



LOK JUMBISH

The Second Report

May, 1993



THE COVER



A lion was guarding the well. A thirsty rabbit collected walnuts to present to the lion. The lion was hungry and accepted the present. He allowed the rabbit to quench his thirst from the well. But the rabbit did not know how to get into the well. He consulted all the animals of the jungle, but none could advise.

— *Translation of a story by Ramya of Dhanka village Primary School, class V, who also did the painting.*

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LOK JUMBISH PARISHAD
JAIPUR

May, 1993

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Abbreviations

AAEA	Ajmer Adult Education Association.
BGVS	Bharat Gyan Vigyan Samiti (an organisation working for literacy and people's science movement).
BLI	Block Level Implementation of LJ (a document brought out by LJP of this title).
BNS	Bhavan Nirman Samiti, viz. Building Construction Committee at the village level.
BSG	Block Steering Group.
DIET	District Institute of Education & Training.
ECCE	Early Childhood Care & Education.
EC	Executive Committee of Lok Jumbish Parishad.
EFA	Education For All.
FC	Field Centre.
HRD	Human Resource Development.
ICDS	Integrated Child Development Services Programme.
IEC	Information Education & Communication.
KSPS	Khand-stariya Shiksha Prabandhan Samiti (see Glossary of Hindi Terms).
LJ	Lok Jumbish.
LJP	Lok Jumbish Parishad.
MA	Mobilising Agency.
MIS	Management Information System.
MLL	Minimum Levels of Learning.

NCERT	National Council of Educational Research & Training, New Delhi.
NFE	Non-formal Education.
NIEPA	National Institute of Educational Planning & Administration, New Delhi.
NPE	National Policy on Education 1986.
PS	Primary School.
PWD	Public Works Department of Government of Rajasthan.
RPM	Review & Planning Meeting.
SC	Scheduled Caste.
SIDA	Swedish International Development Agency.
SIERT	State Institute of Educational Research & Training, Udaipur.
SK	Shiksha Karmi.
SKB	Shiksha Karmi Board.
SKP	Shiksha Karmi Project.
ST	Scheduled Tribe.
SWRC	Social Work & Research Centre, Tilonia.
UPE	Universalization of Primary Education.
UPS	Upper Primary School.
VEC	Village Education Committee.
WDP	Women's Development Programme of Rajasthan.

Glossary of Hindi Terms

Bhavan Nirman Samiti	Building Construction Committee at village level in LJ block.
Gram Sabha	As assembly of all the citizens of a village.
Jumbish	Movement, Commitment to Lok Jumbish Goals.
Kala Jatha	Cultural caravan, generally improvised with local artists for environment building.
Khand-stariya Shiksha Prabandhan Samiti	Literally Block Level Education Management Committee-the body which has sanctioning powers-under LJ.
Lok Jumbish	Literally, People's Movement, a movement for the people.
Mahila Samooh	A women's group/collective.
Mahila Mistri	Skilled woman worker, trained under buildings development programme under LJ.
Panchayati Raj	The local self government setup consisting of a village, block and district level elected bodies.
Saharia	A tribe known for extreme economic and educational backwardness.
Sakhi	Village level workers under Mahila Samakhya Project of Central Government.
Samta Jatha	Women's groups moving from village to village drawing attention to women's education and other issues.

Sathin Literally, a 'woman comrade', a women's development workers at the village level under WDP.

Shiksha Karmi A local educational worker under Shiksha Karmi Project.

Swach Literally 'clean', a project in South Rajasthan for guinea-worm eradication and provision of potable water.

Samplav Literally it means Jumbish, a monthly journal published by Lok Jumbish Parishad.

An Overview since the First Report

The First Report of Lok Jumbish was published in November, 1992. Like the First Report, the Second Report provides an occasion to reflect upon, and review, the progress of Lok Jumbish* — what we have done and how we have gone about it. If the period between June - November, 1992 was a period of initial starts, the last 5 months have been a formative period during which the starts made earlier were consolidated, the management system strengthened and a few new initiatives made. As we complete nearly one year of Lok Jumbish, the awesome complexities and challenges of the project become more manifest. What has also become evident is that this great challenge can be faced if genuine effort is made to involve teachers, voluntary agencies and the people for whose education and empowerment this project has been launched. Indeed, the impact of this synergic involvement is already being experienced in villages and remote hamlets where Lok Jumbish has become a reality.

The period since the First Report was marked by some unsettling events. The demolition of the mosque structure in Ayodhya on 6 December, 1992, was followed by communal violence which seemed to shake the very foundations of our secular and democratic society. In the aftermath of these events, in the middle of December, 1992 the Government in Rajasthan was dismissed, the State Legislature dissolved and President's rule promulgated. There was an expectation in Lok Jumbish that the Panchayat Samiti and Zila Parishad Act would be amended to provide for integration of management of Lok Jumbish with the *Panchayati Raj* institutions. In the absence of elected government and legislature, the amendment of the relevant laws has got postponed and it may be several months before it comes about. Consequently, Lok Jumbish Parishad has had to cope with the situation as it obtains and to make workable improvisation (to which reference has been made in Chapter 4).

Another important development since the First Report has been the Amendment of the Constitution, which provides for regularity of elections to municipal bodies in urban areas and *Panchayati Raj* institutions in the rural areas. It also commends that much wider powers be ascribed to these local government institutions leaving, however, to the state governments and legislatures to take a final decision in the matter. The Amendment suggests that responsibility of management of education upto secondary stage be transferred to the *Panchayati Raj* institutions. One of the difficulties in doing so has been the opposition of the teachers' unions, who consider the style of functioning of *Panchayati Raj* institutions rather capricious and not in the best interest of educational development. Lok Jumbish envisages transfer of responsibility of all aspects of basic education in rural areas to *Panchayati Raj* institutions, but the latter exercising the powers in accordance with guidelines provided by Lok

* For convenience, a short note on Lok Jumbish is given as Appendix to this Report.

Jumbish Parishad. There has been much debate about the difficulties which would be faced in giving effect to the Constitutional Amendment, and as far as basic education is concerned the proposals of LJP may provide a practical way out.

While several developments have taken place in the short period since the First Report, there is one matter which remains unchanged : the commitment of the Central Government as well as the State Government to LJ. Both have full confidence in the objectives and parameters of the Project, as well as the manner in which its implementation has begun. They have evinced their confidence by fully participating in all deliberations connected with Lok Jumbish and by providing in time their share of funds.

This report begins where the First Report* leaves off. In the preparation of this Report it has been assumed that it will be read in juxtaposition with its precursor.

The structure of this Report is determined by the need to keep it short. Reference has been made only to programmes and activities which have actually been started and in respect of which there is something to report. This is essentially a descriptive report. Reflective analysis and questions arising from the various procedures and processes followed have, generally speaking, not been referred to.

* Lok Jumbish, The First Report, November, 1992

Benchmark Survey

Objectives

The need for a benchmark survey was examined in the first Review and Planning Meeting held on 10-11 July, 1992. The participants laid down the following objectives for the benchmark survey:

- (a) to access the present situation for a better understanding of the problems and issues;
- (b) to serve as a starting point for involvement of schools, academic institutions, teachers and the village community; and
- (c) to delineate broad parameters with reference to which progress of the project is to be assessed and to develop framework for systematic evaluation in the future.

Keeping in view the importance in primary education of the three parameters of (i) access and enrolment, (ii) retention and regularity of attendance, and (iii) achievement, the survey concentrated around these three issues.

Sampling and instruments

Professor A.B.L Srivastava, an educational statistician of international renown, was ap-

pointed as consultant for the benchmark survey. An expert group was constituted to plan and periodically review the survey work. Membership of the expert group comprised persons responsible for implementation of Lok Jumbish, persons drawn from voluntary agencies, statisticians and educational activists. Special forms were evolved for household survey which were finalized after field testing. On the advice of the expert group, 15 per cent of the villages covered by Lok Jumbish project were randomly selected. The responsibility for canvassing the questionnaire was entrusted to a team of students, supervised by teachers, of colleges of the same district. Data on the number of children attending school in 6-14 age group was collected from a sample of nearly 14,000 households. Information regarding retention rate was compiled from the classwise enrolment data available at block headquarters. Average attendance, which could indicate the gap between enrolment in school registers and actual attendance, was estimated by

making three periodic visits to the sampled schools and undertaking a head count of the children present.

Achievement tests were developed by the Department of Child Development of Lady Irwin College, New Delhi. It was decided that children only of class V will be tested and testing would be done with reference to competencies expected to be achieved at the end of the class III and class IV, moderated on the basis of course content prescribed by Government of Rajasthan. The tests were also administered by students of the colleges which canvassed the questionnaires. However, it was found that the manner in which the tests were administered created doubts about their credibility. Some schools got completely left out and contribution of the teachers in the answers given by students was rather too obvious ! It was, therefore, decided that achievement tests should be disconnected from the benchmark survey and effort made to undertake, in due course, a more thorough

testing of existing achievement levels.

Outcomes

A summary of the outcomes of the survey is given in table 1.

The overall picture which emerges from the benchmark

approximately 30 per cent as against the official statistics which shows the retention rate as 48 per cent. In the two predominantly tribal blocks of Kishanganj and Garhi the percentage of tribal girls completing primary education is 7.2 and 10.4 respectively. We

Conduct of satisfactory benchmark survey is an onerous responsibility. Neither Professor A.B.L. Srivastava nor Lok Jumbish Parishad are entirely satisfied about the comprehensiveness and accuracy of the survey. As we proceed, it will be neces-

Table 1 : Summary of participation, retention and attendance ratio

Block	Participation (6-14)			Retention Rate (Class I to V)			% of girls among students	Average Attendance		
	B	G	T	B	G	T		B	G	T
Kishanganj	61.9	21.7	43.2	33.0	20.6	28.9	31.8	59.2	41.6	53.9
Lunkaransar	49.2	22.1	36.5	28.2	17.1	25.4	29.4	45.0	37.2	42.7
Pisangan	62.4	29.3	47.1	38.6	24.6	34.4	27.4	70.2	66.6	68.5
Arain	54.2	25.8	41.1	33.8	21.2	30.0	35.2	60.7	40.8	54.6
Garhi	65.2	30.0	48.4	33.1	23.4	29.2	30.3	61.4	58.1	60.3

survey* is dismal. The overall percentage of children in 6-14 age group who are out of school is 57, and in the case of girls this percentage is as high as 72. The information which has emerged in regard to retention rate, viz., the percentage of children admitted to class I who continued upto class V, is particularly alarming. The average for all the five blocks comes to ap-

are also far from reducing the gap between boys and girls. The ratio among the students who are participating being 7:3. The overall average attendance is found to be 55 per cent, which may not surprise teachers and educational administrators, but average attendance of this kind is inimical to achievement of mastery levels of learning.

sary to determine more satisfactory modes of conduct of such surveys. It is, however, clear that the system is functioning at an appallingly low level of efficiency. Infusing life and vitality into such a system is both an urgent and staggering task.

* Lok Jumbish, Benchmark Survey, November 1992.

Expansion of Project Coverage

The first batch of five blocks was selected by the Government of Rajasthan even before the project commenced in June, 1992. There was a good deal of discussion about the manner in which the second batch of 10 blocks may be selected. One suggestion was to select the educationally most backward blocks. Another was to increase the number of blocks in existing four districts. The Government, however, took a decision to select only one block in an existing district, and to select the balance in new districts. The

blocks selected in the first and second batches are given in Table 2.

Backwardness

The decision in favour of dispersal of the new blocks in several districts was governed by the consideration that demand for start of Lok Jumbish programme had been coming from several districts and blocks, and government had to make a difficult choice. The selection of Shahbad block, the only one taken up in the second batch in a district which already had a block

of the first batch, is governed by the consideration that this would ensure coverage of the entire Saharia population, which is educationally and economically the most backward Scheduled Tribe of Rajasthan. In addition to Shahbad, Bichhiwara, Jhadol and Pratapgarh have large tribal population. Sankda (Pokaran), Chohtan and Phalodi are in arid desert area. These, and Ahore block, are also among the most backward blocks, not only in Rajasthan but in the whole country. Kaman has an exceptionally large population of persons belonging to Muslim community and Phagi is known for large, impoverished Scheduled Caste population. As will be seen from Table 4, the educational level of the new blocks is distinctly lower than that of the existing five. Some of these blocks are conspicuous for large number of villages without any literate female. This shows that Government are increasingly selecting educationally most backward blocks, some of them with very inadequate voluntary agency support.

