource support of Cluster Resource Teams and Block Resource Team, a team from Sandhan visited the schools to get the feedback for revising the textbook for the ensuing academic session. Also, two 2-day mid-session workshops were organised by Sandhan for getting feedback from teachers. One of the main reasons for organization of these workshops was to benefit from teachers' perceptions about the textbook.

As is the case with any reform, the acceptance to change is slow in the beginning and the new EVS curriculum has only slowly found favour with teachers. By the end of the 1994-95, teachers acknowledge that children are enjoying learning through the activity-based EVS curriculum.

Teacher Training

Quality of education, of course, has a direct bearing on the lend of learning achieved by children, but it also influences their enrolment and retention. The factor which influences quality more than any other is teacher performance. Teacher training has, therefore, been given the greatest importance in LJ from the very beginning.

The period from January 1994 to March 1995 was characterised by continued emphasis on motivational training and a superimposition of MLL-based training. As pointed out in the earlier LJ reports, motivational training aims at enabling teachers to reflect about their role and performance and to build a new sense of self-esteem among them. Teachers engage themselves in a lot of interesting activities during motivational training. These include origamy, role play, preparation of teaching aids with locally available materials, sports, yoga, etc.

With the introduction of the scheme of minimum levels of learning (MLL), the teacher training programme has acquired a new importance, it being recognised that introduction of MLL scheme is impossible without a thorough training of teachers. MLL-based training is intended to create among the teachers an understanding about the MLL concepts and development of capability to teach new textbooks through improvised material and joyful learning activities. Teachers are also to acquire skills in assessing progress of children and to help those who are not able to keep pace with others.

Only a beginning was made in 1992 and 1993 with preparation of resource persons and master trainers. This has evolved as an elaborate system during 1994 and the first quarter of 1995. At the apex of the system are key resource persons drawn from technical resource institutions such as Sandhan (Jaipur), Eklavya (Bhopal) and Alarippu (New Delhi). The key resource persons hold workshops and conferences with Prabodhaks, who are charged with the responsibility to train and orient master trainers. Orientation programmes with the Prabodhaks are generally for a period of 7 days and with master trainers for 8 days. Responsibility for selection of master trainers has more and more devolving on BSGs, who go through a process of individual and group meetings for making a preliminary selection. Final confirmation regarding selection of master trainers is made after conclusion of their training.

Motivational as well as MLL-based training programmes are organised during summer vacation, but teachers who are not able to attend training course during vacations are provided an opportunity in the beginning of the academic session. Participation in training is voluntary for teachers, but every effort is made to persuade them to attend the training course, particularly if they have responsibility for MLL-based teaching. During the last 1½ years training programmes have tended to get 'patternised', which has the advantage of ensuring that certain essential standards are maintained, but there is also a danger of routinization and stereotyping. Most of the responsibilities for training of master trainers and

overseeing the training of teachers has been taken by Sandhan. They have done a most commendable job, but the task seems to be becoming too large for this comparatively small institution.

Training programmes are generally organised in secondary and senior secondary schools. These schools are being provided funds to improve sanitary facilities and equipment needed for teacher training. A fair percentage of master trainers are also drawn from these institutions. As a result of these inputs these institutions are getting more and more involved in Lok Jumbish and, indirectly, some improvement is taking place in the instructional processes of these institutions.

Training programmes are residential. Most teachers accept the residential character of the programme, but quite a few indicate their preference in favour of trainings being restricted to the working hours. One of the major problems faced was the lack of response from women teachers who expressed inability to attend residential courses. BSG of Pisangan block took an initiative of farreaching importance. They decided to set up women teachers' forum. In Sept. 94 women teachers of the block were invited to a 2-day conference at Pisangan to discuss the various aspects of their work, particularly their training. In the course of exchange of views, women teachers collectively decided that they must also participate in residential training programmes and should not in any manner get left out of the educational reform process set in motion by LJ. Since formation of women teachers' forum in Pisangan such forums have also come up in 11 other blocks.

DIET, Bikaner

There has been a feeling that planning and implementation of teacher training programmes from Jaipur, done by LJ Parishad or Sandhan will not be able to cope with the size of the task involved. One of the objectives behind selection of all the blocks of Bikaner districts was to secure transfer of management of DIET Bikaner from Education Department to LJ. Detailed consultations were conducted by Education Secretary, Government of Rajasthan during January-April 1995 to ensure smooth transfer of management of DIET. It was agreed that the existing staff will be screened as to assess their suitability for reorganised DIET and LJ Personnel Regulations will be applied for selection of new faculty. LJ Personnel Regulations provide for a wider field of selection and incentives to persons who are selected. During this period a plan was also prepared for upgrading the infrastructure of DIET and establish linkage with all the LJ blocks of the district.

Table 6 : Teacher Training

Name of Block	Five-day Master Trainers' Training preceded by two-day Planning Meeting (upto March, 94)		Ten-day Teachers' Induction Training preceded by two-day Planning Meeting (upto March, 94)		Eight-day Master Trainers' Training preceded by two-day Planning Meeting (upto March, 95)		Ten-day Teachers' Induction Training preceded by two-day Planning Meeting (upto March, 95)	
	No. of training camps	No. of master trainers trained	No. of training camps	No. of teachers trained	No. of training camps	No. of master trainers trained	No. of training camps	No. of teachers trained
Arain	1	12	6	256	-	-	1	11
Pisnagan	1	41	14	572	-	-	-	-
Garhi	1	71	14	552	-	-	2	44
Kishanganj	1	17	4	158	1	14	-	-
Lunkaransar	1	12	2	164	1	12	3	64
Phagi	-	-	-	-	1	17	4	130
Ahore	-	-	-	-	1	18	2	38
Jhadol	-	-	-	-	1	18	6	215
Bicchiwara	-	-	-	-	1	32	8	311
Pratapgarh	1	11	-	-	1	20	7	251
Shahabad	1	17	1	20	Included in Kishanganj		2	88
Chohtan	-	-	-	-	1	19	6	184
Kaman	-	-	-	-	1	22	4	138
Pokaran	-	-	-	-	1	47	4	126
Phalodi	1	25	-	-	-	-	5	141
Total	8	206	41	1722	10	219	54	1741

Buildings Development

Phase I Approach

The buildings development programme of Lok Jumbish was taken up in Phase I (1992-94) as a R&D activity with the object of making a beginning in qualitative improvement of school buildings and the school environment with active community involvement. The R&D approach consisted of a package of activities as follows:

   (i)   Involvement of socially oriented architects in providing design and development inputs;

   (ii)   Development of innovative architectural designs;

   (iii)   Development of cost effective norms for planning, design and construction of school buildings;

   (iv)   Exploring techniques of community involvement in repair, construction and upkeep of school buildings;

   (v)   Entrusting the construction activity to Building Construction Committees at village level and involving them for upkeep of the building and its environs;

   (vi)   Development of a system to achieve transparency at various phases of construction activity; and

   (vii)   Taking up some innovative measures such as training of women masons, rain harvesting, etc.

