

DRAEJ

THE
SHIKSHA KARMi PROJECT
RAJASTHAN

SEVENTEENTH REPORT

ON

the Progress of SKP
upto March, 1998

SHIKSHA KARMi BOARD
C-84, Janpath, Lal Kothi Scheme, Jaipur.
June, 1998

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ABBREVIATIONS AND GLOSSARY

Aangan Prashala	Courtyard school run by Shiksha Karmis for girls
Aya	Woman who looks after the creche in MPK
BDO	Block Development Officer
BEC	Block Education Committee
DS	Day School
DIET	District Institute of Education & Training
EC	Executive Council
GC	Governing Council
GOI	Government of India
GOR	Government of Rajasthan
IDS	Institute of Development Studies
IRS	Indian Rupees
JBR	Joint Bi-annual Report
KSPS	Khand Saria Shiksha Prabandhan Samiti, a block committee for educational management under LJP
level	100,000
LAKH	Lok Jumbish Project
LJP	Management Information System
MIS	Minimum Levels of Learning
MLL	Mahila Prashikshan Kendra (Women's Training Centre)
MPK	Management Resource Unit
MRU	Mahila Sahyogi (Women Escort)
MS	Mahila Shiksha Karmi (Woman Educational Worker)
MSK	Master Trainers
MT	Mahila Task Force (Women Task Force)
MTF	Non Government Organisation
NGO	Non Formal Education
NFE	Non Recurring
NR	Other Backward Class
OBC	Prehar Pathshala (School of Convenient Timing)
PP	Panchayati Raj (The Local Self Govt. Setup consisting of a village)
PR	Panchayat Samiti (Committee of Local Self Govt. at Block Level)
of a	Quarterly Review and Planning Meeting
PS	Resource Unit
Block	Rajasthan State Text Books Board
ORPM	Research and Development
RU	SKP resource institution for training and Research
RSTB	Swedish International Development Authority
RND	Shiksha Karmi (Education Worker)
SANJHAN	Shiksha Karmi Sahyogi (Shiksha Karmi Associate)
support	Subject Specialist
SIDA	Shiksha Karmi Board
SK	Shiksha Karmi Project
SKS	Scheduled Caste
SS	Scheduled Tribe
SKB	Teachers Learning Material
SKP	Village Education Committee
SC	
ST	
TLM	
VEC	

1
EXECUTIVE SUMMARY

- 1.1 The Shiksha Karmi Project in Rajasthan (India), which is going to emerge as a teenager next year, was started in 1987 with the following objective.

universalisation of primary education in remote and socio-economically backward villages with special focus on measures to increase the enrolment, attendance and retention of girls.

It has completed two phases - Phase I from July 1987 to June 1994 and Phase II from July 1994 to June 1997.

A monitoring team consisting of Indian and Swedish consultants assessed the project in January/February 1997 and the annual review was carried out in March 1997. Specific studies of the Project achievements/activities were carried out before the joint independent review.

The process of decentralisation has been further accelerated for efficiency and faster decision making with better results. A regional office of SKB at Jodhpur has been established and as many as 9 RUs are functioning. Roles and responsibilities of each RU and regional office have been clearly defined.

1.2 Performance And Achievements

1.2.1 The project has achieved its targets on the well-defined indicators. The Project activities have now spread all over the 32 districts of the State and covered 2600 villages in 140 blocks against 2000 villages in 127 blocks last year. The number of PPs has increased from 3474 last year to 4335 and APs from 85 to 97. It now caters to the educational needs of 2.02 lacs of students including 84000 girls.

1.2.2 In project villages, 87% boys and 78% girls are enrolled in day schools and PPs. It implies that 13% of the boys and 22% of the girls in the age group 6-14 are still out of school. The gap between enrolment of boys and that of girls has reduced to 9.2% from 15% of last year. The enrolment of the children belonging to SC/ST/OBC categories has improved further as it comes to 71.89% of the total

enrolment. Even 13.7% of the enrolment in the age group 6-14 have got attracted from out of the SKP villages.

- 1.2.3 Against 325 villages of last year, in as many as 410 villages have cent percent enrolment of children of the age group 6-14 in day schools and PPs. In addition to these 166 villages are those where the hundred percent children have got enrolled in day schools. In this way 576 villages have now the privilege of achieving the 100% targets of enrolment. The number of enrolled handicapped children has risen to 1979 from 1801 of last year.
- 1.2.4 Reports of 92 blocks show that 77% of the SKP schools were having 80% daily attendance of children.
- 1.2.5 The rate of retention that was 61% last year, has now increased to 65% as per the data analysis of 73% SKP villages.
- 1.2.6 The study of 50 villages of Bikaner and Dholpur districts reveals that the average academic achievement of students was 40% to 60% in day schools and 30% to 40% in PPs. The improvement in academic achievement of students of SKP villages is reflected in the fact that 10 students of SK schools earned admission in Navodaya Vidyalays this year increasing the number of such admissions to 30 in now. Recently a base line study was conducted by DPEP in 10 districts. It was found that the academic standard of the children of SK schools was better than that of govt. primary schools.
- 1.2.7 Reorganisation of VECs and activating them increased community participation and had the positive impact on enrolment, attendance and retention. 33% of the VEC members are females. Moreover some VECs are 100% female members. In the VECs 73% of the members belong to SC/ST/OBC categories.
- 1.2.8 Special efforts made in regard to increase the number of female members by MTF members. The number now increased to 15 against 5 last year, had the positive impact on girls' enrolment.
- 1.2.9 The MTF members attended 29 RPMs, visited 374 villages, selected 234 women for MPKs and also selected 239 SKs including 40 females. They contacted 40 parents to persuade them to enrol their

female wards in day schools/PPs. Publication of success stories of female SKs and articles on gender sensitivity also had the positive impact on female SKs.

1.2.10 The number of SKs have now risen to 6085 as compared to 4823 last year. The percentage of female SKs increased from 10.5% to 11.42%, as 15% fresh women SKs were engaged this year. The percentage of SKs belonging to deprived classes (SC/ST/OBC) has risen to 67%. Presently 67% of the total SKs have secondary level qualifications. Motivational and welfare activities for SKs have further been liberalised and the Shiksha Karmi Kalyan Kosh is in the process of implementation. Various activities for improvement and boosting the morale of SKs have been expanded and/or improved.

For improving competence of SKs the bi-monthly Shiksha Karmi Patrika was published with 35 articles on content, methodology and gender sensitivity. Steps were also taken for remedial programme for SKs weak in subjects. Ten day workshops on material production proved useful and paying. Provisions for career improvement were further liberalised. 'Vichar Manch' plays a significant role in the removal of grievances of SKs.

1.2.11 This year 1499 SKs were benefitted from 38 induction training camps of 37 days each. In addition 287 continuing training camps were organised for SKs.

1.2.12 This year a system of evaluation of SKs in various training camps has been further improved and crystallised.

1.2.13 Against the new addition of 342 MTs, 50 were those who were selected from amongst the SKs.

1.2.14 The number of MPKs has now risen from 9 last year to 13 with the number of beneficiaries from 236 to 349. The number of children getting benefit from creche facilities attached to MPKs has risen to 140 from 88 last year. For improving the quality of MPKs and strengthening them, bicycle facilities provided and the rate of honorarium, stipend money etc. increased.

- 1.2.15 A few uneconomic schools have been detected this year and measures are being taken to close them down, if they fail to improve.
- 1.2.16 The norms of various school visits for support have now been developed with the consent of SKSs and SSs. In all 8742 visits of DS, and 13724 of PPs were conducted.
- 1.2.17 Effective measures were taken to strengthen the monitoring system. In all 9 proformas/formats of reports were published to strengthen the MIS.
- 1.2.18 The expenditure during Phase I was of Rs. 65.90 million, which increased to Rs. 571.86 million for Phase II. It is estimated that IRS 416.51 million will be required for 1998-99 including IRS 340.26 for on going and IRS 76.25 million for new activities.

PROJECT DESCRIPTION

2.1 Concept

The concept of Shiksha Karmi is based on the supposition that a change agent specially in the field of education can work effectively if he/she belongs to the same locality. This concept is particularly important for remote and backward villages where it is very difficult for an outsider to stay or to be accepted. In such conditions educational qualifications appear to be of lesser importance than the teacher's willingness and ability to function as a social worker.

2.2 Objective

The main objectives of SKP are to overcome three major problems of Primary Education with the support and participation of the community: (a) teacher absenteeism in schools located in remote and difficult areas (b) poor enrolment and high drop-out rate of children, particularly of girls and (c) providing access to education in backward and remote areas of the state.

2.3 Assumptions

The Project design is based on two major educational assumptions:-

- that educational services must have community support, if they are extended to meet the needs of deprived sections of the rural society; and
- that 'ordinary' people if given a chance and good training can rise to a high level of performance and can contribute to the social development in a significant manner.

2.4 Validation

The SKP is widely acclaimed and acknowledged as a success story with significant achievements to its credit in respect of increasing percentages of effective enrolment and retention in elementary education in remote and difficult areas of the state of Rajasthan. People in such areas now feel that they have the schools which actually function. Following the approach of gradual expansion with revision of strategies for appropriateness, as recommended in the joint biannual reviews, the SKP has now grown into a validated concept to successfully counter the difficulties in educational delivery system in difficult and remote areas. It

is, as such, no longer viewed as an experiment, though its implicit innovative and experimental nature, as visualised in the Shiksha Karmi Project document drawn up by the joint GOI/GOR and SIDA Mission (1987) still continues.

2.5 Special Features

The image of the SKP is recognised for its special features. They include:

- * A SK school is established after two local residents, preferably one female, with educational qualification of class VIII class V in case of female one, are identified and appointed as Shiksha Karmis after specific intensive training.
- * Training to Shiksha Karmis is regarded as a continuous process with four-fold objectives of upgrading their qualifications, improving and promoting teaching abilities continually, reinforcing the solidarity among them to act as social activists/para teachers and providing motivation and support.
- * At the initial level the training to SKs in pedagogy and subject matter is imparted for 37 days in general and 50 days in a specified area. There after, 30 days' refresher training in summer and 10 days' in winter is given. They receive training of 40 days' for first two years, and there after of 30 days' duration every year.
- * Significant dimensions of general training include school mapping and microplanning techniques and operating in close collaboration with villagers to ensure attendance of every child in Day School or Prehar Pathshala.
- * Special arrangements are made for training of women Shiksha Karmis at 13 residential training centres (MPK) run by NGOs.
- * Every Shiksha Karmi also runs Prehar Pathshala to cater to the educational needs of those who are in the age group 6-14 and unable to attend day school.
- * Intensive and effective support is ensured by the provision of a qualified and trained supervisor (SKS) for every group of 15 schools and of two days' contact and continuing guidance every month.

- * Computerised monitoring of regular attendance of children conducted at SK Board level and rigorous implementation of a well defined system of incentives and disincentives for performance of SKs.
- * To ensure active involvement of village community in educational processes, a consensus organisational philosophy is followed under which all decisions related to schools, location of PPs, school mapping etc. are taken in the VEC meetings.
- * With exclusive focus on girls education, provision of Aangan Pathshalas, in very difficult areas.
- * To facilitate elder girls, having siblings to look after, provision of Mahila Sahayogi (woman escort) to take care of siblings.
- * Provision of free-books, teaching-learning materials and stationery for students in Day Schools and PPs.

ORGANISATION ISSUES & MANAGEMENT

- 3.1 The inner strength of the Project has arisen from the fact that it has had a healthy mix of "autonomy" and 'linkage'. Originally conceived and tested as a voluntary organisation, the autonomy in the management structure has nurtured the non-formal components of the SKP design. Linkage with the state Government administrative structure, especially with the Department of Education and Department of Panchayati Raj, has ensured the sustainability of the intervention. But it has not emerged as a parallel unrelated stream. It envisaged rather a partnership model. The strategies of involving non-governmental partners in the selection of key functionaries of the Board, evolving fresh vocabulary to help internalisation of project approach/functions, creation of a culture in which rural partners feel comfortable, maintaining management systems for project expansion, and the move towards converging central processes of training and evaluation into new cost effective strategies have produced positive results. The features that emerged because of these strategies have assured acceptability and sustainability in the project and led to a reformist approach rather than radicalism in educational transactions. By placing trust on the 'ordinary' and making long term investments in them, the Project achieved the ability to reach the unreached. The ten years of Project's functioning has generated sufficient knowledge, understanding and energy within the system to respond to the problems effectively.
- 3.2 No doubt, the SKP, as an educational intervention of collaborative efforts has had to steer through a rough terrain carving out untrodden paths by taking help and yet resisting processes from both the state managed system and the non-governmental efforts, the acid test was the successful handling of the challenge, not only of survival but also of growth within the socio-political scenario of the state. The villages respond with the verdict: SK schools actually function. The teaching learning situations in SK schools are satisfactory to children and parents. They offer a possible approach of problem solving. These are the observable achievements. The balance between innovation and predictability could be sustained. A culture has been created in which different sets of partners in the project do not compete for controls. The initial euphoria of SKP success did not sink into self congratulatory ritualism. This could happen because of the core strength of the Project. It has to be safeguarded.

3.3 The four major principles which are neither exclusive nor exhaustive which possess inner coherence between them and which are suggestive of an appropriate harmony provide inner strength to the SKP. They are:

A. **Autonomy and Linkage of Implementing Structure**

The SKP enjoys autonomy in deciding the minimum basic qualifications of a teacher which may enable a local person to perform the roles after training in pedagogy and delivery system. But at the same time, a teacher has to perform all roles in a formal school with efficiency and effectiveness. This, therefore, needs an implementation structure which could at one level be insulated from governmental style of decision making and at another level was owned by the government which could give it the power and legitimacy to intervene in the delivery system. The creation of an autonomous body -Shiksha Karmi Board- to manage the project can be seen as a basic insight which has given the pace and stability to project activities. The SKP is neither the same, nor a parallel nor an outside system. The organisational chart has gone through several changes over the past 10 years, but the intricate balance between autonomy and linkage is maintained throughout.

(See fig. 1,2,3).

The organisational pattern, given in Fig. 1, as visualised in the Project Doucement of 1987, clearly defined various agencies with whom linkages were necessary in SKP. But at the bottom of the scale the stereotyped formal format of hierarchical management is reflected.

Figure 2 depicts the revised version as emerged in 1991. In it state and block level bodies were seen as 'support structure' giving central focus to SK Day Schools and Prehar Pathshalas. The communication network in it reflects the value weightage to supportive roles as contrasted with instructional roles of different sets of actors in the Project. It may be mentioned here that each SK school had to be supplemented by non-formal teaching centres (known as PPs) run by the same SKs to cater to the educational needs of children who could not attend day schools.

The management structure was revised in 1996 as depicted in Fig. 3, as a response to increase scale and diversity in the Project. However the critical balance between government and non-government partners was maintained through the establishment of RUs. Greater detailing of linkages with elected representative and teachers' union is visualised in this chart. Also focus on VEC is intact, supporting all the three versions of SK schools together with PPs.

B. Limited Claims, Demonstration of Results : Consolidation Precedes Diversification and Expansion

One significant feature of the functioning of SKP is its cautious non-radical strategy change. This is essential as the very policy of the Project is to run through peoples' approval. A distinct trend that emerges from the ten years' functioning of the Project is to opt for the image of a problem solving Project rather than that of a crusader for change. Change, not for change sake, but for solving problems. The process of problem identification is humble and gradual in practice so that it may not raise unnecessary high expectations at any point of time. The first problem was how to make dysfunctional school functional through a local youth who could be acceptable as full fledged teacher though educationally less qualified. No attempt was made to change the curriculum, books or calendar. This challenge necessitated the concerted focus on careful identification and need based training of SKs. By 1989, the Project started getting public approvals.

The next challenge was to improve the quality and efficiency of Mahila Shiksha Karmis. To overcome this weak point in the project, residential courses for rural women were started in 1990 with two MPKs. The MPK facilities were expanded gradually but in a planned manner. In 1991, three more added, and then one each year, bringing their number to 13 now. Mahila Sahayogi concept emerged as a problem solving response for the need of an escort to bring girls to school. Girls' education as a centre-stage focus got SKP to initiate the concept of APs followed by new SK schools in villages starting with education facilities. MLL strategy and new text books in SKP came through Lok Jumbish as a spill off, which got assimilated in

the project wherever Lok Jumbish/SKP interface was possible. 1995 finally witnessed the crystallisation of 'decentralisation' concept. The policy throughout has been one of consolidation before expansion and diversification.

C. **New Vocabulary for Altered Functions**

In order to reinforce the process of this cautious change, the intended alterations in functioning patterns needed to be demonstrated by the use of fresh vocabulary providing new role-descriptions. SKP systematically adopted this process by creating new vocabulary for revised roles. Most significant, and now popular, is the new designation, Shiksha Karmi in place of Gram Shikshak (Village Teacher). It communicated the possibility of hope and expectation of a new function. It was for both: the functionary, as well as, the people who relate to that functions. The use of Shiksha Karmi Sahayogi for supervisor conveys the role of supervisor rather than inspector. Other terms like Prehar Pathshala for night centre or NFE centre, Aangan Pathshala for courtyard school, Mahila Prashikshan Kendra for residential training centre for women, Mahila Sahayogi for a woman who escorts girls to school, Resource Units at regional levels, co-ordinator at all RUs all symbolise internalisation of the above insight.

But this process caused some pitfalls too. An interesting example of the fallacy of naming has been in the case of NGO representative at block level named as 'Vishaya Visheshagya' (Subject Specialist). The actual situation is an ironic contrast to the designation because the NGO turns out to be a village level strength/linkage but not an expert in the content base of education. This designation, therefore, has given rise to false expectations and resultant disappointments.

D. **Collaborative Model, Regular Review and Planning**

SKP design (1987) highlighted the need to recognise the contribution of close to ground factors for innovations and local mobilisation, government network and machinery to assure sustainability and scaled management; and academics to facilitate systematic training, informal mid-course correction and revisions in planning. These sets of actors converge their knowledge and skills for a common objective, it was assumed. This assumption has proved to be well-founded as the three-fold linkage at all levels of

project implementation has assured the project an overall balance in decision making.

3.4 Management

There has been a great improvement in the management system during 1997. The SKB office capacity has been strengthened by providing a cell for monitoring, research and evaluation and another cell of co-ordinators for 'Vichar Manch' for direct interaction with SKs. All the nine RUs have functioned successfully except one Resource Unit, Banswara which has not taken up the work of training. Village Education Committees (VECs) have been established in the SK villages and they are actively involved for the cause of primary education. The members of VECs have gained vitality. The Review and Planning Meetings (RPMs) is a special feature of SKP. They are held at school level as well as at block, resource unit and state level. School visits have been made to be supportive and to suggest corrective measures. The staff training and training of other functionaries related to SKP have improved. Vichar Manch has got established very well and SKs take self judgement for strengthening the project activity including the welfare of SKs. Significant steps have been taken to enhance the functional ability and self confidence of all staff members as well as the field level workers.

3.5 State Level Headquarters

Shiksha Karmi Board has continued to function as an autonomous and independent organisation. The Government of India and State Government have provided a strong support. There has been no obstacle in the functioning of the organisation from the side of GOI or GOR. SKB is very thankful to both the GOI & GOR for supporting and enhancing the morale of SKP personnel and functionaries.

Shiksha Karmi Board

The Secretariat of Shiksha Karmi Board (SKB) is at Jaipur. It has now five wings (i) project planning and implementation wing (ii) academic wing (iii) monitoring, research and evaluation wing (iv) financial wing and (v) Mahila Prashikshan Kendra (MPK) and Mahila Task Force (MTF). An officer incharge of some main activities at the SKB office also has an area of 1 to 5 blocks under his/her charge. There are 15 senior officers. The size of the staff is small, but it is effective.