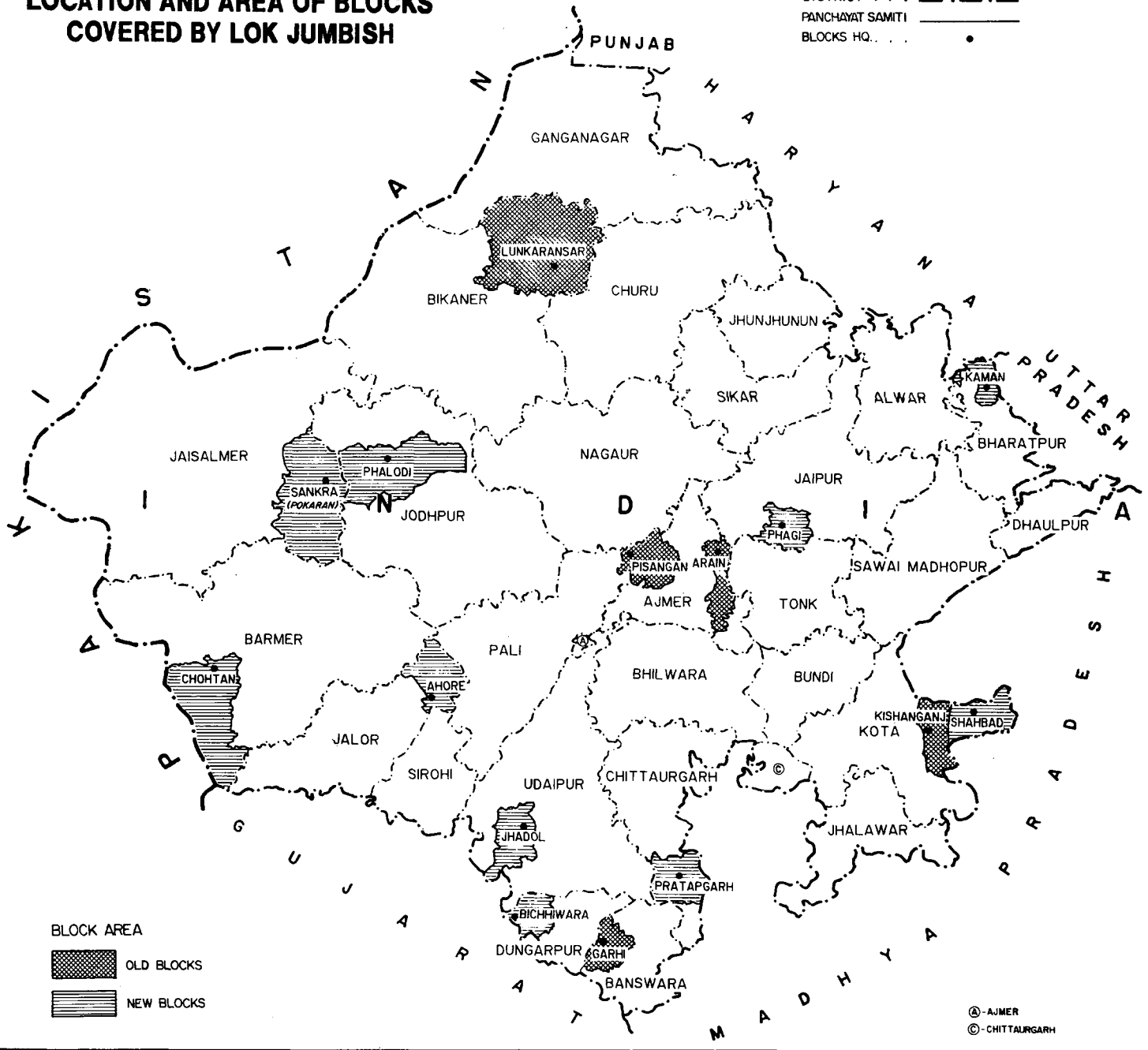
Table 2 : Blocks selected under Lok Jumbish

S.No.	Name of the Block	District
First Batch		
1.	Arain	Ajmer
2.	Pisangan	Ajmer
3.	Kishanganj	Baran
4.	Lunkaransar	Bikaner
5.	Garhi	Banswara
Second Batch		
6.	Shahbad	Baran
7.	Bichhiwara	Dungarpur
8.	Phagi	Jaipur
9.	Pratapgarh	Chittorgarh
10.	Kaman	Bharatpur
11.	Chohtan	Barmer
12.	Ahore	Jalore
13.	Jhadol	Udaipur
14.	Phalodi	Jodhpur
15.	Pokaran (Sankda)	Jaisalmer

RAJASTHAN

LOCATION AND AREA OF BLOCKS COVERED BY LOK JUMBISH

BOUNDARIES:-
 INTERNATIONAL ————
 STATE
 DISTRICT
 PANCHAYAT SAMITI ————
 BLOCKS HQ.



BLOCK AREA
 [Dotted Pattern] OLD BLOCKS
 [Horizontal Lines] NEW BLOCKS

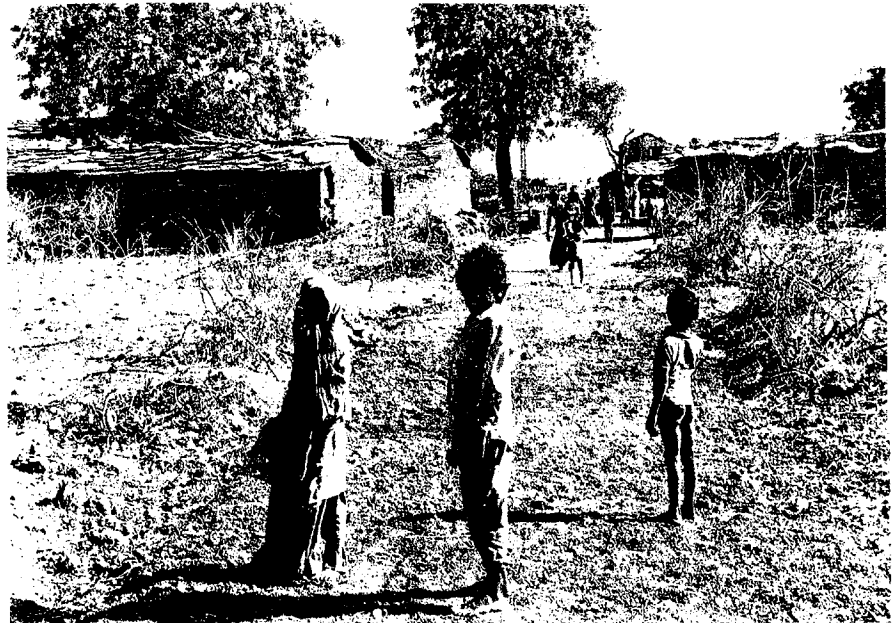
A - AJMER
 C - CHITTAURGARH

Operationalisation

Block level implementation guidelines* envisage that a mobilizing agency will be identified for each cluster for the purpose of people's mobilisation and creation of core teams, which could evolve into village education committees. It took a long time for the mobilizing agencies to put their acts together. Much time was taken in identification of cluster level staff and formation of core teams and communicating to them the techniques of school mapping and micro-planning. Only a beginning was made in constitution of core teams and start of school mapping activities till the end of December, 1992. Once, however, the process started, subsequent progress was rapid. By the end of April, 1993, core teams had been constituted and school mapping exercise commenced in nearly half of the villages in each cluster. In the last Review and Planning Meeting it was decided that for the present the number of clusters to be taken up for operationalisation may be restricted to 7 additional blocks.

Lok Jumbish implementation has begun in four blocks of the second batch. It has been possible to do so where voluntary

and remote and inaccessible desert regions. The school system and educational management in these blocks have



Saharia village scene

agencies have already been working, for example, in Shahbad, Pratapgarh and Kaman. It is expected that work in two clusters each in seven new blocks will begin by the end of June, 1993.

The coverage of Lok Jumbish already extends to 15 blocks, which together have a population of over 2.2 million. This population ranges from comparatively better off blocks of Ajmer district to extremely backward areas in deep forests

suffered due to under-investment in infrastructure and human resources. Educational administrators, teachers and the local community have come to believe that things will remain as they are. The task before Lok Jumbish is not only to improve the educational infrastructure, but also to bring about a change in attitudes of the people concerned, and building of capacity to cope with the task ahead.

* Block Level Implementation of LJ, November, 1992 (draft).

Table 3 : Educational Status of Blocks Under Lok Jumbish

Name of the Block	Total Population (1991 Census)	No. of Inhabited Villages	No. of Primary Schools	No. of Upper Primary Schools	No. of Shiksha Karmi Schools	No. of Non-formal Education Centres	No. of Teachers in PS & UPS
FIRST BATCH							
Arain	109,697	122	94	26	20	100	453
Garhi	188,399	163	138	62	12	98	770
Kishanganj	108,345	176	96	20	15	0	480
Lunkaransar	156,382	130	127	28	13	100	448
Pisangan	173,720	114	131	37	13	50	619
SECOND BATCH							
Shahbad	83,028	159	90	10	31	0	262
Bichhiwara	180,805	174	126	32	0	100	618
Phagi	130,453	168	99	23	0	50	343
Pratapgarh	159,206	320	164	27	0	50	426
Kaman	154,287	187	123	24	0	50	338
Chohtan	171,105	167	144	22	10	50	448
Ahore	150,191	108	90	31	0	0	401
Jhadol	147,044	256	127	19	14	0	349
Phalodi	161,438	86	109	40	8	40	404
Sankda (Pokaran)	115,677	130	107	22	8	100	421

Table 4 : Basic Data About Blocks Under Lok Jumbish

Name of the Block	Total Male Population as per 1991 Census	Total Female Population as per 1991 Census	Percentage of SC Population	Percentage of ST Population	Percentage of Male Literates	Percentage of Female Literates	Number of Villages with Zero Female Literates	Number of Villages with Zero Male Literates
FIRST BATCH								
Arain	56,513	53,184	20.7	2.5	45.5	11.7	3	0
Garhi	95,494	92,905	7.7	55.7	47.4	16.1	6	0
Kishanganj	56,975	51,370	12.9	34.2	38.6	11.1	42	10
Lunkaransar	82,141	74,241	20.5	0.3	38.0	10.3	12	2
Pisangan	90,279	83,441	15.9	1.0	59.0	16.2	4	1
SECOND BATCH								
Shahbad	75,636	74,555	19.3	11.5	46.4	10.9	4	0
Bichhiwara	91,481	89,324	2.9	83.1	40.1	9.7,8	1	1
Phagi	91,349	79,756	23.3	9.9	21.2	2.2	57	0
Jhadol	75,228	71,816	2.9	71.2	31.8	7.2	72	10
Kaman	82,777	71,510	9.4	0.2	39.8	6.1	42	4
Chohtan	68,466	61,987	21.9	4.1	46.1	10.9	11	1
Ahore	84,239	77,199	14.8	3.6	39.8	5.8	6	0
Pratapgarh	81,501	77,705	8.5	53.2	42.8	10.9	107	20
Phalodi	62,258	53,419	12.7	4.5	36.9	4.6	18	1
Sankda (Pokaran)	44,244	38,784	16	34.7	42.4	10.9	63	25

Management System

Lok Jumbish got off to a good start because an autonomous and independent organisation was created by Government of Rajasthan at the very commencement of the project. However, creation and operationalisation of management system, from the State to the village level, has been a daunting task, and has re-

evolved, giving mission orientation to the style of functioning at all levels.

Council and EC

At the apex of the management system is Shasi Parishad of which the Chief Minister of Rajasthan is the President and Education Minister the Vice President. Shasi Parishad is

tion. Its first meeting took place in December, 1992. It was a well-attended meeting, the highlight of which was acceptance of the proposals regarding relationship between Lok Jumbish Parishad and the *Panchayati Raj* institutions. The administrative responsibility for planning and implementation of Lok Jum-



Group photograph taken at the time of the first review, includes Gunilla Rosengart (in the middle), a great will-wisher of LJ, who has, sadly, passed away.

quired resolve and ingenuity on the part of all concerned. In spite of difficulties, a new management culture has

expected to review the progress of the project and give overall direction regarding policy and its implementa-

bish rests with the Executive Committee (EC). As decided in its first meeting held in July, 1992, EC has been meeting

once every two months (5 meetings have taken place so far). In its meetings held in July, 1992 and March, 1993 EC accorded approval to the budget proposals for the years 1992-93 and 1993-94 respectively. It has also given thought to the various management issues, including the block level management structure, particularly during the period when the *Panchayati Raj* institutions are in abeyance. On the whole, EC has appreciated the quality of planning, and the partnership and participatory approaches adopted.

Evaluation

A process of careful and comprehensive evaluation is of great importance in a project like Lok Jumbish. For this process to take roots and to permeate the entire system, evaluation processes have to be built at the grass-roots level. The Village Education Committee is expected to play this role, but they have yet to take form. Meanwhile, core teams are beginning to work closely with the school system—associating with it and keeping a watchful eye on the

way it functions. Women's Groups (*Mahila Samooh*) have also been formed in several villages to complement the work of core teams and to lay emphasis on the participation of women and girls in basic education programmes. Building Construction Committees (*Bhavan Nirman Samities*) are also getting established to take responsibility for renewal/construction of buildings. Evaluation activity at the block level takes place through monthly review and planning meetings, in which the mobilizing agencies, Block Steering Group members and other concerned people participate. At the State level two day bimonthly Review and Planning Meetings (RPM) are organised. Members of Block Steering Groups, mobilizing agencies and persons with interest in Lok Jumbish and expertise in evaluation are invited. Although process-oriented evaluation mechanisms have been put in shape, a constant watch will have to be exercised to ensure that they do not become a routine formality.

Partnerships Strengthened

The partnership approach, which was highlighted in the First Report, is being maintained and strengthened. LJP could not have coped with the quantum of work taken up by it with the small management team it has. The partners have taken much of the responsibility which generally falls on the management staff. Several aspects of planning and implementation of LJ in different clusters are assigned to voluntary agencies, and in two clusters to State Government projects. In reality these agencies, referred to as mobilizing agencies, own Lok Jumbish very much as their programme, in the planning and implementation of which they have an important say. In addition, the state, district and block level teachers' associations have participated in planning and management aspects at all levels. Partnership approach pervades the entire management system of Lok Jumbish, but it is particularly significant in the following areas :

(a) ECCE : Practically all the Lok Jumbish work is being

SWACH

SWACH, a partially Unicef aided project, has been in operation in South-East Rajasthan districts since 1986. The project had, however, remained a vertical program aiming at eradication of guinea-worm in this area. Due to innovative, multi-pronged strategies, which included : community mobilisation, health education, replacement of step-wells, provision of potable drinking water at walkable distance, provision of water filters to the community, construction of latrines in schools, etc. – eradication of guinea-worm was ensured. Nevertheless, the project is still operating to ensure vital surveillance so that no relapses take place.

