

LOK JUMBISH

The Fifth Report

LOK JUMBISH PARISHAD
JAIPUR

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Abbreviations and Glossary

Anganwadi Worker	Workers responsible for running an ICDS centre
APO	Assistant Project Officer
BCC	Building Construction Committee in a LJ village
BNS	Hindi words meaning BCC
BRT	Block Resource Team (A team responsible for implementation of MLL project at the Block level)
BSG	Block Steering Group
CRT	Cluster Resource Team
DIET	District Institute of Education and Training
DWCRA	Development of Women & Children in Rural Areas, a scheme started by GOI
ECCE	Early Childhood Care and Education
GOI	Government of India
GOR	Government of Rajasthan
Gram Sabha	An assembly of villagers
ICDS	Integrated Child Development Services Programme
Kala Jatha	A cultural caravan intended to help environment building
KSPS	Khand Stariya Shiksha Prabandhan Samiti, i.e. Block Management Committee
LJP	Lok Jumbish Parishad

MLL	Minimum Levels of Learning
MT	Master Trainer
NFE	Nonformal Education
NPE	National Policy on Education, 1986
Panch	Elected representative at village level
Panchayat	Body of panchas - the lowest level elected body in Panchayati Raj
Panchayat Samiti	Block level panchayati raj body
Panchayati Raj	The system of rural local self government consisting of directly elected bodies at the village, block and district level
PR	Panchayati Raj
Pradhan	Chairperson of Panchayat Samiti
Prabodhak	Key resource person for teacher training
PO	Project Officer
PS	Primary School
RPM	Review & Planning Meeting
RSTB	Rajasthan State Textbook Board
RVHA	Rajasthan Voluntary Health Association, jaipur
Samyukta	Incharge at block level for Women's Development activities
Sarpanch	Chairperson of a panchayat

Shiksha Karmi	Para-teachers appointed under a SIDA assisted project in Rajasthan
SKP	Shiksha Karmi Project
Sida	Swedish International Development Cooperation Agency
SIERT	State Institute of Educational Research & Training, Udaipur
SM & MP	School Mapping & Microplanning
SWRC	Social Work and Research Centre, Tilonia
Up Pradhan	Vice-chairperson of Panchayat Samiti
UPS	Upper Primary School
WDP	Women's Development Programme of Government of Rajasthan
WRITE	Women's Residential Institute for Training and Education, Jalore
Zila Parishad	District level body in panchayati raj

Preface

This report is being brought out to coincide with the visit of the Monitoring & Review Mission set up by Sida, Government of India and Government of Rajasthan. The purpose of the visit of the Mission is to review the present status of LJ in the context of development of basic education in Rajasthan. Such Missions always need a progress report which they can use as a basic document for their study, deliberations and recommendations. Some of the sections in this report have been included to meet the expectations of the Monitoring and Review Mission. Much of what is stated here relates to the period after the Fourth Report, which pertained to January, 1994 - March, 1995. An effort has been made to include not only the achievements of the period under report, but also the problems and challenges being faced by the project.

Discerning readers and people interested in the worldwide movement for achievement of the goals of EFA may find the contents of this document in line with the thinking which took place at Jomtien. Those engaged in educational planning may be able to identify some information and insights which are relevant in their struggle for UPE in societies steeped in the kind of educational backwardness in which we find ourselves in Rajasthan.

As before, we request that those who are able to find time to glance through this report, would kindly send their comments.

Project Director

Management

Management is the most critical factor in the success of a programme of educational reform. In the past many a great idea has remained a mere visionary dream, because there was not a suitable management system to give it a concrete shape. Phase I of LJ, therefore, devoted itself to establishing a management system. That system can now be said to have acquired a foundation upon which superstructure of result oriented planning and implementation processes can be built.

An autonomous body

The framework for establishment of an independent and autonomous organisation was spelt out at the time of establishment of LJ Society in May, 1992. There is a largish General Body, which is supposed to meet once every year, and an Executive Committee to which are entrusted all powers and responsibilities for project implementation. A meeting of General Body took place in October, 1995, nearly 2½ years after the previous meeting. However, this meeting of GB was successful in many ways. It was presided over by the Chief Minister and lasted the whole day. Progress of the project was reviewed with the help of the presentations made by staff members. Financial management and audit reports received special attention. GB noted with satisfaction that the level of utilization of funds in Phase I (being about 95 per cent) fully reflected the streamlined administrative machinery. Keeping in view the observations of Audit, GB also gave directions regarding certain aspects of accounts keeping. Chief Minister complimented LJ management for

sustaining not only programme activities but also staff morale and project's image in public during the year (1994-95) when the approval of Phase II was delayed

In accordance with the decision taken by the Executive Committee itself, the Committee met once every 2 months during Phase I. Regular review of the programme was undertaken and a great deal of business was transacted. No meeting of EC took place during 1994-95 because the term of membership of the Committee had expired with the conclusion of Phase I and reconstitution took place only after about a year. In its first meeting after reconstitution, on 6 June 1995, the Executive Committee acknowledged the fact that although the LJ management system worked under severe strain during 1994, it turned the handicap into an opportunity. Thorough review of all the programmes was undertaken and improvements made. These improvements are in NFE, the MLL scheme, Women's Development and provision of Incentives to Girls. Gender equity was built into all programmes and activities of LJ and a large number of trainings were organized. Administrative and financial procedures were recast and the level of efficiency and staff performance improved. In its first meeting of EC it also took a decision that during Phase II it would meet once every quarter. Accordingly 3 meetings of EC have taken place (in June, September and December, 1995). In its last meeting EC has decided that its members should as well visit the programme in the field and, therefore, an alternate meeting will

take place outside the State headquarters.

Apart from desultory moves now and then there has been no attempt of encroachment on LJ's autonomy. The essential features of LJ - gender centrality, improvement in teacher status, decentralization and emphasis on processes along with a direction to move towards the goals - have been fully accepted by the Central and State Governments, teachers' unions, Panchayati Raj people, etc..

Some of the ways which would indicate the manner in which the autonomy and independence of LJ organisation has been sustained are as follows:

- a. There has been no interference regarding the manner in which staff is selected;
- b. LJ has been permitted to create new positions, keeping in view the Financial Parameters laid down by Government of India;
- c. There has been no case of the elected representatives, or officials of Govt. of India or Govt. of Rajasthan imposing unreasonable restrictions in the exercise of financial powers;
- d. Selection of blocks for administration of LJ was, of course, done by the State Government, though sufficient reliance was placed on the recommendations of LJP;
- e. While officials of the Central and State Governments fully participate in the relevant committees and deliberative fora, the procedure of decision making laid down in

LJ is always respected.

- f. The spirit of autonomy extends to the district and block level structures as well as the institutions with which LJ is connected, and neither local level administration nor elected representatives make unreasonable demands.

Crystallization of management processes

The distinct features of LJ management in Phase I have been sustained. These characteristics include: (i) decentralization, (ii) consensus building and partnerships, (iii) participatory planning and evaluation, (iv) commitment to quality and mission mode. At the same time effort has been made to take well coordinated corrective measures for the deficiencies. A significant aspect of the deficiency was insufficient number of women in senior positions. In the last one year the ratio of men and women at LJ headquarters has increased to 4:3 and 7 women Project Officers have been appointed and three out of four positions at the cluster level are filled by women. Improvement in peoples mobilisation and increase in the rate of participation of children at primary level can partly be attributed to the efforts made by women at different levels of management structure. Women personnel have earned recognition as committed and hard-working professionals especially because of their interaction with the local community, teachers and their deep understanding of the problems of the village people. During staff training programmes, special efforts are made to rid the male colleagues of their inherent gender biases.

In general, it can be stated that a conscious management culture has emerged where women personnel are cared and valued for their strength, ability and potential.

District level structure

The original LJ document envisages establishment of district level management structure. The stage for creation of such structure came when all the blocks of Bikaner district were transferred to LJ in February, 1994. Soon thereafter an officer with long LJ experience was posted by the State Government as District Education Officer. The experience, however, showed that the administrative duties of the officer were so heavy that he was not able to devote enough attention to LJ work. The whole issue was, therefore, reviewed and in November, 1995 and it was decided to create positions of Area Coordinators. Each Area Coordinator is to have responsibility for 6-8 blocks. This would include all the blocks of the district concerned, and in addition some blocks of neighbouring districts. Positions of Area Coordinators have been created at Bikaner, Dungarpur and Kota. However, the setup in Bikaner alone has got operationalized so far.

The District Coordinator at Bikaner plays the role which LJ headquarter is supposed to play with the blocks. Some of the significant responsibilities entrusted to the Coordinators are:

- i. Coordination with District level officers and Panchayati Raj Institutions.
- ii. Getting accounts of BSGs inspected.

- iii. Attending meetings of KSPS and seeing to the implementation of their decisions.
- iv. Liaison with Teachers' Unions.
- v. Rapport with DIET, preparation of district training plan and its implementation.
- vi. Contribution in quality improvement programme and giving it a gender sensitivity.

On the whole it can be stated that as a result of creation of positions of Area Coordinators, LJP would be able to monitor the programmes in the field more effectively, and the local level bottlenecks would be sorted out. Coordination with official and non-official agencies would improve and better attention paid to programmes of quality improvement in education. It is possible that the BSGs and MAs would feel 'supervised', but an effort will be made to create a sensitive supervisory system which does not abridge the powers and autonomy achieved at the block and MA level.