A list of personnel working at SKB, with the subjects dealt with by them and the field area of their responsibility, is given at the end of this chapter.

Governing Council (GC)

Governing Council (GC) meets once in a year. The last meeting was held on July 7, 1997. GC has reviewed critically the progress of the project, approved the expenditure incurred during the previous year, confirmed the budget for the next year and also approved all the decisions taken by Executive Council.

Executive Council (EC) and its decisions

Executive Council meets once every quarter. It has met three times during 1997-98. Attendance of government and non-government representatives and nominees as special invitees has been satisfactory. The meetings are very comprehensive and issues are discussed critically. In each meeting the action taken report on previous report issues, main developmental issues of the project and expenditure in preceding quarter are discussed thoroughly and the decisions are taken to strengthen the project. Main decisions of the EC for the year are as follows:

- i) Provision of two bicycles to each of Mahila Prashikshan Kendras looking to the interest of women.
- ii) Establishment of regional office in western Rajasthan.
- iii) Following amendments have been ordered in the selection of Mahila Shiksha Karmis:
 - a) In case in a village a woman with qualification i.e. class V is not available and one with lesser qualifications is selected, she will be sent for training for a longer period in MPK until she possesses necessary qualification to become SK. Only in this situation the male SK may run day & Prehar Pathshala.
 - b) In case, there is no literate woman in the village and an illiterate one is ready to work as SK, she may be advised to take admission in Prehar Pathshala or literacy classes.
 - c) In case wife and husband both are willing to work as SK, wife is given priority.
 - d) To attract women for the training in MPK, the stipend in MPK raised from Rs. 150 to Rs. 500 per month.

- iv) In order to attract women for the posts of Mahila Shiksha Sahyogis the following decisions have been taken:
 - a) Vehicle will be provided. If she can drive, even Kinetic Honda (Scooter) can be provided.
 - b) Rs. 300/- as an allowance will be given to woman SKs in addition to fixation benefit.
- v) Creation of internal audit cell in Shiksha Karmi Board.
- vi) Creation of the post of Project Officer (Monitoring).
- vii) Establishing 'Shiksha Karmi Kalyan Kosh' and approved its Rules & Regulations.
- viii) Selection of additional short time Shiksha Karmis to fill in the gap created by Mahila Shiksha Karmis who go on maternity leave.
- ix) Run residential camps for the girls in the age group 6-14, who reside at a very inconvenient distance from the school & PP.

3.6 Resource Units

3.6.1 Initially SKB and its academic wing, Sandhan and IDS were the main partners of the project. They performed the activities of the project together. As the work of SKP increased, each partner was assigned a specific role. SKB being a chief implementing body in the project and with responsibility for quality improvement supports the other partners in the allocated work. SKB also performs the role of co-ordinating among all the partners and helps to solve the difficulties experienced in the field. Thus the work load of SKB has tremendously increased. Hence decentralised management system had to be evolved.

As long as the number of blocks were less it was possible to plan, implement (selection SK, training etc.) and monitor at the SKB office level. But with the expansion of Project activities in increased number of blocks, decentralisation had to be made effective through establishment of RUs and a SKB regional office at Jodhpur (Western Rajasthan).

3.6.2 The following experiences/advantages justify this mode of decentralisation.

- (i) The decision-making process has become faster with shorter channels of bureaucracy. The RUs being nearer to the field, are more sensitive to the problems and can solve them in a pragmatic manner.
- (ii) The quality of selection of SKs and their training is being better maintained.
- (iii) School visits have increased with improvement and support to SKs and SKSs have got better strengthened.
- (iv) Quick corrective measures are taken by the RUs and the regional office to preserve the culture and norms of SKB.
- (v) Monitoring system has improved and become more effective especially in relation to enrolment, retention and level of academic achievement of students.
- (vi) Follow up actions are taken more quickly and effectively.
- (vii) Problems of villagers, SKs and SKSs are taken more quickly and effectively at RU level for solution. Now they need not to conduct a long journey to Jaipur.

3.6.3 The details of RUs with operational areas, functions, staffing position etc. are appended at Annex. 1 to 4.

3.6.4 The management of SKP is decentralised, though it is yet to take the final shape. But the results of decentralised management are encouraging. A study conducted by Management Group of Consultancy, New Delhi reveals that:

1. The SKP is characterised by good management practices, which have contributed significantly to the success of the project in the State. The success of the project is established by the following indicators:
 - i) There is increasing demand for opening of new Shiksha Karmi Schools.
 - ii) Enrolment, (about 90%) and subsequent attendance (almost 85%) in SK Schools is very high.
 - iii) Rate of retention is 61% which is higher than that in Govt. schools.
 - iv) The participation of girls in SK schools is 40%.

2. Strengths of SKP
 - i) Stability at the top.
 - ii) Collaboration between Govt., NGOs and Research institutes.
 - iii) Autonomy in decision making.
 - iv) Comprehensive selection procedures followed for recruitment.
 - v) Training an integral part of the SKP.
 - vi) Incentives for performance/career planning.
 - vii) Constant monitoring and performance appraisal of Shiksha Karmis.
 - viii) Planning & Review Meetings held regularly.
 - ix) Shiksha Karmi Vichar Manch formed to address personnel issues related to SKs.
 - x) Manualised systems and procedures.
 - xi) Collaboration with existing government educational system.

3.6.5 Gender Sensitivity

SKP has laid down gender sensitivity as one of the objectives. It aims at

- * creating awareness among females for their rights.
- * involving women to perform equal contributory roles in decision-making.

Efforts made during March 97 - March 98

Vairous efforts in this respect were made this year. They include :

- * Publication of
 - success stories of female SKs.
 - articles on gender sensitivity.
- * To help overcome hesitation and inferiority complex among female trainees, special sessions were held during training programmes.
- * Priority to female SKs in selection of Shiksha Karmis, additional SK selected was invariably a female one.
- * More opportunities to female SKs to interact with working women MTs.
- * Orientation/reorientation of officials of HQ and field offices in gender sensitisation.

- * Instructors of MPKs instructed to imbibe the insight of gender sensitivity.
- * Additional pay of Rs. 300/- p.m. sanctioned to women SKSs.

Difficulties Experienced

In spite of the sincere efforts were made some of the difficulties experienced in achieving the goals of gender sensitisation/gender balance were :

- * hesitation of females in accepting the job of SK because of socio-cultural inhibitions.
- * Lack of readiness on the part of females to take up the job at state level office fearing field work.
- * fear of extensive travelling to perform field duties
- * household responsibilities.

3.6.6 Interface with Panchayati Raj Representatives

- * As a matter of fact, SK day schools and PPs run through the Panchayat Raj Administration.
- * To increase involvement of the community in the selection of SKs, three region wise one day meetings of Pradhans, BDOs and Zila Pramukhs were held on 2nd, 3rd and 4th June, 97 to review the work done in this respect and time schedules for selection were decided.
- * A meeting of P.S. representatives of 40 Panchayat Samities, where SK activities were introduced was held in June 97 to orient them. In all 278 attended the 5 meetings including. 10, Zila Pramukhs, 71 Pradhans, 84 BDOs, 56 Accountants, 16 SKSs/SSs and 41 Others.

3.7 Interface Government

The relation between SKP and government is very strong. A smooth relationship between SKP and Government stands a good example for others. SKB is an autonomous body. All the powers are vested in the Governing Council (GC) and Executive Council (EC).

As such there is a close relationship between SKP and the State Education Department. SKP banks heavily on the support of the State for the execution and implementation of number of activities.

In the following matters, the government and the SKP have the mutual cooperation.

- (1) Government provides the selected officers and persons on deputation.
- (2) Government releases its contribution as per the ratio.
- (3) There is a close communication and dialogue among SKP - Saraswati Yojana, Guru-mitra Yojana, NFE centres, and DPEP through government.
- (4) With the help of Rural Development and Panchayat Raj Department a close relationship has been maintained with BDO, CEOs and Panchayat Raj representatives.
- (5) Government tries to transfer the effective ideas of SKP in respect of UPE in its general system. For the last two years the government has organised trainings in school - mapping and microplanning. SKP personnel cooperated in this regard.
- (6) State Government has allowed to establish SKP Regional Resource Units in the SIERT, Udaipur, District Institutions of Education and Training (DIETs) Bharatpur and Jodhpur .
- (7) SKP has adopted MLL based curriculum prepared by SIERT for classes I to V in PPs. SIERT, Udaipur is also assisting in the production of MLL based text books for the PPs of SKP. .
- (8) SIERT is also considering to make use of some elements of SK-training-curriculum module to be in-corporated in the Teachers' Training Course, called STC.
- (10) SKP has adopted the State Curriculum and text books for its schools along with the shared scheme of common examinations and evaluation.

SKP always looks forward for guidance, help and is ready to share its experiences and expertise with departments/institutions having common goals of social upliftment and development through democratic processes.

3.8 Interface with Lok Jumbish

3.8.1 SKP and LJP have close relations since the latter's inception in the state; particularly during the last 3/4 years, a number of activities have been adopted by each other. To count a few, mention may be made as under :

- (i) Almost identical School-mapping and Micro-planning activity proformae have been developed for use in both the projects with mutual consent of both the agencies.
- (ii) Training modules developed by SKP for SKs are also being used for the training of teachers in LJP.

- (iii) School-mapping exercise in LJP Blocks, reflects the need for creating new educational facilities. SKP establishes new SK day schools, PPs or Aangan Pathshalas as per decisions of KSPS of LJP.
- (iv) LJP has made remarkable strides in introducing the concept of MLL amongst teachers. The strategies and techniques deployed are also made use of in SKP.
- (v) SKP has adopted improvised version of LJP training module for the members of the VECs. Their training methodology has brought awakening and activated the dormant VECs in SKP.
- (vi) SKP & LJP purchased in a joint venture the same TLM, such as slates, school-bags black board and exercise books.
- (vii) There is a mutual understanding and co-operation between the functionaries of LJP and SKB at all levels -Village, Block and State.
- (viii) For better communication and dialogues, officers of both the agencies participate in important meetings.
- (ix) VEC of SKP and Prerak-dal of LJP are transformable into each other depending upon the first, either establishment of Shiksha Karmi school or inception of LJP.
- (x) LJP sanctioned money for effecting repairs or construction of buildings and additional rooms.

3.9 Interface with DPEP

3.9.1 In nineteen districts of state would be under DPEP. In these districts a close relationship between SKP functionaries and DPEP functionaries would be maintained.

3.9.2 The headquarter of Shiksha Karmi Sahyogi (SKS) would be shifted from Panchayat Samiti to the Block Resource Centre of DPEP, when the BRCs are established.

3.9.3 The alternative schooling programme of DPEP of day schools, if found according to the norms of SKP, may be supported by SKP.

3.9.4 As and where needed, a friendly and supporting culture might be established.

3.10 Other Meetings

Other meetings for support purpose held this year included the following:

- * Five public cooperation orientation meetings which 81 BDOs and PRIs attended.
- * Vichar Manch (SKs own platform) : They were held prior to RPMs at regional level to find solution to the problems especially of inert SKs and those showing no performance. Two state level meetings of SKs were also held to discuss the welfare schemes for them.
- * Review meetings: In July 97 training and evaluation review meeting was held, while in Sept. 97 the meeting to review question papers was held. The recommendations were implemented for improvement.
- * SKs' concern meetings: One day meetings to discuss the evaluation of SKs and selection of senior SKs were held.
- * Meeting of NGOs : In Dec.97 coordinators of NGOs met to discuss their support in the Project. It was followed by two day meeting of the core group of coordinators.
- * Meeting of BDOs and Account Officers: The meeting was held in Dec. 97.
- * RU representatives' meeting: A meeting of coordinators and SSs of RUs was held in Dec. 97 to plan for training in winter break, Vichar Manch meetings and RPM agenda.
- * Management Study Team Meeting: The meeting held in June 97 was attended by representatives of SIDA, GOI and GOR to discuss in details the management and support structure of SKP.
- * Save the children fund (UK) meeting was held in June 97 to discuss the role of SKP in respect of the objectives of the children's fund.
- * UNDP members met in June 97 to discuss workplan of DPEP interface SKP.

Workshops

During the period, four workshops on different subjects were held. They were:

- * Four day workshop on moral education at SIERT Udaipur. 15 participants attended.
- * 10 day workshop on teaching aids held by RU (DIET) Jodhpur wherein participants developed teaching aids in all the four subjects.
- * Workshop on difficulties in content: A ten day workshop was held by the academic wing of SKB to suggest remedial measures for difficulties experienced by SKs in all the four subjects.

Workshop on evaluation of training: Two day workshop was held at SWRC Tilonia to plan and discuss evaluation of training. 30 participants representing the SKB and RUs prepared a plan for evaluation in induction and other training programmes. Another 4 day workshop was held at SIERT Udaipur to prepare subject wise blue prints for evaluation of training programmes.

3.11 Complaints

It is correctly said that more the expansion and success of a Project, more will be the arousal of expectations. The expectations, sometimes if not fulfilled lead one to lodge complaint. A number of such experiences are recorded during implementation. The major areas of such complaints include.

- * selection of village for SK activities, selection of SKs, effectiveness of Training Camps, running of PPs, Day Schools, stay of SKs at headquarters, distribution of TLM.

The number of complaints in regard to selection was higher but in other areas not so high, but to safeguard the interest and image of the Project, all of them are attended to promptly and sincerely if prima facia they look genuine. Procedure with transparency in application has been laid down.

Corrective Measures

- (i) That the complaints are attended to promptly and the implementation and monitoring is more effective decentralised management have played an effective role in this regard.
- (ii) In view of the increasing volume of work the legal cases require a full timer technically qualified person. A serious consideration has been given to employ a person to deal with legal matters.

DISTRIBUTION OF WORK

S. No.	Name & Designation	Activities allotted	Area Responsibility
01	Dr. Satya Narain Methu Secretary	1) Project formulation, Planning & Monitoring. 2) Governing Council & Executive Council Meetings and its Compliance. 3) Preparation of bi-annual reports for reviews. 4) Correspondance with GOI, GOR & SIDA. 5) Area Incharge of Panchayat Samiti, Kotpootli. 6) Co-ordination with all the partners of the project. 7) Head of Department.	Kotpoothi
02	Shri Uma Kant Ojha Dy. Director (Project)	1) Monitoring of overall Project Implementation. 2) Film Production. 3) Meeting of BDOs: Reporting & Monitoring. 4) Coordination with Panchayat Raj Representatives. 5) Court cases and enquires. Disciplinary action. 6) Convenor Shiksha Karmi "Vichaar Manch". 7) Coordination of Project visitors. 8) Every month visit of 30 new villages for identification of new villages for introduction of SKP. 9) Evaluation of the working SKs after 3 yrs, 5yrs. & 7 yrs.	Malpura
03	Sh. Ram Pal Sharm. Dy. Director (Monitoring, Research & Evaluation)	1) Monitoring the complaints of the field. 2) Quarterly RPM. 3) Evaluation of Sr. SKs. 4) Special school visits by SKB & RUs. 5) Monitor Enrolment, Retention & Academic level of Achievement in Day Schools & PPs.	Tonk, Todaraisingh, Devoli.
04	Shri Paynesh Kr. Kaushik Dy. Director (Academic)	1) Overall incharge of accademic activities. 2) Coordination with Resource Units. 3) Coordination with NGOs. 4) Coaching camps for SKs appearing at Secounday School Exam. 5) Convenor of Training Coordination Committee. 6) Training of SKSs and SSs. 7) Every month visit of 30 new villages for identification of new villages for introduction of SKP.	Arain, Masuda Kishangarh

05	Vacant Financial Advisor	<ol style="list-style-type: none"> 1) Finance & Accounts. 2) Establishment matters relating to Accounts 3) Audit. 4) Head of Office H.Q. and day to day office management. 5) Yearly Budget formulation. 6) Quarterly Expenditure statement for Executive Council. 7) Control of Expenditure and purchase. 8) All other work as laid down in Rules, Regulations and Bye-laws of SKB. 	Distt Jajpur
05.	Miss Usha Sndari Wali Consultant	<ol style="list-style-type: none"> 1) Curriculum, Process and Content for MPKs. 2) Mahila Prashikshan Kendras, 3) Gender Sensitization. 4) Mahila Task Force 5) Bul-Bul camps activity. 	
06.	Shri B.K.Gupta (Project) Assistant Director	<ol style="list-style-type: none"> 1) Selection of Shiksha Karmis Sahayogis & other officers of H.Q. and RUs. 2) Training of Shiksha Karmis. 3) Posting of M.Ts. in Training Camps. 4) H.Q. & block level personnel and Establishment matters. 5) Operationalisation of the project in selected blocks. 6) Establishment of Day Schools & PPs. 7) Every month visit of 50 new villages for identification of new villages for introduction of SKP. 	Gangapur, Hindon
07.	Sh. Vijendra Kumar Surolia Assistant Director (Project)	<ol style="list-style-type: none"> 1) Key Master Trainer of English. 2) Upper Primary Schools 3) School health Programme., IED 3) Every month visit of 50 new villages for identification of new villages for introduction of SKP. 	Khetari, Niwar, Neem ka Thana
08.	Sh. Ram Dularey Subject Specialist (Science)	<ol style="list-style-type: none"> 1) Standardization of school equipment & TLM. 2) Overall incharge of PPs. 3) Key Master Trainer in Science. 3) Every month visit of 20 new villages for identification of new villages for introduction of SKP. 	Kekari, Jawaia, Pisangan & Bichiwara
09.	Sh. Shiv Sharan Kaushik Subject Specialist (Hindi)	<ol style="list-style-type: none"> 1) Overall incharge of Summer Trainings. 2) Reporting & Documentation. 3) Key Master Trainer of Hindi. 4) Every month visit of 30 new villages for identification of new villages for introduction of SKP. 	Sujangarh, Taranagar.

10.	Assistant Director (Vacant)	1) Development of Teaching Learning Material.	
11.	Sh. B.P. Goyal Subject Specialist (Social Science)	1) Educational Tours of Shiksha Karmis. 2) Tours of Students of V Class. 3) Tours of Students of Prahar Pathshalas. 4) Tournament of Prahar Pathshalas. 5) Key Master Trainer of Social Science. 6) Overall incharge of Aangan Pathshalas.	Pepal Khurd Ghatol
12.	Shri M.C. Gupta, Assistant Director	1) Editing of Shiksha Karmi Patrika. 2) Key Master Trainer of Hindi. 3) Development of Shiksha Karmi School Libraries. 4) Development of Helping books for children. 5) Review of gender biasness in content and process of Education Publication. 6) Integration Education for disabled children. 7) Every month visit of 30 new villages for identification of new villages for introduction of SKP.	Chaksu, Dud Phagi & Sambhar
13.	Shri Ravi Prakash Sharma, Subject Specialist (Maths)	1) Two Days Review and Planning Meetings of SKs. 2) Key Master Trainer of Maths. 3) Every month visit of 30 new villages for identification of new villages for introduction of SKP.	Dausa, Lab & Sikari.
14.	Shri Ghanshyam Singh, Subject Specialist (Social Science)	1) Selection and Training of MTs 2) Remedial Training of SKs. 3) Key Master Trainer of Social Science. 4) School mapping and microplanning. 5) Every month visit of 30 new villages for identification of new villages for introduction of SKP.	Sapotra, Karauli and Aangan Pathshalas of Karauli
15.	Dr. K.N. Atolia Research Officer (Academic Achievement of Students)	1) Selection of SKs. 2) Co-ordination of GOR & Education Department. 3) Assembly Question. 4) Correspondance with the PRI, Minister & others.	Kuchaman City
16.	Sh. D.N. Agrawal Asstt. Accounts Officer (Project)	1) Budget Preparation and allotment of funds. 2) Internal-audit of 25 blocks. 3) To assist the F.A. in Financial Accounts matter and work in his absence. 4) Purchase Control. 5) Store Incharge. 6) Bank accounts reconciliation. 7) Audit of CA and its compliance. 8) He is working as Treasury Officer in the Board. 9) Enquiries related to complaints of P.S. and NGOs. 10. Meeting arrangement.	Bundi, Churu, Udaipur, Jaipur

PROJECT PERFORMANCE

4.1 Overall description of the implementation and project performance after March, 97 to March, 1998 is as follows:

4.1.1 Expansion according to the targets fixed

The SKP followed the well-considered policy of making the expansion continuously and in a realistic manner so that the expansion is in line with the basic principles and tenets of the Project and may not be at the cost of quality.