Although at the outset we were not clear about this conceptual framework of buildings development

component it evolved over the last three years. Crystallization of the conceptual framework has been facilitated due to the efforts of the architectural teams set up by the three architectural consultants (namely SPIED, GRAAM, & DAAT) and the overall conceptual thrust of the other parameters of the Lok Jumbish project. There was also a consciousness that buildings useable in all weather comprised an indispensable infrastructure for primary education - something that could make the school attractive for children and contribute to their retention and also to the improvement of quality of education.

The hallmark of the R&D approach to the building development was people's participation. Design of each building was developed distinctly in each case, fully involving the local community. Emphasis was given on the use of local materials, local techniques, along with new and innovative interventions. The whole process was intended to empower the people; namely, the members of BNS by entrusting the construction responsibility to them; teachers by giving them a special say in design, construction, record keeping and the items on which money could be spent; and all the villagers by sharing with them information about expenditure incurred, persons employed, etc.

Within a couple of months of launching of Lok Jumbish, the following three innovative groups of architects were invited to assist in the buildings development programme:

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1. Studio for People Environment Integrated Development (SPEID)
   - for Lunkaransar block
2. Group of Relevant Architecture & Appropriate Methods (GRAAM)
   - for Garhi block
3. Design Architecture & Associated Technologies (DAAT)
   - for Kishanganj block

The buildings development component in 30 schools of Arain block was taken up with active involvement and support of PWD, Ajmer.

Recent Developments

Right from the very start, it was envisaged that architectural consultants would be appointed only in some selected blocks keeping in view the agro-climatic condition of various regions of Rajasthan. The consultants were expected to develop manuals for design, construction and upkeep of the school buildings and school environment so that the programme could be extended to the other blocks by staff directly appointed by LJ on the basis of experience and practices developed by the consultants. Nine young architects and engineers were appointed in August 1994 and deputed to Lunkaransar and Garhi blocks for training. They have now been shifted to take up the buildings development activities in Bichhiwara, Jhadol, Kaman, Phalodi and Arain blocks.

In order to involve the local architects and professionals with our activities, on our request, Shri Y.K. Bhatt of Town Planning Deptt. and Professor Narendra Rajvanshi of Malviya Regional Engineering College, Jaipur agreed to assist us in Pisangan and Phagi blocks respectively. They have taken up the assignment as a research project.

Chohtan block is located on the border with Pakistan in the western dry and arid zone with very poor infrastructure for primary education. Literacy rate in this block is very low and the condition of school buildings is deplorable. This block needed greater attention. Shri Ashok Grover, a practicising architect of Delhi has agreed to work as the architecture consultant in the block. He will also help us in developing suitable video material for training of masons, artisans and other workers in construction practices.

The buildings development programme has been taken up in about 400 schools extending to 12 blocks. The progress of the works suffered due to delay in approval of Phase II and non-availability of funds. It is now being extended to more schools in these blocks.

Kamthan

The buildings development work is to be further consolidated and expanded. A need was, therefore, felt for setting up a group of knowledgeable persons with interest in construction of buildings for educational and public use. Accordingly a

group, to be called *Kamthan*, has been set up. The first meeting of *Kamthan* was held on 4 February 1995 when issues relating to coordination with employment generation programmes, and sustainability of R&D process were discussed. It was also decided to set up a sub-committee, with Professor H.D. Chhaya as chairman, to study the problems connected with training of women masons.

The buildings development programme has a visual impact and has contributed to a considerable degree to generating confidence among teachers and other people towards LJ mainly due to the R&D approach, insistence on quality and transparency in all construction.

Table 7 : Building Development, 31 March 1995

Block	Cluster	Surveyed	BNS Formed	Works Started	Sanctioned Amount
1. Arain	Arain	26	24	22	2,083,520
	Akodia	27	26	23	1,814,670
	Borada	26	20	17	853,460
	Sarwar	5			
	Total	**84**	**70**	**62**	**4,751,650**
2. Garhi	Saredi Badi	33	33	33	2,701,231
	Arthuna	18	16	16	1,462,323
	Paluda	32	32	29	2,670,992
	Jaulana	22	22	22	2,683,957
	Garhi	12	10	10	990,590
	Total	**117**	**113**	**110**	**10,509,093**
3. Kishanganj	Bhanwargarh	25	20	19	2,983,613
	Kishangarh	20	20	16	1,208,862
	Nahargarh	12	12	9	1,392,700
	Total	**57**	**52**	**44**	**5,585,175**
4. Shahbad	Kasba Thana	7	7	5	3,63,800
	Khairai	7	7	3	1,84,400
	Total	**14**	**14**	**8**	**4,48,200**
5. Lunkaransar	Kalu	23	23	20	1,115,254
	Lunkaransar	30	30	30	1,067,212
	Mahajan	25	21	21	938,489
	Rajasar Bhatiyan	17	17	17	717,665
	Bamanwali	12	12	11	260,557
	Total	**107**	**103**	**99**	**4,099,177**