LJ and Panchayati Raj

Panchayati Raj was fully reinstated in Rajasthan after the elections to Zila Parishads, Panchayat Samitis and Panchayats in March 1995. The State Government have made known on a number of occasions that their commitment to implement the postulates of the 73rd Amendment to the Constitution, which inter alia calls for a much wider range of transfer of subjects and resources to Panchayati Raj bodies. Several discussions have taken place within the State Government and be-

tween political leaders, officials of the State Government and LJ people, regarding the manner in which modifications may be made in LJ management and work styles in view of the post PR elections. The commitment of LJ to strengthening of Panchayati Raj Institutions and to harness those institutions for furtherance of the social and educational goals of LJ has been made known to the State Government. LJ has taken an initiative in organisation of conferences and training programmes with PR representatives, particularly with women members of PR bodies. As regards the government attitude on the subject, the position can be stated as follows:

- a. The Government appreciates the decentralised structures and effective fora for peoples' participation created by LJ and would like these processes to be safeguarded.
- b. At the same time Government would like to establish a close relationship between PR and LJ, not only to establish smooth and purposeful relationship at the present juncture, but also keeping in view the perspective of long term sustainability of the present LJ systems and processes.
- c. Pradhans and Up-Pradhans in each LJ block should be made special invitees to meetings of KSPS and a place of special honour should be accorded to them.
- d. A reasonably detailed report about the progress of implementation of LJ should be made once every 6 months in the meetings of Zila Parishad and likewise in meetings of Panchayat Samitis. Zila Parishad and

Panchayat Samitis should be invited to discuss LJ progress in their areas and tender advice which should be given due consideration within the framework of LJ regulations, bye-laws and well established strategies.

- e. No proposal is under government's consideration at present either to abridge the powers which PR Institutions exercises over primary education or to transfer to them responsibilities for upper primary education.

Resource institutions and mobilizing agencies

LJ relies on NGOs for technical resource support and for implementation of the programme in the field. The organisation which has become indistinguishable from LJ is Sandhan. This organisation had been the training and technical resource agency for the Shiksha Karmi Project since its very inception. In view of its decision to keep the headquarters staff system as small as possible, LJ decided to lean heavily on Sandhan. The latter, fortunately, with its qualified team of staff was able to gear itself up and could meet the enlarging expectations of LJ. Sandhan also decided to create a new wing to undertake studies, research and evaluation. Although numerically the faculty of the Research Wing is small, it consists of committed and hardworking persons, and has, moreover, the advantage of leadership of an exceptionally capable academic.

In addition to Sandhan, LJ has attempted to seek help from a number of other organisations and institutions. Eklavya in Bhopal, for example, has extended cooperation in training and in the deliberations on curriculum and textbooks. Alarippu, New Delhi, too, has served as a resource agency for Teacher Training and Nonformal Education. Indian Institute of Education, Pune has provided support in development of the MLL scheme and National Book Trust, New Delhi, has been helping in preparation of lists of books for school libraries and in procurement. Vihan, a NGO set up with assistance from LJ, has taken charge of LJ's Early Child Development programme and Rajasthan Voluntary Health Association, that of the School Health Programme.

This rather extraordinary partnership extends to the blocks as well. Nearly 50 per cent of all the clusters under operationalization are with NGOs who play the role as Mobilizing Agencies. As of now, 25 NGOs are functioning as Mobilizing Agencies, taking responsibility for implementation of LJ in one or more clusters. Representatives of these NGOs participate in review, planning and training activities and enrich mutual capacities and strengths.

Coordination between LJ and SK projects

The SK initiative was started in 1983-84 and it began to receive Sida assistance since 1987. Over the years SKP has established itself as an innovative new strategy for providing basic education in the

remote rural areas of Rajasthan. The rigour of its training programmes, the effectiveness of its supervisory machinery, the sensitivity with which it involves NGOs, and the quality of primary education being provided in SK schools, Prahar Pathshalas and Anganshalas have rightly been acknowledged for their excellence. Many of the components in LJ Project draw heavily on SKP. The cascading model for training, with its insistence on quality, the model of part-time NFE programme developed in SKP and the partnership oriented relationship with NGOs developed in SKP, have influenced LJ. As of now, although the two projects cherish their distinct identities, they work together in every way resulting in a symbiotic outcome. Some of the ways in which coordination takes place between the two projects may be mentioned below:

- a. **In Management:** The Chairman of SK Board is the Vice-Chairman of LJP and the Secretary of SKB is a permanent invitee in all meetings of LJ Executive Committee. The Chairman of LJP is a permanent invitee to the meetings of Executive Committee and the Director of LJP is a member of SKB.
- b. **Partnership in programme implementation in the field:** Implementation of LJ is greatly facilitated in villages where there is a SK school because SKs also function as secretary of Core Team and BCC. When a new block is brought under LJ one of the first exercises done is to identify the villages

where SK schools can be set up so that committed and well trained cadres become available for community mobilisation. One of the expectation with the establishment of WRITE is to educate women who can be appointed as SKs and thereupon also work as LJ activists in remote rural areas.

- c. **Learning from each others' methods:** The pace of learning in SKP is very fast. The moment they observe a successful technique being used in LJ, they adapt it to their needs and incorporate it in their work processes. A good example of this is school mapping. On the other hand, LJP is somewhat tardy in learning. Although it was felt that LJ should adopt the "*thahrav register*" (register to show children's retention) as a part of school mapping, actual incorporation of this register has not yet been done. On the other hand, LJ has been a path-breaker in implementation of MLL scheme and SKP has accepted the scheme and follows the LJ design. In providing free stationery and school bags, LJ has emulated SKP mode.
- d. **Common resource institutions and NGO partnership:** The major task taken up by Sandhan was training of SKs. It evolved a comprehensive system of training as a part of their partnership with SKP. LJP built upon that partnership and enlarged the areas of cooperation with Sandhan. Practically all

the NGOs with which SK had been dealing were accepted by LJ also as its partners. These include SWRC Tilonia, Urmul Trust, Lunkaransar, Banwasi Kalyan Parishad, Udaipur, SURE Barmer, Sankalp Mamoni, etc. In the case of the last institution, SKP decided to set up a resource centre with them. However, their budget did not provide scope for grant of funds for building. This deficiency was made good by LJP during Phase I because LJ also uses the resource centre for training and programme activities.

Centre for Educational Management

The need for setting up an institute which will take up the role of capacity building amongst educational planners and administrators in Rajasthan has been felt for some time. In this regard there is a proposal to set up an institute to be called Centre for Educational Management. It would be a joint project of the Govt. of Rajasthan and Lok Jumbish Parishad. The main objectives of the Centre are:

- i. to serve as a centre of excellence in educational management;
- ii. to plan, organise and sponsor programmes of training and professional development for persons engaged in management of education;
- iii. to provide technical support for planning and management of education;
- iv. to undertake and sponsor research in educational management with a view to bringing

- about improvement in efficiency of the system, human resource capability and effectiveness of the educational processes;
- v. to establish networks with appropriate institutions and agencies and to serve as a resource centre for innovation in management of education; and
 - vi. to evolve mechanisms to promote and facilitate people's participation in the process of decentralised management of education.

The proposal for setting up CEM and the financial contribution of Lok Jumbish has been placed before the Executive Committee of LJP and has received its approval. The Memorandum of Association and Rules for CEM have been framed and approved by the Education Secretary. In the month of October, 1995 a meeting was held with the Chief Secretary regarding the setting up of CEM. It is expected that CEM will start functioning in 1996-97.

LJ evaluation system

LJ has an in-built evaluation system in its different program components. There is a practice of periodic review of work which also provides opportunity for evaluation. The main forums and processes of evaluation are:

The Review & Planning Meetings (RPMs): RPMs are meetings that take place periodically at the cluster, block and Parishad levels to review the past work and plan for future. At the clusters and blocks,

RPMs take place monthly, and at the Parishad level, bi-monthly. In most of the state level RPM meetings one programme is taken up for a reasonably thorough review. For example, in the RPM which takes place after summer vacations the experience of organisation of teacher training programmes is discussed in detail and a line of action worked out. Another interesting instance is of the discussion about the strengths and weaknesses of women's groups, as also the problem of their durability. It was in the course of discussion in RPM that two important decisions were made: that several activities which may not seem to be directly related to UPE may be taken up through women's groups, and, secondly, that there should not be an insistence on formation of women's groups in every village. Such formation may take place early in some villages and may take quite some time in others.

State level advisory groups: Most programmes of LJ have state level advisory groups. These groups comprise experts in related areas from all over the country, representatives from the concerned Government Departments, resource institutions of LJ and other important institutions, Parishad and field level staff. These bodies meet periodically, review the developments in the programmes concerned and provide guidance. Practically all important issues requiring decision are considered in these panels and a convention has emerged that the advice of these panels should be treated as decisions.

Evaluation by Sandhan: The Research Wing of

Sandhan associates itself with practically all the major programmes and activities of LJ. Their faculty play a multi-dimensional role: they assist in the deliberations at the state, block and cluster levels; they are willing to involve themselves in actual implementation; and at the request of LJ they undertake evaluation of programmes and initiatives. This evaluation process is not only participatory, but kind of involved and distanced at the same time. Several such studies have been undertaken which have benefitted LJ in moderating its programmes.