The expanded coverage upto March 98 as compared with the targets fixed is tabulated below:

S. No	Unit	Status on March, 1997	Target fixed for the year i.e. March 97 to March 98	Achievement for the year April 97 to March 98 in numbers	Achievement from April 97 to March 98 in %age in comparison with targets fixed	Achievement upto March 98 since Inception
1.	District	29	3	3	100	32
2.	Block	127	13	13	100	140
3.	Block/Unit	154	40	46	115	200
4.	Day Schools	2000	600	600	100	2600
5.	PPs	3474	1500	861 +646 under process	57.4	4335
6.	UPSS	20	-	-	-	20
7.	APs	85	-	20	-	105
8.	SKs	4823	1500	1262	84.13	6085
	Male	4342	1225	1048	85%	5390
	Female	481	275	214	85%	695
9.	MPKs	9	5	4	80	13
10	RUs	6	4	3	75	9
11	Regional Office (RUs)	Nil	One	One	100%	One
12	VECs (Active)	1065	1535	1072	70%	2137
13	Shiksha Karmi Sahyogis (SKS)	154	40	34	85	188
14	Eligibility Selection of Master Trainers	590	600	699	102%	NA
15	Master Trainers selected after training	590	530	360	69%	Master Trainers Screening 798
	Male	565	480	336	70%	757
	Female	25	50	24	50%	41
16	Village Education Members	12640	Need based	Need based	Need based	19917
	Male	8829				13244
	Female	3811				6673

17	Mahila Sahyogi (a) Day Schools (b) PPs (c) DS+PPs	275 40 149 86	Need based	56 13 29 14	Need based	311 53 178 103
18	Enrolment Boys Girls	1.59 lac 0.96 lac 0.63 lac	0.45 lac 0.24 lac 0.21 lac	0.43 0.72 0.21	95.5 91.6 100	2.02 lac 1.18 lac 0.84 lac
19	Participation or Daily attendance Day Schools PPs	83.65% 80.00%	85% 80%	1.35%	1.35%	85% 80%
20	Retention (a) Day Schools (b) PPs	61.9% 52%	3% 3%	3% 3%	3% 3%	65% 55%
21	Effect of Mahila Sahyogi Day School PPs DS+PPs Total	57B+287C=344 266B+1076C=1362 125B+761C=125 633B+2124C=2962	Need based	943B+2446C=3429 93B+336C=429 291B+1171C=1462 599B+939C=1538	Need based	3429 429 1462 1538

The above table shows that:

- SKP has now expanded its activities in all the 32 districts and in 140 out of 237 total blocks in the state covering about 8.00 lacs of population.
- SKP activities have now spread over 188 block units. One block unit consists of 15 to 17 schools. 39 blocks have more than one unit. The dispersion of block units are as under :

No. of Blocks having one units of APs exists	No. of blocks having one unit of day schools & PPs	No. of blocks having two units of day schools & PPs	No. of blocks having three units of day schools & PPs	No. of blocks having more than three units of day schools & PPs
7	101	31	(1) Kolayat (2) Lunkaransar (3) Shahbad (4) Phalodi (5) Kumbhalgarh (6) Jhadol (7) Kotda	1 Bikaner

In desert and tribal areas the blocks have more than one unit.

- The target was fixed initially for 800 schools but afterwards revised for 600 schools. It may also be reiterated that actually a school in a village is established after two months of the orders issued. The trend of opening of schools in the year was as follows:

S.NO.	Month in which orders issued to open schools	No. of schools for which orders issued	Month in which the school actually started functioning
1.	Upto July 97	112	Upto Sept.97
2.	Upto Nov.97	218	Upto March 97
3.	Upto March 98	270	Upto May 98

The above table shows that though the orders of less than 50% schools issued in the last quarter, only 330 schools actually have started functioning upto March 98. In six hundred schools there are 36 dysfunctional schools 20 Aangan Pathshalas and remaining 544 new schools.

- (d) At the time of fixing the targets for 1500 PPs, it was envisaged that 1500 SKs (@ 2 SKs per school and 300 additional for increased enrolment) would be provided. But actually 1262 SKs for new schools and 62 SKs for additional enrolment could be appointed. As such only 1262 PPs are likely to be established by June 1998. By March 98, 861 PPs have been established and 646 PPs are under process of establishment. In this way, the achievements were 57.4% upto March 98, and 84% upto June 98, but if the actual need is the basis of consideration, it can be said that 100% targets are likely to be achieved by June 98.
- (e) Out of 1262 SKs engaged 1048 SKs are male and 214 female. Thus the female SKs come to 20.42% of the newly recruited SKs. It is a significant achievement in this year. But if we compare this achievement with the targets envisaged, the achievement in terms of recruitment of male and female SKs is 85%. The gap between male and female SKs has reduced.
- (f) As compared to the targets of 5 additional Mahila Prashikshan Kendras (MPKs), four MPKs have so far been established and one is in the process, likely to be established by June 98 implies that 80% targets had been achieved upto March, 98 and 100% will be achieved by June 1998.
- (g) Four Resource Units (RUs) were to be established by June 1998 as per the targets. So far three RUs have been established and one RU is in the process, likely to be established upto June 1998. Thus the achievement till March 98 was 75% and would be 100% by the month of June 1998.
- (h) The targets for enrolment was 0.45 lacs including 0.24 lacs boys and 0.21 lacs girls in 2600 schools and PPs. By March 98, 0.43 lacs 0.22 boys and 0.21 girls enrolled. have been in 2233 Day Schools, 97 Aangan Pathshalas and 4335 PPs. The enrolment of 281 school and 646 PPs which started late has not been included in the enrolment figures. Hence 95.5% of the enrolment targets have been achieved and if the enrolment of remaining 281 schools and 646 PPs included, the achievement would rise to more

than 100%. In the case of girls, targets have been achieved 100% or more but in case of boys it is 91.6%. It is also a significant achievement.

- (i) The daily attendance has increased from 83.65% to 85%. Hence the targets have been achieved.
- (j) The retention of students is a crucial indicator of this project. The retention in day schools was 65% and PPs 55% in March 98 as compared to 61.9% in day schools and 52% in PPs in March 97. Though the retention increment is according to the target fixed but it still needs improvement.
- (k) One Regional office has been established in Jodhpur. The personnel have been selected and soon the office will start working

Establishment of VECs, deployment of SKSs, Master Trainers, Members of VECs and Mahila Sahyogis have been made according to targets fixed or the need of the project.

Thus targets fixed for the year 1997-98 have been achieved without compromising with the cost of quality. Separate chapters on SKs, Day Schools, Prehar Pathshalas, enrolment, retention are given in this report for details.

4.2 Training imparted:

(a) Initial training

It was envisaged in the addendum to the document of the expanded period that 2250 SKs would be imparted 37 days initial training in 64 training camps. This year (April 1997 to March 1998) 1553 SKs were imparted 37 days initial training in 38 camps out of them 1262 SKs were found suitable.

(b) Continuous training

In March 98 there were 4823 SKs out of whom 4785 have been imparted 23 days/20 days training in 166 summer camps (June 97) and 4935 SKs were imparted 17 days/10 days training in 121 camps in Deepawali & winter break.

On the basis of the indicators it can be firmly stated that the project is doing well to achieve the objectives of the project. The performance and achievement levels on the basis of the indicators are very encouraging.

PROJECT ACHIEVEMENTS

5.1 The main achievement indicators are-Enrolment, Daily Attendance, Retention and Academic Achievement level of students :

The main aim of the project is the Universalization of Primary Education in remote areas of state especially of girls. The main output of UPE is enrolment of all children of age group 6-14 year of remote areas, daily attendance of enrolled children, and their retention for five years in the schools or PPs so that they may pass their grade V with satisfactory level of academic achievement.

5.2 Enrolment

5.2.1 The enrolment during the period 1997-98 has significantly increased. It is an outcome of multi dimensional strategy viz. expansion of facilities of day schools PPs and APs, roles of VECs, and of SKs, improvement in the physical facilities, etc. The position of enrolment as in March 1998 as compared to earlier periods is tabulated as under:

S. No.	Facilities	Enrolment								
		30.6.96			31.3.97			31.3.98		
		B	G	T	B	G	T	B	G	T
1.	Taken Over Schools	61267	25276	86343	76414	37249	113663	78273	41512	119785
2.	New Day Schools	6907	3640	10547	7594	4015	11612	29579	17338	46917
3.	APs (APs)	1061	1354	2415	1044	1266	2310	1822	2201	4023
4.	PPs	10927	21648	32375	10147	20836	30983	8821	22359	31180
	Total	80162	51918	132080	95202	63336	158568	118495	83410	201905
	UPSs	-	-	-	-	-	-	755	162	917

(Note:- Enrolment figures are only of 2233 schools, 97 APs & 4335 PPs)

The table reveals that:

- There was an enrolment of 201905 children in 2233 day schools, 4335 PPs and 97 APs.
- The girls enrolment in these institutions comes to 41.37%. Showing improvement of 1.37% as it was 40% last year.
- The girls' enrolment was 33% in day schools last year. By the end of March 98, it has increased to 35.76%. In APs the percentage of girls' enrolment remained almost the same 54.7% against 55% last year.
- Last year the difference between girls enrolment and that of boys was 15.51% which has narrowed down to 9.21% this year.

5.2.2 In the context of total population of children in the age-group 6-14, the enrolment position has also improved in the SKP villages in March 98, as the following table reveals.

No. of Children in the age group 6-14 in SKP villages			No. of children out of school			Percent of children to be enrolled		
B	G	T	B	G	T	B	G	T
118184	91900	210084	15462	20487	35949	13.08	22.29	17.11

The above table shows that:

43.74% of the total population of children in the age group 6-14 comprises of girls. According to the census data it was about 47%. As such the survey data were got rechecked on random basis, but no error was detected. The matter was further discussed with the villagers. The causes given out by them for low percentage of girls were:

- i) In some areas the 'Gona' (a kind of final step in marriage) is celebrated at the age of 13 years onward. Such girls shift to their father-in-laws house. Therefore, they are not counted in the survey.
- ii) In some areas girls are nearly 40% of the total children. It means the gender imbalance is greater than that census figures.
- iii) The data reveal that 87% boys and 78% girls were on roll in the day schools and PPs, implying that 13.08% boys and 22.29% girls in the age group 6-14 are yet to enrolled.
- iv) The data also reveal that the enrolment gap between the percentage of boys and girls to be enrolled is 9.2%.

5.2.3 Efforts to narrow down the gap between the enrolment of boys and girls.

a) **General**

VECs were reorganised by inclusion of members of educationally deprived classes (SCs, STs, OBCs) and women. Presently 73% of the VECs belong to SCs, STs and OBCs. Likewise the female members on these 2137 VECs have risen to 6673 which comes to 33% of the total 19917 members. In some of the villages, VECs are functioning with 100% female members on them.

- * Against 246 Mahila Sahayogis last year, at present 331 are working. This has obviously helped in increasing the girls enrolment.
- * School mapping was updated in SKP villages upto 5th of July.
- * Special efforts were made to involve village community especially for the enrolment of out-of-school girls.

(b) Efforts made by MTF members

In accordance with the recommendation as contained in the report of the 9th Bi-annual Review, a special task force consisting of mobile, dynamic, and sensitive women was established in the SKB office to promote gender issues, and involve more and more women at all levels of the Project with the ultimate object of increasing enrolment, attendance and retention of girls. The number of members of this task force has risen from 5 last year to 15 against the target of 10.

The roles of the members of the Mahila Task Force have been clearly defined. They include :

- * Organising gender sensitization programme for members of SKP.
- * Identification of local women resource persons, seeking their involvement in the training process.
- * Support to MPKs.
- * Providing input on health and local issues.
- * Working with others in elaborating the concept of Aangan Pathshalas.
- * Designing training for teachers and Aangan Pathshala supervisors.
- * Providing on going support to Aangan Pathshala supervisors.
- * Support to Mahila Sahyogis to nurture the Project needs.
- * Identify local support structure for Mahila Sahyogis and MSKs.
- * Participating in the design of PPs from gender point of view.

(c) Work achievement of MTF members

Mahila Task Force members are MTs also and provide academic guidance at all levels. During March97-March98, they

- * visited 23 training camps - 10 of 37 day duration and 13 of 20 day duration.
- * conducted 20 visits to MPKs,

- attended 29 RPMs.
- visited 374 villages and selected 234 women for MPKs.
- shared the role of selecting SK villages and SKs. Selection of 100 SK villages and 239 SKs including 40 female SKs was made by them.
- personally contacted parents of the girls, who were out of school. They persuaded such parents and got success in enrolling the girl in the school or PP.

The activities of MTF have had positive impact.

5.2.4. Enrolment gap between boys & girls

In March 1997, there was a gap of 21.51% in the enrolment of boys and girls. 6% gap was due to gender imbalance. (According to the census 91, the percentage of male was 53% and female was 47%). It implies that the actual gap was 15.51%. In March 1998 the total gap among out of school children was 17.6%. After considering the gender imbalance gap it would come around 11.6%. It is not appropriate to calculate the enrolment gap between boys and girls on the basis of total enrolment of boys & girls in the schools & PPs because 15773 students are enrolled from outside the catchment area. SKP schools, these comprise mostly of boys and a few girls. Hence, if we calculate the enrolment gap among out of school children on the basis of exact number of boys and girls of age group 6-12, then the gap is only 9.21% so far. Thus about 6% gap has been bridged.

5.2.5 Challenges for Girls' Enrolment

To enrol the remaining 20487 girls (22%) of 2330 villages is a great challenge for the project. Detail discussions in this regard were held with SKs and villagers. It was realised that in tribal and desert area the villages are in scattered shape. Village houses are scattered over 2 to 8 k.m. area. The distance to school and PPs is more than 3 k.m. Girls hesitate specially to attend the PPs in night. Hence their admission in day school is to be ensured.

Proposals for the future

This year a model of a camp of out-of-school girls (Shivamba Shivar) for 40 days was tried out. The girls, above 7 or 8 years age and having no educational facilities in their villages were identified. Their parents were contacted and persuaded to send the girls in the camps. 28 girls were selected for the residential camp for 40 days and imparted education of class I. Then it was ensured that they got admission in day schools. In the scattered areas and where the education facilities are not available within the radius of 2 k.m., the 'Sivamba-Shivar' (a camp for educationally deprive girls) proved a great strategy for girls education. In future, it is to be expanded.

Enrolment of children belonging to deprived classes

The enrolment of children of the deprived classes like SC, ST and OBCs is tabulated as under :

Category of Schools	Sex	No. of children belonging to			
		SC	ST	OBC	Total
Day Schools	Boys	15027	36108	27490	78625
	Girls	7690	18504	15999	42193
	Total	22717	54612	43489	119818
PPs	Boys	1234	4106	1814	7154
	Girls	2817	8318	6003	17138
	Total	4105	12424	7817	24346
Total	Boys	16261	40214	29304	85779
	Girls	10561	26822	22002	59385
	Total	26822	67036	51306	145164

It may be mentioned here that last year in March 1997, the number of these educationally and economically backward categories of students in day schools and PPs was 100562 which was 63.4% of the total enrolment. The table shows that the number of enrolment of these categories has increased by 44,602 or 44.35% during the period March 97-March 98. But if this enrolment is analysed in the total enrolment it comes out to 71.89%. It shows achievement on both counts - number and percentage.

By analysing the data of enrolment it was found that 27770 children including 15773 boys, 11997 girls, got attracted to SK schools from the schools of non SKP villages. They form 13.7% of the enrolled children. A significant number indicating the good image of SKP schools.

5.2.6 Creditable Achievements in Enrolment

The SKP may feel proud that the number of villages showing cent percent enrolment has further increased. The following figures reveal it:

- * All the children in the age group 6-14 are now enrolled in day schools of 166 villages against 144 villages of last year. It implies that all the pupils of PPs had joined the main stream in these villages.
- * In as many as 410 villages, all the children in the age group 6-14 are enrolled either in day schools or PPs showing 100% coverage in respect of enrolment. Last year the number of such villages was 325. A significant achievement indeed!
- * Thus 576 villages have now achieved the targets of 100% enrolment of children in the age group 6-14.

5.2.7 Children with Disability

In February 1997, in SKP schools 1801 handicapped children were studying. Their number has now risen to 1979 among whom 1089 are with physical infirmities, while 890 have impaired vision or hearing.

Special efforts are made that these children feel integrated with others and receive equal need-based educational opportunities.

5.3 Daily Attendance

5.3.1 Regular attendance is a key parameter for retention and quality education of a child in school and PPs. The daily attendance is ensured by 'Toli-Nayak' system and by SK him/herself. The members of Village Education Committee also help in this regard. Calculation of daily attendance was made on the basis of the reports of 92 blocks submitted by the SKSs. Its picture emerges as follows:

Level of Attendance	%age of PS
Above 90%	16.5
95-90	24.00
80-85	28.00
75-80	18.50
70-75	7.50
below 70	15.50

It shows that 77% of the SKP schools are having 80% daily attendance of children.

5.3.2 Challenges

The following factors normally affect daily attendance of students adversely:

- i) Seasonal diseases.
- ii) Seasonal migration of the students with their parents.
- iii) Children get engaged in agricultural work on farms in October-November and March-April.
- iv) The season of marriages March-April, when the children along with villagers remain busy in marriages.

As the attendance comes down specially in these months, the daily attendance of these months was not included in calculations.

5.4 Retention

5.4.1 Retention is also one of the main objectives of the SKP. To keep watch on the rate of retention, a retention register is maintained by all day schools and PPs. When an SK School or PP starts in a village, over enthusiastic villagers and SKs get the children of age group 4 - 6 also admitted. Next year the SK understands its implication as when the enrolled child in grade I is not successful, it is realised that it was a negative point. Therefore, the retention is calculated from next year, when the system of SK day school get settled completely. In day schools it is calculated on the basis of the following formula.

$$\frac{\text{Number of grade V passed students who are admitted in grade I five years' back.}}{\text{Number of students admitted in grade I before 5 years.}} \times 100$$

But in PPs the retention is calculated applying the following formula:

$$\frac{\text{Total no. of students who passed grade V.}}{\text{Total number of students admitted before 3 years.}} \times 100$$

Adequate attention is given by SKs and other functionaries of SKP in this regard. A tentative calculation on the basis of SKSs report shows that about 73% SKP schools have the retention rate of about 65% while rest

show low rate of retention. If a student, leaves the village for any reason at the time of the calculation of retention, he is not counted among the drop outs. In the Prehar Pathshalas retention is low inspite of the best possible efforts.

5.4.2 Challenges

The following reasons have been detected for the low retention in PPs:

- i) Girls who fall victim to child marriage drop out before completing grade V.
- ii) Seasonal migration of family.
- iii) Distance of some PPs from the houses.

Inspite of all these constraints, efforts are being constantly made to improve the retention in PPs as well as in day schools.

