

LOK JUMBISH

PEOPLE'S MOVEMENT
FOR
EDUCATION FOR ALL
RAJASTHAN

PHASE I : 1992-1994
ACTION PLAN

GOVERNMENT OF RAJASTHAN
DEPARTMENT OF EDUCATION

AND

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF EDUCATION)

OCTOBER, 1991

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ABBREVIATIONS

AE	Adult Education
BSG	Block Steering Group
COPE	Computerised Planning of Education
DIET	District Institute of Education & Training
DRU	District Resource Unit
DSS	Division Support System
ECCE	Early Child Care and Education
FC	Field Centre
GOI	Government of India
GOR	Government of Rajasthan
GSK	Gram Shikshan Kendra
ICDS	Integrated Child Development Services
IDS	Institute of Development Studies
LJ	Lok Jumbish
MIS	Management Information System
MLL	Minimum Levels of Learning
MOU	Memorandum of Understanding
NFE	Non Formal Education
NGO	Non-Governmental Organisation
NIEPA	National Institute of Educational Planning & Administration
NLM	National Literacy Mission
PS	Panchayat Samiti
RIPA	Rajasthan Institute of Planning & Administration
SC	Scheduled Caste
SIERT	State Institute of Educational Research & Training, Udaipur
SK	Shiksha Karmi
SKP	Shiksha Karmi Project
ST	Scheduled Tribe
SWRC	Social Work & Research Centre, Tilonia
TRS	Training and Resource Support
UPS	Upper Primary School
VEC	Village Education Committee
WDP	Women's Development Programme, Rajasthan

GLOSSARY OF HINDI TERMS

Gram Shiksha Kendra	Literally, Village Education Centre
Jathas	Caravans for People's mobilisation
Panchayat	Elected body of a village responsible for local government of a village or cluster of villages.
Panchayati Raj	Local self government for rural areas.
Panchayat Samiti	Elected body responsible for local government at the block level.
Panchayat Ghar	Office of the panchayat in the village.
Pradhan	Elected chief of the panchayat samiti.
Swatch	A project for provision of potable drinking water in South East Rajasthan.

NOTE ON ACTION PLAN

LOK JUMBISH

ACTION PLAN AND ESTIMATES OF FUNDS - 1992-94

I. Introduction

1.1 Lok Jumbish represents assimilation of experiences gained from several innovative programmes in Rajasthan and other States of the country. LJ is being launched in the expectation that the lessons from different parts of the country can be harnessed so that people in the rural areas of Rajasthan may receive education and improve their living and working conditions.

1.2 Lok Jumbish is a holistic, comprehensive plan, the full realisation of which would take several years. Some action on LJ has already been initiated. This comprises exchange of views with the various concerned people, study of interface between WDP and LJ, tryout of some activities in a couple of blocks, etc.. These initial steps have been rather sporadic, and not well-organised. However, they have shown that systematic implementation of LJ will be received well by teachers, the community in the rural areas, and non-government organisations.

1.3 It is hoped that Phase I of LJ, comprising a period of two years, could begin on 1 April 1992. The period from 1 January 1992 to 31 March 1992 could be treated as the pre-project phase. The main goals of Phase I include the followings :

- (a) Establishment of a management system.
- (b) initiation of activities which may together result in Lok Jumbish
 - people's mobilisation for a better understanding of the issues in development, particularly those relating to basic education.
- (c) Creation of a system of training and technical resource support
 - as the State as well as decentralised levels.
- (d) Introduction of measures in conformity with the National Policy on Education 1986 for improvement in the status of primary

education.

- (e) Tryout of several programmes and activities which might bring about a qualitative improvement in the learning processes and systems.
- (f) Through the measures referred to at (a) to (e) above, engendering a feeling of confidence in the State Government, teachers and the people of the State about the feasibility (indeed indispensability) of the LJ approach.

1.4 This Action Plan is a tentative document. The various activities under each component of the Plan will require to be worked out in greater detail. This, indeed, would be the main activity during January- March 1992. The Action Plan and the expenditure estimates are also indicative. They do not cover all categories of activities which may be taken up during Phase 1. What is being furnished in the Action Plan are indications, along with time scheduling, in respect of some of the important areas, progress in respect of which would be crucial for the start of LJ. An effort will be made during phase 1 to touch upon practically all programme undertakings referred to in Part 6 of the December 1990 Lok Jumbish document. Many of the activities intended to be taken up during the next two years would be in the nature of tryouts.