6. Pisangan	Nagelao	52	40	25	1,687,600
	Total	**52**	**40**	**25**	**1,687,600**
7. Phagi	Renwal	10	10	8	406,000
	Mendwas	22	5	5	196,000
	Chittora	4	1		
	Total	**36**	**16**	**13**	**602,000**
8. Kaman	Udhaka	10	10	7	2,52,785
	Sehson	8	8	6	1,80,688
	Total	**18**	**18**	**13**	**4,33,473**
9. Jhadol	Daiya	11	12	4	1,80,400
	Madri	14	10	10	4,14,892
	Baghpura	14	9	5	2,40,680
	Panarva	1			
	Total	**40**	**31**	**19**	**8,32,922**
10. Bicchiwara	Kanwa	7	5	4	1,74,000
	Total	**7**	**5**	**4**	**1,74,000**
11. Chohtan	Binjrar	3	3	3	6,67,978
	Chohtan	7	7	7	10,60,990
	Total	**10**	**10**	**10**	**17,28,968**
12. Phalodi	Denok	3	3	3	98,000
	Kheechan	8			
	Chadi	6			
	Total	**17**	**12**	**3**	**98,000**
	Grand Total	**548**	**474**	**400**	**29,221,440**

School Equipment

National Policy on Education 1986 envisages provision of essential equipment in primary schools. As a sequel to publication of NPE the central government launched Operation Blackboard, which listed the equipment which was to be provided with central assistance in every school. The experience of implementation of Operation Blackboard led the central government to suggest that state governments and local bodies prepare their own lists of school equipment.

Some *ad hoc* decisions had to be taken till the revised procedures for listing and purchase of equipment could be set up. It was decided to follow the existing government procedures and norms. Accordingly, funds were transferred to Block Development Officers and District Education Officers. Table 8 gives the releases made on this basis.

Provision of essential school equipment is an indispensable part of the programme of improvement of quality of education. In LJ we have taken note of the fact that the equipment which is provided in schools is often of unsatisfactory quality, and generally remains unused. It is also true that whatever good quality equipment is provided (e.g. Science Kits in upper primary schools provided by Unicef and radios/transistors provided under GOI schemes) is also not used because the financial rules and procedures make teachers unreasonably accountable for the equipment. Keeping in view the past experience and the contribution which can be made by good school equipment in the teaching/learning

process, LJP took the following decisions:

a. a list of minimum essential equipment should be prepared;

b. specifications in respect of each item should be standardised and purchases made accordingly, and even where standardisation is not feasible, arrangements made for securing equipment of good quality;

c. these items should be made available in every school; and

d. effort should be made to enable teachers to use school equipment effectively and regularly.

School equipment, broadly speaking, consist of the following categories:

(i) furniture & fittings, including furniture for office and teachers, storage capacity, blackboards, etc;

(ii) instructional material including maps, charts, teaching aids, etc;

(iii) sports material; and

(iv) library.

In the training camp held at Mt. Abu in July 1994 the members of block steering groups pointed out that rather than leaving the responsibility for purchase of school equipment with Block Development Officers or District Education Officers it would be better to develop our own approach and arrangements towards the whole matter of school equipment. Several suggestions were made during the Mt. Abu training camp, such as to undertake wide-

ranging consultations, teachers' meetings and contact with commercial manufacturers. One of the units in LJP headquarters was assigned responsibility to go into this matter. There was much discussion whether we should prepare an exhaustive and desirable list or a minimum essential list. Keeping in view the availability of time and insufficiency of financial resources choice was made in favour of the latter. Following steps were taken to evolve an essential school equipment list:

a. Two 2-day meetings were held with teachers.

b. Personal consultations were held with teachers and educationists who are known to have an interest in this matter.

c. Open invitation was extended to teachers and other interested persons to convey their opinion and for this purpose a notification was issued *Shivira Patrika* (the monthly magazine of Department of Education of Rajasthan) and letters were also addressed to 2500 persons.

d. Discussions were held with LJ resource institutions such as Sandhan and with SIERT and Shiksha Karmi Board.

e. Contact was made with national level educational organisations which are running large school systems such as` Central Schools Organisation, Directorate of Navodaya Vidyalaya, Central Tibetan Schools Administration, etc..

After preparation of the list of minimum school equipment effort was made for their standardisation. A booklet prepared in this behalf by NCERT was helpful. Discussions were held with people responsible for this booklet in NCERT to make specifications more exact. Discussions were also held with specialists of Indian Bureau of Standard, and with Survey of India in regard to maps. Advertisements were issue in local and national newspapers to invite suggestions from manufacturers and other interested parties. A team of experts from LJP visited some manufacturing establishments and held discussion with them. Contacts was also established with Rajasthan Khadi and Village Industries Board and with the production department of Jaipur Central Jail to ascertain their views regarding floor mats for children.

On the basis of the above referred exercises it has been possible to prepare a brochure containing specifications. This brochure is sufficient to make a beginning at this stage but a good deal more work will have to be done to improve specifications. There is also the challenging task of studying the manner in which research can be sponsored to introduce new kinds of materials in school equipment - e.g. use of PVC for blackboards, other polymers for slates and appropriate glues and oils to make chalk-sticks free of dust. Meetings have taken place with Birla Institute of Scientific Research, Jaipur to collaborate with us in providing R&D support in this behalf. With the help of National Institute of Design, Ahmedabad, Craft Musium, New Delhi and other relevant organisations it is proposed to bring about changes in design of school equipment to make it possible for

village artisans and craftsmen to produce the equipment we need.

The next important aspect of provision of school equipment is its procurement and distribution. The list of equipment has been divided into two categories: those which will be centrally purchased by LJP headquarters and those which would be purchased by BSGs. Every effort is being made to insist on quality as well as economy. The cost estimates for different categories of schools has been worked out on a provisional basis as follows:

(a) New primary schools   Rs. 12,000.00
(b) Old primary schools   Rs. 8,000.00
(c) Newly upgraded upper
     primary schools   Rs. 14,000.00
(d) Old upper primary schools   Rs. 10,000.00

We propose now also to revise the rules concerning procurement, storage and use of school equipment. The idea will be to enable teachers to use school equipment to improve the teaching and learning processes without fear of audit or inspection.

Library is an essential requirement for every school. What is required is to provide well-selected books for school libraries and an orientation to teachers to utilise the library to enhance the results of class room teaching and to inculcate reading habit among children. Contact was established during this period with National Centre for Children's Literature (NCCL) (set up by National Book Trust) for selection and procurement of books. They have begun to supply well-selected books for primary and upper primary schools and for NFE centres. NCCL has also been requested to take up a programme to set up readers' clubs in Lj schools. Establishment of school libraries and their utilization would be an interesting thing to watch during Phase II of the project.