5.5 Academic level of Achievement

5.5.1 It is an important indicator related to quality in the project. To ensure a satisfactory level of achievement following major steps have been taken in the year:

- i) Annual plan of teaching-learning prepared by Shiksha Karmi him/her self.
- ii) On the basis of annual plan, monthly revised plans with the learning points, activities and teaching aids for learning, practice and evaluation drawn by SKs in the two-day monthly meeting.
- iii) Emphasis given on practice and con-current evaluation.
- iv) Unit tests introduced this year. Under this activity students, proceed for further new unit only when they achieve the satisfactory level. If a student is found below the satisfactory level, then he/she has to be re-taught by SKs or by the peer group students. By this achievement level of the children has improved.
- v) Stress given on oral mathematics, practice for creative writing and for oral expression both in day schools as well as in PPs.
- vi) When an SKS, SS of NGO or an official from the RUs or SKB, visits a school, it is essential for him/her to test the academic level of learning and mention the same in their report with concrete suggestions for the improvement in the teaching methodology.
- vii) A new format of the quarterly RPM has been developed and introduced this year. In it school-wise review is recorded. The

data of academic level have been collected on the basis of school visits by SKS & SSs. Remedial actions were taken on the basis of the collected data.

- 5.5.2 Academic level of achievement, which is one of the objectives of the Project is related to the quality of the project. The achievement level is assessed in two areas. (1) Cognitive and (2) Non-cognitive areas.

The evaluation of the students in Hindi, Maths, Science and Social Science is made by Shiksha Karmi Sahyogis, Subject Specialists of NGO, and area incharge of RUs and SKB.

The average academic achievement of students in 89% day schools was found to be about 50% or above, while it was found 40% in PPs.

But a study of about 50 villages of district Bikaner and Dholpur revealed that the average academic achievement of students was about 40% to 60% in day schools, while in PPs it was about 30% to 40%.

One of the great evidence of good quality in academic standard of SK schools is that this year about 10 students have earned admission in Navodaya Vidyalayas. So far about 30 students have got admission in Navodaya Vidyalayas.

A base line study was conducted by DPEP in 10 districts. It was found that the academic level of the children of SKP schools in all the eight districts was better than that of the children of PS schools.

5.5.3 Challenges

The main challenges identified are :

- a) Problem of irregular students.
- b) Lack of proper attention for special support to slow-learners.
- c) Difficulties in transfer of learning and skills earned during training to class-room.
- d) Low academic standard of students in PPs.
- e) Lack of proper attention to practice and proper corrections in learning.
- f) Inadequate practice in hand writing.

In other areas the situation is very encouraging. In competitions of sports and games, the majority of winners were from SKP schools in each block.

Though the academic level is of satisfactory level, still it requires improvement in this regard especially in Prehar Pathshalas. A study on PPs is being conducted by the Indian Institute of Management, Ahmedabad. The suggestions of the report would be implemented seriously in the next Phase III of the project.

5.5.4 The data related to enrolment, daily attendance retention and academic standard of students as emerged from QRPMs are appended (Annex-5).

5.5.5 **Proposal for future**

Non performing SKs, who fail to improve the enrolment of girls, daily attendance, retention and academic level of achievement, will be screened even at the cost of further expansion of the project. As such the year 1998-99 would be marked only for quality improvement with unavoidable expansion. The desired target of Phase III may be postponed for the latter part of the period.

SHIKSHA KARMIS

6.1 Shiksha Karmi (SK) is an important resource in the SKP. He/she is a local youth and a volunteer worker. After identification, a person has to pass through the following stages before he/she is finally engaged for the work of SK.

- a) Selection for initial training.
- b) Initial training for 37/50 days.
- c) Final selection for the work of Shiksha Karmis.

6.2 Selection of Shiksha Karmis

Though there is a set procedure for the selection of SKs, yet it is flexible in the sense that it is improved upon as and when problems and difficulties are faced. In the year 1997-98 for the target of 600 schools, 1200 SKs were required. About 300 SKs were required as additional ones in those schools, where students' number exceeded teacher pupil ratio. To achieve the target of selecting 1500 SKs 1908 villages were visited out of which 892 villages were found according to the norms of SKP which includes 95 villages having dysfunctional schools and 797 villages were without any school. 1888 persons including 103 women were initially identified for training; 1553 SKs were imparted training out of whom 1262 SKs were finally selected to become Shiksha Karmis. The rate of final selection was about 85% while it was 48.42% last year. It was because of the change in the process of selection.

6.3 The number of SKs on March, 1998 was as under:

No. of SKs on June, 96			No. of SKs on March 97			No. of SKs on March 98			Increase in number		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2257	257	2514	4342	481	4823	5390	695	6085	1048	214	1262

6.4 In 1997-98, 214 women Shiksha Karmis were engaged, against 1048 males. Thus only 20% additional women SKs were engaged. Increase in the number of women SKs: In March, 97 the number of women Shiksha Karmis was 481, that was 10.5% of the total 4823 SKs. The number of women Shiksha Karmis has increased to 695 out of 6085 SKs. This comes to 11.42% of total SKs. In the Phase II document it was envisaged that women SKs would be 25% but it is only 11.42%, though the number of women Shiksha Karmis increased from 257 at the end of Phase I i.e. in

June 30, 1994 to 695 in March 1998. It shows that the number of women SKs has increased by 2.7 times after Phase I.

The category-wise number of 5256 SKs was as follows:

No. with percentage			Total of deprived classes
SC	ST	OBC	
687	1486	1349	3522 (57.88%)

Thus the number of educationally and economically backward class Shiksha Karmis was 57.88%.

6.5 The qualification-wise number of SKs was as under :

Qualification	Number of SKs	%age
Primary	192	3.6
Upper Primary	2088	39.73
Secondary	1199	22.80
Hr.Sec./Sr.Sec.	1399	26.60
B.A. & M.A.	378	7.27

The table shows that 43.33% SKs have the qualification of class V to class VIII. Class V SKs are only 3.6%, these are women. Secondary and Sr. Secondary are 49.40% and graduates and post graduates are 7.27%. Thus the qualification of 43% SKs are below secondary, while 57% have secondary and above, which is also the qualification of government teachers. The SKP provides facilities and incentives to less qualified SKs to improve upon their educational qualifications.

6.6 Motivational and Welfare Activities

For retaining efficient and dedicated manpower and keeping their morale high, provisions of motivational and welfare activities have been made. But on the other hand these activities may, not fulfil the arouse expectations of the SKs, SKSs & MTs. beyond limits and induce them to take up confrontational attitudes, a system of regular dialogue between SKs and administration is made operative through Vichar Manch - a platform where all the functionaries meet time to time, interact for welfare decisions and also for quality improvement.

6.6.1 Motivational Activities

A number of provisions have also been made for the career improvement for SKs.

(i) Re-imbusement of expenditure incurred on further study

There is a provision for reimbursement of 90% cost of text books purchased by an SK for higher studies. Like wise reimbursement of 90% of the fees paid by an SK for taking up correspondance courses of the Board of Secondary Education, Rajasthan, is also made. These provisions have shown a positive impact on the morale of the SKs.

(ii) Examination Leave on full Honorarium

That an SK may feel motivated to raise his/her qualifications at least upto class X, provision has been made to sanction leave for examination on full honorarium. This is in addition to the provision of treating them on duty for the period they attend coaching classes.

(iii) Increase in Honorarium

It was realised at the meeting of the Executive Council last year that the honorarium of SKs/Mahila Sahayogi should be increased in view of the rising price index. Accordingly the following increase in honorarium was made effective:

Shiksha Karmi	from Rs. 1350	to	Rs. 1800
Mahila Sahayogi (MS)	from Rs. 200	to	Rs. 250
Mahila Sahayogi (PP)	from Rs. 150	to	Rs. 200

(iv) Honours to SKs

The Executive Council directed that 2, 3 and 5 SKs from block, region and state respectively should be honoured for the meritorious services rendered by them. It was assumed that this incentive would send positive signals for better performance at the level of SKs.

A provision of disincentive for poor performance has also been made. Under it the SKs who show poor performance face difficulty to continuing as a SK.

(v) Career Opportunities

That after becoming an SK, he/she may not feel that it is the climax of career, provisions have been made for them to get promotion type opportunities. Under this scheme, talented SKs showing

quality achievements are given opportunity to be selected as SKSs, MTs and Coordinators (Vichar Manch). During the period March 97 - March 98, those who were selected as MTs were 50, as SKSs 10, and as coordinators Vichar Manch 2.

(vi) **Protsahan Rashi (Incentive Money)**

To boost the morale of SKs and encourage them for quality work, a provision of Rs. 50 per month after 3 years, again Rs. 50 per month after 4th year and Rs. 100 per month after fifth, sixth and seventh year has been made. There also set norms to qualify the incentive money. The main points of the norms are:

- (i) Total enrolment 80% in which girls enrolment should be 75%.
- (ii) Daily attendance in day school & PP - 85%.
- (iii) Retention in DS and PPs - 65%.
- (iv) Academic level of students in DS & PP - 50%.
- (v) Participation in training and two days meetings - 90%.
- (vi) Master level competencies in content as well as in methodology to teach grade 1 to 5.
- (vii) Prestige in the village and
- (viii) Work and behaviour of the SK.

There is an inbuilt system in the project to evaluate on all these indicators. About 70% SKs have been qualified for the incentive money. The evaluation of the whole year is counted for this purpose.

(vii) **Sr. Shiksha Karmis**

If an SK has the qualification of secondary, he/she is promoted after 8 years and if he/she has the qualification below secondary, then only after 10 years. The rate of promotion is about 30% only. The basic criterion for promotion has been satisfactory work of SK, which is quantified.

After eight years' satisfactory performance as an SK, his/her work is evaluated and if found according to the norms as laid down for incentive money, he/she is promoted to the post of Sr. Shiksha Karmi. A committee has been constituted for this purpose. When an SK is promoted to Sr. SKs, post he/she gets the honorarium equivalent to that of a government teacher. Uptil now 69 SKs have been promoted as Sr. SKs. The SKs, will be eligible for promotion to the post of Sr. SKs, as tabulated below (if found otherwise suitable):

Year	No. of SKs who will be eligible for promotion to Sr. SK's post
1998-1999	1233
1999-2000	1118
2000-2001	1701
2001-2002	2334
2002-2003	2334
2003-2004	3157
2004-2005	3937
2005-2006	4973

6.6.2 Welfare Activities for SKs

(i) Medical facilities

There is a provision to reimburse expenditure incurred on the treatment of hospitalised SK or his/her dependent member in the family. This facility has been liberalised further last year. If treatment is taken outside the state but in India subject to hospitalisation, the reimbursement of expenditure is made. The total re-imburement made during the year was of Rs. 1,14,783.00.

(ii) Festival Gift Money

That SK may celebrate festivals with joy, he/she is given gift money at the rate of 450/- and 350/- on two festivals in a year.

(iii) Shiksha Karmi Kalyan Kosh

It has now been decided by the Executive Council to start a Shiksha Karmi benevolent fund namely 'Shiksha Karmi Kalyan Kosh'. A committee to give effect to this scheme has been constituted to work out details of assistance which will be provided for:

- Financial assistance to the dependents of SKs/Sr.SKs in case of death while in volunteer-service.
- Financial assistance in case of complete disability, loss of both upper & lower limbs, loss of one leg, one hand, or an eye, complete loss of all fingers.
- Financial assistance to encourage the wards of SKs/Sr.SKs securing position in the merit list of Board of Sec. Education Rajasthan.
- Scholarship to the wards of SKs/Sr.SKs to take their professional education of graduation in the faculty of Engineering, Medical & Ayurved, Post Graduation in Business Administration and Chartered Accountant.
- In case of serious illness and prolonged disease, hospitalization of SKs/Sr. SKs.

f) Assistance with the consent of Chairman Executive Council in any other matters related to SKs/Sr.SKs, if recommended by the committee.

(iv) Study Tours for SKs

Assuming that study tours help in the learning attitude and enrich the knowledge of SKs, the provision for study tours has been made. Sanctions are given only to 1/3 of those Panchayat Samities which have completed 3 years in SK activities. The number of study tours increased to almost double this year, as the following data show:

Session	No. of eligible PS	Sanction issued to PS	No. of beneficiaries (SKs)	Amount sanctioned
1996-97	72	23	458	4,99,425
1997-98	127	42		7,67,000

Difficulties faced

- * The prescribed amount for a tour is now not sufficient in view of the rising price index.
- * Proposals are received late, therefore this year only 12 blocks could undertake the tours.
- * Essays are not received in time.

6.7. Efforts for improvement in competence of SKs

In addition to the training camps organised for SKs, other measures to improve the quality of teaching were also taken.

- (i) Self learning material through Shiksha Karmi Patrika: In the bi-monthly magazine 'Shiksha Karmi Patrika' articles related to difficulties in teaching different subjects were got written and published in the magazine, 35 such articles were published during the year including 8 each on Hindi and Maths, 4 each on Science, Social Science and English and 7 on gender sensitivity. They were in addition to reading material including songs, puzzles, games etc.
- (ii) In two-day meetings, SKs write teaching points in their exercise books.
- (iii) Remedial programmes were organised for those SKs who were weak in any subject.
- (iv) Training modules for SKs were reviewed and revised to make them more need-based.

- (v) Towards making the T.L. process more joyful for learners a separate class room for class I students was constructed in each SK school, so that they find the school environment homely.
- (vi) To make the teaching more effective, ten-day workshops on TL material preparation were organised.

6.8 Court Cases

Shiksha Karmi Project is unique in respect of its working-culture and norms which are different from those in other departments in the state. Likewise the guiding factors are flexible and transparent enough to justify the needs of the community. Despite of all the precautionary measures like training, evaluation, continuous support, monitoring and follow up, a few Shiksha Karmis are found lithargic to accomplish the job. Sincere efforts are made to orient them to work according to the norms. Sufficient chances following the principle of natural justice are given to the defaulter SK, but if at all the result is nought then the SKB has no alternative but to withdraw the permission granted to the concerned S.K. to render his/her services any more. Agrieved by this, some of the SKs approach the courts though most of the writ petitions have so far been decided in favour of S.K.P.

At present 17 cases are pending in various courts.

6.9 Challenges

- * The number of female SKs has not increased considerably because of the non-availability of even class V passed women at local level at some places.
- * In some blocks of desert and tribal belts, the villages are scattered among hamlets over radius of 5 to 8 kms. This compels for making the selection of a person, from out side the catchment areas.
- * Sometimes factual position of a village is not accurately ascertained because of the deceitful roles of influential persons .
- * Some times BDOs do not inform the concerned villagers as expected regarding selection and selection dates and consequently the teams return with no results.
- * The selection is based on process. Therefore the selection is made on objective criteria. This sometimes hurts the vested interests of influencial persons who complain against the selection as the candidate is not selected according to their choice.
- * Some SKs are reluctant to work in PPs.
- * Some SKs, especially women, are still weak in content and process.

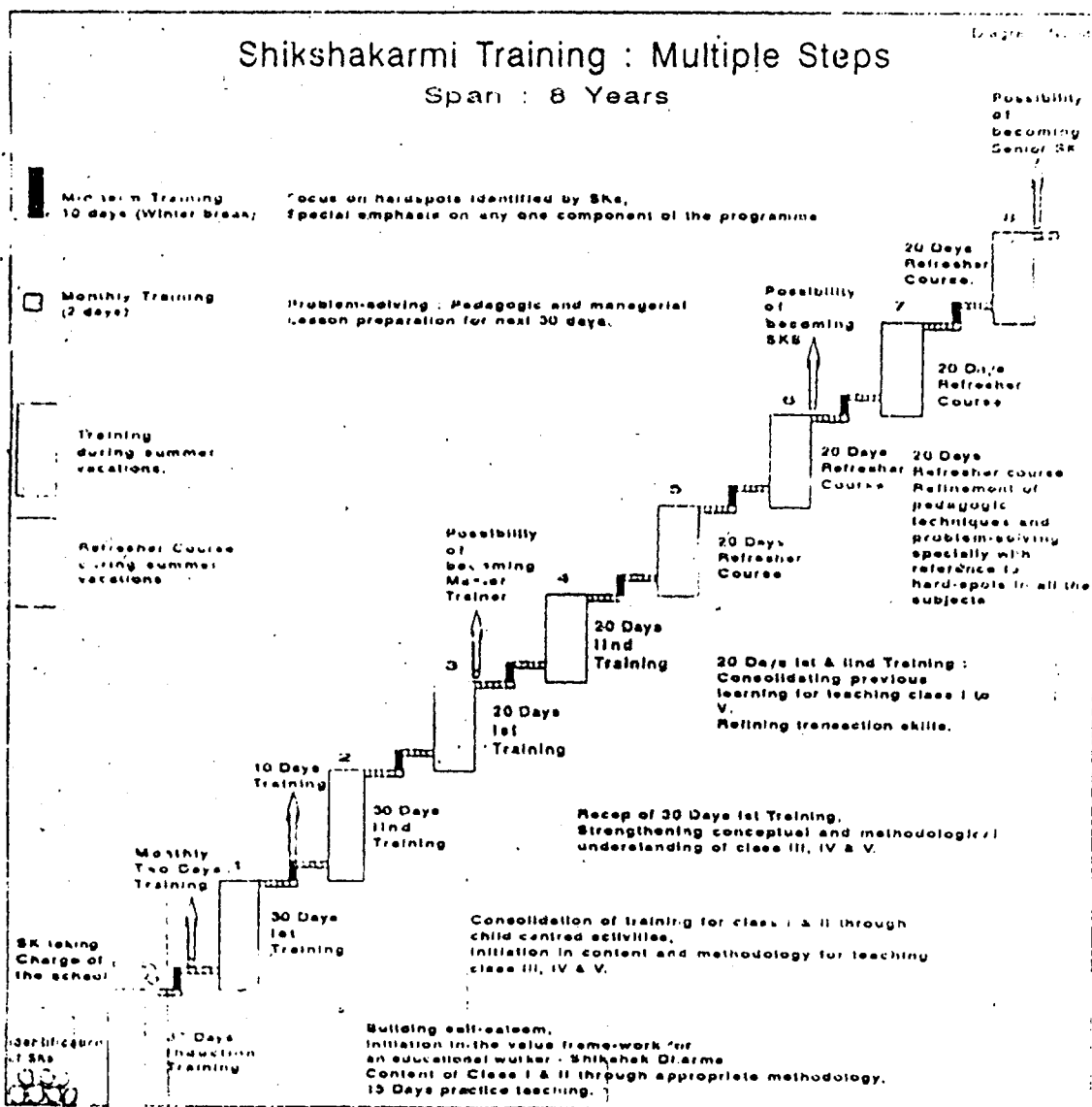
- * Some SKs do not follow the methodology learnt during training in actual class-room situations.
- * A rough estimate on the basis informations collected from SKs is that about 5% SKs are weak in content and methodology, 2% are inactive and about 30% SKs are reluctant to run PPs effectively.
- * Some SKs are found reluctant to participate in trainings.

6.10 Measures to make selection procedure more transparency, SKs more effective

- * After review of the whole process of selection of villages and SKs, some new "Nazri Naksha" criteria for selection, test of candidates who are in catchment area etc. were introduced this year.
- * That the villagers may know about the visit of selection team, the traditional system of informing the villagers was adopted under which a person of the village informs the villagers in the evening with loud voice audible to all villagers. It is called "Dunde Pitwana" in local dialect.
- * For making the transparency in selection, answer scripts were shown to the candidates for verification of marks they had obtained.
- * To minimise the difficulties at SKB level, a meeting of the representatives of all functionaries of SKP was held on 2nd March 98 under the chairmanship of Director Adult and Continuing Education and it was decided that local sarpanchas also be included in the selection team.
- * MLAs and Zila Pramukhs were also informed about the selection programmes to get their cooperation and support.
- * To avoid the weakness of SKs in content and process a continuous evaluation system in each training has been introduced in the system.
- * Actions for removal from the work of SK were taken against those who were found in criminal offences or were found very lithargic, inactive and reluctant to work according to the culture of SKP.
- * Some of SKs have been warned for not acting according to the culture of SKP.
- * Weak women SKs are being admitted in MPKs to improve their competence in content.