1.5 This Action Plan is also not exhaustive. For example, no indication has been given in it about adult literacy and establishment of Shiksha Karmi Units in the selected blocks, because expenditure in respect of adult literacy will be debited to National Literacy Mission (the funding pattern under which is 2:1 between Government of India and the State Governments) and the SIDA assisted Shiksha Karmi Project.

2. Developing a Management System

2.1 The main expectations from the management system in LJ would be (a) that it should be able to stimulate and support Jumbish activities; (b) that it should create conditions for securing the cooperation of teachers and

their organisations, academic and research institutions, NGOs, Panchayati Raj institutions, and others whose involvement is crucial for the implementation of LJ; and (c) that it would develop mechanisms for effective monitoring of the programme in the field and would be able to take steps for remedying the shortcomings. The management system will have to be lean, professional and efficient.

2.2 The beginning would be made by presenting the blueprint of the management system before the 'concerned persons'*. This meeting would discuss the proposed management system in detail and give specific advice.

2.3 Articles of Association and the rules governing the Society to be created for programme development and implementation of the LJ Project will be prepared by a small team of 'concerned persons'. The State level organisation would be a registered Society under the Registration of Societies Act. The Society will be an independent and autonomous body. It will have full powers for creation of posts, making appointments to them and to approve expenditure in accordance with the budget. The Society would comprise the General Council, to be headed by the Chief Minister of Rajasthan with representatives of 'concerned persons'. The functions of the General Council will be mainly to approve the annual budget, lay down implementation guidelines and undertake an annual review of the project. The Executive Committee of the Society will have all administrative and financial powers. It will set up a number of Standing

-
- * 'Concerned persons' under LJ comprise
- (i) Ministry of HRD (Department of Education)
 - (ii) State Government
 - (iii) Teachers and their organisations
 - (iv) Academic and research institutions
 - (v) Voluntary agencies

Committees to deal with subjects such as

- administration and finance
- training
- curriculum and material development
- mobilisation media and communication
- evaluation and research

The Executive Committee will have the authority to delegate its powers to the Chairman, Director or committees appointed by it.

2.4 The resources of the Society will be drawn from SIDA, GOI and GOR in the ratio of 3:2:1. Each of the funding agencies would be expected to make an undifferentiated block grant to the Society and the Society will have full powers to prepare a budget and to incur all expenditure in accordance with it. The accounts of the Society will be audited by the Comptroller and Auditor General of India and also by a Chartered Accountant.

2.5 Director, Lok Jumbish will be appointed by the Government of Rajasthan. Once appointed the incumbent would be expected to remain in position till the expiry of the First Phase of the project. The other staff of the Society will consist of 6-8 professionals, assisted by an equal number of junior professional/research staff. Much of the work arising on ad hoc basis would be got done by consultants. There will be a strong Administration and Accounts Wing, headed by a person of the State Administrative Service or the State Accounts Service, specially selected for work in the Society. He would also be expected to serve the Society till the expiry of the First phase.

2.6 Necessary transport and other facilities will have to be provided to the Society. It may also have to take an office on rent. Much of the work of the Society will be done through mechanical devices such as computers and word processors. This will do away with the need for large clerical and support staff.

2.7 Three of the Blocks to be taken up in Phase One will be in one district. In that district, a beginning will be made by creation of a District Task Force. Details of the district level setup will evolve during the first year of the project.

2.8 At the Block level there will be Block Project Coordinator who will oversee project activities. He will be supported by a team of professionals and support staff. In a technical sense, the Block Steering Group will work under the Panchayat Samiti (though not under the Block Development Officer). However, it will have clearly defined delegation of powers. One of the points in the Memorandum of Understanding to be signed with PS would be its willingness to give enough functional autonomy to the Block Steering Group. The function of the Block Steering Group would include:

- (a) mobilisation and awareness building
- (b) identification of animators and providing support to them in creation of VECs
- (c) coordination with other agencies, including local NGOs
- (d) development of training capability
- (e) preparation of block plans, their processing, and implementation
- (f) monitoring

2.9 For each unit of 20-25 villages there will be a Field Centre (FC), the staff of which would comprise an Assistant Coordinator and two other staff members. Ordinarily, the Assistant Coordinator and one of the support staff would be women. The functions of the FC would include

- (i) assistance in environment building
- (ii) training of animators and assisting them in establishment of VECs
- (iii) training of VEC members
- (iv) reference and resource centre for teachers and AE/NFE instructors
- (v) general support needed to animators and VECs

A small building will be provided for each FC. Till a building is available FC will be housed in a school building, Panchayat ghar or rented space. Some equipment for training and resource support would be provided at each FC.