Lok Jumbish, in its search for partners, was on the look-out for an organisation with strong presence in rural areas, having community orientation and strong human resources development component. When decision was to be made on selection of partners in Garhi block, SWACH was, of course, the natural choice. For SWACH, primary education and community mobilisation was like playing on home turf. Primary school teachers, shiksha karmi teachers and school going children were in one way or other associated with this project for a long time and, in fact, they were the harbingers of success through health education program, school latrine construction and various community mobilisation measures initiated by SWACH.

To actively associate with community, SWACH selected individuals from local community and provided them training in communication, health and sanitation; these animators closely worked with the community in achieving the goals envisaged. Aware of possible synergic partnership with SWACH, Lok Jumbish entrusted the job of LJ in Phaloda cluster of Garhi block. Within no time, SWACH came out with splendid results; using their trained manpower, and years of experience in mobilisation, it did not take SWACH much time to assemble a group of local artistes, who after initial training set on a whirl-wind tour of the villages. The impact of these *jathas* can be amply visualised when one saw milling rural crowds, braving occasional drizzles, saw the program till past mid-night. In school mapping, even experts would have been left spell-bound by the depth of expertise exhibited by the not-so-well-educated animators : the spatial drawings and precise mapping were just too vivid.

For SWACH, joining LJ was like adding a new dimension to its personality, and channelising the energies of its trained animators on to a wider and vital areas of development work.

– S.N.Dave, Project Officer
Swach, Banswara

handled by a newly established voluntary agency called Vihan.

(b) Training : Eklavya, Sandhan and Allaripu have shouldered much of the responsibility for training of master trainers and have also assisted in training of teachers. SWRC Tilonia, has created a good training facility for LJ.

(c) Building development : Three architects selected in September, 1992 continue to take principal responsibility for design and supervision over construction in their respective blocks, and a group of engineers of State P.W.D. have formed a consortium to take up this work in a fourth block.

(d) Non-formal education : Initial training of master trainers for NFE was provided by a team of NCERT. Sandhan and Shiksha Karmi Board have taken responsibility for identification of master trainers, and for their recurrent training.

(e) Introduction of competency-based learning : The start of this new initiative was made by Professor R.H. Dave, whose services were secured through Ministry of Human

Resources Development
(Department of Education).
The state resource team consists of people from Sandhan, SIERT, Shiksha Karmi Board and State Textbook Board. Indian Institute of Education, Pune, has undertaken to provide long term help in the implementation of this scheme.

At the Lok Jumbish Parishad headquarters the guiding philosophy in management is to create an environment of openness bereft of hierarchy, with stress on matrix type of management. Systematic effort is made to enhance the spirit of professionalism, self-actualization through learning, and inculcation of skills as facilitators for securing optimum contribution from partnerships. The professional faculty continues to be small and, has only seven members.

In the month of January the office has been shifted to Jhalana Institutional Area, Jaipur, which provides enough space for the present needs. Creation of computerised MIS system is being visualised as important for future success of this project. A few steps have been taken in this direction :

PANNA BABA

Pannalal Olan is the patel of Jorawarpura village in Arain Panchayat Samiti. Young in spite of his 61 years, he symbolizes enlightened interest in Lok Jumbish. Every morning he delivers milk at the dairy cooperative society and makes a detour via the school, to observe from outside whether the teachers have come and work has started.

When I asked him about his own education, he said : "I passed class four in 1941. There was no school in the village, but the *jagirdar* invited one Bhuralal Master from Baghera. In all 7-8 children used to study on a payment of Rs. 2/- per month. Among the children was *jagirdar's* son, Sumer Singh who was later adopted by Maharaja of Kishangarh and who succeeded him as the Maharaja. Sumer Singh left in 1940 and our class was closed down. I went to study in a distant school for one year and passed class four, but my parents did not allow me to study beyond that."

He is very proud of his son who has done M.Com. and is now working as an accountant. While he served as Panch in 1951, he had a primary school opened in Jorawarpura village. Since the start of Lok Jumbish, Panna Baba, as he is commonly called, goes from house to house persuading parents to send their daughters to school. He tells them that it is shameful that girls are treated as "*paraya dhan*" (One who becomes part of some other family). He is a member of the first of the Village Education Committees set up in Arain and misses no opportunity to harangue the parents and elderly people to campaign for primary education. Already the primary school and the NFE centre in Jorawarpura village have become vibrant centres of learning, the latter having as many as 66 girl students.



- C.K. Porwal,
BSG, Arain

a System Analyst has been engaged on full-time basis; computers have been purchased and linked under local area network. Most of the word processing is done on computers; computers have been updated with data from 1991 census. Effort is being made to make detailed systems analysis of financial management, and field level management systems analysis has been undertaken to create an effective MIS.

Block and village level

With the exception of Garhi, the block level management structure has been far too inadequate. The Block Steering Groups have functioned with just one or two persons, and there has been a delay in the appointment of staff for the clusters. Mobilizing agencies have, however, strengthened their capability and in 10 clusters they have acquired the wherewithal to cope with tasks before them. Lok Jumbish envisages that a Block Level Management Committee (Khand Stariya Shiksha Prabandhak Samiti KSPS) will have full powers to grant approvals for creation of posts of teachers in existing institutions,

establishment of new schools and NFE centres, upgradation of primary schools to upper primary level, etc. KSPS was envisaged as a committee of Panchayat Samiti to function according to the guidelines provided by Lok Jumbish Parishad. However, due to nonfunctioning of *Panchayati Raj* institutions departures have had to be made in regard to KSPS. EC has decided that an educationist or an eminent person having interest and experience in education may be nominated by LJP as Chairman. The State Department of Education has issued orders delegating to KSPS powers of State Government for appointment of teachers, opening of new schools, upgradation of primary schools, etc. With a view to strengthening BSGs, and to ensure that the best personnel are attracted to the various posts, recruitment has been made through open advertisement and posts of Project Officers and Asstt. Project officers in all the 15 blocks are in the process of being filled up.

Lok Jumbish envisages that the Village Education Committee (VEC) will be the main agency for securing participation of village community for

improvement of basic education in the village. VEC has, in particular, to take responsibility for making contact with families which do not send their children to school or NFE centre. On the other hand the school is expected to have some accountability towards VEC. VECs are expected to evolve over a period of time. In almost all cases, their establishment is to be preceded by formation of a core team, which is to pay attention to school mapping activity, formation of women's groups, and also to gender issues affecting women. Core team and women's groups have been established in a large number of villages in all the clusters. Core team and women's group members are provided short, intensive training by BSG and mobilizing agencies.

The work taken up by these local level groups has already created a new confidence in the village community, mainly due to the possibility of improvement of standard in the schools, and also about the fact that they can actually plan the expansion of basic education facilities.

Implementation in the blocks

The framework laying down structures and process for block level implementation have been spelt out in the document: Block Level Implementation (BLI) of Lok Jumbish*. Although the draft had been prepared in September, 1992 and was also discussed and approved in principle by Review and Planning Meeting and EC, some aspects of the document were not finalised. These related to the persons who should be the Chairmen of KSPSs and VECs and the role and functions of Chairman. These aspects were further discussed in RPM as well as EC. Although what was finalized in March, 1993 meeting of RPM and EC was only marginally different from the original document, all aspects of block level implementation had been studied and internalised by people responsible for providing leadership at that level.

Implementation at block level has proceeded more or less in accordance with BLI document. BSGs, in consultation with potential mobilizing agencies, have delineated clusters, which have been

taken up for implementation in a gradual fashion. The beginnings were slow, almost hesitant, but once an effective start was made, the subsequent progress has been impressive.

Environment Building

In the five blocks of the first batch, environment building activities have been taken up throughout the selected

has been established with the Rajasthan chapter of Bharat Gyan Vigyan Samiti. Lok Jumbish Parishad personnel have fully involved themselves in *Kala Jathas* (cultural caravans) and *Samta Jathas* (womens's caravans to highlight issues of interest to them). Alongside environment building, steps were taken for formation of core teams and women's groups. In a typical



Environment Building

clusters. Programmes such as *bal melas*, puppet shows, film shows, *Gram Sabha* meetings and community singing have been prominent. Coordination

cluster, a mere three core teams are likely to have been set up till the end of December, 1992, but their numbers increased on an average to 10

* Block Level Implementation of LJ, March 1993

BENESHWAR FAIR

Beneshwar is situated at the confluence of three rivers - Mahi, Som and Jakhan. Every year in February, on Magh Purnima, more than two lakh people gather at Beneshwar. Block Steering Group and Mobilizing Agencies of Garhi block decided to plunge themselves at the Beneshwar fair to inform and involve masses in Lok Jumbish.

An exhibition of Lok Jumbish literature was put up : toys of children



made in teachers' training programme, material developed in *Matha Pachhi* (mental exercises), experiments in science using waste materials, poster making, etc. Men, women and children attending the fair were given an opportunity to do different activities. Several thousands of people entertained themselves by 'doing the exhibition'.

Songs and plays were a great draw. A stage was set up where singing of Vagri folk songs went on continuously. Lots of people joined in singing, often picking up sticks to do garba dance. Plays based on education and social evils, already known to the people, for example *Anparh Kisan* (the illiterate farmer) *Kaatta* (feast as a ritual dedicated to dead person), *Badio Fasi Gayo* (Badio got trapped) etc. were performed by the artists of Lok Jumbish *Jatha* (Group). Some nukkad natak were also performed, closely involving the people.

For the eradication of superstitions and to cultivate the scientific outlook some "Magic Shows" were performed before the tribal people. After the magic show the audience were made to know the real things. They were asked to tell the cause behind a particular magic and then the real cause i.e. the "handtrick" was shown to them.

The Beneshwar fair became a landmark for Lok Jumbish. The Jumbish team also enjoyed itself thoroughly and got quite exhausted by the time the fair was over.

- Asha Verma,
Samyukta, Garhi BSG

by the end of March. As the mobilizing agencies took time to identify their women workers, formation of women's groups was somewhat tardy. These groups, viz. core teams and women's groups, have, along with school teachers and Shiksha Karmis, undertaken school mapping exercises in a large number of villages. School mapping provides the first opportunity to the village community to plan for improvement of the village school and also to examine the primary education facilities they need. Since school mapping involves family-wise survey, the message of Lok Jumbish has reached a large number of families. Reports are that a much larger number of children have already begun to enrol themselves in schools and attendance of enrolled children has become more regular. A programme of teacher training, school buildings renovation/construction has been started in 4 blocks (all except Pisangan) and a beginning has been made in Non-formal education.

Field Centres

An important new institutional structure being created is the field centre (FC). FC is envisaged as a training facility as well as a support structure for VECs and women's groups. A typical FC would have its own building with a hall where training could be imparted for 45-50 persons, who can also stay in the hall at night if necessary. Modest quarters for two staff are also provided. The staff of FC comprises two women workers

meeting, resource and support centre for VECs and women's groups. A number of FCs have been established, and building work started on three FCs.

New blocks

Owing to the preoccupation of LJP team with the five blocks of the first batch and with headquarters activities, action in the 10 blocks of second batch has got delayed. Nonetheless, wherever it has been possible, visits have been made to the newly selected

nificant starts in the new blocks are as follows:

(a) **Phagi** : Vishakha, a voluntary agency established by women's development activities, has been working in this block over a micro-planning project. That project has merged into Lok Jumbish and some progress achieved in one of the clusters of the block

(b) **Pratapgarh** : This is predominantly a tribal block with 320 villages, two-third of which comprise denuded hilly tracts inhabited by Bheel Meena tribes, and one-third consists of fertile land mostly owned by well-off agriculturists. Clusterisation has been done and a voluntary agency, Prayas, has been identified to take responsibility for a cluster.

(c) **Shahbad**: Although tribal population in this block is only 35 per cent they are economically and educationally extremely backward. Sankalp, a voluntary agency which has a band of dedicated workers, has already started work in a cluster.



Village Meeting

and a helper. Apart from providing training to members of core teams, women's groups, VEC members, an FC is also a facility for women's

blocks, contact established with voluntary agencies and meetings held with teachers' unions and other relevant people. Some of the sig-

(d) **Kaman** : A very large percentage of population of this block comprises of Meos, a distinct group among Muslims. Clusterisation has been done in this block, and a well-reputed voluntary agency called LUPIN Human Welfare and Research Foundation has accepted responsibility for one cluster. A start has also been made for establishment of a field centre.

Table 5 : Summary of the Progress in Blocks (30 April 1993)

S.No.	Name of the Block	Name of the Cluster	No. of villages	Name of MA	No. of villages in which Core Teams formed	No. of villages in which School Mapping done	No. of villages in which Mahila Samooh formed	Whether Field Centre started
1.	Kishanganj	Bhanwargarh	22	Sankalp	11	7	6	Yes
		Kishanganj	22	BSG	17	16	-	Yes
		Nahargarh	25	ASSEFA	9	9	2	Yes
2.	Arain	Akodia	29	BSG	11	6	5	Yes
		Bijarwara	25	SWRC	10	8	4	Yes
		Borada	27	AAEA	7	7	4	Yes
3.	Pisangan	Nagelao	24	AAEA	11	7	4	Yes
		Rajgarh	24	BSG	10	8	2	Yes
		Pushkar	24	DWDA	5	-	4	No.
4.	Garhi	Sareri Bari	32	BSG	26	26	9	Yes
		Arthuna	44	ASSEFA	12	10	6	Yes
		Paloda	38	SWACH	13	13	13	Yes
5.	Lunkaransar	Kalu	22	Urmul Trust	14	12	12	Yes
		Mahajan	21	AAEA	6	4	-	Yes
		Lunkaransar	22	BSG	11	6	6	Yes

School Mapping and Micro-planning

UPE Strategy

Our Constitution enjoins upon the State to provide free and compulsory education for all children upto 14 years of age. The National Policy on Education 1986 (NPE), however, states that free and compulsory education would be provided with the beginning of the next century, and in the meantime "meticulously formulated strategies based on micro-planning" will be employed to move towards the goal of UPE.*

Lok Jumbishi, taking into account the extraordinary educational backwardness of Rajasthan, attempts to face the challenge of UPE through a four-fold strategy comprising :

(a) mobilisation of the people, particularly the most disadvantaged, and their active involvement in the planning and implementation of universal primary education programme;

(b) special thrust for education of girls through creation of new awareness about women's role and status in family and society, and

through provision of incentives and support services;

(c) improvement in the status of teachers and their recurrent training; and

(d) a comprehensive programme of improvement of quality of primary education, including reform of the content and process of education.