TRAINING

7.1 Training component in SKP is very crucial. The initial qualification of an identified SK is grade V in case of a woman and grade VIII in case of a man. The training modules have been shaped accordingly. There is 37/50 days initial training followed by 10 days in winter break and 30 days in summer vacations each year. There are 4 multiple steps in Shiksha Karmi trainings. The steps are shown in the following diagram:



- 7.2 The trainings are residential and participative as these aspects facilitate intensive interaction between SKs and resource persons. The trainings are need based. The needs are analysed on the basis of the performance of SKs in the previous training, work done in their schools and test results. The Sr. SKs are seen as partners in training.
- 7.3 The training methodology is basically based on innovative activities and discussions, self learning and co-learning, creative and joyful. Training culture is based on, participatory approach, positive acceptance, respect for SKs, self discipline, gender equity, social equity, educational justice, punctuality, flexibility and role model of master trainers. Active learning is the par. of trainings. This is done through group singing, book reading, group-discussions, environment related activities, learning material development and active teaching.
- 7.4 Special arrangements are made for women trainees and for care of small babies of women SKs at the training. Efforts are made to weave in the gender perspective in various sessions and women SKs are encouraged to share their experiences. Despite of all this, the effect of training in gender equity is not very much visible in the class rooms, much more requires to be done. The gender stereotyping in sports and day to day activities of schools is still persisting. In the next years, a greater attention needs to be paid to eliminate the gender divide in the class-room arrangement and transaction of instructional activities to make girl child an active participant in education.
- The initial and continuous training camps held in the year are summarised as follows:

7.5 Training of SKs

(i) 37 day induction training camps

During August 97 - March 98, as many as 38 training camps of the duration of 37 days each were organised benefitting 1553 participants.

(ii) In addition to the above induction training camps, the following continuous improved training camps were organised for SKs.

S. No.	Type of Camps	No. of Camps	No. of beneficiaries
1	Summer vacation camps (30 days I, II and 20 days I, II)	166	4785
2.	Deepawali vacation camps	95	3383
3.	Winter vacation camps	26	924
4	UPS SKs camps (13 days duration in Sanskrit and English languages)	1	25

(iii) Feed back is received from the concerned institutions after the completion of training. Following main changes have taken place in the training of SKs:

- Training in preparing the teaching aids with the help of students.
- 50 SKs were trained as MTs in language, Maths, science and social science.
- Pre-test and post tests in trainings introduced to see the impact of the training.
- Demonstration lessons by MTs were arranged in the training camps.

7.6 Challenges

Still there are many challenges for the training of SKs. They include:

- The competencies of SKs in content and process is assessed only in induction training and not in other trainings. Therefore, there is no check up for weak SKs.
- The training of old SKs have become routinized.
- The training modules have, no doubt, been revised before training but the 37 days induction modules want thorough revision.
- Venues of training camps are not fixed. Difficulties in managing facilities at new venues are, as such, experienced.
- It becomes difficult to keep the MTs who are government employees at the camps for 37 days' long duration.
- Local SKs trainees, in a number of cases, try to escape night stay on one pretext or another.
- SKs are reluctant, and have no interest in participating morning exercises and evening games.
- In some of the training camps 'core meetings' were not successful.

- * Many MTs were of non-service cadre. In some cases they were found with unsatisfactory competence in methodology and delivery system and lacking in teaching experience.
- * Shortage of MTs, especially in summer vacation camps is experienced.
- * Weak SKs join improved trainings without developing the requisite competence.
- * Some SKs remain absent from trainings.

7.7 Measures for Improvement of the Training Components

- * Efforts will be made that in each block the venues for training camps are fixed.
- * In addition to non-service MTs and those drawn from government employees, meritorious SKs may be deputed to work as MTs.
- * Emphasis will be given for identification of MTs from amongst the teachers of primary education.
- * Local MTs and SKs will not be invited to the induction training camp. An assessment system organised in the same P.S. area will follow training camps.
- * The performance and behaviour will be observed/evaluated on daily basis and rating given accordingly.
- * Training schedule will be communicated to the participants at least fortnight before.
- * School-mapping and microplanning, school management, Preh Pathshala and other component are to be incorporated in the 37 day training. The duration may be extended.
- * Acquaint the SKs in solving the questions of text books.
- * Training in preparing and use of teaching aids.
- * Stress on self learning and self reading.
- * All the training modules to be re-examined and necessary amendments made in modules.
- * Advanced training module to be developed for Sr. SKs.
- * A system of evaluation of the performance of trainees during different trainings has been developed for implementation.

7.8 Master Trainers

7.8.1 Selection

- (1) Selection of MTs from amongst the Govt. teachers and non govt. teachers.

Every year selection of MTs has to be made for mainly two reasons; (i) to fill in the gap created by drop out of existing MTs and (ii) to meet the requirement in view of the expansion of training needs.

Through advertisement in the daily newspapers applications for MTs are invited teachers were initially selected as MTs after interviews, based on the spot activities of the Project. This year selections were made for both non-service cadre MTs, and in-service cadre-MTs. The details are as under.

S. No	Selecting Body	Cadre	No. of Selected MTs				
			Hindi	Maths	Science	S.Science	Total
1.	SK Board	Non-service	131	98	100	-	329
2.	Banvasi K.P. Udaipur	""	16	10	24	-	74
	Total		147	108	124	24	403
3.	SIERT, Udaipur	In-service	24	9	8	19	60
4.	DIET Jodhpur	""	15	10	7	16	48
5.	Urmul Bajju	""	35	35	30	38	138
	Total		74	54	45	73	246
	G.Total		291	162	169	97	649

- (2) Selection of MTs from amongst Shiksha Karmis

It is a felt need of the SKP, especially in the situations where non-service or government service cadre MTs are not willing to work for 37 days with SKs. The competent SKs are given opportunity of working as MTs. They have the advantageous position, that they possess practical experience of the field and know-how of various techniques used in SK schools.

By organising one-day orientation workshop followed by interviews 50 SKs were selected by Shiksha Karmi Board and Sandhan as MTs from the 108 SK candidates as under:

S. No.	Venue of Selection Training	Subject	No. of selected SKs as MTs
1.	Gramin V.P. Nagaur	Hindi	15
2.	DIET, Bharatpur	Maths	14
3.	DIET Jodhpur	Social Science	13
4.	DIET Vazirpur	Science	8
	Total		50

Thus, in all 699 MTs including 236 MTs in Hindi, 176 MTs in Maths, 182 MTs in Science and 105 MTs in Social Science were initially selected against the target of 600 MTs.

DIET Bharatpur, DRU Kota and SIERT Udaipur also organised selection camps after advertising the posts. Selection of 8 MTs for UPSs was made by SIERT Udaipur in December 97-January 98: They included 6 in Sanskrit and 2 in English subject.

7.8.2 Training of MTs

In November 97 three-day introductory training camps were organised in which 91 MTs participated. For non-service MTs, 3 camps were organised in all the four subjects. The number of successful MTs was 61, though 94 candidates participated. For in-service cadre MTs, 12 days training camps were organised. 295 participated out of whom 246 were found successful MTs.

The training of MTs is of two kinds

- i) 12 days training for the teachers.
- ii) 26 days training for non-teachers.

In 1997-98 the following training-cum-selection camps for MTs were organised.

S.N.	Institution	Cadre	Days	No. of finally selected MTs subjectwise				
				Hindi	Maths	Science	Soc. Science	Total
1.	Sandhan	SKs	10 days (April-May 97)	41	35	-	53	129
		SKs	10 days (July-Aug. 97)	15	14	13	8	50
		Non-service	26 days (Aug.-Sept 97)	26	15	20	-	61
2.	SIERT Udaipur	In-service	12 days (Nov. 97)	24	9	8	19	60
3.	Vanvasi Kaiyan Parishad, Udaipur	Non-service	26 days (Jan.-Feb. 97)	-	-	5	7	12
4.	DIET, Jodhpur	In-service	12 days (Nov.-Dec. 97)	15	10	7	16	48
	Grand Total			121	83	53	103	360

Thus new addition in MTs was 342 this year. Since inception and after screening of MTs the updated number of MTs is as follows:

Period	Type of MTs	No. of MTs				
		Hindi	Maths	Science	Social Science	Total
After pre-screening of 1996-97	In-service	106	92	81	91	372
	Non-service	15	9	17	25	66
During 1997-98	In-service /returned	39	19	15	35	108
	Non-service	26	15	25	7	73
	SKSs	41	35	-	53	129
	SKs	15	14	8	13	50
Total		244	184	146	224	798

7.8.3 Corrective Measures taken

1. For region-wise pooling of MTs, selections were made accordingly, by resource units.
2. MTs who were dormant and found working against the philosophy of SKP, were sorted out and their assignment was discontinued.
3. Talented SKs were given opportunity to emerge out as MTs.
4. SKSs were imparted MTs training, so that they could become effective MTs as well as SKS.

7.8.4 Challenges

1. Though functional autonomy was given to pool MTs at regional level but the regional units did not follow the calendar prescribed by themselves.
2. Some MTs were not allowed to join camps by Headmasters.
3. MTs in Maths are not readily available.
4. Block-wise MTs could not be recruited.

7.8.5 Proposals for next year

1. Need based changes in modules of area concerned will take place in a workshop, proposed to be held in SKB.
2. MTs of one area be exchanged to other areas for interaction and to learn innovative ideas.
3. Frequency of MTs and their performance be taken on record to adjudge their continuity.
4. Block wise availability of MTs in four subjects will be ensured, double the number of MTs will be selected.
5. Special efforts will be made for selection of MTs from amongst the primary school teachers, Shiksha Karmis and retired persons.
6. A component of communication skills will be introduced in the training module.

Mahila Prashikshan Kendra (MPK)

8.1 Growth

During the year four more MPKs became operative with the help of NGOs to provide educational facilities to eligible women from SK villages so that after training they may serve as SKs in the respective villages. The new MPKs added were:

(1)	Gandhi Shiksha Samiti, Gulabpur (Chilwara)	15.8.97
(2)	Bhartiya Rawat Mahasabha, Raipur (Pali)	15.8.97
(3)	Sh. Brij Bal Niketan Shikshan Samiti, Malpura (Tonk)	1.2.98
(4)	Bhartiya Rawat Mahasabha, Brar (Raj Samand)	1.2.98

The number of MPKs has thus risen from 9 to 13.

8.2 Enrolment of women in MPKs

Enrolment in an MPK ranges from 10 to 40. The total enrolment in these 13 MPKs has now risen to 349 against 236 of the previous year.

Selection of trainees for these MPKs has to be made over and above the required number as the experiences say that only 60% of the selected ones turn out. Between April 97 and March 98, the selection of 225 trainees was made for both new and existing MPKs.

8.3 Selection and Training of Trainers

Selection of one warden and four subject trainers for each new MPK is made before starting an MPK. The selections are made by the committee consisting of representative of SKB, of respective NGO and local reputed person.

Newly selected wardens and trainers are imparted pre-job orientation while the working trainers are given 10 day refresher and remedial training after every three months' gap. Three such courses were organised during the year. They were as follows:

(1)	26th June - 5th July 97	-	55 participants
(2)	4 - 13 November 97	-	50 participants
(3)	1 - 10 March 98	-	65 participants

8.4 Monitoring and Supervision

Regular supervision is ensured to support, promote and strengthen the academic and environmental conditions of MPKs. It includes:

- * visits by officers of SKB and IDS.
- * discussions with trainers for solution of problems
- * regular monthly reports
- * meeting of NGOs to discuss problems to find out solutions.

8.5 Curriculum Development

Creative and productive activities form the part of the curriculum. The socially useful and productive activities included are :

- * Gardening and use of implements
- * Toy making (paper mache, cardboard, clay)
- * Drawing and painting.
- * Tailoring (simple stitches, maintenance of sewing machine)
- * Weaving of Durri-pattis.

Trainees are to opt any of the two activities. An amount of Rs. 30/- p.a. is provided for raw material. The trainers get training in these activities in 10 day training camps.

8.6 Creche Facilities

Since many of the trainees bring their babies with them to MPK, the creche facilities are provided in each MPK. The children are looked after by an ayah (nurse). The creche is equipped with cradles, toys, pictures, educational games etc. The number of children in these MPKs has now risen to 140 from 88 last year. The number of children in a creche ranges from 2 to 20.

8.7 Measures taken for strengthening/improving the quality of MPKs

- (1) Last year honorarium of wardens and trainers was raised from Rs. 2800/- p.m. to 3500/- p.m. which is equivalent to that of a teacher in primary school.
- (2) An increase of Rs. 150/- p.m. in the honorarium of other staff was affected.
- (3) Stipend money for the trainees was raised from Rs. 150/- to Rs. 500/- p.m.
- (4) Two bicycles are provided for each MPK. Women learn cycling during their stay in the MPK.
- (5) The decision of the Executive Committee to pay rent of the building of MPK as per the assessment by the PWD was implemented. This has facilitated MPKs to have better building facilities.
- (6) Evaluation system in MPK has been strengthened to ensure competencies.

8.8 Output

By March, 1997, as many as 207 trainees after completion of training were absorbed as Mahila SKs. This year 102 women trainees from the MPKs attended 37 days' training camps. Out of them 93 have passed, 90 have even started work on the job. In this way the total product of the MPKs in the form of MSKs has risen to 297. In the next few months about 100 more women trainees are likely to become MSKs.

School Mapping and Micro Planning

9.1 School mapping is a strong and tested instrument which helps in mobilising the villagers for the cause of UPE. It is a sort of process under which the children in the age group 6-14 are identified with details of each one. The information regarding school going and out of school children is thus collected. The "Nazri Naksha" of a village is prepared with details of each house and the children therein. It also helps in the formation of VEC. It facilitates the members of VEC to help enrolling out of school children and chase them for retention till they pass class V.

9.2 Micro-planning is the next step of school-mapping. Through it, enrolment, retention, daily attendance and academic achievement of each child are monitored with the active participation of community.

For the last two years the school mapping and micro planning activities have been conducted by the SKP in close collaboration with government functionaries. Consequently in each village a VEC exists and works, survey registers maintained and updated, "Nazri Naksha" with details of catchment areas, prepared and updated. The impact of these activities is witnessed on the improvement in enrolment, attendance, retention and academic achievement of students in the SKP villages.

9.3 Community Involvement

One special feature of the SKP is that a Village Education Committee is constituted in each SK village. The VEC consists of 11 to 15 members representing all castes and classes of community including minority/deprived sections and women. Mohallas/Mazras and wards are equally represented in a VEC. In the formation of a VEC, the SK plays the role in identifying members through discussions, meetings and getting affirmation for them from the Gram Sabha. That members of VEC can perform effective roles, they are imparted 2 day training in conducting survey of children in the age group 0-14, sharing responsibilities of enrolling and retaining children, maintaining and improving school environment etc.

The number of active VECs in March 97 was 1065. It has now risen to 2137.

The number of the members of these VECs by sex and category is as tabulated below:

S. No.	Category	VEC members by Sex and Category			
		Total	Female	Total	Female
1.	SC	1706	590	2560	885
2.	ST	4853	1306	7481	1959
3.	OBC	3014	960	4547	1440
4.	Others	3067	955	5329	2389
	Total	12640	3811	19917	6673

The table shows that 30.15% of the members in the VECs were female last year. The percent of female members has now increased to 33.5.

9.4 Shiksha Karmi of the village acts as member secretary of the VEC. He/she plays significant role to ensure that a VEC holds regular quarterly meetings.

9.5 Training to all the members of VECs is necessary to ensure that they are active and perform the expected roles. At least 4 members including 2 females from each of the existing VECs have been trained. Yet a number of members of the existing VECs and of new ones are to be imparted training to ensure their favourable and constructive attitudes, aptitudes and interests.

9.6 Desired community involvement and participation

It is a significant feature of the project. The community has owned the school and participated in the following ways:-

- i) They contribute in cash and kind to fulfil the requirement of the schools & PPs. This year according to information from SKs an amount of about Rs. 3,87,452 was contributed in cash and about more than Rs. 5 lacs worth of equipment, land for play ground, additional rooms.
- ii) They help in increasing the enrolment and daily attendance of the students for this they participate in the enrolment drives (Praveshottsav) with full zeal
- iii) They keep an eye on the functioning of schools & PPs and inform the authorities at block or Board level if any thing that is against the culture & norms of SKP happens.
- iv) They participate also in survey and preparing 'Nazari-Naksha' and summary of survey.

9.7 A separate study on community participation has been made by Institute of Development Studies, Jaipur in 1997. The main findings of the study are as follow:

- (i) The programme elicits the participation of the community at various stages of implementation as well in the day to day functioning of the school. Some of the areas of support are during selection of SKs initial survey of children, enrolment & attendance, improving school facilities, participation in school functions & assessing the progress of children.
- (ii) There is a Village Education Committee (VEC) for each SK-school with 11-15 members, representing all castes, classes, minority groups, deprived sections and women.
- (iii) Responsibilities of members of VECs
The members of VECs shoulder the responsibility of ensuring all children in the age group of 6-14 years enrolled in the school & complete five years of schooling, supporting the SK during survey activity, ensuring distribution of T/L materials, identifying physical infrastructural needs of the school, providing space for PP, monitoring the working of the SKP school, motivating parents to send children to school & informing other community members about the school activities, and increasing peoples' participation in school activities.
- (iv) The training of members of VECs is organised at the block level either by the Panchayat Samiti or the NGO. This training has helped members to understand the aim and objectives of SKP and their role vis-a-vis the SKP school.
- (v) The SKP has laid special emphasis on increasing girls participation in education and has evolved various mechanisms for encouraging girls education and reducing the gender gap.
- (vi) The community involvement in most cases has encouraged school level activities.
- (vii) People were unanimous in articulating that the SKP school functioned regularly and that the children had benefitted from the school.

- (viii) The SKP experience demonstrates that people involvement is most useful in improving the school environment & facilities.
- (ix) The role of VEC in eliciting community involvement has also been positive.
- (x) "An overall finding was that whenever the family realised some clear benefits from sending the child to school, they ensured that the child continued to study. The community clearly valued reading, writing and mathematical skills and any visible demonstration of these skills by their children elicited their respect for the teacher and the school."

Thus the community involvement and its participation in various activities of SKP is a unique achievement. It is now disseminating in villages outside the project area. It is a sort of great success of this project in this regard.

9.8 Difficulties Experienced

1. All of the invited ones do not turn up to benefit from the training programmes organised for VEC members.
2. At some places local politics influence VEC members and in such cases they serve as hinderances rather than help to school development.
3. VECs as expected try to see that SK teachers attend schools regularly and punctually. Sometimes this causes confrontation between the two. This leads SK (member-secretary) to stand as hinderance to the quarterly meetings of VEC.
4. SKSs/SSs are supposed to attend VEC meetings but at places they fail to do so resulting in the communication gap between the two.