2.10 The critical unit of the management system will be VEC. It would, on the one hand, assist the basic education system in securing cooperation and participation of the local community and, on the other hand, it would oversee the functioning of the primary/upper primary school, without interfering in its day-to-day functioning. With the assistance of teachers, AE/NFE instructors, animators, etc., it will undertake school mapping to ensure access to basic education to all families and would also attempt to ensure that all children regularly attend school or NFE Centre (as the case may be). VEC may also involve itself in the school construction programme and to meet the contingent needs of the school and NFE Centres.

3. Operationalisation of LJ in a block

3.1 A block would be the unit for operationalisation of LJ. Consequently, an important decision would comprise selection of blocks to be taken up under the project. The criteria which would govern selection of a block will have to be clearly spelt out. It would include

- educational backwardness,
- interest and enthusiasm of the Panchayat Samiti
- availability of a NGO which can provide assistance in environment building, training, etc.
- existence of WDP, SKP, Swachha or such other programme under which cadres of village level workers may have been trained.

3.2 A MOU will be entered into between the Panchyat Samiti and State LJ management regarding the mutual role and responsibilities. These would include the willingness of PS to set up a Block Education Committee, the membership of which would include persons drawn from PS, NGO, social

activists, teachers, etc.. The other clauses of MOU will lay down the need for effective partnership between PS and LJ management for improving the basic education system and its spread according to LJ norms and criteria.

3.3 Stage would be set for start of LJ activities after MOU has been signed and Block Education Committee constituted. Start of LJ would comprise the following activities/events, some to be initiated simultaneously, and others sequentially :

- (a) Organisation of workshops and other processes of interactivity for involvement of 'concerned people' such as
 - Pradhans and members of PS
 - NGOs and activist groups
 - teachers and educational administrators
 - local community, particularly women and educationally disadvantaged groups
- (b) Establishment of Block Steering Group (BSG) - a team which would begin with 3-4 persons and may increase to 10-12. At least half of them would be women. Personnel on BSG would be appointed through a special selection procedure from Government, NGOs, autonomous organisations, etc..
- (c) Creation of an environment through mobilisation techniques developed in Total Literacy Districts under NLM, including jathas, folk theatre, puppet shows, group meetings, video and film media, etc.
- (d) Collective analysis of problems, particularly of the educational facilities. This would be in organised or informal group meetings, utilising, inter alia, cultural and electronic media.
- (e) Identification of 1-2 animators in each selected village, their training and, through them, selection of a village group which would initiate

discussion on education and related problems and plan for setting up of VEC.

- (f) Establishment of VEC, comprising members of the Panchayat, teachers, selected animators and persons drawn from the village community - atleast one third of the membership to comprise women.
- (g) Creation of a training system for the training of animators, village group, members of VEC, and for orientation of teachers and NFE instructors.
- (h) Survey of basic education facilities and personal contact with all families to identify those who are not benefiting from the basic education facilities.
- (i) Planning of a provision of basic education for all families, specifying that the success is to be determined by participation of women/ girls and by persons belonging to SCs and STs.

3.4 LJ activities would be taken up in a block in phases. A beginning would be made with a cluster of 20-25 villages in a compact and contiguous area. It is expected that the environment building activities will spill beyond the selected villages and will create interest and enthusiasm among the people of other villages. It is expected that while action in the first unit of 20-25 villages may take 3-4 months, it would be possible to take up a unit of this size every two months, covering a whole block within one to one-and-a-half year.

3.5 Simultaneously with the launching of LJ activities, the Block Steering Group will take steps for preparation of a block plan. Considerable thought will have to be given to the processes and parameters of the block plan. Broadly speaking, a block plan would consist of two parts : Part I to be prepared immediately after establishment of BSG, and Part II to be developed after conclusion of the initial phase of LJ. Some of the activities which can be

expected to be taken up in the bloc plans are as follows:

Part I

- Preparation of one or more maps of the block
- Compilation of basic educational statistics
- A broad analysis of the status of basic education system in the block
- Measures, sequences and timeframe of various LJ activities
- Details regarding training system - the extent to which the training needs can be met locally and the need for supplementation from sources beyond the block
- Method to be adopted for preparation of village plan through VEC and its colation into cluster plans.

Part II

- Details in respect of various components of basic education, along with quantitative targets, timeframe and financial estimates.