In Lok Jumbishi, school mapping and micro-planning are viewed as the method for effective achievement of the goal of universal primary education. These strategies enable us to make a realistic assessment of the present situation in regard to the availability of educational facilities and to plan for their strengthening. This is to be done through systematic contact and communication with the local community and its involvement at all stages. Most important of all, through micro-planning it becomes possible to monitor the participation and progress of every child till she/he completes primary education.

The Concept

At the conceptual level, LJ has introduced a departure in the approach to school mapping.

Traditionally, school mapping has been considered an exercise for location of schools, based on a systematic use of the statistical criteria. Sometimes this approach does not give adequate importance to small clusters and isolated and scattered habitations. In LJ the focus has been placed on ensuring that primary education of satisfactory quality becomes available to practically all children of all habitations. Hence, instead of being a technique of school location, school mapping has been envisaged as the method for achievement of the goal of universal access. A range of facilities are envisaged: school, Shiksha Karmi unit, NFE centre, part-time teachers, etc. For children of migratory communities, residents of scattered homesteads, and for some of the poorest tribal families, it is proposed to provide wholly subsidised residential schools. Along with expansion of facilities to ensure that all children have access to primary education, detailed planning for improvement of existing facilities – such as a school and NFE centre – is also stressed. Thus, school mapping refers to the

* National Policy on Education 1986, para 5.12

process by which the first of these parameters of UPE, viz. universal access, is successfully planned. Micro-planning, however, goes beyond this. It provides mechanism for planning for, and ensuring, children's participation on a regular basis in school or NFE centre, and in doing so it emphasises the involvement of

Operationalisation

Keeping in view the special significance of school mapping and micro-planning, LJP conducted two training workshops, first in October, 1992 and the second in January, 1993 with the help of National Institute of Educational Planning and Administration (NIEPA), New Delhi. Concerned persons



Survey by Core Team

teachers and the village community. In other words, it takes care of the second parameter of UPE, viz. universal participation.

from Block Steering Groups and Mobilising Agencies were provided orientation in these workshops. NIEPA resource team, particularly Dr. M.M Kappor, were of great help in

clarifying the concept and its operational parameters. They brought to bear in the workshops their countrywide experience and lessons learnt from comparative studies. In the second workshop the participants prepared a handbook on the basis of their field experiences.* The handbook contains guidelines on the various components of the process of school mapping and micro-planning referred to in the flow chart.

The main stages in the process of school mapping and micro-planning under LJ are as follows:

(a) **Core team** – The initial action for environment building and survey is to be undertaken by a village core team. The responsibility for selection of the members of the core team and for their training rests with the mobilising agency. The core team is to comprise 8-9 persons, men and women in equal numbers, known for their commitment to social development. The headmaster and the instructor of NFE centre are also members of the core team.

(b) **Environment building** – The Block Steering Group as

* School Mapping in LJ, Guidelines, January 1993.

AN EXCITING EXERCISE

Dhanva (pop. 523) is one of the 27 villages of Borada cluster in Arain block, for which Ajmer Adult Education Association (AAEA) has taken responsibility as the Mobilising Agency. It is a heterogeneous community of 108 households having agricultural and allied activities as the source of livelihood.

Initially a group of 4-5 AAEA workers visited Dhanva in Oct.'92 for 2-3 days. The association had already some base in the village as an NFE Centre was run by them since 1986.

The activists of the AAEA had door to door contact and organized meetings in different mohallas and localities. They performed puppet shows, folk music sessions, in the night, having the themes related to : children's education, disinterest of village community towards the school, women's status, health issues, success stories of community participation, etc. Since AAEA had a close contact with WDP, women's involvement was not difficult.

By their frequent visits and meetings, the AAEA workers established personal rapport with the village people and identified 6-7 men and women as members of the Core Team. In November '92 the Core Team was imparted 5 day residential training in SWRC, Tilonia.

After having received the training in survey technique and school mapping the Core Team held 2 meetings in December and January respectively to plan the work. It undertook the exercise of school mapping in February and surveyed the households and drew up a village map showing all households, hamlets and main geographical features of the village. A survey of the existing school and NFE Centre was also undertaken. The outcome and analysis of survey about the available educational facilities and the participation of village children were discussed with the village community. The survey revealed that out of 133 children in the age group 6-14 years only 66 children are enrolled and out of the total enrolled children only 50 children attended school regularly. Out of 67 children not attending school, 44 are girls. The survey reveals that the main reasons for children not attending school was : cattle tending, domestic work and lack of interest of the family in the kind of education being provided in schools. The school mapping exercise provided a basis for preparation of a plan for improvement of primary education in the village. Their proposals will be submitted to KSPS for sanction. This time they are happy as the whole exercise has been done by them and they are sure to obtain sanction from the block.

- Kovid Gaur
Coordinator, AAEA, Ajmer

well as the mobilising agency assigned responsibility for a cluster are to jointly work for creation of environment which enthuses the local people to involve themselves in school mapping and micro- planning activities. A variety of modes are employed for this purpose - including the traditional and folk forms of communication, group meetings, conventions, *gram sabhas*, electronic media, etc. Keeping in view the importance of community involvement throughout the micro-planning process, environment building has to be sustained throughout.

(c) Survey - The core team is to begin school mapping work by drawing up a preliminary village map to ensure that principal features of the topography are clearly laid down and all habitations, including scattered homesteads, are indicated. The survey has two aspects: firstly, there is to be a survey of all children in 6-14 years age group of all households, to ascertain whether they are regularly attending school, if not the reasons thereof, and whether there is justification for providing additional facilities.

Survey is also seen as a method of interaction with village community. The second aspect of the survey pertains to the school and the NFE centre of the village. The present strengths and deficiencies are to be recorded, mainly by the teachers/NFE instructor.

(d) Analysis – The data emerging from the survey in respect of children's participation in primary education and condition of the school/NFE centre is to be analysed by the core team and the BSG with reference to norms laid down in the guidelines. This analysis will, generally speaking, reveal the unsatisfactory condition of primary education in the village. It is to be discussed with village community for preparation of a provisional plan.

(e) Preparation of plan – Keeping in view the norms, the core team is to prepare provisional plan for school improvement, expansion of educational facilities and measures to be taken for ensuring participation by all boys and girls. The provisional plan is to be discussed in detail

with the village community—men as well as women. The plan is to be finalised keeping in view the reactions of the village community.

(f) KSPS approvals – The proposals for school improvement and expansion of facilities, including creation of additional posts of teachers, are to be submitted for approval to KSPS. Ordinarily, KSPS should give consideration to the village level proposals within one month. Approval accorded by KSPS is to be treated as sanction on the basis of which all concerned should proceed to take necessary action.

(g) Evaluation – Summative evaluation of the overall exercise and the outcomes obtained is to be undertaken with care. In addition, there has to be inbuilt evaluation at all stages, involving the village community, particularly to assess whether the expected emphasis was laid on the processes.

Instruments

The process of school mapping and micro-planning is to yield some instruments which are in the nature of products of the

micro-planning exercise. These are also the means for strengthening the micro-planning process, its monitoring and evaluation. The instruments and their functions are :

(a) the village map, which is to enable all concerned to see whether all the families of the village were, in fact, kept in view;

(b) the school improvement plan, which would gradually become more and more sophisticated – beginning as a plan to meet the minimum essential norms, it could develop into an optimal institutional plan;

(c) the facilities plan, which is the instrumentality to ensure that effective access is provided to all children, including the children who cannot avail of the village school or NFE centre (and for whom hostel facilities or residential school may be provided); and

(d) the Village Education Register (VER) which is to facilitate family-wise and child-wise monitoring of children's participation and progress.







Progress

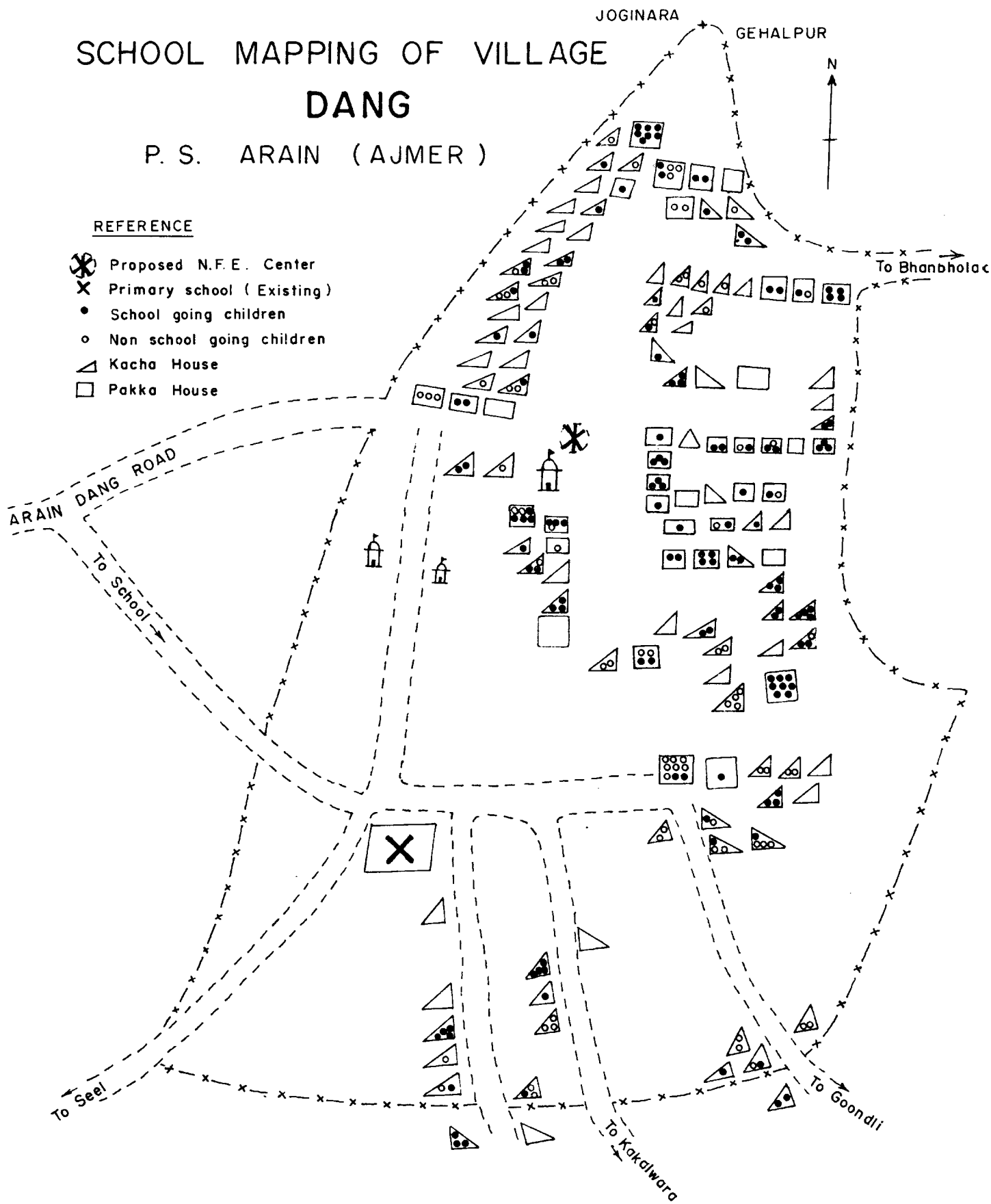
School mapping and micro-planning are comparatively a

SCHOOL MAPPING OF VILLAGE DANG

P. S. ARAIN (AJMER)

REFERENCE

-  Proposed N.F.E. Center
-  Primary school (Existing)
-  School going children
-  Non school going children
-  Kacha House
-  Pakka House



new intervention in the realm of educational planning in our country. What they attempt to do is to effectively provide primary education to all children, not through a coercive process which a law of compulsory primary education must become, but through a process of involvement of community, and through improvement and expansion of primary education facilities. Micro-planning is, however, a time taking process. Before its commencement Block Steering Group and mobilising agencies and core teams have to exercise a constant vigil to ensure that school mapping does not degenerate into some smart teachers or a bright villager completing the work of survey and planning sitting with a small number of village residents at a cosy place.