Table 8 : Provision of School Equipments, 31 March 1995

(Expenditure incurred upto March,1995 in lacs)

Name of the Block	Amount spent for the purchase of Almirah	Amount spent of purchase of games items and teaching aids		Total Amount
		I Instalment	II Instalment	
Shahabad	1.30	2.00	0.26	3.56
Kishanganj	1.30	2.00	0.48	3.78
Pratapgarh	1.30	2.00	2.48	5.78
Garhi	1.30	2.00	2.18	5.48
Bicchiwara	1.30	2.00	1.90	5.20
Jhadol	1.30	2.00	0.86	4.16
Ahore	1.30	2.00	0.48	3.78
Chohtan	1.30	2.00	1.78	5.08
Phalodi	1.30	2.00	1.06	4.36
Pokaran	1.30	2.00	0.82	4.12
Lunkaransar	1.30	2.00	1.28	4.58
Kaman	1.30	2.00	1.04	4.34
Phagi	1.30	2.00	0.66	3.96
Arain	1.30	2.00	0.54	3.84
Pisangan	1.30	2.00	1.46	4.76
Total	19.50	30.00	17.28	66.78

Table 9 : List of School Equipment

S. No.	Name of the equipment	Norms per school	Requirement			
			Primary Schools		Upper Primary Schools	
			New	Old	New	Old
A.	**Classroom equipment**					
1.	Black Board (Cemented) 1800 x 1200 mm	One per classroom	As per no. of classrooms	As per no. of classrooms	As per no. of classrooms	As per no. of classrooms
2.	Wooden Black Board 1050 x 750 mm	One per classroom	At least three	As per no. of classrooms and one in addition	At least six	At least six
3.	Teachers Chair	One per classroom	At least two	As per no. of classrooms	As per no. of classrooms	As per no. of classrooms
4.	Classroom Table	One per class room	At least two	As per no. of classrooms	As per no. of classrooms	As per no. of classrooms
5.	Duster	Two per classroom	At least four	Double the no. of class rooms	Double the no. of class rooms	Double the no. of class rooms
6.	Floor mats or single mats	One floor mat for three students or one single mat for each individual	As per number of students (some mats are to be provided in addition)	Depending upon the no. of students in each class(additional mats for at least 20 students)	Depending upon the no. of students in each class (additional mats for at least 30 students)	Depending upon the no. of students in each class (additional mats for at least 30 students)
B.	**School Equipment**					
1.	Chairs	at least three in each primary school and four in upper primary school				
2.	Headmasters Table	one				
3.	Almirah	One almirah upto strength of 300 students				
4.	Iron Box	One in each upper primary school				

5.	Clock	one
6.	Waste Paper Basket (Plastic)	One in each Primary school, Two in each upper primary school
7.	School bell	one
8.	National Flag	One
9.	Pipe to hoist the flag (2" dia and 20 ft. length)	One pipe
10.	Bucket (20 ltr)	2 in Pr.Schools and 3 in UPS
11.	Jug (500 ml)	2 in Pr.Schools and 3 in UPS
12.	Sprinkler (20 ltr)	2 in Pr.Schools and 3 in UPS
C.	**Educational Equipment**	
1.	Maps (Size 1000x750 mm each)	
	(a) India	one, 2 for UPS
	(b) Rajasthan	one, 2 for UPS
	(c) District	one
	(d) Block	one
2.	Globe 300mm dia.	one
3.	Photos of renowned personalities	one set of 15 photos
4.	Charts	One set of 15 following charts
	(a) Language	5 charts, 8 for UPS
	(b) Maths	5 charts, 8 for UPS
	(c) Environment Studies	5 charts, 8 for UPS
5.	Demonstration Box (it contains mathematical instruments, magnets, beakers, test tubes, magnifying lens, funnel, weighing & volume measuring instruments, thermometers etc.)	1 Box in primary schools, 2 Boxes in upper primary schools
D.	**Games Items**	
1.	Throw Ball	One ball upto 200 students. Two balls for more students
2.	Rubber ring	Six rings upto 100 students. Ten rings for higher number
3.	Skipping rope	Upto 100 students six ropes, above it 10 ropes
4.	Rubber balls/Tennis balls	Upto 250 students 6 balls, above it 10 balls

Nonformal Education

As envisaged in National Policy on Education, 1986 and the Programme of Action 1992 NFE is an important part of the strategy of UPE. Lok Jumbish attempts to enrol all children in primary schools as far as possible. Only those children who cannot attend primary schools, or who do not have access to it are to be provided NFE. NFE clientele consists of

a. Children who are in 9-14 age group and cannot therefore be admitted in primary schools;

b. Working children who cannot attend whole day school;

c. Girls who are required to attend to domestic chores including looking after their siblings; and

d. Children residing in habitations where there are no schools.

NFE programme is run through centres which are placed under the charge of an instructor. In very small habitations, NFE centre may be opened for 10 children. The average enrolment in a NFE centre is expected to be about 20. No separate building is provided. The village community is expected to arrange for space. Effort is made to run as many centres as possible in the day if this is convenient for the learners, otherwise in the evenings or at night. Lighting arrangements at NFE centres which are run at night consists of kerosene lanterns. NFE centres are expected to run for 1½ to 2 hours every day for six days a week.

The quality of the programme depends on the competence and motivation of instructor. Very modest minimum qualifications have been laid down for them - VIII class for men and V class for women. The process of selection involves the village community and tests the candidate's commitment for upliftment of the village people. Much emphasis is laid on training of instructors. They are provided an initial training of 21 days with one or two additional trainings of 7 or 10 days in the year. An attempt is also made to have two-day monthly meetings of instructors.

Thinking on this subject has evolved during the first couple of years. Starting with the stereotyped two year course, we have moved to flexible course of 3 to 5 years. Effort is being made to achieve equivalence between NFE and the formal system. The shift from conventional two-year course to a regular primary education course has had implications on selection of textbooks. Beginning was made with NCERT books which attempt to cover the course in 4 semesters of 6 months each. We are now switching more and more to MLL-based textbooks developed by LJ for schools where MLL scheme has been introduced. Although hardly has any NFE centre completed the primary education course, it is proposed to have a system of testing which corresponds to the school system where MLL has been introduced.