3.6 An important innovation proposed to be tried out would be Field Centres. A Field Centre is envisaged mainly as a support system for LJ, particularly the VECs. The staff of a Field Centre will be small - two women professionals and one helper. A Field Centre will be housed in a building which would comprise a largish meeting room and two two-room quarters for the women staff members. The FC would take responsibility for training of animators, village youth and VEC members. The two women staff members would tour the villages and attend VEC meetings. The FC building would also be used for training of teachers and instructors of AE, NFE and Gram Shikshan Kendras. To begin with, it is proposed to set up on an average three FCs in each of the 25 blocks.

4. Lok Jumbish MIS

4.1 A critical factor in the monitoring of any activity is the development of a versatile information system that can create a streamlined action - feedback system. COPE (Computerised Planning for Education), which has been evolved

in NIEPA and is being implemented in the State of Madhya Pradesh, epitomises the growing need for Development Informatics in India. The COPE system will be used to monitor the Lok Jumbish programmes.

4.2 COPE is an information system that draws data directly from the point of data generation and feeds it to the block level computer. Data thus fed is used for the threefold purpose of local level planning, operational decisions, and upward mobility of information for planning at macro levels (the State Government and Government of India). Since the system envisages the use of information by computer illiterates, it is a menu driven, user friendly software designed to provide only relevant outputs. However, customised reports can be generated through a query facility provided in the software.

4.3 For Primary and Non Formal Education, generic input formats that have been designed will be adjusted to suit Lok Jumbish requirements. To start with, data from primary schools will be collected annually while that from NFE centres will be obtained monthly. At a later stage, the system will be developed further to obtain quarterly figures of school attendance. In the monitoring of the other programmes, a detailed analysis involving the users at all levels will be conducted and input formats developed. A villagewise monitoring system will be designed by creating a population database, giving age-wise information about the status of literacy/illiteracy and primary education participation.

4.4 From the start of the project, a cell including a programmer will be set up and will constitute the training and technical wing of the Lok Jumbish management system. This will be followed by the orientation of all block personnel involved in the monitoring process on the computerised MIS. This cell will also arrange to orient the principals, teachers, NFE instructors, etc. on the relevance of a computerised MIS, as well as on how to fill up the data capture formats. Data entry will be preceded by intensive training and facilitated

by a Users' Manual that guides the user screen by screen through the software. Once data is received and manually verified, it will be entered on the computer provided to the Block Steering Group. Outputs of the completed database will then be used for analysis and planning purposes.

4.5 In addition to creating computerised databases, attention will be given to setting up a system that gains acceptability as a support for decision making and planning at all levels rather than an instrument for punitive control. For this purpose, the data flow system will be designed so as to share information in a vertical and horizontal flow. Quarterly output will be prepared and presented to the Executive Committee of the Lok Jumbish for them to evaluate the progress of the project. Feedback received from such evaluation will then act as action indicators for improvements both in the implementation of the project and the software itself. A simple handbook for teachers and NFE instructors will be developed simultaneously to facilitate their understanding of the MIS. The critical issues of data authenticity will also be addressed. External Educational/Informatics agencies will be commissioned to study the outputs and point out anomalies in the data. The emphasis in the creation of the MIS for LJ will be on authenticity, timeliness and relevance of data, and its proper use in decision making and programme improvement.

5. Primary School Improvement

5.1 This is perhaps the most important programme in Lok Jumbish. The present school system functions at a very low level of efficiency. The infrastructure is in a state of degradation; training of teachers is not sufficient; their motivation is low; children's participation is not regular and dropout rate is high; textual materials do not reach the school in time; and the levels of learning of children who complete primary education are much below the expected norms.

5.2 The present state of affairs is well known and may not require much

discussion. It would be necessary, however, for teachers, educational administrators and persons from the panchayati raj institutions to reflect about the present state and take all measures that may remedy the situation. The objective reality can be captured by a couple of incisive studies of the field situation. These studies could be used to organise conferences of concerned persons as well as people drawn from political parties, panchayati raj institutions, media personnel etc..

5.3 The main thrust during the forthcoming two year phase of the project will consist of the following :

- (a) establishment of norms for school infrastructure;
- (b) R&D based low cost building construction programmes;
- (c) Provision of minimum requirement of teachers;
- (d) introduction of competency based inservice training of teachers;
- (e) preparation of teachers' resource book related to the curriculum and textbooks;
- (f) introduction of activities to enable all children to achieve minimum levels of learning; and
- (g) timely provision of textbooks and stationery.