There was, initially, an understandable hesitation in the undertaking of surveys. So many surveys are undertaken that core teams as well as the villagers have been tired of them. A number of discussions had, therefore, to be arranged before the villagers could fully accept this one. In the preparation of school

improvement plans, and plans for expansion of facilities also, there were difficulties mainly because of the skepticism of the villagers and teachers,

BSGs, mobilising agencies and core teams energised themselves, and the villagers, in a new enthusiasm. As a result, a considerable distance has

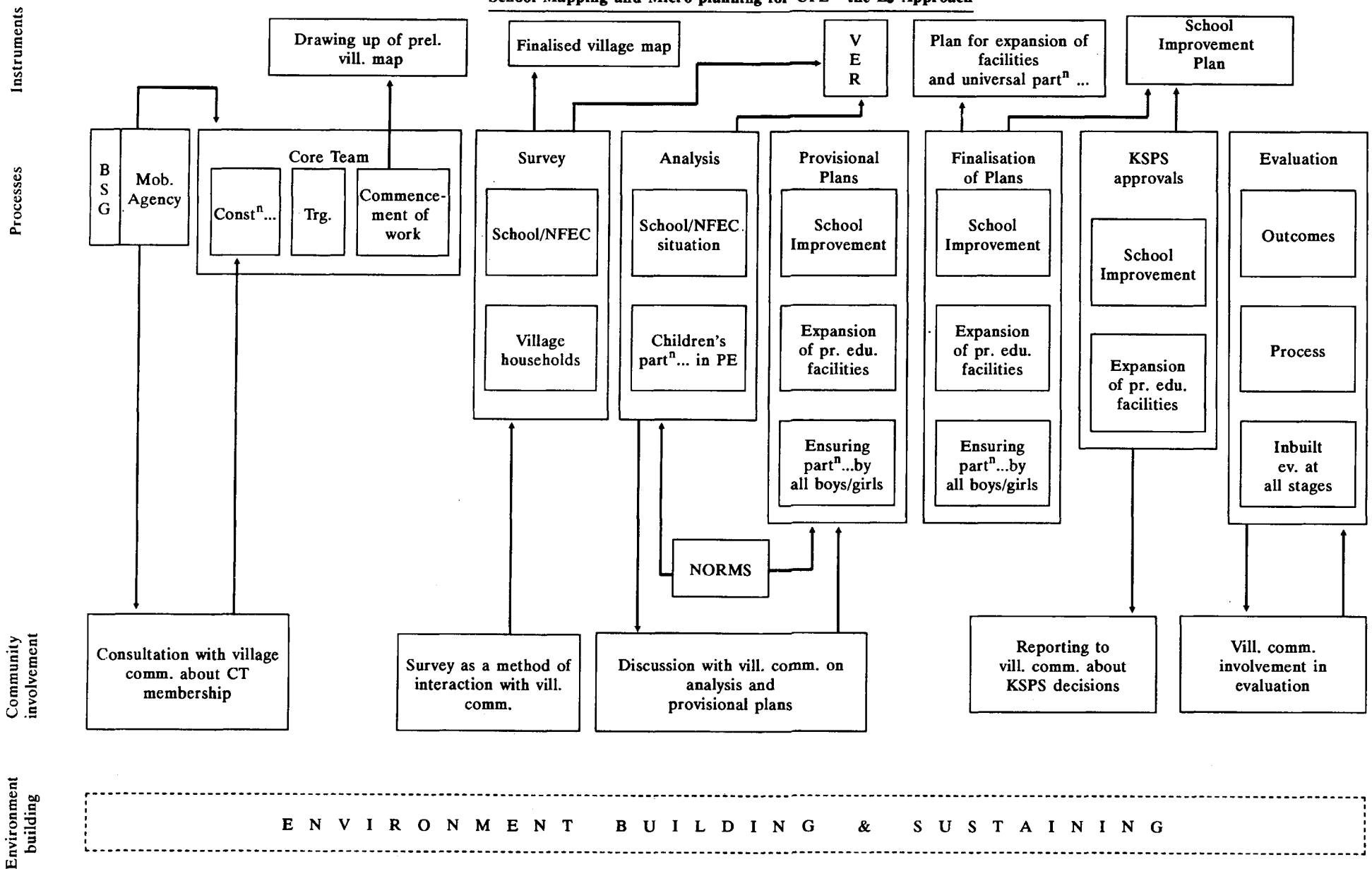


School mapping by Core Team

who have seen promises made in the past coming to naught and even where positions of teachers were sanctioned, the posts remaining unfilled. They find it incredible that approvals for opening new schools, upgradation of existing primary schools to upper primary level and creation of additional positions of teachers can be accorded at the block level. And yet, after the January 1993 training workshop,

been traversed during the last 3-4 months. Reasonable proficiency has been achieved in the quality of school mapping exercise and some excellent village plans have been prepared. We are, however, still not able to undertake monitoring through VERs and KSPSs have not yet accorded approval to any village level proposals.

School Mapping and Micro-planning for UPE - the LJ Approach



Women's Development

Women's Predicament

The Lok Jumbish document (December 1990) recognises that "unless a systematic effort is made to improve women's access to education it will not be possible to achieve the objective of Education for All by the Year 2000." It also emphasises that women's development is a goal in itself, and that this goal is inseparable from the goal of EFA.

Women have traditionally played a subordinate role in society. This has not only affected society's attitude towards them but also their own self-image. They have been conditioned into thinking of themselves as inferior to men, to be tolerated only if they toil, fetch, carry and procreate. There are other weak and disadvantaged sections of society, but none with so common and widespread a vulnerability as women. Yet, it is this common factor among women - rich or poor, urban or rural - when realised can become their greatest source of strength. A sense of belonging, a feeling of sisterhood is, perhaps, the first step

towards self-realisation. Another could be their access to education. Financial burden is only a hurdle in the education of boys but it becomes an insurmountable barrier when the question of educating girls arises. Sending her to school would also mean an additional loss of income because the mother has to stay away from work to look after the younger ones and do the household chores. But education can be an enduring and strong factor in women's empowerment. So, Lok Jumbish has made primary education the entry point of all activity.

Crystallisation of an approach - *sathin* to *samooh*

It was visualized in the draft document that the focus of all village level activities would be the *sathin*, a woman with leadership qualities and zest for work - a catalyst agent in the village. A great many inputs by way of education, training and skill development would be invested in her and it was expected that she would be able to bring the village women together, help them articulate their hopes and discard their age-old fears and taboos, preserve their individuality, nurture a new self-



Discussion with Mahila Samooh

MAHILA SAMOOH TRAINING

SWRC has been working in Silora and Arain blocks for over 20 years. When Lok Jumbish started its activities we pleaded for concentration on smaller, left out villages. When we became the mobilizing agency for Arain cluster we decided to set up field centre at Binjarwada, a small village not accessible by a motorable road.

As in Lok Jumbish, we view education as inseparable part of the development process. Speaking of women, we find that they talk about their health, absence of health facilities, unemployment, poverty..... Only after establishing contact and working with them for a while that it becomes possible to engage them in discussion about the value of literacy and education.

When women's groups were formed in our cluster we faced difficulties. Men were suspicious and insecure, and sometimes dragged their wives away. Gradually, however, men have begun to extend cooperation, they see in women's empowerment, the empowerment of the family. *Mahila Samooch* in SWRC villages do not have any leader.



Every month two women, on a rotation basis, take turn for coordinating the activities of the group. In a real sense it is a collective.

Active *Mahila Samooch* have been formed in Dholpuria, Indoli and Almas. Training of MSs has been organized at SWRC. Different kinds of confidence building activities were undertaken, including theatre, group action, handball game, etc. Women relate their experiences and soon discover that they are almost identical and this leads to creation of a collective spirit. Specific activities are introduced, such as school mapping and survey. Importance is given to organisation of joyful activities and relaxing exercises.

When time comes to go back to their homes, they get very emotional, they do not want to leave the training centre. They decide to return soon.

– Ratan Devi
SWRC, Tilonia

image and draw strength from each other. It was not an impractical vision, nor an over-reaching one.

Two years later, Lok Jumbish is richer through field experience. It has also borrowed from, and built upon the experiences and changing trends of Women's Development Programme (Rajasthan) and Government of India's Mahila Samakhya Project. The basic approach of integrating women's education and development into the over-all strategy has been retained. The implementation process has, however, undergone a change. Experience has shown that the rural women have not kept pace with the *sathin's* progress. The Mahila Samakhya Project of Gujarat has experimented with an alternate model: the *sakhi* is selected by rotation and her achievement is determined by her ability to identify and nurture at least one woman. Varying adaptations of this model are being tried out in Karnataka, Bihar and Uttar Pradesh. The WDP (Rajasthan) is also undergoing changes.

It is now recognised that instead of focusing on just one woman, village level activity should be centred around a

group of women. This small well knit group can start a ripple effect which may involve a large number of women of the village. From a few to many is the central thought behind all Lok Jumbish strategies. This collective, the *samooh*, after adequate orientation and training, should be able to mobilize the village women to take an interest and play an effective role in community activities, especially those related to education.

Emerging Strategies

The *samooh* approach also integrates well with the other Lok Jumbish strategy of gaining community participation through Village Education Committees. The *Mahila Samooh* will be a distinct body which will not only take up issues pertaining exclusively to women, but as part of a larger body, the VEC, it will protect and advocate the educational interests of girls. The group may take recourse to all or some of the facilities enumerated below to ensure the increased and continued participation of girls in schools :

- At least one woman teacher in every school;

- Location of schools within accessible distance;
- Provision of non-formal education centres if girls are unable to avail of the facilities of a regular day school;
- Free distribution of textbooks, stationery and uniforms;
- Free hostel facilities;
- Construction of toilets on the school premises.

Training and Meetings

Women's Development is a process - oriented programme and a lot of activity has to take place before a 'happening'. For example, several institutions and persons have to be involved and clarity regarding approach developed through meetings and workshops before a system of training can evolve.

In the last week of November, 1992 a five-day training programme with 37 women from 8 villages of Kishanganj block was organised. The purpose was to bring the participants together; to discover the commonalities and differences in their lives; to learn about local self-government and laws. From 18-20 Jan.,

about 50 rural women got together, again in Kishanganj block, under the auspices of WDP, LJ and Sankalp to discuss their role and status in

proach towards women's training. The need was also felt to view women's issues in proper perspective in other training programmes, such as

direction and sense of purpose to the programme. On the 18-19 March, 1993 a workshop to formulate a broad plan for training-its content, aims and the identification of resource persons - was held. Besides all this, it was also proposed that a training manual for trainers of *Mahila Samoohs* and also a film on the same theme should be made for easy assimilation. It was decided that the task of compiling and preparing additional training materials should be given to an organisation like 'Jagori' and materials concerning information, education and communication may be handled by Vishakha.



Samata Jatha

society. It was a unique experience for them to be able to talk about their problems, desires and aspirations. A few mobilising agencies and BSGs decided to approach women through activities with children. *Bal Melas* have been organised in several villages of all the five blocks.

At the state level a need was felt to crystallise the LJ ap-

those for Core Teams, Village Education Committees, and in training of school teachers and non-formal educational instructors. Hence a workshop was organised on 3-4 Jan., 1993. One of the outcomes of this was the setting up of a group comprising well-known activists and some of the headquarters personnel, which should meet regularly to give

The number of *Mahila Samoohs* formed till the end of April, 1993 is 28 in Garhi, 26 in Kishanganj, 10 in Pisangan, 16 in Arain and 18 in Lunkaransar.

Institutional Partnerships

For environment building and formation of *Mahila Samoohs* Lok Jumbish is networking not only with local mobilising agencies at the block level but it is also developing a forum at the state level

which can give direction to such activities. In addition to establishment of well spelt-out arrangements with activist women, institutional linkages are also being worked out. Vishakha is a society working for women, particularly rural and disadvantaged ones. Registered in 1991 its emphasis is on understanding and propagating women's issues. It has completed micro-planning activities in some villages of Phagi block. Vishakha will take responsibility for IEC activities of LJ. Jagori, registered in 1989, has also agreed to cooperate with LJ. In addition to training of women, it documents the work of various women's groups. It produces, collects and distributes materials on women's issues.

Buildings Development

Background

Building development programme was taken up in LJ after considerable planning. Although it is well-known that the condition of buildings of rural schools in Rajasthan is very bad, there has been hesitation in taking up a large building programme. This is mainly because of the fear of misuse of funds and the likelihood that such a programme will be no different from what has happened in the past. At the same time, however, the compulsion to attend to the buildings problem was such that LJP felt obliged to address itself to it. On the basis of careful planning it was decided that buildings development programme should be started on a small scale (3 blocks were chosen to begin with). An innovative R & D approach was adopted in people's involvement, design development and construction procedures. Considerable progress has been made since the First Report and there is reason to believe that the course adopted is essentially sound.

As has been mentioned in the First Report, the following

architects have been assigned responsibilities :

(a) Society for People, Environment & Integrated Development (SPEID); Lunkaransar Block (Principal architect : Professor H.D. Chhaya)

(b) Group for Relevant Architecture and Appropriate Methods (GRAM); Garhi Block (Principal architect : Shri Neeraj Manchanda)



Training of mahila mistries

(c) Design, Architecture and Associated Technologies (DAAT); Kishanganj Block (Principal architect : Shri Sanjay Prakash).

After publication of the First Report, as a result of the initiative taken by Shri P.K. Lauria, Advisor, Lok Jumbish Parishad, a group of dedicated engineers of the State Public Works Department have taken responsibility for Arain Block. Although LJP has now been extended to 15 blocks, it has been decided not to induct new architects till evaluation is done of the method adopted for the

activity. In phase I, i.e. by June, 1994, it is proposed to take up substantial buildings activity in upto 10 blocks.



At the start of the training



after two weeks

MAHILA MASONS TRAINING

A quiet revolution is taking place in the lives of 30 women from Kalu village of Lunkaransar block. They have been getting together everyday, to learn the basics about building homes and other structures. In the process they are also exploring other ways of looking at life.

"This training has given us an opportunity to share one another's joys and sorrows, and to learn something new everyday," says Saraswati, a young widow, who has worked on famine relief sites, and on her brothers' fields, in order to make ends meet for herself and her two children.

Rukma, another trainee, says "Initially I thought Tara Behenji was joking, when she asked me if I wanted to learn how to be a mason..... there have been other trainings for women here in Kalu before. But they were for spinning, tailoring, etc. How could a woman become a mason ? Why that's man's job ! Nevertheless, albeit with much hesitation, I started coming here, and now I understand that the skills imparted can only benefit us."

While most of the women now have positive feelings about the training, the whole process has involved struggles at the various levels. First, within them selves - Can I really learn masonry ? What will my family, society, think, say ? Once they overcame that hurdle, they faced the difficult task of convincing their families, and after that, facing the *Samaaj*. As one woman said, every evening when she went home after the day's training, men hanging around would say, "Make way, make way, here comes the mistry."