9.9 Proposals for making VECs more effective

1. Training of VEC members needs to be enriched with techniques, strategies which may encourage the trainees to own and support the respective schools.
2. Proper weightage needs to be given to the feelings of VEC members at Panchayat and Panchayat Samiti levels.
3. It must be made obligatory for SKS/SS to participate in Gram Sabha meetings.
4. Certain value based inputs must be included in SKs' day to day performance to have the impact on inculcation of good habits among students. This sort of change in behaviour of students will impress VEC members leading them to change their attitude in favour of schools.
5. Honouring the most effective VEC members may motivate them to play active role.
6. A member of the family of the SK should not be selected as a member of VEC.

SK Day School and Aangan Pathshalas

10.1 An SK day school is either a taken over dysfunctional government primary school in a Project Block or a newly opened school in the village where primary education facility of any kind is not available. The curriculum and courses of study are the same as in any government primary school, but the difference between a SK day school and a government school can be marked in many aspects viz. teacher, personality of school, planning and management, teaching learning process, community involvement, supervision etc.

10.2 Salient Features of Day School

- * Neat and clean building and campus.
- * TL material and equipments in working order.
- * Effective prayer assembly followed by discourses on important current topics, local and national events, general knowledge, story telling & other activities etc.
- * Regular checking of cleanliness of clothes and physique of students.
- * Regular monitoring of absentees.
- * Multigrade teaching in prescribed manner.
- * Regular dictation in language and its checking.
- * Joyful teaching-learning activities.
- * Regular games, sports and physical exercises.
- * Properly maintained records.
- * Recognisable community cooperation and involvement.

10.3 The SK schools are located in the educationally and economically backward areas of the state. The dispersal of SKP schools are as follows:

S. No.	Area	Total No. of blocks	Block under project	Total no. of SKP schools	%age of SKP schools
1.	Daang	20	18	335	12.90
2.	Mewat	10	3	23	0.90
3.	Tribal	23	20	448	17.23
4.	Maru (Desert area)	78	45	766	29.45
5.	Maidani (Plain area)	106	54	1028	39.50
	Total	237	140	2600	100.00

The 'Dang' is related to Chambal area and called 'Dacoit belt'. Mewat area is inhabited with minority caste (Muslims), Tribal area is populated with Schedule Tribes. Maru (desert) area is qualified with sparse population. This area is comparatively very backward and poor. Maidan area is comparatively advance area, but some belts of this area is also having the same situation as found in other backward area. It is under consideration that first of all SKP should expand its activities in first four areas and after that in 'Maidani' areas.

10.4 Un-economic Schools

As per the norms for plain area the minimum number of students should be 35 while in tribal and desert area a school should have at least 25 students. But it was detected that some schools were falling short of the norms. The details of such schools are as follows:

Enrolment Blow 35 Area -wise

Area	Taken Over Schools			V.V.			
	11-20	21-35	Total	11-20	21-35	Total	G.Total
Dang	1	5	6	-	3	3	9
Desert	1	17	18	-	17	17	35
Tribal	-	7	7	-	3	3	10
Mewat	-	-	-	-	-	-	-
Plain	3	29	32	2	34	36	68
Total	5	58	63	2	57	59	122

Thus 54 schools are having 11-25 students in dang, desert and tribal and 68 schools with 11 to 34 students in plains on roll. It has been decided that the schools having the students less than 35 in plains and 25 in tribal and desert area should be converted into single teacher SK school and if the number of students in a school is less than 10, then it should be closed down. Thus 122 schools may be converted into single SK school.

10.5 Class-wise students in SKP Day Schools

The class-wise students in Day Schools are as follows:

Class	Boys	Girls	Total
I	40906	30121	71027
II	24816	14005	38821
III	18797	8449	27246
IV	13739	4995	18734
V	11416	3481	14897
Total	109674	61051	170725

The above table shows that the transfer rate from grade I to II is about 67%. It is a matter of concern. The discussions with SKs revealed that the students in first year remain weak in their studies, therefore, they are repeaters of grade I. The number of girls is higher in this aspect.

10.6 Excursion Tours for Class V students

To make learning interesting and that students may be retained upto class V, a provision of 3 day excursion has been made. Students like them as they get pleasure. This can be read in the brightness in their eyes. This year sanctions were issued to 49 blocks for students' excursion and an amount Rs. 5,49,400 was incurred on these excursions. By these excursion about 7156 students of 1067 schools have been benefitted. After excursion the students are supposed to write an eassy on the experiences. Five best eassys are forwarded to SKB, which selects 11 for awards.

10.7 Upper Primary Schools

10.7.1 Progress

In 1995-96, 8 SKP primary schools were upgraded to Upper Primary Schools (UPSs) on experimental basis. In 1996-97 one more school upgraded. During 1997-98, 11 additional primary schools were upgraded bringing the SK UPS to 20. The Executive Committee has found this experiment useful and recommended opening of 15 UPSs in the year 1998-99.

10.7.2 Enrolment

The students of grade VI to VIII in Upper Primary Schools are as follows:

Grade	Boys	Girls	Total
VI	456	114	570
VII	200	30	230
VIII	131	21	153
Total	808	165	973

This year the district boards conducted examination for class VIII students. From SKP schools 153 students appeared at the boards examination. Out of which 93 students were declared passed. Result was about 61%. It was better than that of other schools. In Shahbad 4 students were in first ten. Thus the results are very eouraging.

These schools are operating on experimental basis. If the overall results of the remaining schools are found encouraging the concept of upgrading the primary schools to Upper Primary Schools will be taken up at a larger scale in Phase III.

10.8 Aangan Pathshalas

10.8.1 The concept of Aangan Pathshala (courtyard school) was introduced in 1992-93 to attract more girls to school. Under it a rural woman, V class passed and willing to teach girls, having 15 girl learners in the age group 6-14 in the habitation is identified to work as SK in Aangan Pathshala. She is imparted training and provided with adequate support structure. Presently 97 such Aangan Pathshalas are functioning in 8 blocks.

10.8.2 The gender-wise progressive enrolment in these Aangan Pathshalas was as under:

S. No	Name of the Block area	No. of APs			Enrolment								
		94-95	Mar 97	Mar. 98	30.11.95			31.3.97			31.3.98		
					B	C	T	B	C	T	B	C	T
1.	Phalodi	14	14	14	596	274	870	322	522	844	382	471	853
2.	Karouli	11	11	10	302	227	529	143	196	339	213	312	525
3.	Jhadol	12	22	14	238	373	631	439	351	790	414	339	753
4.	Kuchaman City	-	20	21	236	144	380	140	197	337	447	655	120
5.	Shahbad	-	9	9	-	-	-	-	-	-	135	86	221
6.	Bav...	-	-	18	-	-	-	--	-	-	274	403	677
7.	Abroad	-	-	5	-	-	-	-	-	-	77	74	151
8.	Nagour	-	-	6	-	-	-	-	-	-	45	165	210
	Total	37	76	97							2048	2766	4814

The above table reveals that for girls' education Aangan Pathshalas have become popular. In 97 SKP villages the total number of children in the age group 6-14 is 4814 including 2048 boys and 2766 girls. Out of this number 44% boys and 56% girls are enrolled in APs. Comparatively the enrolment of girls is higher than that in day schools of SKP.

10.8.3 The following table shows the picture of daily attendance, retention and academic standard of students in APs.

S. No.	Block	No. of SKs			Daily Attendance			Retention in %age	Academic standard of students in %age		
		M	F	T	B	G	T		Hindi	Math	Eng.
1.	Karoli (Run by NGO)	2	14	16	84	75	79	87.5	66	75	76
2.	Phalodi (Run by NGO)	16	12	28	86	77	81	95	69	72	69
3.	Jhadole (Run by NGO)	20	10	30	83	79	81	96.7	69	65	79
4.	Kuchaman (Run by NGO)	3	28	31	91	83	86	NA	69	71	79
5.	Shahbad (Run by NGO)	9	0	9	NA	NA	70	30	NA	NA	58
a.	Bavtu (Run by NGO)	-	18	18	78	85	82	New	60	65	60
7.	Aburoad (Run by NGO)	-	5	5	67	59	64	New	46	51	60
a.	Nagour (Run by NGO)	-	6	6	80	94	86	New	75	70	70
	Total	50	93	143	81	79	78.6	77	64.8	67	69.6

The table reveals that daily attendance of girls was 79%, retention about 87% and academic standard of students in Hindi, maths and Environment was 64.8%, 67% and 69.60% respectively. This situation is better as compared to that of Day schools.

10.8.4 The demand of Aangan pathshala is increasing now a days. It shows that the concept of Aangan Pathshala has established, therefore it may be disseminated at larger scale in Phase III.

10.8.5 A study on "Academic Achievement of children of standard I to V in Aangan Pathshalas" by Institute of Development studies in March, 1997 was conducted. The main findings of the study reveal that:

- The model of the Aangan Pathshalas for promoting girls education can be an effective strategy to encourage sustained participation of girls in education.
- The community members were unanimous in expressing that the opening of the AP has facilitated the functioning of a formal structure where children can come and participate in an educational activity.
- The overall performance of children in the Aangan Pathshalas was satisfactory.
- The subject-wise performance of children shows that their performance in Environmental studies was better in comparison to Hindi and Mathematics.

11
PREHAR PATHSHALAS

11.1 Prehar Pathshalas form the supplementary part of SK Day School catering to the educational needs of the working children, who are drop outs or left overs for various socio-economic reasons. They provide convenient learning situations for such children in terms of time, place and duration. In PPs the duration of teaching learning is kept to the limit for 2 hours. These Prehar Pathshalas as such, may be called 'the schools of convenience'.

11.2 The number of PPs has increased by 18.6% as compared to the last year figures. The details are tabulated as:

PPs in March 97	3474
PPs started between Mar. 97 and Mar. 98	861
Total PPs in Mar. 98	4335
Increase	18.6%

11.3 In 166 villages all the students are enrolled in day schools. It is a significant success. 646 PPs are under process of starting. They may start before June 30, 1998.

11.4 Enrolment in PPs -

The courses in PPs are divided into 5 semesters. The semester-wise enrolment is tabulated as under:

Semester	Enrolment in Feb. 97			Enrolment in March 98		
	Boys	Girls	Total	Boys	Girls	Total
I	5337	11391	16728	3413	8902	12315
II	2177	4425	6602	1878	4901	6779
III	1503	2538	4041	1487	3542	5029
IV	751	1447	2198	1119	2815	4006
V	1737	379	1035	852	2199	3051
Total	10147	20836	30983	8821	22359	31180

The above data reveal that :

- (i) Though there is an increase of 18.6% in the number of PPs, the increase in enrolment is merely 197 which comes to 0.63%. It may be because of the following reasons:

- a) Some students may have passed their grade and left.
 - b) There is a check up at the age of 6. Efforts are made that all the children of 6+ are enrolled in day schools.
 - c) About 332 PPs were closed down as, all children had been enrolled in day schools.
- (ii) There is a fall in the enrolment of boys, but that of girls has increased by 4.5%. Last year 67.2% of the enrolment in PPs was of girls, this year it has increased to 71.7% implying that the girls are finding the PPs more convenient to fulfil their educational needs.

11.5 Retention in PPs

If the enrolment for last three semesters are analysed to assess the rate of retention, it shows that it has distinctly increased this year as the comparative data show:

Semester	Yearly Retention	
	% in 1997	% in 1998
III	61.20	74.18
IV	54.39	79.65
V	47.08	76.16

11.6 Efforts made to improve the functioning of PPs

- * PP curriculum Instruction Manual (Prehar Pathshala *Pathyacharya*) was published by the academic section of the Board and distributed among all SKs.
- * Indicators of class room teaching and multi-grade teaching were listed in QRPM and circulated to the SKs.
- * In Shahabad (Baran) and Banswara areas public places to accommodate PPs were not available, so fifty percent matching aid (Rs. 2,000.00) was sanctioned to each PP by the Board, to build a temporary structure.
- * Techniques of maintenance and repairing of solar lanterns and kerosene lanterns were taught to SKS(s) during the training camps.
- * Work of exclusive supervision of PPs was specially assigned to subject specialists of NGOs.
- * Previously one kerosene lantern provided was for a group of four students, now it is for three.

- * Where refilling is possible LPG petromax is recommended for use for lighting arrangement, provided it is ISI marked.
- * Before a QRPM, Day schools and PPs are visited. After that the weak points related to light, place, attendance and academic level of students are discussed in QRPM and corrective measures are suggested.
- * In the yearly meetings of SKS & SSs, a session is held for introspection by participants on honesty in the supervision of the PPs.
- * Honorarium for PPs has been increased from Rs. 400.00 to Rs. 500.00 PM
- * Previously, if a SK was not running PP, a part of the honorarium was not paid to him, but now it is deducted as a penalty. Good results have been obtained from this action.

11.7 Excursion Tours for learners of PPs

- (i) It was correctly assumed that children of PPs, among whom 71% being working girls, are given exposure through organised excursion tours, it will help broaden their horizon of thinking and minimise their hesitation. This also helps to retain them till they complete the final V semester. As such excursion tours for these learners of PPs are organised:

	1997-98
No. of proposals received from PSs	35
No. of sanctions issued	35
No. of students covered	2966
Amount sanctioned	Rs. 6,45,000

8 Tournaments for Learners of PPs

This activity has proved useful in the sense that it provides equal opportunity to learners of PPs to show their talents and also it has attracted community participation and favourable attitude to children's education. For these tournaments the SKB makes provision of Rs. 55/- per student, the remaining expenditure is borne by the community. The number of tournaments has increased this year implying that they are popular and treated useful. The details are as under:

	1997-98
No. of tournaments	34
No. of PPs participated	1267
No. of students of PPs took part	6608
Amount sanctioned by SKB	3,34,700

Some of the pitfalls are as follows:

- * Some of the Panchayat Samitis have not sent the reports of tournaments.
- * In spite of all assurance a few of the parents hesitate to send their grown up daughters out of village, to participate in tournaments.
- * The amount sanctioned is not sufficient to meet the ceremonial function observed on the occasion.

11.9 Difficulties faced in the smooth functioning of PPs :

- * Lack of proper location with adequate space for learning.
- * Lack of proper lighting facilities despite all liberal provisions made for the purpose. Difficulties in availability of kerosene in villages.
- * Irregular attendance during rainy and winter seasons.
- * Low level of scholastic attainment of children in PPs as compared to learners of Day-schools, owing to the day long tiresome jobs.
- * Some SKs are reluctant to run PPs.
- * At some places support to PPs was found weak.

Timings of Prehar Pathshalas are mostly in night. There is again some limitations of night PPs. These are following:

- i) 15 nights in a month are dark nights.
- ii) In 2-3 months of rainy seasons, the path to PP is muddy and fear of snakes and other poisonous reptiles. In light so many 'Kire-makore' (insects) spread over, therefore no body likes to sit near the light.
- iii) There is two months winter season.
- iv) In the western part of Rajasthan about one month's dusty storms disturb the functioning of PPs.

11.10 To overcome these difficulties and shortcomings SKB has proposed the following steps to be taken

- * Preparing an annual calendar for PPs suited to the needs of learners so as to ensure regular attendance.
- * All necessary efforts would be made to bring the level of scholastic attainment equivalent to that of Day-Schools, especially in language and arithmetic.

- Inclusion of more joyful activities like games, sports and excursions, in order to provide learners an exposure to social interaction and self-reliance.
- Special attention to be paid to PPs. Now a days it is the main thrust area of the Project.
- VEC members are to be encouraged to support and supervise the PPs.

11.11 PPs are an effective alternative for attracting girls of the age group 8 to 14 to primary education. SKP's view in this regard is very critical. The SKs try their best to enrol the girls in day school at the age of 6+ and at the same time they try to enrol in PPs all the remaining girls, who are busy in day time. In 3 to 4 years time girls admitted in PPs pass their grade V. Therefore, after 3-4 years all the children get enrolled in day school, except some girls. It was found that when an SK starts his/her PP first time he/she has more children in PP, but after 4-5 years the number of children in PP is reduced for non-availib^{ility} of children for PPs.

SUPPORT STRUCTURE

- 12.1** Support to SKs is regarded very necessary in the SKP, as the SKs are with low educational qualifications, professional ignorance and little exposure to world of developments. A well defined support structure has therefore been developed to provide regular, continuous and need-based support to SKs. Under it for a unit of 15-17 SK villages, one SKS is appointed. In blocks where NGOs are associated, one SS (Subject Specialist) serves as an additional support.
- 12.2** Besides the support of SKS & SS, the Sandhan, Regional Resource Units, IDS, SKB, VEC, Mahila Task Force, also support directly but is casual in nature. Regular publication of Shiksha Karmi magazine encourages creativity and provides academic guidelines to Shiksha Karmis.
- 12.3** Shiksha Karmi Sahyogi (SKS) and Subject matter Specialist (SS)
- 12.3.1** Last year the number of SKSs was 147 which has now increased to 188 including 3 female SKSs, 3 SKSs of AP and 11 SKSs of NGOs. The number of SSs of NGO was 45.
- 12.3.2** At present there are 188 Block-units of SKP in 140 Development Blocks, out of which 45 units have both SKS and SS and in the remaining 143 units, there are only SKS to provide support.
- 12.3.3** It is expected of an SKS/SS to guide SKs on the spot and help him/her in solving professional and academic problems. Besides these, they are also expected to extend their helping hand for school-mapping, micro-planning, conducting the meetings of VECs, class room interaction, teaching skills in concerned subjects maintaining school records or managing PPs etc. Thus, in the true sense SKS/SS is a friend, philosopher and guide and a well-wisher of SKs.
- 12.3.4** SKS is selected from amongst the in-service teachers of the district of the SK Project. He/she may be from Education Department or Rural Development Department. But the SKS are also selected from amongst the talented 6 year old SKs for last two years.

12.3.5 He/she is expected to supervise each school at least once in a month. It was noticed that the frequency of visits and quality of supervision reports were not upto the desired mark. In order to streamline the visits of SKSs and SSs of NGO and to regulate support in all aspects of SK schools & PPs, re-scheduling was taken-up. Visits have now been categorized as detailed, one-day and casual. Accordingly proformae have been developed for each of these categories.

12.3.6 During July 1997, to March, 1998 the norms of schools/PPs visits laid down have been revised with the consent of SKSs & SS of NGO as under.

1. From July 1, 97 to July 10, 97 visits for short duration to each and every school and about 50% PPs to ensure that the teaching in class-room has started since July 1.
2. Detailed visits of 3 to 4 days of each school and PP upto Oct.97.
3. Sudden visits for remaining schools and PPs from August 97 to Oct.97 so that each and every school is visited every month from August to October.
4. November and onward for follow up visits. It may be one day visit where school or PP not running accordingly or may be 3-4 hours visit, with the target that each and every school has been visited.
5. The emphasis on improving the weak performance of SKs.
6. Where difficult geographical situation exists, there is some relaxation in the norms. He/she may plan his/her own visit keeping in mind that in a year each school and PP may have the detailed visit in addition to at least 6 visits to a school and a PP.

12.3.7 Corrective Measures or Efforts made to strengthen the support system in the year 1997-98

- (i) Screening of SKSs was done to retain the efficient and remove the ineffective SKSs. Consequently during the period, 27 SKSs were replaced and seven SKSs completed their tenure and 24 new SKSs were also selected and posted. Nine Shiksha Karmis were selected and posted as SKSs.