5.4 A beginning has been made under a Central Government scheme (Operation Blackboard) to lay down some infrastructural norms for primary schools. These, however, are rather nonspecific and do not serve the needs of the local community or allow them to make their contribution. A handbook of school infrastructure will be prepared spelling out

- the number of teachers required in a school with reference to school enrollment
- description of equipment
- details of furniture required
- student amenities such as toilets, drinking water, etc.

- teaching aids
- library

Help may be taken of the Indian Bureau of Standards to lay down the specifications of furniture, equipment, teaching aids, etc.. This would help in production of these materials by local craftsmen.

5.5 The programme of construction of primary school buildings will be taken up through a R&D process.* The objective of R&D in this context would be to make a beginning in qualitative improvement of school buildings and the school environment; to reduce construction costs; and to utilise local materials and technology for the construction programme. For this purpose following activities would be taken up :

- (a) A review of institutions in Rajasthan and the neighbouring States engaged in low cost construction, particularly for school buildings;
- (b) A study of the resource base for building construction in different parts of Rajasthan;
- (c) Preparation of several low-cost designs for new primary schools and extension of existing ones keeping in view the geoclimatic zones and availability of building materials;
- (d) Taking up construction programme on a substantial scale to meet the building needs in the selected blocks; and
- (e) Development of capability for design and development of the programme.

5.6 A programme of inservice training of all teachers in the selected blocks will be taken up. The inservice training programme will be developed after taking into account the present level of competency required to be inculcated in them to effectively transact the curriculum and textual

* The recommendations made by the consultants in the document ' Lok Jumbish - Operational Guidelines, May 1991' have been relied upon for this sub-section.

materials. Training needs for MLL will also be taken into account, especially with regard to continuous classroom evaluation and its use in improving learning levels. A manual of inservice training, as well as some video films will be prepared to assist in training as well as teacher's performance after the training is done. The experience gained in the Shiksha Karmi Project will be utilised for this purpose.

5.7 A beginning has been made by the Ministry of HRD (Department of Education) to spell out the minimum levels of learning in Language, Mathematics and Environmental Studies at primary level. Necessary manuals have been prepared in this context and the staff of SIERT, Udaipur has been reoriented. Through a process of involvement of teachers in an exercise to analyse the present level of learning achieved, the teachers would be enabled to determine the intermediate and minimum levels of learning which they must attempt to inculcate among the children. In the long run this would serve as a very important criteria for evaluation of success in the school improvement programme.

5.8 One of the major problems with students' learning is created by the fact that textbooks and stationery do not reach them at the time of commencement of the academic session. Moreover, a large number of children find the cost of textbooks/stationery too high. The following activities will be taken up in this context :

- (a) An action research in three blocks where textbooks/stationery will be provided free of charge to all students. The impact of this investment on students' participation and their learning would be assessed.
- (b) Persuading the State Textbook Board to ensure that sufficient quantities of textbooks/stationery become available well before the commencement of the academic session.

- (c) Creation of mechanism to ensure that textbooks and stationery become available in each village. The possibility of utilisation of public distribution system* or of village cooperative society will be examined.

6. Non- formal Education

6.1 There is a large section of the children in Rajasthan who cannot avail of the benefits of the primary school system. The main categories of these children are (a) the dropouts who cannot now reenter the school; (b) working children, mainly engaged in family occupations; (c) girls who have to stay at home to look after their siblings or are otherwise engaged in chores such as collection of fuel and fodder, fetching of water, etc; and (d) children in habitations without schools. consequently a strong NFE programme will be an essential component of the strategy of universalisation of primary education.

6.2 The present NFE programme has not worked satisfactorily. It is inflexible and does not take into account the special needs of the client group. The quality of teaching/ learning materials is unsatisfactory and training of instructors is of poor quality. Unsatisfactory lighting at the NFE centre demotivates the children. A strong programme of NFE would be developed after taking into account the deficiencies of the present systems and experiences gained in SKP and various types of NFE programmes.

6.3 The principal areas to which attention will be paid in the modified NFE programme would include the following :

- (a) Creation and sustenance of motivation of instructors - they will be selected with special care, will be paid higher remuneration, and opportunities will be provided to them to continue their education.

* PDS is a part of nationwide programme for provision of daily necessities for all citizens at control prices.