Overcoming all these hurdles, the women with help from Tara, Kalavati and the Master Masons are learning how to use inch tapes and setsquares, and about straight lines and angles.

By working together in groups, they are also discovering new things about themselves, about others, learning to deal with little problems arising during the training and also being aware of their individual and collective strengths. They all began with their faces covered, within two weeks they gave up the veil, the *ghoon-ghat*, and began to face the men's world.

When we review our efforts in the Kalu cluster, we find that the *Mahila Mistry* training has been able to involve economically poor women in a way that other Lok Jumbish activities have not been able to do.

- Sumita Ghose,
Urmul Trust, Lunkaransar

Each of the three architects are to discharge their responsibilities in a timeframe comprising three phases, of 8 months, 7 months and 6 months each. In the first phase emphasis is on renovation of existing building, commencement of training processes, construction of field centres and on documentation work. The work is to expand in the second phase, during which a few new buildings may be taken up, technologies tested and finalized, and renovation work completed. The third phase, which is to come to an end in June, 1994, will be of consolidation, finalisation of relevant manuals and examination of methods by which building activity can be taken up on a larger scale.

R & D approach

Adoption of R & D approach in the buildings development activity has involved study of the existing buildings, of ecological and sociological factors, as well as examination of work done on these lines elsewhere in India and overseas. The significant features of R & D, which have crystallised during the last 3-4 months are as follows :

(a) Traditionally, Government tends to leave the responsibility for construction of school buildings to the village community. The buildings are often unsuited for the needs of schools, and the aspect of maintenance is not adequately taken care of. People's participation in Lok Jumbish is being given a concrete shape in the form of Building Construction Committee (*Bhawan*

Nirman Samiti or BNS). Effort is made to ensure that BNS membership is coordinated with Village Core Team or Village Education Committee. School teachers are fully involved.

(b) As a part of HRD activity, and keeping in view the need to introduce simple, practical techniques, which would improve the building technology

in the blocks, emphasis is laid on technology transfer. Training of women masons (Mahila Mistris) and production of good quality tiles are illustration of this process.

(c) Local materials and techniques are being used. Sometimes, it has been found that small technological improvements in these can considerably improve their durability

BUILDING CENTRE

I did my Bachelor in Architecture from Bhopal – posh colonies, wide roads, lofty lectures, Bharat Bhawan. Then Neeraj, who runs a firm of architects in Delhi and had an assignment with Lok Jumbish, telephoned me, "I have a challenging assignment for you" he said, "We need an architect who can work in Garhi, Rajasthan ... school building construction through peoples' participation, emphasis on local material, training local women into skilled masons...." It was just enough for me to say, yes. Within hours after landing in Garhi I knew that the task was more than challenging.

Then began our trips to the villages. In some villages building construction committees were being formed, in others the core team was to take up the work of BNS. One day just after dawn, Asha (Asstt. Project Officer of Lok Jumbish at Garhi) and I set out on Rajdoot motorcycle to village Ratadia Pada, where a field centre is to be built and *Mahila Mistry* training organized. "The villagers are excited, women even more so. BNS has already been formed and we should hasten the work," said Asha.

As I spent several days interacting with people, looking at the local material, examining the bricks, I found them of inferior quality: irregular, porous and not properly baked. The bricks came from the kiln of Prabhulal. "I know bricks from my kiln need lot of improvement," said Prabhulal, and after a brief pause said hesitantly "can you help me to improve them?" I was taken aback. Asha and Srivastava (Project Officer) prodded me to go ahead and give technical support, and assured that, if necessary, Lok Jumbish would not hesitate to provide financial support. "After all" said Srivastava "Lok Jumbish also aims at sustainable transfer of technology."

After returning back to Garhi one day, while munching our dinner, Asha asked me whether we can think of a way to sustain the transfer of technology: "*Khuch to karo na* (do something)", said Asha. By the time we got up from dinner we were up with the idea of starting a Building Centre in Garhi which would aim at: (a) identification and training of local brick kiln workers; (b) perform R & D work to use local wastes such as stone dust, marble dust, etc; (c) develop a cooperative of local women masons, who would later run this centre; and (d) take up contracts for this cooperative to repair, construct and maintain all school buildings.

Weird are the ways of generation of ideas; Ratadia Pada was not Greece either; the difference, of course, was Lok Jumbish.

– Kabir Vajpayi
Architect, GRAAM

and usefulness. The new designs will also be environmentally harmonious and better suited for the educational needs.

(d) Importance is also given to preparation of manuals and quality of documentation. Manuals can help in institutionalisation of R & D process. For example, training of women masons, rainfall water harvesting, the process of community involvement, are being taken up as a part of R & D process. Their dissemination and adoption on a larger scale will depend on careful documentation.

In concrete terms, the buildings development programme is an interactive process in which BSG, mobilising agency, field centre, village community and the school system work closely with the architects. On the basis of survey of needs, the architects prepare a design and present it before the village community, through the core team or BNS. Taking into account the suggestion of the village people, the design is finalized and final estimates prepared by the architects. A set of

works proposals is submitted to LJP for sanction. Along with the sanction, LJP transfers estimated funds to BSG. Simultaneous effort is made to set up BNS and provide necessary training to its members. The design of the work and funds are transferred to BNS and training of *Mahila Mistris* completed. The construction work is then taken up by BNS with supervision of the architects, who are also required to give verification of completion of the work. The last instalment of funds is released to BNS after such verification is made and Sitebook submitted to BSG. In consultation with the architects and field personnel, LJP has prepared a Sitebook, containing information about the work, estimated budget, site-plan information, materials purchased, details about persons engaged, expenditure, work completion survey and site inspection reports.

Progress

The complex procedures involved in training, design and execution of buildings have, naturally, caused considerable

delay in progress. However, in essential, buildings development work has already commenced. Following activities have taken place by the end of April, 1993 :

(a) Survey of existing school buildings in four blocks.

(b) Preparation of designs and estimates for repair and renovation of 20-25 schools in four blocks and sanction of funds in respect of these blocks.

(c) Posting by the architects of specially selected staff of 2-3 persons each in 3 blocks.

(d) Designs and estimates prepared for 5 Field Centres and work commenced on 3 of them.

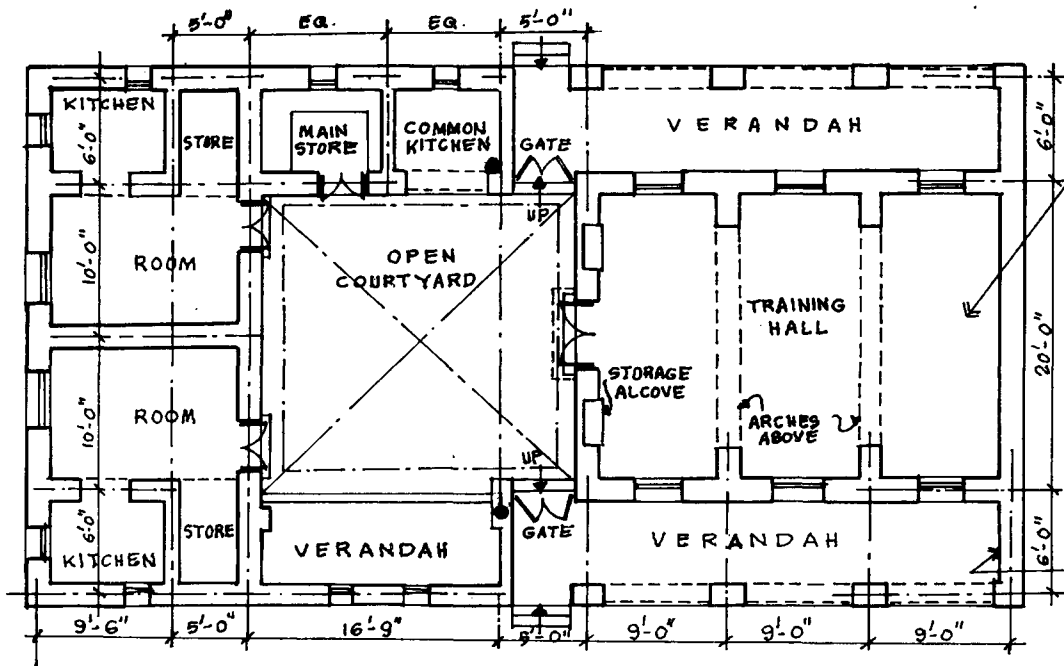
(e) Training of women masons completed in 3 blocks.

(f) Design and estimates prepared for a Resource Centre at Mamoni in Shahbad block.

(j) BNS created in sufficient numbers in 3 blocks to commence work.

A seminar on Rural Schools Architecture & Buildings Development was organised by LJP jointly with Indian National Commission for UNESCO (Ministry of Human

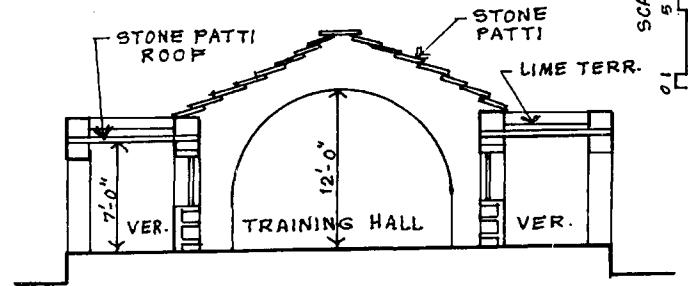
Resource Development), from 27 April to 1 May, 1993. Apart from the architects and field level personnel in LJ, the participants of the Seminar included Mr. John Beynon, a senior level UNESCO expert, a specialist deputed by SIDA, and representatives from some states which have taken up large basic education projects. The Seminar became an occasion for a rigorous review of the buildings development programme under LJ. Several outstanding issues were sorted out and some work norms developed.



DESIGN OF A FIELD CENTRE



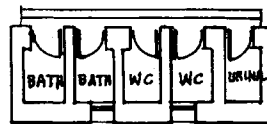
STONE PATTI ROOF (INCLINED) & SANDSTONE FLOORING



SECTION - A (THROUGH TRAINING HALL)

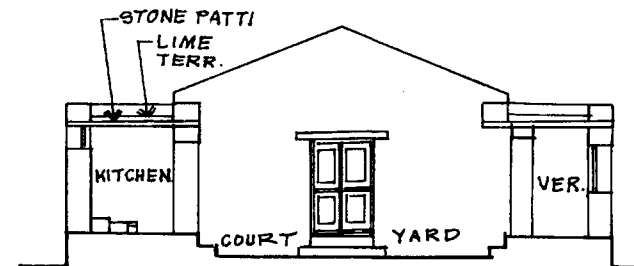
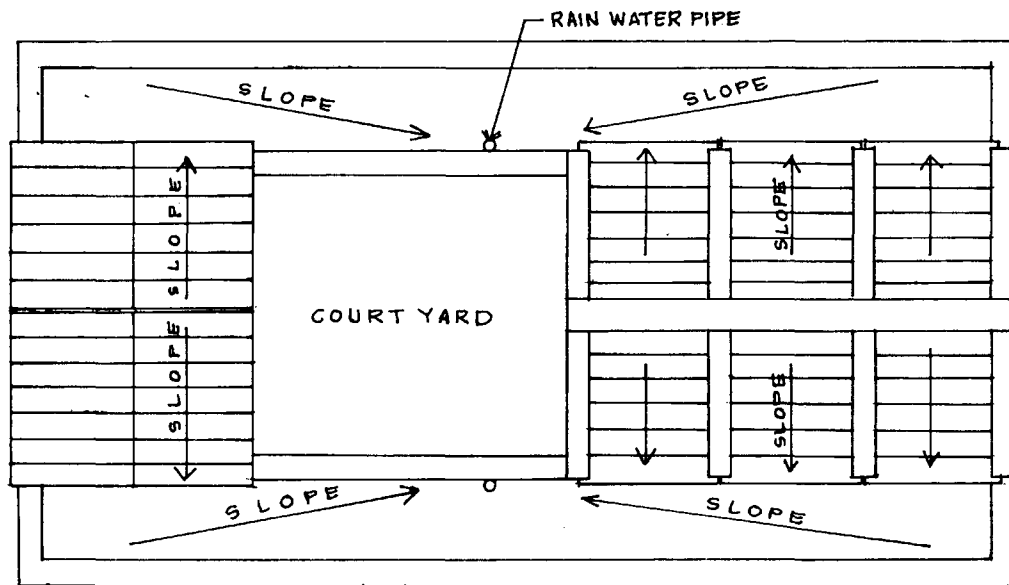
WALLS POINTED IN CEMENT MORTAR (INT. & EXT.)

NOTE: SINCE SITE IS NOT DEMARKATED SO BOUNDARY WALL HAS NOT BEEN ESTIMATED



DOORS:

- ALL DOUBLE SHUTTER DOORS 3'-0" x 6'-0" 6 NOS.
- SINGLE SHUTTER 2'-0" x 6'-0" 5 NOS.
- WINDOWS: SINGLE SHUTTER 2'-0" x 3'-0" 12 NOS.
- VENTILATORS 2'-0" x 2'-0" 6 NOS.



SECTION - B (THROUGH COURTYARD)

Teacher Training

Continuance of approach

The programme of teacher training was taken up in LJ with a sense of humility and hesitation. Although there have been many experiences of large scale inservices training programmes for teachers, there are few which have been effective. The two successful programmes from which lessons were drawn by LJP are science teaching programme of Eklavya and the Shiksha Karmi Project in Rajasthan. In each of these cases a NGO of considerable experience and repute has been behind the training programmes. These training programmes are also known for their innovativeness, annual recurrence and strong management support system. The challenge in LJ has been even more complex, because all teachers, having several years of experience, are intended to be reoriented to inculcate in them a new sense of self-esteem and professional competence. They are also expected to acquire a sense of mission, a Jumbish, ultimately to transform the primary education system.