Table 1: Overall Progress (upto 31st December '95)

No. of blocks	42
No. of clusters taken up for operationalisation	90
No. of villages in which environment building done	1879
No. of villages in which school mapping completed	1281
No. of Mahila Samooh formed	633
Teacher Training	
i. No. of MTs trained	359
ii. No. of teachers trained	2327
No. of NFE centres opened	936
Buildings Development	
i. No. of school buildings surveyed	658
ii. No. of BNS formed	581
iii. No. of works started	550
iv. Sanctioned amount	Rs. 41.46 millions
Minimum levels of learning	
i. No. of clusters in which MLL introduced	61
ii. No. of schools in which MLL introduced	1765
iii. No. of teachers trained	4737

Table 2: Information on Coverage of LJ (upto 31st December '95)

S.No.	Name of Block	District	Population of Block (1991)	No. of villages	No. of clusters	No. of clusters operation-alised
1.	Arain	Ajmer	109697	128	5	5
2.	Pisangan	Ajmer	173720	114	5	5
3.	Garhi	Banswara	188399	167	5	5
4.	Kishanganj	Baran	108345	203	8	4
5.	✓Lunkaransar	Bikaner	156382	145	7	6
6.	Ahore	Jalore	150191	114	5	2
7.	Bichhiwara	Dungarpur	180805	174	7	4
8.	Chohtan	Barmer	171105	169	5	4
9.	Jhadol	Udaipur	147044	256	9	7
10.	Kaman	Bharatpur	154287	204	7	4
11.	Phagi	Jaipur	130453	170	6	5
12.	✓Phalodi	Jodhpur	161438	86	6	5
13.	Pratapgarh	Chittorgarh	159206	353	11	5
14.	Pokaran	Jaisalmer	115677	133	5	3
15.	Shahbad	Baran	83028	236	8	7
16.	Bikaner	Bikaner	232046	171	9	4
17.	Kolayat	Bikaner	132657	206	8	2
18.	Nokha	Bikaner	208913	128	6	2
19.	Rajgarh	Churu	221371	208	6	3
20.	Todaraisingh	Tonk	90790	118	4	1
21.	✓Talera	Bundi	214017	265	8	1
22.	Jhalapatn	Jhalawar	162994	315	8	1
23.	Abu Road	Sirohi	132122	81	4	1
24.	Thanagazi	Alwar	144119	159	6	2
25.	Bali	Pali	149232	90	5	2
26.	Silora	Ajmer	122109	114	5	

S.No.	Name of Block	District	Population of Block (1991)	No. of villages	No. of clusters	No. of clusters operation-alised
27.	Shahpura	Bhilwara	120640	154		
28.	Aasind	Bhilwara	156028	203		
29.	Baran	Baran	80869	102		
30.	Dungarpur	Dungarpur	133212	158		
31.	Simalwaraa	Dungarpur	189623	220		
32.	Sagwara	Dungarpur	160585	154		
33.	Aaspur	Dungarpur	146507	144		
34.	Chaksu	Jaipur	125703	279		
35.	Kotada	Udaipur	130449	304		
36.	Khamnor	Rajsamand	112075	133		
37.	Kuchaman	Nagor	205068	146		
38.	Desuri	Pali	85369	76		
39.	Gangapur	S.Madhapur	146685	124		
40.	Bap	Jodhpur	103647	93		
41.	Barmer	Barmer	171158	267		
42.	Manoharthana	Jhalawar	126037	294		

School Mapping and Microplanning

School mapping as a technique for planning of primary education facilities through a trained core team is similar in many ways to other such techniques of participatory planning. The strength of the school mapping technique is that it is concrete and people associating themselves with it can see results of their labour. This technique also provides for a two-way relationship. On the one hand, the villagers prepare a plan for improved facilities, and on the other, they pledge to send their children to regularly attend primary schools or NFE centres. Traditionally, school mapping has been considered as an exercise for location of schools based on a systematic use of statistical criteria. In LJ the focus has been placed on ensuring that primary education becomes available to practically all children of all habitations. Hence, instead of being a technique of school location, school mapping has been envisaged as the method of achievement of the goal of universal access to education.

Microplanning goes beyond this. It provides mechanism for planning for, and ensuring, children's participation on a regular basis in a school or NFE centre, and in doing so it emphasises the involvement of teachers as well as the village community.

Room for innovation and need for evaluation are two basic aspects of school mapping and microplanning and the environment building activities organized for its effective execution.

For example:

- To know the impact of earlier school map-

ping and also to update the statistical picture of the villages, the second round of school mapping has begun in all villages where the first exercise was done 3 years ago.

- To make the picture clearer, revised school mapping has been done in a number of villages where the results of earlier exercise were found wanting.

Environment Building: Of late there has been an upsurge in environment building activities. Innovative methods and multiplicity of activities has characterised the situation. 15-day Chetna Yatra (awareness rallies) covering two villages a day, Ma-Beti Sammelan (mother-daughter convention) allowing for recreational and creative activities for women and Bal Mela (children's fair) and fairs of NFE girls are some of the innovative efforts made in this area. Environment building activities are in process in 1879 villages.

Gender sensitivity is part of LJ activities. More so in environment building, school mapping and microplanning. There is enough consciousness on the issue. So much so that a repeat school mapping is done of villages where girls' ratio is found to be very adverse. Constant efforts are made to ensure that each core team ultimately has sufficient participation of women. There are at present 4657 women members in 1466 core teams working in villages.

People's participation is ensured at every level of school mapping and microplanning, including train-

ing of core teams as well as the survey they conduct in the villages. For example membership of the core team consists of villagers themselves and the information they gather is also shared with the village in the village assembly or through special meetings where initial educational planning for the village is mooted.

Microplanning

Familywise and childwise planning with a view to measuring enrolment and retention of children has resulted in visible signs of increase in the sense of responsibility among parents. Instruments like Village Education Register help in this exercise. People's participation is through Village Education Committee which plans and oversees village education development with respect to school and nonformal education centres.

Table 3: School Mapping in Blocks (upto 31st December '95)

Name of block	No. of clusters in the blocks	No. of clusters operationalised	Total no. of villages in the blocks	No. of villages where environment building undertaken	No. of villages where core team formed	No. of villages where school mapping completed
Abu Road	4	1	81	9	7	6
Ahore	5	2	114	30	25	24
Arain	5	5	128	129	171	165
Bali	5	2	90	20	8	8
Bichhiwara	7	4	174	88	80	46
Bikaner	9	4	171	41	25	8
Chohtan	5	4	169	118	77	51
Garhi	5	5	167	235	215	185
Jhadol	9	7	256	156	142	97
Jhalrapatan	8	1	315	12	7	4
Kaman	7	4	204	75	55	52
Kishanganj	8	4	203	46	29	72
Kolayat	8	2	206	20	12	6
Lunkaransar	7	6	145	113	94	72
Nokha	6	2	128	36	20	20
Phagi	6	5	170	92	55	50
Phalodi	6	5	86	135	82	73
Pisangan	5	5	114	83	103	109
Pokaran	5	3	133	94	50	45
Pratapgarh	11	5	353	174	106	72
Rajgarh	6	3	208	25	18	15
Shahbad	8	7	236	78	49	70
Talera	8	1	265	15	9	6
Thanagazi	6	2	159	35	16	15
Todaraisingh	4	1	118	20	11	10
Total	163	90	4393	1879	1466	1281

Table 4: Education Facilities Sanctioned by KSPS (upto 31st December '95)

Name of Block	NFE Centre	SK School	Primary School	Upgradation to UPS	Additional teachers		
					PS	UPS	Total
Ahore	14	1	0	3	1	15	16
Arain	249	13	4	10	23	53	76
Bichhiwara	147	15	20	2	42	39	81
Chohtan	13	1	5	3	64	15	79
Garhi	318	25	24	12	44	33	77
Jhadol	136	32	18	2	4	9	13
Kaman	45	4	16	3	8	20	28
Kishanganj	67	8	1	6	0	13	13
Lunkaransar	114	4	9	18	49	15	64
Nokha	11	0	1	1	3	3	6
Phagi	66	1	9	1	0	12	12
Phalodi	56	25	24	2	56	0	56
Pisangan	218	6	6	13	58	128	186
Pokaran	21	4	12	5	39	13	52
Pratapgarh	62	24	11	0	0	0	0
Shahbad	53	14	0	2	9	9	18
Thanagazi	20	0	0	2	11	0	11
Todaraisingh	1	0	1	0	2	0	2
Total	1611	180	161	85	413	377	790

Nonformal Education

As the project progresses in the first year of Phase II the pivotal importance of NFE is becoming more and more apparent. The progress of the programme can be discerned from the figures given below:

accordance with the advice of Ministry of HRD (Department of Education). ORG has informed that the draft Evaluation Report would become available by the end of January, 1996.

Table 5: Expansion of NFE between April-December, 1995

1. No. of NFE centres sanctioned by KSPS	261
2. No. of centres opened	169
3. Enrolment in new centres	
Girls	2304
Boys	312

A message was being transmitted to the colleagues in BSGs and Mobilizing Agencies that they should go slow with opening of NFE centres because of the restriction imposed by the Executive Committee in its decision of May, 1993.