- (ii) Each SKS and SS has drawn out an Annual Visit Plan with month-wise break-up into detailed 2 days/3 days and 1-day visits, giving the number and names of villages to be visited. This plan was reviewed and revised in Q.R.P.M analysing the needs.
- (iii) It was emphasised time and again that the attitude of SKS/SS towards SKs is that of a friend and guide, extending help to establish and develop him/her into a confident, efficient and enthusiastic social worker.
- (iv) The visit notes are prepared in triplicate and got signed by the concerned SKs. Original copy is handed over to the concerned SK and the rest are to be retained at P.S. and Board level.
- (v) An eleven days training for 96 SKS/SS was organised in the month of November-December, 97. It focused on improvement in the skills of observation, and class room interactions, report-writing, record-keeping and interacting with community.
- (vi) It was decided at the annual meeting of the SKSs and SSs that each SKS and SS should have a set of 15 text books of class I to V, which he should study well and keep them for ready reference so as to provide the desired support to the SKs in the performance of their job. He also prepared the teaching points with certain activities.
- (vii) During the support activity a sample checking of answer-books of the half yearly examination, annual examination and tests was also undertaken so as to ensure reliability of examination.
- (viii) A list of desired activities was given to the SKSs so that they could develop skill for support.
- (ix) The desirable details of class room of class I were explained to facilitate observation. The techniques of making masks, painting of wall-pictures, understanding Abekus were explained.

(x) SS of NGO concentrated his/her efforts on PP's visits.

12.3.8 Visits of Day Schools & PPs

QRPM of the year was conducted at block level where each school's activity was reviewed and for weaknesses, the SKs or SKS were guided for further actions.

This year the visits of SK schools and PPs were conducted as follows:

Kind of visits	Day Schools	PPs
Surprise	3903	4046
One day	2816	5632
Three day	2023	4046
Total	8742	13724

Thus every school was visited by SKS for 4.3 times in a year and a PP for 3 times. Though it is less than what it was planned.

12.3.9 Difficulties experienced during support process

- (i) SKSs and SSs experience difficulty in finding a proper lodging facility in the village during the support process.
- (ii) SKS, having a motor cycle at his disposal, feels allured not to stay in the village for long and after observing the PPs returns to the HQs.
- (iii) Prior to the quarterly review and planning meeting it was revealed that detailed support to school records is not given. Some SKS s felt satisfied merely by putting their signatures.
- (iv) The NGOs engage the SS during the time of support and keep them busy in other activities. It dilutes continuous support to be provided by the SS.
- (v) The officers of the Board and the RUs hardly find spare time for weekly or fortnightly support. This doesn't contribute support to the working of Day Schools and PPs.

- (vi) Not all the members of a VEC, possess knowledge of the subjects. Consequently their level of support is confined only to ensure the continuous opening of the school.
- (vii) Schools and PPs were not visited in accordance with the Project norms.
- (viii) Adequate attention was not paid to the follow up actions.
- (ix) During the period, July, 97 to March, 98, 15% to 20% of SKS did not make out reports on expected lines. About 45% SSs have to improve the quality of reporting.

12.3.10 Proposals for Improvement in Support given by SKSs & SS

- (i) Follow up action should be taken after the support process.
- (ii) During the training of VECs, major points of support should be included.
- (iii) The area incharge, should be involved in visits to schools. He/she may visit atleast each and every school and PP of his/her area in a year.
- (iv) The proforma for reporting support process contains many pages. Hence it is difficult to provide the SK with a carbon copy of this report. Therefore, printed proformae should be given to the field functionaries.
- (v) Observations concerning the support process should be recorded in the annual performance appraisal.
- (vi) Greater emphasis should be given to on-the-job-support during the next year.

2.4 Two-days monthly RPM

12.4.1 Another important mechanism of direct support to SKs is available in the form of monthly 2-days Review & Planning Meetings. The meeting is organised in five sessions.

- (i) Collection of all kind of difficulties faced in the last month.

- (ii) In the presence of "vichar-manach" representative, the difficulties collected in the first session, are solved. Academic problems are excluded.
- (iii) Individual SK reads those lessons from the books of grade I to V, which are related to his/her class. He/She writes "teaching-points" with its subject matter in the exercise book. This session is very important and it prolongs till late night.
- (iv) In the fourth session the academic difficulties of SKs are solved.
- (v) In the fifth session the honorarium is distributed and other information or work is given to SKs.

12.4.2 The modus operandi is mutual and participatory. The purposeful participation of a Shiksha Karmi is evaluated by SKS/SS who awards marks on various aspects such as punctuality of time, submission of required review and planning proforma, written submission of difficulties felt, monthly plan of activities in the required proforma teaching points and general interacting participatory behaviour during the course of the meeting.

12.4.3 2-day monthly meetings are generally held on Saturday-Sundays or Sunday-Mondays in the first week of the month so as to avoid closure of school or PP for more than one day. In the year 97-98 two day meeting scheduled for February was attached to QRPM at block level. This kind of innovation gave good results.

12.4.4 Work performed during the period

During the period from July, 97 to March, 98, Ten 2-day review, planning and difficulty removal meetings were held at each of the Panchayat Samiti H.Qs.

The following works were accomplished in these meetings:

- * Setting of question papers for PPs in the meeting of September, 97 and also of March 98.
- * Development of work plan for the next semester of PPs in October, 97
- * In each meeting, work plan for class room teaching was developed after writing down the teaching points to be taken up for the next month.
- * In each month, the work done in the last month were reviewed.

- * The problems faced and also likely to be faced concerning education were solved.
- * General problems pertaining to work culture were solved by the Vichar-Manch forum.

12.4.5 The following measures were taken at the above meetings for the qualitative improvement:

- * It was ensured that as far as possible there is participation of the representatives of the RUs/SKB in the meetings.
- * To ensure a qualitative output, the meeting was divided into five sessions and the agenda for each session was decided.
- * The general problems were solved by the members of the Vichar-manch.
- * To ensure the participation of the SKs, weightage in terms of marks was given to each activity.
- * Proformae for Review and Planning were introduced, so that the review of the last months work and proper planning for the next month could be done.

12.4.6 Difficulties experienced during the implementation

- * Work related to sorting of teaching points could not be fully done because of time shortage and reluctant attitude of SKs & SKS.
- * In some situations, the meetings were completed by 1.30-2.00 p.m. as the SKs had to go to distant places for which conveyance was not available in the afternoon.
- * Reports on the meetings were either not received from some blocks or otherwise these are not in a satisfactory form.
- * Some SKSs did not give serious attention to the marks allotted for the various activities.
- * Some SKSs are very reluctant about these meetings.

12.4.7 Suggestions for improvement

- * On the first day the meeting should start at 10.00 a.m. and on the second day it should continue till 4.00 p.m. The SKs who are from far off areas may be asked to reach the venue one day earlier and to write down the teaching points in

the night. Likewise, they can be relieved from meeting earlier than 4 p.m..

- * The arrangement for lunch/dinner should be at the meeting place. To ensure it the SKS should get the arrangement done on contract basis, so that the expenditure incurred on local conveyance may be saved.
- * The SKS be asked to submit a copy of the report in the prescribed proforma invariably to the Board/RU.
- * Stress will be on experiences of SKSs and drawing out teaching points.
- * The two-day meeting is attached with QRPM.
- * Area incharge will conduct these meetings from July 16 to July 25 as a module for SKSs.
- * At least one area incharge will organise the one TDM as a model for SKSs in the month of July 98 in four block units.
- * Follow-up action will be taken in the month of Aug. 98 when the area incharge will work as facilitator. SKS will conduct the meeting and area incharge may only work as facilitator.
- * After August only sudden visits will be observed by area incharge.

12.5 Shiksha Karmi Magazine : regular publication

12.5.1 Shiksha Karmi Patrika is the mirror/replica of SKP which contains important communicable message and supportive material. The content of the magazine enhances the curricular, literacy interest as well as imparts knowledge for creative writing work.

12.5.2 In all 7 issues were published this year with 5000 to 6000 copies of each issue. 28 articles on self learning material in the five subjects, Hindi, Maths, Science, Social Science and English were published. In addition, articles on gender sensitisation and material on games and sports, songs, puzzles, riddles and engineers were also published.

12.5.3 In addition to the above the regular feature "Apni Baat" is published to motivate and guide Shiksha Karmis in order to work with more enthusiasm.

MONITORING

13.1 Monitoring plays a key role in the implementation of the Project especially when the project activities have got expanded. The SKP has spread its activities in 140 block areas of all the 32 districts of the state. The focus is, no doubt, on primary education particularly in remote, socio-economically backward villages, but for the qualitative improvement, a number of activities has been started. This requires effective monitoring system for the optimum utilisation of efforts and inputs.

13.2 SKP culture

The SKP has developed a culture which is distinctly identified as a Shiksha Karmi culture and supports the working of SKP functionaries. It is characterised by goal directed action, collective decision making, attitude of ownership among functionaries, sensitivity to welfare for others with involvement of little, ego, timebounded programmes, transparency in actions quality in performance, self analysis and dedication on the post of functionaries, flexibility appropriate to needs, evaluation for correction and improvement and accountability of functionaries.

A 'Monitoring Wing' at the SKB office level was carved out in 1997-98 with adequate network at RU, block and village levels. This monitoring structure includes VEC at the grassroot level, SKS/SSs at block level and coordinators/MTF at RU level.

13.3 The areas of operation of the monitoring include :

- * quarterly RPMs
- * two-day meetings of SKs at PS/Unit level.
- * Samblan Pratedans (re-inforcement reports) regarding support given by SKSs to SKs and follow up thereon.
- * action on complaints received from different agencies.
- * incentives to SKs (on the basis of periodical evaluation to their performance).
- * evaluation of performance of Sr. SKs, PPs.
- * research/evaluation studies, verification of statistical data.

13.4 System of Monitoring in SKP

13.4.1 Review and Planning Meetings (RPMs)

RPMs is one of the specific features of the monitoring system in the SKP. These meetings are regular, participatory and they aim at process review. Generally RPM takes place at the completion of activities like selection of SKs, training of SKs and MTs, teaching-learning material, school visits etc. Consequently the follow up action of these activities takes place in an improved form. Thus it has proved to be a significant instrument for mid-course corrections by functionaries themselves. It has also proved to be a strong instrument for problem-solving and to ensure the implementation of the activities according to the objectives and norms of the project.

RPMs being planned-forums take place at village level, block level, resource unit level and state level.

(a) Village Level

At the last working day of the month, SKs on their own review the work performed in the month. They review daily attendance, school records, teaching-learning process, content of teaching and other activities, which they have planned to work in day schools and PPs. They also plan the activities and content course to be taught in the next month in day school and PPs individually. It is a self checking and self correcting technique to improve the functioning of the project. Like-wise members of VECs also review the progress in respect to daily attendance and academic level of achievement quarterly. They also have a watch on the functioning of PPs.

(b) Block level

(i) Monthly Two Day RPM

These meeting are held mothly at block level. The first session of the meeting is devoted to review the actions taken in the month and then actions are planned in improved form. Difficulties and problems are discussed in the meeting and solutions found out. If any action of an SK is found against the project norms, objectives or culture, he/she is warned in the meeting.

The members of Vichar-Manch play an important role at this time. It is a sort of information sharing as well as stock-taking

forum of what has been done or not done and why? It is also a most powerful forum for planning and correcting in SKP. The details of support provided by the two-day monthly meeting have been described in the chapter on support structure of this report.

(ii) Quarterly RPMs (QRPMs)

Quarterly meetings were organised at RUs level till Dec. 1997, but it was felt that by this process only overall view of the block could be taken but not the identification of deficiencies in particular. Hence the specific remedial measures could hardly be taken. Therefore the model of quarterly RPMs was changed in Jan. 1998. Before implementing the new model of QRPM, it was discussed with SKs, SKSs and the member of RUs, SKB and Sandhan. The main characteristics of the new model are as follows:

- i) Every person from SKB and RUs has been entrusted with the overall monitoring and supporting work of 4 to 5 block units.
- ii) A proforma relating to enrolment, out of school children, daily attendance, retention academic achievement, school record, exercise books of unit test etc. is sent to all SKs with the request to fill and bring it at the time QRPM with all supporting documents.
 - * QRPM is linked to the two-day monthly meetings. Every third two-day RPM is followed by one QRPM, so that it would also be cost-effective as well time saving.
 - * Incharge officer of the block reviews the work of individual SKs. The corrective measures are taken on the spot.
 - * Reporting of all the review and planning of individual SK's work, School, PP and SKS's work have been made by one SK. This report would be the base for next review.
 - * About 10 to 12 hours time is devoted for such kind of QRPM.

- * An abstract of this review is prepared by the concern person and collected at RU level, afterwards at SKB level.
- * Follow-up actions are taken on the basis of the report.

Thus the work of every SK and SKS is thoroughly reviewed quarterly and remedial actions are taken.

(c) **Resource Unit Level**

The information collected and suggested remedial action in QRPM, are discussed among the members of RUs. If any difficulty arises or any new suggestion comes out from the discussion, it is taken up in the next QRPM. The follow up actions on QRPM reports are also taken at this level. The cases, which are related to policy matters are sent to the SKB for guidance.

Resource Units also monitor in one day monthly meetings of SKS, at their respective HQs. This meeting aims at only information and experience sharing. On the basis of an analysis of the past experience a plan is chalked out for the following month.

(d) **State Level**

The data and experiences of QRPM serve the basis of discussions at state level. All the co-ordinators of RUs sit together with the staff of SKB and discuss the strategy and other matters of QRPM. Follow up action is suggested. On the experiences of QRPM an improved plan for SKP activities is chalked out.

Executive Council reviews quarterly the actions and work done in the quarter, yearly reviews by Governing Council. Bi-annual and Annual Joint review by GOI, Sida and GOR, though planned for this year, could not be held, due to some technical reasons. Annual Joint Review is also to take place.

Challenges

Gaining the experiences of last ten years, the monitoring system has become a powerful instrument for quality control

but it still needs improvement. There are still some challenges to encounter the difficulties in monitoring. Some of them are:

- a) Some of the village education committees are not active, at village level, resulting in the work of PPs to suffer.
- b) Some SKs are very reluctant in reviewing the monthly progress themselves. They present the cooked up data.
- c) Authenticity of data, given by SKs at the time of QRPM, were sometimes found doubtful especially in respect of enrolment, attendance and retention.
- d) Work load at RU and SKB has increased, resulting in the quality work to suffer.
- e) In some cases where appropriate monitoring has not been done, the SKs become reluctant to work according to the norms of SKP.

13.5 The major changes that have taken place in monitoring system of SKP in 1997-98 are as under:

- i) More than hundred intensive team visits were conducted to ascertain the achievement of the project in the SKP villages. Team of three persons visited the day school as well as PPs. They verified the data of survey, enrolment, attendance and retention. They also tested the academic level of achievement of students in day schools as well as in PPs. Records of schools and PPs were checked and where it was found inadequate and incomplete the SKs and SKSs concerned were requested to complete them properly. Teaching-learning methodology if found unsuitable, was corrected and for this demonstration was given.
- ii) The weaknesses in the functioning of day schools' PPs and APs were identified and to remove them remedial actions were taken.
- iii) SKs and SKSs have got aware of their weakness and feel determined to avoid weaknesses.
- iv) The weaknesses found at the time of visits were as follows:
 - a) Some of the children were left out from survey.
 - b) To increase the number of SKs children below age 6 years have been enrolled. This adversely effected retention and academic achievement.
 - c) In some of the schools the number of SKs exceeded the norms. This situation was created there where additional SK was provided for additional 30 students, after 66 students. but at a later stage the enrolment came down instead of getting increased.

- d) Students were found weak in written expression in some schools.
- e) Some discrepancies in purchasing and distribution of TLM at block level, were detected. The monitoring of TLM has now been made tight so that it may not occur in future.
- f) Some of the old SKs were found indifferent towards the PPs where students were less than 5 in each. They have been identified and necessary actions are being taken against them.
- g) Other kinds of weakness in respect of PPs have also been identified.

Thus it was the significant character of the project that the process of identification of weaknesses prevails in the project. To encounter the weaknesses, discussions were held with the concerned functionaries of the SKP on each and every problem or weakness. The steps to overcome the weaknesses have been taken in the last quarter of the year but still some specific measures need to be taken in Phase III.

13.6 Proposals to make the monitoring system more effective

Some of the major actions to be taken in the year 1998-99, for the improvement in the quality of the working include the following:

- a) Work load on each member of RUs and SKB would be assessed and if additional staff is justified, it may be added.
- b) The field area responsibility of each person would be only for four block units, so that area incharge may visit all the schools and PPs of his/her area once in a year.
- c) Timely follow-up action on reports would be given priority.
- d) For the validation of data regarding enrolment, attendance, retention and academic level of achievement, frequent visits by the persons of RUs and SKB would be increased.
- e) The activities of 'Vichar Manch' would be strengthened.
- f) RU/SKB personnel would visit at least all day schools and PPs and discuss the problems with the concerned SKs directly to solve them and simultaneously give feed back to the SKB.
- g) It will be ensured that area incharge (RU/SKB representative) attends the two day meetings at unit level invariably and submits report in the prescribed form.
- h) Analysis of reports and action plans at RU/SKB level to be conducted.
- i) Format for regular evaluation of performance of SKSs and SKs for rating will be standardised.
- j) Review proformas of monitoring will be standardised.
- k) Bi-monthly innovative visits will be strengthened.
- l) Reorganisation of the SKP staff.

MANAGEMENT INFORMATION SYSTEM (MIS)

- 14.1 There is a well inbuilt set procedure of MIS in SKP. It is a two-way information flow system, from field to RUs/Board and from RUs/Board to field level on regular basis. Submission of information is time bound and in specific formats. The procedures and proformas for each and every activity have been developed, printed and got circulated amongst the functionaries of the SKP. The eleven booklets, each with one major activity of the Project, have been published consisting of detailed guidelines and MIS proformas.

These booklets are again discussed with the field functionaries and revised according to the need of the Project. There is a system of constant revision and updation of these booklets as the SKP activities being process oriented, changes generally take place.

Some of the proformas have become standardized but some still need improvement through repeated try-out process.

- 14.2 All information collected in QRPM and suggestions made by SKs and SKSs (except some areas received in SKB office) is fed into computers. Except some one corrective measures are also suggested on the basis of data given by SKs and SKSs. Some important informations, changes in the procedures, and experiences of SKs collected at RUs/SKB level were disseminated in QRPMs.
- 14.3 All SK schools maintain a register containing the details regarding the establishment, demographic composition of the village, physiography, area, data on total population of children in the age group 0-14, by sex and category, activities, plans etc. This is known as '*Vidyalyaya-Vivarnika*' (School Inventory).
- 14.4 The information received from the field is cross checked through field visits and QRPMs.
- 14.5 Following publications are also made available to the field functionaries for valid and reliable information.

Publications for Management Information System

Sr. No.	Name of the Publication	Purpose	No. of Copies published	To whom sent	Language	Frequency
1.	SKS & SS annual workshop	Annual work plan	5000	SKS, SS, BDO, NGO's, RUs	Hindi	Annual
2.	RPM report	Review & Plan	350	SKS, SS, BDO, NGO's, RUs	Hindi	Quarterly
3.	Shiksha Karmi	Distance Education Childrens' literature	5000	SKs, SKS, SS.	Hindi	Quarterly
4.	PPs Pathya charya	PP instruction book	5,000	SKs, SKS, SS.	Hindi	-
5.	Formats for Enrolment attendance, support establishment information.	Information collection	200	SKS	Hindi	Quarterly
6.	TLM demand, quantity, need, formats	TLM supply	200	SKS	Hindi	Annual
7.	VEC members information formats	Information collection	200	SKS	Hindi	Half yearly
8.	Support structure formats (Asked for)	Supervision	200	The Secretary, RSKB, Jaipur	Hindi	Quarterly
9.	Incentive format	Updating honorarium	200	Area I/c Board, Jaipur	Hindi	Annual

14.6 Qualitative Improvements in MIS

- (i) In annual work plan meeting a detailed action plan was explained and prepared.
- (ii) Quarterly RPM was the main and direct source of collecting information.
- (iv) Consolidation of information was done in the RPM. Simultaneously, follow up actions were taken.