The following two strategies referred to in the First Report are still being relied upon :

(a) Assigning to NGOs with impressive infrastructure and rich experience the task of preparation of master trainers; and

(b) Creation of a decentralized system which envisages management capability at the block level to plan training programmes and preparation of teams of master trainers which could take responsibility for the running training programmes.

Sandhan, Eklavya and Al-laripu have contributed enormously in the training of master trainers. The training facility at Social Work and Research Centre, Tilonia (District Ajmer) has become fully operational. In spite of the enormous strain which management of training programmes has caused, BSGs have coped with the task with competence.

Master trainers

District Institutes of Education and Training have not yet been revamped sufficiently to provide institutional infrastructure or resource per-

sons for training of master trainers. Reliance has, therefore, had to be placed on experienced resource persons available with resource institutions. Master trainers have been trained in following numbers in the 5 blocks of the first batch :

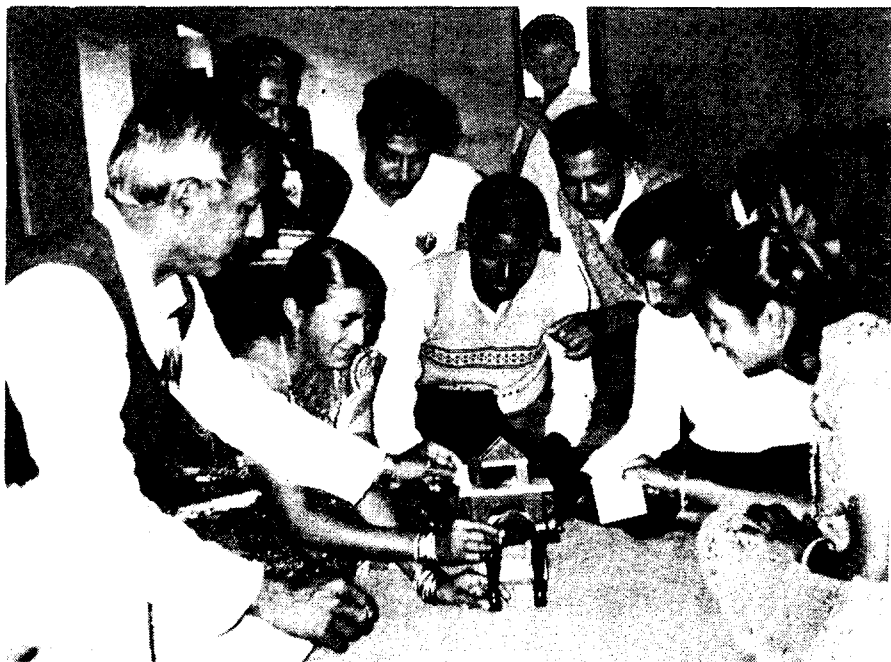
Pisangan	46
Garhi	71
Arain	52
Kishanganj	47
Lunkaransar	39

With a view to ensuring that contact is maintained among master trainers *inter se* and with resource persons who organize their training, 2-day workshops of master trainers are organised every alternate month. Two such workshops have taken place in respect of master trainers of Pisangan and Garhi blocks and one each for master trainers of the remaining 3 blocks. It has been noticed that some of the master trainers selected are not suitable. It has, therefore, been decided that in future selection of master trainers will be done after the training programme and a wider range of persons would be invited

to training course for selection of master trainers. This would mean additional strain on the resource institutions,

course after its commencement, mainly due to incitement by persons belonging to teachers' associations. How-

Consultations were held with the associations. After the points raised by them were clarified, the teachers offered full and unqualified cooperation with the teacher training programmes and other activities taken up under Lok Jumbish.



Teacher Training Activities

but would improve the selection procedure.

Implementation

The first round of 8-day induction training of teachers took place in December, 1992. The number of teachers who participated in the programme was 114 from Pisangan and 425 from Garhi blocks. A large number of teachers in both these blocks either failed to turn up, or left the training

ever, the teachers who did stay for training are reported to have been fully satisfied with training and a large number of them have begun to make improvements in their teaching work.

LJP has always had the most cordial relations with the teachers' associations. The agitational approach adopted by some office bearers of teachers' associations, therefore, came as a surprise.

Some impressive gains have been made in teacher training. Most of the master trainers have proved their worth in the training programmes organised for teachers. If the improvement in the instructional work done by teacher after the first training programme is any indication, it can be said that the approach has been found to be workable. There are, however, three major problems to which attention needs to be paid in the next few weeks. Firstly, the management system for teacher training at the LJP headquarters and at the block level is unequal to the tasks ahead. As we move towards strengthening of the training programme in the 5 blocks of the first batch and make a start in the 10 blocks of the second batch, it is obvious that the sheer scale and complexity of the task will demand special

attention to the management aspect. The second problem is about adequate availability of resource persons for training of master trainers. It was with considerable difficulty that the resource institutions (Sandhan, Eklavya, Allaripu) have been able to cope with the work involved. Keeping in view the need for training of additional master trainers in the 5 blocks of the first batch and for additional 10 blocks, it

tive arrangements with the existing resource institutions and identification of additional ones. The third problem relates to revamp of SIERT and DIETs. Unless this is done, the teacher training programme will be in jeopardy when the number of blocks increases to much larger number in the coming years. In consultation with the State Government and resource institutions effort will be made



Children's activity under a newly trained teacher

will be necessary to create a sizeable network of resource persons. This may necessitate establishment of more defini-

to cope with these difficulties in the next few weeks.

New Initiatives

The original Lok Jumbish document, as well as the Action Plan, lists a large number of programme undertakings. After commencement of work in Phase I, a decision was taken to expand programme activities gradually. Beginning was, therefore, made with creation of management structures, establishment of partnerships, initiating measures for popular mobilisation, school mapping and micro planning, teacher training and buildings development. These starts, however, led to new activities. For example, discussions with women's groups made it clear that some beginning should be made in early childhood care and education. School mapping, in practically every village, brought out the need for a strong programme of non-formal education, and interaction with teachers showed that they were dissatisfied with the present curriculum and textual materials.

The new initiatives which have emerged during the last few months are numerous. A mention is being made of some of the significant ones.

ECCE

Lok Jumbish approach towards ECCE is based on the postulates of 1986 Education Policy. The Policy indicates that ECCE should be viewed (a) as an investment in children at a crucial stage of their development; (b) as introduction of activities for better preparing them for schooling; and (c) as an activity which can make a contribution in providing relief to women so that they may attend to their work and study.

In a joint meeting with State Government's Department of Women and Child Development, Unicef and experts in child development, a decision was taken to sponsor establishment of a new voluntary agency. This seemed necessary because the special sensitivity which is needed for research and innovation in ECCE programmes could be best planned and implemented by a voluntary agency.

Vihan, which is the name of the voluntary agency, was established in January, 1993. Its objectives are to take up a wide range of child development programmes, coordinating its activities with ICDS

programmes as well as with the priorities which may be determined by LJP. Vihan has already created a resource centre, has undertaken field visits and has held workshops and meetings for wide ranging consultations. Two types of experimental programmes are being taken up : (a) strengthening of ICDS programme, mainly its pre-primary education component and its training system; and (b) in one non-ICDS block to take up indigenously appropriate and cost effective child care programme which could be extended on a wider scale.

Lok Jumbish Parishad is fully cooperating with Vihan, particularly insofar as Vihan will need the help of LJ personnel in the field. It is expected that the conclusions reached by this voluntary agency in the ICDS and non-ICDS blocks will provide necessary basis for taking up a large programme in the Second Phase of Lok Jumbish.

Non-formal Education

Some non-formal education programmes had been going on in four blocks of the first batch. The quality of the

programme, however, left much to be desired. The instructional arrangements were unsatisfactory, training of instructors inadequate and suitable teaching learning materials non-available. LJP was, therefore, not enthusiastic about taking up NFE programmes. School mapping activity in all the five blocks, however, made different demands. Several small school-less habitations needed some inexpensive primary education facility, which could only be a NFE centre. Besides, in practically every village parents of fairly large numbers of children, particularly girls, were unwilling to send them to regular day school. They were, however, willing to avail of part-time primary education facility, if available. LJP had to make an adequate response to the demands which emerged from the school mapping exercise and it was decided to reflect on this matter in a two day workshop. This workshop was held on 11-12 February, 93. Apart from people connected with LJ, experts from NCERT, experienced voluntary agencies and educational thinkers attended the

workshop. All the participants were of the view that although the NFE programme is problem-ridden, there was no alternative to starting it as early as possible. Keeping in view the difficulties, it was decided to start the programme on a very small scale, but to do so in each of the five blocks of the first batch.

Attention was first given to training. With the help of Sandhan and NCERT a team of resource persons was identified for training of master trainers. This training was organised in two parts in March-April, 1993. Training of instructors in all the five blocks started in April itself.

As regards the instructional arrangements, the approach adopted by NCERT was accepted. This approach envisages four semesters of 22-23 weeks each and completion of course in two years. NCERT has prepared primers for this two year course. Although these primers will need to be adapted for the situation in Rajasthan, it was decided to start the instructional programme with these books, the strength of which is that they are competency

based and follow an innovative method for language teaching.

The management of the NFE programme rests with the mobilising agency concerned. They have been provided necessary funds to purchase teaching/learning materials and other articles. It has been clarified that good arrangements for lighting, drinking water, mats, etc. should be made. In addition, every centre is to be provided learning aids such as globe, charts maps, teaching kit, etc. The mobilising agencies have also to ensure that a monthly meeting of instructors takes place and problems faced by them are attended to. These meetings are also to serve as a form of continuing education of the instructors. NFE centres according to the Lok Jumbish pattern will begin to function with effect from May, 1993.

The MLL Approach

The National Policy on Education 1986 has stressed the need for laying down minimum levels of learning (MLLs) for the different stages of education as a

ACTION PLAN OF MLL, 1 APRIL TO 30 JUNE 1993		
S.No.	Activity	Time Schedule
1.	Collection of basic data on enrolment, teachers, facilities, etc.	1-30 April
2.	Collection of material from other projects.	15 April - 15 May
3.	Pre-testing for benchmark.	
3.1	Preparation of pre-tests.	19-21 April
3.2	Orientation of teachers.	5-6 May
3.3	Administration of pre-tests.	10-15 May
3.4	Analysis of pre-test.	15-20 May
4.	Estt. of arrangements with resource insts.	1-30 April
5.	Identification of SRT and BRT.	1-10 April
6.	Orientation of BRT around activities.	15-17 April
7.	Orientation of SRT around activities.	19-21 April
8.	Review of text-books of classes I-II and establishing linkages between lessons and MLL competencies.	28-30 April
9.	Preparation of work-plan for teachers.	15-17 April
10.	Workshop on guidelines for teachers and preparation of teachers' handbooks	21-25 May
11.	Orientation of MTs around activities.	21-25 May
12.	Preparation of workbooks in Hindi & Maths.	8-12 May
13.	Training of teachers in 4 ten-day camps.	1-10 June, 15-25 June
14.	Commencement of implementation in 46 schools.	Beginning of July 1993

measure to bring about the much needed improvement in the quality of education and to remove the existing disparities in educational standards. To follow it up, the Department

of Education, Ministry of Human Resource Development, Government of India, appointed a committee in January, 1990 under the chairmanship of Dr. R.H. Dave,

formerly Director of Unesco Institute of Education, Hamburg, to draw up MLLs for the primary stage. The Committee in the report entitled Minimum Levels of Learning at Primary Stage laid down MLLs in terms of competencies to be acquired by the pupils of classes I to V in Language, Mathematics and Environmental Studies.*

Lok Jumbish has accepted the concept and approach of MLL. One of the aim of Lok Jumbish is to ensure that all the children achieve MLLs that are acceptable at the local or State level, and that teaching-learning process should not remain confined to text-books but should become competency based, with teachers getting committed to enable almost all children to achieve MLLs. LJP organised a meeting on 21 December, 1992 to discuss the strategies for introducing MLL based teaching in schools and subsequently a workshop on 11 to 13 March, 1993 to orient key resource persons and some selected teachers in the MLL approach and to develop a plan of action for its im-

* Minimum Levels of Learning at Primary Stage, NCERT, 1991.

plementation. This workshop was coordinated by Dr R.H.Dave. It was decided to introduce the MLL strategy initially in 46 schools of two clusters of Arain block of Ajmer district. Schools desirous of initiating MLL activities in other LJ blocks will be encouraged to do so. In the first year, only classes I and II will be covered. All the teachers of the 46 schools for the initial start are to be covered.

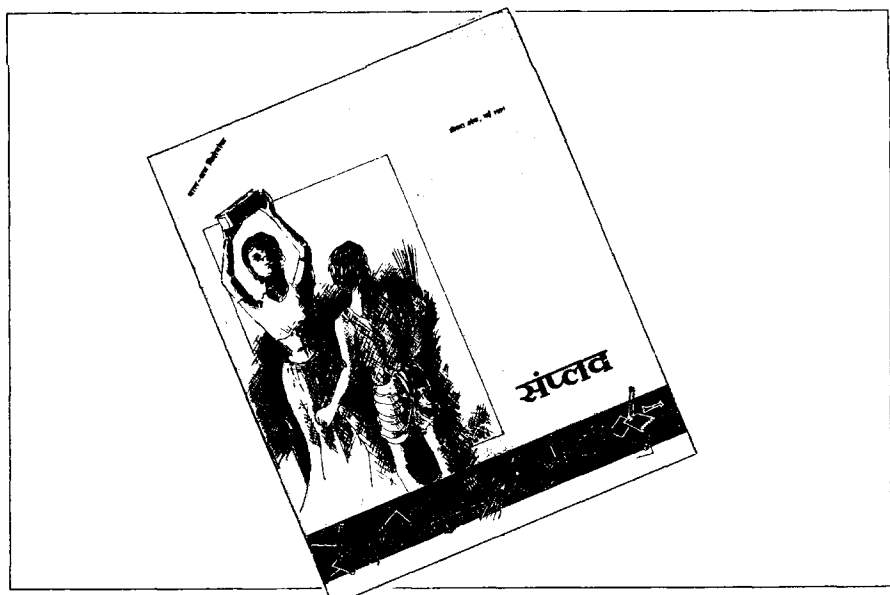
A detailed plan of action has been drawn up to ensure that competency based instructional programme begins in the 46 schools with effect from July, 1993. Resource teams have been set up at the state and the block levels. The latter are to supervise the work in schools, and also to provide recurrent training to the teachers. The first such training is due to take place in June 1993. To supplement the training input, special work books and teachers guide books have been prepared. The training of teachers will, inter alia, be in continuous and comprehensive evaluation of children. It is hoped that

this would have a significant impact on the educational process. To benefit from their experiences and expertise in this field, Indian Institute of Education, Pune has been involved in this project.