NFE evaluation

It was in the 6th meeting of the Executive Committee held in May, 1993, that the Lok Jumbish pattern of expenditure per NFE centre was put up. While approving the proposal, the Executive Committee decided that the number of NFE centres should be restricted and large-scale expansion should not be done till the impact of the proposed pattern was evaluated. In 1995 evaluation of NFE programme was entrusted to Operations Research Group, New Delhi. Decision regarding the evaluation agency and its terms of reference was taken in

New developments

Several interesting developments concerning the NFE programme have taken place since March, 1995. Some of them are as follows:

- a. The supervisory system has got institutionalised. Norms for appointment of *pravartaks* (NFE supervisors), their roles and responsibilities were determined by the Prayojak Samiti (State Level Advisory Group) and the honorarium payable to them was increased by Rs. 250/- per month, bringing it to Rs. 1,500/- p.m.
- b. A document laying down detailed guidelines, including the monitoring system, was published in August, 1995. This document has helped in clarifying the parameters of

the programme and the fact that enough space is available for experimentation and innovation within the broad framework of the scheme.

- c. A beginning has been made in preparation of NFE curriculum. The curriculum takes into account the work done in NCERT, SIERT and NGOs like Sandhan and Digantar who have given considerable attention to the question of content and process on nonformal education. It is expected that the curricular framework will become available for testing by June, 1996.
- d. Two experienced and innovative voluntary agencies (in addition to Sandhan) have taken up concrete responsibility in implementation of NFE:
 - **Digantar** has taken complete responsibility for technical resource support in Pratapgarh block; and
 - **Alarippu** has begun to implement all aspects of the programme in a cluster in Arain block.
- e. A good deal of thought has been given to introducing a perspective of gender equity in NFE programme. Prayojak Samiti has decided that the number of women instructors should increase to about 1/3 (from less than 20 percent now). In order to improve the performance of women instructors dur-

ing training and in their work as instructors, a special orientation course is to be organized for women instructors. This course would enable them to improve their scholastic competence in Hindi and Mathematics and would also try to build self-confidence in them to work with male colleagues.

- f. The subject of gender in NFE was discussed at length in the meeting of Samvadika (State Level Advisory Panel on Women's Development) in its meeting held on 21-22 December, 1995. Keeping in view that more than two-thirds of all NFE learners are adolescent girls, it was decided to give a distinct gender orientation to the entire programme, introducing a component of personal health and sanitation, reproductive processes and work related issues. Likewise, gender issues are to be introduced in the training of instructors and *pravartaks* also. Special programmes for adolescent girls have been initiated in Pisangan and Lunkaransar blocks. These are initiatives to supplement NFE instruction by activities which would have an empowering influence on these girls.

Wider impact

LJ NFE programme is beginning to have an influence on a wider scale. At the initiative of Ministry of HRD, national workshops on NFE were organized at Lucknow (May, 1995) and Jaipur (October, 1995). NFE staff members attended these

workshops and presented papers. In addition, the LJ publication on NFE was circulated among all the participants. The approach and details of NFE programme in LJ influenced the deliberations in these workshops. Recommendations in both of them can be said to follow the parameters of NFE programme of LJ. In a planning workshop on DPEP

convened by the Central Government in December, 1995, a senior staff member of LJ was invited to make a presentation on NFE. Six DPEP States represented in the workshop expressed keen interest in observing LJ's NFE programme and to establish continuing rapport.

Table 6: Status of Nonformal Education Programme (upto 31st December '95)

Name of block	No. of centres approved by KSPS	No. of instructors trained	No. of NFE centres started	Enrolment		
				Boys	Girls	Total
Ahore	14	9	9	45	167	212
Arain	249	224	202	1231	2701	3932
Bichhiwara	147	55	45	211	530	741
Chohtan	13	22	10	136	97	233
Garhi	318	214	175	915	1900	2815
Jhadol	136	64	57	341	659	1000
Kaman	45	46	29	137	533	670
Kishanganj	67	67	66	572	780	1352
Lunkaransar	114	70	53	417	566	983
Nokha	11	-	-	-	-	-
Phagi	66	53	40	190	565	755
Phalodi	56	30	24	159	169	328
Pisangan	218	173	159	765	2435	3200
Pokaran	21	12	12	107	168	275
Pratapgarh	62	37	32	336	333	669
Shahbad	53	26	23	181	255	436
Thanagazi	20	-	-	-	-	-
Todaraisingh	1	-	-	-	-	-
Total	1611	1102	936	5743	11858	17601

MLL Programme

Improvement in the levels of pupils' achievement is seen as a critical aspect of Lok Jumbish project for which the programmes of Minimum Levels of Learning (MLL) and recurrent teacher training are being carried out. In Lok Jumbish, the decision to accept the framework of MLLs proposed by the Dave Committee (1991) set up by the Ministry of Human Resource Development was taken in December 1992. For the purpose of providing direction to the MLL programme in LJ, the State Resource Team (SRT) was constituted in March 1993. Beginning with the academic session of 1993-94 the programme started in 45 schools of Arain Block for classes I and II in the subjects of Hindi and Mathematics. Competency-based textbooks were prepared for these classes by Sandhan and residential training of 10 days' duration for all the teachers of these 45 schools was undertaken. On the basis of the experience gained in Arain Block, the scheme was extended to 15 Blocks in July 1994. Currently, MLL scheme is being implemented in 22 Blocks covering 61 Clusters.

For the implementation of the MLL programme in an organised way, the following strategies have been adopted.

Benchmark

The beginning of the programme is made at the block level by establishing a benchmark. For this, competency-based tests are developed and administered on a sample basis (about 20 schools in each block) and an assessment is made about their

existing levels of learning. Benchmark helps to understand the need for improvement and to evaluate the effectiveness of the programme.

Recurrent training

Teachers have a central role in the success of the MLL scheme. Therefore, the need for recurrent training through residential camps and monthly teacher workshops has been emphasised. The training of teachers in the MLL scheme is for a duration of 10-12 days each year. About 80% of MLL-teachers voluntarily attend the annual training camps which are organised at the block level through master-trainers and key-resource persons prepared by Sandhan. The three District Institutes of Education and Training, taken over by LJ, are being revamped to organise inservice teacher training to cope up with training needs when the programme expands to a larger area.

Teaching-Learning material

The MLL programme envisages that textbooks are developed in such a way that in addition to being competency-based, they make curriculum joyful and activity-oriented. Keeping this in view, the textbooks have been developed in Sandhan for all the subjects upto grade IV. The competency-based textbooks are first field-tested in 45 schools of Arain Block for revision and for a second time in about 1000 schools before standardizing them for use on a larger scale.

Continuous and comprehensive evaluation

Evaluation is another essential component of MLL which is viewed as an integral part of the teaching-learning process. Therefore, teachers are expected to undertake continuous evaluation of pupils' achievement and take measures for improvement of their performance. In addition to such continuous evaluation, the programme seeks to include evaluation through periodic tests and annual examinations on the basis of which to plan remedial instruction and to know the extent of progress made towards the improvement of quality. The system of pupil evaluation so far relies on the testing system built into the textbooks and some work done during monthly meetings of teachers. Moreover, it is confined to scholastic aspects, non-cognitive aspects having remained uncovered. In Phase II of the project, the system of continuous and comprehensive evaluation would be evolved and field-tested.

Supervision and monitoring

Supervision and monitoring are viewed as an interlinked activity which is, as well, related to the recurrent inservice training of teachers. While the supervision of MLL programme is carried out through school visits and classroom observations by the BRT members, CRT members and MLL-cluster Incharges, the planning and monitoring is done through the monthly meetings of CRTs/BRTs and MLL-MIS.

School visits: School visits and classroom observa-

tions are emphasised in MLL scheme as the most important means of supervision and assistance to teacher. Currently, all the primary schools where MLL is being implemented are expected to be visited once in a month by the Cluster and Block Resource Team members or MLL Cluster Incharges. The classroom observation reports are discussed in the ensuing Cluster and Block Resource Team meetings.

State, block and cluster resource teams: The meetings of SRT are held quarterly while those of BRT and CRT once every month. The feedback from schools regarding the status of the MLL programme is reviewed. BRTs also organise special workshops on evaluation and on preparation of teaching-learning material along with monitoring the achievement of children.

MLL cluster incharge: For close monitoring and support to teachers, MLL Cluster Incharges have been appointed who are given special training by Sandhan to carry out their work effectively. They provide necessary guidance to teachers during monthly workshops and visit schools in their Clusters.

Monthly review workshops of teachers: Monthly review workshops of teachers at Cluster level are held to discuss children's hard-spots in learning and other MLL-related matters. Sharing of innovative practices and demonstration lessons are also carried out in these workshops.

Post test

Post-test of pupils' achievement to assess the quality of the programme is held on a sample basis. Also, the annual examination results are to be transmitted by the schools to the cluster and block levels for compilation and analysis. The BRT is expected to make an assessment of the average level of achievement of the pupils and improvement in the rate of achievement with reference to the benchmark. The external post-test on a sample basis will work as a means to check the reliability of the annual examinations.

MLL - Management Information System

To monitor the overall progress of the MLL programme, MLL-MIS has been developed. The information so collected will be used for providing corrective feedback as well for decision making in SRT, BRT and CRT.