Management of MLL is decentralized at the cluster level. Mobilizing agencies plan and implement the programme in their clusters. They are

permitted to appoint a certain number of supervisors (called Pravartaks). A comprehensive MIS has been laid down as a part of the overall MIS in LJ. Implementation of the programme is reviewed regularly at the monthly review meeting at the cluster and block levels. There is a state level steering group called Prayojak Samiti. It meets 3-4 times in a year.

The expenditure pattern approved for a NFE centre envisages an amount of Rs 14,000 per annum. This includes all items of expenditure including honorarium of Rs 300/- per month to the instructor. Free textbooks and stationery is provided to all learners. The annual budget for the NFE programme was approximately Rs 84.00 lakhs in 1994-95.

Delay in clearance of Phase II was utilised in LJ for consolidation of ongoing programmes. In a meeting of the RPM held in December 1994 all the participants - members of BSG and cluster level personnel - suggested that a charter of NFE be spelt out as the stein guidelines for improvement of quality. A draft emerged in the meeting of RPM itself. What was intended was a kind of non-negotiables for safeguarding the interests of the NFE clientele - mainly to ensure that expediency does not allow those responsible for implementation of the programme to adjust to dilution of quality. The Charter which evolved over 2-3 months has already begun to serve as a beacon light for NFE workers.

NFE Principles and Postulates

1. NFE instructor should be selected in consultation with the village community, but his/her ability to run the centre should be the paramount consideration for selection.

2. No centre should be started unless the instructor has received due training and effectiveness of the initial and subsequent trainings should be ensured.

3. Village community should provide suitable space for running the centre.

4. Centres should run during the day wherever possible. If necessary they may be run in the evening or night but satisfactory lighting arrangement must be ensured.

5. Curriculum, pupil evaluation and certification should ensure equivalence between NFE and the formal system.

6. Textbooks, teaching/learning aids and essential equipment should be made available before a centre is started.

7. Proper arrangement should be made for seating of children and provision of other amenities, particularly drinking water.

8. Mobilising agency must take responsibility for creation of an effective system of management and supervision. It should be ensured that a centre is not closed down as long as there are children to benefit from it.

9. NFE should be viewed as an instrument of women's equality and it should be ensured that women instructors and girl students improve their self-image and build confidence to play an active role in society.

10. Centres should be started in groups and on fixed dates only.

Table 10 : NFE Programme, 31 April 1995

Block	No. of centres approved by KSPS	NFE centres being run	No. of Instructors Trained	Enrolment		
				Boys	Girls	Total
Garhi	289	181	204	1388	1848	3236
Pisangan	190	147	183	792	2404	3196
Arain	236	167	196	1277	2535	3812
Kishanganj	67	69	71	486	756	1242
Lunkaransar	114	45	36	182	304	486
Jhadol	136	51	51	544	672	1216
Kaman	25	16	23	145	290	435
Bicchiwara	98	11	49	61	102	163
Phalodi	26	14	21	126	127	253
Phagi	43	22	40	80	92	172
Pratapgarh	48	18	25	181	203	384
Shahabad	33	26	26	110	122	232
Total	**1350**	**767**	**972**	**5431**	**9554**	**14985**

Incentives

Large tracts in Rajasthan are inhabited by people who live in extremely difficult conditions. They are resourceless and unable to economically sustain themselves. Even if interest is aroused among them for their children's education they find it difficult to meet even the small expenditure on children's clothing, books and stationery. The mobilisation launched by LJ, therefore, does not have its full impact. In the LJ Document (1990) it was envisaged that free textbooks, stationery and uniforms for girls will be provided to children in disadvantaged areas.

In 1994-95 Government of Rajasthan took the decision to provide free textbooks to all children throughout the state. LJ also, naturally, benefitted from this decision. The matter regarding provision of free stationery and girls' uniforms was discussed in the meeting of the Executive Committee held in May 1994 and it was decided to provide these incentives on an experimental basis in selected areas.

With a view to testing the impact of incentives on school enrolment and retention it was decided to take up the experiment in the following 4 blocks for reasons given against each:

1. Shahbad ((District Baran) : Inhabited by Sahariya primitive tribe who live on the verge of destitution.
2. Pratapgrah (District Chittorgarh) : Predominantly tribal block which is also economically very deprived.
3. Chohtan (District Barmer) : Educationally very backward, large population which has migrated from Pakistan.
4. Phagi (District Jaipur) : Large percentage of SC population.

Girls in all these 4 blocks are provided one skirt, one shirt and two underwears every year. In addition each student, boys as well as girls, are provided the following stationery items:

Pencils	3
Scale	1
Eraser	1
Notebooks	
Class I	3
Class II	3
Class III	4
Class IV	5
Class V	5
Drawing copy	1
Crayons (wax)	1 set
Slate	1
School Bag	1
(Only new students)	

The strategy adopted in LJ project has the following special features:

(a) **People's involvement :** This is ensured at all stages in implementation of the programme. Local tailors are employed for stiching of clothes. Help is taken of teachers and *Prerak Dal* members to see that incentives reach right persons. Meeting of parents are convened to secure assurance about regularity of children's attendance.

(b) **Decentralisation :** Responsibility is decentralised at BSG and mobilising agency level for packaging stationery and stiching of clothes. They, in turn, take the help of village level *Prerak Dal* and Women's Group.

(c) **Timely distribution :** It is ensured that stationery and uniforms reach children soon after the commencement of the academic session.

(d) **Quality :** All materials used in uniforms and items of stationery are of good quality.

The incentives scheme can not be said to be excessively costly. An appraisal of the various incentive schemes in Rajasthan undertaken by Unicef has shown that people are aware and enthusiastic about the LJ incentive scheme. Feed-back from the field received in LJP also corroborates this finding. Distribution of free uniforms and provision of stationery has had a positive influence on children's participation and learning.