Samplav – the journal

A very wide range of people are involving themselves in Lok Jumbish. Apart from teachers, Shiksha Karmis and NFE instructors, these include students of colleges, village

in educational institutions in rural areas to learn from their experiences, and also to get from them anecdotes, poems, and short essays. These along with some classic tales relating to education and short summaries of important research work on pedagogy have been published in the form of a well-produced eminently readable journal. Three issues of this monthly journal have already come out. They have created an immense interest among



Samplav

youth, folk artists, core team members, etc. LJP requested Ms Sushmita Banerji, an exceptionally sensitive young educationist, to initiate dialogue with people working

teachers, NFE workers, literacy instructors and village youth. A large number of them have written back to the editor conveying their appreciation of the initiative.

Cost Review

The estimated requirement of funds, initially, for Phase I was worked out to be approximately Rs 200 million. The requirement for the first

approximations; it was supposed that at the time of implementation of the project it would become necessary to increase or decrease funds for

e.g. Shiksha Karmi Units, block level NGOs, resource institutions, and some try out activities.

There was a deliberate over-estimation in the preparation of budget estimates of 1992-93. The budget estimates against money actually available was as given in Table 6.

The reason given for rather high outlay at the time of presentation of BE 1992-93 was that against the desired expenditure of approximately Rs 60 million, the estimates were raised to Rs 98.6 million on the assumption that there

Table 6 : Availability of funds and estimates in Action Plan and LJ Budget (in million rupees)

Year	Money available	Proposed in Action Plan	Proposed in LJ budget
1992-93	60	80	100
1993-94	100	120	120

year was assumed to be Rs 80 million and for second year it was expected around Rs 120 million. However, the estimates were, at best, rough

specific activities/programmes and even to allocate funds for items not specifically indicated in the estimates. No funds were provided for some items

Table 7 : Budget estimates, revised estimates and actuals for 1992-93

(in million rupees)

S.No.	Head of account	Year of 1992-93 Amount Rs. (in million)		
		Budget Estimate	Revised Estimate	Actual Expenditure
1.	Management at H.Q. level	3.6	3.5	3.6
2.	Block Level Management	4.9	4.0	2.2
3.	Early Childhood Care & Education	1.4	1.4	0.3
4.	Primary Education	38.6	24.0	4.6
5.	LJ Training, Microplanning & Environment Building	14.9	4.6	7.2
6.	Teacher Training	13.7	9.0	2.7
7.	Non-formal Education	11.5	0.5	1.5
8.	Try out Activities, Research & Study Visits	10.0	1.0	1.3
	Total	98.6	48.0	23.4

will be shortfalls. Taking the rupee : kroner convertibility at that time, the outlay for the First Phase of the project was assumed at Rs 200 millions. Since then the value of kroner has somewhat come down and the size of the project can be assumed to remain unchanged, viz. Rs 160 millions.

In the year 1992-93, as against the BE of Rs 98.6 millions and revised estimates of Rs 48 millions, approximately Rs 24 millions only could be utilised. The shortfall in expenditure was mainly due to the following reasons: (a) there was initial delay in commencing the project i.e. instead of 1 April it started from June '92 (b) delays in appointment of staff and other factors contributing to take-off delays; and (c) insistence on observance of processes such as school mapping and not on achievement of physical and financial targets.

Expenditure in 1992-93

The itemwise expenditure proposed in the original budget estimates, in the revised estimates and the expenditure actually incurred in 1992-93 is given in Table 7.

Expenditure incurred upto February '93 was Rs. 9.18 million but during March '93 alone the expenditure rose to Rs. 14.3 millions, thereby totalling to Rs. 23.4 million in the year. The reasons for year-end escalation are : (a) systems and procedures for implementation of buildings development programme took off by March '93; (b) practical and effective guidelines for MAs to bring LJ programme into operation were formulated by the end of February; (c) clarity regarding cluster and field centre activities emerged late; (d) decision regarding some important

points, eg. opening of non-formal education centres and making films for LJ activities were taken in the month of February '93.

Estimates for 1993-94

The budget estimates for the year 1993-94 were approved by the Executive Committee in its meeting held in March 1993. These estimates are given in Table 8.

LJ Parishad has decided that there need not be any undue emphasis on utilisation of funds. Cost-effectiveness, optimum utilisation of funds and observance of due processes should be insisted upon.

Table 8 : Abstract of the Annual Budget for the year 1993-94

(in million rupees)

S.No.	Major Head	Budget Estimates for 1993-94		
		Recurring	Non- Recurring	Total
1.	Management at State level	3.6	1.7	5.2
2.	Block Level Management	13.8	2.0	15.9
3.	ECCE & WD	3.8	-	3.8
4.	Primary Education	21.1	30.5	51.6
5.	LJ Training	19.6	-	19.6
6.	Teacher Training	16.5	-	16.5
7.	NFE	5.1	-	5.1
8.	Try-out activities	8.4	11.5	19.9
	Total	91.9	45.7	137.6

LOK JUMBISH

Lok is a Hindi/Sanskrit word and means the people; Jumbish an Urdu/Persian word and means movement. Together they convey the idea of people's movement, also movement for the people.

The project was mooted by Government of India in 1989 for assistance from Swedish International Development Agency (SIDA). After several appraisals and discussions LJ was approved in May, 1992. Funding for it is to come from SIDA, Government of India and Government of Rajasthan in the ratio of 3:2:1. The current approval is for the first phase of 2 years, it being understood that if the project moves satisfactorily, SIDA and GOI will continue support for another 6-8 years.

LJ is a project for Education For All in Rajasthan (pop. 43.8m) by the year 2000 through people's mobilisation and their participation. The project presupposes that creation of a people's movement would generate a stimulus for human development which, in turn, would contribute to a basic socio-economic change. As regards adult literacy, however, it has been decided that this component will be implemented through the total literacy campaign strategy, adopted by India's National Literacy Mission and considered the most satisfactory way to deal with the problem of illiteracy. LJ,

therefore, concentrates on Primary Education (Class I to VIII, 6-14 age group) in respect of which Rajasthan is perhaps the country's most backward state.

Goals of LJ

(a) Universalisation of Primary Education, viewed as a composite program of access to primary education for all children upto 14 years of age; universal participation till they complete the primary stage; and universal achievement at least of the minimum levels of learning.

(b) Provision of opportunities to maintain, use and upgrade their education, and provision of facilities for development of skills, to all persons who are functionally literate and those who have received primary education.

(c) Creation of necessary structure, and setting in motion processes, which would empower women and make education an instrument of women's equality.

(d) Making necessary interventions and creation of circumstances to enable the "lower castes", most backward of the tribal people and other poorest section of society, to move towards equal participation in basic education.

(e) Improving the content and process of education to better relate it to the environment, people's culture and with their working and living conditions.

Emphasis in Phase I

is to be laid on :

(a) establishment of a management system;

(b) initiation of activities for people's mobilisation;

(c) creation of a system of training and technical resource support;

(d) introduction of measures for improvement in the quality of primary education; and

(e) engendering a feeling of confidence among teachers and the people about the feasibility of LJ approval.

Strategies

As the purpose of LJ is to empower people, particularly women, and to revitalise basic education from below, much stress is laid on the processes and strategies which are to govern planning and implementation of the project. The main strategies envisaged are as follows :

(a) **People's participation** - to ask the village community to undertake micro-planning, provide assistance in ensuring that all children receive primary education, and to make basic education system accountable to it.

(b) **Decentralisation** - to devolve decision making powers at the block and village level in accordance with norms and guidelines laid down by LJP.

(c) **Involvement of teachers** - to take measures aimed at restora-

tion of teachers' status and creation of professional pride among them and also to see that their organizations are involved in decision making at all levels.

(d) Centrality to gender - to view education as an intervention for women' equality and also to ensure that the gap in education between boys and girls is bridged.

(e) Training - to give due importance to training of teachers with a view to changing their attitude towards educational reforms and to improve their skills; and also to provide training to village community to enable them to play the expected role.

(f) Improvement of quality of primary education - through improvement in teacher performance, provision of norm-based facilities and modifications in the content and processes of education.

(g) Evaluation - viewed as a continuing and inbuilt activity in instructional process and management, in particular to ensure that they do not swirl away from the goals and strategies.

Autonomous Society

Lok Jumbhish Parishad (LJP) was registered on 18 May, 1992, as an independent and autonomous society under the 'Rajasthan Societies Registration Act 1958'. Under the Articles of Association and the rules, LJP has full powers for creation of staff positions and making appointment to them, as well as to approve budget and

incur all expenditure in accordance with it. LJP also has powers to frame regulations and bye-laws to govern its work.

The Society comprises a 'General Council' of which the Chief Minister of the State of Rajasthan is the President and an 'Executive Committee', the Chairman of which is Shri Anil Bordia, an experienced educational administrator. The functions of the General Council are mainly to approve the annual budget, undertake a review of the working of the project and to lay down policy guidelines. The Executive Committee has all the administrative and financial powers. Its membership includes representatives of Central and State governments, and of the teachers' organisations, and persons drawn from voluntary agencies, women's development programs and activists working for uplift of the most disadvantaged sections of society.

Project Director belongs to the Indian Administrative Service and is assisted by (i) Financial Adviser drawn from Rajasthan Accounts Service; (ii) Deputy Director who belongs to the Rajasthan Administrative Service; (iii) Coordinator, Women's Development, a university level teacher; and (iv) & (v) two Assistant Directors drawn from the State Education Department. The LJP team is lean and competent, and committed to the goals and strategies of LJ. There are 14

support staff. It is proposed to appoint upto four additional professional staff, depending on suitable persons becoming available.

Block Steering Group (BSG)

The Block Steering Group (BSG) consists of a Project Officer, who would be in overall charge of all the LJ activities. The PO would be assisted by a Samyukta, who would be looking after women's development and ECCE, and also assisted by two Assistant Project Officers, who would be specialists in NFE, teacher training, etc.

Khand-stariya Shiksha Prabandhan Samiti (KSPS)

KSPS is constituted, and functions, in accordance with guidelines laid down by LJP. It was intended as a committee of *Panchayat Samiti*, but since *Panchayati Raj* institutions have been in abeyance, LJP has, in the interim constituted KSPSs with representative of MAs, teachers' associations, women activists, etc. KSPSs have been delegated powers to open new primary schools, upgrade primary schools to upper primary level, create posts of teachers, etc.

Clusterisation of the blocks

The block, for execution of LJ, is divided into administrable clusters consisting of 20-25 villages. The clusterisation of the block is done after consultation with MAs, VAs, Teachers Associa-

tion representatives and local officials. Each of the clusters is then given to either MAs, where available, or to the BSG, who would then become the coordinator to LJ activity in that cluster.

Core Team and VEC

Core Team of 5-6 animators (men and women in equal numbers) known for their interest in education and well-being of the village are identified after initial contact and environment building. This Core Team receives training which, among other things, includes techniques of school mapping. *Mahila Samooh* (MS) is envisaged as a group of 7-8 women in each village who would tenaciously work for girls' education, form an active group within VEC, and would also interest themselves in other women's development activities. Establishment of VEC should be preceded by due preparation. Apart from formation of MS, this preparation would comprise creation by the Core Team of a supportive group, orientation of at least a couple of teachers, and training of all the members of VEC. The total membership of VEC could be about 25. Its principal function is micro-planning, which comprises ensuring that the existing basic education facilities work properly, assistance is provided in ensuring that all children attend school or NFE center regularly, and to review and monitor the progress of UPE.

Mobilising Agency (MA)

MAs are to be the principal partners in implementation of LJ in a cluster. Any agency which has commitment to LJ goals and processes, and the internal functioning of which allows flexibility and autonomy, can function as a MA. Preference is to be given to VAs, but selected NYKs, DWDAs, teachers' associations, organisations of SKs, Swach project, etc. could also be considered as MAs, provided that they possess the necessary commitment to LJ. The main responsibilities of MAs are as follows :

- (i) Environment building and informing the village community about LJ;
- (ii) Identification and training of core teams;
- (iii) Assistance in school mapping and micro-planning;
- (iv) Securing approval for facilities proposed in school mapping;
- (v) Establishment of FC and assistance to it in its work;
- (vi) Providing a support base to VECs and *Mahila Samooh*; and
- (vii) Monitoring of LJ in a sensitive and informal manner.

Field Center (FC)

FC would be the base for creation of training system for the core teams, *Mahila Samooh*, members of VECs, etc. The functions of FC would be :

- (i) to provided institutional base to MA and core teams;

- (ii) to organize training of core teams, *Mahila Samooh* and VEC members;
- (iii) to provide support to VEC - it being understood that a FC staff member will attend as many of these meetings as possible;
- (iv) to provide a base for women's development activities; and
- (v) to serve as a resource center for NFE workers and SKs, and gradually also for teachers.