Fig: Supervision and Monitoring in MLL Scheme

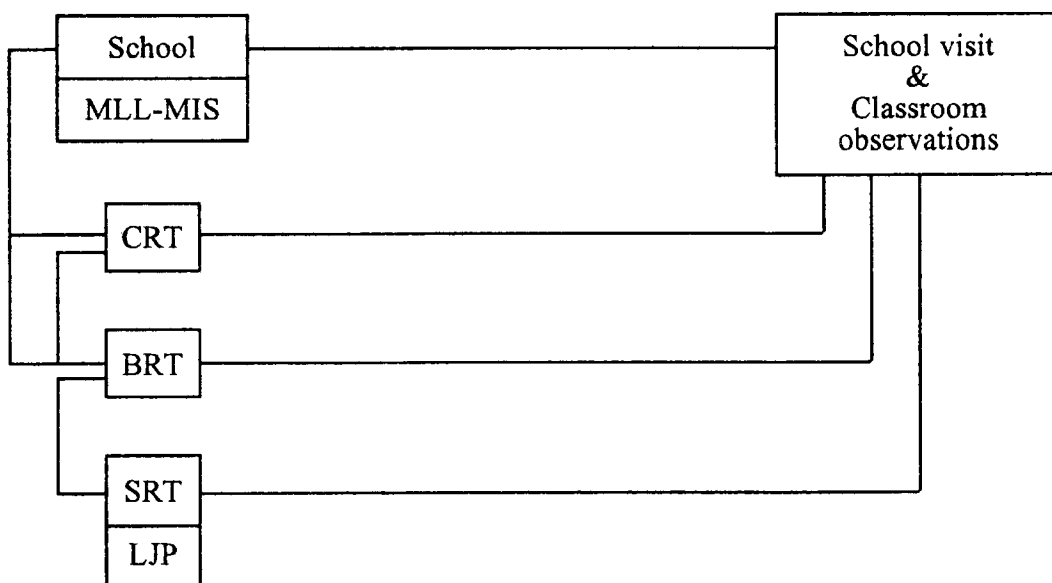


Table 7: Information about MLL Programme (upto 31st December '95)

Blocks covered	22
Clusters covered	61
Schools covered	1765
Teachers involved	4737
Prabodhaks trained	115
Master Trainers trained	688
Teachers trained	3850
Classes under MLL	I, II, III, IV
Students involved	1,40,898
No. of competency based integrated textbooks	10
CRTs constituted	in 13 Blocks
BRTs constituted	in 7 Blocks

Table 8: Progress in MLL-based Training (upto 31st December '95)

S.No.	Type of Training	Blocks Involved	No. of Camps	Participants		Selected
				Invited	Present	
1.	Camps for selection of Key Resource Persons (Prabodhak)	-	2	274	165	80
2.	Key Resource Persons or Prabodhak (for training & final selection)	-	2	80	72	51
3.	Master Trainers (for selection and training)	22	17	585	509	394
4.	Teachers	22	168	4737	3850 (81%)	-

Teacher Training

It hardly needs to be stated that teacher training is crucial for professional development of teachers, and for improvement of quality of education. In LJ we view teacher training not only as a means to impart new understandings and skills among teachers, but also as a strategy to create conditions in which teachers may get an opportunity to reflect about their work and environment. Through this process of reflection, communication and interactivity teachers can be expected to rekindle their latent idealism and acquire a new world-view.

Two kinds of teacher training programmes are organised in LJ: motivational orientation, and MLL-based training. Reference to the latter has been made in the section on the MLL scheme.

Motivational training

Like MLL-based training, participation in motivational training is not compulsory. Teachers are invited to attend training courses, and effort is made through local level administration and teachers' unions to persuade teachers to attend training courses. The duration of motivational course is 10 days and they are expected to be residential. However, a section of teachers, particularly women teachers, show reluctance about the residential character.

Nevertheless, nearly 70% teachers do accept the residential aspect. Motivational courses were started from the summer vacation of 1993. So far more than 4000 teachers in all the 25 blocks of

Phase-I have participated in motivational courses. Some of the interesting features of these courses are

- two day planning meeting just preceding the course
- management of arrangements by participants themselves
- a spirit of equity between trainers and trainees
- self-imposed discipline, participatoriness and inter-activity
- activity and learning orientation and generally an enjoyable experience.

There is a great deal of decentralization in the planning and implementation of teacher training programmes. The BSG decides the dates of training, its location and approaches the Block Development Officer and District Education Officer to depute teachers. Master trainers are also invited by BSG people. After conclusion of the training course APO (Training) joins the master trainers to evaluate the different aspects of the training course.

Technical resource support and the trainers

Sandhan plays a crucial role in the training system. They develop the syllabus for training, work out training methodologies and take the overall responsibility for the quality of training programmes. Selection of key resource persons (Prabodhaks) and their training is also the responsibility of Sandhan. Sporadically, assistance is also taken from other NGOs such as Eklavya Bhopal,

and Alarippu New Delhi. The trained key resource persons have the responsibility for training master trainers. Initial selection of master trainers is made by BSGs. The main responsibility for the conduct of training of teachers rests with master trainers. They are paid a modest honorarium for each day they spend on training.

Detailed review of all the training programmes organised during summer vacation is undertaken. The first level of review is after each training course. Sandhan faculty spends several days rigorously reviewing the strengths and weaknesses of the training courses. Feedback is also obtained from BSGs and other supervisory personnel about the way in which the training programmes have influenced the teachers. A two-day evaluation conference is organised by LJP to which people from both the wings of Sandhan, several members of BSGs, some Prabodhaks and master trainers are invited. The conclusions of this conference are used to revamp the teacher training system.

Women Teachers' Forums (WTF)

In the process of review of the training programmes organised during summer vacation of 1994 it was noticed that there was marked indifference among women teachers towards teacher training, and they were reluctant to accept the residential character. BSG Pisangan took an initiative and convened a one-day conference of women teachers to understand their difficulties. Several problems came to light: elders in the family and husbands did

not want them to go to work during vacation; they themselves had held over some engagements for summer vacations; they had small children who needed looking after; their experience of working with men did not enthruse them to go for training, etc. BSG Pisangan decided to address itself to all these problems and suggested to women teachers that an effort will be made to sort out the difficulties they had pointed out and to make the training programmes into joyful camps. A second meeting was organised after 2 months and the women teachers decided to form themselves into a proper women teachers' forum. This forum would work with BSG in the planning of the training programmes and would persuade the families of women teachers to allow them to attend the training courses. Subsequent training courses organised for Pisangan women teachers were much more successful.

The idea of WTF was brought to the notice of other BSGs. More and more women teachers wanted to come together, interact with BSGs and were quite happy to attend residential courses if satisfactory arrangements were made. There are WTFs in 19 blocks. Most of them have had 2-3 meetings and their participation in teacher training programmes have improved. Most of them have gone beyond teacher training and have taken up issues which affect women teachers.

Take over of DIETs

The task of teacher training has expanded enormously. Immensely capable though the

organisation is, and deeply committed its faculty, it seemed unreasonable to leave all training programmes with Sandhan. When the State Government placed all the blocks of Bikaner district with LJ, a request was made to transfer the management of Bikaner DIET also to us. After some consideration, government agreed to the proposal and the DIET was transferred with effect from April 1995. LJP acted with a sense of urgency to reorganize it. Detailed Regulations were framed. The extant staff was screened (about half of them stayed) and steps were taken to select good new people for the vacant positions. Simultaneously, the new and old buildings of DIET were inspected and a plan for their repair and additions and alterations was prepared. An amount of Rs. 4 million was sanctioned for buildings. The Principal of the DIET had worked in Sandhan and was closely associated with LJ. Full support was extended to him to revitalize the Institute. During the last six months, DIET Bikaner has become one of the pace-setter institutions of the country.

Taking note of the work done in DIET Bikaner, and keeping in view the fact that all the blocks of Dungarpur district had been placed with LJ, and likewise all the blocks of Ajmer are to be covered under LJ, the State Government has transferred the management of DIETs situated in these districts. Steps have been taken for reorganization of these DIETs on the lines similar to Bikaner DIET.