- (b) Instructors' training - with the help of DRUs, FCs and master trainers the quality of training will be improved. Special training materials including video films will be developed.
- (c) Preparation of standard teaching / learning materials - the duration of NFE course will be divided into 4 semesters and special primers will be developed to ensure achievement of MLLs by all students.
- (d) Improvement of facilities at NFE Centre - the facilities of seating, lighting, blackboard, etc. will be attended to.

7. Financial Estimates

7.1 Phase I of LJ will begin on 1 April 1992 and will conclude on 31 March 1994. The first quarter of 1992 will be the pre- project phase, the expenditure incurred during this phase would be retroactively funded out of the LJ project funds. The estimated requirement of funds works out to approximately Rs.200 million. The requirement for the first year will be approximately Rs 80 million and that for the second year approximately Rs 120 million.

7.2 The past experience shows that actual expenditure is never exactly the same as the financial estimates. For phase I, therefore , the estimates have deliberately been pegged at Rs 200 million , although the resources committed for the project are only of the order of Rs 160 million , shareable between SIDA , GOI and GOR in the ratio of 3:2:1.

7.3 The estimates have been prepared on the basis of detailed calculations of practically all the items of expenditure in regard to management and on the basis of unit cost in respect of other activities/programmes. It should, however, be acknowledged that the estimates are, at best, rough approximations. At the time of implementation of the project it would become necessary to increase or decrease funds for specific activities/programmes, and even to allocate funds for items not specifically indicated in the estimates.

7.4 No funds have been provided for some items, which would almost certainly require some earmarking. These items are:

- (a) Adult literacy, post literacy and continuing education - no allocation has been made on the assumption that funds for these activities would be found from NLM.
- (b) SK Units - the assumption made is that funds for this purpose would become available from SKP.
- (c) Involvement of block level NGOs- some funds will have to be provided to them to strengthen their capability. It is expected that funds for this purpose would be funded out of the allocation for block management.
- (d) Ashram Shalas (residential school for tribal children) - if a suitable design of Ashram Shala can be evolved, funds would be allocated for it out of the amount provided under 'tryout of activities'.

7.5 LJ is envisaged as commencement of a scheme which could extend to most parts of Rajasthan . Hence it will have to be ensured that unit costs are not disproportionately high and per capita expenditure on each learner who completes a stage of education is comparable with what the state Government can afford. An effort has also been made to keep management costs low, being 5 to 6 percent of the total project cost.

**ACTION PLAN
QUARTERLY TIME SCHEDULE**

LEGEND

 Indicates time schedule

 Indicates units within time-frame

I. Setting up of State Management Structure

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
1. Framing of Memorandum of Association	▨								
2. Appointment of Project Director	▨								
3. Framing and approval of Financial and Personnel Regulations		▨							
4. Constitution of State Autonomous Body and its first meeting		▨							
5. Framing Bye-Laws by State Autonomous Body			▨						
6. Placement of Project Personnel		▨	▨						
7. Studies on interface between LJ and other relevant programmes (like WDP, SKP, ICDS, SWATCH, Ekalavya)	▨ 1	▨ 1	▨ 2	▨ 2					

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
8. Orientation workshops of political leaders, senior administrators, teachers' organisations, media personnel, etc.	/ 1 / / 2 / / 4 /								
9. Development of media support activities									
(i) Preparation of video films for mobilisation		/ 1 / / 2 / / 2 /							
(ii) Orientation of theatre groups	/ 1 / / 1 / / 1 / / 1 /								
(iii) Orientation of folk media groups		/ 1 / / 2 / / 2 /							

II. Block level structures and plans

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
1. Determination of procedure for identification of blocks	▨								
2. Workshops with Block Pradhans	▨ 1	▨ 1	▨ 1	▨ 1					
3. Identification of, and workshops with, block level nodal NGOs	▨	▨	▨						
4. Preparation of block plans									
(a) Workshop on development of block plan	▨								
(b) Preparation of model design	▨	▨							
(c) Preparation of block plans and their processing.		▨	▨	▨	▨				
5. Memorandum of Understanding with Panchayat Samitis and commencement of LJ in those PSS		▨ 5	▨ 6	▨ 7	▨ 7				

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
6. Establishment of Block Education Committees		5	6	7	7				
7. Orientation workshops with PS staff		1	1	2	2				
8. Determination of procedures for selection of Block Steering Group									
9. Creation of Block Steering Group									