Table 11 : Number of beneficiaries and costs involved in the incentive schemes

Incentive	No. of beneficiaries		Expenditure (in million Rs.)	
	1994-95 (Actual)	1995-96 (Expected)	1994-95 (Actual)	1995-96 (Expected)
Free distribution of school uniforms among girls	16,000	20,000	2.65	3.30
Free distribution of stationery items	54,800	63,000	3.60	3.85

Table 12 : Block-wise information about Incentive Schemes, 31 March 1995

Name of the Block	Free distribution of school uniforms among girls		Free distribution of stationary items	
	No.of girls benefitted	Amount spent (in million Rs.)	No.of students benefitted	Amount spent (in million Rs.)
Shahabad	2850	.473	10000	.657
Pratapgarh	5800	.961	17800	1.17
Chohtan	3500	.58	13000	.854
Phagi	3850	.636	14000	.919
Total	**16000**	**2.65**	**54800**	**3.60**

Education of Children of Minorities

A substantial proportion of children, particularly girls, belonging to the Muslim community in the rural areas of Rajasthan are sent by parents to the local mosque for religious instruction. These children do not acquire primary education in a modern Indian language or mathematics.

Kaman block was selected under LJ because approximately 60 percent of its population comprises Muslims. These are Meos, a hardy agricultural community known for economic and educational backwardness. A survey of the block revealed that of the 10,600 students at primary level the number of Muslim boys and girls was 226 and 39 respectively. Consultations were held with *maulvis, imams,* etc. who conduct *namaz* in mosques and also impart religious instruction to Muslim children. The first meeting with them, in which other leaders of the community as well as influential persons of the majority community and teachers' representatives also participated, took place on 16.5.94. Three-four such meetings have since taken place. In the course of these meetings the main reasons for non-attendance of local primary schools by children of Muslim community were pointed out as follows:

(i) The standard of school was poor;

(ii) There was little rapport between teachers (practically none of whom were Muslims) and the local community;

(iii) A feeling of seclusion among the Muslims distanced them from the national mainstream;

(iv) Importance given to religious instruction by the families of the Muslim community and the fear that if children went to the school they would be deprived of such instruction; and

(v) Non-availability of teaching of Urdu in local school.

The Block Steering Group of Kaman decided to address itself to all the obstacles in children's participation in primary schools, and to concentrate their effort in 14 schools on an experimental basis. A comprehensive programme for improvement of quality was taken up. The quality improvement programme consists of (a) retraining of teachers, (b) introduction of MLL scheme, (c) repair and addition to school buildings, (d) provision of minimum essential school equipment, and (e) making education child centred and activity based. As regards lack of rapport between teachers and village community it was found that there were serious problems here. Workshops were organised with teachers to which influential persons from the Muslim community were also invited. An effort was made to develop a spirit of 'belongingness to the local village' among the teachers. School mapping and micro-planning exercises have also proved helpful. The feeling of seclusion among the Meos is a comparatively recent development, because, traditionally, they have always mixed with the Hindus, observed common festivals and had participated in ceremonies connected with birth, marriage and death. Starting of 25 *balvadis* was an important step in involving women and children in "out-of-home" activities. *Balvadis* are run by vil-

lage women, often Muslims, who receive training with women of the other community.[1] This training helps in their coming close to each other. The issue relating to the insistence among the Muslim families about the need for religious instruction was sorted out by delaying the opening of school by half an hour. This would enable the children to go for religious instructions in the mosque from 8.30 to 10.00 AM and still reach the school in time. As regards Urdu instruction, a comprehensive programme has been taken up during the last 6 months.

For selection of Urdu teachers for the 14 selected schools it was decided not to confine it to persons possessing formal qualifications, but also to recognise what are called oriental qualifications (e.g. *Kamil, Abid,* etc.). Through advertisement in newspapers applications were invited from candidates and a written test to judge proficiency in Urdu was conducted. Selection has been made of 20 teachers, to be called Urdu Shiksha Karmis who will be paid an honorarium of Rs 1,000/- per month. Their training will be conducted in May-June 1995. An adequate number of master trainers have been selected and oriented for this purpose. It is expected that the programme will begin in the proposed 14 schools w.e.f. July 1995. A total provision of Rs 5.00 lakhs has been made for this innovative activity.

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[1] Setting up of Balvadis is a part of LJ activity. This is being implemented in Kaman block by Vihan, an NGO supported by Lok Jumbish Parishad.

School Mapping and Microplanning

Numerous techniques have been developed by experienced workers for enabling people to undertake planning for improvement of their lot. Most of these techniques rely on selection of a group of local people which is provided training in communication and in survey and planning processes. These techniques also have a component of mapping of village features. School mapping as a technique for planning of primary education situation through a trained Core Team is similar to other such techniques of participatory planning. The strength of the school mapping technique is that it is concrete and people associating themselves with it can see the results of their labours. This technique also provides for two-way relationship. On the one hand, the villagers prepare a plan for improved facilities, and on the other, they pledge to send their children to regularly attend primary schools or NFE centres. The experience in LJ reveals that village community can, indeed, be involved in the planning for universalisation of primary education, if school mapping work is done with sincerity and competence. Although the technique may seem dilatory and exacting for field workers, there is little doubt that in the process of school mapping the village community acquires a better understanding about the need for primary education, and it makes an implicit commitment to it.

The period under report, viz January 1994 to March 1995 opened with reports of school mapping exercise having got derailed - due to the sense of urgency imparted in some blocks, lack of adequate understanding and skill in trainers and an attitude of carelessness in a few others. The reports were that school mapping done in nearly half of all the villages covered by the end of December may require reexamination and perhaps a repeat of the entire process. The simmering feeling of unease got articulated by practically all the participants at the Mt. Abu training in July 1994. An assurance was given by LJP personnel that, in consultation with colleagues working in the field, they would prepare a training manual and also organise a series of training programmes very soon. Consequently, draft training manual was prepared and presented in a meeting held on 31 August - 1 Sept. 1994. This meeting converted itself into a workshop for identification and orientation of resource persons for training in school mapping. The resource persons identified were comparatively junior ievel workers and included field level functionaries from NGOs working as mobilising agency.