Fig: Teacher Training Strategy in Lok Jumbish

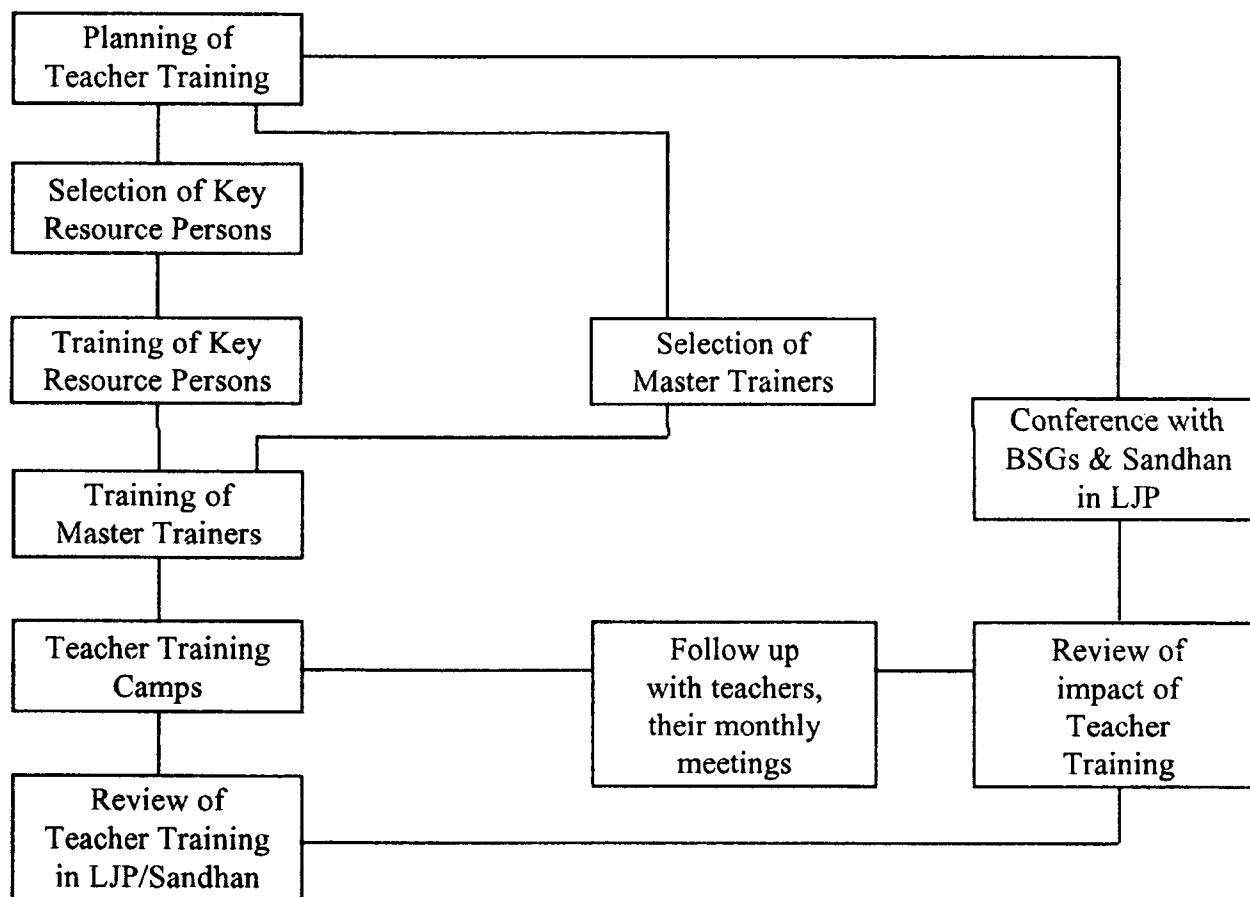


Table 9: Progress (upto 31st December '95)

S.No.	Type of Training	Blocks Involved	No. of Camps	Participants		Selected
				Invited	Present	
1.	Key Resource Trainers (for selection)	-	1	56	33	18
2.	Master Trainers (for selection)	10	10	338	218	145
3.	Teacher Training	10	23	930	586	-

Standardization of School Equipment

Though National Policy on Education (1986) has envisaged the provision of essential school and classroom equipment for improving the quality of primary education but hardly any serious efforts have been made to prepare a standard list of minimum items except the list prepared by NCERT for the Operation Blackboard Scheme of the Central Government. In Lok Jumbish, an initiative has been taken to prepare a standard list of school and classroom equipment, teaching-learning aids and sports items which are essential for every primary school. The central thought has been to create a proper learning environment for making schools more attractive and joyful places for children so as to enhance their retention, alongwith improving the quality of classroom instruction.

The introduction of the scheme of Minimum Levels of Learning also requires the provision of teaching-learning aids suitable for the competency-based classroom instruction. For this, a need analysis was carried out with a large section of teachers, curriculum planners, teacher educators and agencies involved in the development and manufacture of teaching aids. This led to the finalisation of a list of sixty minimum essential items for primary schools. Thereafter, steps were initiated for standardisation of items in the list. Specimen of items available in the market were collected and their quality was judged in consultation with teachers, Sandhan faculty, Jaipur based Birla Institute of Scientific Research and Indian Bureau of Standards, New Delhi. This helped in working out specifications for the

identified minimum list. For widening the information collected and with a view to quality assurance, a brochure has been prepared giving the detailed specifications and guidelines for the use of the items.

Lok Jumbish has also taken the initiative to establish small libraries in primary schools so as to inculcate the habits of reading and self-learning among children. An interface with the National Book Trust has been created for finalisation and supply of 150 and 200 book-titles suitable for children of primary and upper primary schools respectively. It has been thought that the story books, poetry books and activity books suitable for different age group should enable children to acquire gender sensitivity, and facilitate inculcation of values such as love of nature, patriotism, importance of cleanliness and good health and communal harmony.

Lok Jumbish is aware of the fact that purchase and distribution of these items needs to have a transparency for which the purchase procedure is shared with teachers, elected people's representatives, teacher unions' representatives and parents. The purchased items reach the school through the village level committees so that the community knows what kind of material has been purchased for their school. In order to enhance the skill of using the teaching-learning aids, it is proposed to make it a part of the annual training programmes of teachers as well as the personnel involved in supervision and

monitoring.

Based upon the experience in the use of these items, the list will be further updated to work out a large list, to be called the essential list of items, for primary and upper primary schools. The programme of standardisation will be an evolving programme as it involves looking into the possibilities of new designs for school equipment that can be produced by local artisans and craftsmen as well use of newer and better materials produced due to advancement in technology.

Table 10: Provision of School Equipments (upto 31st December '95)

Name of the block	Total amount spent
Shahbad	3.56
Kishanganj	4.08
Pratapgarh	5.78
Garhi	5.48
Bichhiwara	5.20
Jhadol	4.16
Ahore	3.78
Chohtan	5.08
Phalodi	4.36
Pokaran	4.12
Lunkaransar	4.58
Kaman	4.34
Phagi	3.96
Arain	5.77
Pisangan	4.76
Total	69.01

Women's Development

Crystallization of the gender perspective

The goal of the women's development perspective in LJ is to create conditions for a substantially higher participation of girls in primary education. From the beginning, the principal strategy for achievement of this goal has been to enable women to bring about a change in their self-image and to change the perception about women in family and society. This is to be achieved through environment building, formation of women's collectives at village level, providing an institutional support system (field centres), introducing a perspective of gender equity in the content and process of education, and making continuous efforts to make the management system better adjusted to the indispensability of gender equity in the approach to social development.

Like several other areas of concern in LJ, thinking regarding strategies has involved over the last three years. At the beginning, there was a rather simplistic belief that women will come together in groups for school mapping and would get motivated to persuade others in the village to send their girls to study. It was also believed that ensuring that a reasonable number of women in the system of management was an assurance about sufficient gender sensitivity. We kept ourselves aloof from the intricacies of introducing gender perspective in curriculum and instructional processes. As the first phase of LJ came to a close, several points became clearer. These included:

a. A realization that mere formation of women's

group did not necessarily mean that circumstances for women's empowerment had been created in the village.

- b. It was not so difficult to form a group, but rather difficult to sustain it, and even more difficult to enable it to make an impact on decisions of families.
- c. Endeavour towards women's empowerment would inevitably lead to a holistic approach which, at the very least, would require work with men occupying decision making positions in the power structure and family.
- d. Women's development cannot be the concern of a small unit at the headquarters and other levels, but has to become a concern of the whole system and, likewise, it is inappropriate to treat women's development as a component of LJ perspective. In fact women's development must inform and influence all structures, programmes and activities.
- e. However intractable it may be, introduction of a perspective of gender equity in the content and process of education has to be one of the priority areas of LJ's work.

Recent developments

The last one year has been a period of frenetic activity in women's development. We give below a few emerging issues, regarding which there is still not enough clarity but which point the direction towards which the programme will move during the remainder of the Second Phase.

Review of the role of women's group - The main point of thrust in women's development has been women's groups. Their number and membership are large and they have made a significant contribution to increasing girls' participation rate and in engendering a fresh understanding about women's role in society. Many of these groups have given evidence of their vitality by making clear that education by itself was not enough to sustain their galvanization. Many of them participated in large environment related women's gatherings (for example one organized by URMUL at Lunkaransar in May, 1995) and rallies against women's oppression (such as the demonstration which took place at Jaipur over the rape of a sathin). Several groups came together to undertake visits to institutions and programmes known for high degree of gender awareness. Health issues, particularly reproductive health, have also been engaging attention of women's groups in several blocks. They have also engaged themselves in training as hand-pump mechanics and have organized thrift groups.

Networking - Women's groups as well as women staff members have felt the need to establish mutually supportive linkages with programmes, organizations and persons who share common goals and vision of the future. Contact with the Women Development Programme has increased. The clusters taken up by them have served as a model of what women's groups can do and *prachetas* (coordinators in WDP) and sathin (village level women activists) have been involved in training programmes

and other activities. Some voluntary agencies in Rajasthan, are known for dynamic women's development programmes. These include Urmul Trust Lunkaransar, SWRC Tilonia, and Seva Mandir Udaipur. Establishment of networks has been facilitated by LJ persons travelling to other states where they got an opportunity to share ideas and experiences. Study teams have travelled to Gujrat, Himachal Pradesh, Bihar, Karnataka, etc. A more stable and continuing relationship has emerged between Mahila Samakhya team of Bihar Education Project. They provide an excellent training ground for LJ staff.