14.7 Difficulties faced in MIS

- (i) Due to expansion of the project, publications/formats were increasingly in demand, and so fall short of supply.
- (ii) Due to lack of time and work load the proper monitoring of the information lags behind.

14.8 Proposal for improvement

- (i) Despite of all efforts, MIS still needs to be improved so that an effective monitoring system could be developed.
- (ii) Sending the comments on the information received to the field from the SKB/RUs would be, one of the main focal points for future

FINANCIAL MANAGEMENT

15.1 Detailed guidelines and regulations have been introduced by SKB to ensure better management of finances. Safeguards have been incorporated at all levels which have resulted in optimal use of resources not only at the head quarter level but also at the Block level. Double entry system of accounts has been introduced from the year 94-95.

15.2 Receipt and expenditure during Phase I July 1987 to June 1994

During Phase I, the share pattern of Sida and GOR was in the ratio 9:1. The total amount received during Phase I was of IRS 211.34 million. Accordingly Sida's share was IRS 190.66 million and GOR's share IRS 20.68 million. Expenditure during Phase I totalled to Rs. 180.51 million in which Sida share was Rs. 162.46 million and GOR's share was Rs. 18.05 million. Against the GOI share, Sida reimbursed the amount of MSEK 31.0326 according to our records.

15.3 Expenditure on Phase I

At the end of Phase I there was a saving of Rs. 65.90 million in which Sida share was IRS. 59.75 million and GOR's 6.15 million. The reasons for savings were unspent balance as on 30th June 1994 at P.S. and NGO's and refusal for the proposal to create pension and gratuity fund. The details are as follows:-

Details	Rs. Million		
	GOI	GOR	Total
Total Receipt in Phase I	190.66	20.69	211.35
Expenditure in Phase I	162.46	18.05	180.51
Balance	28.20	2.64	30.84
Balance at P/S and NGO's as on 30th June 1994	13.10	1.46	14.56
Pension and Gratuity Fund	18.45	2.05	20.50
Total	59.75	6.15	65.90

15.4 I. Expenditure During Phase II

15.4.1 From July 1994 to March 1998

The expenditure incurred during July 94 to March 1998 of IRS was 571.86 million in which an amount of IRS 65.90 million was adjusted against Phase I's unspent balance according to Phase I, ratio.

Remaining expenditure IRS 505.96 was divided in the Ratio of 1:1 which Sida share is IRS 252.98 and GOR share is IRS 252.98 million. Details of amount received and expenditure incurred are shown in the following table.

Expenditure incurred in Phase II							
Period	Amount received			Period	Expenditure		
	GOI	GOR	Total		GOI	GOR	Total
July 94 to March 98	309.50 309.50	308.61	618.11	Expenditure incurred from July 94 to March 98 IRS 571.86 million in which expenditure adj. against I Phase I savings.	59.75	6.15	65.90
				Remaining Exp. (571.86-65.90) = 505.96 are adjusted in Phase II Ratio 1:1	252.98	252.98	505.96
				Total	312.73	259.13	571.86

Expenditure incurred during July 1994 to March 1998 was Rs. 571.86 million in which GOI's share was 312.73 million and GOR's 259.13 million. Sida's amount incurred against the expenditure incurred was Rs. 309.50 so far. The unspent balance of GOI on March, 1998 was 3.23 M and GOR's unspent balance was 49.48 M.

15.4.2 Expected expenditure from April 98 to June 98

Expected expenditure during the period of April 98 to June 98 will be 118.64 million in which GOI's share would be 59.30 M and GOR would be 59.30 M.

15.4.3 Expected Expenditure During the Phase II (From July 94 to June 98)

(i) Total expenditure would be IRS. 624.60 Million upto the end of the Phase II. Detailed information regarding expenditure sharing is given below in the following table :

Period	G.O.I Share	G.O.R Share	Total Exp.	Reimbursable Amount
Actual Expenditure incurred from July 94 to March 1998 against Phase II	252.98	252.98	505.96	252.98
Expenditure from April 98 to June 98	59.32	59.32	118.64	59.32
Total	312.30	312.30	624.60	312.30

(ii) The total cost of extended Phase II was IRS 624.60 million and the total unspent balances from Phase I. IRS 65.90 million. Thus the total amount comes to IRS 690.50 million. Out of this IRS 690.50 million will be spent till June 98.

15.5 Expenditure Reimbursed by Sida

The expenditure Reimbursed by Sida is as follow.

(Rs. in Million)

Period	G.O.I Share	G.O.R Share	Total Exp.	Reimbursement by Sida	Letter Dated
1994-95				SEK 7.675.097	Letter Dated
June 94 to March 95	20.91	20.91	41.82		23.9.96
1995-96 April 95 to June 95	18.54	18.54	37.08	"	"
June 95 to March 96	53.96	53.96	107.92	SEK 10.835.341	Letter Dated 10.6.96
1996-97 April 96 to May 96	3.19	3.19	6.38	SEK 598.499	Letter Dated 14.6.96
June 96 to Non 96	31.97	31.97	63.94	SEK 6.112.811	Letter Dated 13.1.97
Dec.96 to March 97	19.080	19.080	38.16	3.712.062	
April 97 to June 97	26.350	26.350	52.70	5.126.459	
July 97 to Sept. 97	48.63	48.63	97.26	-	
Oct. 97 to November 97	23.565	23.565	47.13	-	
Dec. 97	39.935	39.935	79.87	-	
Total	286.13	286.13	572.26		

Note :In the month of Nov. 1996 SEK 8.432.645 was reimbursed against expenditure incurred from March 1994 to June 1994 of Phase I.

Balance amount to be reimbursed by Sida from July 97 to March 98 was IRS 112.13 Million.

15.6 Budget Estimates for the Year 1998-99

It is estimated that IRS 416.51 million approximately will be required in 98-99 for the on-going activities and for expansion and strengthening of new activities. An amount of IRS 340.26 million will be for on-going activities and IRS 76.25 million for new activities. The details of the budget is appended after the chapter.

15.7 Audit

Audit of SKB's account is done annually by statutory chartered accountants. As per the decision taken by SKB, double entry system of accounts has been adopted. Expenditure actually incurred by Panchayat Samitis and NGOs has been taken as amount utilized. The SKB accounts till 1996-97 had been audited by chartered accountants.

Accounts of SKB are not only audited by statutory chartered accountant but also by Comptroller & Auditor General of India annually. So far no major discrepancies in accounts have been brought to the Board's notice and utilization certificate upto 1995-96 has been issued by Comptroller and Auditor General of India.

Performance Analysis Audit of SKP done by CAG's audit team consisting of four members came to office for the audit on Sep.15,1996. They audited the work done in SKP since its inception to 31st March 1996. The report of the audit has been received and the compliance has been sent to A.G. The main objection was lack of reconciliation of accounts in the blocks.

15.8 Internal Audit

There is a common object of all audit reports. That in SKP no system of internal audit. Through the accounts at blocks are audited by Local Fund Audit Department and the accounts of NGO's are audited by Chartered Accountant. But still the accounts of Panchayat Samitties and NGO's are not accordingly to the board account.

Executive Council sanctioned one post of Accounts Officer (Audit) and give permission for internal audit on contract. Applications have been invited. Soon the system of internal audit will work.

15.9 Financial Progress

15.9.1 In Phase I the expenditure was of Rs. 180.51 M in which Sida's share was Rs. 162.46 M and GOR's Rs. 18.05 M. In spite of justified reason of cautious expansion there are unspent balance with Panchayat Samitis and NGOs amounting to Rs. 65.90 M. This amount was however, incurred on the liabilities of Phase I.

15.9.2 The expenditure incurred during phase II period from July, 1994 to March, 1998, was Rs. 571.86 M inclusive of the unspent balance of Phase I amounting to Rs. 65.90 M, This amount was also included in this expenditure. So excluding this expenditure of Rs. 65.90 M, Rs. 505.96 M was the expenditure incurred during the period.

15.9.3 The estimated expenditure from April, 1998 to June, 1998 is likely to be Rs. 118.64 M. Therefore, the total expenditure during Phase II, after excluding the unspent balance of Phase I, would be about Rs. 624.60 M.

15.9.4 Sida reimbursed the expenditure upto 30th June 97. The amount was Rs. 348.00 M, in which Sida's share was Rs. 174 M or MSEK 34.058. Sida's commitment for phase II was MSEK 60. The expected expenditure from March, 1998 to June, 1998 is Rs.118.64 M in which SIDA's share would be Rs. 59.32 M. The reimbursement claim for the period from July 97 to March, 1998 was Rs. 112.13 M. Hence the total claim for reimbursement upto the end of Phase II i.e. From July 97 to June 98 would be Rs. 171.45 M.

EMINENT VISITORS OF THE PROJECT

16.1 The following personalities visited the Project activities during the period.

1.	Mr. Lennart Freden	Member of Swedish Parliament	30.8.96
2.	Mr. Meril Persson	Member of Swedish Parliament	30.8.96
3.	Mr. Jan Olov Agrell	Head of SIDA	29-30th Oct.96
4.	Members of Parliamentary Standing Committee (MPs)	A team of 19 MPs from various States of India visited the Project and a few of them planned to implement this Project in their own States.	6.11.96
5.	Mr. Bengt Rosio	Ex-Ambassador from Sweden	24-30 Nov., 96
6.	Ms. Maria Holm	Correspondent from Sweden	17.12.96
7.	Ms. Ann Erricksson	Correspondent from Sweden	17.12.96
8.	Mr. Syed Amirul Mulk & others	13 members of Bangladesh, Nepal and Maldeev through UNICEF.	31.1.97 to 1.2.97
8.	Mr. Champa k Chatterjee	Jt. Secretary, Vocational Education, MHRD, New Delhi	11.2.97
9.	Mr. O.P.Saini	Director, Rural Development & Panchayati Raj, Rajasthan.	12.2.97
10.	Mr. A.K.Gulati	Dy. Secretary, MHRD, New Delhi	12.2.97

16.2 The visitors to this Project witnessed the progress made in the field of effective UPE through SKP and provided valuable guidance for the betterment of Project but also the success stories of the project and its impact has led other State Governments to implement it in their States.

ACTION PLAN FOR THE YEAR 1998-99

The action plan for the period 1998-99 is as follows:

S.N	Activities	Steps to complete the activity	Time Schedule	Responsibility
1.	Meeting of Governing Council (G.C.)	<ul style="list-style-type: none"> • Preparation of Agenda • Approval of dates from EM • Issuing notice of Meeting • Meeting • Approval of the minutes of the meeting • Sending minutes of the meeting • Execution of the decisions taken by G.C. 	First week of June 98, Second week of June 98 Third week of June 29 June, 1998 First week of July 98, Second week of July 98, Preliminary compliance within one month.	Board
2.	Meeting of Executive Council (E.C.)	<ul style="list-style-type: none"> • Dates of Meetings • Preparation of Agenda and approval of dates • Issuing notice of Meeting • Approval of the minutes • Sending minutes of the meeting • Implementation of decisions taken 	April 11, July 11, Oct. 10, 1998 and Jan. 9, 1999. One month before the meetings. 15 days before meetings. within one week after each meeting. Within one week after approval of minute. Within next quarter of the year.	Board
3.	Identification of the Blocks for the year 1998-98	<ul style="list-style-type: none"> • Meeting of Pradhans and BDO's • Identification of Blocks. • Selection of the Blocks. 	3rd & 4th week of July 1998. July 15, 1998 onwards. July 15, 1998 onwards.	All RU's & Board
4.	Selection of the new eligible project villages and Shiksha Karmis (SKs)	<ul style="list-style-type: none"> • Identification of the eligible villages from project point of view in remote inaccessible areas where education lacks in momentum, listing of such villages in prescribed proforma with all relevant data. • Final selection of villages. 	June, 1998 from all identified blocks. Upto Dec.98, Approximately 300 villages will be visited per month.	All RU's & Board
5.	Recruitment of Shiksha Karmi Sahyogi (SKS)	<ul style="list-style-type: none"> • Advertisement of Post • Selection of SKSs through workshops interview. • Posting of SKs 	June, 98, Dec 98 Aug, 98, Feb 99. As and when required.	Board
6.	Selection of officers in Board and Resource Units.	Advt. of Posts Selection & posting.	March 98. July 98.	
7.	Training of Shiksha Karmis (SKs) Annex - A	37 days induction training	Aug-Sept 98 400 SKs Oct. to Dec. 98, 500 SKs Jan. to Mar., 99, 700 SKs	All RU's & Sandhan All RU's & Sandhan All RU's & Sandhan

		<ul style="list-style-type: none"> • 10 days training • Two days Review & Planning Meetings 	Deepawali & Winter break Every month at Block level.	All RU's & Sandhan At each P.S.
		• 30/20 days training camps	Summer vacation.	All RU's & Sandhan
8.	Training of Shiksha Karmi for UPS	<ul style="list-style-type: none"> • Selection of UPS • Training of SKs for UPS • Start of UPS 	Mar- April 98 May- June 98 July 98	Board & RU's SIERT Board
9.	Training of Master Trainers (MTs)	1. Identification of Competent persons for the Job of MTs. 2. Selection of unemployed MTS	July, 98, Aug 98 July, 98, Aug 98	Board, Sandhan, RU's
		3. Selection of Shiksha Karmi MTs 4. Training of Masters Trainers 5. Orientation Training Camps of MTs.	July, 98 July, 98 Aug. 98, Sept. 98 and Oct. 98, Dec. 98 & Feb 99 In Summer (May, 98) before start of every Trg. Camp	Sandhan & RU's Sandhan & RU's Sandhan & RU's
10.	Training of SKs and SSs of NGOs	<ul style="list-style-type: none"> • SKS(New) • SKS(Old) • SSs (Old) 	August, 98 Nov. 98. August, 98 August, 98	Board RU's RU's
11.	Establishment of SK Schools/PPs	<ul style="list-style-type: none"> • Finalisation of list of SKs on completion of their training. • Issuing orders to provide sanction for social service to SKs in their respective villages. • Establishment of Day School • Establishment of PPs 	Within two weeks after the training. Within one week after their result. Oct. 98 300 schools Nov. 98 200 schools Jan. 99 100 schools Oct. 98 600 PPs Dec. 98 400 PPs Feb. 99 200 PPs	Board Board Board Board
12.	Constitute Village Education Committee(VEC)	• SKs in their village shall constitute V.E.C.	Within one month after the establishment of Day Schools.	Each village school
13.	Correspondence lessons for SKs	1. Preparation 2. Review 3. Publication	July, 98 Aug, 98 Sept, 98 to June, 99	
14.	Publication of Shiksha Karmi Magazine	• Procurement of articles, printing, proof reading, etc.	Every month	Board
15.	Establishment of new Mahila Prashikshan Kendras (MPKs)	<ul style="list-style-type: none"> • Identification of Location • Identification of week MSK • Selection of MSK trainees • Start of MPKs • Refresher trainings of instructors. 	August, 98 August, 98 Every month November, 98 July 98, Sept., 98 Dec., 98 & March, 98	Board Sandhan & RU's Board & RU's Board Board
	Migration Hostels	<ul style="list-style-type: none"> • Proposals of migration hostel; Mobile SK, and other innovations • Sanctions by board 	Upto 31st July every year. 5th of Sept. every year.	

17.	School Mapping & re-planning	Trg. and distribution of literature of SMMP, School health, Ruchika Part-II	29-30 June 98	Dept. of Education, Dept. of Rural Devlp. with the collaboration of SKB.
	(a) VEC	<ul style="list-style-type: none"> • School catchment area demarcation • Mohall meeting • Vill. assembly, VEC reconstitution 	1 July 98 2-4 July 98 4 July night 98	SKs of SK schools. SKs of SK schools. Villagers & VEC members School
		<ul style="list-style-type: none"> • Orientation of VEC members & Election of chairperson VEC 	5 July 98	
	(b) Survey	Nazri Naksha & Goshwara	6-8 July 98	VEC & SKs
	(c)	I- Prवेशotsava & its review & enlisting the remaining children	9-10 July 98	VEC & SKs
		<ul style="list-style-type: none"> • Contact programme with parents 	12-14 July 98	VEC & SKs
		II- Prवेशotsava & Review enlisting out of school children	15 July 98	VEC & SKs
18.	Enrolment & Attendance of Day Schools and PPs	<ul style="list-style-type: none"> • Quarterly Information about Enrolment & Attendance of Day Schools & PPs. 	June 98 Sept. 98 Dec., 98 & March, 99.	
19.	Support/Supervision (Sambhlan)	<ul style="list-style-type: none"> • Month of July 	Short visits of all schools (DS + PP) upto July 20.	
		<ul style="list-style-type: none"> • July to 31st October, • From 1st Nov to the end of the session 	Detailed 3 day's visits -All Day Schools and PPs. One day visits -All Day Schools & and PPs. Short visits	
		<ul style="list-style-type: none"> • Monthly review and replanning (with subject specialist if NGO is working) • Written report issuing to SK. • Presentation of report to BDO. • Presentation/Despatch of consolidated supervision report to Resource Unit/board office. • Review of supervision report & sending suggestions by Resource Unit/board. 	Last working day of every month Same working day. On the day of the arrival from tour. On the last working day of the month Upto 10th of every month.	SKS & SS SKS & SS SKS & SS SKS & SS
20.	Teaching Learning Material (TLM)	<ul style="list-style-type: none"> • Requirement of TLM & text books. • Consolidation of lists of TLM & text books. • Indent of TLM & text books to Panchayat Samiti and SKB. • Providing TLM & text books to blocks. • Providing TLM & text books to schools. 	Every year upto Jan. 15. Every year in two days meetings of SKs in the month of Feb. Upto Feb. 15 every year. Upto June 15 every year. Upto June 25 every year.	SKS & SS SKS & SS V.A. & SKS Board, RSTB & LJP & V.A SKS

		• Distribution of text books distribution • Memorial function.	1 to 15 July every year.	
21.	Quarterly Review & Planning Meetings	• Preparation Meetings for RPM • Meetings will be held on • Reporting of RPM Meetings • Compliance of RPM minutes	Before one week of the meeting July 98, Oct 98, Jan.99, April 99 On the very day of the meeting Next quarter.	All RUs & Board Every Block & HQ SKs, SKS & incharge officer RU/Board
22.	Yearly Teaching-Plan	• Yearly & monthly teaching plan for Day Schools. • monthly plan for PPs.	In the 2 days meeting every month.	SKs & SKS and or SS
23.	Incentives for SKs	• Self evaluation by SK • Verification by SKSs • Issue of sanction by SKB	Two months before the due date Within one week after getting the proposals. Within two days after receiving the proposals.	
24.	Orientation of Project Personnel (Annual Meetings)	To all old and new project personnel of RU's and Board	13 to 18 May 98	Board
24.	SKS's annual meeting		Upto June 98	Board & RUs
25.	Tours for Class V students of day school & students of IV & V semesters of PPs	• Proposal to be sent to SKB/RUs • Issue of sanction • Organisation of Tours	Upto Aug. 15 every year. End of August every year. In the month of Oct.-Nov. each year.	SKS/NGO's Board & RUs Board & RUs
26.	Tours of SKs	• Selection of blocks • Proposal from blocks for tour • Issue of sanction • Organisation of Tours • Follow up work	June 15, every year. August 15, every year. August 31, every year. Deepawali Break/Winter break. Within two week after the tour.	Board & RUs SKS/NGO's Board & RUs SKS/NGO's Board & RUs
27.	Educationally deprived girls camp (Saraswati Shiksha)	• Identification of girls for camp • Prep. of Teaching module • Trg. of instructors • Organisation of camps 40 days each	April 98 Last week of May 98 July 98 Aug to Dec 98	Board Board/ RUs At block level & SKS & NCO's

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