III. LJ Mobilisation

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
1. Determination of procedure for selection of villages in identified Panchayat Samitis	▨								
2. Selection of villages		▨							
3. Selection of animators in identified villages		▨							
4. Identification of cultural troupes for mobilisation	▨								
5. Workshops with cultural troupes for understanding of LJ goals and approaches	▨ 1	▨ 2	▨ 2	▨ 2					
6. Taking out of Jathas		▨							
7. Teachers' Conferences	▨ 1	▨ 5	▨ 6	▨ 7	▨ 7				

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
7. Training of Primary School Teachers									
(i) Workshop on competency based training		▨							
(ii) 2 Week training programme for master trainers and resource persons		▨ 1	▨ 2	▨ 2	▨ 2	▨ 2	▨ 2	▨ 2	
(iii) Preparation of syllabus for such training			▨	▨					
(iv) Preparation of Primary Teacher Training Manual		▨	▨						
(v) Organisation of exemplar training of teachers of primary schools of selected villages			▨ 2	▨ 3	▨ 3				
(vi) Organisation of 4 week training in selected PSs			▨ 4	▨ 6	▨ 6	▨ 6	▨ 6	▨ 6	▨ 6

V. Programme Undertaking: Primary Education

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
1. School mapping									
(i) Preparation of handbook		▨							
(ii) Testing of handbook			▨						
(iii) Introduction of microplanning in all selected blocks			▨						
(iv) Opening of new primary schools				▨ 55				▨ 70	
(v) Opening of upper primary schools				▨ 22				▨ 28	
(vi) Provision of additional teachers in existing schools				▨				▨	
(vii) Opening of NFE Centres			▨						
2. Construction of school buildings									
(i) Engagement of a Consultant			▨						
(ii) Preparation of strategy for construction programme			▨						
(iii) Preparation of handbook				▨					
(iv) Assessment of status on the basis of school mapping			▨						

VI. Programme Undertaking: ECCE

The Sub-
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 of
 ORG (op) (LJ)
 (LJ) (LJ)

	1992				1993					
	I	II	III	IV	I	II	III	IV	I	
1. Consultation with Social Welfare Department on ICDS-LJ linkage		▨								
2. Workshop with key ICDS personnel			▨							
3. Tryout of ICDS model supportive of basic education in 5 blocks										
(i) 2 blocks					▨					
(ii) 3 blocks					▨					
4. Tryout of composite preschool with lower primary school in 5 other blocks										
(i) Study of this model in Almora district of U.P. and other places		▨								
(ii) Workshop for developing LJ version of this model and initial orientation			▨							
(iii) Tryout in 2 blocks					▨					
(iv) Tryout in 3 blocks					▨					

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
5. Building State level ECCE Resource Centre									
(i) Identification of the appropriate agency			▨						
(ii) Development of locally relevant materials, toys, learning aids				▨	▨	▨	▨	▨	
6. Testing and introduction of ECCE materials on experimental basis in 3 of the 10 blocks selected for tryouts					▨	▨	▨	▨	▨

VII. Lok Jumbish MIS

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
1. Primary Education including NFE									
(i) Adaptation of NIEPA's COPE/DSS/NFE and printing data formats	▨								
(ii) Creation and training of monitoring cell at headquarters		▨							
(iii) Purchase and installation of computers at headquarters and at block level	▨	▨	▨	▨					
(iv) Training of Block Steering Group and other staff	▨	▨	▨	▨					
(v) Orientation of primary school principals and NFE instructors in implication of computerised MIS		▨	▨	▨	▨				
(vi) Data collection, verification and data entry		▨	▨	▨	▨				

	1992				1993				1994
	I	II	III	IV	I	II	III	IV	I
2. Village Database and Other Programmes									
(i) Discussion with programme personnel on creating village database and identifying success indicators of each programme		▨							
(ii) Designing of data capture formats			▨						
(iii) Software development and testing				▨					
(iv) Training of programme personnel on data capture and data entry in respect of programmes other than primary education.					▨				
(v) Data collection, verification and data entry					▨				
3. General MIS activities									
(i) Discussion with NIEPA on data flow system	▨								
(ii) Development of manual on computerised MIS			▨						
(iii) Verification of data authenticity by an external agency			▨						
(iv) Quarterly analysis of reports and its consideration by Executive Committee					▨				