Training courses of a duration of 4 days were organised in September - October 1994, one in each LJ block. The responsibility for arrangements was placed on the Project Officers, and resource persons were nominated by LJ headquarters. Participants in each training course were drawn from three different blocks, thereby enhancing scope for exchange of views and experiences. Three rounds of training courses were organised, in five blocks in each round. Practically all the training programmes were organised with sincerity and efficiency. The Sandhan Research Centre, which undertook an appraisal of the training programme came to the following conclusions:

a. The idea of treating experienced field work-

ers as resource persons was innovative and fruitful.

b. There were snags in arrangements. For example, satisfactory toilet facilities were not available at some places.

c. There was similarity and consistency among the training programmes, although enough scope was available for use of innovative methods.

d. The duration of the course was not sufficient, and in particular field work did not receive enough attention.

e. LJP learnt lessons from each round of trainings and attempted to make improvement in the consequent rounds.

Hectic activity commenced in all the 15 blocks after conclusion of the training programmes. Every BSG and mobilising agency decided to review the quality of their work. Some of them came to the conclusion that there was need to redo school mapping in most of the villages where they had already completed the work. Fortunately, the revision only improved documentation connected with school mapping and hardly anywhere did it result in modification of proposals made earlier.

Table 13 : School Mapping in Blocks of First and Second Batch (As on 31 March 1995)

Name of Block	No. of Clusters in the Block	No. of Clusters Operatio- nalised	Total No. of inhabited villages in the block	No. of villages where environment building undertaken	No. of villages where Core Teams formed	No. of villages where school mapping completed
Arain	5	5	122	118	106	105
Pisnagan	5	5	114	103	95	89
Garhi	5	5	163	228	184	183
Kishanganj	8	3	176	92	14	69
Lunkaransar	7	6	130	109	94	71
Phagi	6	5	168	72	41	38
Ahore	5	2	108	26	20	14
Jhadol	9	6	256	112	105	77
Bicchiwara	7	4	174	88	50	42
Pratapgarh	11	5	320	135	70	60
Shahabad	8	5	159	76	53	56
Chohtan	5	3	167	87	26	24
Kaman	7	6	187	101	39	45
Pokaran	5	3	130	85	31	27
Phalodi	6	4	86	102	54	53
Total	**99**	**67**	**2460**	**1534**	**982**	**953**

Costs

Phase I of Lok Jumbish Project commenced in June 1992 and concluded in June 1994. During this period it extended to 25 blocks, comprising about 12 percent of the State's rural population. The total estimate for First Phase was Rs 160 million against which Rs 148.44 million were released. The share of the three funding agencies was as follows:

	Rs. in millions
SIDA	73.56
GOI	49.04
GOR	24.52
Excess amount received from GOR	1.32
Total	**148.44**

Actual expenditure during this period was Rs 140.30 million (Table 1), utilisation of funds during Phase I being of the order of 94.32 per cent. The pace of expenditure in April-June 1994 was much higher, viz. as against the provision of Rs 60 million, an expenditure of 65 million was incurred, which was due to implementation of K.S.P.S. decisions to (a) open new primary schools, (b) upgrade primary schools to upper primary level and, (c) appointment of additional teachers in existing schools. Phase I had incurred an outstanding committed liability of Rs 10.4 million as on 30.6.94.

During Phase I the following strong points emerged:

1. Procedures for release of funds to BSGs and Mobilising Agencies were firmly established;
2. Systems for maintenance of accounts at all levels, viz. BSG, cluster and field levels were clearly spelt out and had begun to be followed;
3. An accountant was appointed in all BSGs who were provided intensive training in the beginning as per project requirements and from time to time later to keep abreast of the emerging needs;
4. Realistic unit costs in respect of various programme activities were worked out on the basis of experiences gained; and
5. An internal check system was developed by which not only periodic checking of accounts and flow of expenditure is observed, but areas where there are serious shortfalls and reasons therefor are identified and remedial steps taken.

Phase II of LJP was to begin on 1 July 1994. Project details envisaging an outlay of Rs 800 million were finalised and sent to Government of India. However, approval of Phase II was delayed until March 1995 but agreement between GOI and SIDA had not been signed till then. During the period July 1994 to March 1995 State Government advanced an amount of Rs 20 million to keep the project moving. The funds so advanced were sufficient only to meet the staff costs and contingent expenditure. As a result, most programme activities suffered, especially opening of schools, mobilisation activities and the buildings repair/construction programme. Details of expenditure (Table 2) indicate that the share of management expenditure rose but that is due to drastic curtailment of programme activities.

41

In Phase II estimates on management and buildings are 6% and 24% respectively, ensuring a minimum of 70% for programme activities. The details have been worked out on the basis of unit costs in respect of various activities. As in Phase I the total project cost will be borne by SIDA, GOI and GOR in a ratio of 3:2:1 i.e. Rs 399 million, Rs 267 million and Rs 134 million respectively. SIDA has already made its commitment to a grant of 100 million SEK to cover its share for Phase II through the joint agreement to be signed between GOI, GOR and SIDA.

Table 14 : Abstract of Expenditure - Phase I, 1 June, 1992 - 30 June, 1994

(In Million Rs.)

S.No.	Budget Head	Amount	% Distribution
1.	Primary Education	58.28	41.54
2.	Non-Formal Education	11.77	8.39
3.	Quality Improvement in Education	23.91	17.04
4.	Mobilising Activities	10.79	7.69
5.	Women's Development	12.16	8.67
6.	Early Childhood Care and Education	3.00	2.14
7.	Buildings Development	8.60	6.13
8.	Evaluation & Tryout Activities	3.85	2.74
9.	Management	7.94	5.66
	GRAND TOTAL	**140.30**	**100.00**

Table 15 : Expenditure Statement, 1 April, 1994 - 31 March, 1995

(In Million Rs.)