Work with women Sarpanchas and Panchas - A veritable revolution has occurred in India at the grassroots level during the last couple of years. As a result of reservation of one-third seats for women and reservation also for backward classes, new faces have stridently entered the political arena. LJ found itself seized by this new development. Priority is given to holding of consultations with women sarpanchas and panchas and to organize short duration training programmes for them to enable them to effectively play their role in the panchayati raj set up. Nearly half of the blocks have organized these activities and have established a rapport with them.

Gender equity in the content and process of education - Meetings of Samvadika (State Level Panel of women's development) were organized in October and December, 1995 on this subject. In addition to the members of Samvadika several

specialists were invited. An outline seems to be emerging for undertaking a series of initiatives in this sphere, which would include

- revamp of curriculum
- preparation of a manual to help teachers to engage students in discussion over gender issues
- preparation of supplementary reading material, including books to present a different role model about women in rural areas
- reorganisation of NFE programme in view of the fact that a majority of learners are adolescent girls.

It may take another year or so before a concrete plan of action emerges to reorganize educational content areas, remap teacher training and prepare new kinds of instructional materials.

Women's Residential Institute for Training & Education (WRITE)

WRITE was started in Jalore in March, 1995. The purpose of this Institute is to provide residential education and training to women, in order that they may take up some work and also serve as persons who can work with L.J. Bye-laws have been formulated for the running of WRITE.

In the beginning it was thought that the capacity of WRITE would be about 40 and when the Institute was started many women did not turn up for admission. However, 30 actually remained. There has been an increasing demand for such education and the intake has now been increased to 50. The

residents of WRITE are provided free boarding and lodging facility, as well as necessary learning materials. An extraordinary enthusiasm for learning has been noticed. They all want, as early as possible, to achieve education upto class V, and then go to class VIII level. Although the actual instructional time each day is 6 hours, most of them spend 3-4 additional hours to hasten the pace of their progress.

It was remarkable when, in November, 8 residents (most of them had had one or two years of schooling) said that they were ready to take test for class V. The principal organized tests through the District Education Department. Everyone was surprised when all candidates got 60 percent or more marks. Six of these women are continuing their education upto class VIII and expect to reach that standard within the next 18 months.

In addition to scholastic education, opportunities are being provided to build self-confidence among the residents. There is a great deal of mutual help and support, they have all learned cycling, and do all the purchases for the mess. They have also established contact with women workers in the field, such as village level workers in DW CRA, Aanganwadi workers, ANMs etc.

Building Development

One of the aspects of improvement of quality of education is provision of the teaching-learning spaces to meet the needs of existing and increased enrolment. As per Action Plan of 1992-94 the main thrust in Phase I was on R&D based low-cost durable buildings development. The objective of R&D was: (i) begin a process of qualitative improvement in school buildings and school environment; (ii) keeping construction cost within reasonable limits; (iii) utilise local materials and technology for the construction programme; and (iv) explore ways for effective involvement of village community. Building Development in Lok Jumbish is crucial to the creation of a suitable environment for education. Since the school buildings have visual impact, they become symbols of the existence of schools in villages. A poorly lit, ill maintained, unsafe school building discourages parents from sending children to schools, and vice versa. Most of the existing school buildings are in poor state of maintenance. Surveys of existing school buildings reveal that not only are they insufficient for required need, they lack in basic facilities such as storage, drinking water, toilets, play areas, etc. The design of the existing school buildings is stereotyped and the classrooms look more like barracks and are generally uninspiring. Many of these buildings are incomplete. The required number of rooms have never been constructed and the verandahs are generally missing. The rooms are dark due to lack of proper window openings. Many of the school buildings are structurally unsound - roof slabs broken, walls have cracks, floors begin to have pot holes and

plaster is crumbling. School buildings appear not to have been attended to since initial construction and generally leak during rains. Rather than being conducive for learning, they present a hostile environment and keep the children away from the schools.

Building Development in Lok Jumbish is a significant departure from the standard practice. It was realised very early that any construction programme could be jeopardised by unhealthy practices and unethical contractors, a trend very common in the existing system. Instead of contracting out, LJ decided to involve local people and school teachers in supervision of construction work. Building development was entrusted to a village level committee called Building Construction Committee (BCC). Its functions and responsibilities were spelt out in byelaws very clearly. Training in simple accounts procedures and technical aspects was imparted to them. The school teacher is one of the key members of BCC, a significant step which has resulted in integrating the building development programme with education programme. It was felt that these local cadre of trained men and women will continue to use their newly acquired skills for other building activities in the rural areas as well as maintenance of assets earlier created.

With a view to improving the design aspect, to induct the experience of other interesting projects, and to encourage innovations socially committed Architects who are sensitive to social development issues were identified to take up work in three agro-

climatic zones in Rajasthan. These architects took responsibility for repairs of existing schools and building ecofriendly schools/Field Centres in Lunkaransar, Garhi and Kishanganj blocks. Each of the consultants set up a unit in each block assigned to them and took up a detailed survey of existing school buildings on a common format. Simultaneously, with the help of the Mobilizing Agency (MA) concerned, they helped in formation of a BCC in each village. The consultants worked closely with the members of BCC to conduct deficiency surveys, developed design for each school building (for new construction, A/A as well as repair) and prepared a maintenance strategy for the buildings. The building designs developed through discussion with the village people formed the basis of estimates, which indicated requirement of funds, materials, labour and other inputs. These estimates after checking, are approved by the Parishad and the amount released to Block Steering Group (BSG) for implementation and actual construction through the BCC which actually is the agency for carrying out construction/repair activity.

In the First Phase, priority was given to repair work and rehabilitation of existing schools, and removal of deficiencies in order to make the schools functional. Construction of new school buildings is being taken up only where no facility exists at present. It has been our endeavour that as much as possible new school constructions be got funded under government's Jawahar Rozgar Yojana. After discussion with LJ, the concerned department of

Government of Rajasthan has decided to permit BCCs set up by LJ to take up such constructions under JRY also. Proposals for creation of additional accommodation in the existing schools are based on detailed village survey and school mapping data.

In Phase I, building development activity could be extended to only twelve blocks. LJ has now appointed capable and committed architects/engineers to follow up the excellent work carried out by architectural consultants. There has been a general appreciation in the way the programme is being taken up with total transparency about all activities, including accounting. There has been sincere participation by the community members through BCC in taking up responsibility for construction. During this period LJ was also able to demonstrate the ability of local community to look after school building with active support of teachers and Lok Jumbish personnel. The crucial thing, however, is the issue of sustainability of such a participation. The society must 'own' the building and take responsibility for its upkeep and maintain them on long term basis. A culture of participation has emerged in the community, and building development corpus is being created, which would, in the long run help in taking up of maintenance of school infrastructure.

The building development programme would be expanded during the Phase II, with continued emphasis on R&D. A need was felt for setting up a group of distinguished architects, social workers

etc. to advise on building development programme. Accordingly, a group, called *Kamthan*, has been set up under the chairmanship of Building Advisor. The functions of *Kamthan* are as under:

1. To review the building development activities undertaken under Lok Jumbish Project;
2. To suggest ways and means for improvement of the programme;
3. To consider norms for various facilities under the building development programme;
4. To make an assessment of construction techniques being adopted, suggest alternatives, if required;
5. To make suggestions on improvement of the environment in schools;
6. To consider special needs of girl-child; and
7. Any other matter in connection with buildings development in LJP.

Three meetings of *Kamthan* have been held so far. Diverse, yet very innovative, aspects of building development have emerged in this forum, which may have far reaching impact on the programme.

Media and Publications

LJ Project document has envisaged the use of various media forms to improve communication with the community at large and also to enhance the quality of the LJ programmes. There has been emphasis from the beginning on use of media forms which are interactive and participatory in nature. Activities such as Gram Sabhas, street theatre, Kala Jathas, meetings and workshops are examples of the forms which facilitate participation of the people. There has been a conscious effort to use folk forms and strengthen and revive local folk traditions.

Apart from the folk forms, electronic and print media have also been made use of by LJ. Several films have been produced by LJ related to its various programme components. The main purpose of producing the films is to help in the training programmes. A list of the films produced so far may be seen in the Appendix.

LJ has been using many publications related to children education, science teaching and gender sensitivity, "Chakimak", a children's Science magazine, and "Sandarbha", a resource magazine for teachers, (both published by Eklavya, Bhopal) and "Ujala Chhari", a tabloid targeted at rural women, with gender sensitivity as its focus, are some of the publications used regularly in LJ.

LJ also brings out some of its own publications. A brief report is being made about them here.

Jana Samplav

Jana Samplav is an educational journal, edited by Sushmita Banerji, being brought out for the last two-and-a-half years. *Jana* means people and *Samplav* means groups as well as movement. The journal is an interactive effort, with close communication and action with its readers. Initially started with a readership of one thousand, at present it has got a readership of five thousand spread over 17 districts of Rajasthan. Its readership ranges from instructors of NFE, teachers, workers of voluntary organizations and school children to drop out youth and housewives.

The main objectives of *Jana Samplav* are as follows:

- to reach as many literate people as possible residing in villages and small towns and create in them an interest in school-based journalism;
- to examine the present educational system, reflect on it and simultaneously raise questions;
- to evolve methods of participation of the readers such that there is authentic partnership and the journal become kind of co-production;
- to disseminate material dealing with different issues and problems in the field of school education;
- to create a forum for controversial issues in school education, the method and style being such that maximum number of readers

- can participate; and
- to constantly evolve and refine the role of the journal itself.