ESTIMATED REQUIREMENT OF FUNDS

ACTIVITIES/PROGRAMME-WISE ABSTRACT

In Million Rupees

SL.No.	Activities/Programmes	Requirement of funds (1992-93 - 1993-94)		
		Estimated of funds	Non-Rec	Rec
1.	Management at State level	3.392	2.70	6.092
2.	Block Level Management	11.12	4.58	15.70
3.	Early Childhood Care and Education	—	7.65	7.65
4.	Primary Education	41.89	40.64	82.53
5.	Training and Resource Support	6.23	22.76	28.99
6.	Field Centres	26.84	12.32	39.16
7.	Tryout Activities	1.978	9.18	11.158
8.	Other Activities	8.80	—	8.80
	Total	100.25	99.83	200.08

YEARWISE ABSTRACT

In Million Rupees

Sl.No.	Activities/Programmes	Estimated		Expenditure
		92-93	93-94	Total
1.	Management at State level	2.44	3.652	6.092
2.	Block Level Management	6.28	9.42	15.70
3.	Early Childhood Care and Education	3.06	4.59	7.65
4.	Primary Education	33.01	49.52	82.53
5.	Training and Resource Support	11.60	17.39	28.99
6.	Field Centres	15.66	23.50	39.16
7.	Tryout Activities	4.46	6.698	11.158
8.	Other Activities	3.52	5.28	8.80
	Total	80.03	120.05	200.08

ACTIVITIES/PROGRAMME-WISE COST ESTIMATES

In Million Rupees

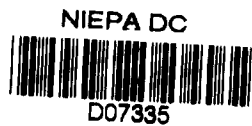
Sl.No.	Activities/Programmes	Nature of Unit	Cost per Unit		Proposed Physical coverage	Estimates Expenditure 1992-93 and 1993-94		
			Non-Rec.	Rec.		Non-Rec.	Rec.	Total
1	2	3	4	5	6	7	8	9
1.	Management							
	(i) State level	State	3.125	1.85	One	3.125	1.85	4.975
	(ii) District level	District	0.400	0.85	One	0.267	0.85	1.117
	Total of (1)		3.525	2.70	—	3.392	2.70	6.092
2.	Block Management	Block	.67	.31	25 blocks	11.12	4.58	15.70
3.	Early Childhood Care and Education	Block	—	.9	10 blocks	—	7.65	7.65
4.	Primary Education							
	(i) Opening of new Primary Schools	School	.13	.05	125 schools	16.25	6.25	22.50
	(ii) Opening of new UPS	School	.35	.13	50 schools	17.50	6.50	24.00
	(iii) Provision of additional teachers in existing schools	Teacher	.006	.024	250 teachers	1.50	6.00	7.50
	(iv) NFE	Block	.40	1.48	25 blocks	6.64	21.89	28.53
	Total of (4)		.886	1.684		41.89	40.64	82.53

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1	2	3	4	5	6	7	8	9
5.	Training and Resource Support							
	(i) LJ field training	Block	.216	1.515	Trainings in 25 blocks	3.58	22.41	25.99
	(ii) DIETs	Institution	lump- sum	lump- sum	—	.15	0.05	0.20
	(iii) DRUs	Institution			—	.30	0.30	0.60
	(iv) State Level official TRS agencies	SIERT/RIPA Textbook, Board etc.	lump- sum	lump- sum	—	1.20	—	1.20
	(v) State level NGO TRS agencies	Sandhan, SWRC, IDS etc.	lump- sum	lump- sum	—	1.00	—	1.00
	Total of (5)					6.23	22.76	28.99
6.	Field Centres	One FC	.305	.14	75 F Cs	26.84	12.32	39.16
7.	Tryout of Activities							
	(i) Low cost Hostel	Hostel	1.25	0.43	One	0.833	0.287	1.120
	(ii) Educational Technology	Block	1.35	0.05	150 villages	0.900	0.033	0.933
	(iii) GSK	Block (150 GSK)	0.367	0.136	150 GSK	0.245	0.09	0.335
	(iv) Free School Uniforms	Block	—	1.575	3 blocks	—	4.72	4.720
	(v) Free textbooks and stationery	Block	—	1.350	3 blocks	—	4.05	4.050
	Total of (7)		2.967	3.541		1.978	9.180	11.158

1	2	3	4	5	6	7	8	9
8.	Other Activities							
	(i) Research studies	Lumpsum amount	0.60	—	—	0.60	—	0.60
	(ii) Preparation of films and dissemination		1.20	—	—	1.20	—	1.20
	(iii) Meetings and workshops		2.00	—	—	2.00	—	2.00
	(iv) Folk Media and orientation of theatre groups		5.00	—	—	5.00	—	5.00
	Total of (8)		8.80			8.80		8.80
Grand Total (1 to 8)						100.25	99.83	200.08



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