S.No.	Budget Head	April 94 - June 94	July 94 - March 95	Total	% Distri- bution
1.	Primary Education	37.59	2.49	40.08	37.06
2.	Non-Formal Education	2.86	5.41	8.27	7.66
3.	Qualitative Improvement in Education	11.75	8.28	20.03	18.52
4.	Mobilising Activities	3.67	4.99	8.66	8.01
5.	Women's Development	4.20	3.90	8.10	7.49
6.	Early Childhood Care and Education	1.50	-	1.50	1.39
7.	Buildings Development	1.07	10.71	11.78	10.89
8.	Evaluation & Tryout Activities	0.72	1.17	1.89	1.75
9.	Management	1.45	6.37	7.82	7.23
	GRAND TOTAL	64.82	43.32	108.14	100.00

43

Management and MIS

The management system of Lok Jumbish has grown gradually - in numbers as well as quality. Although the capacity of the management system was stretched with the increase of 10 blocks of the third batch, it was able to cope with it because of increase in the size of staff and formation of district setup in Bikaner. At the headquarters well-defined units were not formed and reliance was placed on informal, but well understood, complementarity of roles. At the end of March 1995 professional staff at LJ headquarters consisted of 13 persons. All staff members have experienced pressure of work. A working day for most of them consists of 8-9 hours and a week generally of 6-7 working days! There is however no visible fatigue. Spirits are buoyant and mutual relationships are friendly and caring. While the number of staff and pressures of work have increased, office space has not. Consequently, there is a cramped feeling all around, sometimes resulting in ruffled tempers.

An important development during this period was creation of LJ management apparatus in Bikaner district. With a view to trying out the district management setup the State Government asked LJP to take responsibility for all the 4 blocks of the district, as also the DIET situated at Bikaner. An officer with considerable LJ experience was appointed as District Education Officer in Bikaner and given responsibility for administration for primary education in the district. Meanwhile, LJP appointed three groups to examine the kind of district management set up we should have. One of these groups had teachers and

their unions as its members, the other one the senior staff of voluntary agencies and third one block level LJ staff. These groups submitted their reports in December 1994. However, the state government has decided that decision regarding specific manner of functioning of district management system under LJ should be held over till a decision is made about relationship between Panchayati Raj institutions and LJ management.

This indeed is a burning issue. LJ has, on more than one occasion, made known its commitment to the strengthening of *Panchayati Raj* system. We also believe that the *Panchayati Raj* system should be integrally linked with LJ. There is, at the same time, need to safeguard the autonomy and independence of LJP and the useful structures and processes that have created during the last three years. The whole matter regarding LJ-Panchayati Raj relationship is under government's consideration.

Meanwhile, the block level management system is functioning as it was prior to the *Panchayati Raj* elections. The BSGs have been strengthened with appointment of more staff and placement of well-trained accounts personnel. Most mobilising agencies have also brought to bear their mite for strengthening of LJ activities. Interest and commitment in LJ is increasing among NGOs and the relationship of partnership between NGOs and LJ management has got further strengthened.

MIS

The fact that an efficient and sound information system is crucial for proper implementation and management of any project was recognized in LJ from the very beginning. The proposed MIS was dealt with, in some detail, in LJ's Programme of Action, 1992-94. Initially, it was planned that LJ would use the MIS model developed by NIEPA called COPE (Computerised Planning of Education). When MIS was actually being planned this model was found inadequate in the context of Lok Jumbish Project, which had several components not covered by COPE. The management set up of LJ with heavy accent on decentralization needed an original model of MIS.

The First Phase was, therefore, devoted to the exercise of designing the formats in which relevant information would move from one level to another. It was also found essential to understand the managerial requirements at each level - i.e., cluster, block and state; and, on that basis, classify informations originating at these levels. After a detailed exercise, a set of provisional forms was prepared, which would carry informations from villages to clusters, clusters to blocks and blocks to the state level. These forms remained in operation for six months before they were given a final shape in a 2 day workshop in August 1994. The workshop was attended by some personnel of Lok Jumbish from clusters, blocks and Parishad and MIS experts from other organizations. There was unanimity among the participants about the need to design the model in a manner which would serve the purposes of management and future planning.

The months of August and September 1994 were devoted to the training of all block and cluster level staff. These trainings were conducted by resource persons, pelple who were associated with the development of MIS from the beginning. A total of 145 LJ staff in 15 blocks received the training. These trainings proved very useful in the sense that they helped the participants understand the manner in which they could use informations for the purpose of good management at each level and also alley their fear that MIS is meant for evaluating their performance.

MIS became fully operational from September 1994, when informations started flowing from villages to Parishad. There are three levels of origin of information, viz., village, cluster and block. These informations are received and analysed at the subsequent level, namely the cluster, the block and the state.

Cluster is the nodal point responsible for activities related to people's mobilization in villages. Therefore, it receives information in a specified form directly from villages about activities undertaken during the month. At the village level this form is filled up by the core team with the help of cluster staff and teachers. Filling up of the forms at the level of origin is not envisaged as a routine chore. For

example, when a women's group or core team makes a quantitative report about their work they are expected to do so in a meeting and to use that occasion to review their work of the preceding month. This process is intended to be applied at all stages.

At the cluster level informations received are to be analysed in monthly RPM's and stratagies are to be prepared for coming months on that basis.

Similarly, the informations received monthly from the clusters are analysed in monthly RPM at the block level and decisions taken for the next month. The BSGs also analyse the health of the project in each cluster on the basis of informations received.

At the state level the informations received can be clasified into the following:
a. Finance,
b. Personnel,
c. LJ mobilization, and
d. Nonformal education.

The periodicity for movement of information is not uniform in all cases. Some are received monthly, some twice a year and some annually. These informations come in simple specified formats from blocks. To make MIS effective and to ensure regularity of information flow, one member of BSG has been made incharge of MIS in each of the blocks.

At present computer facility for MIS exists only at the Parishad, in which, all informations are regularly updated. The input-output format of data base has been designed activitywise as well as blockwise. In addition to the regular inputs, a relevant database is also being prepared to facilitate research and analysis of various aspects of the project.

A major problem in the system has been that of delay in the receipt of information due to various reasons, such as, delay or non-receipt of information from one level to another or RPM not having been held in one cluster or the other, etc. However, in order to do away with this problem efforts are being made to strengthen RPMs at all levels. Also, with increase in awareness about the usefulness of MIS, there is visible improvement in reduction of delays.

Notwithstanding its shortcomings, MIS has certainly strengthened the review and decision making processes at all levels. A system of collective evaluation and planning through MIS has made its beginning. Effort for future is to make MIS a tool for qualitative evaluation of the project by group who are responsible for planning and implementation.