Each issue of the journal contains a sizeable number of pages devoted to contributions by readers - many coming from remote villages.

Jhanjharko

Jhanjharko is a bulletin of Lok Jumbish, with an objective to provide a forum to field workers for sharing innovations. *Jhanjharko* is a widely used local Rajasthani word, meaning early dawn. This bulletin was started in September, 1992. Women Teachers' Forums have received a boost in other blocks after the experience of one block was shared through *Jhanjharko*. Similarly, this bulletin brought to the notice of field workers several new initiatives in NFE, which have reached right upto cluster level personnel. As a forum for reporting and sharing about innovation, *Jhanjharko* is a promising medium.

Phuljhari

Phuljhari is a four-page bulletin brought out by Lok Jumbish with the objective of providing academic support to NFE instructors and primary school teachers. This has been started in December 1995 and only two numbers have come out. This bulletin is produced by Arvind Gupta, a very talented educationist. It aims at providing help to instructors and teachers, who often feel that they have to be told by others what they should do, to have confidence to develop their own methods and

practices. The few reports we have suggest that this organ has already begun to make learning joyful for the children. *Phuljhari* is a Hindi word meaning sparkler, a symbol of joy and excitement for children.

In addition, LJ brings out various publications from time to time. These publications can broadly be classified into five categories:

1. Textbooks for children (12)
2. Progress reports (5)
3. Training reports (3)
4. Documents on programmes (4)
 - Nonformal Education
 - School Mapping & Microplanning
 - Building Development
 - Management Information System
5. Evaluation reports (2)

A list of the publication is available in the Appendix.

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Appendix

1. LJ Publications

(a) Journals

- Jana Samplav (Hindi)
- Jhanjharko (Hindi)
- Phuljhari (Hindi)

(b) Reports

- Action Plan, Phase I (Hindi & English)
- LJ The First Report (Hindi & English)
- LJ The Second Report (Hindi & English)
- LJ The Third Report (Hindi & English)
- LJ The Fourth Report (English)
- Lok Jumbish 1992-95 (Hindi & English)
- Joint Evaluation Report (Hindi & English)
- Lok Jumbish - An Introduction (Hindi & English)
- Reports of Retreat at Mt. Abu
Mhara Ghat Me Upje Gyan (Hindi)
Santan Sathe Adh Ghari (Hindi)
- Building Seminar Report (English)

(c) Documents

- School Mapping & Micro-Planning (Hindi & English)
- Non-formal Education Programme (Hindi)
- Management Information System (Hindi & English)

(d) Textbooks, Teachers' Guides & Training Manuals

- Apni Bhasha - Part I
- Apni Bhasha - Part II
- Apni Bhasha - Part III
- Mathematics - Part I
- Mathematics - Part II
- Mathematics - Part III
- Mathematics - Part IV
- Khoji Pothi - Part III
- Khoji Pothi - Part IV
- Aise Sikhayen Bhasha - Part I
- Saheli - Part I
- Saheli - Part II

2. Films Produced by LJ

(a) On Minimum Levels of Learning

- Concept of MLL
- Why Quality?
- Competency Statements
- Strategy of MLL
- How to Prove Quality and Importance of MLL

(b) Mathematics Teaching

- Aise Shikhayen Ganit - Part I & II

(c) Others

- Poora Aasman
- Digantar
- Visit of King & Queen
- Master jee ki Diary - Part I & II

Finance and Accounts

Due to delay in the approval of Phase II and unavailability of required funds to take up expansion of LJ activities, only ongoing activities were sustained between 1 July 1994 - 30 June 1995. Norm based processes and procedures were adopted and strengthened at the headquarters, block and cluster levels.

(i) Recruitment and training of personnel

All officers who are responsible for implementation of the programme have been trained in financial procedures. One accountant or assistant accounts officer has been appointed in all project offices and at the district level. Some strengthening of accounts staff has also been done at the headquarters. They have also been provided intensive training. The accounts personnel in turn also train field functionaries such as cluster level workers and BCC members.

(ii) Internal check and audit

A system of inspection by internal check has also been established to ensure timely checking of maintenance of accounts. Shortcomings in the maintenance of accounts and financial discrepancies noticed are rectified on the spot and remedial steps taken to avoid recurrence. Annual audit of accounts of the project by statutory Chartered Accountants has been done upto 1994-95. In addition, LJ has ensured audit of accounts by the Comptroller and Auditor General of India. Due to efforts in

this direction, audit of LJP accounts by them has been completed upto 1993-94. The audit of accounts for the year 1994-95 is being taken up by CAG in February, 1996.

The reports of Statutory Auditors and Comptroller and Auditor General alongwith LJ report of compliance/action taken have been considered in the Executive Committee and the General Body. On the whole, those bodies expressed satisfaction about the maintenance of accounts.

(iii) Employees' Provident Fund and leave encashment

The Employees Provident Fund Scheme has been adopted w.e.f. 1.1.95 for LJ personnel working on short term contract basis. The rate at which contribution is being made is 8.33 percent, which is as per the law governing PF. It is expected that 190 persons will get this benefit. Leave encashment of 30 days in a block of two years is also given to LJ personnel on the lines of the benefit provided to the State Government employees.

Financial Parameters

Before approving Phase II GOI decided to lay down Financial Parameters for LJP. During initial discussions it was pointed out on behalf of LJ that there has been no problem during Phase I in regard to financial management and, therefore, laying down financial parameters was perhaps unnecessary. Also

the desirability of allowing autonomy and independence to LJ Parishad was emphasised. However, GOI felt that like other externally assisted projects, it would be desirable to lay down Financial Parameters for LJ also. There was a series of discussions about the appropriateness of some of the clauses of the Financial Parameters drafted in the Central Government. In the course of exchange of views it was also pointed out that while laying down proportion of investment on management, construction programme and other activities was quite appropriate, the Parameters could be liberal and enabling. However, the Financial Parameters considered appropriate, and accepted by the state government were promulgated. The Central Government also expressed the view that provision of free uniforms to girls, even on an experimental basis, and free stationery was not necessary as an educational investment. LJ took up the matter with the State Government, and the latter were of the view that this activity, in respect of which decision was made during Phase I, should be continued on an experimental basis. The State Government also agreed to provide separate funds for this purpose. Since commencement of Phase II financial management of LJ has adhered to the Financial Parameters.

Financial requirement for Phase II (1 July, 1995 - 30 June, 1998)

Total estimate of Rs 800 million was given for 3 years in Phase II draft document for 1 July 1994 - 30 June 1997. However, due to the delay of one year in the start of Phase II, the financial require-

ments have now been recast. The estimates, based on prescribed norms, unit costs and financial parameters, are within the original outlay of Rs 800 m. Since the expansion of programme activities has actually started after 1 July 1995, they will gain momentum and go up considerably by the end of three year Phase II. In view of the rising inflation, the financial requirement is likely to increase in the third year i.e. 1997-98 & may exceed the current estimates of Rs 320.87 million. The requirement of funds in 1997-98 may be to the tune of Rs 400m for which adequate attention will have to be given when review of LJ is undertaken in 1996-97.

It may also be mentioned in this context that the agreement signed between GOI and SIDA envisages Phase II for a two year period, namely from 1 July 1995 to 30 June 1997. However, the agreement states that the Phase II would be based on the document prepared by LJP and GOR, which envisages Phase II of three year duration. GOR has requested GOI to extend Phase II upto 30 June 1998.

Table 11: Details of Expenditure (1 July, 1994 to 30th June, 1995)

S.No.	Heads	Expenditure during 1/7/94 to 30/6/95
1.	Primary Education	2.669
2.	Non-formal Education	11.243
3.	Qualitative Improvement in Education	15.352
4.	Mobilising activities	6.704
5.	Women's Development	11.169
6.	Early Childhood Care & Education	1.755
7.	Buildings Development	14.250
8.	Try-out activities	1.393
9.	Innovations	0.036
10.	Management	7.075
	G. Total	71.646

Table 12: Year-wise Abstract of Financial Requirement (1 July, 1995 - 30 June, 1998)

in Million Rupees)

S.No.	Name of Programme/Activity	1995-96	1996-97	1997-98	Total
1.	Primary Education	65.10	68.00	64.26	197.36
2.	Nonformal Education	23.35	34.68	50.57	108.60
3.	Teacher Training	4.69	7.71	10.22	22.62
4.	Minimum Levels of Learning	17.87	24.60	31.07	73.54
5.	Mobilization Activities	13.62	22.40	26.88	62.70
6.	Women's Development	13.95	26.00	28.65	68.60
7.	Early Childhood Care & Education	3.27	3.27	3.27	9.81
8.	Buildings Development	40.38	74.04	74.72	189.14
9.	Management	11.80	15.40	20.43	47.63
10.	Centre for Educational Management	0.50	0.50	4.50	5.50
11.	Educational Technology & Media	0.20	0.80	3.00	4.00
12.	School Health and Integrated Education for Disabled	1.00	1.00	1.00	3.00
13.	Post-literacy and continuing Education	0.50	0.50	0.50	1.50
14.	Innovations	2.00	2.00	2.00	6.00
	Total	198.23	280.00	320.87	800.00

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